



# SOCIAL STUDIES K TO 7

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*Integrated Resource Package 2015*

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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](http://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

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# *Social Studies K to 7*



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.

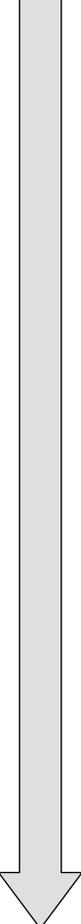
### ***Human and Physical Environment***

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**



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

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

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





CONSIDERATIONS FOR PROGRAM DELIVERY

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*Social Studies K to 7*



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/](http://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](http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf)

*Safe, Caring and Orderly Schools*

[www.bced.gov.bc.ca/sco/](http://www.bced.gov.bc.ca/sco/)

*Diversity in BC Schools: A Framework*

[www.bced.gov.bc.ca/diversity/diversity\\_framework.pdf](http://www.bced.gov.bc.ca/diversity/diversity_framework.pdf)

*Human Rights Code*

[www.qp.gov.bc.ca/statreg/stat/H/96210\\_01.htm](http://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](http://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.msers.gov.bc.ca/privacyaccess/](http://www.msers.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/](http://www.bced.gov.bc.ca/specialled/)

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

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*Social Studies K to 7*



**P**rescribed 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

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*By Grade*

## **KINDERGARTEN**

*It is expected that students will:*

### **SKILLS AND PROCESSES OF SOCIAL STUDIES**

- A1 participate co-operatively in groups
- A2 gather information from personal experiences, oral sources, and visual representations
- A3 present information using oral or visual representations

### **IDENTITY, SOCIETY, AND CULTURE**

- B1 demonstrate an awareness of the concept of change
- B2 identify groups and places that are part of their lives
- B3 identify similarities and differences among families

### **GOVERNANCE**

- C1 describe their roles and responsibilities as members of the classroom and school community
- C2 identify the purpose of classroom and school expectations

### **ECONOMY AND TECHNOLOGY**

- D1 identify individual human needs
- D2 identify work done in their community
- D3 identify examples of technologies used in their lives

### **HUMAN AND PHYSICAL ENVIRONMENT**

- E1 identify characteristics of different local environments
- E2 demonstrate responsible behaviour in caring for their immediate environment

## GRADE 1

*It is expected that students will:*

### **SKILLS AND PROCESSES OF SOCIAL STUDIES**

- A1 use picture maps to identify familiar locations in the school or community
- A2 participate co-operatively and productively in groups
- A3 gather information from personal experiences, oral sources, and visual representations
- A4 present information using oral, written, or visual representations
- A5 identify strategies to address relevant school-based problems

### **IDENTITY, SOCIETY, AND CULTURE**

- B1 describe changes that occur in their lives
- B2 explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members
- B3 identify a variety of social structures in which they live, learn, work, and play together
- B4 identify symbols of Canada

### **GOVERNANCE**

- C1 describe their roles, rights, and responsibilities at home and at school
- C2 explain the purpose of classroom and school expectations

### **ECONOMY AND TECHNOLOGY**

- D1 describe basic human needs
- D2 identify types of work done by people in their community
- D3 demonstrate awareness of the purpose of money
- D4 describe ways they use technologies

### **HUMAN AND PHYSICAL ENVIRONMENT**

- E1 recognize maps of Canada
- E2 identify characteristics of different environments
- E3 demonstrate responsible behaviour in caring for their immediate and school environments

## GRADE 2

*It is expected that students will:*

### **SKILLS AND PROCESSES OF SOCIAL STUDIES**

- A1 interpret simple maps using cardinal directions, symbols, and simple legends
- A2 create simple maps representing familiar locations
- A3 gather information from a variety of sources for presentation
- A4 present information using oral, written, or visual representations
- A5 select a solution to a classroom or school problem

### **IDENTITY, SOCIETY, AND CULTURE**

- B1 identify changes that occur in the school and community throughout the year
- B2 describe ways individuals contribute to a community
- B3 identify factors that influence who they are
- B4 identify significant language and cultural characteristics of Canadian society

### **GOVERNANCE**

- C1 distinguish their roles, rights, and responsibilities within the classroom and school
- C2 describe how decisions are made in groups, the classroom, and the school

### **ECONOMY AND TECHNOLOGY**

- D1 describe work done in the school
- D2 describe the purpose of money
- D3 describe how technology affects individuals and schools

### **HUMAN AND PHYSICAL ENVIRONMENT**

- E1 locate on a map landforms and bodies of water of local and national significance, including
  - Pacific Ocean
  - Atlantic Ocean
  - Arctic Ocean
  - Vancouver Island
  - Rocky Mountains
  - locally relevant examples
- E2 describe their responsibility to the local environment
- E3 describe how the physical environment influences human activities

## GRADE 3

*It is expected that students will:*

### **SKILLS AND PROCESSES OF SOCIAL STUDIES**

- A1 apply critical thinking skills – including questioning, predicting, imagining, comparing, classifying, and identifying patterns – to selected problems or issues
- A2 identify a variety of symbolic representations
- A3 use simple maps to interpret and present information
- A4 gather information from a variety of sources
- A5 organize information in chronological order
- A6 create a presentation on a selected topic
- A7 formulate a response to a relevant classroom, school, or community problem or issue

### **IDENTITY, SOCIETY, AND CULTURE**

- B1 identify changes that can occur in communities over time
- B2 describe the importance of communities
- B3 identify cultural similarities and differences
- B4 identify characteristics of Canadian society

### **GOVERNANCE**

- C1 describe how an understanding of personal roles, rights, and responsibilities can affect the well-being of the school and community
- C2 summarize the roles and responsibilities of local governments

### **ECONOMY AND TECHNOLOGY**

- D1 compare ways in which needs and wants are met in communities
- D2 assess how technology affects individuals and communities

### **HUMAN AND PHYSICAL ENVIRONMENT**

- E1 locate major landforms and bodies of water in BC and Canada, including
  - St. Lawrence Seaway
  - Great Lakes
  - Fraser River
  - Queen Charlotte Islands
  - Canadian Shield
  - Hudson Bay
  - locally relevant examples
- E2 identify characteristics of the provinces and territories of Canada
- E3 demonstrate a sense of responsibility for the local environment
- E4 describe how the physical environment influenced early settlement in their local community or another community studied

**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

## GRADE 5

*It is expected that students will:*

### **SKILLS AND PROCESSES OF SOCIAL STUDIES**

- A1 apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues
- A2 use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada
- A3 gather a body of information from a variety of primary and secondary sources
- A4 create a presentation on a selected topic
- A5 defend a position on a selected topic
- A6 implement a plan of action to address a selected school, community, or national problem or issue

### **IDENTITY, SOCIETY, AND CULTURE**

- B1 describe the significance of key events and factors in the development of BC and Canada, including
  - the fur trade
  - the railroad
  - the Fraser/Cariboo gold rush
  - immigration and settlement in different regions of BC and Canada
- B2 assess why immigrants (including East and South Asian immigrants) came to BC and Canada, the individual challenges they faced, and their contributions to BC and Canada
- B3 describe the contributions of significant individuals to the development of Canada's identity

### **GOVERNANCE**

- C1 demonstrate knowledge of how Confederation formed Canada as a nation
- C2 describe levels, responsibilities, and the election of government in Canada
- C3 identify the distinct governance structures of First Nations in Canada

### **ECONOMY AND TECHNOLOGY**

- D1 analyse the relationship between the economic development of communities and their available resources
- D2 analyse the development of transportation systems in BC and Canada

### **HUMAN AND PHYSICAL ENVIRONMENT**

- E1 describe the major physical regions of Canada
- E2 describe the location of natural resources within BC and Canada, including
  - fish and marine resources
  - forests
  - minerals
  - energy resources
- E3 explain why sustainability is important
- E4 analyse environmental effects of settlement in early BC and Canada

## GRADE 6

*It is expected that students will:*

### SKILLS AND PROCESSES OF SOCIAL STUDIES

- A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- A2 interpret graphs, tables, aerial photos, and various types of maps
- A3 evaluate the credibility and reliability of selected sources
- A4 deliver a formal presentation
- A5 implement a plan of action to address a selected local or global problem or issue

### IDENTITY, SOCIETY, AND CULTURE

- B1 assess diverse concepts of Canadian identity, including the evolution of diversity and multiculturalism in Canadian society
- B2 compare Canadian society with the society of another country
- B3 relate a society's artistic expression to its culture

### GOVERNANCE

- C1 compare the federal government in Canada with national governments of other countries
- C2 describe key characteristics of the justice system in Canada
- C3 assess equality and fairness in Canada with reference to the *Canadian Charter of Rights and Freedom*, including:
  - examples of discrimination faced by many Canadians prior to the *Charter*, such as women and certain ethnic groups being denied the right to vote, Aboriginal children forced into the residential school system, the Chinese head tax, and the internment of Japanese Canadians
  - key provisions of the *Canadian Charter of Rights and Freedoms*
- C4 compare individual and collective rights and responsibilities in Canada with those in other countries
- C5 describe the role of Canada in the world

### ECONOMY AND TECHNOLOGY

- D1 describe the importance of trade for BC and Canada
- D2 analyse the significance of communications technologies in Canada
- D3 evaluate effects of technology on lifestyles and environments
- D4 compare Canada's economy, technology, and quality of life with those in one or more selected countries

### HUMAN AND PHYSICAL ENVIRONMENT

- E1 assess the relationship between cultures and their environments
- E2 describe factors that affect settlement patterns and population distribution in selected countries

**GRADE 7**

*It is expected that students will:*

**SKILLS AND PROCESSES OF SOCIAL STUDIES**

- A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information
- A3 compile a body of information from a range of sources
- A4 deliver a formal presentation on a selected issue or inquiry using two or more forms of representation
- A5 defend a position on a contemporary or historical issue

**IDENTITY, SOCIETY, AND CULTURE**

- B1 analyse the concept of *civilization* as it applies to selected ancient cultures
- B2 analyse social roles within one or more ancient civilizations
- B3 identify influences and contributions of ancient societies to present-day cultures

**GOVERNANCE**

- C1 describe the evolution and purpose of rules, laws, and government in ancient civilizations
- C2 assess how ancient systems of laws and government have contributed to current Canadian political and legal systems

**ECONOMY AND TECHNOLOGY**

- D1 describe various ways ancient peoples exchanged goods and services
- D2 assess ways technological innovations enabled ancient peoples to
  - adapt to and modify their environments
  - satisfy their needs
  - increase exploration and trade
  - develop their cultures
- D3 compare ancient and modern communications media

**HUMAN AND PHYSICAL ENVIRONMENT**

- E1 assess how physical environments affected ancient civilizations
- E2 identify the impact of human activity on physical environments in ancient civilizations





# PRESCRIBED LEARNING OUTCOMES

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*By Curriculum Organizer*

## 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.

*It is expected that students will:*

### **Kindergarten**

- A1 participate co-operatively in groups
- A2 gather information from personal experiences, oral sources, and visual representations
- A3 present information using oral or visual representations

### **Grade 1**

- A1 use picture maps to identify familiar locations in the school or community
- A2 participate co-operatively and productively in groups
- A3 gather information from personal experiences, oral sources, and visual representations
- A4 present information using oral, written, or visual representations
- A5 identify strategies to address relevant school-based problems

### **Grade 2**

- A1 interpret simple maps using cardinal directions, symbols, and simple legends
- A2 create simple maps representing familiar locations
- A3 gather information from a variety of sources for presentation
- A4 present information using oral, written, or visual representations
- A5 select a solution to a classroom or school problem

### **Grade 3**

- A1 apply critical thinking skills – including questioning, predicting, imagining, comparing, classifying, and identifying patterns – to selected problems or issues
- A2 identify a variety of symbolic representations
- A3 use simple maps to interpret and present information
- A4 gather information from a variety of sources
- A5 organize information in chronological order
- A6 create a presentation on a selected topic
- A7 formulate a response to a relevant classroom, school, or community problem or issue

### **Grade 4**

- 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

**Grade 5**

- A1 apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues
- A2 use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada
- A3 gather a body of information from a variety of primary and secondary sources
- A4 create a presentation on a selected topic
- A5 defend a position on a selected topic
- A6 implement a plan of action to address a selected school, community, or national problem or issue

**Grade 6**

- A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- A2 interpret graphs, tables, aerial photos, and various types of maps
- A3 evaluate the credibility and reliability of selected sources
- A4 deliver a formal presentation
- A5 implement a plan of action to address a selected local or global problem or issue

**Grade 7**

- A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information
- A3 compile a body of information from a range of sources
- A4 deliver a formal presentation on a selected issue or inquiry using two or more forms of representation
- A5 defend a position on a contemporary or historical issue

## IDENTITY, SOCIETY, AND CULTURE

*It is expected that students will:*

### **Kindergarten**

- B1 demonstrate an awareness of the concept of change
- B2 identify groups and places that are part of their lives
- B3 identify similarities and differences among families

### **Grade 1**

- B1 describe changes that occur in their lives
- B2 explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members
- B3 identify a variety of social structures in which they live, learn, work, and play together
- B4 identify symbols of Canada

### **Grade 2**

- B1 identify changes that occur in the school and community throughout the year
- B2 describe ways individuals contribute to a community
- B3 identify factors that influence who they are
- B4 identify significant language and cultural characteristics of Canadian society

### **Grade 3**

- B1 identify changes that can occur in communities over time
- B2 describe the importance of communities
- B3 identify cultural similarities and differences
- B4 identify characteristics of Canadian society

### **Grade 4**

- 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

### **Grade 5**

- B1 describe the significance of key events and factors in the development of BC and Canada, including
  - the fur trade
  - the railroad
  - the Fraser/Cariboo gold rush
  - immigration and settlement in different regions of BC and Canada
- B2 assess why immigrants (including East and South Asian immigrants) came to BC and Canada, the individual challenges they faced, and their contributions to BC and Canada
- B3 describe the contributions of significant individuals to the development of Canada's identity

### **Grade 6**

- B1 assess diverse concepts of Canadian identity, including the evolution of diversity and multiculturalism in Canadian society
- B2 compare Canadian society with the society of another country
- B3 relate a society's artistic expression to its culture

### **Grade 7**

- B1 analyse the concept of civilization as it applies to selected ancient cultures
- B2 analyse social roles within one or more ancient civilizations
- B3 identify influences and contributions of ancient societies to present-day cultures

## GOVERNANCE

*It is expected that students will:*

### **Kindergarten**

- C1 describe their roles and responsibilities as members of the classroom and school community
- C2 identify the purpose of classroom and school expectations

### **Grade 1**

- C1 describe their roles, rights, and responsibilities at home and at school
- C2 explain the purpose of classroom and school expectations

### **Grade 2**

- C1 distinguish their roles, rights, and responsibilities within the classroom and school
- C2 describe how decisions are made in groups, the classroom, and the school

### **Grade 3**

- C1 describe how an understanding of personal roles, rights, and responsibilities can affect the well-being of the school and community
- C2 summarize the roles and responsibilities of local governments

### **Grade 4**

- 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

### **Grade 5**

- C1 demonstrate knowledge of how Confederation formed Canada as a nation
- C2 describe levels, responsibilities, and the election of government in Canada
- C3 identify the distinct governance structures of First Nations in Canada

### **Grade 6**

- C1 compare the federal government in Canada with national governments of other countries
- C2 describe key characteristics of the justice system in Canada
- C3 assess equality and fairness in Canada with reference to the Canadian Charter of Rights and Freedom, including:
  - examples of discrimination faced by many Canadians prior to the Charter, such as women and certain ethnic groups being denied the right to vote, Aboriginal children forced into the residential school system, the Chinese head tax, and internment of Japanese Canadians
  - key provisions of the Canadian Charter of Rights and Freedoms
- C4 compare individual and collective rights and responsibilities in Canada with those in other countries
- C5 describe the role of Canada in the world

### **Grade 7**

- C1 describe the evolution and purpose of rules, laws, and government in ancient civilizations
- C2 assess how ancient systems of laws and government have contributed to current Canadian political and legal systems

## ECONOMY AND TECHNOLOGY

*It is expected that students will:*

### **Kindergarten**

- D1 identify individual human needs
- D2 identify work done in their community
- D3 identify examples of technologies used in their lives

### **Grade 1**

- D1 describe basic human needs
- D2 identify types of work done by people in their community
- D3 demonstrate awareness of the purpose of money
- D4 describe ways they use technologies

### **Grade 2**

- D1 describe work done in the school
- D2 describe the purpose of money
- D3 describe how technology affects individuals and schools

### **Grade 3**

- D1 compare ways in which needs and wants are met in communities
- D2 assess how technology affects individuals and communities

### **Grade 4**

- 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

### **Grade 5**

- D1 analyse the relationship between the economic development of communities and their available resources
- D2 analyse the development of transportation systems in BC and Canada

### **Grade 6**

- D1 describe the importance of trade for BC and Canada
- D2 analyse the significance of communications technologies in Canada
- D3 evaluate effects of technology on lifestyles and environments
- D4 compare Canada's economy, technology, and quality of life with those in one or more selected countries

### **Grade 7**

- D1 describe various ways ancient peoples exchanged goods and services
- D2 assess ways technological innovations enabled ancient peoples to
  - adapt to and modify their environments
  - satisfy their needs
  - increase exploration and trade
  - develop their cultures
- D3 compare ancient and modern communications media

## HUMAN AND PHYSICAL ENVIRONMENT

*It is expected that students will:*

### **Kindergarten**

- E1 identify characteristics of different local environments
- E2 demonstrate responsible behaviour in caring for their immediate environment

### **Grade 1**

- E1 recognize maps of Canada
- E2 identify characteristics of different environments
- E3 demonstrate responsible behaviour in caring for their immediate and school environments

### **Grade 2**

- E1 locate on a map landforms and bodies of water of local and national significance, including
  - Pacific Ocean
  - Atlantic Ocean
  - Arctic Ocean
  - Vancouver Island
  - Rocky Mountains
  - locally relevant examples
- E2 describe their responsibility to the local environment
- E3 describe how the physical environment influences human activities

### **Grade 3**

- E1 locate major landforms and bodies of water in BC and Canada, including
  - St. Lawrence Seaway
  - Great Lakes
  - Fraser River
  - Queen Charlotte Islands
  - Canadian Shield
  - Hudson Bay
  - locally relevant examples
- E2 identify characteristics of the provinces and territories of Canada
- E3 demonstrate a sense of responsibility for the local environment
- E4 describe how the physical environment influenced early settlement in their local community or another community studied

### **Grade 4**

- 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

***Grade 5***

- E1 describe the major physical regions of Canada
- E2 describe the location of natural resources within BC and Canada, including
  - fish and marine resources
  - forests
  - minerals
  - energy resources
- E3 explain why sustainability is important
- E4 analyse environmental effects of settlement in early BC and Canada

***Grade 6***

- E1 assess the relationship between cultures and their environments
- E2 describe factors that affect settlement patterns and population distribution in selected countries

***Grade 7***

- E1 assess how physical environments affected ancient civilizations
- E2 identify the impact of human activity on physical environments in ancient civilizations



STUDENT ACHIEVEMENT

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*Social Studies K to 7*



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](http://www.bced.gov.bc.ca/policy/policies/student_reporting.htm)

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

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](http://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/](http://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

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*Kindergarten*

**KEY ELEMENTS: KINDERGARTEN**

*Self, Family, School*

**SKILLS AND PROCESSES OF SOCIAL STUDIES**

- co-operative participation in groups
- gathering information (e.g., using their senses, asking questions)
- presenting information orally and visually

**IDENTITY, SOCIETY, AND CULTURE**

- concept of change
- groups that are part of their lives (e.g., family, clan, class, sports teams)
- places that are part of their lives (e.g., landmarks, recreation centres, stores, playgrounds)
- similarities and differences among families (e.g., number of people, roles, relationships)

**ECONOMY AND TECHNOLOGY**

- human needs (e.g., food, water, shelter, safety)
- work in the community
- technologies in daily life (e.g., pencil, refrigerator, television)

**GOVERNANCE**

- roles and responsibilities within the class and school
- purpose of classroom and school rules

**HUMAN AND PHYSICAL ENVIRONMENT**

- natural characteristics of local environments (e.g., mountains, rivers, forests, marshes, weather)
- human-built characteristics of local environments (e.g., roads, buildings, bridges)
- ways to care for their environment (e.g., reduce, reuse, recycle)

## 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 participate co-operatively in groups</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with teacher prompts, demonstrate willingness to share and co-operate with peers (e.g., sharing stories of their lives and experiences)</li> <li><input type="checkbox"/> demonstrate active listening skills</li> <li><input type="checkbox"/> with teacher support, share space and materials with peers (e.g., taking turns)</li> </ul>
<p>A2 gather information from personal experiences, oral sources, and visual representations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use their senses (e.g., sight, hearing, touch) to gather information</li> <li><input type="checkbox"/> ask pertinent questions to gather information</li> <li><input type="checkbox"/> access information from audio, visual, material, or print sources</li> <li><input type="checkbox"/> collect information from personal experiences, oral sources, and visual representations</li> <li><input type="checkbox"/> contribute to a class collection of information on a common topic</li> <li><input type="checkbox"/> with teacher support, use simple graphic organizers (e.g., Venn diagram, T-chart) to identify similarities and differences</li> </ul>
<p>A3 present information using oral or visual representations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify a variety of ways of communicating (e.g., spoken language, facial expression, sign language, pictures, song, dance, drama)</li> <li><input type="checkbox"/> present their information orally (e.g., show and tell, introduce their partner)</li> <li><input type="checkbox"/> create pictures to present information (e.g., picture of their immediate environment such as their classroom or a room in their home)</li> </ul>

## IDENTITY, SOCIETY, AND CULTURE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i> <i>Students who have fully met the prescribed learning outcome are able to:</i>
B1 demonstrate an awareness of the concept of change	<input type="checkbox"/> identify changes in their lives (e.g., starting school, growing taller, birth of a younger sibling)
B2 identify groups and places that are part of their lives	<input type="checkbox"/> identify a variety of groups to which they belong (e.g., family, friends, clan, class, sports teams, Sparks/Beavers) <input type="checkbox"/> give examples of ways in which people co-operate in order to live together peacefully (e.g., sharing, taking turns, following rules, being polite) <input type="checkbox"/> state that they live in Canada <input type="checkbox"/> identify familiar places and landmarks in their school and community (e.g., Aboriginal friendship centres, recreation centres, war memorials, murals, libraries, fire halls, corner stores, places of worship, playgrounds)
B3 identify similarities and differences among families	<input type="checkbox"/> identify the caregivers in their own families <input type="checkbox"/> identify the makeup of their own families (e.g., number of people, roles, relationships) <input type="checkbox"/> list similarities and differences between their own families and other families (e.g., number of family members, caregivers, roles of family members)

## GOVERNANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i> <i>Students who have fully met the prescribed learning outcome are able to:</i>
C1 describe their roles and responsibilities as members of the classroom and school community	<input type="checkbox"/> with teacher support, identify and discuss a variety of roles and responsibilities they have as members of the classroom and school community (e.g., treating others respectfully, taking turns, following class routines) <input type="checkbox"/> identify people who make decisions about what happens in the classroom and at school (e.g., teacher, aides, principal, playground supervisor)
C2 identify the purpose of classroom and school expectations	<input type="checkbox"/> contribute to discussions about appropriate expectations for conduct <input type="checkbox"/> name some classroom and school expectations (e.g., classroom entry and leaving routines, snack time routines, taking turns at stations) <input type="checkbox"/> with teacher support, identify the purpose of specific classroom and school expectations (e.g., to keep people safe, to make things fair)

## ECONOMY AND TECHNOLOGY

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i> <i>Students who have fully met the prescribed learning outcome are able to:</i>
D1 identify individual human needs	<input type="checkbox"/> use pictures and discussion to identify basic human needs, including food and water, shelter, clothing, and safety and protection
D2 identify work done in their community	<input type="checkbox"/> give examples of types of work in their families, schools, and communities (e.g., growing food, making products, selling products, caring for others, providing entertainment)
D3 identify examples of technologies used in their lives	<input type="checkbox"/> use pictures and discussion to identify examples of technologies they use at school and at home (e.g., pencil, photocopier, computer, telephone, television, refrigerator, bicycle, assistive technologies for people with special needs)

## HUMAN AND PHYSICAL ENVIRONMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i> <i>Students who have fully met the prescribed learning outcome are able to:</i>
E1 identify characteristics of different local environments	<input type="checkbox"/> from photographs or other images, identify natural characteristics of the local physical environment (e.g., mountains, rivers, forests, marshes), and name them using appropriate terminology <input type="checkbox"/> from photographs or other images, identify human-built characteristics of the local physical environment (e.g., roads, buildings, bridges), and name them using appropriate terminology <input type="checkbox"/> with teacher prompts, give examples of how daily life is influenced by the environment (e.g., weather effects on recreational activities and clothing) <input type="checkbox"/> on school and neighbourhood walks or from images, identify familiar places and landmarks in their school and community
E2 demonstrate responsible behaviour in caring for their immediate environment	<input type="checkbox"/> demonstrate care and concern for the environment in their actions (e.g., reduce, reuse, recycle; not disturbing plants and animals in their natural habitats)





# STUDENT ACHIEVEMENT

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*Grade 1*

**KEY ELEMENTS: GRADE 1**  
*Self, Family, School*

**SKILLS AND PROCESSES OF SOCIAL STUDIES**

- using simple picture maps
- co-operative participation in groups
- gathering information (e.g., from audio, visual, material, print)
- presenting information orally, visually, and written
- strategies for solving school-based problems

**IDENTITY, SOCIETY, AND CULTURE**

- changes in their lives
- similarities and differences among families (e.g., composition, culture, traditions, roles)
- social structures (e.g., family, clan, after-school classes and groups)
- ways people work together in groups
- symbols of Canada

**ECONOMY AND TECHNOLOGY**

- basic human needs (e.g., food, water, clothing, safety) and how they are met
- types of work in the community
- purpose of money
- ways technology is used to accomplish tasks

**GOVERNANCE**

- roles, responsibilities, and rights at home and at school
- purpose of classroom and school rules

**HUMAN AND PHYSICAL ENVIRONMENT**

- recognizing maps of Canada
- natural characteristics of environments (e.g., mountains, rivers, forests, marshes)
- human-built characteristics of local environments (e.g., roads, buildings, bridges)
- how the environment affects daily life
- ways to care for their environment (e.g., reduce, reuse, recycle)

## 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 use picture maps to identify familiar locations in the school or community</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize that maps are used to represent real places</li> <li><input type="checkbox"/> relate pictorial representations to their physical locations (e.g., a place within the school, a neighbourhood park)</li> <li><input type="checkbox"/> follow a path to a destination using a pictorial representation (e.g., picture map)</li> </ul>
<p>A2 participate co-operatively and productively in groups</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> independently demonstrate willingness to share and co-operate with peers (e.g., taking turns when sharing space and materials, contributing to group discussions, asking relevant questions)</li> <li><input type="checkbox"/> demonstrate active listening skills</li> <li><input type="checkbox"/> demonstrate abilities to consider the needs of others when working and playing together</li> </ul>
<p>A3 gather information from personal experiences, oral sources, and visual representations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> access information from audio, visual, material, or print sources</li> <li><input type="checkbox"/> collect information from personal experiences, oral sources, and visual representations</li> <li><input type="checkbox"/> use comparison to discover similarities and differences</li> <li><input type="checkbox"/> with teacher prompts, draw simple interpretations from information gathered (e.g., families have similar needs, families have differences)</li> </ul>
<p>A4 present information using oral, written, or visual representations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify a variety of ways of communicating (e.g., facial expression, sign language, spoken language, text, pictures, song, dance)</li> <li><input type="checkbox"/> use oral, written, or visual communication forms to accomplish given presentation tasks (e.g., show and tell, captioned picture)</li> </ul>
<p>A5 identify strategies to address relevant school-based problems</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify relevant school-based problems (e.g., taking turns at stations or in the computer lab, how to get the materials they need to complete a task, litter on the school playground, respecting others' personal belongings)</li> <li><input type="checkbox"/> brainstorm, discuss, and compare possible solutions to a selected problem</li> <li><input type="checkbox"/> with teacher and peer support, predict the possible results of various solutions to a problem</li> <li><input type="checkbox"/> recognize that diverse points of view exist</li> <li><input type="checkbox"/> with teacher support, choose among possible solutions for a problem</li> </ul>

## 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 describe changes that occur in their lives</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of routines and repeating events in their lives (e.g., birthdays, soccer practice or piano lessons every Tuesday, visiting grandparents once a month, walking the dog every afternoon, going camping every Victoria Day weekend)</li> <li><input type="checkbox"/> describe in some detail changes in their lives (e.g., “Starting Grade 1 means I go to school all day instead of only half a day.” “I’m taller now and can reach the cupboard by myself.” “We have a new cat and it’s my responsibility to feed her every day.”)</li> <li><input type="checkbox"/> distinguish between past and present (e.g., before and now, yesterday and today, this year and last year, when I was younger and now)</li> </ul>
<p>B2 explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the characteristics (e.g., composition, culture, traditions, roles of various family members) of their own family and another family they know that is different from or similar to their own</li> <li><input type="checkbox"/> give examples of stories, traditions, and celebrations from their families (e.g., retell a story, interview a family member and share the results, create a picture or other representation of a family celebration)</li> </ul>
<p>B3 identify a variety of social structures in which they live, learn, work, and play together</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe groups to which they belong (e.g., family, clan, after-school language class, music group, dance ensemble)</li> <li><input type="checkbox"/> give examples of things people do in order to live together in groups peacefully (e.g., saying “please” and “thank you,” taking turns, giving help when asked, respecting others’ personal space, not laughing at people when they make a mistake)</li> <li><input type="checkbox"/> describe ways in which people depend upon and help one another in families and schools (e.g., family roles, people in the school who can help them)</li> </ul>
<p>B4 identify symbols of Canada</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> accurately name Canada as the country in which they live</li> <li><input type="checkbox"/> recognize a variety of symbols characteristic of Canada (e.g., maple leaf, Canadian flag, symbols on coins, totem poles)</li> <li><input type="checkbox"/> sing or recite the words to O Canada</li> </ul>

## GOVERNANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i> <i>Students who have fully met the prescribed learning outcome are able to:</i>
C1 describe their roles, rights, and responsibilities at home and at school	<input type="checkbox"/> demonstrate an awareness of their personal rights within the class and school context (e.g., right to work undisturbed by peers, right to personal space) <input type="checkbox"/> identify people who make decisions that influence their lives <input type="checkbox"/> give examples of how decisions are made in families, schools, and communities
C2 explain the purpose of classroom and school expectations	<input type="checkbox"/> name some classroom and school expectations <input type="checkbox"/> explain the purpose of selected rules (e.g., to keep people safe, to make things fair)

## ECONOMY AND TECHNOLOGY

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i> <i>Students who have fully met the prescribed learning outcome are able to:</i>
D1 describe basic human needs	<input type="checkbox"/> name basic human needs (food and water, shelter, clothing, safety and protection) <input type="checkbox"/> describe how human needs are met in families <input type="checkbox"/> using a graphic organizer or responding orally, give examples to distinguish needs from wants <input type="checkbox"/> use examples to demonstrate knowledge that people all over the world have needs similar to theirs
D2 identify types of work done by people in their community	<input type="checkbox"/> give examples of types of work done by people in their families, schools, and communities (e.g., growing food, making products, selling products, caring for others, providing entertainment)
D3 demonstrate awareness of the purpose of money	<input type="checkbox"/> using models and simulations, carry out transactions using money as a means of exchange <input type="checkbox"/> recognize that specific bills and coins have specific values (e.g., a dime is worth more than a penny)
D4 describe ways they use technologies	<input type="checkbox"/> define <i>technology</i> as any tool, implement, or machine that they use to make their lives easier and accomplish tasks <input type="checkbox"/> create a representation – such as a chart, rhyme, or drama – to sort and classify the various purposes of technologies they use in their lives (e.g., entertainment, communication, building, travel)

## HUMAN AND PHYSICAL ENVIRONMENT

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>
E1 recognize maps of Canada	<input type="checkbox"/> locate Canada on a globe or map of the world
E2 identify characteristics of different environments	<input type="checkbox"/> from photographs or other images, identify natural characteristics of physical environments (e.g., mountains, rivers, forests, marshes), and name them using appropriate terminology <input type="checkbox"/> from photographs or other images, identify human-built characteristics of the physical environments (e.g., roads, buildings, bridges), and name them using appropriate terminology <input type="checkbox"/> give examples of how daily life is influenced by the environment (e.g., effects on transportation) <input type="checkbox"/> on school and neighbourhood walks or from images, identify familiar places and landmarks in their school and community (e.g., town hall, library, museums, recreation centres, theatres)
E2 demonstrate responsible behaviour in caring for their immediate and school environments	<input type="checkbox"/> demonstrate care and concern for the environment in their actions (e.g., reduce, reuse, recycle; avoid disturbing plants and animals during nature walks) <input type="checkbox"/> describe ways they care for their environment at home (e.g., putting away their toys, helping with household chores, recycling)



# STUDENT ACHIEVEMENT

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*Grade 2*

**KEY ELEMENTS: GRADE 2***Self, Family, School***SKILLS AND PROCESSES OF SOCIAL STUDIES**

- using and creating simple maps with cardinal directions, symbols, and legends
- gathering information for presentation (e.g., oral, written, models, maps, software)
- problem solving in the class or school

**IDENTITY, SOCIETY, AND CULTURE**

- changes that occur in the school and community
- ways individuals contribute to a community
- factors influencing personal identity (e.g., family, age, gender, traditions, language, geography)
- language and cultural characteristics of Canada

**ECONOMY AND TECHNOLOGY**

- work done in the school
- purpose of money
- how technology affects individuals and schools

**GOVERNANCE**

- roles, rights, and responsibilities within the class and school (e.g., participation, respect)
- how decisions are made in groups (e.g., voting, authority rule, taking turns)

**HUMAN AND PHYSICAL ENVIRONMENT**

- locating significant bodies of water and landforms in BC and Canada (e.g., Pacific Ocean, Vancouver Island, Rocky Mountains)
- responsibility to the environment (e.g., not wasting water, reusing materials)
- how the environment affects human activities

## 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 interpret simple maps using cardinal directions, symbols, and simple legends</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use cardinal directions to identify relative locations on simple maps (e.g., the school is north of the park)</li> <li><input type="checkbox"/> use cardinal directions to follow a simple map to a specific location</li> <li><input type="checkbox"/> interpret symbols and legends on maps to identify given locations in the community (e.g., schools, roads, railways, playgrounds, museums)</li> </ul>
<p>A2 create simple maps representing familiar locations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> create simple maps of familiar locations (e.g., the school and grounds)</li> <li><input type="checkbox"/> use cardinal directions in their maps of familiar locations</li> <li><input type="checkbox"/> place appropriate titles on their maps</li> </ul>
<p>A3 gather information from a variety of sources for presentation</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list a variety of information sources (e.g., library, classroom books, magazines, family members, computer resources, video, personal experiences)</li> <li><input type="checkbox"/> use simple graphic organizers (e.g., charts, webs, W5) to record relevant information from selected sources</li> <li><input type="checkbox"/> draw simple interpretations from personal experiences, oral sources, and visual and written representations</li> </ul>
<p>A4 present information using oral, written, or visual representations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use selected communication forms (e.g., presentation software, models, maps, oral, written) to accomplish given presentation tasks</li> </ul>
<p>A5 select a solution to a classroom or school problem</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ask relevant questions to clarify a classroom or school problem</li> <li><input type="checkbox"/> brainstorm and compare a variety of responses to a given classroom or school problem</li> <li><input type="checkbox"/> describe ways to choose a response to a problem (e.g., voting or majority rule, consensus, authority rule)</li> <li><input type="checkbox"/> predict the possible results of various solutions to a problem</li> <li><input type="checkbox"/> demonstrate willingness to consider diverse points of view</li> <li><input type="checkbox"/> individually or as a group, select a response to a problem and provide reasons to support their choice</li> </ul>

## IDENTITY, SOCIETY, AND CULTURE

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>
B1 identify changes that occur in the school and community throughout the year	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe some of the events and activities unique to each season</li> <li><input type="checkbox"/> identify events or characteristics that reflect changes in the community (e.g., construction, real estate signs, traffic patterns)</li> </ul>
B2 describe ways individuals contribute to a community	<ul style="list-style-type: none"> <li><input type="checkbox"/> list and carry out specific roles and responsibilities in classroom groups (e.g., group leader, blackboard monitor, helper of the day)</li> <li><input type="checkbox"/> list ways of participating in their school and community (e.g., attending school assemblies, helping a neighbour, being a reading buddy, recycling, donating to charity, looking after the class pet over the holiday, litter pickup, planting a tree or community garden, visiting a seniors' home)</li> </ul>
B3 identify factors that influence who they are	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of factors that contribute to their identity (e.g., age, language, family, community, traditions, gender, where they live, stories of the past)</li> <li><input type="checkbox"/> demonstrate awareness of the variety of traditions and celebrations in their school and community</li> <li><input type="checkbox"/> identify and share stories, traditions, and celebrations of their community</li> <li><input type="checkbox"/> describe ways of demonstrating respect for their own and others' identities (e.g., standing still during the national anthem, participating willingly in cultural celebrations, including others in their activities, not making fun of unfamiliar food or clothing)</li> </ul>
B4 identify significant language and cultural characteristics of Canadian society	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify English and French as the two official languages of Canada, and give examples of how this is represented (e.g., <i>O Canada</i> has lyrics in both English and French, both languages appear on product packages)</li> <li><input type="checkbox"/> demonstrate awareness that a variety of languages are spoken in Canada</li> <li><input type="checkbox"/> demonstrate awareness that Canada is a multicultural society (e.g., name diverse cultural groups represented in Canada)</li> <li><input type="checkbox"/> give examples of how heritage is represented in their school and community (e.g., the history and significance of local landmarks, buildings, street names, public art)</li> <li><input type="checkbox"/> identify the meaning of selected Canadian symbols (e.g., Canadian flag, maple leaf, beaver, parliament buildings, inuksuit, poppy)</li> </ul>

## GOVERNANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i> <i>Students who have fully met the prescribed learning outcome are able to:</i>
C1 distinguish their roles, rights, and responsibilities within the classroom and school	<input type="checkbox"/> give examples of their responsibilities as a member of the classroom (e.g., participating in making a classroom decision, working co-operatively in groups, respecting diverse viewpoints and the contributions of people with diverse abilities) <input type="checkbox"/> discuss and describe their roles and responsibilities in addressing needs or problems in the class and school (e.g., cleaning up classroom messes)
C2 describe how decisions are made in groups, the classroom, and the school	<input type="checkbox"/> discuss processes for decision making in the classroom and school, such as deciding what game to play in PE, choosing working groups, sharing classroom supplies, or activity centres (e.g., teacher decides, taking turns, classroom meeting, show of hands)

## ECONOMY AND TECHNOLOGY

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i> <i>Students who have fully met the prescribed learning outcome are able to:</i>
D1 describe work done in the school	<input type="checkbox"/> identify types of work done by people in the school (e.g., custodians keep the school warm, clean, and safe; teachers help us learn; parent volunteers help with breakfast and lunch programs) <input type="checkbox"/> select one job done in the school and describe how it meets people's needs and wants
D2 describe the purpose of money	<input type="checkbox"/> give a range of examples of the goods and services that can be bought and sold using money (e.g., food, shelter, transportation, clothing, entertainment)
D3 describe how technology affects individuals and schools	<input type="checkbox"/> describe ways in which specific technologies help people accomplish tasks and make work easier at school (e.g., for researching information, for creating and presenting information, for communicating with many people at once, for assisting students with special needs)

## HUMAN AND PHYSICAL ENVIRONMENT

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>
E1 locate on a map landforms and bodies of water of local and national significance, including <ul style="list-style-type: none"> <li>- Pacific Ocean</li> <li>- Atlantic Ocean</li> <li>- Arctic Ocean</li> <li>- Vancouver Island</li> <li>- Rocky Mountains</li> <li>- locally relevant examples</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> create a model or other representation of landforms and bodies of water (e.g., lakes, rivers, valleys, mountains, islands)</li> <li><input type="checkbox"/> on maps of BC and Canada, locate major landforms and bodies of water, including               <ul style="list-style-type: none"> <li>- Pacific Ocean</li> <li>- Atlantic Ocean</li> <li>- Arctic Ocean</li> <li>- Vancouver Island</li> <li>- Rocky Mountains</li> </ul> </li> <li><input type="checkbox"/> from a map, model, or pictures, identify landforms and bodies of water of local significance</li> </ul>
E2 describe their responsibility to the local environment	<ul style="list-style-type: none"> <li><input type="checkbox"/> contribute to class discussions about environmental issues (e.g., pollution, over-use of non-renewable resources)</li> <li><input type="checkbox"/> create a list of things they can do to positively affect their local environment (e.g., not wasting water, reusing paper, litterless lunches, planting gardens and trees)</li> </ul>
E3 describe how the physical environment influences human activities	<ul style="list-style-type: none"> <li><input type="checkbox"/> provide specific examples from the local community to describe how the physical environment influences human activities (e.g., recreational activities, clothing, shelter, transportation routes)</li> </ul>



# STUDENT ACHIEVEMENT

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*Grade 3*

**KEY ELEMENTS: GRADE 3**  
*Communities – Past and Present*

**SKILLS AND PROCESSES OF SOCIAL STUDIES**

- critical thinking skills (e.g., questioning, predicting, imagining, comparing, classifying, identifying patterns)
- 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

**IDENTITY, SOCIETY, AND CULTURE**

- 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)

**ECONOMY AND TECHNOLOGY**

- 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)

**GOVERNANCE**

- relationship between rights and responsibilities and the well-being of the school and community
- roles and responsibilities of local governments

**HUMAN AND PHYSICAL ENVIRONMENT**

- locating major landforms and bodies of water in BC and Canada (e.g., Great Lakes, Fraser River, Queen Charlotte Islands)
- characteristics of Canada’s provinces and territories (e.g., relative location, significant landforms and bodies of water, cities and towns, major industries)
- responsibility for the local environment
- effect of the physical environment and natural resources on early settlement

## 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 questioning, predicting, imagining, comparing, classifying, and identifying patterns – to selected problems or issues</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ask relevant questions to clarify and define a selected problem or issue</li> <li><input type="checkbox"/> demonstrate a willingness to use imagining and predicting in relation to a selected problem or issue</li> <li><input type="checkbox"/> compare, classify, and identify patterns in information about a selected problem or issue</li> </ul>
<p>A2 identify a variety of symbolic representations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize that symbols are used to represent concrete and abstract ideas (e.g., the sheaves of wheat on the Saskatchewan flag represents the importance of wheat farming to that province, a dove represents peace)</li> <li><input type="checkbox"/> identify the significance of symbols and colours on maps (e.g., colours to represent economic activity, various types of lines to represent roads and railways, symbols for capital cities)</li> </ul>
<p>A3 use simple maps to interpret and present information</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> interpret information on simple maps using cardinal directions, symbols, and legends</li> <li><input type="checkbox"/> create simple maps to represent their own community and one or more other communities within BC and Canada</li> <li><input type="checkbox"/> use simple map grids (e.g., letter-number co-ordinates) to identify specific locations</li> </ul>
<p>A4 gather information from a variety of sources</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> gather information on a topic from more than one source (e.g., book, magazine, web site, interview)</li> <li><input type="checkbox"/> apply strategies for information gathering (e.g., using headings, indices, tables of contents)</li> <li><input type="checkbox"/> record information from various sources, demonstrating appropriate strategies for note taking (e.g., key words, main ideas, point form)</li> <li><input type="checkbox"/> cite their information sources appropriately (e.g., simple bibliography)</li> </ul>
<p>A5 organize information in chronological order</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use examples to show that events happen in chronological sequence (e.g., last month, yesterday, today, tomorrow, next month)</li> <li><input type="checkbox"/> organize and present information in chronological order (e.g., before, now, later; past, present, future)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
A6 create a presentation on a selected topic	<ul style="list-style-type: none"> <li><input type="checkbox"/> select information for a presentation on a topic (e.g., a specific province or territory)</li> <li><input type="checkbox"/> draw simple interpretations from personal experiences, oral sources, and visual and written sources</li> <li><input type="checkbox"/> organize relevant information for a presentation</li> <li><input type="checkbox"/> deliver an engaging presentation on their topic</li> </ul>
A7 formulate a response to a relevant classroom, school, or community problem or issue	<ul style="list-style-type: none"> <li><input type="checkbox"/> generate a variety of responses to a specific problem or issue</li> <li><input type="checkbox"/> consider advantages and disadvantages of a variety of solutions to a problem or issue</li> <li><input type="checkbox"/> demonstrate willingness to consider diverse points of view</li> <li><input type="checkbox"/> distinguish between fact and opinion on a selected problem or issue</li> <li><input type="checkbox"/> individually or in groups, design a course of action to address a problem or issue, and provide reasons to support their choice</li> </ul>

## IDENTITY, SOCIETY, AND CULTURE

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>
B1 identify changes that can occur in communities over time	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of challenges faced by communities (e.g., natural disasters, climate, resource use and availability, decision making)</li> <li><input type="checkbox"/> conduct research (e.g., interview an elder, visit a museum) to identify changes that have occurred in their community</li> <li><input type="checkbox"/> give examples of traditions and practices that have endured over time in communities studied</li> <li><input type="checkbox"/> make simple predictions about how communities might change in the future (e.g., new stores, playgrounds, roads)</li> </ul>
B2 describe the importance of communities	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples to explain how identities are shaped by living in Canada as well as by living in a particular region, province, or territory</li> <li><input type="checkbox"/> describe characteristics of daily life in communities studied (e.g., housing, tools, work, use of the land, games, education)</li> <li><input type="checkbox"/> use specific examples to demonstrate knowledge that all members of communities have roles and responsibilities in common (e.g., to recycle, to work peacefully with others, to follow rules and laws, to pay taxes) as well as roles and responsibilities specific to individuals (e.g., related to work, family, or volunteer commitments)</li> <li><input type="checkbox"/> create a personal representation of what “community” means to them</li> </ul>
B3 identify cultural similarities and differences	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of how culture is reflected in daily life (e.g., language, traditions, recreation, arts, food, clothing)</li> <li><input type="checkbox"/> give examples of cultural diversity within their own or other communities</li> <li><input type="checkbox"/> compare life in their own community to life in other communities studied (e.g., own community past and present, own community and another community in Canada, own community and a community in another country)</li> </ul>
B4 identify characteristics of Canadian society	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate knowledge that Aboriginal groups constituted Canada’s original communities</li> <li><input type="checkbox"/> give examples of how diverse cultural influences are represented in Canadian society (e.g., community gathering places, languages spoken, celebrations, symbols, food, music)</li> <li><input type="checkbox"/> create a representation (e.g., collage, diorama, poster) to communicate information about a selected culture in Canada</li> <li><input type="checkbox"/> show on a map of the world the countries of origin of various groups who have come to Canada as immigrants</li> <li><input type="checkbox"/> identify the significance of symbols of British Columbia and their local community (e.g., flag, floral emblem, bird, coat of arms)</li> </ul>

**GOVERNANCE**

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>C1 describe how an understanding of personal roles, rights, and responsibilities can affect the well-being of the school and community</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of community issues on which there are differing points of view (e.g., sharing playground space, spending community funds)</li> <li><input type="checkbox"/> suggest reasons why groups and communities may experience conflict</li> <li><input type="checkbox"/> suggest ways to resolve conflict in groups to maintain the well-being of the school and community (e.g., class meeting, town hall meeting, mediation)</li> <li><input type="checkbox"/> recognize voting and participation in other forms of community decision-making as a right and a responsibility in democratic societies</li> </ul>
<p>C2 summarize the roles and responsibilities of local governments</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of leadership in their communities (e.g., mayor, town councillor, chief, elders, community volunteers) and identify their meeting places</li> <li><input type="checkbox"/> describe the services provided by the local government (e.g., police, firefighting, traffic control, garbage removal)</li> <li><input type="checkbox"/> list issues relevant to their local community (e.g., crosswalks, bike paths, playgrounds, sports complexes)</li> </ul>

## 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 ways in which needs and wants are met in communities	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize that communities have diverse ways of meeting their members' needs and wants (e.g., acquiring food and water, shelter, clothing, education, safety, entertainment)</li> <li><input type="checkbox"/> demonstrate an awareness of how work done by one person in a community benefits others (e.g., one person can grow food for many, a police officer helps keep a whole community safe)</li> <li><input type="checkbox"/> describe how and why communities exchange goods and services (e.g., to acquire products not provided locally, to provide a service to a community that doesn't have that service)</li> <li><input type="checkbox"/> give examples of how the natural environment influences work in communities studied (e.g., crops grown chosen for the climate, tourism destinations, use of natural resources)</li> <li><input type="checkbox"/> list and describe ways in which people can acquire goods and services (e.g., pay with money, borrow, rent, trade for other goods and services, gifts)</li> <li><input type="checkbox"/> compare contemporary forms of exchange with those used in pioneer communities</li> </ul>
D2 assess how technology affects individuals and communities	<ul style="list-style-type: none"> <li><input type="checkbox"/> select a specific technology and describe how life might be different without it (e.g., Where would you get water from if you couldn't get it from a tap? What would you do for entertainment if you didn't have a TV?)</li> <li><input type="checkbox"/> compare technologies used in past and present communities in areas such as <ul style="list-style-type: none"> <li>- transportation</li> <li>- communication</li> <li>- clothing manufacture</li> <li>- food production and preparation</li> <li>- shelter</li> <li>- recreation and entertainment</li> </ul> </li> </ul>

**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 locate major landforms and bodies of water in BC and Canada, including</p> <ul style="list-style-type: none"> <li>- St. Lawrence Seaway</li> <li>- Great Lakes</li> <li>- Fraser River</li> <li>- Queen Charlotte Islands</li> <li>- Canadian Shield</li> <li>- Hudson Bay</li> <li>- locally relevant examples</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> label maps of BC and Canada to show major landforms and bodies of water, including                             <ul style="list-style-type: none"> <li>- St. Lawrence Seaway</li> <li>- Great Lakes</li> <li>- Fraser River</li> <li>- Queen Charlotte Islands</li> <li>- Canadian Shield</li> <li>- Hudson Bay</li> </ul> </li> <li><input type="checkbox"/> label a map to show locally relevant landforms and bodies of water (e.g., bays, straits, inlets, gulfs, beaches, peninsulas, mountain ranges, valleys, plains, marshes, rivers, lakes, islands)</li> <li><input type="checkbox"/> identify significant landforms and bodies of water in selected communities studied</li> </ul>
<p>E2 identify characteristics of the provinces and territories of Canada</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> on a map, identify all the provinces and territories of Canada, with their capital cities</li> <li><input type="checkbox"/> create a mural, model, chart, map, or other representation about a selected province or territory (e.g., depicting relative location within Canada, significant landforms and bodies of water, tourist attractions, major industries, major cities and towns, flag and coat of arms)</li> <li><input type="checkbox"/> give examples of how symbols of Canada’s provinces or territories may reflect their physical characteristics (e.g., mountains on Alberta’s flag, waves on BC’s flag)</li> </ul>
<p>E3 demonstrate a sense of responsibility for the local environment</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify a locally relevant environmental issue (e.g., pollution, over-use of non-renewable resources, loss of habitat for wildlife)</li> <li><input type="checkbox"/> participate in activities to address a local environmental issue (e.g., park or beach cleanup, adopt-a-stream, school recycling program, salmonid enhancement program)</li> </ul>
<p>E4 describe how the physical environment influenced early settlement in their local community or another community studied</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> provide specific examples of how the physical environment influenced human activities in a selected community in the past (e.g., clothing, shelter, transportation methods, settlement patterns, farming practices)</li> <li><input type="checkbox"/> give examples of how natural resources were used in daily life in early settlements in their local community or another community studied</li> </ul>



# STUDENT ACHIEVEMENT

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*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"> <li><input type="checkbox"/> compare information and viewpoints about a selected problem or issue</li> <li><input type="checkbox"/> identify patterns in information, and use those patterns to draw inferences</li> <li><input type="checkbox"/> demonstrate an ability to imagine situations and results in relation to a selected problem or issue</li> <li><input type="checkbox"/> summarize information and opinions about a selected problem or issue</li> </ul>
<p>A2 use maps and timelines to gather and represent information</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use grids, scales, and legends on maps and timelines to interpret or represent specific information</li> <li><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)</li> <li><input type="checkbox"/> create a timeline to represent information in chronological sequence</li> </ul>
<p>A3 gather information from a variety of sources</p>	<ul style="list-style-type: none"> <li><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)</li> <li><input type="checkbox"/> apply a variety of strategies for information gathering (e.g., headings, indices, Internet searches)</li> <li><input type="checkbox"/> apply strategies for note taking and organizing information gathered from a variety of information sources</li> <li><input type="checkbox"/> distinguish between primary and secondary sources</li> <li><input type="checkbox"/> construct a simple bibliography</li> </ul>
<p>A4 identify alternative perspectives on a selected event or issue</p>	<ul style="list-style-type: none"> <li><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)</li> </ul>
<p>A5 create a presentation on a selected historical event or topic</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> organize information to plan their presentation</li> <li><input type="checkbox"/> prepare a presentation using selected communication forms (e.g., debate, diorama, multimedia presentation, dance) to support the purpose of the presentation</li> <li><input type="checkbox"/> apply established criteria for their presentation (e.g., historical accuracy and context)</li> </ul>

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

## IDENTITY, SOCIETY, AND CULTURE

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>
B1 distinguish characteristics of various Aboriginal cultures in BC and Canada	<ul style="list-style-type: none"> <li><input type="checkbox"/> use appropriate terminology to describe Aboriginal cultures and people (e.g., First Nations, Métis, Inuit, band, clan, elder, chief)</li> <li><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)</li> <li><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)</li> <li><input type="checkbox"/> model ways in which Aboriginal peoples preserve identity and culture (e.g., oral tradition, teachings of elders)</li> <li><input type="checkbox"/> give examples of how specific Aboriginal stories incorporate the natural and the supernatural</li> <li><input type="checkbox"/> examine a variety of Aboriginal artforms (e.g., masks, paintings, carvings, baskets, textiles, dances, stories)</li> <li><input type="checkbox"/> explain the significance of symbols in specific Aboriginal cultures in Canada (e.g., as represented in totem poles, masks, blankets, dwellings)</li> <li><input type="checkbox"/> compare characteristics of selected Aboriginal cultures with other selected cultures represented in Canada</li> </ul>
B2 demonstrate knowledge of early European exploration of BC and Canada	<ul style="list-style-type: none"> <li><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)</li> <li><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)</li> </ul>
B3 identify effects of early contact between Aboriginal societies and European explorers and settlers	<ul style="list-style-type: none"> <li><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)</li> <li><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)</li> <li><input type="checkbox"/> compare the “discovery” and “exploration” of North America from European and Aboriginal peoples’ perspectives</li> <li><input type="checkbox"/> give examples of how differences in cultures led to conflict between Aboriginal and European societies</li> </ul>

## GOVERNANCE

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>C1 compare governance in Aboriginal cultures with governance in early European settlements in BC and Canada</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use appropriate terminology to describe leadership and governance (e.g., chief, elder, band, Chief Factor, Governor)</li> <li><input type="checkbox"/> describe leadership and governance structures in Aboriginal cultures (e.g., family, clan, chief, elder, council; supported by oral tradition)</li> <li><input type="checkbox"/> describe how fur trade forts and early European settlements in Canada were governed (e.g., Chief Factor, representatives of the monarchy)</li> <li><input type="checkbox"/> describe the roles of Britain and France in establishing government in early European settlements in Canada</li> <li><input type="checkbox"/> using accounts of life in Aboriginal societies, identify rights and responsibilities of individuals</li> <li><input type="checkbox"/> compare the rights and responsibilities of individuals in early European settlements in Canada with those in Aboriginal cultures</li> </ul>
<p>C2 identify the impact of Canadian governance on Aboriginal people's rights</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the importance of protecting minority rights in a democracy</li> <li><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)</li> </ul>

## 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"> <li><input type="checkbox"/> accurately define <i>barter</i> and <i>monetary systems</i> of exchange</li> <li><input type="checkbox"/> use a T-chart or Venn diagram to compare the advantages and disadvantages of bartering and monetary systems of exchange</li> <li><input type="checkbox"/> describe systems of exchange used among Aboriginal peoples</li> </ul>
D2 describe technologies used by Aboriginal people in BC and Canada	<ul style="list-style-type: none"> <li><input type="checkbox"/> use appropriate terminology to describe Aboriginal technologies (e.g., travois, hide scraper, adze, weir)</li> <li><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</li> <li><input type="checkbox"/> demonstrate knowledge (e.g., create a model, present an oral report) of how a selected technology was used in Aboriginal cultures</li> <li><input type="checkbox"/> give examples of technologies used by Aboriginal cultures today</li> </ul>
D3 analyse factors that influenced early European exploration of North America	<ul style="list-style-type: none"> <li><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)</li> <li><input type="checkbox"/> analyse changes over time in European reasons for exploring and settling in North America (e.g., accessing natural resources, missionary work)</li> </ul>
D4 describe technologies used in exploration, including <ul style="list-style-type: none"> <li>– transportation</li> <li>– navigation</li> <li>– food preservation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of technologies used in exploration, particularly those used for <ul style="list-style-type: none"> <li>– transportation (e.g., various type of sailing ships)</li> <li>– navigation (e.g., compass, map, sextant, astrolabe, chronometer)</li> <li>– food preservation (e.g., salting, drying)</li> </ul> </li> <li><input type="checkbox"/> speculate on the challenges faced by explorers that could have been addressed using specific technologies</li> <li><input type="checkbox"/> demonstrate knowledge (e.g., create a model, present an oral report) of how a selected technology was used in exploration</li> </ul>

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

## HUMAN AND PHYSICAL ENVIRONMENT

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>
E1 use maps and globes to locate <ul style="list-style-type: none"> <li>– the world’s hemispheres</li> <li>– the world’s continents and oceans</li> <li>– Aboriginal groups studied</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> locate and map continents and oceans of the world</li> <li><input type="checkbox"/> identify the northern, southern, eastern, and western hemispheres on a globe or map of the world</li> <li><input type="checkbox"/> on maps of BC and Canada, locate traditional territories of Aboriginal groups studied</li> </ul>
E2 identify the significance of selected place names in BC and Canada	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of places in BC and Canada named after explorers and other prominent individuals</li> <li><input type="checkbox"/> give examples of Aboriginal place names in BC and Canada</li> <li><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)</li> <li><input type="checkbox"/> give examples of other significant place names (e.g., named after geographic features)</li> </ul>
E3 describe Aboriginal peoples’ relationship with the land and natural resources	<ul style="list-style-type: none"> <li><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)</li> <li><input type="checkbox"/> create a representation of the seasonal cycle of activities in a selected Aboriginal group</li> <li><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)</li> <li><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)</li> <li><input type="checkbox"/> compare two or more resource harvesting methods in terms of characteristics such as efficiency, safety, and sustainability</li> </ul>





# STUDENT ACHIEVEMENT

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*Grade 5*

**KEY ELEMENTS: GRADE 5**  
*Canada – from Colony to Country*

**SKILLS AND PROCESSES OF SOCIAL STUDIES**

- critical thinking skills (e.g., hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing)
- maps and timelines of physical, political, and economic features of BC and Canada
- gathering information using primary and secondary sources
- presentation skills
- defending a position
- plan of action to address a selected school, community, or national problem or issue

**IDENTITY, SOCIETY, AND CULTURE**

- significance of key events and factors in the development of BC and Canada (e.g., fur trade, railroad, gold rushes)
- immigration – why they came, challenges faced, contributions to Canada
- contributions of significant individuals to BC and Canada

**ECONOMY AND TECHNOLOGY**

- resources and economic development of communities
- transportation systems in BC and Canada

**GOVERNANCE**

- Confederation
- levels and responsibilities of government
- First Nations governance

**HUMAN AND PHYSICAL ENVIRONMENT**

- physical regions of Canada
- location of natural resources in BC and Canada
- sustainability
- environmental effects of settlement in early BC and Canada

## 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 hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> state a hypothesis about a selected problem or issue</li> <li><input type="checkbox"/> use inference, imagination, and pattern identification to clarify and define an issue or problem</li> <li><input type="checkbox"/> compare a range of points of view on an issue</li> <li><input type="checkbox"/> summarize information and viewpoints about an issue or problem</li> </ul>
<p>A2 use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use latitude, longitude, and intermediate directions to locate major geographic features in BC and Canada</li> <li><input type="checkbox"/> describe a selected place in Canada using both absolute and relative location</li> <li><input type="checkbox"/> use keys and legends to interpret maps (e.g., resources, economic activities, transportation routes, capital cities, population)</li> <li><input type="checkbox"/> recognize that different types of maps represent particular types of information (e.g., thematic maps show information such as resource distribution, topographic maps show elevation, political maps show provincial boundaries)</li> <li><input type="checkbox"/> create maps to represent aspects of a specific place (e.g., economic activity, landforms and bodies of water), applying keys and legends</li> <li><input type="checkbox"/> create and interpret timelines and maps to show the development of political boundaries in Canada (e.g., each province’s entry into Confederation, creation of Nunavut)</li> </ul>
<p>A3 gather a body of information from a variety of primary and secondary sources</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> retell a story from an interview (e.g., residential school student, new Canadian, war veteran, elder)</li> <li><input type="checkbox"/> apply established criteria to compare information sources (e.g., relevance, accuracy, authorship)</li> <li><input type="checkbox"/> apply a variety of strategies to record information gathered from sources</li> <li><input type="checkbox"/> create a bibliography of all sources used</li> </ul>
<p>A4 create a presentation on a selected topic</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use an outline to organize information into a coherent format</li> <li><input type="checkbox"/> create a presentation using more than one form of representation (e.g., poster and oral report)</li> </ul>
<p>A5 defend a position on a selected topic</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify alternative interpretations and viewpoints on a selected topic (e.g., immigration, resource use)</li> <li><input type="checkbox"/> demonstrate an awareness of reasons why people have differing views</li> <li><input type="checkbox"/> research information to define and defend a position on a selected topic</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
A6 implement a plan of action to address a selected school, community, or national problem or issue	<ul style="list-style-type: none"><li><input type="checkbox"/> compare and assess two or more perspectives on a school, local, or national problem or issue</li><li><input type="checkbox"/> select ways to clarify a specific problem or issue (e.g., discussion, debate, research, reflection)</li><li><input type="checkbox"/> identify opportunities for civic participation at the school, community, provincial, and national levels</li><li><input type="checkbox"/> individually or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing, editorial in school or community newspaper, petition)</li></ul>

## 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 describe the significance of key events and factors in the development of BC and Canada, including:</p> <ul style="list-style-type: none"> <li>- the fur trade</li> <li>- the railroad</li> <li>- the Fraser/Cariboo gold rush</li> <li>- immigration and settlement in different regions of BC and Canada</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe key events and factors in the development of BC and Canada in terms of their           <ul style="list-style-type: none"> <li>- context and rationale</li> <li>- major figures</li> <li>- conflicts</li> <li>- outcome</li> </ul> </li> <li><input type="checkbox"/> describe roles of the fur trade, the CPR, and the gold rush in the development of Canada</li> <li><input type="checkbox"/> create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada, such as           <ul style="list-style-type: none"> <li>- the Age of Exploration</li> <li>- the fur trade</li> <li>- building the Canadian Pacific Railway</li> <li>- the Fraser/Cariboo gold rush</li> <li>- evolution of the NWMP/RCMP</li> <li>- patterns of immigration and settlement in British Columbia</li> <li>- Confederation and the years each province and territory entered Confederation</li> </ul> </li> </ul>
<p>B2 assess why immigrants (including East and South Asian immigrants) came to BC and Canada, the individual challenges they faced, and their contributions to BC and Canada</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> give historical reasons for the immigration of specific cultural groups to Canada (e.g., Irish potato famine, railroad workforce, World War II refugees, underground railroad, Acadians, western settlement campaign, gold rushes)</li> <li><input type="checkbox"/> through role play, simulations, or letters, present personal perspectives of the challenges faced by immigrants (e.g., discrimination, climate, language, religious freedom, employment)</li> <li><input type="checkbox"/> create a representation of how immigration has led to the development of Canada as a cultural mosaic</li> <li><input type="checkbox"/> create a presentation on the heritage(s) of their own families</li> <li><input type="checkbox"/> compare what it meant to be a citizen in pre-Confederation Canada to what it means today (e.g., voting rights, protection of human rights)</li> </ul>
<p>B3 describe the contributions of significant individuals to the development of Canada's identity</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify significant individuals who have contributed to the development of Canada's identity in various areas (e.g., the arts, literature, science and medicine, government, military, explorers, law and order, public service)</li> <li><input type="checkbox"/> represent the roles of Aboriginal peoples, the British, and the French in key events in Canadian history</li> <li><input type="checkbox"/> present a report to describe the contributions of one or more significant individuals to the history of Canada (e.g., in the artistic, scientific/technological, business, or military fields)</li> </ul>

## GOVERNANCE

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>C1 demonstrate knowledge of how Confederation formed Canada as a nation</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the significance of the <i>British North America Act</i> of 1867 and the <i>Constitution Act</i> of 1982</li> <li><input type="checkbox"/> explain the significance of a constitution (e.g., establishing rule of law, government structure)</li> <li><input type="checkbox"/> create a timeline or other representation to show when each province and territory entered Confederation</li> <li><input type="checkbox"/> describe the significant events and people contributing to Confederation (e.g., gold rushes, railway, John A. Macdonald, Pierre Trudeau)</li> <li><input type="checkbox"/> describe the significance of bilingualism in Canada</li> </ul>
<p>C2 describe levels, responsibilities, and the election of government in Canada</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> distinguish the different levels of government in Canada – municipal, provincial, territorial, federal</li> <li><input type="checkbox"/> summarize the responsibilities of government (e.g., providing and administering services, making laws, collecting and allocating taxes)</li> <li><input type="checkbox"/> identify key roles within the provincial, territorial, and federal governments in Canada (e.g., Premier, Prime Minister, MLA, MP, Speaker, Lieutenant Governor, Governor General, cabinet, senate, government ministries, Ombudsman, crown corporations)</li> <li><input type="checkbox"/> accurately name their elected and appointed provincial and federal government leaders, such as local MLA and MP, the Premier of BC, the Lieutenant Governor of BC, the Prime Minister of Canada, and the Governor General of Canada</li> <li><input type="checkbox"/> through role play, simulations, or case study, examine the election process (e.g., political parties, voting)</li> </ul>
<p>C3 identify the distinct governance structures of First Nations in Canada</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use appropriate terminology to describe levels and structures of First Nations governments in Canada (e.g., elected chief, hereditary chief, band, band council, treaty, self-government, Assembly of First Nations)</li> <li><input type="checkbox"/> recognize that individual First Nations have distinctive concepts of governance structures</li> <li><input type="checkbox"/> describe how First Nations governments are established (e.g., <i>Indian Act</i>, treaties)</li> </ul>

## 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 analyse the relationship between the economic development of communities and their available resources	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of specific resources that affected settlement patterns in BC and Canada (e.g., gold, coal, forests, fish, fur-bearing animals, fertile land)</li> <li><input type="checkbox"/> relate supply and demand using specific resource examples (e.g., boom and bust in Barkerville, fashion trends in Europe driving the fur trade)</li> <li><input type="checkbox"/> with reference to specific examples, explain how technology has affected the discovery, extraction, processing, and marketing of selected natural resources (e.g., undersea mining, greenhouse agriculture, fish farms)</li> </ul>
D2 analyse the development of transportation systems in BC and Canada	<ul style="list-style-type: none"> <li><input type="checkbox"/> give reasons why transportation technologies were important to Canada (e.g., to connect a relatively small population in a large land mass, to move natural resources from one part of the country to another and to other countries)</li> <li><input type="checkbox"/> explain the significance of the railroad to the development of Canada as a nation</li> <li><input type="checkbox"/> compare modes of transportation used in different places and times in Canada (e.g., railway, dog sled, canoe, wagon)</li> <li><input type="checkbox"/> create a presentation (e.g., written or oral report, drama, electronic slide show) on the history and development of a selected mode of transportation</li> <li><input type="checkbox"/> use a map to identify major transportation systems and technologies in contemporary BC and Canada (e.g., ferry routes, highways, railways, airports)</li> </ul>

## HUMAN AND PHYSICAL ENVIRONMENT

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>
E1 describe the major physical regions of Canada	<ul style="list-style-type: none"> <li><input type="checkbox"/> use appropriate terminology to describe geographic features (e.g., bay, strait, inlet, gulf, coast, peninsula, range, valley, plain, plateau, deciduous, coniferous, boreal)</li> <li><input type="checkbox"/> name and locate on a map the major physical regions of Canada (e.g., Appalachians, Arctic lowland, Canadian Shield, cordillera, Great Lakes/St. Lawrence lowlands, Hudson Bay lowlands, Innuitian, interior plain)</li> <li><input type="checkbox"/> use thematic maps to describe the physical features of each region in Canada (e.g., vegetation, terrain, rock and mineral types)</li> </ul>
E2 describe the location of natural resources within BC and Canada, including <ul style="list-style-type: none"> <li>– fish and marine resources</li> <li>– forests</li> <li>– minerals</li> <li>– energy resources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify significant natural resources in BC and Canada, including               <ul style="list-style-type: none"> <li>– fish and marine resources (e.g., salmon, cod, oysters, lobster, abalone, seaweed, salt)</li> <li>– forests</li> <li>– minerals (e.g., diamonds, gold, asbestos, tin, copper)</li> <li>– energy resources (e.g., natural gas, petroleum, coal, hydro)</li> </ul> </li> <li><input type="checkbox"/> use thematic maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coasts, mineral resources in the Canadian Shield)</li> </ul>
E3 explain why sustainability is important	<ul style="list-style-type: none"> <li><input type="checkbox"/> define and give examples of renewable resources (e.g., forests, fish) and non-renewable resources (e.g., mining, petroleum) in Canada</li> <li><input type="checkbox"/> speculate on the potential consequences of non-sustainable practices in resource use (e.g., won't be there for future generations, effects on wildlife, local and global effects)</li> <li><input type="checkbox"/> give examples of how people can demonstrate stewardship of resources and the environment (e.g., limiting waste, conserving energy and water, reusing materials)</li> </ul>
E4 analyse environmental effects of settlement in early BC and Canada	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe how early explorers and settlers affected their physical environment (e.g., settlement patterns, transportation, clothing, housing, agriculture)</li> <li><input type="checkbox"/> outline how historical events such as the fur trade, the gold rushes, and the building of the CPR affected physical environments in BC and Canada</li> </ul>



# STUDENT ACHIEVEMENT

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*Grade 6*

## KEY ELEMENTS: GRADE 6

### *Canada and the World*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

- critical thinking skills (e.g., comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, drawing conclusions)
- graphs, tables, aerial photos, and various types of maps
- evaluating the credibility and reliability of sources
- formal presentation skills
- plan of action to address a problem or issue

#### IDENTITY, SOCIETY, AND CULTURE

- Canadian identity and how individuals experience cultural influences
- comparing Canada with other countries
- artistic expression and culture

#### ECONOMY AND TECHNOLOGY

- trade and Canada's changing economic relationships
- development of communications technologies in Canada
- effects of technology on lifestyle and environment
- comparing Canada's economy and technology with other countries

#### GOVERNANCE

- comparing federal government in Canada with other countries
- Canada's justice system
- equality and fairness in the Charter
- individual and collective rights and responsibilities
- role of Canada in the world

#### HUMAN AND PHYSICAL ENVIRONMENT

- relationship between cultures and their environments
- factors affecting settlement patterns and population distribution

## 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, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with teacher and peer support, select a relevant problem or issue for inquiry</li> <li><input type="checkbox"/> use comparing, classifying, inferring, imagining, verifying, identifying relationships, and summarizing to clarify and define a problem or issue</li> <li><input type="checkbox"/> compare a range of points of view on an issue or problem</li> <li><input type="checkbox"/> draw conclusions about a problem or issue</li> </ul>
<p>A2 interpret graphs, tables, aerial photos, and various types of maps</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> locate and map continents, oceans, and seas using simple grids, scales, and legends</li> <li><input type="checkbox"/> locate the prime meridian, equator, Tropic of Cancer, Tropic of Capricorn, Arctic circle, and Antarctic circle on a globe or map of the world</li> <li><input type="checkbox"/> recognize the relationship between time zones and lines of longitude</li> <li><input type="checkbox"/> compare how graphs, tables, aerial photos, and maps represent information</li> <li><input type="checkbox"/> represent the same information in two or more graphic forms (e.g., graphs, tables, thematic maps)</li> </ul>
<p>A3 evaluate the credibility and reliability of selected sources</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with peer and teacher support, determine criteria for evaluating information sources for credibility and reliability (e.g., context, authentic voice, source, objectivity, evidence, authorship)</li> <li><input type="checkbox"/> apply criteria to evaluate selected sources for credibility and reliability</li> </ul>
<p>A4 deliver a formal presentation</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> clarify a topic for presentation</li> <li><input type="checkbox"/> distinguish between primary sources and secondary sources</li> <li><input type="checkbox"/> collect and organize information on a topic of their choice (e.g., a selected country)</li> <li><input type="checkbox"/> draw conclusions from collected information</li> <li><input type="checkbox"/> plan, prepare, and deliver a presentation on a selected topic (e.g., a country of their choice)</li> <li><input type="checkbox"/> prepare a bibliography, using a consistent style to cite books, magazines, interviews, web sites, and other sources used</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A5 implement a plan of action to address a selected local or global problem or issue</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> appreciate the historical basis of selected contemporary issues</li> <li><input type="checkbox"/> select ways to clarify a specific problem or issue (e.g., discussion, debate, research)</li> <li><input type="checkbox"/> compare and assess two or more perspectives on a local or global problem or issue</li> <li><input type="checkbox"/> consider reasons for differing perspectives (e.g., personal experiences, beliefs and values)</li> <li><input type="checkbox"/> defend a position on a national or global issue</li> <li><input type="checkbox"/> collect and organize information to support their course of action</li> <li><input type="checkbox"/> give examples to demonstrate awareness that their actions may have consequences for others locally or globally (e.g., consumer choices)</li> <li><input type="checkbox"/> identify opportunities for civic participation at the school, community, provincial, national, and global levels</li> <li><input type="checkbox"/> individually or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing, editorial in school or community newspaper, petition)</li> </ul>

## 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 assess diverse concepts of Canadian identity, including the evolution of diversity and multiculturalism in Canadian society</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> explain how Canada’s identity has been and continues to be shaped by immigration of individuals from a wide range of ethnic and cultural backgrounds</li> <li><input type="checkbox"/> identify a range of ways in which individuals experience cultural influences (e.g., their own heritage, the cultures of people in their community, cultures they read about or see on TV)</li> <li><input type="checkbox"/> describe characteristics of Canadian culture and identity (e.g., Aboriginal cultures, official bilingualism, education, health care, religions, military, special interest groups, service organizations, sports and recreation activities, stamps and currency, multiculturalism and the “cultural mosaic”)</li> <li><input type="checkbox"/> explain how Canada’s identity has been and continues to be shaped by its global participation (e.g., decision to enter or not enter global conflicts, peacekeeping, foreign aid, immigration policies)</li> <li><input type="checkbox"/> prepare a presentation on the contributions of one or more cultural groups to British Columbia and to Canadian identity</li> </ul>
<p>B2 compare Canadian society with the society of another country</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> compare Canadian society with the society of another country in terms of characteristics such as history, daily life, work, language, family structures, age roles, gender roles, and religion and beliefs</li> <li><input type="checkbox"/> compare the roles of specific social structures and organizations (e.g., education, health care, religions, military, special interest groups, service organizations) in Canada to those of other countries studied</li> <li><input type="checkbox"/> describe examples of different approaches to cultural diversity in Canada and in other cultures and societies studied, such as segregation, assimilation, integration, and pluralism (e.g., multiculturalism policies, settlement patterns, residential schools, Apartheid, the Holocaust, internment of Japanese-Canadians, Chinese Head Tax, caste and class systems)</li> <li><input type="checkbox"/> Compare the nature of discrimination and prejudice in modern Canadian society with that of other societies or periods in Canada’s past. (eg, systemic discrimination, overt racism, etc)</li> </ul>
<p>B3 relate a society’s artistic expression to its culture</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of the artistic expression of a selected culture (e.g., painting, sculpture, textiles, music, dance, theatre, masks, poetry, storytelling, body art)</li> <li><input type="checkbox"/> draw connections between an artistic expression and particular aspects of the culture that it reflects (e.g., materials, environment, belief systems, values)</li> </ul>

## GOVERNANCE

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>C1 compare the federal government in Canada with national governments of other countries</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> compare characteristics of the federal government in Canada with those of one or more other countries, including               <ul style="list-style-type: none"> <li>- roles and responsibilities of members of government (e.g., prime minister, president, governor, MP, senator)</li> <li>- components of government (e.g., House of Commons, House of Lords, senate, province, state, prefecture, canton)</li> <li>- government decision-making structures and forms of rule (e.g., monarchy, republic, dictatorship, parliamentary democracy)</li> <li>- electoral processes (e.g., political parties, voting, representation)</li> </ul> </li> </ul>
<p>C2 describe key characteristics of the justice system in Canada</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> differentiate between the roles of law enforcement (police) and law administration (the courts)</li> <li><input type="checkbox"/> through mock trials or case studies, identify the roles and procedures within the provincial and federal court systems in Canada (e.g., judge, jury, court clerk, witnesses, plaintiff, accused, sheriff, lawyer)</li> </ul>
<p>C3 assess equality and fairness in Canada with reference to the Canadian Charter of Rights and Freedom, including:</p> <ul style="list-style-type: none"> <li>- examples of discrimination faced by many Canadians prior to the Charter, such as women and certain ethnic groups being denied the right to vote, Aboriginal children forced into the residential school system, the Chinese head tax, and internment of Japanese Canadians</li> <li>- key provisions of the Canadian Charter of Rights and Freedoms</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the key provisions of the <i>Canadian Charter of Rights and Freedoms</i></li> <li><input type="checkbox"/> describe the role of the <i>Charter</i> in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)</li> <li><input type="checkbox"/> describe examples of individuals who have fought for change and spoke out against injustice.</li> <li><input type="checkbox"/> given specific case examples of past incidents of inequality (e.g., Chinese Head Tax, internment of Japanese-Canadians, residential schools, suffrage, discriminatory federal government labour practices related to gender and sexual orientation), speculate how these cases might be handled today under the <i>Charter</i></li> </ul>
<p>C4 compare individual and collective rights and responsibilities in Canada with those in other countries</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples to show how belonging to a community can involve some limitations on personal freedom for the sake of collective well-being</li> <li><input type="checkbox"/> give examples of how the exercise of power and authority can affect an individual's rights (e.g., rules, laws, student councils, peer groups, teams)</li> <li><input type="checkbox"/> compare specific examples of individual rights and responsibilities in Canada with those in selected other countries (e.g., rights related to age, gender, religion)</li> <li><input type="checkbox"/> based on case studies, investigations, and discussions, create an individual or class definition of the rights and responsibilities of a "global citizen"</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
C5 describe the role of Canada in the world	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify international organizations to which Canada belongs (e.g., the Commonwealth, Organisation Internationale de la Francophonie, Organization of American States, the Asian Pacific Economic Community, the United Nations, the International Olympic Committee)</li> <li><input type="checkbox"/> identify Canada's participation in organizations that support communities (e.g., UNICEF, Red Cross, Habitat for Humanity, local examples)</li> <li><input type="checkbox"/> describe Canada's role in the development and operation of the United Nations</li> <li><input type="checkbox"/> identify key events involving Canada's participation in the world (e.g., World Wars, Korean War, peacekeeping, Kyoto Accord, land mines treaty)</li> <li><input type="checkbox"/> prepare a presentation on the contributions of individual Canadians in global events and issues (e.g., Louise Arbour, Bob Hunter, Stephen Lewis, Craig Kielberger, Lester Pearson)</li> </ul>

## 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 describe the importance of trade for BC and Canada	<ul style="list-style-type: none"> <li><input type="checkbox"/> give reasons for trade between regions and countries (e.g., labour force, access to new markets, access to resources, new technologies)</li> <li><input type="checkbox"/> give examples of Canada's trade relationships, with reference to               <ul style="list-style-type: none"> <li>- goods imported and exported</li> <li>- trading partners</li> </ul> </li> </ul>
D2 analyse the significance of communications technologies in Canada	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of the impact of communications technologies on the lives of Canadians (e.g., telecommuting, synchronous communication, connecting remote communities, economic benefits, increased awareness of global issues)</li> <li><input type="checkbox"/> give examples of how communications technologies have contributed to the role and profile of Canada in the world</li> <li><input type="checkbox"/> assess the role of communications technologies in creating a "global community"</li> <li><input type="checkbox"/> identify the contributions of Canada and Canadians to the development of various communications systems (e.g., Signal Hill, Alexander Graham Bell)</li> </ul>
D3 evaluate effects of technology on lifestyles and environments	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of ways in which technology influences way of life (e.g., access to energy, transportation and communication systems, urbanization, industrialization, access to consumer products)</li> <li><input type="checkbox"/> give examples of how their consumer choices may affect people elsewhere in the world (e.g., employment, resource depletion, child labour, waste disposal, pollution)</li> </ul>
D4 compare Canada's economy, technology, and quality of life with those in one or more selected countries	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples to demonstrate awareness that access to wealth and resources is related to the distribution of power and authority</li> <li><input type="checkbox"/> give specific examples of how wealth and resources are unevenly distributed in the world</li> <li><input type="checkbox"/> use appropriate terminology to describe economic activity of nations (e.g., industrialized, developed, developing, least developed)</li> <li><input type="checkbox"/> identify factors that affect quality of life for young people in the world (e.g., labour practices; access to education, shelter, food and water, health care)</li> </ul>

## HUMAN AND PHYSICAL ENVIRONMENT

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>
E1 assess the relationship between cultures and their environments	<ul style="list-style-type: none"> <li><input type="checkbox"/> on a map, locate major geographic features (e.g., mountains, rivers, lakes, oceans) of selected countries</li> <li><input type="checkbox"/> using maps, climographs, and other resources, identify the major environmental features (e.g., forests, deserts, plains, precipitation, temperature) of selected countries and regions studied</li> <li><input type="checkbox"/> give examples of how geographic features have affected the development of cultures in selected countries or regions (e.g., major economic activities, transportation methods, shelter, agriculture, artistic expression, recreational activities)</li> </ul>
E2 describe factors that affect settlement patterns and population distribution in selected countries	<ul style="list-style-type: none"> <li><input type="checkbox"/> use appropriate terminology to discuss population and settlement (e.g., rural, urban, suburban, metropolitan, regional district, density, immigration, emigration)</li> <li><input type="checkbox"/> identify factors that influence the movement of people (e.g., environmental factors, economic factors, political factors, conflict, technological change), and give specific examples in relation to countries studied</li> </ul>





# STUDENT ACHIEVEMENT

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*Grade 7*

## KEY ELEMENTS: GRADE 7

### *Ancient Civilizations*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

- critical thinking skills (e.g., comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, drawing conclusions)
- using graphs, tables, timelines, and maps
- compiling information from a range of sources
- formal presentation skills
- defending a position on an issue

#### IDENTITY, SOCIETY, AND CULTURE

- civilization in ancient cultures
- social roles in ancient cultures
- influences of ancient societies on present-day cultures

#### ECONOMY AND TECHNOLOGY

- exchange of goods and services in ancient societies
- use of technology in ancient civilizations
- ancient communications media

#### GOVERNANCE

- rules, laws, and government in ancient civilizations
- how laws and government in ancient civilizations contributed to Canadian political and legal systems

#### HUMAN AND PHYSICAL ENVIRONMENT

- effect of physical environment on ancient civilizations
- effect of human activity on the environment in ancient civilizations

**Note:** For the purposes of Grade 7 social studies, “ancient civilizations” includes cultures up to approximately 500 CE (e.g., Mesopotamia, Egypt, Greece, Rome, China in the Hsia-Shang-Chou dynasties, Celts, Nubia, City-State Japan), although it may also include a study of more recent civilizations such as the Mayans, the Aztecs, the Incas, North American Aboriginal societies, or the Norse.

## 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, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> select a relevant problem or issue for inquiry</li> <li><input type="checkbox"/> use comparison, classification, inference, imagination, verification, analogies, and relationship identification to clarify and define an issue or problem</li> <li><input type="checkbox"/> compare a range of points of view on an issue</li> <li><input type="checkbox"/> draw conclusions about an issue or problem</li> </ul>
<p>A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify ways of marking historical time (e.g., decade, century, millennium, BCE, CE)</li> <li><input type="checkbox"/> compare the advantages and disadvantages of various graphic forms of communication (e.g., graphs, tables, charts, maps, photographs, sketches)</li> <li><input type="checkbox"/> demonstrate an ability to interpret scales and legends in graphs, tables, and maps (e.g., climagraph, topographical map, pie chart)</li> <li><input type="checkbox"/> draw conclusions from maps, tables, timelines, and graphs (e.g., “Based on this map, why was Mesopotamia a natural place for a civilization to develop?” “Based on this graph, is the population of this country increasing or decreasing?” “What does this map tell you about the economy of ancient Rome?” “Looking at this timeline, why was the period of ancient Greek civilization comparatively short?”)</li> <li><input type="checkbox"/> compare maps of early civilizations with modern maps of the same area</li> <li><input type="checkbox"/> select an appropriate graphic form of communication for a specific purpose (e.g., a timeline to show sequence of events, a map to show location)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
A3 compile a body of information from a range of sources	<ul style="list-style-type: none"> <li><input type="checkbox"/> compare the advantages and disadvantages of specific types of sources for specific purposes (e.g., primary, secondary; print, video, electronic, graphic, artefacts)</li> <li><input type="checkbox"/> compare information-gathering methodologies (e.g., primary research – surveys, archeological excavation, interviews; research using secondary sources; testing hypotheses)</li> <li><input type="checkbox"/> apply criteria to evaluate information and information sources (e.g., bias, reliability, authorship, currency, audience, confirmation from multiple sources)</li> <li><input type="checkbox"/> explain why it is important to cite information sources (e.g., respecting others' intellectual property, keeping track of where they acquired the information, distinguishing between fact and opinion, helping readers identify sources of additional information)</li> <li><input type="checkbox"/> represent information fairly and cite sources consistently</li> </ul>
A4 deliver a formal presentation on a selected issue or inquiry using two or more forms of representation	<ul style="list-style-type: none"> <li><input type="checkbox"/> select and clarify a topic for presentation</li> <li><input type="checkbox"/> organize researched information to prepare a presentation</li> <li><input type="checkbox"/> select appropriate forms of presentation suitable for the purpose and audience (e.g., multimedia, oral, song, drama, written)</li> <li><input type="checkbox"/> plan, prepare, and deliver a presentation on a selected topic</li> </ul>
A5 defend a position on a contemporary or historical issue	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate skills of debate, including <ul style="list-style-type: none"> <li>– identify, discuss, define, and clarify the problem, issue, or inquiry</li> <li>– consider competing positions from various perspectives</li> <li>– conduct research</li> </ul> </li> <li><input type="checkbox"/> select a real or simulated contemporary or historical issue and apply problem solving strategies to address it</li> <li><input type="checkbox"/> justify their position in terms of factors such as geography, gender, historical perspective, culture, and religion</li> </ul>

## 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 analyse the concept of <i>civilization</i> as it applies to selected ancient cultures</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list components that are common to cultures around the world and throughout time (e.g., social organization, religion, traditions, celebrations, government, law, trade, communications, transportation, technology, fine arts, food, clothing, shelter, medicine, education)</li> <li><input type="checkbox"/> compare specific components of civilization in two or more ancient cultures (e.g., Mesopotamia, Egypt, Greece, Rome, Hsia-Shang-Chou era of China, Mauryan and Gupta Empires, Norse, Mayan, Incas, Aztecs, Nubia, City-State Japan)</li> <li><input type="checkbox"/> illustrate inter-relationships and influences among selected ancient cultures (e.g., Egyptians adapting chariots from the Hyksos, Roman adaptation of Greek gods and mythology, adaptations of Sumerian writing system, Babylonian code of law, Sumerian irrigation system)</li> <li><input type="checkbox"/> create a timeline to illustrate the chronology of selected ancient civilizations</li> </ul>
<p>B2 analyse social roles within one or more ancient civilizations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> compare various social roles within a selected ancient culture in terms of <ul style="list-style-type: none"> <li>- daily life and how they met their basic needs</li> <li>- work</li> <li>- family structures</li> <li>- gender roles</li> <li>- class systems</li> </ul> </li> <li><input type="checkbox"/> create a chart or other representation to illustrate the economic and social hierarchy of roles and classes in a selected ancient culture (e.g., slaves, farmers, builders, merchants, artisans, scribes, teachers, priests, rulers)</li> <li><input type="checkbox"/> describe how values and beliefs in selected ancient civilizations affected people's daily lives (e.g., values and beliefs related to individualism, equality, ownership, spiritual beliefs, arts, education, physical strength and prowess)</li> </ul>
<p>B3 identify influences and contributions of ancient societies to present-day cultures</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify specific examples of influences and contributions from ancient cultures (e.g., writing system, number system, philosophy, education, religion and spirituality, visual arts, drama, architecture, time-keeping), and describe them in terms of their <ul style="list-style-type: none"> <li>- origins</li> <li>- evolution and presence in present-day cultures</li> </ul> </li> </ul>

## 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>
<p>C1 describe the evolution and purpose of rules, laws, and government in ancient civilizations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use appropriate terminology to describe rules, laws, and government in ancient civilizations (e.g., empire, democracy, queen, king, pharaoh, emperor, empress, slave, god, city-state, samurai, senate, hierarchy, elder, chief)</li> <li><input type="checkbox"/> explain the significance of the <i>Code of Hammurabi</i> (“eye for an eye” – rule of law)</li> <li><input type="checkbox"/> explain the significance of Greek democratic structures</li> <li><input type="checkbox"/> describe different ways in which ancient governments acquired, used, and enforced power and authority, including <ul style="list-style-type: none"> <li>– establishment and growth of empires</li> <li>– warfare</li> <li>– judicial systems</li> <li>– diffusion of power and authority</li> <li>– spiritual/religious power and authority of rulers</li> </ul> </li> <li><input type="checkbox"/> describe the significance of selected key leadership figures in ancient cultures (e.g., Alexander the Great, Julius Caesar, Moses, Ramses II, Cleopatra, Hatshepsut, Plato, Hannibal, Confucius, Raven)</li> <li><input type="checkbox"/> respond to inquiries related to laws and government (e.g., Someone has broken a rule or law in a selected ancient culture – what would happen to that individual in that society, in another ancient culture, in our society today?)</li> </ul>
<p>C2 assess how ancient systems of laws and government have contributed to current Canadian political and legal systems</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list and describe aspects of current Canadian laws and government structures that have evolved from ancient civilizations (e.g., rule of law, democracy, senate, representation)</li> <li><input type="checkbox"/> describe examples of individual rights in ancient civilizations and compare them to individual rights in current Canadian society</li> <li><input type="checkbox"/> relate the features of civic life in selected ancient cultures to citizenship in present-day Canadian society (e.g., voting, human rights)</li> </ul>

## ECONOMY AND TECHNOLOGY

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>D1 describe various ways ancient peoples exchanged goods and services</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list goods and services that people in ancient civilizations used in trade (e.g., items needed for survival and comfort, goods and services that could be offered for trade)</li> <li><input type="checkbox"/> explain how and why monetary systems evolved from bartering (e.g., describe the materials and symbolism used for currency in a selected ancient civilization)</li> <li><input type="checkbox"/> identify key commodities in selected ancient cultures (e.g., wheat, corn, olives, cotton, salmon, cedar)</li> <li><input type="checkbox"/> map trade routes and describe trade technologies in a selected ancient civilization (e.g., camels, wagons, ships)</li> </ul>
<p>D2 assess ways technological innovations enabled ancient peoples to</p> <ul style="list-style-type: none"> <li>- adapt to and modify their environments</li> <li>- satisfy their needs</li> <li>- increase exploration and trade</li> <li>- develop their cultures</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> compare selected technologies from selected ancient cultures in terms of characteristics such as <ul style="list-style-type: none"> <li>- materials</li> <li>- purpose</li> <li>- impact on society and daily life</li> </ul> </li> <li><input type="checkbox"/> represent or recreate a selected technology from an ancient culture (authentic or compatible with the level of technology) and explain its value</li> <li><input type="checkbox"/> speculate about the possible impact of a selected modern technology (e.g., MP3 player, skateboard, wristwatch) on an ancient culture</li> <li><input type="checkbox"/> cite specific examples to explain the contributions of ancient cultures to the evolution of various fields of technology (e.g., astronomy, medicine, paper, sea travel, agriculture, ceramics)</li> </ul>
<p>D3 compare ancient and modern communications media</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the roles of communications media (e.g., to inform, to persuade, to record events)</li> <li><input type="checkbox"/> list ancient communications technologies (e.g., writing, marketplace, stone tablets, papyrus scrolls, beacons, inuksuit)</li> <li><input type="checkbox"/> compare selected ancient and modern communications media in terms of <ul style="list-style-type: none"> <li>- speed</li> <li>- longevity/permanence</li> <li>- reach/audience</li> <li>- accessibility</li> </ul> </li> </ul>

## 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 assess how physical environments affected ancient civilizations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify the location of ancient civilizations on a world map and relate them to their present-day counterpart countries</li> <li><input type="checkbox"/> identify key characteristics of physical environments that affected selected ancient cultures, including effects on               <ul style="list-style-type: none"> <li>– development and settlement (e.g., proximity to water, fertile land, natural resources, defensibility)</li> <li>– demise/fall of the culture (e.g., earthquakes, tsunamis, volcanic activity, unsustainable human practices)</li> <li>– interactions among cultures (e.g., mountain ranges, oceans, rivers)</li> </ul> </li> <li><input type="checkbox"/> describe how humans adapted to their physical environment in ancient civilizations (e.g., architecture, transportation methods, clothing)</li> <li><input type="checkbox"/> create maps to show the key physical environmental characteristics of a selected ancient culture</li> </ul>
<p>E2 identify the impact of human activity on physical environments in ancient civilizations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list and describe ways in which human activity affected physical environments in ancient civilizations (e.g., irrigation, deforestation in Ionia, over-hunting in Egypt, over-fertilization in Sumeria)</li> <li><input type="checkbox"/> relate ancient human practices that affected the physical environment to modern counterparts (e.g., over-fishing, dam building, burning forests to create arable land, urbanization, fossil fuel harvesting)</li> </ul>



CLASSROOM ASSESSMENT MODEL

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*Social Studies K to 7*



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/](http://www.bced.gov.bc.ca/perf_stands/)



# CLASSROOM ASSESSMENT MODEL

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## *Kindergarten*

## SOCIAL STUDIES KINDERGARTEN: 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 Kindergarten.

Curriculum Organizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*						
					K	U&A	HMP	AFF			
SKILLS AND PROCESSES OF SOCIAL STUDIES	<ul style="list-style-type: none"> <li>• picture maps</li> <li>• pictures, collages, posters, mind maps, models, dramatizations, big books</li> <li>• group and class discussions</li> <li>• picture journals</li> <li>• role plays</li> <li>• simulations</li> <li>• field trips</li> <li>• interviews</li> <li>• worksheets, guided responses</li> <li>• presentations</li> </ul>	15-25%	integrated throughout	3	A1, A2	A3		A1			
					B1, B2	B3					
IDENTITY, SOCIETY, AND CULTURE		15-25%	10-15 h	3		C1	C2				
GOVERNANCE		15-25%	10-15 h	2							
ECONOMY AND TECHNOLOGY		15-25%	10-15 h	3	D1, D2	D3					
HUMAN AND PHYSICAL ENVIRONMENT		15-25%	10-15 h	2	E1	E2		E2			
<b>Total:</b>					<b>100%</b>	<b>45-50 h</b>	<b>13</b>	<b>7</b>	<b>5</b>	<b>1</b>	<b>2</b>

\* 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.

## KINDERGARTEN

### OVERVIEW

*Learning at Previous Grades*

not applicable

### *Identity, Society, and Culture*

#### Prescribed Learning Outcomes

*It is expected that students will:*

**IDENTITY, SOCIETY, AND CULTURE**

- B1 demonstrate an awareness of the concept of change
- B2 identify groups and places that are part of their lives
- B3 identify similarities and differences among families

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Show students a picture of a baby. Ask them to brainstorm things that they can do now that they couldn't do when they were babies. Have students form partners talk about things that have changed in their lives since they were younger.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students complete sentence stems such as the following to identify changes in their lives:                             <ul style="list-style-type: none"> <li>– This week I learned how to _____. I couldn't do that before.</li> <li>– Before I started Kindergarten I didn't know how to _____.</li> <li>– Something that has changed in my family is _____.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• During a class session on how individuals are the same as and different from each other, prompt the students to realize that they belong to different families, community groups, etc. and discuss the importance of living together co-operatively despite differences. Take the students on a real or virtual tour of the school and community to identify places where people can gather or share experiences (e.g., library, gym, community centre, store).</li> </ul>	<ul style="list-style-type: none"> <li>• In individual or group conferences, ask guided questions to assess students' awareness of the variety of ways in which people are connected in communities. Criteria such as those found in the sample assessment instrument provided at the end of this grade (<b>People and Communities</b>) can be used to assess students' knowledge in this area.</li> </ul>

**Governance**

<p align="center"><b>Prescribed Learning Outcomes</b></p> <p><i>It is expected that students will:</i></p> <p><b>SKILLS AND PROCESSES OF SOCIAL STUDIES</b>                      A1 participate co-operatively in groups</p> <p><b>GOVERNANCE</b>                      C1 describe their roles and responsibilities as members of the classroom and school community                      C2 identify the purpose of classroom and school expectations</p>	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• During daily sharing or group discussion times (e.g., as opening exercises, circle time), include opportunities for students to participate and share their ideas and experiences. Give support with reminders and prompting questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe students’ willingness to listen to others and share their ideas and experiences with the rest of the group. Observe awareness of their own space and willingness to share classroom materials.</li> </ul>
<ul style="list-style-type: none"> <li>• Lead a discussion to identify a variety of roles and responsibilities they have as members of the class and school, such as taking turns, treating others with respect, being good listeners, and playing safely.</li> </ul> <p>During a class discussion on rules and expectations for the class and school, name some of the rules, and identify the purpose of these expectations and rules, such as safety, fairness, etc.</p>	<ul style="list-style-type: none"> <li>• Ask questions to assess students’ understanding of their roles and responsibilities and of the purpose of classroom rules and expectations. Look for evidence that they are able to                             <ul style="list-style-type: none"> <li>– name roles and responsibilities they have as members of the classroom and school community (e.g., treating others respectfully, taking turns, following class routines)</li> <li>– name people who make decisions about what happens in the classroom and at school (e.g., teacher, aides, principal, playground supervisor)</li> <li>– name some classroom and school expectations (e.g., classroom entry and leaving routines, snack time routines, taking turns at stations)</li> <li>– with teacher support, identify the purpose of specific classroom and school expectations (e.g., to keep people safe, to make things fair)</li> </ul> </li> </ul>

*Economy and Technology***Prescribed Learning Outcomes***It is expected that students will:***SKILLS AND PROCESSES OF SOCIAL STUDIES**

A2 gather information from personal experiences, oral sources, and visual representations

A3 present information using oral or visual representations

**ECONOMY AND TECHNOLOGY**

D1 identify individual human needs

D2 identify work done in their community

D3 identify examples of technologies used in their lives

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Allow opportunities for students to contribute to a class collection of information on a common topic to display and share. Give opportunities for students to share both orally (e.g., Show and Tell) and visually through pictures and actions information that is pertinent to their everyday lives.</li> </ul>	<ul style="list-style-type: none"> <li>• During class discussions and projects, note each individual student's willingness and abilities to gather, contribute, and share information               <ul style="list-style-type: none"> <li>– using their senses</li> <li>– orally</li> <li>– pictorially</li> <li>– using graphic organizers</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• In a class discussion, using appropriate photos, help students to identify basic needs that all humans have, including food and water, shelter, clothing, and safety and protection. Assist students in creating a class list of jobs in their families and in the community that help people meet those needs (e.g., we need food to eat – farmers grow food, parents cook food).</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to draw a picture showing at least two basic human needs and a type of work that helps fulfill each need.</li> </ul>
<ul style="list-style-type: none"> <li>• Use a variety of photos and objects to illustrate technologies used in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a class collage of technology used at school and at home. Ask each student to contribute at least one picture of technology that they use in their lives.</li> </ul>

## Human and Physical Environment

### Prescribed Learning Outcomes

*It is expected that students will:*

#### HUMAN AND PHYSICAL ENVIRONMENT

- E1 identify characteristics of different local environments
- E2 demonstrate responsible behaviour in caring for their immediate environment

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Show pictures and other images of natural and human-built environmental characteristics during several lessons. Assist students with identifying and naming them. Follow the lessons with a neighbourhood walk and ask students to identify and name natural characteristics such as forests, creeks, hills, and mountains. Also ask them to identify human-built characteristics such as roads, buildings, and bridges.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to draw a picture of a familiar local environment. Ask them to point to at least two characteristics in their picture that are natural and two that are human-built characteristics. Look for evidence that they are able to use appropriate terminology to name each (e.g., river, forest, road, bridge).</li> </ul>
<ul style="list-style-type: none"> <li>• Lead a class discussion on recycling and litter. Prompt discussion on how recycling and garbage pick-up helps their class and school yard. Ask student to imagine what the school would look like if people didn't use proper recycling and garbage disposal. Discuss other ways students can contribute to the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create a picture journal to show ways that they are caring for and demonstrating respect for their school environment. Example of caring actions could include                             <ul style="list-style-type: none"> <li>– using recycling bins for recyclable materials and proper garbage bins for all other rubbish</li> <li>– using classroom materials effectively and without waste</li> <li>– not wasting water in clean-up areas and in the bathroom</li> <li>– being careful to no disturb plants when they go on nature walks</li> </ul> </li> </ul>

*Assessment Instrument*  
**PEOPLE AND COMMUNITIES**

Name: \_\_\_\_\_

✓	Is the student able to	Comments
	<ul style="list-style-type: none"> <li>identify a variety of groups to which they belong (e.g., family, friends, clan, class, sports teams, Sparks/Beavers)</li> </ul>	
	<ul style="list-style-type: none"> <li>give examples of ways in which people co-operate in order to live together peacefully (e.g., sharing, taking turns, following rules, being polite)</li> </ul>	
	<ul style="list-style-type: none"> <li>state that they live in Canada</li> </ul>	
	<ul style="list-style-type: none"> <li>name familiar places and landmarks in their school and community (e.g., Aboriginal friendship centre, recreation centre, war memorial, murals, library, fire hall, corner store, place of worship, playground)</li> </ul>	
	<ul style="list-style-type: none"> <li>list similarities and differences between their own families and other families (e.g., number of family members, caregivers, roles of family members)</li> </ul>	





# CLASSROOM ASSESSMENT MODEL

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*Grade 1*

## SOCIAL STUDIES GRADE 1: 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 1.

Curriculum Organizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*			
					K	U&A	HMP	AFF
SKILLS AND PROCESSES OF SOCIAL STUDIES	<ul style="list-style-type: none"> <li>• picture maps</li> <li>• pictures, collages, posters, mind maps, models, dramatizations, big books</li> <li>• group and class discussions</li> <li>• picture journals</li> <li>• role plays</li> <li>• simulations</li> <li>• field trips</li> <li>• interviews</li> <li>• worksheets, guided responses</li> <li>• presentations</li> </ul>	15-25%	integrated throughout	5	A2, A3	A1, A4, A5		A2, A5
					B1, B3, B4	B2		
IDENTITY, SOCIETY, AND CULTURE		15-25%	20-30 h	4				
GOVERNANCE		15-25%	20-30 h	2		C1	C2	
ECONOMY AND TECHNOLOGY		15-25%	20-30 h	4	D1, D2, D3	D4		
HUMAN AND PHYSICAL ENVIRONMENT		15-25%	20-30 h	3	E1, E2, E3			
<b>Total:</b>					<b>11</b>	<b>6</b>	<b>1</b>	<b>2</b>

\* 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 1

### OVERVIEW

#### *Learning at Previous Grades*

- co-operative participation in groups
- gathering information (e.g., using their senses, asking questions)
- presenting information orally and visually
- concept of change
- groups that are part of their lives (e.g., family, clan, class, sports teams)
- places that are part of their lives (e.g., landmarks, recreation centres, stores, playgrounds)
- similarities and differences among families (e.g., number of people, roles, relationships)
- roles and responsibilities within the class and school
- purpose of classroom and school rules
- human needs (e.g., food, water, shelter, safety)
- work in the community
- technologies in daily life (e.g., pencil, refrigerator, television)
- natural characteristics of local environments (e.g., mountains, rivers, forests, marshes, weather)
- human-built characteristics of local environments (e.g., roads, buildings, bridges)
- ways to care for their environment (e.g., reduce, reuse, recycle)

## Identity, Society, and Culture

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

A3 gather information from personal experiences, oral sources, and visual representations

A4 present information using oral, written, or visual representations

#### IDENTITY, SOCIETY, AND CULTURE

B1 describe changes that occur in their lives

B2 explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members

B3 identify a variety of social structures in which they live, learn, work, and play together

B4 identify symbols of Canada

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>Review and discuss a variety of ways of communicating information (e.g., facial expression, sign language, spoken language, text, pictures, song, dance). Over the course of several days or weeks, keep a tally chart of times when each of these forms of communication are used.</li> </ul>	<ul style="list-style-type: none"> <li>Have students complete sentence stems to review when different forms of communication are used to gather or present information. For example, students can complete sentence stems such as the following:                             <ul style="list-style-type: none"> <li>– Today I used reading to find out _____.</li> <li>– I prefer to _____ to learn something new.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Conduct a class discussion on the concept of change. Prompt students through questions such as the following to think about how they have changed since they were born:                             <ul style="list-style-type: none"> <li>– How have you changed?</li> <li>– How will you change as you get older?</li> <li>– How big was your family before you were born? How big is your family now?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Have students create a simple drawing or cartoon to illustrate at least three changes in themselves and their families. Ask them to describe their drawings and the changes they depict. Look for evidence that they are able to distinguish between past and present (e.g., before and now, yesterday and today, this year and last year, when I was younger and now).</li> </ul>
<ul style="list-style-type: none"> <li>Use print and video resources to depict a variety of families. Focus on characteristics that are the same for all families (e.g., love, caring, support, nurture) and those that are different (e.g., composition, culture, traditions and celebrations, roles of various family members). Create a class chart of these characteristics.  Extend the discussion to focus on other social structures (e.g., class, school, after-school language classes, music group, dance ensemble). Ask students to consider how these groups are similar to families (e.g., helping and caring behaviours), and how they are different.</li> </ul>	<ul style="list-style-type: none"> <li>Have students create a model of their family, and assist them in labelling to show the relationships and roles portrayed. Ask them to include depictions of at least three ways that they think their family is special (e.g., traditions and celebrations). Have them then extend their model to show other social groups they belong to, and how they relate to themselves or their families.</li> </ul>
<ul style="list-style-type: none"> <li>Allow opportunities for the singing of <i>O Canada</i>, such as during weekly assemblies. Help students to recognize a variety of symbols characteristic of Canada by viewing pictures, examining coins and flags, and singing songs.</li> </ul>	<ul style="list-style-type: none"> <li>Have students create a poster depicting three symbols of Canada. Ask them to share with a partner, explaining why they chose the symbols that they did.</li> </ul>

## Governance

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p><b>SKILLS AND PROCESSES OF SOCIAL STUDIES</b>            A2 participate co-operatively and productively in groups</p> <p><b>GOVERNANCE</b>            C1 describe their roles, rights, and responsibilities at home and at school            C2 explain the purpose of classroom and school expectations</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>Allow time during class and small group situations for students to practise and demonstrate active listening skills, a willingness to share, co-operation with others, and contributing to group discussions.</li> </ul> <p>Set aside a portion of class circle time to share problem situations (e.g., littering). Collect class problems in a variety of ways (e.g., mailbox, chart) over a period of time. Ask individual students to select and present a problem situation. The class can then discuss and identify several ways to solve the problem.</p>	<ul style="list-style-type: none"> <li>After students identify several ways to solve problems, ask them to collect evidence of people in their class using problem-solving strategies. Record the data on a class chart and note the extent to which students are able to identify problem-solving strategies.</li> </ul> <p>Over the course of the year, use an observation sheet such as the one provided at the end of this grade (<b>Student Responsibility</b>) to assess students' abilities to demonstrate effective group work skills.</p>
<ul style="list-style-type: none"> <li>Show students a copy of the school's code of conduct or other listings of rights and responsibilities. Hold a class discussion on these and their purposes. Have students role play the rights and responsibilities to see how they work for the benefit and safety of everyone.</li> </ul> <p>Extend the discussion by focussing on rights and responsibilities at school to their home situations and have students contribute expectations they have at home to a class list. Compare similarities and differences.</p>	<ul style="list-style-type: none"> <li>The observation sheet provided at the end of this grade (<b>Student Responsibility</b>) can be used to observe students demonstrating responsible behaviour towards others in the class and on the playground.</li> </ul>

## Economy and Technology

### Prescribed Learning Outcomes

*It is expected that students will:*

#### ECONOMY AND TECHNOLOGY

- D1 describe basic human needs
- D2 identify types of work done by people in their community
- D3 demonstrate awareness of the purpose of money
- D4 describe ways they use technologies

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Lead a class discussion on the basic human needs and how they are met in families. Make a class Family Needs bulletin board display and have students collect and cut out pictures from magazines of food, homes, protection, and clothing. Sort these pictures into the appropriate categories on the board. Further the discussion by distinguishing between needs and wants.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct an oral quiz by selecting individual pictures from the bulletin board and asking students to say whether it is a need or a want.</li> </ul>
<ul style="list-style-type: none"> <li>• Talk about types of jobs the people do at home, jobs people do at school, and jobs people do in the community. Take a fieldtrip to a variety of work locations. Invite parents to the class to talk about their jobs.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students compile an Economy Portfolio of pictures and other depictions of the types of work done in the school and community.</li> </ul>
<ul style="list-style-type: none"> <li>• Brainstorm ways people get money and how they use it in their everyday lives. Set up a classroom store to allow students to role play buying and selling items.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students add to their Economy Portfolio with depictions of the various ways that people use money to satisfy their needs and wants.</li> </ul>
<ul style="list-style-type: none"> <li>• Following discussion on technology, use a chart or web to sort and classify the various purposes of technologies they use everyday, (e.g. entertainment, communication, building, transportation).</li> </ul>	<ul style="list-style-type: none"> <li>• Have students add to their Economy Portfolio with depictions of the various types of technology that people use for various purposes.</li> </ul>

## Human and Physical Environment

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

- A1 use picture maps to identify familiar locations in the school or community
- A5 identify strategies to address relevant school-based problems

#### HUMAN AND PHYSICAL ENVIRONMENT

- E1 recognize maps of Canada
- E2 identify characteristics of different environments
- E3 demonstrate responsible behaviour in caring for their immediate and school environments

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Provide students with a map showing various locations around the classroom and school. Conduct a guided walk through the school as students follow along with their maps, identifying each location.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with a picture map of the school, and ask them to identify three locations that they visited during the walk. As an extension, have them create their own picture maps of other familiar locations (e.g., playground, recreation centre).</li> </ul>
<ul style="list-style-type: none"> <li>• Use pictures of a variety of environments and discuss how each is the same or different. Have students identify natural characteristics, (e.g., mountains, lakes, forests, desert) as well as human-built characteristics (e.g., roads, bridges, buildings). Take a neighbourhood walk and identify natural and human-built characteristics as well as familiar places and landmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge students to work in groups create a simple song, dance, or tableau that depicts a number of the environmental characteristics they learned about.</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss recycling and littering. Prompt discussion on how recycling and garbage pickup benefits their class and school yard. Brainstorm and create a class list of other ways students can contribute to the well-being of the school environment (e.g., caring for school gardens, not wasting materials or water, bringing a litterless lunch).</li> </ul>	<ul style="list-style-type: none"> <li>• Use the observation sheet provided at the end of this grade (<b>Student Responsibility</b>) to assess students' commitment to the care of the school environment.</li> </ul>
<ul style="list-style-type: none"> <li>• Ask students in what country they live and use a globe and a world map to show where Canada is in the world. Show approximately where they live in Canada. Let students use a simple atlas to locate Canada as well as other countries they have heard about. Discuss and compare as a class (e.g., size, location in the world).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with blank world maps with country borders but no names, and ask them to colour in Canada on the map.</li> </ul>

*Assessment Instrument*  
**STUDENT RESPONSIBILITY**

Name: \_\_\_\_\_

✓	Is the student able to	Comments
	<ul style="list-style-type: none"> <li>demonstrate willingness to share and cooperate with peers (e.g., taking turns when sharing space and materials, contributing to group discussions, asking relevant questions)</li> </ul>	
	<ul style="list-style-type: none"> <li>demonstrate active listening skills</li> </ul>	
	<ul style="list-style-type: none"> <li>demonstrate abilities to consider the needs of others when working and playing together</li> </ul>	
	<ul style="list-style-type: none"> <li>recognize that diverse points of view exist</li> </ul>	
	<ul style="list-style-type: none"> <li>identify and compare possible solutions to relevant school-based problems (e.g., taking turns at stations or in the computer lab, how to get the materials they need to complete a task, litter on the school playground, respecting others' personal belongings)</li> </ul>	
	<ul style="list-style-type: none"> <li>predict the possible results of various solutions to a problem</li> </ul>	
	<ul style="list-style-type: none"> <li>demonstrate care and concern for the environment in their actions (e.g., avoid disturbing plants and animals during nature walks, not wasting materials or water)</li> </ul>	
	<ul style="list-style-type: none"> <li>use the appropriate receptacles for garbage and recyclable materials in the classroom and on the school grounds</li> </ul>	



# CLASSROOM ASSESSMENT MODEL

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*Grade 2*

## SOCIAL STUDIES GRADE 2: 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 2.

Curriculum Organizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*			
					K	U&A	HMP	AFF
SKILLS AND PROCESSES OF SOCIAL STUDIES	<ul style="list-style-type: none"> <li>• maps, charts</li> <li>• pictures, collages, posters, mind maps, models, dramatizations, big books</li> <li>• group and class discussions</li> <li>• journals, learning logs</li> <li>• role plays</li> <li>• simulations</li> <li>• field trips</li> <li>• interviews</li> <li>• worksheets, guided responses</li> <li>• research, presentations</li> </ul>	15-25%	integrated throughout	5	A3	A1, A2, A4	A5	A5
		15-25%	20-30 h	4	B1, B3, B4	B2		
IDENTITY, SOCIETY, AND CULTURE		15-25%	20-30 h	2		C1, C2		
GOVERNANCE		15-25%	20-30 h	3	D1	D2, D3		
ECONOMY AND TECHNOLOGY		15-25%	20-30 h	3	E1	E3	E2	E2
HUMAN AND PHYSICAL ENVIRONMENT		15-25%	20-30 h	3				
<b>Total:</b>					<b>6</b>	<b>9</b>	<b>2</b>	<b>2</b>
					<b>100%</b>	<b>90-100 h</b>	<b>17</b>	

\* 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 2

## OVERVIEW

*Learning at Previous Grades*

- using simple picture maps
- co-operative participation in groups
- gathering information (e.g., from audio, visual, material, print)
- presenting information orally, visually, and written
- strategies for solving school-based problems
- changes in their lives
- similarities and differences among families (e.g., composition, culture, traditions, roles)
- social structures (e.g., family, clan, after-school classes and groups)
- ways people work together in groups
- symbols of Canada
- roles, responsibilities, and rights at home and at school
- purpose of classroom and school rules
- basic human needs (e.g., food, water, clothing, safety) and how they are met
- types of work in the community
- purpose of money
- ways technology is used to accomplish tasks
- recognizing maps of Canada
- natural characteristics of environments (e.g., mountains, rivers, forests, marshes)
- human-built characteristics of local environments (e.g., roads, buildings, bridges)
- how the environment affects daily life
- ways to care for their environment (e.g., reduce, reuse, recycle)

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.

Mapping	Community and Culture	Work and Decision Making	Seasonal Changes
A1, A2	A3, A4	A5	A4
	B3, B4	B2	B1
		C1, C2	
		D1, D2, D3	
E1, E2, E3			

## Mapping

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

- A1 interpret simple maps using cardinal directions, symbols, and simple legends
- A2 create simple maps representing familiar locations

#### HUMAN AND PHYSICAL GEOGRAPHY

- E1 locate on a map landforms and bodies of water of local and national significance, including
  - Pacific Ocean
  - Atlantic Ocean
  - Arctic Ocean
  - Vancouver Island
  - Rocky Mountains
  - locally relevant examples
- E2 describe their responsibility to the local environment
- E3 describe how the physical environment influences human activities

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Introduce cardinal directions (north, south, east, west), by labelling the walls of the classroom. Conduct daily games that involve having students point or move in response to directions called out. Students can also create their own games using spinners, etc.</li> </ul> <p>Take students outside to a location where they can see multiple landmarks, street names, etc. Show them a map of the community with these locations marked, and have them identify each one in relation to cardinal directions. Call out directions and have students walk north, south, etc.</p>	<ul style="list-style-type: none"> <li>• Provide students with pictures of various community landmarks. Have students work in groups to create a simple map that follows the route they walked outside, locating each landmark correctly.</li> </ul> <p>Brainstorm with students how they could reproduce the map using symbols to represent the landmarks in the pictures. Have them generate a simple legend to describe the symbols used on the map. Look for evidence that students' maps</p> <ul style="list-style-type: none"> <li>– accurately use cardinal directions</li> <li>– include an appropriate title</li> <li>– incorporate appropriate symbols</li> </ul>
<ul style="list-style-type: none"> <li>• Review various locations in the community, and point out places where students can play an active role in protecting or positively affecting the environment (e.g., recycling, participating in a supervised garbage clean-up, planting trees, not picking wildflowers, not wasting water).</li> </ul>	<ul style="list-style-type: none"> <li>• Have students draw a picture of themselves participating in at least one activity that positively affects the environment of the local community. Look for evidence that their drawings reflect an understanding of                     <ul style="list-style-type: none"> <li>– the various activities they can do, based on class discussions</li> <li>– their personal responsibility in protecting the local environment</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Show students a map of Canada. Help them locate the community and major landforms and bodies of water that are north, south, east, and west of the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with a blank map of Canada, and have them locate and label landforms and bodies of water discussed in class, such as                     <ul style="list-style-type: none"> <li>– Pacific Ocean</li> <li>– Atlantic Ocean</li> <li>– Arctic Ocean</li> <li>– Vancouver Island</li> <li>– Rocky Mountains</li> </ul> </li> </ul>

## Community and Culture

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

A3 gather information from a variety of sources for presentation

A4 present information using oral, written, or visual representations

#### IDENTITY, SOCIETY, AND CULTURE

B3 identify factors that influence who they are

B4 identify significant language and cultural characteristics of Canadian society

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Have students choose a culture that represents their personal heritage or another culture from the local community, and research information on that culture's language, culture, food, traditional clothing, festivals etc. Students should organize their information on a poster and give a creative presentation of some aspect of the culture (e.g., a dance, costume, food item).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop criteria with the class to assess posters following guidelines of criteria referenced instruction. These criteria can be used as the basis of peer, teacher, and/or self-assessment. Follow up by creating a class collage of cultural characteristics represented in the community.</li> </ul>
<ul style="list-style-type: none"> <li>• Ask students to find out about items that are significant to their family or heritage and place a picture of the item in a box. Have them bring their boxes to school and share why the item is significant and how it tells something about who they are.</li> </ul>	<ul style="list-style-type: none"> <li>• When students present their significant items, look for evidence that they recognize the significance of the item and can identify it as something that is meaningful in their personal and family history.</li> </ul> <p>Follow up by having students complete one or more sentence response(s) to indicate impressions of their own and their peers' heritage box presentations, completing sentence stems such as the following:</p> <ul style="list-style-type: none"> <li>- I liked _____.</li> <li>- I learned _____.</li> <li>- I think _____.</li> <li>- I remember _____.</li> </ul>

## Work and Decision Making

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

A5 select a solution to a classroom or school problem

#### IDENTITY, SOCIETY, AND CULTURE

B2 describe ways individuals contribute to a community

#### GOVERNANCE

C1 distinguish their roles, rights, and responsibilities within the classroom and school

C2 describe how decisions are made in groups, the classroom, and the school

#### ECONOMY AND TECHNOLOGY

D1 describe work done in the school

D2 describe the purpose of money

D3 describe how technology affects individuals and schools

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>Discuss roles, rights, and responsibilities in the classroom. List tasks that need to be completed in the classroom. Discuss how the need for tasks to be completed can create a problem in the classroom (e.g. assigning tasks, someone is away when it is their assigned day, change of circumstances create new needs). Brainstorm how responsibility for completing tasks can be resolved in the classroom (e.g. assigned monitors, individual responsibilities).</li> </ul> <p>Bring in examples of classified ads to show how these are used to find someone to be responsible for a job or task. Challenge students to work individually or in groups to create a want ad to find someone in the class for a task.</p>	<ul style="list-style-type: none"> <li>Collect students' completed ads, and look for evidence that they have included the role, right, and responsibility of the person who will complete the task. For example, for the task of making sure the coats are hung on hooks in the coat room:                         <ul style="list-style-type: none"> <li>Role: Coat Room Monitor</li> <li>Right: be the last one to sit at desk after recess</li> <li>Responsibility: check if any coats have been left on the floor in the coat room</li> </ul> </li> </ul> <p>During class discussion, observe students' level of understanding from questions, comments contributed, and abilities to give examples of roles, rights and responsibilities.</p>
<ul style="list-style-type: none"> <li>Discuss the meaning and purpose of mascots. Ask students to suggest examples from the school, community, or other sources (e.g., professional sports teams).</li> </ul> <p>Divide the class into small groups and have them choose an animal for their group mascot. After the group makes the decision, discuss how the decision was made. Then, decide to select one of the animals chosen by the groups to be the mascot for the whole class. Discuss how the class can make the decision to choose the animal and proceed in the agreed way. Extend by discussing how a mascot could be chosen for the school.</p>	<ul style="list-style-type: none"> <li>Assign a role to each group member – recorder, observer, leader, encourager, etc. Observe participation in class discussion and group decision-making exercise. Have students rate their participation in the group activity and their satisfaction with group choice.</li> </ul> <p>As an extension, conduct an election campaign for class or school mascot.</p>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>Review the school's rights and responsibilities as well as the classroom rules. Have students share ideas about how to address needs and problems that arise in the class and school. Allow students to role play examples of problems or needs that they might have.</li> </ul>	<ul style="list-style-type: none"> <li>Have students complete a journal entry to reflect on what they have learned about               <ul style="list-style-type: none"> <li>their roles, rights, and responsibilities in the classroom and the school</li> <li>various ways decisions are made in the classroom and school (e.g., teacher decides, taking turns, classroom meeting, show of hands)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>After brainstorming roles and jobs of individuals working in the school, generate a class list of appropriate questions to ask someone about their role (e.g., area of responsibility, duties, training needed). As a class, come to a consensus about four or five questions to form a questionnaire. Divide class into small groups to interview various school employees or invite employees to visit the class for group members to interview. When the interview is completed, have each group prepare a poster featuring the employee and her or his role in the school.</li> </ul>	<ul style="list-style-type: none"> <li>Have students work in their groups to complete a job profile chart for one of the jobs presented by another group. Look for evidence that they are able to accurately recall and organize information into logical categories.  Follow up by having students write a thank-you letter to the people they interviewed.</li> </ul>
<ul style="list-style-type: none"> <li>Challenge students to create a new job position in the school. Ask them to give the person a title, a job description, and a description of the technology the person can use to complete the job.</li> </ul>	<ul style="list-style-type: none"> <li>Have students present the new job they've created. Assess participation in group discussions, and students' abilities to relate technology to the jobs identified.</li> </ul>
<ul style="list-style-type: none"> <li>Inform students that they are going to participate in a market simulation, but instead of using money the class must decide on rules for exchanging goods. Discuss how they might assign values to different items. Ask each student to invent or design something original to bring to the market (e.g., drawing, craft). Give students a time limit to complete exchanges according to the rules they generated, and complete a PMI (Plus, Minus, Interesting) for the rules for exchanging goods. Hold the market again using play money and allowing students to put a price tag on their invention (up to 5 cents). After a set time, complete a PMI for using money as a means of exchange. Discuss similarities and differences for each way of exchanging goods.</li> </ul>	<ul style="list-style-type: none"> <li>Observe students' participation in the market simulation and their abilities to follow the agreed-upon rules. Collect students' completed PMI charts, looking for evidence that they are able to reflect on the experience and the different ways that goods can be exchanged.</li> </ul>

## Seasonal Changes

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

A4 present information using oral, written, or visual representations

#### IDENTITY, SOCIETY, AND CULTURE

B1 identify changes that occur in the school and community throughout the year

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Over the course of the year, conduct weekly discussions about the events or things in the school and community that have changed since the previous week. Include a discussion on changes such as                             <ul style="list-style-type: none"> <li>– weather</li> <li>– changes in the environment (e.g., leaves falling, flowers blooming, bodies of water freezing over)</li> <li>– celebrations and festivals</li> <li>– new buildings, roads, etc. in the community, or buildings that have been torn down</li> <li>– people that have moved to or left the community</li> </ul> </li> </ul> <p>At the end of each discussion, have students draw a quick picture, create a word map, or create another representation of one or more of the changes identified.</p>	<ul style="list-style-type: none"> <li>• At the end of the year, display all the images that students created related to changes that have occurred. Have students work in groups to use the images to create a collage depicting one period of time from the past year (e.g., a month, a season). Use criteria such as those found in the sample assessment unit provided at the end of this grade (<b>Change Collage</b>) as the basis of peer and self assessment of students' collages and group processes.</li> </ul>

*Assessment Instrument*  
**CHANGE COLLAGE**

Presenting group members:		
Assessed by:		
	<b>Peer Assessment</b>	<b>Group Self-Assessment</b>
1=not yet meeting expectations, 2=approaching expectations, 3=fully meets expectations		
• used appropriate communication forms to accomplish the presentation tasks		
• described in detail a variety of events and activities unique to each time period or season		
• identified events or characteristics that reflect changes in the community		
• group members worked effectively together		
• all group members contributed to the group project		
Comments		





# CLASSROOM ASSESSMENT MODEL

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*Grade 3*

## SOCIAL STUDIES GRADE 3: 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 3.

Curriculum Organizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*			
					K	U&A	HMP	AFF
SKILLS AND PROCESSES OF SOCIAL STUDIES  IDENTITY, SOCIETY, AND CULTURE  GOVERNANCE  ECONOMY AND TECHNOLOGY  HUMAN AND PHYSICAL ENVIRONMENT	<ul style="list-style-type: none"> <li>• maps, charts, graphs</li> <li>• pictures, collages, posters, mind maps, models, dramatizations, big books</li> <li>• group and class discussions</li> <li>• journals, learning logs</li> <li>• role plays</li> <li>• case studies, simulations</li> <li>• field trips</li> <li>• interviews</li> <li>• worksheets, guided responses</li> <li>• research, presentations</li> </ul>	15-25%	integrated throughout	7	A5	A2, A3, A4, A6	A1, A7	A7
		15-25%	20-30 h	4	B3, B4	B1, B2		
		15-25%	20-30 h	2	C2	C1		
		15-25%	20-30 h	2		D1, D2		
		15-25%	20-30 h	4	E1, E2	E3, E4		
<b>Total:</b>					<b>6</b>	<b>11</b>	<b>2</b>	<b>1</b>
					<b>100%</b>	<b>90-100 h</b>	<b>19</b>	

\* 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 3

## OVERVIEW

*Learning at Previous Grades*

- co-operative participation in groups
- using and creating simple maps with cardinal directions, symbols, and legends
- gathering information for presentation (e.g., oral, written, models, maps, software)
- problem solving in the class or school
- changes that occur in the school and community
- ways individuals contribute to a community
- factors influencing personal identity (e.g., family, age, gender, traditions, language, geography)
- language and cultural characteristics of Canada
- roles, rights, and responsibilities within the class and school (e.g., participation, respect)
- how decisions are made in groups (e.g., voting, authority rule, taking turns)
- work done in the school
- purpose of money
- how technology affects individuals and schools
- locating significant bodies of water and landforms in BC and Canada (e.g., Pacific Ocean, Vancouver Island, Rocky Mountains)
- responsibility to the environment (e.g., not wasting water, reusing materials)
- how the environment affects human activities

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.

Community Builder	Communities in Canada
A1, A2, A3, A7	A4, A5, A6
B1, B2	B3, B4
C1, C2	
D1, D2	
E4	E1, E2, E3, E4

## Community Builder

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

- A1 apply critical thinking skills – including questioning, predicting, imagining, comparing, classifying, and identifying patterns – to selected problems or issues
- A2 identify a variety of symbolic representations
- A3 use simple maps to interpret and present information
- A7 formulate a response to a relevant classroom, school, or community problem or issue

#### IDENTITY, SOCIETY, AND CULTURE

- B1 identify changes that can occur in communities over time
- B2 describe the importance of communities

#### GOVERNANCE

- C1 describe how an understanding of personal roles, rights, and responsibilities can affect the well-being of the school and community
- C2 summarize the roles and responsibilities of local governments

#### ECONOMY AND TECHNOLOGY

- D1 compare ways in which needs and wants are met in communities
- D2 assess how technology affects individuals and communities

#### HUMAN AND PHYSICAL ENVIRONMENT

- E4 describe how the physical environment influenced early settlement in their local community or another community studied

#### PLANNING FOR ASSESSMENT

- Present students with a mural, diorama, or map depicting a natural, unsettled geographic location (e.g., bay, river, mountain, forest, marsh). Have students form groups to discuss questions such as the following:
  - If you were visiting this site for the first time, how would you get there?
  - If you were visiting this site to camp for a few days, where would you put up your tent? Why?
  - If you were going to build a cabin at this site, where would you build it? Why?
  - If other people came along and wanted to build their cabins here too, where would they put them? Why?

#### ASSESSMENT STRATEGIES

- Have students create an illustrated reflective journal: What do you see, hear, smell? Ask students to add to their pictures as new elements are added to the scenario.  
  
The criteria outlined in the sample assessment tool (**Journal Reflection**) provided at the end of this grade can be used to assess students' journals.

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Ask students to consider what they would do if they were to settle in this location permanently.               <ul style="list-style-type: none"> <li>– What do you need to survive and build a society here?</li> <li>– Where will you get what you need? How will you transport what you need?</li> <li>– What type of public and commercial buildings will you need? (e.g., schools, stores, recreation centres, hospitals, fire halls, police stations) Where will you put them?</li> <li>– Will you need to make any changes to the environment? (e.g., bridges, dams)</li> <li>– How will you adapt your community to new people coming in?</li> <li>– What type of work will people do in this community? Where will this work take place?</li> <li>– What type of holidays will you celebrate? What will you do for recreation?</li> <li>– Are all the services we need for our town here? (e.g., health, law and order, seniors, recreation, waste management, power) If not, what additional services do we need and where should we put them?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have students work in groups to name their community and create a map of the location. In addition, ask students to create a community flag or coat of arms to represent their community. Encourage them to consider what images or symbols might best be represented.</li> </ul> <p>Have students add to their reflective journals: What smells would you smell now? What sights and sounds would you see and hear now? Where would you enjoy playing now? Do you remember what it used to be like? How is it different? Encourage them to consider</p> <ul style="list-style-type: none"> <li>– clearing land</li> <li>– building tools</li> <li>– farming</li> <li>– services</li> <li>– transportation</li> <li>– recreation</li> <li>– businesses</li> </ul> <p>The criteria outlined in the sample assessment tool (<b>Journal Reflection</b>) can be used to assess students' journals.</p>
<ul style="list-style-type: none"> <li>• Provide an opportunity for students to examine their town as it is currently structured. In small groups, have them consider questions such as the following:               <ul style="list-style-type: none"> <li>– Are homes, industries, parks, schools, businesses, and services in the ideal locations? If not, where could we put them?</li> <li>– What services can be moved? Which ones cannot?</li> </ul> </li> </ul> <p>Divide the class into groups of six to hold a town meeting to discuss these issues. Assign or have students select roles such as</p> <ul style="list-style-type: none"> <li>– mayor (facilitates discussion and decisions)</li> <li>– environmental and recreational councillor</li> <li>– business and industrial councillor</li> <li>– residential and transportation councillor</li> <li>– health, education, and services councillor</li> </ul> <p>Provide time for groups to conduct their town councils to address the problem of redesigning their community.</p>	<ul style="list-style-type: none"> <li>• Ask each group to create a mural, diorama, or picture map depicting their redesigned community. As a class, discuss the criteria for evaluating each others' presentations. Criteria such as those provided in the assessment tools provided at the end of this grade (<b>Community Presentations and Group Work and Decision Making</b>) can be used as the basis for teacher, peer, and self-assessment of students' process and product.</li> </ul> <p>Provide opportunities for students to present their redesigned towns to the rest of the class.</p> <p>As a summary assessment, ask students to list three examples for each idea to show how the community has changed from when it was first settled and one description that explains how these changes affect peoples lives.</p>

## Communities in Canada

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

- A4 gather information from a variety of sources
- A5 organize information in chronological order
- A6 create a presentation on a selected topic

#### IDENTITY, SOCIETY, AND CULTURE

- B3 identify cultural similarities and differences
- B4 identify characteristics of Canadian society

#### HUMAN AND PHYSICAL ENVIRONMENT

- E1 locate major landforms and bodies of water in BC and Canada, including
  - St. Lawrence Seaway
  - Great Lakes
  - Fraser River
  - Queen Charlotte Islands
  - Canadian Shield
  - Hudson Bay
  - locally relevant examples
- E2 identify characteristics of the provinces and territories of Canada
- E3 demonstrate a sense of responsibility for the local environment
- E4 describe how the physical environment influenced early settlement in their local community or another community studied

#### PLANNING FOR ASSESSMENT

- Review the definitions of landforms and bodies of water, and brainstorm a class list of examples of each (e.g., bays, straits, inlets, gulfs, beaches, peninsulas, mountain ranges, valleys, plains, marshes, rivers, lakes, islands). Create a chart, and ask students to think of examples of each, either locally or somewhere else in Canada. Refer to maps of BC and Canada and identify examples of each.
- Use a map of Canada to help students identify all the provinces and territories of Canada, with their capital cities.

#### ASSESSMENT STRATEGIES

- Have students work in groups to create a model or relief map of Canada, identifying the features discussed in class such as
    - bodies of water (e.g., St. Lawrence Seaway, Great Lakes, Fraser River, local examples)
    - landforms (e.g., Queen Charlotte Islands, Canadian Shield, Hudson Bay, local examples)
    - each province and territory in Canada, and their capital cities
- Have students present their models for the rest of the class, correctly identifying each feature.

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Compile a database of resources (print, Internet, video, etc.) about a variety of communities representing Canada's ten provinces and three territories. Divide the class into groups, and assign one community to each group. Where possible, set up keypal exchanges with students in those communities to share information.</li> </ul> <p>In their groups, have students research and prepare a brief presentation about their assigned community, depicting information such as</p> <ul style="list-style-type: none"> <li>– an overview of the community's province/territory (e.g., relative location in Canada, capital city, major cities, flag and coat of arms, landforms and bodies of water, natural resources)</li> <li>– the geography of the community, particularly bodies of water and landforms</li> <li>– daily life activities that reflect the community's culture (e.g., language, traditions, recreation, arts, food, clothing)</li> <li>– the Aboriginal culture(s) in the community</li> </ul> <p>Students may choose to present their information as a model, dramatization, multimedia report, poster, etc.</p>	<ul style="list-style-type: none"> <li>• Assess students' presentations in terms of their abilities to gather, organize, and present information in a clear and meaningful way, and their inclusion of             <ul style="list-style-type: none"> <li>– key characteristics of the province or territory (e.g., relative location within Canada, significant landforms and bodies of water, tourist attractions, major industries, major cities and towns, flag and coat of arms)</li> <li>– key characteristics of the community (e.g., relative location within Canada, significant landforms and bodies of water, tourist attractions, major industries, major cities and towns, flag and coat of arms)</li> <li>– ways in which this community is similar to and different from their own</li> <li>– how the community's or province's/territory's flag and coat of arms reflect their physical characteristics (where applicable)</li> </ul> </li> </ul> <p>Follow up by having students complete sentence stems such as the following in their learning logs:</p> <ul style="list-style-type: none"> <li>– The most interesting thing I learned was _____.</li> <li>– The community that I think is most like ours is _____.</li> <li>– The community that I think is the most different from ours is _____.</li> <li>– The community I would most like to visit is _____ because _____.</li> </ul>

*Assessment Instrument*  
**JOURNAL REFLECTION**

**Rating Scale**

- 4 - outstanding description and picture with details, explanations and predictions
- 3 - good description and picture with some detail and brief explanations
- 2 - satisfactory description and picture that demonstrate an understanding of what has happened
- 1 - incomplete: missing a picture and description

Rating (1-4)		Comments
	<p><b>Discovery</b></p> <ul style="list-style-type: none"> <li>• Journal entry and picture describe the natural environment of the region including the sounds, smells, the wildlife and three or more examples of the kinds of activities we might enjoy. Journal entry also explains how the students decided to build a cabin and where they decided to locate it.</li> </ul>	
	<p><b>Settlement</b></p> <ul style="list-style-type: none"> <li>• Journal entry and picture describe and show how the community changed because people have decided to live there permanently. Student described the community's needs and predicted what might happen to the community next.</li> </ul>	
	<p><b>Development</b></p> <ul style="list-style-type: none"> <li>• Journal entry and picture describe and show what happened to the community when they decided to set up an industry. They described the town council meeting and have explained how their community has turned into a boom town. Student also listed the kinds of businesses, jobs, and services they have added.</li> </ul>	

*Assessment Instrument*  
**COMMUNITY PRESENTATIONS**

<b>3</b>	<p><b>Fully Meets Expectations</b></p> <ul style="list-style-type: none"> <li>• The new design shows a broad range new ideas for restructuring in areas such as transportation systems, recreational opportunities, residential areas, industrial and business zones, services (e.g., schools, hospitals, police, fire protection), and caring for the natural environment.</li> <li>• Each councillor presented at least three reasons explaining how and why they re-designed their area of expertise.</li> </ul>
<b>2</b>	<p><b>Approaching Expectations</b></p> <ul style="list-style-type: none"> <li>• The new design shows new ideas for restructuring in at least three different areas – transportation systems, recreational opportunities, residential areas, industrial and business zones, services (e.g., schools, hospitals, police, fire protection), or caring for the natural environment.</li> <li>• Each councillor presented at least two reasons explaining how and why they re-designed their area of expertise.</li> </ul>
<b>1</b>	<p><b>Not Yet Meeting Expectations</b></p> <ul style="list-style-type: none"> <li>• The new design shows ideas for restructuring in one or two areas – transportation systems, recreational opportunities, residential areas, industrial and business zones, services (e.g., schools, hospitals, police, fire protection), or caring for the natural environment.</li> <li>• Each councillor presented only one reason explaining how and why they re-designed their area of expertise.</li> </ul>
<p><b>Comments:</b></p>	

*Assessment Instrument*  
**GROUP WORK AND DECISION MAKING**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Cut out each comment and glue it into the section that best describes how your group worked together.

- |  |  |
|--|--|
| <p> We took turns speaking when working together.</p> <p> I felt like my ideas were listened to.</p> <p> We didn't put each other down.</p> <p> I felt like I got to express my point of view.</p> <p> We listened to each others' points of view even when we disagreed.</p> | <p> We worked out a system to make decisions.</p> <p> I participated in my group.</p> <p> I was encouraged by others in my group.</p> <p> We took turns sharing ideas.</p> <p> My comments were positive.</p> |
|--|--|

<p><b>Always</b></p>	<p><b>Most of the Time</b></p>
<p><b>Some of the Time</b></p>	<p><b>Rarely</b></p>



# CLASSROOM ASSESSMENT MODEL

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*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	AFF			
SKILLS AND PROCESSES OF SOCIAL STUDIES	<ul style="list-style-type: none"> <li>• maps, charts, graphs, timelines</li> <li>• pictures, collages, posters, mind maps, models, dramatizations</li> <li>• group and class discussions</li> <li>• journals, learning logs</li> <li>• role plays</li> <li>• diaries, letters, editorials</li> <li>• case studies, simulations</li> <li>• debates</li> <li>• field trips</li> <li>• interviews</li> <li>• worksheets, guided responses, quizzes</li> <li>• research, reports</li> </ul>	15-25%	integrated throughout	6	A3	A2, A5	A1, A4, A6	A6			
		15-25%	20-30 h	3			B1, B2, B3				
IDENTITY, SOCIETY, AND CULTURE		15-25%	20-30 h	2		C1, C2					
GOVERNANCE		15-25%	20-30 h	5	D1, D2, D4	D3, D5					
ECONOMY AND TECHNOLOGY		15-25%	20-30 h	3		E1, E2	E3				
HUMAN AND PHYSICAL ENVIRONMENT											
<b>Total:</b>					<b>100%</b>	<b>90-100 h</b>	<b>19</b>	<b>4</b>	<b>11</b>	<b>4</b>	<b>1</b>

\* 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"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <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"> <li>– co-operated within group</li> <li>– came prepared to work with the group</li> <li>– listened to others</li> <li>– stayed on task</li> <li>– successfully completed the assigned task as a group</li> <li>– helped others contribute to successfully accomplishing the task</li> </ul>
<ul style="list-style-type: none"> <li>• 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).</li> </ul> <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"> <li>• 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.</li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to use their learning logs to reflect on what they have learned about Aboriginal cultures in BC from this experience.</li> </ul> <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"> <li>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"> <li>the purpose of the tool</li> <li>what the tools were made from</li> <li>why those materials were chosen</li> <li>how and by whom the tools were used</li> <li>whether the tools are decorated or embellished in any way, and if so the significance of those embellishments</li> </ul> </li> </ul> <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"> <li>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.</li> </ul> <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"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Discuss with students the criteria that will be used to assess their models. Look for evidence that students             <ul style="list-style-type: none"> <li>organize information logically</li> <li>create a reasonable representation</li> <li>show the major characteristics of the technology selected</li> <li>demonstrate creativity and originality</li> <li>show understanding and are able to explain model's function</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>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?)</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>describe leadership and governance structures in Aboriginal cultures (e.g., family, clan, chief, elder, council; supported by oral tradition)</li> <li>use appropriate terminology to describe leadership and governance (e.g., chief, elder, band, council)</li> </ul> </li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>– logically organized</li> <li>– content includes all topic areas, with accurate information</li> <li>– clear and effective presentation</li> </ul> </li> </ul>

## 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"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<ul style="list-style-type: none"> <li>• 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"> <li>- What were conditions like onboard ship? (e.g., cramped, crowded, boredom, solitary life)</li> <li>- What dangers did they face when sailing? (e.g., sicknesses, weather conditions, accidents)</li> <li>- How were the crew usually treated?</li> <li>- What technologies enabled them to cross the ocean in search of the New World? (e.g., compass, map, sextant, astrolabe, chronometer)</li> <li>- What did the explorers bring with them? (e.g., types of food, medicines, water supplies)</li> <li>- What type of person would this lifestyle have appealed to?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discuss methods for students to represent what they learn from their case study. For example, students could               <ul style="list-style-type: none"> <li>- present an oral report of how a selected technology was used in exploration</li> <li>- create a diary or letter from the point of view of a member of the crew (e.g., talking about the conditions they faced)</li> <li>- create a model of a selected technology that was used in exploration</li> </ul> </li> </ul> <p>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.</p>

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"> <li>• 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"> <li>– Plus – trade, exchange of technology and ideas</li> <li>– Minus – racism, disease, death</li> <li>– Interesting – bartering, new medicines, intermarriage</li> </ul> </li> </ul> <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"> <li>• Criteria for assessing students’ work could include the extent to which they                             <ul style="list-style-type: none"> <li>– maintain a consistent point of view (e.g., use “I”)</li> <li>– clearly differentiate between the two points of view</li> <li>– show insight into how each individual might have felt</li> <li>– cite factual information so support their views</li> <li>– relate only what that person would have known</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• 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"> <li>– How did Captain Cook and his crew get to shore from the ship?</li> <li>– Name four different tools in the picture.</li> <li>– Name two articles of clothing the Aboriginal peoples are wearing.</li> <li>– Describe the clothes Captain Cook and his crew are wearing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>– transportation</li> <li>– food and medicines</li> <li>– clothing</li> <li>– shelter</li> <li>– navigation</li> </ul> </li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 (<b>First Contact</b>) to assess students' interpretation of the key facts.</li> </ul>
<ul style="list-style-type: none"> <li>• Use guided reading or viewing resources to provide students with information about the impacts of contact on Aboriginal peoples' rights and governance.</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> </ul>

## 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"> <li>• 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).</li> </ul> <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"> <li>• Discuss with students the criteria that will be used to assess their maps, such as <ul style="list-style-type: none"> <li>– accurately locate and label places named, including correct spelling</li> <li>– print neatly and legibly, with names centred on each feature where possible</li> <li>– use arrows to accurately indicate location if name cannot be placed on a feature</li> <li>– include an appropriate map legend</li> </ul> </li> </ul> <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"> <li>• 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?</li> </ul> <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"> <li>• 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"> <li>– make connections between geography and the other features</li> <li>– use simple mapping skills to represent an environment</li> <li>– make generalizations about the effect of specific geography features (e.g., climate, landforms, resources) on food, shelter, and art</li> <li>– reflect the seasonal nature of resource gathering and its effect upon life and culture</li> <li>– draw conclusions about the relationship between Aboriginal people and the land and natural resources</li> <li>– justify their decisions</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with students the criteria that will be used to assess their work, such as                             <ul style="list-style-type: none"> <li>– a well-organized format</li> <li>– neatly and legibly produced, includes pictures to add detail</li> <li>– detail in text and picture</li> <li>– number and sequence of events are clearly described (e.g., fishing – spear to dip-net to driftnet)</li> <li>– creative or originally designed</li> </ul> </li> </ul>

*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"> <li>inclusion of key facts – student interpretations accurately include all key facts and many supporting details</li> </ul>	
	<ul style="list-style-type: none"> <li>believable account – student interpretations are believable and realistic</li> </ul>	
	<ul style="list-style-type: none"> <li>RAFTS statements – all categories are imaginatively represented</li> </ul>	
	<ul style="list-style-type: none"> <li>sensitivity – student expresses sensitivity to all points of view</li> </ul>	





# CLASSROOM ASSESSMENT MODEL

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*Grade 5*

## SOCIAL STUDIES GRADE 5: 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 5.

Curriculum Organizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*			
					K	U&A	HMP	AFF
SKILLS AND PROCESSES OF SOCIAL STUDIES	<ul style="list-style-type: none"> <li>• maps, charts, graphs, timelines</li> <li>• pictures, collages, posters, mind maps, models, dramatizations</li> <li>• group and class discussions</li> <li>• journals, learning logs</li> <li>• role plays</li> </ul>	15-25%	integrated throughout	6	A3	A2, A4	A1, A5, A6	A5, A6
						B1, B2, B3		
IDENTITY, SOCIETY, AND CULTURE	<ul style="list-style-type: none"> <li>• diaries, letters, editorials</li> <li>• case studies, simulations</li> <li>• debates</li> </ul>	15-25%	20-30 h	3	C2, C3	C1		
GOVERNANCE	<ul style="list-style-type: none"> <li>• field trips</li> <li>• interviews</li> </ul>	15-25%	20-30 h	3				
ECONOMY AND TECHNOLOGY	<ul style="list-style-type: none"> <li>• worksheets, guided responses, quizzes</li> </ul>	15-25%	20-30 h	2		D1, D2		
HUMAN AND PHYSICAL ENVIRONMENT	<ul style="list-style-type: none"> <li>• research, reports</li> </ul>	15-25%	20-30 h	4	E1, E2	E3, E4		E3
<b>Total:</b>					<b>5</b>	<b>10</b>	<b>3</b>	<b>3</b>

\* 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 5

## OVERVIEW

*Learning at Previous Grades*

- critical thinking skills – questioning, predicting, comparing, imagining, inferring, identifying patterns, summarizing
- co-operative participation in groups
- maps and timelines
- gathering information from a variety of sources
- alternative perspectives on issues
- presentation skills
- strategies to address a problem or issue
- early European exploration of BC and Canada; effects of early contact between Aboriginal societies and European explorers and settlers
- characteristics of Canada (e.g., bilingual, multicultural); countries of origin of immigrants to Canada
- local government – roles and responsibilities
- governance structures in early European settlements in Canada
- 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
- location of Aboriginal groups in Canada
- significance of place names in Canada
- Aboriginal peoples' relationship with the land

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.

The Making of Canada	Government	Resources and Transportation	Canadian Geography	The Road to Confederation	Immigration and the Development of Canada	Canadian Heroes
A2	A6	A2	A2	A1	A1, A2, A3, A4, A6	A3, A4, A5
				B1	B1, B2, B3	B3
C1	C2, C3				C2	
		D1, D2			D1, D2	
			E1, E2, E3			

## The Making of Canada

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

A2 use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada

#### GOVERNANCE

C1 demonstrate knowledge of how Confederation formed Canada as a nation

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• After defining a constitution as a set of rules that govern how an organization is supposed to work, have students work in partners to create a constitution for an imaginary service club that will meet a need in the school or local community. Students will create their constitution by developing four or five rules that are reasonable and relate to the purpose of the club. Have them create a club constitution poster to display the rules. Randomly choose partners to merge their clubs and develop a new name and a new constitution that will meet the needs of both clubs. Have students discuss ways needs were met in the merging of clubs, as well as leadership and decision-making issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a club constitution assessment after each activity by having students complete sentence stems such as the following:                             <ul style="list-style-type: none"> <li>– Two things I enjoyed about this activity are _____.</li> <li>– One thing I found difficult about making our club constitution was _____.</li> <li>– One problem in forming our club was _____. The way we resolved this problem was _____.</li> <li>– One thing I learned about constitutions is _____.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Introduce the <i>British North America Act</i> as the constitution that created the Dominion of Canada. Point out that it was not the country we have today. Show students a map of Canada in 1867 and have them compare it to a current map of Canada. Create maps of Canada showing its gradual development. Discuss with students the way the constitution may need to be changed to meet the needs of an expanding country and introduce the <i>Constitution Act</i> of 1982.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create an annotated timeline from 1867 to 1999, beginning with the <i>BNA Act</i> and ending with the creation of Nunavut territory. Look for evidence that students' timelines                             <ul style="list-style-type: none"> <li>– accurately represent key events, including the constitution acts and the date of each province and territory joining Canada</li> <li>– incorporate an appropriate scale, legend, and title</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Have students choose a person or event of significance from their timeline or study of Confederation, and write an article in the role of the significant person or a person who is part of the significant event.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students' work in terms of                             <ul style="list-style-type: none"> <li>– research used</li> <li>– accuracy of information</li> <li>– presentation</li> </ul> </li> </ul>

**Government****Prescribed Learning Outcomes***It is expected that students will:***SKILLS AND PROCESSES OF SOCIAL STUDIES**

A6 implement a plan of action to address a selected school, community, or national problem or issue

**GOVERNANCE**

C2 describe levels, responsibilities, and the election of government in Canada

C3 identify the distinct governance structures of First Nations in Canada

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Have students work individually to brainstorm a list of their needs at their desks or work spaces in the classroom (e.g., paper, pencil, eraser, water). Next, have them form pairs to brainstorm the needs they have in the classroom (e.g., whiteboards, science equipment, art materials, textbooks, free time). Finally, have them form small groups to brainstorm the needs they have in the school (e.g., sports teams, assemblies, recess, food/lunch facilities, building safety and security). When lists are complete, discuss as a class, noting similarities and differences and make some generalizations. Point out that some needs were the same, while others increased with the larger community. Discuss the relationship of the three levels examined and who looks after the needs at each level – individual, class, and school – and make connections with the similarities in the levels of government.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students complete a quickwriting exercise, noting everything they currently know about the levels of government in Canada and any questions they would like answered. Ask students to hold onto these notes for later reference.</li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Introduce the following scenario: a new planet has just been discovered. The planet is filled with small communities. The communities realized they needed someone to be a leader so they decided to have an election. Some local communities found they were sharing some of the same resources so they decided they would need a leader to help make rules about how the resources should be shared and marketed and how money could be used fairly. All of the communities decided they were facing some common concerns such as transportation, trade, and immigration so they needed to make some decisions together.</li> </ul> <p>Have students form pairs or triads and take on the identity of one of the communities on the new planet. Students should name their community and elect their leader. Discuss how the leader was elected and the responsibilities they would have as leader. Next, have two or three pairs join together as a province, and name their province. Each community in the province then will elect someone to represent them. Label this a provincial government and discuss the responsibilities for the leaders. The leader of the local level of government will not be able to be leader of the provincial government. Have each province elect a leader to represent them at the federal level. Discuss the responsibilities for the federal leader. Compare similarities and differences of the leadership at each level in the new planet with Canadian levels of government.</p>	<ul style="list-style-type: none"> <li>• Have students prepare response journals for each phase of the activity, reflecting on what they have learned.</li> </ul> <p>Observe each group to assess their abilities to make decisions in the election process through class discussion following the election.</p> <p>As an extension or alternative approach, this process may be reversed to resemble the beginning of the federal system of government by starting with having a few students representing the federal level and adding students to become provincial levels.</p>
<ul style="list-style-type: none"> <li>• Divide students into groups. Have each group create an imaginary political party and identify an imaginary leader for the party. The groups create an election platform and create advertisements and speeches to promote their candidate for election.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess participation in group activities and development of realistic activities to promote the candidate. Assess statements to determine that they are realistic and appropriately written in the style of a political platform.</li> </ul>
<ul style="list-style-type: none"> <li>• Over the course of the year, assist students in identifying articles (in print, on the Internet) about local, provincial, federal, and First Nations government issues. Have students keep a scrapbook or file of these stories. Periodically, have individual students select one article to present to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students submit their completed scrapbooks with a summary sheet. Discuss criteria for assessment, such as the extent to which             <ul style="list-style-type: none"> <li>– stories are organized by level (local, provincial, federal, First Nations)</li> <li>– the names of government leaders are identified (e.g., names of local MLA and MP, Premier of BC, Lieutenant Governor of BC, Prime Minister of Canada, Governor General of Canada, local band Chief, National Chief of the Assembly of First Nations)</li> </ul> </li> </ul>

## Resources and Transportation

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

A2 use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada

#### ECONOMY AND TECHNOLOGY

D1 analyse the relationship between the economic development of communities and their available resources

D2 analyse the development of transportation systems in BC and Canada

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>Examine a resource map of Canada and observe how communities and large urban areas are located close to resources. Provide information on the development of a Canadian community based on an available resource. Create a grid map showing landforms, rivers, main roads, and railways. Have students choose one location on the map to develop a community. Then have students develop a community plan to show how the community will develop around a nearby resource (e.g., residential, retail, parks, factories) and a marketing plan to show how the resource will be transported from the community.</li> </ul>	<ul style="list-style-type: none"> <li>Assess students' maps and plans, looking for evidence that they               <ul style="list-style-type: none"> <li>use keys and legends to interpret maps (e.g., resources, economic activities, transportation routes, capital cities, population)</li> <li>create maps to represent aspects of a specific place (e.g., economic activity, landforms and bodies of water), applying keys and legends</li> <li>assess location of community based on an available resource that will sustain the community.</li> <li>show a realistic use of a nearby resource and a plausible transportation system for marketing the resource</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Have each student select a resource in their local community or a selected Canadian community. Ask them to research the development of the resource and ways it has been marketed and transported. Visit a present-day site or have someone from the local resource site visit the classroom and discuss the changes from the past and possibilities for the future. As a class, develop a multimedia presentation or a photo album to show the changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the accuracy and effectiveness of the visual presentation to show changes in resource development and transportation.</li> </ul>
<ul style="list-style-type: none"> <li>Select two cities or rural areas, each located in a different geographical region of Canada. Ask students to investigate ways to travel from one location to the other given the dates 1867, 1930, and the current year.</li> </ul>	<ul style="list-style-type: none"> <li>Have students present a comparison of the differences in travel in each of the given years by assessing the pros and cons of each mode of transportation and considering the routes available as well as ease of movement.</li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Select pictures of various travel modes through Canadian history. Ask students to choose one mode represented in the pictures, brainstorm questions based on the picture, then research answers to the questions. Next, provide students with a blank physical geography map of Canada, and have them illustrate an existing or imaginary system for the mode of transportation. Finally, have students create an advertisement to promote their transportation system.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students' work in relation to their abilities to               <ul style="list-style-type: none"> <li>– use inference, imagination, and pattern identification to clarify and define an issue or problem</li> <li>– give reasons why transportation technologies were important to Canada (e.g., to connect a relatively small population in a large land mass, to move natural resources from one part of the country to another and to other countries)</li> <li>– compare modes of transportation used in different places and times in Canada</li> <li>– represent an accurate and thorough history and development of a selected mode of transportation</li> </ul> </li> </ul>

## Canadian Geography

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

A2 use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada

#### HUMAN AND PHYSICAL GEOGRAPHY

E1 describe the major physical regions of Canada

E2 describe the location of natural resources within BC and Canada, including

- fish and marine resources
- forests
- minerals
- energy resources

E3 explain why sustainability is important

E4 analyse environmental effects of settlement in early BC and Canada

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Divide the class into groups, and assign one physical region of Canada to each group. Provide students with a nine-square template for a poster or electronic graphic. In the centre square, students should record the name of the assigned region. In one of the surrounding squares, have them draw and shade a map of the region. Have them choose another square to draw a climatic map or graph for the region. Provide time for research and have groups complete the template with pictures that show key features of the region (e.g., natural resources, cities/towns, recreation, lakes/rivers).</li> </ul>	<ul style="list-style-type: none"> <li>• Have students present their completed posters for peer assessment. Assessment criteria could include the extent to which they are able to               <ul style="list-style-type: none"> <li>– describe a selected place in Canada using both absolute and relative location</li> <li>– create maps to represent aspects of a specific place (e.g., economic activity, landforms and bodies of water), applying keys and legends</li> <li>– use appropriate terminology to describe geographic features (e.g., bay, strait, inlet, gulf, coast, peninsula, range, valley, plain, plateau, deciduous, coniferous, boreal)</li> <li>– describe the physical features of the specified region in Canada (e.g., vegetation, terrain, rock and mineral types)</li> <li>– describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coasts, mineral resources in the Canadian Shield)</li> </ul> </li> </ul> <p>Follow up by having students label a map of Canada with the location of each physical region.</p>
<ul style="list-style-type: none"> <li>• In partners, have students brainstorm ways to compare two physical regions in Canada (e.g., industries, renewable resources, non-renewable resources, population, physical features). Have students work individually to select one region to research, then compare information with their partner's research. Have them record similarities and differences between the regions on a Venn diagram.</li> </ul>	<ul style="list-style-type: none"> <li>• Look for evidence that students are able to               <ul style="list-style-type: none"> <li>– access and cite relevant sources</li> <li>– use appropriate terminology to describe geographic features (e.g., bay, strait, inlet, gulf, coast, peninsula, range, valley, plain, plateau, deciduous, coniferous, boreal)</li> <li>– compare significant renewable resources</li> <li>– compare significant non-renewable resources</li> </ul> </li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Challenge students to work in groups to design an island with a set number of landforms and bodies of water. When maps are complete, ask students to name the region of Canada where their island could be found. Next, have students write a diary or journal entry of the first settler on the island and the discovery of a resource on the island that could sustain the development of a community.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students' work on the basis of                             <ul style="list-style-type: none"> <li>– accurate depiction of landforms and bodies of water</li> <li>– proper map labelling</li> <li>– diary entry reflecting the concept of sustainability and its importance</li> </ul> </li> </ul>

## The Road to Confederation

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

A1 apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues

#### IDENTITY, SOCIETY, AND CULTURE

B1 describe the significance of key events and factors in the development of BC and Canada, including

- the fur trade
- the railroad
- the Fraser/Cariboo gold rush

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Ask students to pretend that they are living at the time of the Fraser/Cariboo gold rush and are to reply to letters from fictional people seeking advice on one of the following topics: wildlife in the region, greatest people of the time, travelling to the fields, or concerns at the gold fields. Each letter should outline a choice of alternatives for the students to research and, after deciding the most reasonable option among them, write a letter in response, outlining their advice to the writer.</li> </ul>	<ul style="list-style-type: none"> <li>• Use criteria such as the following to assess students' letters in response to the request for information:               <ul style="list-style-type: none"> <li>– correctly uses letter format</li> <li>– writes in clear language</li> <li>– writes free of grammatical error</li> <li>– recognizes sequence and chronology</li> <li>– amount of information is adequate</li> <li>– visuals are appropriate</li> <li>– considers pros and cons</li> <li>– applies criteria when making decision</li> <li>– offers plausible advice</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Using reading material from texts or web sites, have students identify who were involved (and when) in various significant events in the development of Canada, such as               <ul style="list-style-type: none"> <li>– the Age of Exploration</li> <li>– the fur trade</li> <li>– building the Canadian Pacific Railway</li> <li>– the Fraser/Cariboo gold rush</li> <li>– the NWMP/RCMP</li> <li>– Confederation and the years each province and territory joined Confederation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to create an annotated timeline to represent the chronological sequence of a significant event in the development of Canada. The students' timelines should               <ul style="list-style-type: none"> <li>– show sequence and chronology</li> <li>– show evidence of important changes and accuracy of dates</li> <li>– provide a complete order of events or changes</li> <li>– label events by date</li> <li>– demonstrate an appropriate scale</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• After discussing key events and figures in the development of Canada, ask students to gather information and write a short essay highlighting the contribution or effect of one or more of the following topics on Confederation:               <ul style="list-style-type: none"> <li>– the fur trade</li> <li>– the Last Spike</li> <li>– the gold rushes</li> <li>– the origins of the Royal Canadian Mounted Police</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with students the criteria that will be used to assess their reports, such as the extent to which the report               <ul style="list-style-type: none"> <li>– reflects focus or purpose</li> <li>– contains key ideas and supporting details</li> <li>– has a clearly developed introduction and conclusion</li> <li>– has a fluently developed middle section</li> <li>– includes interpretation of the related information</li> <li>– describes the key events and factors in the development of Canada in terms of their context and rationale, major figures, conflicts, and outcome</li> </ul> </li> </ul>

## Immigration and the Development of Canada

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

- A1 apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues
- A2 use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada
- A3 gather a body of information from a variety of primary and secondary sources
- A4 create a presentation on a selected topic
- A6 implement a plan of action to address a selected school, community, or national problem or issue

#### IDENTITY, SOCIETY, AND CULTURE

- B1 describe the significance of key events and factors in the development of BC and Canada, including
  - the fur trade
  - the railroad
  - the Fraser/Cariboo gold rush
- B2 assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada
- B3 describe the contributions of significant individuals to the development of Canada’s identity

#### GOVERNANCE

- C2 describe levels, responsibilities, and the election of government in Canada

#### ECONOMY AND TECHNOLOGY

- D1 analyse the relationship between the economic development of communities and their available resources
- D2 analyse the development of transportation systems in BC and Canada

#### PLANNING FOR ASSESSMENT

- Review what students already know about the various immigrant groups that have come to Canada over the past decades and centuries, and the reasons that these immigrants had for leaving their homes to come to a new land. Create a class list of the countries of origin of students’ own families and the time periods in which they arrived.

Explain to students that they will be spending the next few lessons exploring the contributions to Canada made by one particular group of immigrants, the Chinese, and the reasons they had for coming here. Using reading material from texts and web sites, provide students with an overview of Chinese immigration to Canada since 1867. Include a focus on

- the pre-1923 pioneers and their descendants
- the post-1947 immigrants and their families

#### ASSESSMENT STRATEGIES

- Ask students to use their learning logs to reflect on one or more of the following questions:
  - Why do you think the Chinese decided to leave their homeland and come to Canada?
  - What do you think the first, pre-1923 immigrants – typically uneducated male peasants from southern China – would have been thinking as they were leaving to come to Canada?
  - What problems might they have faced on their journey from China to Canada?
  - What problems might they have faced when they first arrived?
  - How do you think they were received? Why?
  - Where do you think these new immigrants settled initially, in towns and cities or in rural areas? Why?

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Based on provided texts, ask students to give reasons for the Chinese emigrating from their homeland, such as               <ul style="list-style-type: none"> <li>– there was a long-standing culture of out-migration; men sent money home and women stayed behind to maintain families and traditions</li> <li>– over-crowding strained China’s ability to feed the people</li> <li>– contact with the West through Western imperialism brought new frontiers for migrants motivated by free enterprise thinking</li> <li>– many were recruited expressly to help build the Canadian Pacific Railway in British Columbia</li> </ul> </li> </ul> <p>Ask students to construct a T-chart or column chart comparing reasons for emigrating.</p>	<ul style="list-style-type: none"> <li>• Ask students to create a graphic organizer comparing the reasons for emigrating – those factors that would act to “push” someone from their homeland, and the reasons for immigrating – those factors which would act to “pull” or draw someone to a new land. The students’ charts might include such factors as               <ul style="list-style-type: none"> <li>– overcrowding straining the land’s ability to feed the population in China</li> <li>– poverty</li> <li>– unequally land distribution</li> <li>– tenant-peasants facing high rents and taxes</li> <li>– western imperialism brings new foreign-dominated ports</li> <li>– textile technology diverting trade and jobs away</li> <li>– rural crisis sparks rebellion and near civil war</li> <li>– emigrating offers employment and more jobs</li> <li>– emigrating offers an opportunity to make money for the family back home</li> <li>– Canada was a country at peace</li> <li>– some relative freedom</li> </ul> </li> </ul> <p>Review students’ charts for understanding of factors that push or pull someone to emigrate from their homeland.</p>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Explain to students that, although often lumped together, the post-1947 Chinese immigrants and their families greatly outnumbered the first group and their life experiences were quite different. Examine how the experience of the Chinese people who emigrated after 1947 was different from that of the earlier wave of Chinese immigrants. Working on their own or with a partner, ask students to give new reasons for the Chinese emigrating after 1947, such as               <ul style="list-style-type: none"> <li>– after World War II Canada repeals “exclusion law,” and Chinese-Canadian residents with Canadian citizenship bring over their wives and children</li> <li>– new job opportunities and options are found</li> <li>– the right to vote is granted to Canadian-born Chinese</li> <li>– settlement restrictions limited</li> <li>– Communists seize power of China in 1949, then seize land, wealth and suppress individual freedom</li> <li>– wanting a better life free from overcrowding, pollution, corruption, etc.</li> <li>– Tiananmen Square and the repatriation of Hong Kong</li> </ul> </li> </ul> <p>Explain to students that they will be using a jigsaw strategy to trace the ability of the Chinese to flourish in Canada, despite hardships and barriers they faced, and become full participants in Canada’s multicultural nation.</p>	<ul style="list-style-type: none"> <li>• Divide the class into groups of five, and assign each group member a title: Asian Immigration, Chinatowns, Meeting With Prejudice, A Change of Mind, and Relations with the First Nations. Have each student investigate her or his topic then return to their group to share what they have learned. Each group should then complete a storyboard based on their collective learning, incorporating each individual student’s research focussing on describing the next event in the history of the Chinese coming to Canada. Each group member is responsible for illustrating and writing a caption for the events relevant to her or his section of the research.</li> </ul> <p>Discuss with students the criteria that will be used to assess their storyboard. These might include the following:</p> <ul style="list-style-type: none"> <li>– information presented includes important ideas and events</li> <li>– information presented is accurate</li> <li>– captions provide enough information to explain the idea or event</li> <li>– illustrations are detailed and accurately reflect the information</li> </ul>
<ul style="list-style-type: none"> <li>• Review and discuss Canada’s connection to England and the role of the monarchy in our structure of government. Introduce students to David Lam, British Columbia’s 25<sup>th</sup> Lieutenant Governor from 1988 to 1995, and Normie Kwong, who was appointed Alberta’s Lieutenant Governor in 2005. Have students gather information on and research the role of the Lieutenant Governor in Canada, highlighting               <ul style="list-style-type: none"> <li>– the appointment</li> <li>– the period of time served</li> <li>– the role of Queen’s representative in the province</li> <li>– duties</li> <li>– contributions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Through observation and individual discussions, assess students’ abilities to locate specific information from text, and to use key features such as index, key word, headings, etc. to make their research more effective.</li> </ul> <p>Provide opportunities for students to share their findings (e.g., using a Think-Pair-Share strategy).</p>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Discuss a quote by David Lam in which he compares coming to Canada to that of coming to a “potluck dinner.” Ask students what they think he meant by this. Discuss how his idea of the potluck dinner represents each immigrant coming prepared to give his or her best to making their new country a great place to be. Examine how this might be applied to the school setting where, if everyone comes ready to give their best, one could have a truly great school. Brainstorm ideas about what students, staff, and parents need to bring to school to make it a truly great. Chart their ideas and, after discussion, ask students to create a visual display, model, mural, collage, or poster encouraging all stakeholders to fulfill David Lam’s ideal.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students’ abilities to develop alternative perspectives about what makes a great school. Encourage students to think like the other stakeholders and consider the roles each play in creating a successful school. Also assess group skills such as               <ul style="list-style-type: none"> <li>– how well they participate</li> <li>– how well they generate ideas</li> <li>– how well they learn to actively listen</li> <li>– whether or not they respect the contributions of others</li> <li>– whether or not they understand their responsibility of what it means to be an active citizen</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• After analyzing maps of and investigating the various forms of transportation systems used in Canada, both past and present, create a class visual timeline/mural to illustrate the changes in transportations systems in Canada. Use this as a starting point for discussing why one form of transportation was replaced by another and what influence they had on the development of Canada. Include a focus on               <ul style="list-style-type: none"> <li>– the most efficient methods</li> <li>– the effect of each upon the environment</li> <li>– the effect of these technologies upon our lives</li> <li>– the ways each method of transportation contributed to the settlement of Canada</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assess each student’s contribution to the class discussion and timeline, noting the extent to which               <ul style="list-style-type: none"> <li>– the student is able to interpret information accurately</li> <li>– the student makes logical inferences about the information presented</li> <li>– information presented is accurate about the time period during which each method of transportation was used</li> <li>– the student demonstrates critical thinking in developing reasons why one form of transportation replaced another</li> <li>– illustrations are detailed and accurately reflect the information</li> </ul> </li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• In addressing the opposition of many to using Chinese workers to help build the CPR, Prime Minister John A. Macdonald said in 1882: “It is simply a question of alternatives: either you must have this labour or you can’t have the railway.”</li> </ul> <p>Provide students with a variety of case studies of the experiences of the 17 000 Chinese labourers recruited to help build the CPR. Include information on the types of jobs they were given, the amount of money they earned, the reception they received from the local populace, and what happened when the railway was completed. Include information such as the following:</p> <ul style="list-style-type: none"> <li>– About three-quarters of the labourers who worked on the British Columbia section of the railway were Chinese.</li> <li>– Their job was to clear the path and build the roadbed, cut the trees, remove the rock, clear the tunnels, and level the grades.</li> <li>– They earned a dollar a day, two-thirds of what a white labourer received for comparable work.</li> <li>– When their imported labour was no longer needed, Canada levied a \$50.00 head tax on Chinese newcomers that increased to \$500.00 by 1904.</li> <li>– Many Chinese labourers in BC found work in agriculture, lumber, and fishing, while others laboured in mines, market gardens, laundries, restaurants or took on one or more of the many service industry jobs that white workers were unwilling to do.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students select one of the following methods to represent what they have learned from their case study:               <ul style="list-style-type: none"> <li>– present a written or oral report on the history and development of a selected mode of transportation (e.g., the railway)</li> <li>– create a letter from the point of view of a Chinese worker on the railway, or from a worker in one of the service industry jobs</li> <li>– create a model/diorama of the selected mode of transportation (e.g., the railway)</li> <li>– dramatize the role or life of a Chinese labourer in the late 1800s and early 1900s</li> </ul> </li> </ul> <p>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.</p>
<ul style="list-style-type: none"> <li>• Using reading material from texts and web sites, provide students with information on the Fraser/Cariboo gold rush. Discuss significant characteristics of this gold rush. Have students prepare a presentation illustrating what they have learned and have them present their information in a report. Students could do one of the following:               <ul style="list-style-type: none"> <li>– dramatize the role of a prospector like Billy Barker</li> <li>– compare the methods used in gold mining today with those used in the time of the Fraser Valley/Cariboo gold rush</li> <li>– write a diary or journal from the perspective of a Chinese prospector in search of gold</li> <li>– make a working model of a sluice-box or other technology used by miners at the time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assess students’ presentation based on criteria such as the extent to which               <ul style="list-style-type: none"> <li>– presentation is logically organized</li> <li>– content includes all topic areas, with accurate information in point form</li> <li>– information is presented in a creative and engaging manner</li> <li>– presentation illustrates the importance of this period in Canadian history</li> </ul> </li> </ul> <p>Have students create an annotated timeline, map, or other graphic to illustrate significance of this period in the development of Canada.</p>

*Canadian Heroes***Prescribed Learning Outcomes***It is expected that students will:***SKILLS AND PROCESSES OF SOCIAL STUDIES**

A3 gather a body of information from a variety of primary and secondary sources

A4 create a presentation on a selected topic

A5 defend a position on a selected topic

**IDENTITY, SOCIETY, AND CULTURE**

B3 describe the contributions of significant individuals to the development of Canada's identity

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Have students identify a significant individual who has contributed to the development of Canada's identity in one or more field of endeavour (e.g., women's suffrage and women's rights, science and innovation, medicine, sports, social causes, peacekeepers, military, the arts, literature, explorers, public service, Aboriginal issues, multicultural issues). Advise them that they are going to become the "expert" on that individual and that they should consider what the individual did to achieve greatness and how that person's achievements have helped contribute to the development of Canada's identity. Ask students to access a range of information sources on their selected individual, organize their information in a coherent manner, and present their information in the form of an oral presentation, role play, multimedia report, or other type of presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with students the criteria that will be used to assess their presentations. Criteria that can be used as the basis for peer, teacher, and/or self-assessment can be found in the sample assessment instrument provided at the end of this grade (<b>Canadian Heroes</b>).</li> </ul> <p>As students work on their research, provide them with a schedule and deadlines for various aspects of their project. Look for evidence that students are able to manage their time. Provide an opportunity for students to share their work with the class. Allow time for questions and discussion.</p>

*Assessment Instrument*  
**CANADIAN HEROES**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Key: 4=excellent, 3=good, 2=fair, 1=unsatisfactory/not evident

	Self-Assessment	Teacher Assessment	Teacher Comments
<ul style="list-style-type: none"> <li>• presents information clearly and expressively</li> </ul>			
<ul style="list-style-type: none"> <li>• gives evidence that the presentation was well rehearsed</li> </ul>			
<ul style="list-style-type: none"> <li>• organizes the presentation logically and clearly</li> </ul>			
<ul style="list-style-type: none"> <li>• articulates and defend a position on why this individual should be considered a Canadian hero</li> </ul>			
<ul style="list-style-type: none"> <li>• articulates an understanding of the contributions of the selected individual to the development of Canada and/or Canada's identity in a specified area</li> </ul>			



# CLASSROOM ASSESSMENT MODEL

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*Grade 6*

## SOCIAL STUDIES GRADE 6: 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 6.

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"> <li>• maps, charts, graphs, timelines</li> <li>• pictures, collages, posters, mind maps, models, dramatizations</li> <li>• group and class discussions</li> <li>• journals, learning logs</li> <li>• role plays</li> <li>• diaries, letters, editorials</li> <li>• case studies, simulations</li> <li>• debates</li> <li>• field trips</li> <li>• interviews</li> <li>• worksheets, guided responses, quizzes</li> <li>• research, reports</li> </ul>	15-25%	integrated throughout	5	A2, A3, A4	A1, A5	A5				
		15-25%	20-30 h	3	B2, B3	B1					
IDENTITY, SOCIETY, AND CULTURE		15-25%	20-30 h	5	C2	C1, C3, C5	C4	C5			
GOVERNANCE		15-25%	20-30 h	4		D1, D2, D3, D4		D3			
ECONOMY AND TECHNOLOGY		15-25%	20-30 h	2		E2	E1				
HUMAN AND PHYSICAL ENVIRONMENT		15-25%	20-30 h	2							
<b>Total:</b>					<b>100%</b>	<b>90-100 h</b>	<b>19</b>	<b>1</b>	<b>13</b>	<b>5</b>	<b>3</b>

\* 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 6

## OVERVIEW

*Learning at Previous Grades*

- critical thinking skills – questioning, predicting, hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing
- co-operative participation in groups
- maps and timelines of physical, political, and economic features of BC and Canada
- gathering information using primary and secondary sources
- presentation skills
- defending a position
- plan of action to address a selected school, community, or national problem or issue
- multicultural nature of Canada
- immigration – why they came, challenges faced, contributions to Canada
- contributions of significant individuals to BC and Canada
- levels and responsibilities of government
- ways of communicating; role of technology in communication
- resources and economic development of communities; relationship between natural resources and settlement
- sustainability
- human impact on the environment

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.

<b>The Horn of Africa – Global Awareness Project</b>	<b>Canadian Identity</b>
A1, A2, A3, A4, A5	A1, A4
B3	B1, B2
C3, C4, C5	C1, C2, C3
D3, D4	D1, D2
E1, E2	

*The Horn of Africa – Global Awareness Project*

**Prescribed Learning Outcomes**

*It is expected that students will:*

**SKILLS AND PROCESSES OF SOCIAL STUDIES**

- A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- A2 interpret graphs, tables, aerial photos, and various types of maps
- A3 evaluate the credibility and reliability of selected sources
- A4 deliver a formal presentation
- A5 implement a plan of action to address a selected local or global problem or issue

**IDENTITY, SOCIETY, AND CULTURE**

- B3 relate a society’s artistic expression to its culture

**GOVERNANCE**

- C3 assess equality and fairness in Canada with reference to the *Canadian Charter of Rights and Freedoms*
- C4 compare individual and collective rights and responsibilities in Canada with those in other countries
- C5 describe the role of Canada in the world

**ECONOMY AND TECHNOLOGY**

- D3 evaluate effects of technology on lifestyles and environments
- D4 compare Canada’s economy, technology, and quality of life with those in one or more selected countries

**HUMAN AND PHYSICAL ENVIRONMENT**

- E1 assess the relationship between cultures and their environments
- E2 describe factors that affect settlement patterns and population distribution in selected countries

**PLANNING FOR ASSESSMENT**

- Divide the class into small groups. Ask them to consider what they think are the critical issues of the world today. Have them brainstorm as many ideas as they can. Students can then discuss in their groups why they think their suggestions were critical ones. Have the group decide on three issues that they feel are most important. Tell them to be prepared to defend their answers. Use chart paper to record the brainstormed ideas and the identified priorities.

Have reporters from each group post the charts and represent the ideas in their group as accurately as they can. Facilitate a whole class discussion around issues such as poverty, population, health, air and atmosphere, deforestation, deserts and drought, oceans, water supply, and solid waste and sewage. Have students then consider the issues presented by the groups and these possible additional issues.

**ASSESSMENT STRATEGIES**

- Assess each group’s discussion and reporting based on criteria such as
  - identification of three or more relevant and topical issues
  - effective communication of why people should care about and see the relevance of the issue

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Provide students with print, Internet, and video resources to introduce them to the region of The Horn of Africa and the issues facing the countries in this region. Focus on similarities and differences in political situation, physical environment, and economies. What are the natural resources in this region? How are they used for clothing, shelter, food, tools, and medicine to meet their basic needs? What are the critical issues facing the countries in this region? Do you think the causes are primarily political or environmental? Why?  (Note: this unit focusses on the Horn of Africa region but can be adapted to address other countries and regions of the world.)</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create a map (or complete an outlined map) depicting key features of the Horn of Africa region. Assess based on criteria determined as a class, such as their abilities to           <ul style="list-style-type: none"> <li>– locate and label the seven countries belonging to the Horn of Africa</li> <li>– identify and label the other countries bordering the Horn of African countries</li> <li>– identify and label the Red Sea, Indian Ocean, and the Gulf of Aden</li> <li>– identify and label the capital cities of each of the seven countries</li> <li>– accurately incorporate key lines of latitude and longitude in their maps, including the Tropic of Cancer and the equator</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Have students select one of the following topics to research in relation to one or more Horn of Africa countries. Alternatively students may choose to develop their own topics.           <ul style="list-style-type: none"> <li>– How involved is Canada in the Horn of Africa plight? Research organizations such as OXFAM, Save the Children Canada, International Red Cross, and UNICEF. Which of these organizations are the most involved in Africa? If you had to raise funds, which of these would you choose and why? Prepare a speech to the class or create a poster advertising the merits of the organization of your choice.</li> <li>– Research to find out who are the heroes in these African countries. What hardships did they overcome? Who has made a difference or has been an inspiration to others? How is this person similar to or different from Canadian heroes?</li> <li>– Research the United Nations. Which countries are <i>not</i> part of the United Nations? How and when did the United Nations form? What is the major role of the UN? What are specifically some of its functions?</li> <li>– Imagine you are a child living in one of the Horn of Africa countries. Write a short story about your life, write a diary describing your daily life, or write a letter to a friend describing your feelings about your situation.</li> <li>– Role play a particular conflict that has occurred in the Horn of Africa. Think about alternative ways that the issue could have been dealt with. The second part of your role play could show what could have happened differently.</li> <li>– Listen to some of the music from the Horn of Africa region. What social or political message do you think is being sent?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide time for students to conduct their research and develop an appropriate presentation form for their chosen research assignment. Have students share their research for peer and teacher assessment based on           <ul style="list-style-type: none"> <li>– introduction clearly identifies the issue and its importance</li> <li>– identifies the pertinent facts regarding the issue</li> <li>– content, organization, and delivery are appropriate</li> <li>– presentation is creative, engaging, and understandable</li> <li>– connections are drawn to other countries and time periods, as applicable</li> <li>– conclusion shows evidence of thought and reflection</li> </ul> <p>Follow up by having students complete a reflection sheet for their learning logs, using sentence stems such as</p> <ul style="list-style-type: none"> <li>– The thing that surprised me the most was _____.</li> <li>– I used to think _____. Now I think _____.</li> <li>– The most important thing I learned from this project was _____.</li> <li>– I would like to learn more about _____.</li> <li>– I can learn more about this by _____.</li> <li>– Something I can do to help address these issues is _____.</li> </ul> </li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>- Study the artwork of these African countries. What is the purpose of the artwork? What problems in Africa does the artwork explain? What does it celebrate? What materials and design elements are used, and why?</li> <li>- Collect articles from newspapers and magazines on Africa. Classify the articles and put onto a large chart to present to the class. What are the issues that are being reported in the media? How are they being reported in the newspaper? Do you think that the issues are being reported fairly? Thoroughly? What, if anything, is missing?</li> <li>- Imagine you have travelled to Africa to get some first-hand experience with the country (like Craig Kielburger did). Write an article for the local newspaper describing your perspective on issues such as poverty, conflict, or health.</li> <li>- Find legends, myths, or folk tales from this region of Africa that you can. Retell one of the stories in your own words to the class, using costumes, props, or music to illustrate and enhance your story.</li> </ul>	
<ul style="list-style-type: none"> <li>• Individually or as a class, have students brainstorm what they think the rights that all children should have. Conduct a class discussion about the differences between a right and a privilege.  Examine the <i>UN Declaration of The Rights of the Child</i>. Review the differences between “needs” and “wants.” Have students complete a chart with their top ten choices and reasons to support why these are important. In small groups, have students reach a consensus on the ten most important and explain why they are important. Discuss small group findings. As a class, rank the rights in order of importance. Is there anything that they would have added to the list?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with case studies about children and youth in the Horn of Africa region. Have them assess the case, determining which universal rights are being met and which are being violated. Look for evidence that they are able to support their conclusions with specific examples from the Declaration.</li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"><li>• Challenge students to work in groups to select one of the following civic action projects related to the Horn of Africa (alternatively, students may choose to develop their own action plan):<ul style="list-style-type: none"><li>– Develop a survey to send out to businesses and not-for-profit agencies in your community to find out how your local community is connected to other people and places.</li><li>– Design a promotional activity that you could do in your school to increase awareness among students and teachers about conditions in Africa. (e.g., Adopt a Village).</li><li>– Organize a fundraising activity in your school to help with a donation to UNICEF or another organization of your choice.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Assess students' action plans based on the degree to which the plans<ul style="list-style-type: none"><li>– are clear and organized (e.g., includes detailed steps, identifies responsibilities, includes a timeline)</li><li>– are relevant and appropriate</li><li>– demonstrate an understanding of the power of the individual to effect change</li></ul></li></ul>

## Canadian Identity

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

- A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- A4 deliver a formal presentation

#### IDENTITY, SOCIETY, AND CULTURE

- B1 assess diverse concepts of Canadian identity
- B2 compare Canadian society with the society of another country

#### GOVERNANCE

- C1 compare the federal government in Canada with national governments of other countries
- C2 describe key characteristics of the justice system in Canada
- C3 assess equality and fairness in Canada with reference to the *Canadian Charter of Rights and Freedoms*

#### ECONOMY AND TECHNOLOGY

- D1 describe the importance of trade for BC and Canada
- D2 analyse the significance of communications technologies in Canada

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Brainstorm and discuss as a class: What is the Canadian identity? Have students work in groups to discuss Canada’s uniqueness. Ask them to brainstorm as many ideas as they can think of about what represents us as Canadians, as well as where those ideas come from (e.g., family, media) and how that identity has evolved over time. Have them cluster their thoughts and come to consensus, and then prepare a way to present their ideas to the class. It can be in the form of a speech with visual aids, a dramatic presentation, a rap song, or another form of presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students’ Canadian identity presentations based on criteria such as those outlined in the sample assessment instrument provided at the end of this grade (<b>Canadian Identity</b>).</li> </ul>
<ul style="list-style-type: none"> <li>• Review what students know about the ways that communities and regions exchange goods and services (trade) and the importance of communication in connecting individuals and communities. Focus on the importance of trade and communications and trade for Canada. Divide the class in half, and have each group prepare a brief presentation on the importance of their assigned topic (communications or trade).</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct an informal or formal debate on the topic of “Communication is more important to Canada than trade” (or vice versa). Observe students as they participate in the discussion, looking for evidence that they are able to cite the information and examples identified during class discussions and research.</li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Provide text and Internet resources and a guided response sheet or key questions to have students investigate the government and judicial structures of specific countries studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Look for evidence that students are able to identify and compare Canada with other countries based on characteristics such as                             <ul style="list-style-type: none"> <li>– roles and responsibilities of members of government (e.g., prime minister, president, governor, MP, senator)</li> <li>– components of government (e.g., House of Commons, House of Lords, senate, province, state, prefectures, cantons)</li> <li>– government decision-making structures and forms of rule (e.g., monarchy, republic, dictatorship, parliamentary democracy)</li> <li>– electoral processes (e.g., political parties, voting, representation)</li> <li>– roles and procedures within court systems (e.g., judge, jury, court clerk, witnesses, plaintiff, accused, sheriff, lawyer)</li> </ul> </li> </ul>

*Assessment Instrument*  
**CANADIAN IDENTITY**

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

Rating (0-3)	Criteria—To what extent does the student	Comments
	<ul style="list-style-type: none"> <li>identify a range of ways in which individuals experience cultural influences (e.g., their own heritage, the cultures of people in their community, cultures they read about or see on TV)</li> </ul>	
	<ul style="list-style-type: none"> <li>describe characteristics of Canadian culture and identity (e.g., education, health care, official bilingualism, religions, military, special interest groups, service organizations, sports and recreation activities, stamps and currency, multiculturalism and the “cultural mosaic”)</li> </ul>	
	<ul style="list-style-type: none"> <li>explain how Canada’s identity has been and continues to be shaped by its global participation (e.g., decision to enter or not enter global conflicts, peacekeeping, foreign aid, immigration policies)</li> </ul>	
	<ul style="list-style-type: none"> <li>include information about the contributions of one or more cultural groups to British Columbia and to Canadian identity</li> </ul>	



# CLASSROOM ASSESSMENT MODEL

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*Grade 7*

## SOCIAL STUDIES GRADE 7: 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 7.

Curriculum Organizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*						
					K	U&A	HMP	AFF			
SKILLS AND PROCESSES OF SOCIAL STUDIES  IDENTITY, SOCIETY, AND CULTURE  GOVERNANCE  ECONOMY AND TECHNOLOGY  HUMAN AND PHYSICAL ENVIRONMENT	<ul style="list-style-type: none"> <li>• maps, charts, graphs, timelines</li> <li>• pictures, collages, posters, mind maps, models, dramatizations</li> <li>• group and class discussions</li> <li>• journals, learning logs</li> <li>• role plays</li> <li>• diaries, letters, editorials</li> <li>• case studies, simulations</li> <li>• debates</li> <li>• field trips</li> <li>• interviews</li> <li>• worksheets, guided responses, quizzes</li> <li>• research, reports</li> </ul>	15-25%	integrated throughout	5		A2, A3, A4	A1, A5	A5			
		15-25%	20-30 h	3			B1, B2, B3				
		15-25%	20-30 h	2			C1	C2			
		15-25%	20-30 h	3		D1	D2, D3				
		15-25%	20-30 h	2			E1, E2				
<b>Total:</b>					<b>100%</b>	<b>90-100 h</b>	<b>15</b>	<b>1</b>	<b>11</b>	<b>3</b>	<b>1</b>

\* 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 7

## OVERVIEW

*Learning at Previous Grades*

- critical thinking skills – questioning, predicting, comparing, classifying, hypothesizing, inferring, imagining, verifying, identifying relationships, summarizing, drawing conclusions
- co-operative participation in groups
- graphs, tables, aerial photos, and various types of maps
- location of continents, oceans; latitude and longitude
- historical bases of contemporary issues
- evaluating the credibility and reliability of sources
- formal research and presentation skills
- plan of action to address a problem or issue
- characteristics of culture
- role of communities and societies; ways people work in groups
- artistic expression and culture
- justice system
- equality and fairness
- individual and collective rights and responsibilities
- bartering and monetary exchange
- trade and economic relationships
- development of communications technologies
- effects of technology on lifestyle and environment
- relationship between cultures and their environments
- sustainability
- factors affecting settlement patterns and population distribution

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.

Environmental Impact of Civilizations	Mesopotamian Tool Fair	Society and Governance
A1, A3, A4, A5	A1, A2	A1, A2
B1	B3	B2, B3
		C1, C2
	D1, D2, D3	
E1, E2		

**Note:** For the purposes of Grade 7 social studies, “ancient civilizations” includes cultures up to approximately 500 CE (e.g., Mesopotamia, Egypt, Greece, Rome, China in the Hsia-Shang-Chou dynasties, Celts, Nubia, City-State Japan), although it may also include a study of more recent civilizations such as the Mayans, the Aztecs, the Incas, North American Aboriginal societies, or the Norse. Teachers may choose to plan their year by focussing on an in-depth study of two or three ancient cultures, or may elect to cover a broad range of civilizations thematically.

## Environmental Impact of Civilizations

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

- A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- A3 compile a body of information from a range of sources
- A4 deliver a formal presentation on a selected issue or inquiry using two or more forms of representation
- A5 defend a position on a contemporary or historical issue

#### IDENTITY, CULTURE, AND SOCIETY

- B1 analyse the concept of civilization as it applies to selected ancient cultures

#### HUMAN AND PHYSICAL GEOGRAPHY

- E1 assess how physical environments affected ancient civilizations
- E2 identify the impact of human activity on physical environments in ancient civilizations

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• As a class, brainstorm a list of key elements that are important to defining a civilization and how it survives and flourishes. Review the list with the class to be sure it includes the following categories: tools, military/forts, housing, cities, architecture, farming, tools and inventions, transportation, entertainment, communications, arts and literature, food, and clothing. Debrief as a class, focussing on how each element of a given civilization can be connected to the physical environment.</li> </ul> <p>Given a specific ancient civilization, have students work in pairs to create a chart that identifies one element of the society in each category, and identify</p> <ul style="list-style-type: none"> <li>– how it reflects the physical environment of that culture (e.g., materials used, adaptations to climate)</li> <li>– how it impacted the physical environment of the time</li> </ul>	<ul style="list-style-type: none"> <li>• Have students share their charts for peer assessment. Criteria such as those found in the sample assessment instrument provided at the end of this grade (<b>Environmental Impact</b>) can be used as the basis of peer, teacher, and self-assessment.</li> </ul>
<ul style="list-style-type: none"> <li>• Repeat this activity with each new civilization studied. At the end of the year, conduct a review of each civilization, focussing on the similarities and differences of the environmental impacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students work in groups to create a chart that compares the environmental characteristics and impacts of two of the civilizations studied over the course of the year (assign specific civilizations to each group to ensure that all are addressed). Have students submit their completed charts along with a conclusion that identifies which civilization they feel was most suited to its environment, which was most environmentally sustainable, and why.</li> </ul>

## Mesopotamian Tool Fair

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

- A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information

#### IDENTITY, CULTURE, AND SOCIETY

- B3 identify influences and contributions of ancient societies to present-day cultures

#### ECONOMY AND TECHNOLOGY

- D1 describe various ways ancient peoples exchanged goods and services
- D2 assess ways technological innovations enabled ancient peoples to
- adapt to and modify their environments
  - satisfy their needs
  - increase exploration and trade
  - develop their cultures
- D3 compare ancient and modern communications media

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• After opportunities to read about the ancient civilization of Mesopotamia, ask students to brainstorm the types of tools that would be useful in Mesopotamian civilization. After time for discussion, have students work independently or with a partner to create a Mesopotamian tool or invention. This tool or invention should impact Mesopotamian society in one of the following areas: farming, religion, daily life, mathematics, astronomy, trade, or transportation. The invention or tool must be constructed from materials that would be available during that period of history (e.g., no plastics or electronics).</li> </ul> <p>Explain to students that they will be presenting their tools in a marketplace scenario. Brainstorm and discuss different methods of marketing used to sell products today (e.g., newspaper and magazine ads, television ads, radio ads, public service announcements, web sites) and compare them to ways ancient civilizations such as Mesopotamia would market or advertise their goods and wares (e.g., personal endorsement, word-of-mouth, travelling from marketplace to marketplace). Create a class T-chart to compare present-day and Mesopotamian marketing methods.</p>	<ul style="list-style-type: none"> <li>• Provide time for students to work on their tool, along with an appropriate marketing strategy. Set up a simulated tool fair or marketplace to allow students to showcase their tools. Students can dress in costume and adopt an ancient Mesopotamian persona. Allow time for students to explain how and/or why their tool is useful and demonstrate how it can be used. Use criteria such as those outlined in the sample assessment instrument (<b>Mesopotamian Tool Fair</b>) found at the end of this grade to assess students' presentations.</li> </ul> <p>Follow up by asking students to write a reflection describing how their invention or tool impacts Mesopotamian society and why this impact will further develop Mesopotamian civilization. (For example: creating a simple rudder for a boat will enable better control of boats, which in turn will increase ability to travel down Euphrates and Tigris Rivers, thereby increasing trade and enhancing the civilization.) Have students compile a list of contributions and influences of Mesopotamian society to present-day cultures (e.g., boats, astronomy, wheel, mathematics, calendar).</p>

## Society and Governance

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

- A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information

#### IDENTITY, CULTURE, AND SOCIETY

- B2 analyse social roles within one or more ancient civilizations
- B3 identify influences and contributions of ancient societies to present-day cultures

#### GOVERNANCE

- C1 describe the evolution and purpose of rules, laws, and government in ancient civilizations
- C2 assess how ancient systems of laws and government have contributed to current Canadian political and legal systems

#### PLANNING FOR ASSESSMENT

- Conduct a simulation on social structure:  
Distribute to each student a card that provides information on a person (e.g., slave, scribe, noble) from an ancient culture. Ask students to role play ways to address a problem or an issue (e.g., food shortages, flooding, epidemic). After they complete the role play, ask questions to encourage them to compare their roles. For example: How did this problem or issue affect you? What were you able to do to overcome this problem or issue? How did it feel to have power or not to have power? Were you treated in a particular way because of your place in that culture? What do you conclude about the social structure of this culture?

#### ASSESSMENT STRATEGIES

- Observe students participating in the simulation, looking for evidence that they
  - display historical empathy (understand what it was like to live in the identified time period)
  - use historically accurate information to develop their roles
  - include details that show understanding of a variety of aspects of daily life
  - portray family and gender roles accurately, given what is known of the time
  - draw logical conclusions about the social structure of the culture
  - make connections to social structures in the present

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>Use a pyramid to illustrate the hierarchy of an ancient culture (e.g., slaves, farmers, builders, merchants, scribes, priests, rulers). Discuss and compare levels of citizenship and treatment of both women and men this culture.</li> </ul>	<ul style="list-style-type: none"> <li>Have students complete a guided response sheet to reflect on the roles and hierarchies in a given culture. For example, students can respond to questions such as the following:               <ul style="list-style-type: none"> <li>What is the significance of the pyramid shape to represent hierarchy? Is it applicable today? Who determines a person's place in the pyramid? Are all societies hierarchical?</li> <li>How are values and beliefs reflected in people's daily lives? Give specific examples (e.g., values and beliefs related to individualism, equality, ownership, spiritual beliefs, arts, education, physical strength and prowess).</li> </ul> </li> </ul> <p>Conduct a quiz or have students compile an illustrated dictionary to demonstrate their knowledge of appropriate terminology to describe rules, laws, and government in ancient civilizations (e.g., empire, democracy, monarch, pharaoh, emperor, empress, slave, god, city state, samurai, senate, hierarchy, elder, chief).</p>
<ul style="list-style-type: none"> <li>Discuss the phrase, "An eye for an eye, a tooth for a tooth." Brainstorm a list of crimes and ask students to consider consequences based on this philosophy. Discuss or debate the effectiveness and fairness of the Code of Hammurabi.</li> </ul> <p>Arrange for students to visit local law courts. Ask them to choose a case to follow and then make presentations describing the case, the outcome, and how it might have been handled in a specific ancient culture (e.g., Mesopotamia, Egypt, Rome, Greece, Celts, Nubia, City-State Japan). In their presentations, students should address questions such as the following:</p> <ul style="list-style-type: none"> <li>What are the similarities and differences between the handling of the case then and now?</li> <li>Did ancient systems of laws and government contribute to how this case is handled today?</li> </ul>	<ul style="list-style-type: none"> <li>Present a scenario outlining a crime (e.g., treason). Divide the class into groups, each representing an ancient culture. Challenge students to find a way to seek justice according to their cultural codes. Encourage them to consider questions such as the following:               <ul style="list-style-type: none"> <li>What laws and cultural codes were most important in this case?</li> <li>How did you apply the laws or codes to the situation?</li> <li>What aspects of your laws were unique? Which aspects were similar to those of other groups?</li> <li>How effectively do you feel you represented the culture? Why?</li> <li>At what point did you have the greatest difficulty in deciding how to apply the laws or codes or deciding which laws or codes to apply? Why? What additional information would have helped you?</li> </ul> </li> </ul>

*Assessment Instrument*  
**ENVIRONMENTAL IMPACT**

<b>4</b> Excellent	The student clearly lists at least one example for each category, and shows evidence of conclusions about how the environment contributed to and was affected by each of the listed elements of the civilization (e.g. the invention of the aqueduct – rocks available to build aqueducts/water source not situated nearby; trees cut down and mountainsides mined to create rock quarry).
<b>3</b> Good	The student clearly lists at least one example in most or all of the categories, and shows some evidence of conclusions about how the environment contributed to and was affected by each of the listed elements of the civilization.
<b>2</b> Satisfactory	The student lists one example for approximately half of the categories, and shows minimal evidence of conclusion about how the environment contributed to and was affected by each of the listed elements of the civilization
<b>1</b> Needs Improvement	The student lists some examples where the connections are unclear; student shows no evidence of speculation on how the environment contributed to and was affected by the civilization.

*Assessment Instrument*  
**MESOPOTAMIAN TOOL FAIR**

	<b>Outstanding</b>	<b>Strong</b>	<b>Basic</b>	<b>Developing</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>clearly and convincingly justifies why the tool is worth buying</li> <li>area(s) of interaction impacted by the tool, are identified, several powerful supporting details are provided</li> <li>construction is thoroughly explained</li> <li>marketing plan is powerful</li> </ul>	<ul style="list-style-type: none"> <li>justifies why the tool is worth buying: explains more than one use for it</li> <li>area(s) of interaction impacted by the tool are identified, adequate supporting evidence is provided</li> <li>construction is adequately explained</li> <li>marketing plan is persuasive</li> </ul>	<ul style="list-style-type: none"> <li>some attempt is made to justify why the tool is worth buying: explains only one use for it</li> <li>area(s) of interaction impacted by the tool are identified, some supporting evidence is provided</li> <li>construction is referred to, but not clearly explained</li> <li>marketing plan is evident</li> </ul>	<ul style="list-style-type: none"> <li>little or no attempt is made to justify why the tool is worth buying</li> <li>area(s) of interaction impacted by the individual are not clearly identified, little or no supporting evidence is provided</li> <li>construction is not explained</li> <li>there is no marketing plan, but a price may be stated</li> </ul>
<b>Clarity</b>	<ul style="list-style-type: none"> <li>sequence and organization engages audience &amp; greatly enhances the overall impact and clarity of the speech</li> <li>vocabulary is well chosen for the purpose and audience, enriches the overall effectiveness of the speech</li> </ul>	<ul style="list-style-type: none"> <li>speech is easy to follow with information well organized and logically sequenced</li> <li>vocabulary is appropriate to the purpose and audience, contributes to the overall effectiveness of the speech</li> </ul>	<ul style="list-style-type: none"> <li>speech has a general structure, but is occasionally difficult to follow</li> <li>some difficulty choosing appropriate vocabulary for the purpose and audience, speech is less effective as a result</li> </ul>	<ul style="list-style-type: none"> <li>speech is poorly organized and difficult to follow</li> <li>little, if any, vocabulary is appropriate for the purpose and audience, distracts from the overall effectiveness of the speech</li> </ul>
<b>Voice quality and body language</b>	<ul style="list-style-type: none"> <li>voice (volume, tone, inflection, pace) is used for great effect throughout the speech</li> <li>uses appropriate posture, eye contact, and gestures all of the time</li> </ul>	<ul style="list-style-type: none"> <li>voice (volume, tone, inflection, pace) is used effectively most of the time</li> <li>uses appropriate posture, eye contact, and gestures most of the time</li> </ul>	<ul style="list-style-type: none"> <li>voice (volume, tone, inflection, pace) is used effectively some of the time</li> <li>uses appropriate posture, eye contact, and gestures some of the time</li> </ul>	<ul style="list-style-type: none"> <li>voice (volume, tone, inflection, pace) is rarely used effectively</li> <li>uses little, if any, eye contact; posture and gestures are inappropriate</li> </ul>
<b>Visual Aid</b>	<ul style="list-style-type: none"> <li>invention is an integral part of the presentation, captures and greatly enhances the audience's understanding of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>invention is appropriate for the presentation and effectively supports audience understanding of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>invention is somewhat appropriate or inadequately supports audience understanding of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>invention is not used or is inappropriate, does little, if anything to support audience understanding of the presentation</li> </ul>





LEARNING RESOURCES

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*Social Studies K to 7*



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](http://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](http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm)



