Grade 4
Social Studies

Manitoba, Canada, and the North: Places and Stories

A Foundation for Implementation

Manitoba
Building for the Future

GRADE 4 SOCIAL STUDIES
MANITOBA, CANADA, AND THE NORTH: PLACES AND STORIES

A Foundation for Implementation

2004
Manitoba Education, Citizenship
and Youth

Manitoba Education, Citizenship and Youth Cataloguing in Publication Data

372.8971 Grade 4 social studies : Manitoba, Canada, and
the North: places and stories : a foundation
for implementation

Includes bibliographical references.
ISBN 0-7711-3246-8

1. Manitoba—Study and teaching (Elementary).
2. Canada—Study and teaching (Elementary).
3. Canada, Northern—Study and teaching (Elementary).
4. Social sciences—Study and teaching (Elementary).
5. Social sciences—Study and teaching (Elementary)—Manitoba.
I. Manitoba. Manitoba Education, Citizenship and Youth.
II. Title: Manitoba, Canada, and the North : places and
stories : a foundation for implementation

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Acknowledgements

Manitoba Education, Citizenship and Youth gratefully acknowledges the contributions of the following individuals in the development of *Grade 4 Social Studies: Manitoba, Canada, and the North: Places and Stories: A Foundation for Implementation*.

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SOCIAL STUDIES AND THE CREATION OF A DEMOCRATIC LEARNING COMMUNITY

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

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

Background

This document was produced by Manitoba Education, Citizenship and Youth, in collaboration with Manitoba educators. It includes the core concept of citizenship, and identifies general and specific learning outcomes. It integrates the four foundation skill areas of literacy and communication, problem solving, human relations, and technology, and provides ideas and strategies to support the implementation of social studies. It is mandated for use in all schools in Manitoba.

A Brief History of the Social Studies Curriculum

Just as knowing oneself means knowing one's history, fully understanding the new social studies curriculum requires knowing something of its history. The Manitoba curriculum was created through a culturally collaborative process; diverse voices guided the process, and the result is a social studies curriculum that better reflects the cultural reality of Canada.

The first stage of the process was the creation of the *Western Canadian Protocol (WCP) Common Curriculum Framework for Social Studies, Kindergarten to Grade 9 (2002)*. This was the first inter-provincial/territorial curriculum project to include Aboriginal and francophone representatives as full and equal partners in the development process.

Manitoba Advisory Groups

- Social Studies Steering Committee
- K to S4 Framework Development Team
- Cultural Advisory Team

Manitoba's involvement in the WCP project, and in the next stage of adapting the *WCP Framework* to produce *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes*, was guided by three advisory groups:

- The **Manitoba Social Studies Steering Committee**, including representatives from Manitoba educational stakeholders
- The **Manitoba Kindergarten to Senior 4 Framework Development Team**, comprising Early, Middle, and Senior Years teachers from English, français, and French Immersion Programs, as well as Aboriginal educators, and university advisors in history, geography, and education
- The **Manitoba Cultural Advisory Team**, with representatives from 15 ethnocultural organizations in Manitoba

  (See the Acknowledgments section for a listing of team members and organizations.)

Manitoba also solicited feedback from educational stakeholders during the development of the WCP and Manitoba frameworks. Regional consultations took place, as did a province-wide mailout, resulting in feedback from hundreds of Manitoba educators and stakeholders, including the Manitoba First Nation Education Resource Centre and the Manitoba Métis Federation.

Contents of the Document

This document contains the following sections:

- **Introduction:** The introduction describes the purpose, background, and contents of this document.
- **Social Studies in Manitoba—A Kindergarten to Senior 4 Overview:** This section presents an overview of the Kindergarten to Senior 4 social studies program in Manitoba.
- **Document Components and Structure:** This section presents the components of the Manitoba social studies curriculum and explains how the learning outcomes and strategies for teaching, learning, and assessment are organized within this document.
- **Grade 4: Manitoba, Canada, and the North: Places and Stories:** This section contains the grade overview; cluster descriptions; skills, knowledge, and values learning outcomes; suggested strategies for assessment; and strategies to activate, acquire, and apply learning.
- **Appendices:** This section contains the following appendices: A: Skills Assessment; B: Blackline Masters; C: Charts and Checklists; D: Vocabulary Strategies; E: Kindergarten to Grade 4 Cumulative Skills Chart; and F: Recommended Learning Resources.
- **Bibliography**

SOCIAL STUDIES IN MANITOBA—A KINDERGARTEN TO SENIOR 4 OVERVIEW

Definition

Social studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

Vision

Social studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience, past and present, the social studies curriculum is inclusive of Aboriginal, francophone, and diverse cultural perspectives.

Social studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Through social studies, students are encouraged to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.

Goals of Social Studies

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

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

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

Overview

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

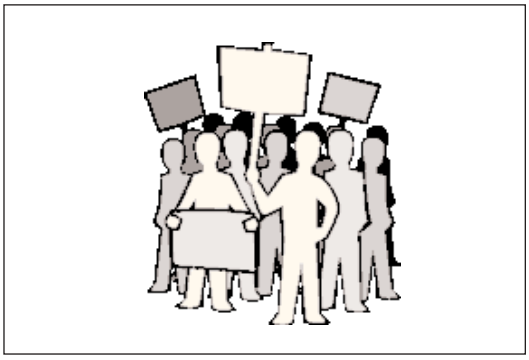
- acquire knowledge and understanding of Canadian history and geography
- appreciate the achievements of previous generations whose efforts contributed to the building of Canada
- critically understand Canadian political structures and processes and the institutions of Canadian society
- fulfill their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

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

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

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

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



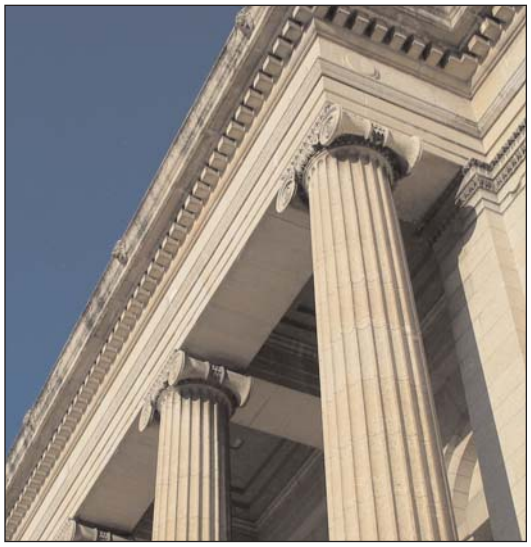
With respect to **democracy**, social studies enables students to

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

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

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

CITIZENSHIP AS A CORE CONCEPT IN SOCIAL STUDIES



Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the knowledge, values, and skills that students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges they will face in the future. Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate.

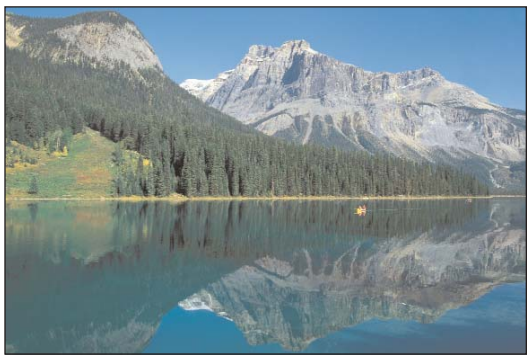
Achievement of learning outcomes related to citizenship will prepare students to participate in the public dialogue that characterizes any democracy and that plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities, locally, nationally, and globally.

Rationale for Citizenship Education

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

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

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



Active Democratic Citizenship in Canada

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

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

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs
- respect for human rights and democratic ideals and principles
- a commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- a willingness to live with ambiguity and uncertainty
- civility and tolerance for dissension and disagreement
- a willingness to balance the pursuit of private interests with concern for the public good
- the ability to balance personal claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with a realization that Canadian identity is multi-faceted, open to debate, and not exclusive of other identities

Canadian Citizenship for the Future

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

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

Citizenship in the Global Context

Canada is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing our world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy. The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War, terrorism, and violence continue to be a means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

Environmental Citizenship

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

General Learning Outcomes

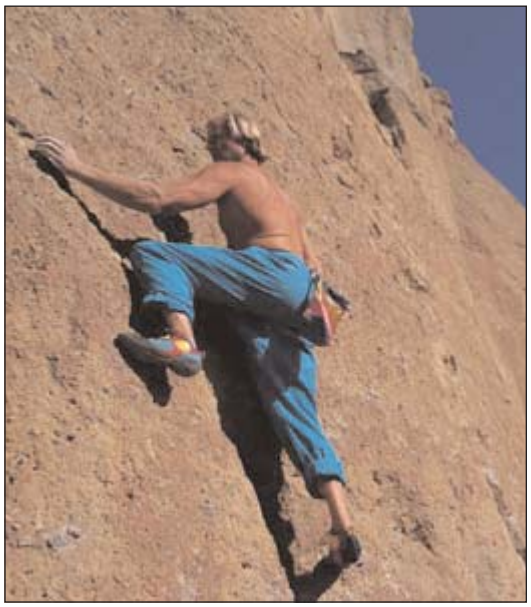
The following six general learning outcomes provide the conceptual structure for social studies from Kindergarten through Senior 4. They are the basis for the specific learning outcomes for each grade.

Identity, Culture, and Community

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

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shared by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.



The Land: Places and People

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

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

Historical Connections

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

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Global Interdependence

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

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

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

Power and Authority

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

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

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

Economics and Resources

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

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

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

Social Studies Skills

Social studies skills for Kindergarten to Grade 8 are grouped into four categories:

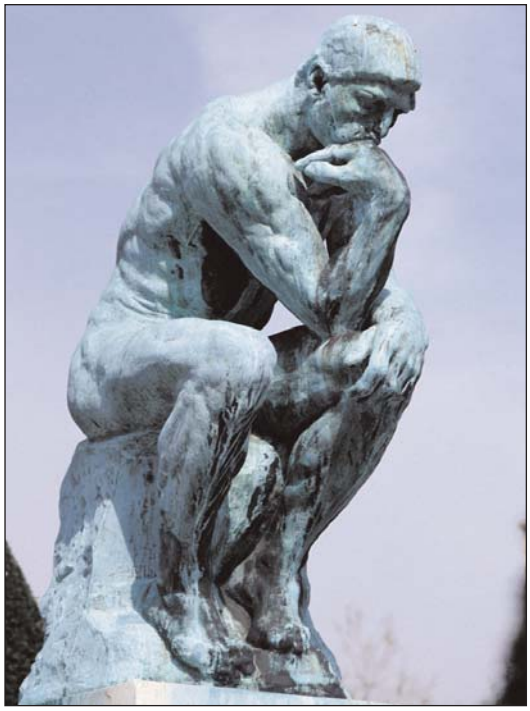
- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills

Skills for Active Democratic Citizenship

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

Skills for Managing Information and Ideas

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



Critical and Creative Thinking Skills

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

Communication Skills

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

GUIDING PRINCIPLES FOR SOCIAL STUDIES LEARNING, TEACHING, AND ASSESSMENT

Social Studies and the Learning Process

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

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

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

Strategies to support student inquiry and interaction:

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

Instructional Strategies for Active Learning

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

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

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

Active learning includes

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

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

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

Activities that engage students in democratic processes:

- consensus building
- collective decision making
- student government
- class meetings
- student-generated topics of study
- classroom/school event planning

Resource-Based Learning

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

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

Resource-based learning

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

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

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

Role of the Social Studies Teacher

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

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

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

Dealing with Controversial Issues

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

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

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

SOCIAL STUDIES AS A CURRICULUM OF *AND* FOR *DIVERSITY AND EQUITY*

Inclusive Social Studies Classrooms

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

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

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

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

Inclusive classrooms focused on social justice are

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

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

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

2. Grounded in the lives of students

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

3. Culturally sensitive

Classrooms that are places for critical teaching and learning are built on the premise that teachers "don't know it all." Each new class presents opportunities for teachers to learn from students, and requires teachers to be good researchers and listeners. Teachers will often work with children of diverse cultural origins and ethnicities, and may need to call upon parents and others in order to understand the needs of their students. Teachers must also draw on the cultural diversity of their colleagues and community resources for insights into the communities they seek to serve.

4. Critical

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

5. Participatory and experiential

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

6. Hopeful, joyful, caring, and visionary

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

7. Academically rigorous

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

8. Supportive of students as social activists and engaged citizens

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

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

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Towards a Pedagogy for Social Justice

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

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

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

The Transformative Curriculum: Education for Social Justice

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

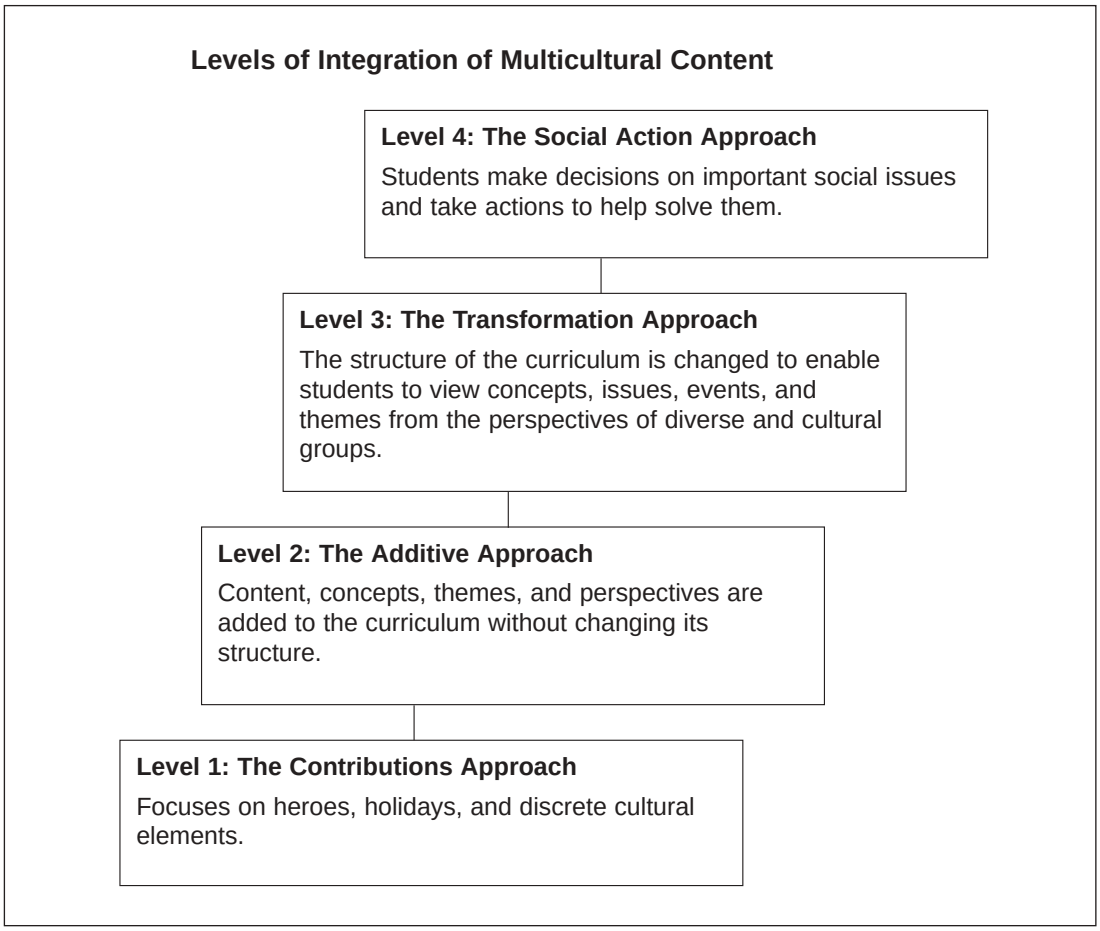


Figure 1: From "Approaches to Multicultural Curriculum Reform" by James A. Banks. In *Multicultural Education: Issues and Perspectives*, J. Banks and C. Banks (Eds.).

Diversity and Inequity: The Historical Context

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

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

Identity, Culture, and Race

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

- An individual's identity is complex and composed of various dimensions.
- Every individual has multiple identities, with ethnicity, class, gender, language, religion, racial origins, political beliefs, and other factors defining who we are.
- Not all factors have the same impact on our identity, and their relevance may change according to personal and social conditions and social context.
- Race, while it is a socially constructed concept, forms part of our sense of identity.
- Racial identity development is the result of the racialization of society, and is a complex and dynamic phenomenon.

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

Towards an Inclusive and Anti-Bias Identity

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

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

Towards an Anti-Bias/Anti-Racist Identity

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

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

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

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

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

Applying Racial Identity Development Concepts in the Classroom

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

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

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

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

Isolation and Identity

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

- racism and other forms of discrimination adversely affect student involvement in the classroom.
- experiences with racism and other forms of discrimination affect students' lives and the lives of their family members.
- dealing with issues of race and racism and other issues of bias and discrimination is a deeply personal and emotional experience that may stimulate recall of repressed memories or emotions.
- for many students of visible minority origins, and other students of diverse origins, a sense of isolation or alienation is not uncommon.
- in such situations, even if the intent is anti-bias in nature, raising issues of racism and inequality in a classroom presents a challenge for most students. Very often students will feel as if "all eyes" are on them when racial incidents occur, racist language is expressed, or other issues related to prejudice and discrimination are discussed.
- being of visible minority origins may be an experience in diversity itself. Students are often of interracial and intercultural backgrounds. Teachers need to be sensitive to students' personal definitions of their "identity" and group membership.
- students may not be comfortable with the role of representing or "speaking for" their particular cultural group. Depending on personal circumstances and social conditions, students may just be beginning, or have yet to begin, to explore their cultural origins.

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

Strategies to Develop Positive Attitudes towards Diversity

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

(Council for Interracial Books for Children, 1980)

Points to Consider When Using Multicultural Resources in the Classroom

1. **Remember that context is important when using literature or media that deal with issues of diversity and of inequality.**
   - How does the resource fit into the yearly plan or the curriculum?
   - Is the school environment positive and open to diversity?
   - What is the classroom composition in terms of diversity? How may this affect classroom dynamics?

- Are students from the cultural backgrounds that are featured in the resource represented in the classroom? Is there a history of positive interaction between students of diverse cultural and racial origins?
- What is the relationship and pattern of interaction between the teacher and minority students in the classroom? How may this affect the use of the resource in a classroom setting?
- Is multicultural literature frequently used in the school and throughout various subject areas?

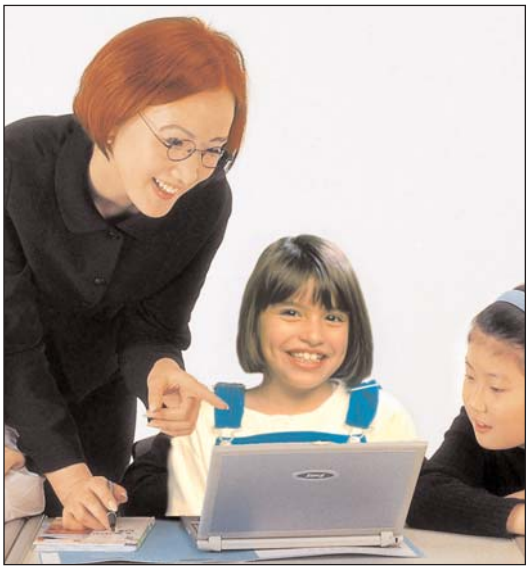
2. **What was the rationale for choosing the resources to be used?**
   - Were parents or community group members involved in the selection of the resources?
   - Has the impact of the resource on readers of different experiences and perspectives been considered?
   - Have questions of voice and authenticity been considered?
   - Have supplementary or complementary materials been considered?

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

4. **Does the classroom experience lend itself to anti-bias/ anti-racist learning?**
   - Are students encouraged to critically analyze the resource and its significance in a contemporary setting?
   - Have arrangements been made to monitor the impact of the resource on students in the classroom, and to deal with issues as they arise?
   - Do the classroom activities allow students to voice their experiences, feelings, and ideas? Are minority students' experiences, feelings, and ideas validated, or are they ignored and silenced?
   - Are students encouraged to explore the significance of the resource in terms of their own lives and social action?
   - Do classroom experiences provide an opportunity for students to interact and connect with the people or groups featured in the resource? Do students have a voice in the classroom?
   - Are connections made to other groups and their experiences in a way that encourages students to understand similarities and differences?
   - Has the use of additional resources that give a more complete picture been considered?

5. **How does the resource or issue studied relate to other aspects of the curriculum and school experience?**
   - Have provisions been made to connect the issues and experiences explored to curricular learning outcomes?
   - Is the impact of the resource on students, and on their interactions in the classroom, being monitored?
   - Have students been given opportunities to reflect on learning experiences, and to share their thoughts and feelings?
   - Have plans been made to provide students with opportunities to celebrate their diversity and unity with each other, their parents, and their community?

SOCIAL STUDIES ASSESSMENT



Purpose of Assessment

Classroom-based assessment is integral to instruction and contributes significantly to student learning. What constitutes effective assessment?

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

Each type of assessment serves a purpose and contributes to student success in social studies. Classroom-based assessment *for* learning allows students and teachers to determine what students have learned, and what they need to learn next. Assessment *of* learning that takes place at the end of a cluster, or at the end of a year, provides important information about student progress and achievement, as well as instructional effectiveness.

The principal purpose of classroom-based assessment is not to evaluate or compare student performance, but to guide students in making their best learning choices, and to inform teachers in order to guide instruction. It is important that the purpose of assessment (*of* or *for*), as well as how assessment information will be used, is clear to both teachers and students. With a clearly understood purpose, students are encouraged to take more responsibility for their learning, and are better able to focus their efforts, while teachers can better select the instruction and assessment strategies and student learning resources that will improve student achievement.

Clearly identifying the purpose of assessment is particularly critical in social studies for two reasons:

- Social studies has three distinct types of learning outcomes—knowledge, values, and skills—and each type requires distinctive methods of assessment.
- The purpose of assessment in social studies learning is dependent on the stage of instruction: activating, acquiring, or applying. Assessment at each stage is equally important, but for different reasons. (See Figure 2: *Assessment at Different Stages of Learning* for examples.)

Since the purpose of ongoing assessment is to enhance student learning, students need frequent opportunities for meaningful and relevant feedback. Descriptive or narrative feedback—that which includes analytical questions and constructive comments—provides information to students that they may use to adjust their learning processes, and is more helpful to them than a numerical or alphabetical grade. Assessment that is ongoing and meaningful provides opportunities for students to become reflective learners—to synthesize their learning, to solve problems, to apply their learning in authentic situations, and to better understand their learning processes—as well as opportunities for teachers to become reflective practitioners.

Activating: How will students be prepared for learning?

Acquiring: What strategies facilitate learning for groups and individuals?

Applying: How will students demonstrate their understanding?

Assessment and the Stages of Learning

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

Assessment during the **activating** stage prepares both teachers and students for the learning process, identifying gaps and strengths in student prior knowledge, and stimulating student interest in new topics.

Assessment during the **acquiring** stage provides feedback as learning takes place, and allows teachers and students to make adjustments to strategies and activities. Well-timed, meaningful feedback as they are learning helps students improve their practice and reach their learning goals.

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

Information gathered at each of the three stages of learning may be used for reporting to parents and administrators, and is useful for teacher reflection regarding changes and adaptations to learning strategies, and in the selection of student learning resources.

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

Figure 2: Assessment at Different Stages of Learning

Collecting Assessment Information

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

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

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

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

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

Assessment Tools and Strategies

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

- ***Assessing Knowledge:*** Social studies places significant emphasis on the acquisition of knowledge. True understanding and appreciation of social studies issues does not occur if students simply memorize and recall information. Rather, students are encouraged to use the knowledge they acquire to synthesize and apply new understandings, and to demonstrate evidence of their learning.
- ***Assessing Skills:*** The assessment of social studies skills and processes requires different strategies than the assessment of knowledge. Since skill development is ongoing, students continue to practise skills from cluster to cluster and throughout the year. Skills are best assessed by observing students in action, by discussing their learning strategies during conferences and interviews, and by gathering data from student reflections and self-assessments.

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

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

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

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

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

A broad range of tools and strategies are available to teachers to assess social studies learning. These include student portfolios, interviews, individual and group inquiry and research, journals, role-play and oral presentations, tests, hands-on projects, teacher observation checklists, peer assessment, and self-assessment. The most important aspect of each of these strategies is regular dialogue with students about their learning: asking them questions about their observations and conclusions *as they learn*, and stimulating and prompting them to higher levels of thinking and learning.

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

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

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

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

Self-Assessment and Reflection

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

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

Student autonomy and responsibility is enhanced when students

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

Language to encourage self-assessment

Students

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

Teachers

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

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

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

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

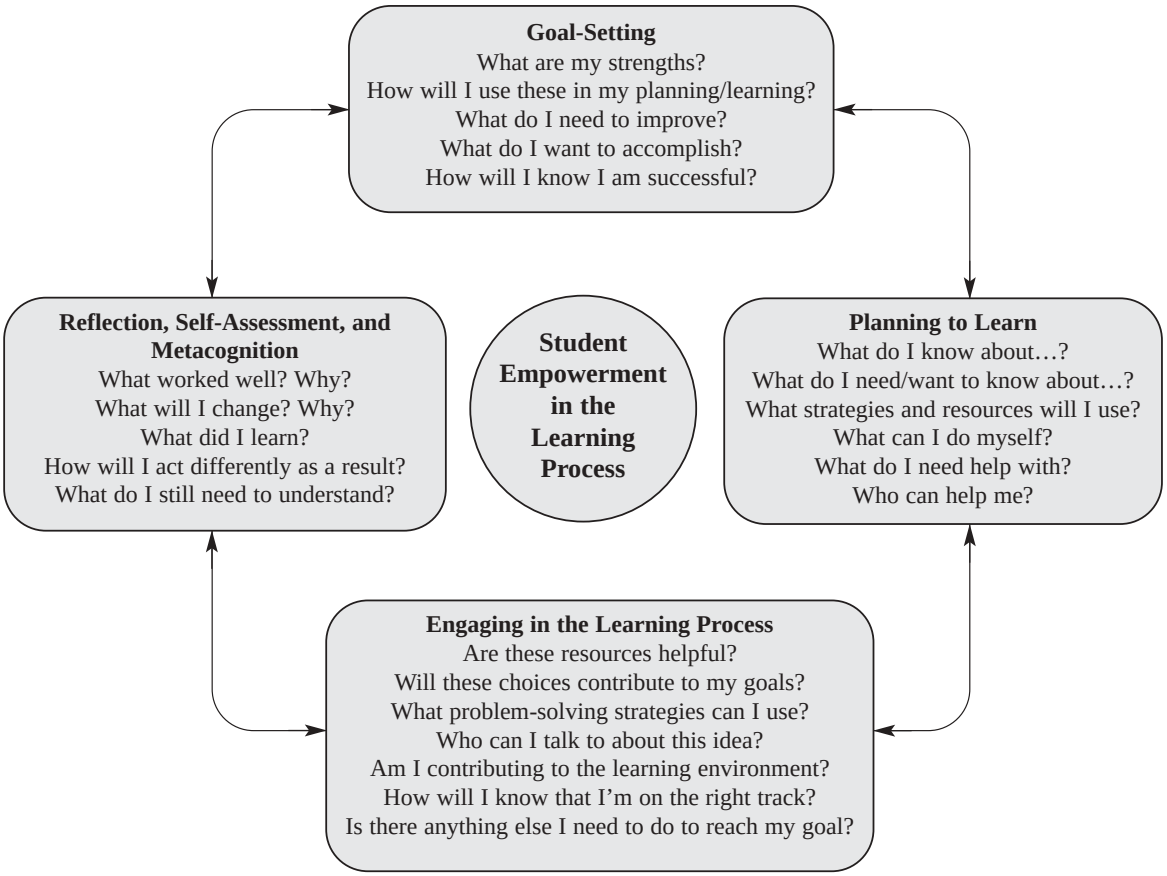


Figure 3: Student Empowerment in the Learning Process

Teacher Reflection

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

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

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

Teacher as reflective practitioner

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

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

A Social Studies Model for Classroom-Based Assessment

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

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

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

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

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

- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. (Appendix C)
- **Student Portfolio Tracking Chart:** This chart is intended for student use, and lists the titles of each learning experience within a cluster. Students use the chart to track the portfolio selections from each learning experience they will use to demonstrate their learning at the end of the cluster. (Appendix C)
- **Engaging Students in the Cluster:** This section provides suggestions to teachers to activate a cluster, prior to engaging students in learning experiences. These activities are intended to stimulate student interest, and to provide opportunities for teachers to assess student prior knowledge.

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

- **Skills Set:** This icon is attached to every strategy in a learning experience, and includes an appendix reference. Appendix A lists the skills learning outcomes that may be targeted for assessment, and provides assessment suggestions.
- **Suggested Portfolio Selections:** Selected strategies in each learning experience are identified with this icon, indicating that the strategy may result in the creation of products, processes, or performances for inclusion in student portfolios. (See the description of **Student Portfolio Tracking Chart** above.)

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

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

DOCUMENT COMPONENTS AND STRUCTURE

Conceptual Map

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

Conceptual Map

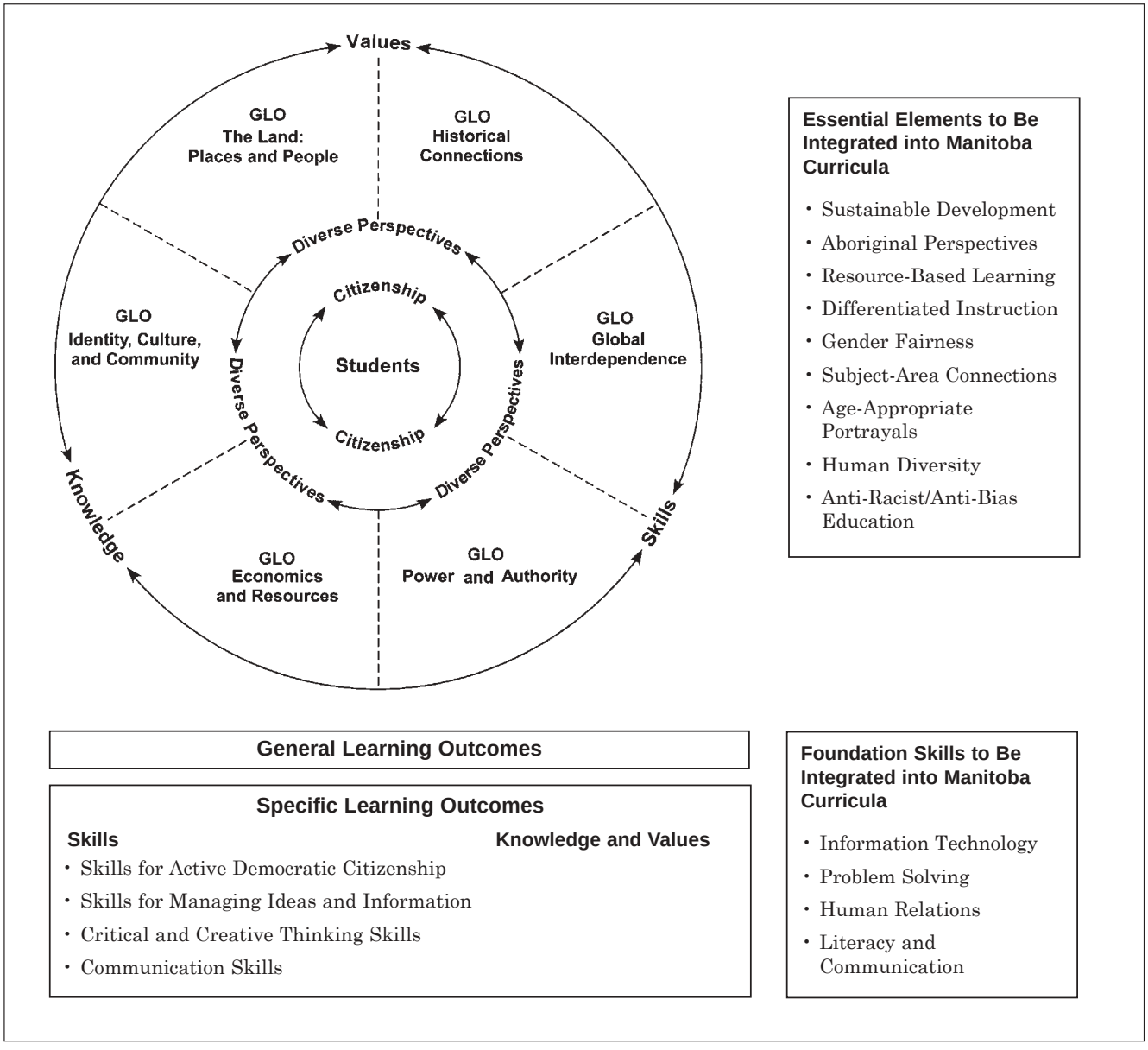


Figure 4: Conceptual Map

DOCUMENT COMPONENTS

Core Concept

As illustrated in the preceding Conceptual Map, the core concept of citizenship provides a focus for social studies learning at all grades. Citizenship knowledge, values, and skills learning outcomes are included in each grade. (See page 6.)

Diverse Perspectives

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

General and Specific Learning Outcomes

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

The six general learning outcomes (see page 9), which are the basis for the specific learning outcomes in each grade, are:

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

Skills Learning Outcomes

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

Skills learning outcomes (see page 12) are organized into four categories:

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

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

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

Knowledge and Values Learning Outcomes

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

Distinctive Learning Outcomes

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

- Distinctive learning outcomes for **Aboriginal students** are intended for First Nations, Inuit, or Métis students in educational settings that include locally controlled First Nations schools, or settings where there are Aboriginal students, and where the school or school division has agreed that the distinctive learning outcomes be addressed. It is advisable that teachers selected to address the distinctive learning outcomes have a background in Aboriginal culture.
- Distinctive learning outcomes for **francophone students** are intended for students enrolled in schools where francophone programming has been developed within the context of Section 23 of the *Charter of Rights and Freedoms*.

DOCUMENT STRUCTURE

Each grade from Kindergarten to Grade 4 contains the following components:

- **Grade Overview:** A brief description of the content and focus of a given grade is presented in the grade overview.
- **Cluster Descriptions:** The knowledge and values learning outcomes are organized into thematic groups referred to as clusters. The focus of each cluster is briefly described in the cluster descriptor.
- **Specific Learning Outcomes:** Skills, knowledge, and values specific learning outcomes are presented in the following order:

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

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

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

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

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

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

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

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

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

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

  — **Description of the Learning Experience**

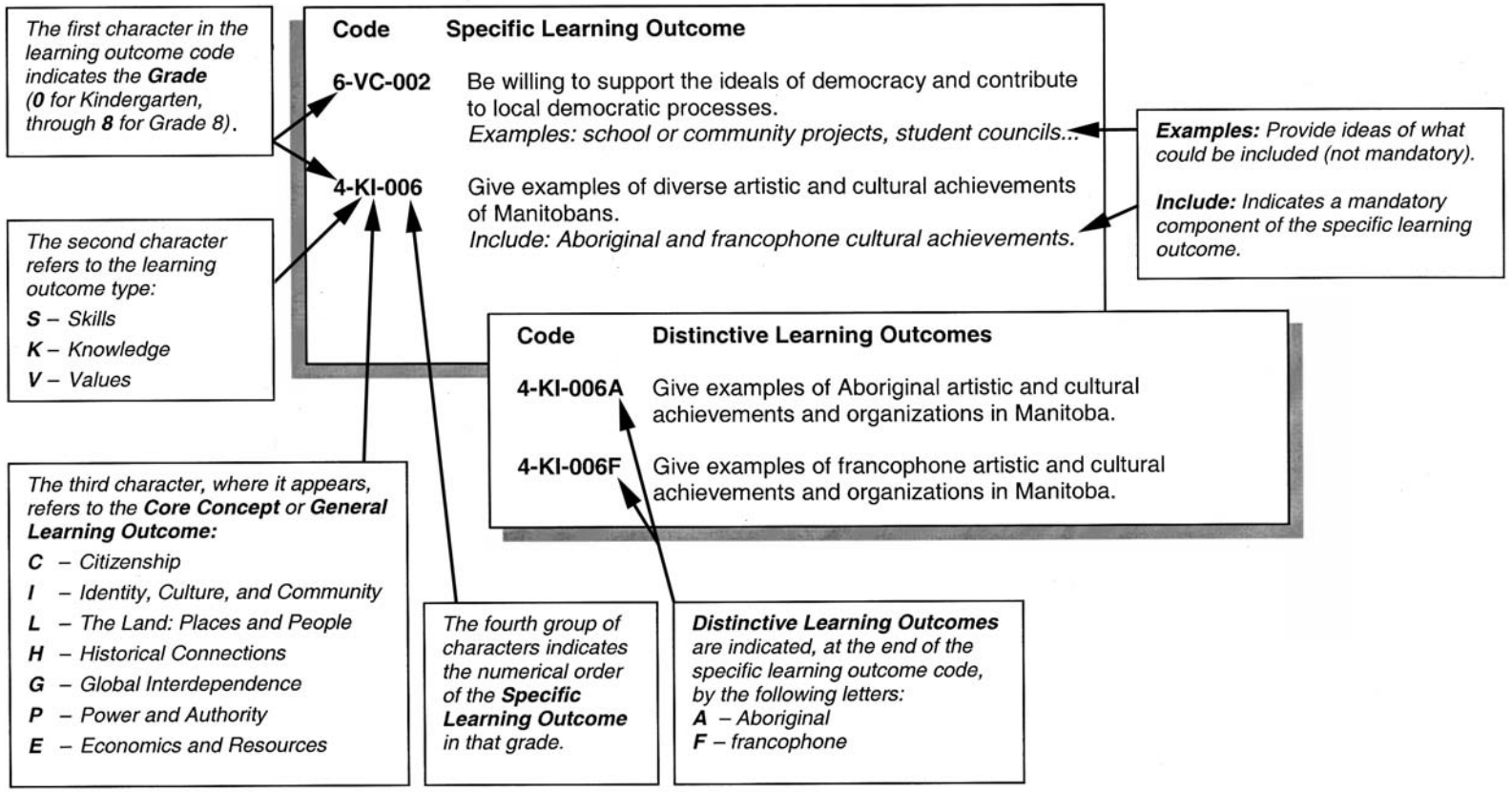
  — **Vocabulary List**

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

Kindergarten to Grade 8 Social Studies: Skill Categories and Cluster Titles

Grade	Kindergarten *Being Together*	Grade 1 *Connecting and Belonging*	Grade 2 *Communities in Canada*	Grade 3 *Communities of the World*	Grade 4 *Manitoba, Canada, and the North: Places and Stories*	Grade 5 *Peoples and Stories of Canada to 1867*	Grade 6 *Canada: A Country of Change (1867 to Present)*	Grade 7 *People and Places in the World*	Grade 8 *World History: Societies of the Past*
Skills Outcomes	Active Democratic Citizenship		Managing Information and Ideas			Critical and Creative Thinking		Communication	
Knowledge and Values Outcomes	Organized by Clusters Include the Core Concept Citizenship								
Cluster 1	Me	I Belong	Our Local Community	Connecting with Canadians	Geography of Canada	First Peoples	Building a Nation (1867-1914)	World Geography	Understanding Societies Past and Present
Cluster 2	The People around Me	My Environment	Communities in Canada	Exploring the World	Living in Canada	Early European Colonization (1600 to 1763)	An Emerging Nation (1914 to 1945)	Global Quality of Life	Early Societies of Mesopotamia, Egypt, or the Indus Valley
Cluster 3	The World around Me	Connecting with Others	The Canadian Community	Communities of the World	Living in Manitoba	Fur Trade	Shaping Contemporary Canada (1945 to Present)	Ways of Life in Asia, Africa, or Australasia	Ancient Societies of Greece and Rome
Cluster 4				Exploring an Ancient Society	History of Manitoba	From British Colony to Confederation (1763 to 1867)	Canada Today: Democracy, Diversity, and the Influence of the Past	Human Impact in Europe or the Americas	Transition to the Modern World (Circa 500 to 1400)
Cluster 5					Canada's North				Shaping the Modern World (Circa 1400 to 1850)

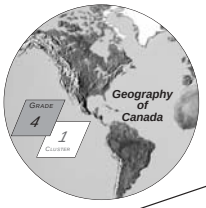
Guide to Reading the Learning Outcome Code



GRADE 4 — 1 CLUSTER

Manitoba, Canada, and the North: Places and Stories

Geography of Canada



Learning Experience: 4.1.2 Geographic Regions of Canada

4-KL-016	Locate the geographic regions on a map of Canada. *Examples: Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence-Great Lakes Lowlands, Atlantic Region, Arctic Region...*
4-KL-017	Describe characteristics of the geographic regions of Canada. *Examples: landforms, bodies of water, vegetation, climate, population distribution…*
4-VL-005	Appreciate Canada's vast and diverse geography.

Description of the Learning Experience

Canada's geographic regions are vast and diverse in nature. Students locate, explore, and develop an appreciation for the geographic regions of Canada.

4.1.2 Geographic Regions of Canada

Assessment	Outcomes	Strategies
		Activate
A.6.6	4-KL-016 4-KL-017 4-VL-005	Using print and electronic resources, students browse pictures of Canadian physical features and geographic regions. Students brainstorm adjectives to describe both the physical characteristics of the geographic regions of Canada, and their emotional response to the images. TIP: Calendars and magazines are good sources of pictures. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
A.11.6	4-KL-016 4-KL-017 4-VL-005	Using concept mapping, students arrange the geographic regions relative to their location in Canada and match predominant characteristics (e.g., landforms, vegetation, climate...) to each geographic region. Students share completed concept maps with peers. **4.1.2** BLM: Geographic Regions of Canada–Word Splash

(*continued*)

Teacher Reflections

Title of the learning experience

Targeted specific learning outcomes

A description of the focus of the learning experience

Indicates stage of learning

Skills set and classroom-based assessment (Appendix A)

Supporting websites

Blackline masters (Appendix B)

Suggested student portfolio selection

64

MANITOBA, CANADA, AND THE NORTH: PLACES AND STORIES

GRADE 4

Grade 4 consists of the following clusters:

Grade 4, Cluster 1: Geography of Canada *55*

Grade 4, Cluster 2: Living in Canada *69*

Grade 4, Cluster 3: Living in Manitoba *105*

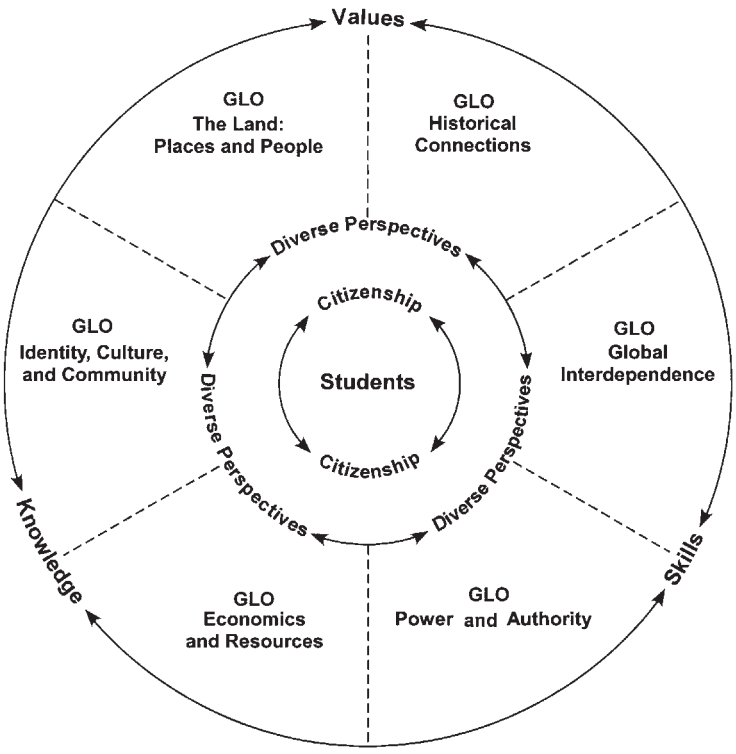
Grade 4, Cluster 4: History of Manitoba *137*

Grade 4, Cluster 5: Canada's North *161*

MANITOBA, CANADA, AND THE NORTH: PLACES AND STORIES

GRADE 4

GRADE 4 students explore life in Canada, Manitoba, and Canada's North. They enhance their knowledge of Canada's physical and human geography and develop an awareness of Canadian citizenship and governance. Students explore the places, stories, and cultures of Manitoba and discover the diversity and shared experiences of Manitobans, past and present. They also develop an awareness of life in Canada's North through a study of the physical and human geography of one of the northern territories. Through this exploration, students develop a sense of belonging and enrich their understanding of citizenship in Manitoba and Canada.



Cluster 1: Geography of Canada

Students study the physical geography of Manitoba and Canada, including the political boundaries and geographic regions of Canada.

Cluster 2: Living in Canada

Students enhance their awareness of Canada by examining various aspects of government, leadership, and power, including concepts related to citizenship and democracy. This study includes a focus on national, provincial, and territorial symbols, monuments, and commemorative days.

Cluster 3: Living in Manitoba

Students explore the physical and natural environment, people, places, and communities of Manitoba. They also consider Manitoba's contributions and links to the rest of the world.

Cluster 4: History of Manitoba

Students explore important events and individuals from Manitoba's past. This study includes a focus on early settlement, contributions of diverse cultural communities, and ways in which life in Manitoba has changed over time.

Cluster 5: Canada's North

Students explore *one of Canada's northern territories*. They consider the physical and human geography of the territory studied, which includes a focus on stories, traditions, and changes in ways of life in Canada's North. Students examine Aboriginal contributions, as well as the contribution of the North to the Canadian community.

Active Democratic Citizenship

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

Students will...

4-S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.	4-S-103	Make decisions that reflect care, concern, and responsibility for the environment.
4-S-101	Resolve conflicts peacefully and fairly.	4-S-104	Negotiate constructively with others to build consensus.
4-S-102	Interact fairly and respectfully with others.		

Managing Information and Ideas

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

Students will...

4-S-200	Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases...*	4-S-204	Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	4-S-205	Construct maps that include a title, legend, compass rose, and grid.
		4-S-206	Interpret maps that include a title, legend, compass rose, and grid.
4-S-202	Use appropriate terms or expressions to describe periods of time. *Examples: decade, generation, century, when the Earth was new, in the time of our ancestors...*	4-S-207	Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.
		4-S-208	Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. *Examples: sun, moon, or stars, inuksuit, Global Positioning Systems (GPS)...*
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.		

Critical and Creative Thinking

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

Students will...

4-S-300	Formulate questions for research.
4-S-301	Consider advantages and disadvantages of solutions to a problem.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-304	Distinguish fact from opinion.
4-S-305	Observe and analyze material or visual evidence for research. *Examples: artifacts, photographs, works of art...*

Communication

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

Students will...

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

Core Concept: Citizenship

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

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

Students will...

4-KC-001	Describe Canadian and provincial or territorial symbols and monuments. *Examples: national anthem, coats of arms, flags, monuments, legislative buildings...*
4-KC-002	Identify democratic ideals in Canadian society. *Examples: equality, freedom, citizen participation in government...*
4-KC-003	Identify days important to Canadians and Manitobans. *Examples: Canada Day, Remembrance Day, National Aboriginal Day, St. Jean Baptiste Day, Manitoba Day, Louis Riel Day...*
4-KC-004	Explain from a personal perspective what it means to be a citizen of Canada.
4-KC-004A	Explain from a personal perspective what it means to be an Aboriginal citizen in Canada.
4-KC-004F	Explain from a personal perspective what it means to be a francophone citizen in Canada.
4-VC-001	Be willing to contribute to their groups and communities.
4-VC-002	Value Canadian citizenship.

Identity, Culture, and Community

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

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

Students will...

4-KI-005	Identify cultural communities in Manitoba.
4-KI-006	Give examples of diverse artistic and cultural achievements of Manitobans. *Include: Aboriginal and francophone cultural achievements.*
4-KI-006A	Give examples of Aboriginal artistic and cultural achievements and organizations in Manitoba.
4-KI-006F	Give examples of francophone artistic and cultural achievements and organizations in Manitoba.
4-KI-007	Identify Aboriginal communities, cultures, and languages in Manitoba. *Examples: Cree, Ojibway, Dakota, Michif, Oji-Cree, Dene...*
4-KI-007A	Identify connections between their community and other Aboriginal communities in Manitoba.
4-KI-008	Identify francophone communities in Manitoba.
4-KI-008F	Identify connections between their local community and other francophone communities in Manitoba.
4-KI-009	Describe the influence of various factors on their identities. *Include: culture, community, place, region.*
4-KI-009A	Understand the teachings of Elders about their culture and identity.
4-KI-009F	Describe the influence of their cultural heritage on their francophone identity.
4-KI-010	Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba.
4-KI-011	Give examples of Aboriginal contributions to the history of Manitoba. *Examples: place names, art, parks and historic sites, symbols and stories, guidance to early settlers...*
4-KI-011A	Recognize that their identities are connected to the history of their Aboriginal community.
4-KI-012	Give examples of francophone contributions to the history of Manitoba. *Examples: settlement of Saint-Boniface, place names, language and culture, voyageurs...*
4-KI-012F	Recognize that their identities are connected to the history of their francophone community.
4-KI-013	Describe Aboriginal contributions to the northern territory studied. *Examples: visual arts, games, music, dance...*
4-KI-014	Give examples of Aboriginal languages, cultures, and communities in the northern territory studied.
4-VI-003	Value ethnic and cultural diversity in Manitoba.
4-VI-004	Value the artistic and cultural achievements of Manitobans.

The Land: Places and People

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

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

Students will...

4-KL-015	Describe the relative locations of Manitoba and Canada in the world using cardinal directions.
4-KL-016	Locate the geographic regions on a map of Canada. *Examples: Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence - Great Lakes Lowlands, Atlantic Region, Arctic Region...*
4-KL-017	Describe characteristics of the geographic regions of Canada. *Examples: landforms, bodies of water, vegetation, climate, population distribution...*
4-KL-018	Locate the oceans, major landforms, lakes, and waterways on a map of Canada.
4-KL-019	Locate the provinces, territories, and capital cities on a map of Canada.
4-KL-020	Locate on a map and describe geographic features of Manitoba. *Examples: lakes and rivers, landforms, vegetation, forests, parks, cities and towns, First Nations communities...*
4-KL-020A	Use traditional knowledge to describe and locate places in Manitoba.
4-KL-021	Locate on a map and identify major natural resources in Manitoba.
4-KL-022	Describe the main demographic features of Manitoba. *Include: population, population distribution, cultural communities.*
4-KL-023	Identify issues related to environmental stewardship and sustainability in Manitoba.
4-KL-024	Give examples of Aboriginal peoples' traditional relationships with the land.
4-KL-025	Describe places of historic, cultural, or environmental significance in Manitoba. *Examples: Lower Fort Garry, the Forks, musée de Saint-Boniface, Thunderbird House, provincial/national parks...*
4-KL-026	Describe the influence of the natural environment on settlement in Manitoba.
4-KL-027	Relate stories of interactions between the Selkirk settlers and Aboriginal peoples.
4-KL-028	Locate on a map and describe physical features of the northern territory studied.
4-KL-029	Identify natural resources in the northern territory studied.
4-KL-030	Describe the demographic features of the northern territory studied. *Examples: population, population distribution...*
4-KL-031	Give examples of changes to place names in the northern territory studied. *Examples: Kugluktuk/Coppermine...*
4-KL-032	Describe various purposes of inuksuit. *Examples: companionship; to mark food caches, hunting locations, direction...*
4-VL-005	Appreciate Canada's vast and diverse geography.
4-VL-006	Appreciate Manitoba's natural environment.
4-VL-006A	Respect their spiritual connection to the natural environment (land, water, sky).
4-VL-007	Value the contributions of the North to the Canadian community.

Historical Connections

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

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

	Students will...
4-KH-033	Relate stories of people and events that shaped Manitoba. *Examples: voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt...*
4-KH-034	Give examples of the impact of European settlement on Aboriginal communities in Manitoba. *Include: displacement of communities, disease, cultural change.*
4-KH-035	Describe ways in which life in Manitoba has changed over time. *Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation...*
4-KH-036	Give examples of stories and traditions of the northern territory studied.
4-KH-037	Identify the main reasons for the creation of Nunavut and the new Northwest Territories.
4-KH-038	Describe changes in ways of life in the last century in the northern territory studied. *Examples: food, clothing, transportation, languages, recreation, education...*
4-VH-008	Value oral tradition as an important way to learn history.
4-VH-009	Appreciate the significance of history in their lives.

Global Interdependence

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

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

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

Students will...

4-KG-039	Identify ways in which the people of Manitoba are connected to other people in the world. *Examples: immigration, imports and exports, travel...*
4-KG-040	Recognize that personal decisions and actions can affect people elsewhere in the world. *Examples: UNICEF, Project Love, recycling projects...*
4-VG-010	Appreciate Manitoba's interdependence with the world.

Power and Authority

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

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

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

	Students will...
4-KP-041	Explain the purposes of government.
4-KP-042	Identify levels of government in Canada and give examples of their responsibilities. *Include: municipal or local, provincial or territorial, First Nation, and federal governments.*
4-KP-043	Identify elected government leaders in their local communities, in Manitoba, and in Canada.
4-KP-044	Recognize that there are elected Aboriginal representatives in Manitoba and in Canada.
4-KP-044A	Identify elected representatives of their Aboriginal communities.
4-KP-045	Give examples of formal and informal power and authority in their lives. *Examples: rules, laws, student councils, bullying, gangs...*
4-KP-046	Identify positive ways of dealing with conflict or the misuse of power and authority.
4-VP-011	Respect the rights of others when using personal power or authority. *Examples: as a member of cooperative groups, patrols, class monitors, conflict managers...*

Economics and Resources

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

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

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

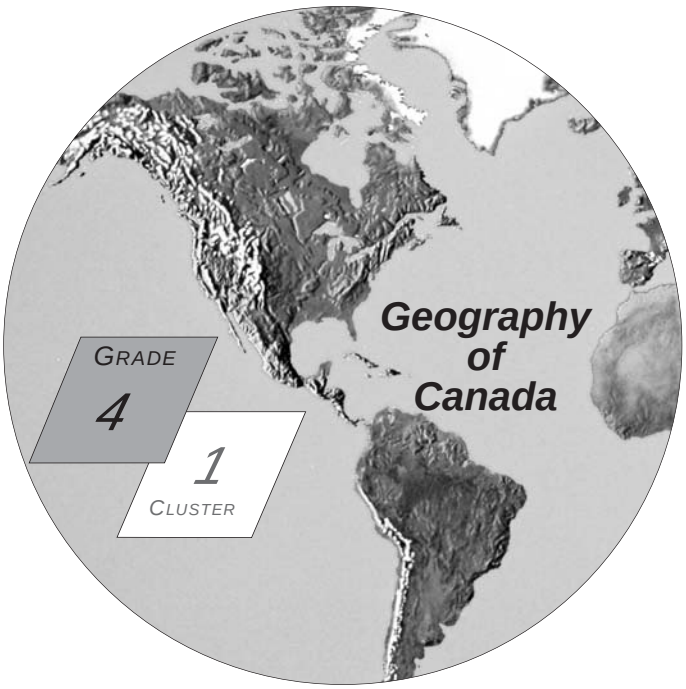
	Students will...		
4-KE-047	Use examples to distinguish between public and private property.	4-KE-049	Describe media influences on their perceptions of people and places in Canada.
4-KE-048	Identify various ways in which governments help people meet their needs. *Examples: education, health care, sanitation...*	4-VE-012	Respect public and private property.

Manitoba, Canada, and the North: Places and Stories

Geography of Canada

GRADE 4

1 CLUSTER



Learning Experiences

4.1.1 Mapping

4-KL-015 Describe the relative locations of Manitoba and Canada in the world using cardinal directions.

4-KL-018 Locate the oceans, major landforms, lakes, and waterways on a map of Canada.

4-KL-019 Locate the provinces, territories, and capital cities on a map of Canada.

4.1.2 Geographic Regions of Canada

4-KL-016 Locate the geographic regions on a map of Canada. *Examples: Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence-Great Lakes Lowlands, Atlantic Region, Arctic Region...*

4-KL-017 Describe characteristics of the geographic regions of Canada. *Examples: landforms, bodies of water, vegetation, climate, population distribution...*

4-VL-005 Appreciate Canada's vast and diverse geography.

Cluster Assessment: Tools and Processes

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

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

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

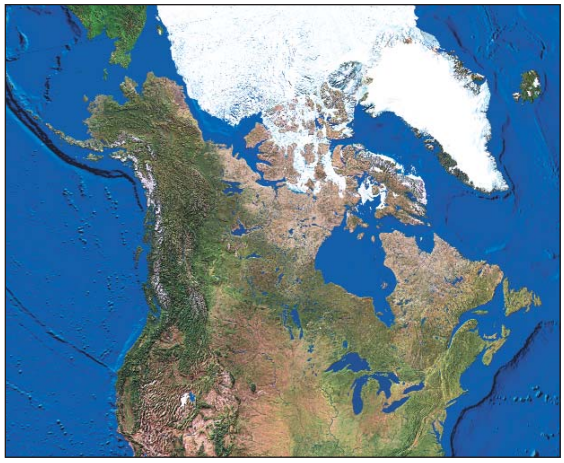
- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.

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

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

Cluster Description

Students study the physical geography of Manitoba and Canada, including the political boundaries and geographic regions of Canada.



Engaging Students in the Cluster

- Create a mapping centre with various maps of Manitoba and Canada (e.g., physical, political, topographic, vegetation...).
- Create a photo centre with pictures (e.g., photos from family vacations, calendar pictures, travel brochures...) illustrating the physical geography and geographic regions of Canada. Students speculate about which region is represented, and sort the pictures accordingly.
- Students come to school wearing clothes that identify a Canadian place (e.g., Toronto Maple Leafs, National Gallery of Canada–Ottawa, Heritage North Museum–Thompson, Festival du Voyageur–St. Boniface...).
- Create a display of books illustrating the physical geography and geographic regions of Canada.
- Create a "Where in Canada" artifact centre with objects representing different geographic regions of Canada (e.g., containers of seawater, rocks and minerals, grapes, canned Arctic Char, models of mountains...).
- View videos or CD-ROMs depicting Canada's diverse geography from Travel Video Canada. Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>
- Read aloud books describing geographic regions of Canada.
- Create a puzzle centre with jigsaw puzzles of Canada.
- On a wall map of Canada, students indicate places they have visited.
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Learning Experiences

- Mapping
- Geographic Regions of Canada

Learning Experience: 4.1.1 Mapping

4-KL-015	Describe the relative locations of Manitoba and Canada in the world using cardinal directions.
4-KL-018	Locate the oceans, major landforms, lakes, and waterways on a map of Canada.
4-KL-019	Locate the provinces, territories, and capital cities on a map of Canada.

Description of the Learning Experience

Canada has distinct physical features and is made up of 10 provinces and three territories, each with a capital city. Using a variety of print and electronic maps, students explore the relative and absolute locations of the provinces, capital cities, and Canada, as well as the major physical features of our country.

Vocabulary: compass rose, cardinal directions (See Appendix D for Vocabulary Strategies.)

4.1.1 Mapping

Assessment	Outcomes	Strategies
		Activate
A.11.5	4-KL-015	Using a word processor, students label the cardinal directions (i.e., north, east, south, and west) relative to Canada. Students position names of countries and bodies of water to identify their predicted relative location from Manitoba and Canada (i.e., north, east, south, and west). Students share predictions with peers and add additional locations. Using a world map, students verify their predictions. **4.1.1** BLM: Mapping–Cardinal Directions
		or
A.7.2	4-KL-015 4-KL-018 4-KL-019	Using an outline map of Canada, students label the physical (i.e., oceans, major landforms, lakes, and waterways) and political (i.e., provinces, territories, and capital cities) features of Canada. Students share completed maps with peers and compare their maps with an atlas. **4.1.1** BLM: Mapping–Outline Map of Canada (*continued*)

Teacher Reflections

4.1.1 Mapping

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	4-KL-018 4-KL-019	Students brainstorm the names of Canadian provinces, territories, capital cities, oceans, major landforms, lakes, and waterways. Using self-stick notes, students label a blank wall map of Canada with the predicted location of each. Using an atlas, students compare the predicted location with the actual location.
		or
	4-KL-015	In a large open space, label the cardinal directions (i.e., north, east, south, and west) and place Manitoba or Canada in the centre. With Manitoba at the centre, call out the name of a province, territory, capital city, landform, or body of water. Students run from Manitoba in the centre to the relative location of each called-out place (e.g., Great Lakes—East). With Canada at the centre, call out the name of a location outside Canada. Students run from Canada in the centre to the relative location of the place outside of Canada.
		or
	4-KL-015 4-KL-018 4-KL-019	As an Admit Slip, students submit pictures of places they have visited in Canada. Using cardinal directions, students describe the location and peers predict the relative location of each picture.
		Acquire
	4-KL-018 4-KL-019	Using print and electronic resources, students locate and label the physical (i.e., oceans, major landforms, lakes, and waterways) and political (i.e., provinces, territories, and capital cities) features of Canada. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.1.1** BLM: Mapping–Locate It BLM: Mapping–Outline Map of Canada
		or
	4-KL-015 4-KL-019	Using interactive websites, students locate the provinces, territories, and capital cities, and identify the relative location of Canada in the world, using cardinal directions. Students record the locations on a blank outline map of Canada. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.1.1** BLM: Mapping–Outline Map of Canada
		(continued)

Teacher Reflections

4.1.1 Mapping

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
A.7.2	4-KL-015 4-KL-019	Using print and electronic resources, students match the capital cities of each province and territory. Students create a jingle or mnemonic to assist in remembering the names of provinces, territories, and capital cities, and the relative location of each in reference to Manitoba. Students share their jingle or mnemonic with peers. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** 4.1.1 BLM: Mapping–Canadian Provinces and Capital Cities BLM: Mapping–Canadian Provinces and Capital Cities–Key
		or
A.4.1	4-KL-015 4-KL-019	Provide individual students with cards labelled with the names of provinces, territories, and capital cities. Without stating the place they are representing, students physically arrange themselves in the relative position of each province, territory, and capital city, using cardinal directions to provide clues to their peers (e.g., I am to the west of Ontario, I am north of British Columbia...). Once students have finished moving, display a wall map so they can compare their placements with the actual location on the map.
		Apply
A.4.1	4-KL-015	Collaborative groups of students compose riddles describing the relative location of Manitoba or Canada in the world using cardinal directions (e.g., I am a country located south of Canada. There are six letters in my name. I am the largest country in South America. Who am I? [Brazil]). Students exchange riddles and challenge peers to solve.
		or
A.7.1	4-KL-018 4-KL-019	Students colour and label a blank outline map of Canada with either the provinces, territories, and capital cities, or the oceans, major landforms, lakes, and waterways. Students cut completed maps into puzzle pieces and challenge peers to solve. 4.1.1 BLM: Mapping–Outline Map of Canada

(continued)

Teacher Reflections

4.1.1 Mapping

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	4-KL-015 4-KL-018 4-KL-019	Collaborative groups of students create a relief map of Canada using modelling clay or papier mâché. Students include political boundaries, capital cities, oceans, major landforms, lakes, and waterways, and use cardinal directions to show the relative location of each province and territory.
		or
	4-KL-015 4-KL-018 4-KL-019	Collaborative groups of students create a multimedia presentation illustrating the physical and political features of a province or territory. Students include political boundaries, the capital city, major landforms, lakes, and waterways, and use cardinal directions to show the relative location of the province/territory. Compile group presentations in a class presentation.
		or
	4-KL-015 4-KL-018 4-KL-019	Using animation software or animation features of multimedia presentation software, students create animations illustrating the major landforms, lakes, waterways, and capital cities of a province or territory. Students include the relative location of their province/territory to other provinces/territories, using cardinal directions.
		or
	4-KL-015 4-KL-018 4-KL-019	Using "Hot Potatoes," students create a crossword puzzle, a cloze passage, a multiple choice quiz, or a matching quiz, and use cardinal directions to identify the relative locations of Manitoba and Canada in the world, the location of oceans, major landforms, lakes, waterways, provinces, territories, and capital cities. Students exchange quizzes with peers and solve. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

Teacher Reflections

Learning Experience: 4.1.2 Geographic Regions of Canada

4-KL-016	Locate the geographic regions on a map of Canada. *Examples: Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence-Great Lakes Lowlands, Atlantic Region, Arctic Region...*
4-KL-017	Describe characteristics of the geographic regions of Canada. *Examples: landforms, bodies of water, vegetation, climate, population distribution…*
4-VL-005	Appreciate Canada's vast and diverse geography.

Description of the Learning Experience

Canada's geographic regions are vast and diverse in nature. Students locate, explore, and develop an appreciation for the geographic regions of Canada.

4.1.2 Geographic Regions of Canada

Assessment	Outcomes	Strategies
		Activate
A.6.6	4-KL-016 4-KL-017 4-VL-005	Using print and electronic resources, students browse pictures of Canadian physical features and geographic regions. Students brainstorm adjectives to describe both the physical characteristics of the geographic regions of Canada, and their emotional response to the images. TIP: Calendars and magazines are good sources of pictures. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
A.11.6	4-KL-016 4-KL-017 4-VL-005	Using concept mapping, students arrange the geographic regions relative to their location in Canada and match predominant characteristics (e.g., landforms, vegetation, climate...) to each geographic region. Students share completed concept maps with peers. **4.1.2** BLM: Geographic Regions of Canada–Word Splash

(*continued*)

Teacher Reflections

4.1.2 Geographic Regions of Canada

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
A.2.1	4-KL-016 4-KL-017 4-VL-005	Students brainstorm physical characteristics of the geographic regions of Canada and sort them according to the province or territory where they think each characteristic may be found. TIP: Further divide Manitoba into the Northern, Parkland, Interlake, Southwest, Central, and Eastern regions. **4.1.2** BLM: Geographic Regions of Canada–Characteristics
		or
A.3.2	4-KL-016 4-KL-017 4-VL-005	Students discuss the characteristics (e.g., landforms, bodies of water, vegetation, climate, population distribution) of places they have visited in Canada. Students attach self-stick notes with descriptions of the characteristics to the places on a wall map of Canada.
		or
A.5.1	4-KL-018 4-KL-019	Students sort descriptions of the characteristics of geographic regions onto a chart, matching characteristics to the region where they think each may be found. Students share completed charts with peers. **4.1.2** BLM: Geographic Regions of Canada–Features BLM: Geographic Regions of Canada–Key

Teacher Reflections

4.1.2 Geographic Regions of Canada

Assessment	Outcomes	Strategies
		Acquire
	4-KL-016 4-KL-017 4-VL-005	Using print and electronic resources, students research the characteristics of the geographic regions of Canada (e.g., Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence-Great Lakes Lowlands, Atlantic Region, Arctic Region...). Students locate each region on a map of Canada and describe the physical characteristics (e.g., landforms, bodies of water, vegetation, climate, population distribution...) associated with each region. TIP: Students may include images identifying the characteristics of each geographic region on a map of Canada. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** BLM: Geographic Regions of Canada–Map BLM: Geographic Regions of Canada–Regions
		or
	4-KL-016 4-KL-017 4-VL-005	Students view examples of landscape art created by Canadian artists such as Emily Carr or the Group of Seven. Students describe the characteristics of geographic regions represented in the art and locate the region portrayed on a map of Canada. Students reflect and discuss their emotional response to the art. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** BLM: Geographic Regions of Canada–Chart
		Apply
	4-KL-016 4-VL-005	Collaborative groups of students create a “Geographic Regions of Canada” multimedia presentation. Using a blank map of Canada as the opening slide, students identify the geographic regions on the map. Students create a legend with links to additional slides including images and a description illustrating the characteristics (e.g., landforms, bodies of water, vegetation, climate, population distribution...) of each geographic region. Students share presentations with peers. BLM: Geographic Regions of Canada–Presentation (*continued*)

Teacher Reflections

4.1.2 Geographic Regions of Canada

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	4-KL-016 4-KL-017 4-VL-005	Using the book *If You're Not from the Prairie* as a model, students create a class book titled *If You're Not from the (name of region)*. Collaborative groups of students choose a geographic region to represent and create illustrations, a description of the physical characteristics (e.g., landforms, bodies of water, vegetation, climate, population distribution...), creative writing pieces, and a map identifying the location of that region. Compile group sections in a class book. TIP: Creative writing pieces should evoke feelings and emotions about the region, as modelled in *If You're Not from the Prairie*.
		or
	4-KL-016 4-KL-017 4-VL-005	Collaborative groups of students create a mural or diorama illustrating Canada's vast and diverse geography. Students include illustrations identifying the characteristics and location of each geographic region of Canada.
		or
	4-KL-016 4-KL-017 4-VL-005	Students create posters or brochures promoting a geographic region of Canada. Students include the location of each region, a description of its characteristics, artistic representations illustrating its features (e.g., landforms, bodies of water, vegetation, climate, population distribution...), and written pieces promoting the natural beauty and attractions of the region. Students display their posters/brochures in a gallery walk.

(continued)

Teacher Reflections

4.1.2 Geographic Regions of Canada

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
A.9.1	4-KL-016 4-KL-017 4-VL-005	Students compose a "Cross Country Journal" describing a trip across Canada. Students describe the physical characteristics of each region (e.g., landforms, bodies of water, vegetation, climate, population distribution...), as well as descriptions of the natural beauty and attractions of each region, and include a map identifying the location of each region. Students share their journals with peers and ask them to identify a region they would like to visit.
		or
A.9.6	4-KL-016 4-KL-017 4-VL-005	Using "Hot Potatoes," students create quizzes or crossword puzzles, identifying the characteristics and locations of the geographic regions of Canada. Students exchange quizzes or crossword puzzles and solve. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

Connecting and Reflecting: End of Cluster

Student:

Using your "Geography of Canada" portfolio, reflect on the vast and diverse land that is Canada, and describe your thoughts and feelings.

4.1 BLM: Cluster 1–Connecting and Reflecting

Teacher Reflections

Manitoba, Canada, and the North: Places and Stories

Living in Canada

GRADE 4

2 CLUSTER

Learning Experiences

4.2.1 Symbols, Monuments, and Important Days

4-KC-001 Describe Canadian and provincial or territorial symbols and monuments. *Examples: national anthem, coats of arms, flags, monuments, legislative buildings...*

4-KC-003 Identify days important to Manitobans and Canadians. *Examples: Canada Day, Remembrance Day, National Aboriginal Day, St. Jean Baptiste Day, Manitoba Day, Louis Riel Day...*

4.2.2 Canadian Citizenship

4-KC-004 Explain from a personal perspective what it means to be a citizen of Canada.

4-KC-004A Explain from a personal perspective what it means to be an Aboriginal citizen of Canada.

4-KC-004F Explain from a personal perspective what it means to be a francophone citizen of Canada.

4-KE-049 Describe media influences on their perceptions of people and places in Canada.

4-VC-002 Value Canadian citizenship.

4.2.3 Public and Private Property

4-KE-047 Use examples to distinguish between public and private property.

4-VE-012 Respect public and private property.

4.2.4 Power and Authority

4-KP-045 Give examples of formal and informal power and authority in their lives. *Examples: rules, laws, student councils, bullying, gangs...*

4-KP-046 Identify positive ways of dealing with conflict or the misuse of power and authority.

4-VC-001 Be willing to contribute to their groups and communities.

4-VP-011 Respect the rights of others when using personal power or authority. *Examples: as a member of cooperative groups, patrols, class monitors, conflict managers...*

4.2.5 Government

4-KC-002 Identify democratic ideals in Canadian society. *Examples: equality, freedom, citizen participation in government...*

4-KP-041 Explain the purposes of government.

4-KP-042 Identify levels of government in Canada and give examples of their responsibilities. *Include: municipal or local, provincial or territorial, First Nation, and federal governments.*

4-KE-048 Identify various ways in which governments help people meet their needs. *Examples: education, health care, sanitation...*

4.2.6 Elected Leaders

4-KP-043 Identify elected government leaders in their local communities, in Manitoba, and in Canada.

4-KP-044 Recognize that there are elected Aboriginal representatives in Manitoba and in Canada.

4-KP-044A Identify elected representatives of their Aboriginal communities.

Cluster Assessment: Tools and Processes

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

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

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

- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.

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

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

Cluster Description

Students enhance their awareness of Canada by examining various aspects of government, leadership, and power, including concepts related to citizenship and democracy. This study includes a focus on national, provincial, and territorial symbols, monuments, and commemorative days.

Engaging Students in the Cluster

- Present a segment of Canadian comedy (e.g., "This Hour Has 22 Minutes," "Royal Canadian Air Farce"...).
- Invite an elected leader to speak to the class (e.g., Member of Parliament/Métis National Council, Member of the Legislative Assembly, local representative).
- Create a listening centre and invite students to share their favourite Canadian musicians.
- Create a book display of Canadian books from various genres.
- Create a bulletin board display of Canadian images, symbols, and monuments.
- Create a games centre with Canadian trivia games.
- Create a bulletin board display of Canadian artists and their works.
- Read aloud quotes by famous Canadians.
- Invite students to dress up as their favourite Canadian and share how this person represents Canada.
- Students attach self-stick notes to a map-of-Canada bulletin board that complete the phrase "Living in Canada means…".
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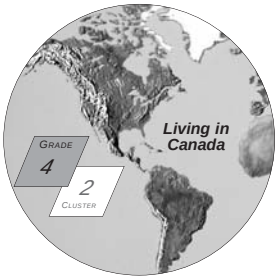
Learning Experiences

- Symbols, Monuments, and Important Days
- Canadian Citizenship
- Public and Private Property
- Power and Authority
- Government
- Elected Leaders



Learning Experience: 4.2.1 Symbols, Monuments, and Important Days

4-KC-001	Describe Canadian and provincial or territorial symbols and monuments. *Examples: national anthem, coats of arms, flags, monuments, legislative buildings...*
4-KC-003	Identify days important to Manitobans and Canadians. *Examples: Canada Day, Remembrance Day, National Aboriginal Day, St. Jean Baptiste Day, Manitoba Day, Louis Riel Day...*

Description of the Learning Experience

Canada has distinct symbols and important days. Students learn about Canadian, provincial, and territorial symbols and monuments, and days that are important to Manitobans and Canadians. Students create images and descriptions of symbols and monuments, and describe the significance of the days that are important to Manitobans and Canadians.

Vocabulary: anthem, cenotaphs, Inuksuit (See Appendix D for Vocabulary Strategies.)

4.2.1 Symbols, Monuments, and Important Days

Assessment	Outcomes	Strategies
		Activate
A.3.1	4-KC-001	As an Admit Slip, students submit examples of symbols they noticed on the way to school (e.g., Canadian flag, Canada Post emblem, school crossing sign…). Students describe each symbol, discuss its importance, and identify what each symbol represents. Create a symbol/word bank of Canadian, provincial, and territorial symbols.
		or
A.6.6	4-KC-001	Using Canadian coins and bills, students identify the symbols and monuments used on Canadian currency. Students discuss how each symbol represents Canada.
		or
A.6.1	4-KC-003	Students browse calendars to identify days important to Manitobans and Canadians. Students record the names of important days and sort them according to student-generated criteria.

(*continued*)

Teacher Reflections

4.2.1 Symbols, Monuments, and Important Days

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	4-KC-001 4-KC-003	Using a KWL strategy, students discuss what they think they know and want to know about examples and characteristics of symbols, monuments, and days important to Manitobans and Canadians. Students consider questions such as: "How was each established and when? What does each represent?" Students complete the "K" and "W" portions of their KWL, to identify what they know and what they would like to know to guide their inquiry. TIP: Revisit the KWL at the end of the learning experience to complete the "L" column of the KWL.
		or
	4-KC-001 4-KC-003	Using concept mapping, students brainstorm examples of symbols, monuments, and days important to Manitobans and Canadians. Students discuss connections between examples identified on the concept map.
		or
	4-KC-001 4-KC-003	At a learning centre, students sort questions from games of trivia to find questions about Canadian and provincial or territorial symbols and monuments and days important to Manitobans and Canadians. Students post the questions on a bulletin board. TIP: Questions may be used to introduce each lesson or to review material.
		Acquire
	4-KC-001	On a field trip or community walk, students take digital pictures or sketch-and-scan examples of Canadian and provincial symbols and monuments. Students include the images in a report, identifying the location of each symbol or monument and describing its significance.

(*continued*)

Teacher Reflections

4.2.1 Symbols, Monuments, and Important Days

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	4-KC-001	Students take a virtual tour of the Manitoba Legislative Building and/or Parliament Hill, or explore Canadian symbols to identify Canadian and provincial symbols and monuments. Students can copy and paste images for later use. Students include the images in a report, identifying the location of each symbol or monument and describing its significance. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	4-KC-003	Using print and electronic resources, students research days that are important to Manitobans and Canadians. Students record the day, its origin, who observed it, when, why it is symbolic, and why it may be personally significant. **4.2.1** BLM: Symbols, Monuments, and Important Days–Web
		or
	4-KC-001	Using print and electronic resources, collaborative groups of students choose province(s), territory(s), or Canada, and research the symbols and monuments of each. Students record the name of the province/territory, capital city, and a description or picture of symbols and monuments (e.g., flag, historical monuments, tree, animal, tartan, flower, et cetera). Students share their information with peers. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.2.1** BLM: Symbols, Monuments, and Important Days–Research

Teacher Reflections

4.2.1 Symbols, Monuments, and Important Days

Assessment	Outcomes	Strategies
		Apply
	4-KC-001 4-KC-003	Using word-processing or presentation software, students create an electronic dictionary of symbols, monuments, and important days. Students insert images representing Canadian, provincial, and territorial symbols, monuments, and important days, and describe each, including its significance, where it is located (symbol/monument), or when it is observed (important day). Students share electronic dictionaries with peers. **4.2.1** BLM: Symbols, Monuments, and Important Days–Dictionary
		or
	4-KC-001 4-KC-003	Using word-processing or graphics software, students insert clip-art images on a map of Canada to represent Canadian, provincial, and territorial symbols, monuments, and important days. Students share the map collages with peers and describe the national, provincial, and territorial symbols, monuments, and important days. **4.2.1** BLM: Symbols, Monuments, and Important Days–Map
		or
	4-KC-001 4-KC-003	Collaborative groups of students create an "I Am a Canadian" multimedia presentation of Canadian, provincial, and territorial symbols, monuments, and important days. Students include images representing various symbols, monuments, and important days, including a description of its significance, where it is located (symbol/monument), or when it is observed (important day). Compile group presentations in a class presentation.
		or
	4-KC-001	Students create a "Symbols and Monuments" class quilt. Using uniform-size fabric or paper, students illustrate Canadian, provincial, and territorial symbols and monuments. Combine individual illustrations to create and display the class quilt.

(continued)

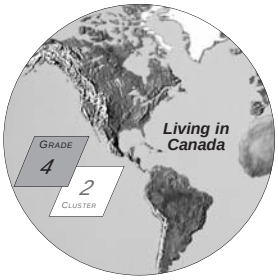
Teacher Reflections

4.2.1 Symbols, Monuments, and Important Days

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
A.11.8	4-KC-001 4-KC-003	Using animation software or animation features of presentation software, students create an animation illustrating a Canadian, provincial, or territorial symbol and monument (e.g., a bison running, a flag waving, wheat growing...), or an important day. Students describe the significance of their symbol, monument, or day with peers.
		or
A.9.5	4-KC-003	Students plan a celebration or observance of a Canadian, provincial, or territorial important day (e.g., Remembrance Day, Manitoba Day, National Aboriginal Day...). Students create posters advertising the day and invite other students or community members to participate in the celebration or observance.
		or
A.11.4	4-KC-001 4-KC-003	Using word-processing or graphics software, students create a poster or brochure, describing Canadian, provincial, or territorial symbols and monuments or important days. Students describe the significance of the symbol, monument, or day to peers.
		or
A.9.6	4-KC-001 4-KC-003	Using "Hot Potatoes," students create a crossword puzzle, a multiple-choice quiz, or a matching quiz describing Canadian, provincial, and territorial symbols, monuments, and important days. Students exchange quizzes with peers and solve. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

Teacher Reflections

Teacher Reflections



Learning Experience: 4.2.2 Canadian Citizenship

4-KC-004	Explain from a personal perspective what it means to be a citizen of Canada.
4-KC-004A	Explain from a personal perspective what it means to be an Aboriginal citizen of Canada.
4-KC-004F	Explain from a personal perspective what it means to be a francophone citizen of Canada.
4-KE-049	Describe media influences on their perceptions of people and places in Canada.
4-VC-002	Value Canadian citizenship.

Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the Overview).

Description of the Learning Experience

Every individual has a unique and personal understanding of what it means to be a citizen of Canada. Students explore their understandings of Canadian citizenship, and examine ways in which media affect their understanding of people and places in Canada.

4.2.2 Canadian Citizenship

Assessment	Outcomes	Strategies
	4-KC-004 4-KC-004A 4-VC-002 4-KE 049	**Activate** Using concept mapping, students brainstorm various aspects of what it means to be a citizen of Canada. Students share personal stories, illustrating times when they have felt proud to be a Canadian. **4.2.2** BLM: Canadian Citizenship–Web
		or
	4-KC-004 4-KC-004A 4-VC-002	Collaborative groups of students review and record responsibilities and rights of Canadian citizenship. Students share their observations. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

(*continued*)

Teacher Reflections

4.2.2 Canadian Citizenship

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	4-KC-004 4-KC-004A 4-VC-002	Students interview family members to help identify a single word, picture, or artifact that represents what it means to them to be a citizen of Canada. Students share their word, picture, or artifact and describe its significance. TIP: Display words, pictures, and artifacts in a "Citizenship in Canada" centre.
		or
	4-KC-004 4-KC-004A 4-VC-002	Using Think-Pair-Share, students describe personal experiences, events, or places that have made them feel connected to Canada.
		or
	4-KC-004 4-KC-004A 4-VC-002	Conduct a sharing circle to discuss from a personal perspective what it means to be a citizen of Canada.
		or
	4-KE-049	As an Admit Slip, students submit examples of items they have viewed in the media that changed their perceptions of people and places in Canada. Post examples on a class bulletin board and discuss. TIP: The Canadian Teachers' Federation has created an activity guide entitled "Kids' Take on Media" to help students think critically about the media. The document is available at the CTF website. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

Teacher Reflections

4.2.2 Canadian Citizenship

Assessment	Outcomes	Strategies
		Acquire
	4-KC-004 4-VC-002	Students compose questions and conduct an interview with a family member, neighbour, school staff member, or peer whose country of origin is other than Canada. Students record information related to why that person came to Canada and what it means to him or her to be a citizen of Canada. Students share responses with peers. TIP: Do not restrict interviews to recent immigrants, but include families who have been in Canada for several generations.
		or
	4-KC-004 4-KC-004A 4-KE-049 4-VC-002	Students view a variety of video clips and other media images (e.g., *Glorious and Free*, *Heritage Minutes*, travel brochures, magazines…), and record how the images make them feel about people and places in Canada. Students share their responses with their peers. TIP: The Canadian Heritage video *Glorious and Free* may be dubbed from the IRU page at the Manitoba Education, Citizenship and Youth website. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	4-KC-004A 4-VC-002	Invite an Aboriginal Elder or another Aboriginal person to speak of personal experiences as an Aboriginal person living in Canada. Students compose individual thank-you letters identifying what they learned about being an Aboriginal citizen of Canada. TIP: Follow appropriate protocols.
		or
	4-KC-004 4-VC-002	On a field trip to a cultural centre, students ask questions to determine cultural perspectives regarding what it means to be a citizen in Canada. Students record observations in their journals. TIP: Consider a conference call if a cultural centre is not accessible.

(continued)

Teacher Reflections

4.2.2 Canadian Citizenship

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	4-KC-004 4-VC-002	Students compose questions and interview guest speakers representing cultural communities to help understand diverse perspectives regarding what it means to be a citizen of Canada. Students reflect upon and discuss the speakers' presentations. TIP: Contact cultural groups for guest speakers (e.g., Manitoba Japanese Canadian Cultural Centre, Philippine Canadian Centre of Manitoba, German Canadian Cultural Association of Manitoba…). If guests are not available in your community, consider using email or fax to conduct interviews.
		or
	4-KC-004 4-KC-004A 4-VC-002	Students read or listen to various stories describing the experiences of Aboriginals, francophones, or new Canadians related to citizenship experiences. Students reflect on those experiences in their journals. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		Apply
	4-KC-004 4-KC-004A 4-KE-049 4-VC-002	Collaborative groups of students create a radio or television commercial promoting citizenship in Canada. Students include testimonials of fictional characters describing from a personal perspective what it means to be a citizen of Canada. TIP: Share commercials with audiences outside of the classroom.

(continued)

Teacher Reflections

4.2.2 Canadian Citizenship

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
A.9.4	4-KC-004 4-KC-004A 4-KE-049 4-VC-002	Using information from television and radio guides or diaries based on personal viewing/listening, students compose letters to local, regional, or national broadcasters. Students offer advice and examples to the broadcasters on improving their programming to include more content related to Canadian people and places.
		or
A.9.3	4-KC-004 4-KC-004A 4-VC-002	Using a RAFT, students explain from another person's perspective what it means to be a citizen of Canada. **4.2.2** BLM: Canadian Citizenship–RAFT
		or
A.9.4	4-KC-004 4-KC-004A 4-VC-002	Students create an outline for a website, magazine, or television or radio program that promotes positive perspectives of people and places in Canada.

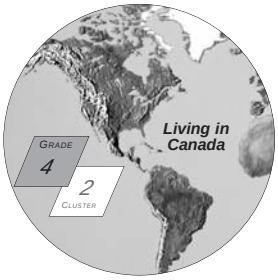
(continued)

Teacher Reflections

4.2.2 Canadian Citizenship

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
A.10.1	4-KC-004 4-KC-004A 4-VC-002	Students create a "Citizenship" class quilt. Using uniform-size pieces of fabric or paper, students illustrate personal experiences, symbols, events, or places that represent what it means to be a citizen of Canada, or make them feel connected to Canada. Combine individual illustrations to create and display the class quilt.
		or
A.11.7	4-KC-004 4-KC-004A 4-VC-002	Cooperative groups of students create a "Proud to be Canadian" electronic multimedia presentation. Using a map of Canada as a background, students include representations of personal experiences, symbols, events, or places that represent what it means to be a citizen of Canada, or make them feel connected to Canada. Compile group presentations in a class presentation.
		or
A.10.1	4-KC-004 4-KC-004A 4-VC-002	Students create an exhibition in a medium of their choice (e.g., song, dance, artistic representation, writing, photographs, drama…) to share from a personal perspective what it means to them to be a citizen of Canada. TIP: Be sensitive to students who may not wish to share personal expressions with their classmates.
		or
A.9.1	4-KC-004 4-KC-004A 4-VC-002	Students trace their hands on red paper and write or draw a phrase or picture describing what it means to them to be a citizen of Canada. Post the red "hands" on a white background to recreate the Canadian flag.

Teacher Reflections



Learning Experience: 4.2.3 Public and Private Property

4-KE-047	Use examples to distinguish between public and private property.
4-VE-012	Respect public and private property.

Note: In some cultural communities in Manitoba, concepts related to public and private property may differ.

Description of the Learning Experience

Students distinguish the differences between public and private property, and demonstrate respect for public and private property.

4.2.3 Public and Private Property

Assessment	Outcomes	Strategies
		Activate
A.6.1	4-KE-047	Students sort a list of words as either public or private property. Students share completed word sorts with peers and discuss the characteristics of public and private property. **4.2.3** BLM: Public and Private Property–Word Sort
		or
A.6.1	4-KE-047	Using a Venn diagram, students sort a list of words as either public or private property. Students identify how some areas (e.g., apartment buildings) have common areas that are public yet individual apartments that are private. Students discuss the difference between public and private property. **4.2.3** BLM: Public and Private Property–Venn Diagram
		or
A.3.1	4-KE-047 4-VE-012	Students identify items in the classroom that represent private property (i.e., belongs to an individual) and public property (i.e., belongs to the class or school). Students create a list of rules that help demonstrate respect for public and private property.

Teacher Reflections

4.2.3 Public and Private Property

Assessment	Outcomes	Strategies
		Acquire
	4-KE-047 4-VE-012	Students compose questions and interview an adult (e.g., police officer, custodian...) to identify examples of and differences between public and private property, including how they may personally demonstrate respect for public and private property. Students record information in their journals using the "Note Taking" BLM. **4.2.3** BLM: Public and Private Property–Note Taking
		or
	4-KE-047 4-VE-012	Students sort examples of properties into public or private property and give examples of how they may personally demonstrate respect for public and private property. **4.2.3** BLM: Public and Private Property–Respect
		or
	4-KE-047 4-VE-012	On a community walk, students collect pictures of public and private property, using a digital camera or sketch-and-scan. Students sort pictures according to public and private property and describe various ways they may personally demonstrate respect for public and private property. Students share ideas with peers.
		or
	4-KE-047 4-VE-012	Students collect pictures from magazines or clip art to create a collage representing examples of public and private property. Students create a title for each category, illustrating how individuals may demonstrate respect for public and private property. Students share completed collages with peers. *(continued)*

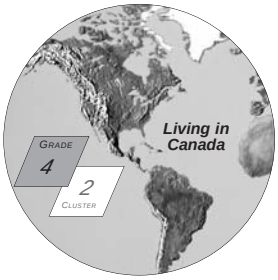
Teacher Reflections

4.2.3 Public and Private Property

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
A.3.1	4-KE-047 4-VE-012	Students identify examples in fairy tales and stories (e.g., The Three Little Pigs, Goldilocks and the Three Bears, Jack and the Beanstalk...) that illustrate how characters interact with public and private property. Students retell the fairy tale or story to illustrate how the characters may have acted more positively to demonstrate respect for public and private property.
		Apply
A.3.1	4-KE-047 4-VE-012	Students create and present scenarios that illustrate issues related to public and private property (e.g., retrieving a ball from a neighbour's yard, littering, crossing private property...). Students discuss how each issue may be resolved in a respectful way.
		or
A.7.5	4-KE-047 4-VE-012	Students plan and conduct an education campaign to encourage others to respect public and private property. Students include examples illustrating the differences between public and private property, and identify the positive consequences for all that result from respecting public and private property.
		or
A.10.1	4-KE-047 4-VE-012	Collaborative groups of students create a mural or diorama illustrating examples of groups or individuals demonstrating respect for public and private property. Students describe murals or dioramas to schoolmates to encourage respect for public and private property.

Teacher Reflections

Teacher Reflections



Learning Experience: 4.2.4 Power and Authority

4-KP-045	Give examples of formal and informal power and authority in their lives. *Examples: rules, laws, student councils, bullying, gangs...*
4-KP-046	Identify positive ways of dealing with conflict or the misuse of power and authority.
4-VC-001	Be willing to contribute to their groups and communities.
4-VP-011	Respect the rights of others when using personal power or authority. *Examples: as a member of cooperative groups, patrols, class monitors, conflict managers...*

Description of the Learning Experience

Power and authority are ever-present and influence our lives in a variety of ways. Students explore formal and informal power and authority and positive ways of dealing with conflict or the misuse of power and authority in their lives. Students also explore how they may demonstrate respect for the rights of others and make positive contributions to their groups and communities.

Vocabulary: power, authority, formal, informal, personal power, bullying (See Appendix D for Vocabulary Strategies.)

4.2.4 Power and Authority

Assessment	Outcomes	Strategies
		Activate
	4-KP-045 4-KP-046 4-VP-011	Students brainstorm examples of local leaders and describe their power and authority. Students sort the leaders into two categories: formal leaders and informal leaders. TIP: Define formal leaders as those who have been designated or given authority (line leader, hall monitor, police officers, crossing guards) and informal leaders as self-initiated or group-supported (friends, older students).
		or
	4-KP-045 4-KP-046 4-VP-011	Provide definitions for the terms “power and authority.” Students describe situations where they have encountered power and authority in their own lives (e.g., teacher assigns homework, they were bullied, they became a crossing guard, the coach played only a few team members, police directed traffic…). Students discuss the examples and identify them as formal or informal power and authority. TIP: Define authority as the right to give orders and enforce obedience. Define power as the ability to do something or act in a certain way.

(*continued*)

Teacher Reflections

4.2.4 Power and Authority

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
A.3.1	4-KP-045 4-KP-046 4-VP-011	Students share examples of leaders using their power and authority, both unjustly and to help others. Students discuss the possible consequences of each example and propose alternative positive actions that may have been taken in the examples they consider unjust.
		or
A.3.1	4-KP-046 4-VC-001	Students brainstorm examples of conflict or the misuse of power and authority in the school or community. Students identify the cause of the conflict and discuss positive ways of dealing with conflict or the misuse of power and authority.
		or
A.3.1	4-KP-045 4-KP-046 4-VC-001 4-VP-011	Collaborative groups of students discuss bullying as an example of the misuse of power and authority, and conduct a bullying survey. Using examples from the survey, they identify examples of formal and informal power and authority, and discuss the consequences of misuse of power and authority and alternative positive ways of dealing with conflict. TIP: The results of the bullying survey may require teachers to take further action with individuals or groups of students. **4.2.4** BLM: Power and Authority–Bully Survey
		Acquire
A.6.4	4-KP-045 4-KP-046 4-VC-001 4-VP-011	Students compose questions and interview guest speakers who have experience as mediators (e.g., principal, police officer, guidance counsellor, conflict managers...) to identify strategies used in conflict resolution. Students record strategies in their journals, categorizing the examples according to formal and informal examples of power and authority.

(continued)

Teacher Reflections

4.2.4 Power and Authority

Assessment	Outcomes	Strategies

Acquire *(continued)*

4-KP-045
4-KP-046
4-VC-001
4-VP-011

Collaborative groups of students discuss various ways of dealing with conflict or the misuse of power and authority (e.g., denial or withdrawal, smoothing over, dominance, compromise or negotiation, collaboration...). Students describe situations where they have encountered various strategies, discuss the consequences, and identify alternative positive ways of dealing with conflict or the misuse of power and authority. They share positive ideas with the class.

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

or

4-KP-045
4-KP-046
4-VC-001
4-VP-011

Using Think-Pair-Share, students illustrate on a Y-chart what power and authority looks like, sounds like, and feels like. After sharing completed Y-charts with peers, students discuss formal and informal power and authority in their lives, as well as examples of conflict or the misuse of power and authority in their lives.

or

4-KP-045
4-KP-046
4-VP-011

Using a Venn diagram, students sort examples of power and authority in their lives into formal and informal categories. Students share completed Venn diagrams with peers and describe positive ways of dealing with conflict or the misuse of power and authority.

4.2.4 BLM: Power and Authority–Venn Diagram

or

4-KP-045
4-KP-046
4-VC-001
4-VP-011

Students examine literature or other media to find and describe examples of formal and informal power and authority, and ways of dealing with conflict or the misuse of power and authority. Students compose alternate scenarios that represent positive ways of dealing with conflict or the misuse of power and authority. Students re-tell their stories to peers and discuss how the scenarios may connect with their own lives.

(continued)

Teacher Reflections

4.2.4 Power and Authority

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	4-KP-045 4-KP-046 4-VC-001 4-VP-011	Students brainstorm situations involving formal and informal power and authority and ways of dealing with conflict or the misuse of power and authority in their lives. Collaborative groups list situations and identify positive and negative actions that may be taken in each situation. Groups share their situations and actions with peers and discuss the possible consequences of each action. **4.2.4** BLM: Power and Authority–Strategies
		Apply
	4-KP-045 4-KP-046 4-VC-001 4-VP-011	Collaborative groups of students create a mural or diorama illustrating examples of formal and informal power and authority in their lives. Using the school or community as the background, students illustrate scenes that identify positive ways of dealing with conflict or the misuse of power and authority.
		or
	4-KP-045 4-KP-046 4-VC-001 4-VP-011	Students use role-play cards to act out scenarios involving formal and informal power and authority, and ways of dealing with conflict or the misuse of power and authority in their lives. Students use "I" messages to describe positive ways of dealing with conflict. After each role-play, students debrief to identify alternative ways and possible consequences of dealing with conflict. **4.2.4** BLM: Power and Authority–I Messages

(*continued*)

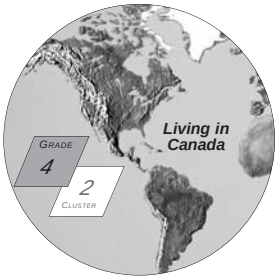
Teacher Reflections

4.2.4 Power and Authority

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	4-KP-045 4-KP-046 4-VC-001 4-VP-011	Collaborative groups of students compose a cause-and-effect "Choose Your Own Strategy" chapter story. Students describe an example of a conflict or the misuse of power and authority in the first chapter, and describe alternative ways of dealing with the conflict and resulting consequences in subsequent chapters. Students share stories with another group that writes an additional chapter describing another alternative for dealing with the conflict.
		or
	4-KP-045 4-KP-046 4-VC-001 4-VP-011	Students create posters illustrating positive ways of dealing with conflict or the misuse of power and authority. Present the posters during a school assembly and post in a public location within the school.

Teacher Reflections

Teacher Reflections



Learning Experience: 4.2.5 Government

4-KC-002	Identify democratic ideals in Canadian society. *Examples: equality, freedom, citizen participation in government...*
4-KP-041	Explain the purposes of government.
4-KP-042	Identify levels of government in Canada and give examples of their responsibilities. *Include: municipal or local, provincial or territorial, First Nation, and federal governments.*
4-KE-048	Identify various ways in which governments help people meet their needs. *Examples: education, health care, sanitation...*

Description of the Learning Experience

Canada is a democracy and has three levels of government, each with distinct roles and responsibilities. Students explore ways in which governments help people meet their needs and how governments support democratic ideals within Canadian society.

Vocabulary: democratic, municipal, ideals, provincial/territorial, equality, federal (See Appendix D for Vocabulary Strategies.)

4.2.5 Government

Assessment	Outcomes	Strategies
		Activate
	4-KC-002 4-KP-041 4-KP-042 4-KE-048	Using a KWL, students brainstorm to determine what they know and want to know about democracy and government in Canada. Students record responses and refer to their ideas throughout their inquiry. At the conclusion of the learning experience, students identify what they learned about democracy and government.

(continued)

Teacher Reflections

4.2.5 Government

Assessment	Outcomes	Strategies
		Activate *(continued)*
A.9.6	4-KC-002 4-KP-041 4-KP-042 4-KE-048	Students visit or take a virtual tour of local, provincial, and federal government buildings. Using a web, students record the name of each building, where it is located, who works there, how the building is used, and why it is important. Students share completed webs with peers. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.2.5** BLM: Government–Web
		or
A.6.1	4-KP-041 4-KP-042	Using a word splash of government vocabulary, students sort words according to student-determined criteria. Students share their word splash and compare their criteria with peers. **4.2.5** BLM: Government–Word Splash
		or
A.3.1	4-KC-002 4-KP-041 4-KE-048	As an Admit Slip, students submit an example of a current issue relating to democratic ideals in Canada (e.g., equality, freedom, citizen participation in government...). Students discuss the issues and propose actions and solutions that may be initiated by government or individuals.
		or
A.2.1	4-KP-041 4-KP-042 4-KE-048	Students brainstorm public services available in their community (e.g., schools, hospitals, recreation, sewer, water...). Students discuss who provides each service and how each service helps people meet their needs.
		or
A.3.2	4-KP-041 4-KP-042 4-KE-048	Students interview family members to identify various ways the federal, First Nation, provincial, or municipal government helps their family meet its needs. Students record information on a spider chart and share with peers. **4.2.5** BLM: Government–Spider Chart

Teacher Reflections

4.2.5 Government

Assessment	Outcomes	Strategies
		Acquire
A.11.1	4-KP-041 4-KP-042 4-KE-048	Using print and electronic resources, students research levels of government. Students record names and titles of the currently elected leaders and identify and record federal, First Nations, provincial, and municipal responsibilities. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.2.5** BLM: Government–Levels
		or
A.6.6	4-KP-041 4-KP-042 4-KE-048	Using clip art, magazines, or catalogues, students find pictures to represent the services provided by various levels of government that help people meet their needs. Students create a collage for each level of government, illustrating the responsibilities and services provided by each level. **4.2.5** BLM: Government–Services Collage
		or
A.11.1	4-KP-041 4-KP-042 4-KE-048	Using telephone directories and government websites, students identify services provided by various levels of government that help people meet their needs. Students record the services provided by each level of government on a government services chart. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.2.5** BLM: Government–Services *(continued)*

Teacher Reflections

4.2.5 Government

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	4-KC-002 4-KP-041 4-KP-042 4-KE-048	Students compose questions and interview federal, provincial, or municipal government officials to identify how government supports democratic ideals in Canada, the purposes and responsibilities of various levels of government, and ways in which governments help people meet their needs. Students record information in their journals and write a thank-you letter after the interview, identifying the new information they learned. TIP: Use a fax, email, or conference call to interview government representatives outside the local community.
		or
	4-KC-002 4-KP-041 4-KP-042 4-KE-048	Students identify current events in the media related to democratic ideals and the purpose/responsibility of government, locally, provincially, or nationally. Students post events on a "Current Events" bulletin board and discuss how government actions may affect them. Students compose editorials in response to the current events, proposing actions and solutions that may be initiated by government or individuals.
		Apply
	4-KP-041 4-KP-042	Using concept mapping, students create a word cycle of government vocabulary. Students arrange the words and describe how each word is related to the next. Students explain the identified relationships to peers. **4.2.5** BLM: Government–Word Cycle

(continued)

Teacher Reflections

4.2.5 Government

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
A.9.6	4-KC-002 4-KP-041 4-KP-042 4-KE-048	Students list activities they engage in over the course of a day (e.g., eat breakfast, brush teeth, go to school...). Students identify the services required to carry out each activity, the resource used, and the level of government that provides the service. Students record the information in a chart and use the information to compose a "Day in My Life" story that identifies various ways in which governments help them meet their needs. **4.2.5** BLM: Government–Daily Needs Chart
		or
A.11.7	4-KC-002 4-KP-041 4-KP-042 4-KE-048	Collaborative groups of students create an electronic multimedia presentation related to municipal, provincial, First Nation, or federal government. Students include the purpose and responsibilities of the level of government, examples of ways in which that level of government helps people meet their needs, and a description of how that level of government promotes democratic ideals in Canada. Compile group presentations in a class presentation.
		or
A.10.1	4-KC-002 4-KP-041 4-KP-042 4-KE-048	Students create posters, collages, or banners illustrating democratic ideals (e.g., freedom of speech, equality, participation in government...) and describe how governments support democratic ideals in Canada.
		or
A.7.5	4-KC-002 4-KP-041 4-KP-042 4-KE-048	Students plan and conduct a campaign to address a local community issue (e.g., recycling, waste disposal, playground enhancement...). Students identify actions and solutions that may be initiated by government and individuals. Students determine how to educate individuals and contact appropriate government representatives to suggest how they might address the issue.

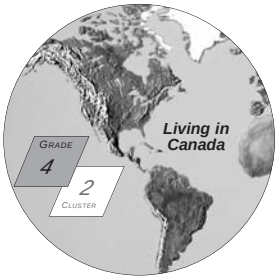
(continued)

Teacher Reflections

4.2.5 Government

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	4-KC-002 4-KP-041 4-KP-042 4-KE-048	Students dramatize the roles and responsibilities of a municipal, provincial, or federal government addressing a local need (e.g., establishing a community park, planning a new school, providing foreign aid...). Students assume the roles of government officials (e.g., councillor, MLA, MP...) and role-play how the government acts to help people meet their needs.
		or
	4-KC-002 4-KP-041 4-KP-042 4-KE-048	Using a RAFT, students describe actions they would take to help people meet their needs if they were Prime Minister for a day. Students share their stories with peers as a campaign platform and peers democratically decide who should become Prime Minister or an elected official.
		or
	4-KC-002 4-KP-041 4-KP-042 4-KE-048	Using a word processor, students prepare a municipal, provincial, or federal government brochure that identifies the services offered by the different levels of government in their community. Students identify examples of the responsibilities of the level of government, and describe how that level of government helps people meet their needs and promotes democratic ideals in Canadian society. Students send copies of their completed brochures to appropriate government officials to invite feedback.

Teacher Reflections



Learning Experience: 4.2.6 Elected Leaders

4-KP-043	Identify elected government leaders in their local communities, in Manitoba, and in Canada.
4-KP-044	Recognize that there are elected Aboriginal representatives in Manitoba and in Canada.
4-KP-044A	Identify elected representatives of their Aboriginal communities.

Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the Overview).

Description of the Learning Experience

Canadians elect leaders to represent them in government. Students identify elected government leaders in their local communities, Manitoba, and Canada, and learn that there are elected Aboriginal representatives in Manitoba and Canada.

4.2.6 Elected Leaders

Assessment	Outcomes	Strategies
		Activate
A.2.1	4-KP-043 4-KP-044 4-KP-044A	Students brainstorm the names of elected government leaders in their local communities, Manitoba, and Canada, including Aboriginal representatives. They record names and the level of government each represents (i.e., local, provincial, band, national).
		or
A.6.6	4-KP-043 4-KP-044 4-KP-044A	Students view photographs of elected government leaders (e.g., Prime Minister, Premier, opposition leaders, mayor, reeve, Chief...). Students match the photographs with the position each holds.
		or
	4-KP-043 4-KP-044 4-KP-044A	As an Admit Slip, students submit pictures from newspapers or magazines of elected government leaders. Students identify the names of the leaders and the level of government they represent, and post pictures, names, and the level of government on a classroom bulletin board.

Teacher Reflections

4.2.6 Elected Leaders

Assessment	Outcomes	Strategies
		Acquire
A.6.6	4-KP-043 4-KP-044 4-KP-044A	Students watch video clips of various government leaders (e.g., news clip, Canadian Parliament on CPAC...). Students identify the elected leaders and the level of government each represents.
		or
A.11.1	4-KP-043 4-KP-044 4-KP-044A	Using print and electronic resources, students research elected government leaders in their local communities, Manitoba, and Canada, including Aboriginal representatives. Students record the names of the leaders and the level of government each represents.
		or
A.9.6	4-KP-043 4-KP-044 4-KP-044A	Students interview family or community members to identify the names of memorable elected government leaders, both past and present. Students record the names of the leaders and the level of government each represents. **4.2.6** BLM: Elected Leaders–Past or Present
		Apply
A.10.1	4-KP-043 4-KP-044 4-KP-044A	Collaborative groups of students create brochures or multimedia presentations of elected government leaders in their local communities, Manitoba, or Canada, including Aboriginal representatives. Students include the names of the leaders, the level of government they represent, photographs, interesting facts, and accomplishments each leader has achieved. Compile group presentations in a class presentation to represent all levels of government.

(continued)

Teacher Reflections

4.2.6 Elected Leaders

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
A.11.4	4-KP-043 4-KP-044 4-KP-044A	Using a word processor, students create trading cards of elected government leaders. Students include the name of the leader, the level of government he or she represents, a photograph, and interesting facts or accomplishments the leader has achieved. Students share trading cards with peers. TIP: Pictures of elected government leaders may be found on the Internet. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
A.9.6	4-KP-043 4-KP-044 4-KP-044A	Using "Hot Potatoes," students create a matching quiz identifying elected government leaders. Students match the name of each leader and the position he or she holds. Students exchange quizzes and solve. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

Connecting and Reflecting: End of Cluster

Student:

Using your "Living in Canada" portfolio, reflect on the various aspects of Canadian life, and describe what you value about being a citizen in Canada and ways you can contribute to the groups and communities to which you belong.

4.2 BLM: Cluster 2–Connecting and Reflecting

Teacher Reflections

Manitoba, Canada, and the North: Places and Stories

Grade 4

Living in Manitoba

3 Cluster

Learning Experiences

4.3.1 Geographic Features and Natural Resources in Manitoba

4-KL-020 Locate on a map and describe geographic features of Manitoba. *Examples: lakes and rivers, landforms, vegetation, forests, parks, cities and towns, First Nations communities...*

4-KL-020A Use traditional knowledge to describe and locate places in Manitoba.

4-KL-021 Locate on a map and identify major natural resources in Manitoba.

4.3.2 Environmental Stewardship and Sustainability

4-KL-023 Identify issues related to environmental stewardship and sustainability in Manitoba.

4-KL-024 Give examples of Aboriginal peoples' traditional relationships with the land.

4-VL-006 Appreciate Manitoba's natural environment.

4-VL-006A Respect their spiritual connection to the natural environment (land, water, sky).

4.3.3 Cultural Communities in Manitoba

4-KI-005 Identify cultural communities in Manitoba.

4-KI-007 Identify Aboriginal communities, cultures, and languages in Manitoba. *Examples: Cree, Ojibway, Dakota, Michif, Oji-Cree, Dene...*

4-KI-007A Identify connections between their community and other Aboriginal communities in Manitoba.

4-KI-008 Identify francophone communities in Manitoba.

4-KI-008F Identify connections between their local community and other francophone communities in Manitoba.

4.3.4 Identity and Culture

4-KI-009 Describe the influence of various factors on their identities. *Include: culture, community, place, region.*

4-KI-009A Understand the teachings of Elders about their culture and identity.

4-KI-009F Describe the influence of their cultural heritage on their francophone identity.

4-KL-022 Describe the main demographic features of Manitoba. *Include: population, population distribution, cultural communities.*

4-VI-003 Value ethnic and cultural diversity in Manitoba.

4.3.5 Artistic and Cultural Achievements

4-KI-006 Give examples of diverse artistic and cultural achievements of Manitobans. *Include: Aboriginal and francophone cultural achievements.*

4-KI-006A Give examples of Aboriginal artistic and cultural achievements and organizations in Manitoba.

4-KI-006F Give examples of francophone artistic and cultural achievements and organizations in Manitoba.

4-KL-025 Describe places of historic, cultural, or environmental significance in Manitoba. *Examples: Lower Fort Garry, the Forks, musée de Saint-Boniface, Thunderbird House, provincial/national parks...*

4-VI-004 Value the artistic and cultural achievements of Manitobans.

Cluster Assessment: Tools and Processes

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

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

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

- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.

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

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

Cluster Description

Students explore the physical and natural environment, people, places, and communities of Manitoba. They also consider Manitoba's contributions and links to the rest of the world.

Engaging Students in the Cluster

- Show video clips of Manitoba people, places, and communities. RealVideos are available at the Travel Manitoba Video Library.
  <http://www.travelmanitoba.com/freestuff/videos.html>
- Create a "Travel Manitoba" centre with magazines, brochures, postcards, and images of the environment, people, places, and communities of Manitoba.
- Students describe significant people and places in Manitoba.
- Students create Manitoba acrostic poems and share with peers.
- Take students on a "mind trip" across Manitoba, using guided imagery to describe the environment, people, places, and communities of Manitoba.
- Students create focused freewriting responses to the following statements:
  - Manitoba feels like...
  - Manitoba tastes like...
  - Manitoba looks like...
  - Manitoba sounds like...
  - Manitoba smells like...
- Students examine Manitoba maps and create place name riddles (e.g., clue–happy rock, answer –Gladstone...). Students challenge peers to solve.
-
-
-
-

Learning Experiences

- Geographic Features and Natural Resources in Manitoba
- Environmental Stewardship and Sustainability
- Cultural Communities in Manitoba
- Identity and Culture
- Artistic and Cultural Achievements

Learning Experience: 4.3.1 Geographic Features and Natural Resources in Manitoba

4-KL-020	Locate on a map and describe geographic features of Manitoba. *Examples: lakes and rivers, landforms, vegetation, forests, parks, cities and towns, First Nations communities...*
4-KL-020A	Use traditional knowledge to describe and locate places in Manitoba.
4-KL-021	Locate on a map and identify major natural resources in Manitoba.

Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the Overview).

Description of the Learning Experience

Manitoba has a rich and varied natural landscape, with diverse geographic features and natural resources. Students identify and describe Manitoba's geographic features and major natural resources, and locate them on a map.

Vocabulary: landforms, physical features, geographic features, natural resources (See Appendix D for Vocabulary Strategies.)

4.3.1 Geographic Features and Natural Resources in Manitoba

Assessment	Outcomes	Strategies
		Activate
A.6.1	4-KL-020	Using a Sort and Predict Frame, students sort the geographic features of Manitoba. Students add additional examples of geographic features, and share completed frames with peers. 4.3.1 BLM: Geographic Features and Natural Resources–Word Sort BLM: Geographic Features and Natural Resources–Word Sort–Key
		or
A.11.6	4-KL-021	Introduce the seven categories of natural resources (i.e., plants, animals, soil, minerals, energy sources, air, and water). Using concept mapping, students list examples of major natural resources in Manitoba. Students discuss how examples of major natural resources in Manitoba are used, and speculate about where in Manitoba each natural resource is located.

(continued)

Teacher Reflections

4.3.1 Geographic Features and Natural Resources in Manitoba

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	4-KL-020 4-KL-021	Students browse various maps of Manitoba (e.g., political, physical, topographic...) and identify examples of geographic features and major natural resources found in Manitoba. Students record examples and observations in their journals.
		or
	4-KL-020 4-KL-021	As an Admit Slip, students submit pictures of Manitoba places. Students describe geographic features and/or major natural resources represented in each picture, and post them on a wall map of Manitoba. TIP: Students may bring in photographs or pictures from calendars, magazines, or newspapers.
		Acquire
	4-KL-020 4-KL-021	Using print and electronic resources, students research geographic features and major natural resources found in Manitoba. Students record a description of each feature and resource, and plot the location of each on a map of Manitoba. Students share examples and locations with peers. TIP: Collaborative groups of students may select one category to research and share with peers (e.g., lakes and rivers, landforms, vegetation, forests, parks, cities and towns, or specific natural resources). **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	4-KL-020 4-KL-021	On a field trip or community walk, students identify examples of geographic features and natural resources in Manitoba. Students record examples using a digital camera or sketch-and-scan, describe each example, and plot its location on a map of Manitoba.

(continued)

Teacher Reflections

4.3.1 Geographic Features and Natural Resources in Manitoba

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	4-KL-020A	Aboriginal students compose questions and interview an Aboriginal Elder to learn how traditional knowledge is used to describe and locate places in Manitoba. Students discuss how traditional knowledge is an important source of knowledge to describe and locate places in Manitoba. TIP: Observe appropriate protocols when contacting and interviewing Aboriginal Elders.
		or
	4-KL-020 4-KL-021	Using print and electronic resources, students locate Manitoba cities and towns that have place names or symbols representing geographic features or natural resources (e.g., Thompson–Thompson King Miner representing nickel mining, Pilot Mound–name representing mountain...). Students label the communities on a blank map of Manitoba. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		Apply
	4-KL-020 4-KL-021	Students create a Manitoba map, using an outline map of Manitoba, modelling clay, or recycled paper. Students locate and represent geographic features and major natural resources located in Manitoba and describe each. Students share completed maps with peers. **4.3.1** BLM: Geographic Features and Natural Resources–Manitoba Map

(continued)

Teacher Reflections

4.3.1 Geographic Features and Natural Resources in Manitoba

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	4-KL-020 4-KL-021	Using "Hot Potatoes," students create a matching quiz or crossword puzzle, identifying the location of specific geographic features and major natural resources in Manitoba. Students exchange quizzes with peers. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	4-KL-020 4-KL-021	Using a word processor, students create a brochure highlighting geographic features and major natural resources found in Manitoba. Students include a description and the location of each geographic feature and natural resource on a Manitoba map.
		or
	4-KL-020 4-KL-021	Students create a commercial or jingle highlighting geographic features and major natural resources found in Manitoba. Students include a description of the features and resources and the location of each in Manitoba.
		or
	4-KL-020A	Students compose a story illustrating an example of using traditional knowledge to describe and locate places in Manitoba. Students share stories with peers.

(continued)

Teacher Reflections

4.3.1 Geographic Features and Natural Resources in Manitoba

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	4-KL-020 4-KL-021	Collaborative groups of students create a multimedia presentation describing and locating geographic features and major natural resources found in Manitoba. Using a blank outline map of Manitoba as the background, students create links from locations on the map to additional slides describing the feature or resource. Compile group presentations in a class presentation.
		or
	4-KL-020 4-KL-021	Using animation software or animation features of presentation software, students create an animated map of Manitoba identifying the locations of geographic features and major natural resources found in Manitoba.

Teacher Reflections

Teacher Reflections

Learning Experience: 4.3.2 Environmental Stewardship and Sustainability

4-KL-023	Identify issues related to environmental stewardship and sustainability in Manitoba.
4-KL-024	Give examples of Aboriginal peoples' traditional relationships with the land.
4-VL-006	Appreciate Manitoba's natural environment.
4-VL-006A	Respect their spiritual connection to the natural environment (land, water, sky).

Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the Overview).

Description of the Learning Experience

All Manitobans have a responsibility to protect and sustain our environment. Students explore the meaning of environmental stewardship and sustainability, and identify related issues in Manitoba. Students plan and initiate actions that support environmental stewardship and sustainability, and discuss why environmental friendliness is important for their future.

Vocabulary: stewardship, sustainability (See Appendix D for Vocabulary Strategies.)

4.3.2 Environmental Stewardship and Sustainability

Assessment	Outcomes	Strategies
		Activate
A.11.6	4-KL-023 4-VL-006	Students brainstorm examples of environmental friendliness at home, in school, in the community, and in Manitoba. Students share concept maps and discuss why taking care of the environment is important. **4.3.2** BLM: Environmental Stewardship and Sustainability–Mind Map
		or
A.3.1	4-KL-023 4-VL-006	As an Admit Slip, students submit news articles related to stewardship and sustainability (e.g., land use, waste disposal, agriculture or forestry practices, habitat protection/destruction, mining, energy...). Students discuss the issues and list environmental factors related to each.

(continued)

Teacher Reflections

4.3.2 Environmental Stewardship and Sustainability

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	4-KL-024 4-VL-006 4VL-006A	Students view works of Aboriginal art (e.g., Jackson Beardy, Daphne Odjig, Norval Morrisseau, Eddy Cobiness...). They identify common themes portrayed in the works and discuss why they think nature plays a predominant role in Aboriginal art. TIP: Animals and nature represent Aboriginal connectedness to the land and show their respect and care for the environment.
		or
	4-KL-024 4-VL-006 4-VL-006A	Students listen to stories that illustrate Aboriginal peoples' traditional relationships with the land. Students discuss the themes in the stories and identify how they illustrate Aboriginal connectedness to the natural environment.
		Acquire
	4-KL-023 4-VL-006	Students interview family or community members to identify actions that support environmental stewardship and sustainability. They record ideas, and discuss how they appreciate Manitoba's natural environment and how they can personally support stewardship and sustainability. **4.3.2** BLM: Environmental Stewardship and Sustainability–My Part
		or
	4-KL-023 4-VL-006	Students interview the school caretaker or secretary to identify issues in the school related to environmental stewardship and sustainability. Students ask them to identify related actions that could be taken to improve stewardship and sustainability in the school.

(continued)

Teacher Reflections

4.3.2 Environmental Stewardship and Sustainability

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	4-KL-023 4-KL-024 4-VL-006 4-VL-006A	Students compose questions and interview an Aboriginal Elder or other Aboriginal community member to learn how traditional ways of living off the land support principles of stewardship and sustainability. Students ask for suggestions to improve their current practices. Students record information in their journals. TIP: Observe appropriate Aboriginal protocols. Traditional ways of living off the land were a form of stewardship and sustainability.
		or
	4-KL-023 4-VL-006	Students identify companies that are involved with different forms of stewardship and sustainability (e.g., recycling firms, automobile wreckers, landscapers, tree nurseries...). Students compose questions and interview, email, or fax company representatives to determine how they contribute to environmental stewardship and sustainability. Students record the information, including the type of industry, materials involved, and actions taken. Students share information with peers and discuss additional actions that may be taken to support environmental stewardship and sustainability. Students compose a letter outlining the recommendations and share it with the company interviewed. TIP: Students may use telephone or business directories to identify appropriate companies.
		or
	4-KL-023 4-VL-006	Over the course of a week, students record items in their lunch kits that are discarded. Using a spreadsheet or graphing software, students graph daily totals. Students discuss the impact of their practices on environmental stewardship and sustainability and ways they may reduce the number of discarded items. Students initiate their plan and graph the results of their actions the following week. TIP: Integrate math by having students weigh the amount of garbage they produce in a week. Calculate how much each student would produce in a month, year, and decade.

Teacher Reflections

4.3.2 Environmental Stewardship and Sustainability

Assessment	Outcomes	Strategies
		Apply
A.9.1	4-KL-023 4-VL-006	Students review the definitions of stewardship and sustainability and discuss how the principles relate to the environment. Students compose a paragraph describing what each idea means to them and draw examples of each in Manitoba. Students share their reflections with peers. **4.3.2** BLM: Environmental Stewardship and Sustainability–My Definition
		or
A.3.1	4-KL-023 4-VL-006	Students assume roles and discuss an issue related to environmental stewardship and sustainability (e.g., cutting down trees, initiating a user-pay waste disposal system, designating protected land areas...). Students identify positive and negative consequences of various actions and reach consensus on the most appropriate resolution to the issue. Students compose a news article identifying the issue and the positive aspects of the chosen resolution.
		or
A.7.5	4-KL-023 4-VL-006	Using print and electronic resources, students research actions they may take to support environmental stewardship and sustainability in their homes, school, and community. Students record actions and discuss the potential impact of various actions. Students develop and carry out a plan to support environmental stewardship and sustainability in their homes, school, or community. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

(continued)

Teacher Reflections

4.3.2 Environmental Stewardship and Sustainability

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	4-KL-023 4-VL-006	Students create posters promoting environmental stewardship and sustainability. Students include actions that Manitobans may undertake to support environmental stewardship and sustainability. Display posters in the school and community. TIP: Grocery stores and community centres often have bulletin boards.
		or
	4-KL-023 4-KL-024 4-VL-006 4-VL-006A	Students compose a story illustrating characteristics of Aboriginal peoples' traditional relationships with the land and describe how these practices support environmental stewardship and sustainability.

Teacher Reflections

Teacher Reflections

Learning Experience: 4.3.3 Cultural Communities in Manitoba

4-KI-005	Identify cultural communities in Manitoba.
4-KI-007	Identify Aboriginal communities, cultures, and languages in Manitoba. *Examples: Cree, Ojibway, Dakota, Michif, Oji-Cree, Dene...*
4-KI-007A	Identify connections between their community and other Aboriginal communities in Manitoba.
4-KI-008	Identify francophone communities in Manitoba.
4-KI-008F	Identify connections between their local community and other francophone communities in Manitoba.

Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the Overview).

Description of the Learning Experience

Manitoba's population is made up of many different peoples, including Aboriginals and francophones, as well as diverse cultural groups that came to this province from many different places in the world. Students explore the various cultural communities that make up Manitoba.

4.3.3 Cultural Communities in Manitoba

Assessment	Outcomes	Strategies
		Activate
	4-KI-005 4-KI-007 4-KI-007A 4-KI-008	Students brainstorm elements of culture (e.g., language, art, music, food, traditions, stories, celebrations...). Students list examples of each element for various cultural groups in Manitoba. TIP: A community is a group of people who connect together for a common purpose. Culture is an important connection between people.
		or
	4-KI-005 4-KI-007 4-KI-007A 4-KI-008	Students brainstorm cultural communities in Manitoba (e.g., Ukrainian, Cree, Icelandic, Scottish, Ojibway, French...) and plot the location of various cultural communities on a Manitoba wall map. TIP: Cultural communities may be part of a larger community.
		or
	4-KI-005 4-KI-007 4-KI-007A 4-KI-008	As an Admit Slip, students submit an artifact or food item from their cultural background. Students explain why the item is significant in their cultural community. List the cultural communities represented in the classroom and post them on a class bulletin board.

4.3.3 Cultural Communities in Manitoba

Assessment	Outcomes	Strategies
		Acquire
	4-KI-005 4-KI-007 4-KI-008	Using print and electronic resources, students identify various cultural events held throughout Manitoba. Students list the name of the cultural event, its location, the culture represented, and the cultural characteristics profiled (e.g., language, art, music, food, traditions, stories, celebrations...). TIP: Tourism resources or cultural centres may provide information on various cultural events. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.3.3** BLM: Cultural Communities in Manitoba–Events
		or
	4-KI-005 4-KI-007 4-KI-007A 4-KI-008	Using print and electronic resources, students research Aboriginal, francophone, and other cultural communities in Manitoba. Students identify the characteristics of various cultural communities (e.g., language, art, music, food, traditions, stories, celebrations...) and locate them on a map. Students identify connections between similar cultural communities. TIP: The Manitoba Aboriginal Travel Map is available at local Tourist Information Centres. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.3.3** BLM: Cultural Communities in Manitoba–First Nations BLM: Cultural Communities in Manitoba–Francophone
		or
	4-KI-005 4-KI-007 4-KI-007A 4-KI-008	Students compose questions and interview, email, or fax representatives of cultural groups to identify the location of cultural communities in Manitoba. Students record the location and characteristics of cultural communities on a map of Manitoba. Students identify connections between similar cultural communities.

Teacher Reflections

4.3.3 Cultural Communities in Manitoba

Assessment	Outcomes	Strategies
		Apply
	4-KI-005 4-KI-007 4-KI-007A 4-KI-008	Students create a map of Manitoba that illustrates selected Aboriginal, francophone, and other cultural communities. Students create a legend to identify the nature of the various communities and plot the location of each on a Manitoba map. Students identify connections between similar cultural communities.
		or
	4-KI-005 4-KI-007 4-KI-008	Students create posters or brochures promoting cultural events throughout Manitoba. Students list the name of the cultural event, the location, the culture represented, and the cultural characteristics profiled (e.g., language, art, music, food, traditions, stories, celebrations...).
		or
	4-KI-005 4-KI-007 4-KI-007A 4-KI-008	Students create a "Cultural Communities of Manitoba" quilt illustrating Aboriginal, francophone, and other cultural communities in Manitoba. Individual students choose a Manitoba cultural community and create a uniformly sized square to represent that cultural community. Each square is joined to create a classroom quilt. Students identify connections between similar cultural communities.
		or
	4-KI-005 4-KI-007 4-KI-007A 4-KI-008	Students host a multicultural lunch featuring foods from various cultural communities, including Aboriginal and francophone. Students create menus identifying the cultural communities represented in Manitoba.

Teacher Reflections

Teacher Reflections

Learning Experience: 4.3.4 Identity and Culture

4-KI-009	Describe the influence of various factors on their identities. *Include: culture, community, place, region.*
4-KI-009A	Understand the teachings of Elders about their culture and identity.
4-KI-009F	Describe the influence of their cultural heritage on their francophone identity.
4-KL-022	Describe the main demographic features of Manitoba. *Include: population, population distribution, cultural communities.*
4-VI-003	Value ethnic and cultural diversity in Manitoba.

Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the Introduction).

Description of the Learning Experience

People of many different backgrounds make up the population of Manitoba, and every individual has a personal identity that is influenced by a variety of factors. Students explore the demographics of Manitoba, and learn about the various factors that influence identity. They conduct interviews with elders, family members, and peers, and engage in research. Using presentations, stories, and maps, students illustrate the main demographic features of Manitoba and factors that influence identity.

Vocabulary: identity, demographic features, diversity, ethnicity (See Appendix D for Vocabulary Strategies.)

4.3.4 Identity and Culture

Assessment	Outcomes	Strategies
		Activate
A.2.1	4-KI-009 4-KL-022	Using carousel brainstorming, students view a variety of Manitoba maps (e.g., physical, political, topographic, population distribution...). At each station, students record factors represented on each map that may influence culture and identity. Students discuss demographic features of Manitoba and factors that influence identity. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
A.9.1	4-KI-009 4-KI-009A 4-VI-003	As a focused freewrite, students reflect on various factors that influence their identities (e.g., gender, age, culture, language, ethnicity, traditions, celebrations...). Students discuss how various factors influence personal identity. **4.3.4** BLM: Identity and Culture–Who Am I?
		(continued)

4.3.4 Identity and Culture

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	4-KI-009 4-KI-009A 4-VI-003	Students browse pictures of people, places, and events in Manitoba, and brainstorm factors that influence and reflect their identity. TIP: Calendars and magazines may be used as a source of pictures. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	4-KI-009 4-KI-009A 4-VI-003	Students interview family members to identify and discuss factors that influence their identities. As an Admit Slip, students share and discuss various factors.
		Acquire
	4-KI-009 4-KI-009A 4-KL-022 4-VI-003	Collaborative groups of students select a community or region in Manitoba. Using print and electronic resources, students research the population, the population distribution, and cultural components of the community. Students record the information and compose a community profile describing demographic features of the community, and the influence of various factors that influence identity. Students share information and profiles with peers. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

(continued)

Teacher Reflections

4.3.4 Identity and Culture

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	4-KI-009 4-VI-003	Students compose questions and interview elders to learn about their culture and identity. Students record information in their journals.
		or
	4-KI-009A 4-VI-003	Students compose questions and interview an Aboriginal Elder to learn about their Aboriginal culture and identity. Students record information in their journals. TIP: Observe appropriate Aboriginal protocols when contacting and interviewing Aboriginal Elders.
		or
	4-KI-009 4-KI-009A 4-KL-022 4-VI-003	Students conduct two surveys to learn about the demographic features of Manitoba and the influence of various factors on their identities. Using email, students contact other schools in Manitoba to determine demographic features of that community, and factors that influence identity in that community. They also survey students in other Grade 4 classes (or other grades) in the school to determine demographic features of their own community, and to identify factors in their own community that influence identity. Students compare and discuss the results of both surveys, identifying similarities and differences.

Teacher Reflections

4.3.4 Identity and Culture

Assessment	Outcomes	Strategies
		Apply
	4-KI-009 4-KI-009A 4-KL-022 4-VI-003	Students create maps to illustrate the main demographic features of Manitoba (e.g., population distribution, location of cultural communities...). Students compose a description of their maps, describing factors that influence the identity of people in different areas.
		or
	4-KI-009 4-KI-009A 4-KL-022 4-VI-003	Using a word processor, students create brochures or posters, illustrating the main demographic features of Manitoba and factors that influence identity. Students include graphs, pictures, maps, and descriptions of Manitoba cultures, communities, places, and regions.
		or
	4-KI-009 4-KI-009A 4-KL-022 4-VI-003	Students create a collage illustrating factors that influence their culture and identity. Students include images and symbols that influence their identity and maps that identify the main demographic features of Manitoba.

(continued)

Teacher Reflections

4.3.4 Identity and Culture

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	4-KI-009 4-KI-009A 4-VI-003	Students compose a story, poem, or song describing their identities and identifying factors that influence who they are. Students share stories with peers.
		or
	4-KI-009 4-KI-009A 4-KL-022 4-VI-003	Students create a multimedia presentation illustrating the main demographic features of Manitoba and factors that influence identity. Using an outline map of Manitoba as the first slide, students add links to additional slides that include maps and graphs identifying the main demographic features of Manitoba, and images and symbols representing factors that influence their identities.

Teacher Reflections

Teacher Reflections

Learning Experience: 4.3.5 Artistic and Cultural Achievements

4-KI-006	Give examples of diverse artistic and cultural achievements of Manitobans. *Include: Aboriginal and francophone cultural achievements.*
4-KI-006A	Give examples of Aboriginal artistic and cultural achievements and organizations in Manitoba.
4-KI-006F	Give examples of francophone artistic and cultural achievements and organizations in Manitoba.
4-KL-025	Describe places of historic, cultural, or environmental significance in Manitoba. *Examples: Lower Fort Garry, the Forks, musée de Saint-Boniface, Thunderbird House, provincial/national parks...*
4-VI-004	Value the artistic and cultural achievements of Manitobans.

Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the Overview).

Description of the Learning Experience

The people of Manitoba have made many enduring contributions to their communities, province, and to the Canadian society. Students explore and describe significant places, as well as artistic and cultural achievements of Manitobans.

4.3.5 Artistic and Cultural Achievements

Assessment	Outcomes	Strategies
		Activate
A.2.1	4-KL-025 4-VI-004	Students brainstorm significant places in Manitoba, and categorize the places according to their historical, cultural, or environmental significance. Students describe places they have visited from the list.
		or
A.2.1	4-KI-006 4-KI-006A 4-VI-004	Students brainstorm names of Manitobans who have contributed artistic or cultural achievements to our province. Students sort the list according to student-determined criteria and explain their classification to peers.
		or
A.3.2	4-KI-006 4-KI-006A 4-KL-025 4-VI-004	As an Admit Slip, students submit names of Manitobans who have contributed artistic or cultural achievements to our province, and names of places of historic, cultural, or environmental significance in Manitoba. Students explain why they suggested each person or place, and post names and places on a classroom bulletin board.

4.3.5 Artistic and Cultural Achievements

Assessment	Outcomes	Strategies
		Acquire
	4-KL-025 4-VI-004	Students research and/or visit places of historic, cultural, or environmental significance in Manitoba, including Aboriginal and francophone sites. Students record the name of the site, its location, a brief description, and its significance. Students select one site they would like to visit and describe the reasons for their choice to peers. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.3.5** Artistic and Cultural Achievements–Significant Places
		or
	4-KI-006 4-KI-006A 4-VI-004	Using print and electronic resources, students research traditional and contemporary Manitoba artists, including Aboriginal and francophone, who have contributed to our province through artistic or cultural achievements. Students record the artist's name, describe the work, and identify examples of the artist's contributions to Manitoba. Students share information about artists they discover with peers and describe their emotional responses to the artistic pieces. TIP: Encourage students to include examples of visual, performing, literary, and recording artists. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	4-KI-006 4-KI-006A 4-KL-025 4-VI-004	Students compose questions and email, telephone, or fax representatives from Manitoba communities to identify significant historic, cultural, or environmental places and individuals who have contributed to our province through artistic and cultural achievements. Students record information and post it on a wall map of Manitoba. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

(continued)

Teacher Reflections

4.3.5 Artistic and Cultural Achievements

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
A.11.1	4-KI-006 4-KI-006A 4-VI-004 4-KL-025	Using print and electronic resources, students research artistic and cultural events, including Aboriginal and francophone, in Manitoba. Students record the location, the historic, cultural, or environmental significance of each event, as well as the artistic and cultural achievements highlighted in each event. Students describe how each event celebrates artistic and cultural achievements of Manitobans. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		Apply
A.11.7	4-KI-006 4-KI-006A 4-KL-025 4-VI-004	Collaborative groups of students create a multimedia presentation or web page profiling places of historic, cultural, or environmental significance in Manitoba, as well as artistic and cultural achievements of Manitobans. Using a map of Manitoba as the opening slide/page, students create links to additional slides/pages that include images of significant places and artistic and cultural achievements and a description of their significance. Compile group presentations in a class presentation.
		or
A.11.4	4-KI-006 4-KI-006A 4-KL-025 4-VI-004	Using a word processor, students create a brochure profiling places of historic, cultural, or environmental significance in Manitoba, as well as artistic and cultural achievements of Manitobans. Students include a description of the place or event, its location, images, and an explanation of its significance. Students profile artistic and cultural achievements of Manitobans, describing their achievements and explaining their significance to Manitoba. TIP: Students may work in collaborative groups and focus on various regions of Manitoba.

(continued)

Teacher Reflections

4.3.5 Artistic and Cultural Achievements

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	4-KI-006 4-KI-006A 4-KL-025 4-VI-004	Students take part in a "Manitoba Day" celebration. Students plan, create, and display a variety of representations of places of historic, cultural, or environmental significance in Manitoba, as well as artistic and cultural achievements of Manitobans (e.g., acrostic poems describing significant places in Manitoba, "air bands" of Manitoba performing artists, reproductions of Manitoba art, models of significant places, dramatizations of cultural achievements...). Students invite other classes and community members to participate in their "Manitoba Day" celebration. TIP: Manitoba Day is observed on May 12.
		or
	4-KI-006 4-KI-006A 4-KL-025 4-VI-004	Students create a series of postcards of Manitoba places that are historically, culturally, or environmentally significant, as well as of artistic and cultural achievements of Manitobans. Students include images and a description of significant places and artistic and cultural achievements on the front of the cards. On the back of the cards, students compose a letter to peers, describing their personal observations of the significance of the places and achievements. Students exchange postcards with peers.

Teacher Reflections

Connecting and Reflecting: End of Cluster

Student:

Using your "Living in Manitoba" portfolio, reflect on the richness and diversity of Manitoba's people and places, and describe what you value about living in Manitoba and how you can contribute to Manitoba's future.

BLM: Cluster 3–Connecting and Reflecting

Teacher Reflections

Manitoba, Canada, and the North: Places and Stories

GRADE 4

History of Manitoba

4 CLUSTER

Learning Experiences

4.4.1 Early Life and Settlement

4-KL-026 Describe the influence of the natural environment on settlement in Manitoba.

4-KL-027 Relate stories of interactions between the Selkirk settlers and Aboriginal peoples.

4-KH-034 Give examples of the impact of European settlement on Aboriginal communities in Manitoba. *Include: displacement of communities, disease, cultural change.*

4.4.2 People and Events That Shaped Manitoba

4-KH-033 Relate stories of people and events that shaped Manitoba. *Examples: voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt...*

4-VH-008 Value oral tradition as an important way to learn history.

4.4.3 Historical Cultural Contributions

4-KI-010 Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba.

4-KI-011 Give examples of Aboriginal contributions to the history of Manitoba. *Examples: place names, art, parks and historic sites, symbols and stories, guidance to early settlers...*

4-KI-011A Recognize that their identities are connected to the history of their Aboriginal community.

4-KI-012 Give examples of francophone contributions to the history of Manitoba. *Examples: settlement of Saint-Boniface, place names, language and culture, voyageurs...*

4-KI-012F Recognize that their identities are connected to the history of their francophone community.

4.4.4 Changes in Ways of Life

4-KH-035 Describe ways in which life in Manitoba has changed over time. *Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation...*

4-VH-009 Appreciate the significance of Manitoba's history in their lives.

Cluster Assessment: Tools and Processes

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

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

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

- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.

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

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

Cluster Description

Students explore important events and individuals from Manitoba's past. This study includes a focus on early settlement, contributions of diverse cultural communities, and ways in which life in Manitoba has changed over time.

Engaging Students in the Cluster

- Create an artifacts centre of items from Manitoba's past (e.g., clothing, household items, historical pictures...).
- Create a display of books related to Manitoba's past.
- Invite students to dress in costumes representing life or significant people from Manitoba's past.
- Create a bulletin board display illustrating important events and individuals and pictures of early life in Manitoba.
- Come dressed in a period costume and assume the characteristics of a teacher from long ago (e.g., students seated in rows, strict discipline, slates...).
- Provide food samples that represent life in Manitoba's past (e.g., foods made from old-time recipes, old-fashioned candy...).
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Learning Experiences

- Early Life and Settlement
- People and Events That Shaped Manitoba
- Historical Cultural Contributions
- Changes in Ways of Life

Learning Experience: 4.4.1 Early Life and Settlement

4-KL-026	Describe the influence of the natural environment on settlement in Manitoba.
4-KL-027	Relate stories of interactions between the Selkirk settlers and Aboriginal peoples.
4-KH-034	Give examples of the impact of European settlement on Aboriginal communities in Manitoba. *Include: displacement of communities, disease, cultural change.*

Description of the Learning Experience

The natural environment and interactions with Aboriginal peoples had an impact on European settlement, and settlers in turn affected Aboriginal life. Students identify various aspects of the natural environment in Manitoba and research ways in which Aboriginal peoples and European settlers interacted with each other.

4.4.1 Early Life and Settlement

Assessment	Outcomes	Strategies
		Activate
		or
A.4.1	4-KL-026 4-KL-027 4-KH-034	Collaborative groups of students share what they know about early European settlement in Manitoba (i.e., who, what, where, when, why, and how), including the influence of the natural environment and the impact of European settlement on Aboriginal communities. Students organize their ideas using a W-5 web and share completed webs with peers. **4.4.1** BLM: Early Life and Settlement–Web
		or
A.6.3 	4-KL-026 4-KL-027 4-KH-034	Using the KWL strategy, students record what they know and want to know about European settlement in Manitoba, the influence of the natural environment on settlement, and the impact of European settlement on Aboriginal communities. Students discuss what they have recorded in the Know column and suggest strategies to help answer what they want to know. Students record what they learned on completion of the learning experience. **4.4.1** BLM: Early Life and Settlement–First People

(continued)

Teacher Reflections

4.4.1 Early Life and Settlement

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	4-KL-026 4-KL-027 4-KH-034	Collaborative groups of students examine five locations in Manitoba identified on a relief map. Students imagine they are European settlers moving to each location and discuss and record challenges and opportunities they might encounter related to the natural environment and/or interactions with Aboriginal peoples. Students share observations in a class discussion. **4.4.1** BLM: Early Life and Settlement–Locations
		or
	4-KL-026 4-KL-027 4-KH-034	Collaborative groups of students study relief maps of Manitoba and imagine they are early European settlers about to travel here. Students discuss where in Manitoba they would choose to settle and explain why. TIP: Encourage students to consider the influence of the natural environment and interactions they may have with Aboriginal people. **4.4.1** BLM: Early Life and Settlement–Manitoba Map
		or
	4-KL-026 4-KL-027 4-KH-034	Student interview family members to learn stories of their ancestors who settled in Manitoba (e.g., challenges and opportunities related to the natural environment, interactions with Aboriginal people...). As an Admit Slip, students share these stories with the class.

Teacher Reflections

4.4.1 Early Life and Settlement

Assessment	Outcomes	Strategies
		Acquire
	4-KL-026 4-KL-027 4-KH-034	Using print and electronic resources, students research the locations of European settlements in Manitoba. Students identify on a map of Manitoba the location of forts and early settlements, including the Selkirk settlement. Students discuss how the natural environment or interactions with Aboriginal peoples may have influenced the choice of the locations. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.4.1** BLM: Early Life and Settlement–Forts and Settlements
		or
	4-KL-026	Using print and electronic resources, students research facts related to early European settlement in Manitoba, including where people settled and the influence of the natural environment and interactions with Aboriginal people. Students record their ideas and share them with a partner. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
 	4-KL-026 4-KL-027 4-KH-034	Using print and electronic resources, students read stories about the interactions between Aboriginal people and Selkirk settlers. Students identify the impact of European settlement on Aboriginal communities and record their observations. TIP: Encourage students to identify ways in which Aboriginal people helped new settlers survive and cope with the natural environment. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
 	4-KL-026 4-KL-027 4-KH-034	Students compose questions and interview an Aboriginal Elder to hear stories of interactions between Aboriginals and European settlers to learn how they helped each other, as well as the impact of European settlement on Aboriginal communities (i.e., displacement of communities, disease, cultural change). Students discuss the information presented and record ideas in their journals.

Teacher Reflections

4.4.1 Early Life and Settlement

Assessment	Outcomes	Strategies
		Apply
A.10.1	4-KL-026 4-KL-027 4-KH-034	Students create a mural or diorama illustrating interactions between Aboriginals and Europeans. Students include images of ways in which Aboriginal people helped new settlers survive and cope with the natural environment.
		or
A.3.1	4-KH-034	Using a Venn diagram, pairs of students compare and discuss Aboriginal life before and after European settlement to identify the impact of European settlement on Aboriginal communities (i.e., displacement of communities, disease, cultural change). **4.4.1** BLM: Early Life and Settlement–Venn Diagram
		or
A.10.1	4-KL-026 4-KL-027 4-KH-034	Students create a comic strip or comic book, illustrating interactions between European settlers and the Aboriginal peoples. Students include individuals from the past (e.g., Lord Selkirk, Louis Riel, Cuthbert Grant) and illustrate how the exchange of ideas has helped Europeans to survive the natural environment or how European settlement affected Aboriginal communities.
		or
A.10.1	4-KL-026 4-KL-027 4-KH-034	Collaborative groups of students plan and present a dramatization of interactions between Aboriginals and European settlers, illustrating how the exchange of ideas helped Europeans to survive the challenges of the natural environment or how European settlement affected Aboriginal communities.
		or
A.9.3	4-KL-026 4-KL-027 4-KH-034	Using a RAFT, students assume the role of either an Aboriginal or a European settler and describe his or her daily life, influence of the natural environment, and interactions with the other community.

Teacher Reflections

Learning Experience: 4.4.2 People and Events That Shaped Manitoba

4-KH-033	Relate stories of people and events that shaped Manitoba. *Examples: voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt...*
4-VH-008	Value oral tradition as an important way to learn history.

Description of the Learning Experience

Manitoba has a rich and diverse history. Using oral, print, and electronic resources, students research important people and events from Manitoba's past.

4.4.2 People and Events That Shaped Manitoba

Assessment	Outcomes	Strategies
		Activate
A.2.1	4-KH-033	Students brainstorm names and contributions of important Manitobans. Collaborative groups of students sort the list according to student-determined criteria. Students share their categories with peers and discuss other ways people may have contributed to Manitoba.
		or
A.3.1	4-KH-033 4-VH-008	Students interview family members to learn stories of people who have contributed to Manitoba. As an Admit Slip, students share these stories with the class and discuss how oral tradition is an important way to learn history.
		or
A.3.1	4-KH-033 4-VH-008	Students examine street maps or take a community walk to identify names of streets, buildings, or public places they speculate were named after people or events that shaped Manitoba. Students discuss who they could ask to verify their predictions and select one or two individuals to contact.

Teacher Reflections

4.4.2 People and Events That Shaped Manitoba

Assessment	Outcomes	Strategies
		Acquire
		or
A.1.1	4-KH-033 4-VH-008	Students invite Aboriginal Elders or community members to share stories of Manitoba's history with the class. Students record information related to people and events that shaped Manitoba.
		or
A.11.1	4-KH-033 4-VH-008	Using oral, print, and electronic resources, students research people and events (e.g. voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt...) that shaped Manitoba. Using a W-5 chart, students record who, what, where, when, why, and how each person or event shaped Manitoba. Students choose an interesting person or event to share with peers. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.4.2** BLM: People and Events That Shaped Manitoba–W-5
		Apply
A.10.1	4-KH-033	Collaborative groups of students create sections of a historical timeline, illustrating people and an event that shaped Manitoba. Students include images of the people and events and a description of their significance. Compile group sections in a class timeline.

(continued)

Teacher Reflections

4.4.2 People and Events That Shaped Manitoba

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	4-KH-033 4-VH-008	Collaborative groups of students create an historical multimedia presentation, illustrating people and an event that shaped Manitoba. Students list significant dates on the title slide and link to additional slides. Each linked slide includes an image of the person or event and a sound clip describing the significance. Compile group presentations in a class historical timeline.
		or
	4-KH-033 4-VH-008	Using a RAFT, students assume the role of a person who shaped Manitoba. Students brainstorm roles, audiences, formats, and topics or events from Manitoba's history and share completed RAFTs with peers.
		or
	4-KH-033 4-VH-008	Students create a museum or art gallery display commemorating Manitoba's history. Students artistically represent a person or event that shaped Manitoba (e.g., painting, statue, dramatized voice/video clip, plaque, model...). Students invite other classes and community members to tour the gallery.

(continued)

Teacher Reflections

4.4.2 People and Events That Shaped Manitoba

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	4-KH-033 4-VH-008	In pairs, students plan and assume the roles of a reporter and an important person from Manitoba's past. The interviewer asks questions to determine how the person from the past helped shape Manitoba. Students present their role-play to the class.
		or
	4-KH-033 4-VH-008	Students host a "Famous Manitobans" tea or lunch during which each student assumes the role of a person who shaped Manitoba's history. Students invite parents, administrators, and community members, and dress and act in character during the event.
		or
	4-KH-033 4-VH-008	Students create postage stamps or coins that represent a person or event that shaped Manitoba. Students represent the person or event on an oversize stamp or coin and prepare a fact sheet to accompany it. TIP: Students may submit their stamp or coin ideas to Canada Post or the Royal Canadian Mint.

Teacher Reflections

Learning Experience: 4.4.3 Historical Cultural Contributions

4-KI-010	Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba.
4-KI-011	Give examples of Aboriginal contributions to the history of Manitoba. *Examples: place names, art, parks and historic sites, symbols and stories, guidance to early settlers...*
4-KI-011A	Recognize that their identities are connected to the history of their Aboriginal community.
4-KI-012	Give examples of francophone contributions to the history of Manitoba. *Examples: settlement of Saint-Boniface, place names, language and culture, voyageurs...*
4-KI-012F	Recognize that their identities are connected to the history of their francophone community.

Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the Overview).

Description of the Learning Experience

Diverse cultural communities contributed to the building of Manitoba. Students research the contributions of various communities, including Aboriginal, francophone, and other ethnic and cultural communities. Aboriginal students make connections between their identities and the history of their community.

4.4.3 Historical Cultural Contributions

Assessment	Outcomes	Strategies
		Activate
	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Students interview family members to learn of contributions of their ethnic community to Manitoba (e.g., food, customs, place names, clothing...). As an Admit Slip, students share these contributions with the class and discuss how their cultural group has enhanced the diverse culture of Manitoba.

(continued)

Teacher Reflections

4.4.3 Historical Cultural Contributions

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Collaborative groups of students brainstorm evidence in their daily lives of ethnic and cultural diversity in Manitoba (e.g., language, celebrations, businesses, music, art, buildings...). Students discuss the various cultural and ethnic communities represented.
		or
	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Students contribute articles from home to a cultural communities artifact centre. Students describe items to the class, identifying the cultural community, and display items in the artifact centre.
		or
	4-KI-010 4-KI-011 4-KI-012	Students browse the restaurant section of the Yellow Pages or newspapers and other media, and discuss various cultural communities represented. Post the names of communities identified on a wall map of Manitoba.
		Acquire
	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Using print and electronic resources, students research ethnic and cultural communities in Manitoba, including Aboriginal and francophone, to identify their contributions to the history of Manitoba. Students record the name of the community, and time period, contributions, significance, and evidence in today's society. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.4.3** BLM: Historical Cultural Contributions–Research *(continued)*

Teacher Reflections

4.4.3 Historical Cultural Contributions

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
A.6.4	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Students compose questions and interview, email, or fax members of various ethnic and cultural communities, including Aboriginal and francophone, to identify contributions of that ethnic group to the history of Manitoba. Students record the name of the community, and time period, contributions, significance, and evidence in today's society. Students share information with the class. **4.4.3** BLM: Historical Cultural Contributions–Research
		or
A.6.5	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Students visit cultural centres to learn of the contributions of diverse communities, including Aboriginal and francophone, to the history of Manitoba. Students compose questions to identify the significance of the contributions.
		or
A.6.6	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Using print and electronic resources, students listen to or observe artistic contributions of diverse cultural communities, including Aboriginal and francophone. Students reflect on the significance of the artistic contributions and share their observations with peers. *(continued)*

Teacher Reflections

4.4.3 Historical Cultural Contributions

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Students read stories or historical novels to identify contributions made by diverse ethnic and cultural communities, including Aboriginal and francophone, to the history of Manitoba. Students reflect on the significance of contributions identified in the stories or novels and share their observations with peers.
		or
	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Using print and electronic resources, students identify various heritage sites in Manitoba. Collaborative groups of students select three heritage sites (i.e., Aboriginal, francophone, and one other) and research location and historical significance. Students share information with peers. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	4-KI-011A	Students identify significant people, events, or places related to their Aboriginal community, past or present. Students reflect on how their identities are connected to the history of their Aboriginal community.

Teacher Reflections

4.4.3 Historical Cultural Contributions

Assessment	Outcomes	Strategies
		Apply
	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Using a word processor, students create a brochure to identify contributions made by diverse ethnic and cultural communities, including Aboriginal and francophone, to the history of Manitoba. Students include a map identifying the location of each cultural community, a description and/or images highlighting the contributions, and an explanation of their significance.
		or
	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Collaborative groups of students create a mural or collage of contributions made by diverse ethnic and cultural communities, including Aboriginal and francophone, to the history of Manitoba. Students include representations of various contributions (e.g., art, buildings, celebrations/events, clothing...) and explain their significance.
		or
	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Using a RAFT, students assume the role of a person, place, or event related to a cultural community in Manitoba and describe its significance to the history of Manitoba.
		or
	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Collaborative groups of students plan and prepare an audio or video depicting a "Manitoba Cultural Minute" to identify and highlight a contribution made by a cultural community to the history of Manitoba. Present the "Manitoba Cultural Minutes" to other classes and community members.

(continued)

Teacher Reflections

4.4.3 Historical Cultural Contributions

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Collaborative groups of students create a print or electronic "Historical Cultural Contributions" picture book. Students illustrate contributions made by a cultural community and explain their significance to the history of Manitoba. Compile group presentations in a class picture book.
		or
	4-KI-011A	Students compose a letter to an Aboriginal Elder expressing their appreciation for a significant person, event, or place related to their Aboriginal community. Students describe how their identities are connected to the history of their Aboriginal community.

Teacher Reflections

Learning Experience: 4.4.4 Changes in Ways of Life

4-KH-035	Describe ways in which life in Manitoba has changed over time. *Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation...*
4-VH-009	Appreciate the significance of Manitoba's history in their lives.

Description of the Learning Experience

Life in Manitoba has changed significantly over time. Knowing and understanding the past contributes to understanding oneself. Students compare contemporary life in Manitoba with that of long ago.

4.4.4 Changes in Ways of Life

Assessment	Outcomes	Strategies
		Activate
A.3.2	4-KH-035 4-VH-009	Students contribute articles or photographs to a "Life in the Past" artifact centre. Students describe items to the class, identifying their purpose. Students label and display items in the artifact centre.
		or
A.6.6	4-KH-035 4-VH-009	Students select images of items used in their daily lives (e.g., vacuum cleaner, flashlight, refrigerator, television...), and identify their task or purpose. Students suggest how similar tasks may have been accomplished in the past. TIP: Clip art, magazines, and catalogues may be sources of images.
		or
A.3.1	4-KH-035 4-VH-009	Students sort a list of items used in daily life according to past, present, or both. Students discuss how items used in daily life may have changed over time. **4.4.4** BLM: Changes in Ways of Life–Word List

Teacher Reflections

4.4.4 Changes in Ways of Life

Assessment	Outcomes	Strategies
		Acquire
A.9.6	4-KH-035 4-VH-009	Student interview family members to learn about how they lived in the past. Students record aspects of daily life in the past (e.g., housing, food, transportation, education, clothing...) in a chart. Using each of the categories in the chart, collaborative groups identify ways in which life in Manitoba has changed over time. Students share observations with the class and discuss how life in the past was different, and how hearing stories of their family's past enriches their understanding of themselves. **4.4.4** BLM: Changes in Ways of Life–Chart
		or
A.3.1	4-KH-035 4-VH-009	Using print and electronic resources, students identify ways in which aspects of daily life have changed over time. Students record examples of technological changes over time, describe how these changes affect daily life, and discuss positive and negative implications of these changes. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.4.4** BLM: Changes in Ways of Life–Technology
		or
A.9.1	4-KH-035 4-VH-009	Students read stories or historical novels about life in Manitoba's past to identify ways in which aspects of daily life have changed over time. Students reflect on ways in which life in Manitoba has changed over time and share their observations with peers.

(continued)

Teacher Reflections

4.4.4 Changes in Ways of Life

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	4-KH-035 4-VH-009	Students visit a museum or historical site (e.g., Lower Fort Garry, Dugald Museum, Heritage North Museum, The Forks, local heritage site...) to learn of ways in which life in Manitoba has changed over time. During the field trip, students record observations (i.e., ideas, digital pictures, and sketches), and reflect on the challenges faced by people of the past and the significance of Manitoba's history in their lives. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	4-KH-035 4-VH-009	Students view video clips illustrating life in the past. Students record observations related to ways in which life in Manitoba has changed over time, and discuss the challenges faced by people of the past. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		Apply
	4-KH-035 4-VH-009	Using a Venn diagram, students categorize present and past aspects of daily life (e.g., housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation...) from long ago and today. Students explain why some things have changed while others remain the same, and discuss the impact on their lives.
		or
	4-KH-035 4-VH-009	Students create a historical timeline illustrating life in Manitoba's past. Students include images and/or photographs of artifacts and a description of ways in which life in Manitoba has changed over time.
		or
	4-KH-035 4-VH-009	Using a RAFT, students assume the role of a person, place, or event from Manitoba's past, describing ways in which life in Manitoba has changed over time. Students share their RAFTs and discuss the significance of Manitoba's history in their lives.

(continued)

Teacher Reflections

4.4.4 Changes in Ways of Life

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	4-KH-035 4-VH-009	Collaborative groups of students plan and present a dramatization illustrating ways in which life in Manitoba has changed over time. Students might assume the role of a historical figure from long ago who meets a character from today or time travellers who have travelled from the past to the present or from the present to the past.
		or
	4-KH-035 4-VH-009	Students compose articles for a period newspaper (e.g., news items, advertisements, editorials, sports, classifieds...). Students include details to illustrate how life in Manitoba has changed over time. TIP: Provide old newspapers as models.
		or
	4-KH-035 4-VH-009	Collaborative groups of students plan and present two scenes from daily life, one from the past and one from the present, illustrating ways in which life in Manitoba has changed over time (e.g., preparing food, recreation, education, agriculture, transportation...).

Teacher Reflections

Connecting and Reflecting: End of Cluster

Student:

Using your "History of Manitoba" portfolio, reflect on how Manitoba has changed over time, and describe ways in which your actions may positively influence Manitoba's future.

BLM: Cluster 4–Connecting and Reflecting

Teacher Reflections

Manitoba, Canada, and the North: Places and Stories

GRADE 4

Canada's North

5 CLUSTER

Learning Experiences

4.5.1 Physical Features and Natural Resources

4-KL-028 Locate on a map and describe physical features of the northern territory studied.

4-KL-029 Identify natural resources in the northern territory studied.

4.5.2 Changes in the North

4-KL-031 Give examples of changes to place names in the northern territory studied. *Examples: Kugluktuk/Coppermine…*

4-KH-037 Identify the main reasons for the creation of Nunavut and the new Northwest Territories.

4.5.3 People of the North

4-KI-014 Give examples of Aboriginal languages, cultures, and communities in the northern territory studied.

4-KL-030 Describe the demographic features of the northern territory studied. *Examples: population, population distribution…*

4.5.4 Ways of Life in the North

4-KL-032 Describe various purposes of inuksuit. *Examples: companionship; to mark food caches, hunting locations, direction…*

4-KH-038 Describe changes in ways of life in the last century in the northern territory studied. *Examples: food, clothing, transportation, languages, recreation, education...*

4.5.5 Northern Contributions

4-KI-013 Describe Aboriginal contributions to the northern territory studied. *Examples: visual arts, games, music, dance…*

4-KH-036 Give examples of stories and traditions of the northern territory studied.

4-VL-007 Value the contributions of the North to the Canadian community.

Cluster Assessment: Tools and Processes

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

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

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

- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.

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

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

Cluster Description

Students explore one of Canada's northern territories. They consider the physical and human geography of the territory studied, which includes a focus on stories, traditions, and changes in ways of life in Canada's North. Students examine Aboriginal contributions, as well as the contribution of the North to the Canadian community.

The study of a northern territory (Yukon Territory, Northwest Territories, or Nunavut Territory) in Cluster 5 may be planned and organized in a variety of ways:

- each student may individually select a northern territory
- small groups select a northern territory to study collaboratively (e.g., Jigsaw, Co-op Co-op...)
- the entire class may study the same northern territory, based on student interests and available resources

It is suggested that teachers involve students in the selection of the northern territory to be studied, guiding them according to interests and available resources.

Engaging Students in the Cluster

- Create a "Canada's Northern Territories" centre with magazines, brochures, postcards, maps, and images of the environment, people, and places of the North.
- Students create focused freewriting responses to the following statements:
  - The North feels like...
  - The North tastes like...
  - The North looks like...
  - The North sounds like...
  - The North smells like...
- Create a listening centre with selections representative of Canada's North (e.g., Susan Aglukark, throat singing, recorded narratives...).
- Create a book display of northern books from various genres.
- Create a bulletin board display of northern landscapes, people of the North, the Aurora Borealis, and art and sculpture.
- Introduce and play a variety of northern games.
- Create an artifact centre of items representing Canada's North. Encourage students to contribute additional artifacts and pictures that relate to Canada's northern territories.
- Pack a backpack. As an Admit Slip, students submit an item to take on an imaginary trip to Canada's North.
- Students listen to and read stories and poems set in Canada's North.
- Create a mapping centre with various maps of the northern territories.
- View videos about Canada's North (e.g., Klondike Quest, travel/tourist videos...).

Learning Experiences

- Physical Features and Natural Resources
- Changes in the North
- People of the North
- Ways of Life in the North
- Northern Contributions

Learning Experience: 4.5.1 Physical Features and Natural Resources

4-KL-028	Locate on a map and describe physical features of the northern territory studied.
4-KL-029	Identify natural resources in the northern territory studied.

Description of the Learning Experience

Canada's northern territories are distinguished by unique physical features and natural resources. In this learning experience, students begin their study of a northern territory by researching its physical features and natural resources. They describe and locate features and resources on a map of the territory.

TIP: It is suggested that students (or groups of students) select one northern territory that they will continue to explore throughout each of the five learning experiences of this cluster. Although some strategies focus on the whole of Canada's North to provide an overview, most of the strategies in this and subsequent learning experiences are designed for students to focus on a selected territory.

Vocabulary: Yukon Territory, Northwest Territories, Nunavut Territory (See Appendix D for Vocabulary Strategies.)

4.5.1 Physical Features and Natural Resources

Assessment	Outcomes	Strategies
		Activate
A.6.6	4-KL-028 4-KL-029	Students view landscape pictures of northern Canada and record physical features and natural resources evident in the pictures. TIP: Calendars, brochures, magazines, and books may be sources of pictures. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
A.7.2	4-KL-028 4-KL-029	Students locate the three northern territories on a map of Canada. Using cardinal directions, students describe the relative location of the territories to each other, to the provinces, and to other locations in the world. Based on the location of the territories, students speculate about the physical features and natural resources that might be found in the region (e.g., it is in the North; it has few trees but a lot of rock that may be used for mining...). **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

(continued)

Teacher Reflections

4.5.1 Physical Features and Natural Resources

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	4-KL-028 4-KL-029	Read aloud a story about the North. Students record words that describe physical features of the North, and natural resources that might be found there. Collaborative groups of students discuss impressions they get from the story of Canada's northern territories, and share their description with the class. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	4-KL-029	Display examples or pictures of everyday items made from natural resources (e.g., penny, jewelry, fur mittens...). Students speculate about what natural resource(s) the items are made of, and why they might be found in the northern territories. Students compare speculations with peers.
		Acquire
	4-KL-028 4-KL-029	On a map of Canada, students locate the selected northern territory. Students record the physical features of the territory and any natural resources identified. Students describe relationships between the physical features and the natural resources of the territory. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
 	4-KL-028 4-KL-029	Using print and electronic resources, students research the physical features and natural resources of the selected northern territory. Students illustrate the physical features on a map of the northern territory and, using a legend, plot the location of the natural resources. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

(continued)

Teacher Reflections

4.5.1 Physical Features and Natural Resources

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	4-KL-029	Using print and electronic resources, students define and illustrate vocabulary terms related to the physical features of the northern territory studied. Students share definitions and illustrations with peers. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.5.1** BLM: Physical Features and Natural Resources–Vocabulary
		or
	4-KL-028 4-KL-029	Students compose questions and interview, email, or fax a person with knowledge of and/or connections to the northern territories in order to learn about the physical features and natural resources of the selected northern territory. Students share responses with peers and record information in their journals.

Teacher Reflections

4.5.1 Physical Features and Natural Resources

Assessment	Outcomes	Strategies
		Apply
	4-KL-028 4-KL-029	Collaborative groups of students create a model, diorama, or three-dimensional relief map of the northern territory studied. Using a legend, students illustrate and label the physical features and natural resources. Students share completed models with peers.
		or
	4-KL-028 4-KL-029	Students create a collage of pictures illustrating the physical features and natural resources of the selected northern territory. Students label each picture with a description and its location within that territory.
		or
	4-KL-028 4-KL-029	Students create a multimedia presentation identifying the physical features and natural resources of the selected northern territory. Using an outline map of the territory as the opening slide, students create links to additional slides describing the physical features and natural resources, and identifying their location within the northern territory. Students share presentations with peers.

Teacher Reflections

Learning Experience: 4.5.2 Changes in the North

4-KL-031	Give examples of changes to place names in the northern territory studied. *Examples: Kugluktuk/Coppermine…*
4-KH-037	Identify the main reasons for the creation of Nunavut and the new Northwest Territories.

Description of the Learning Experience

Aboriginal peoples in Canada's three northern territories (as well as in other places in Canada) are reclaiming their identities and heritage. An important part of that reclamation has been the creation of a new northern territory—Nunavut Territory—as well as changes in place names from European names back to traditional names. Students explore these changes, and reflect on the reasons for and importance of these changes to Aboriginal peoples.

TIP: It is suggested that students (or groups of students) continue to study the same territory that was selected in the first learning experience.

Vocabulary: traditional, reclaim (See Appendix D for Vocabulary Strategies.)

4.5.2 Changes in the North

Assessment	Outcomes	Strategies
		Activate
A.4.1	4-KL-031 4-KH-037	Using maps, atlases, and globes, collaborative groups of students identify place names of communities in the northern territory studied. Students sort the place names according to whether they are traditional or contemporary names. Students discuss why communities may want to reclaim their original names, speculate about why they were changed, and who changed them. TIP: With the creation of Nunavut Territory, many of its communities are reclaiming the place names originally used by the Inuit people. Many communities in the Northwest Territories and Yukon Territory are also reclaiming their original names.
		or
A.3.2	4-KL-031 4-KH-037	Students share examples of names their families have given places that are different from their official name (e.g., a family calls a point of land "marshmallow point" because they have marshmallow roasts there...). Students discuss why people may choose to give places names that are personally significant, and reflect on reasons why people in Canada's North are reclaiming traditional place names.

Teacher Reflections

4.5.2 Changes in the North

Assessment	Outcomes	Strategies
		Acquire
	4-KL-031	Using print and electronic resources, students research place names in the northern territory studied. Students record the traditional name, when it was changed, and the origins of different names for the same place. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	4-KL-031 4-KH-037	Using print and electronic resources, students research the creation of Nunavut Territory and the new political boundaries of the Northwest Territories. Students record the main reasons for the creation of Nunavut Territory, and identify changes to place names that occurred as a result. TIP: The population of Canada's northern territories is mainly Aboriginal. Nunavut Territory, primarily Inuit, was created in 1999 as part of the land claim settlement filed by the Inuit people. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	4-KL-031 4-KH-037	Students compose questions and interview, email, or fax an Aboriginal Elder or other Aboriginal community member to learn about the main reasons for the creation of Nunavut Territory, and for changes to place names in the northern territory studied. Students compose thank-you letters identifying new information they learned.
		or
	4-KL-031 4-KH-037	Using email, students contact schools in Nunavut Territory and/or the northern territory studied to learn about the reasons for the creation of Nunavut Territory, as well as changes to place names in the northern territory studied. Students discuss responses and record information in their journals. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

Teacher Reflections

4.5.2 Changes in the North

Assessment	Outcomes	Strategies
		Apply
	4-KL-031 4-KH-037	On a map of northern Canada, students outline the old and new boundaries of the Northwest Territories, and the boundaries of Nunavut Territory. They also identify place names that have changed in the northern territory studied. Students share maps with peers.
		or
	4-KL-031 4-KH-037	Using a word processor, students create a brochure profiling the creation of Nunavut Territory and the new political boundaries of the Northwest Territories. Students include the main reasons for the creation of Nunavut Territory, as well as maps identifying the new and old political boundaries and examples of changes to place names.
		or
	4-KL-031 4-KH-037	Students compose a newspaper article announcing the creation of Nunavut Territory and the new political boundaries of the Northwest Territories. Students include quotes from fictional residents of Nunavut Territory identifying the main reasons for the creation of the new territory, and give examples of changes to place names.
		or
	4-KL-031 4-KH-037	Using animation software or animation features of presentation software, students create an animation illustrating the change in boundaries leading to the creation of Nunavut Territory. Students include examples of places that have changed their names.

Teacher Reflections

Teacher Reflections

Learning Experience: 4.5.3 People of the North

4-KI-014	Give examples of Aboriginal languages, cultures, and communities in the northern territory studied.
4-KL-030	Describe the demographic features of the northern territory studied. *Examples: population, population distribution…*

Description of the Learning Experience

Canada's three northern territories have unique languages, cultures, and communities. Students research a northern territory to identify its demographic features.

TIP: It is suggested that students (or groups of students) continue to study the same territory that was selected in the first learning experience.

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

4.5.3 People of the North

Assessment	Outcomes	Strategies
		Activate
	4-KI-014 4-KL-030	Students view maps of Manitoba and the northern territories and identify the location of Aboriginal languages, cultures, and communities. Students discuss why Aboriginal cultures are located in different places in Manitoba and the northern territories. TIP: There are seven Aboriginal cultures found in Manitoba: Cree, Ojibway, Oji-Cree, Dakota, Dene, Inuit, and Métis. The northern territories consist mainly of Inuit and Dene people. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

(continued)

Teacher Reflections

4.5.3 People of the North

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
A.3.1	4-KI-014 4-KL-030	Students read picture books or stories set in one of the northern territories. Students record information and discuss characteristics of Aboriginal populations in the North, as illustrated by the stories.
		or
A.3.1	4-KI-014	Students view or listen to examples of Aboriginal culture in the northern territory studied (e.g., art, musical recordings by Susan Aglukark, throat singing, drumming...), and discuss how they reflect the culture(s) of the people in the North. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		Acquire
A.7.2	4-KI-014 4-KL-030	Using maps, atlases, and globes, students identify the three northern territories (i.e., Yukon Territory, Northwest Territories, and Nunavut Territory), as well as communities located in the selected northern territory. Students compare the communities in the northern territory with a map of their own region of Manitoba (e.g., number of communities, size, distance between communities...). Students discuss observations and record demographic features of the northern territory studied.
		or
A.11.10	4-KI-014 4-KL-030	Students compare the Aboriginal populations of the three northern territories. Students select communities in the northern territory studied and review their demographic features. Using a spreadsheet, students graph and compare the Aboriginal population to the total population of the community. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

(continued)

Teacher Reflections

4.5.3 People of the North

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	4-KI-014 4-KL-030	Using print and electronic resources, students research the population distribution and demographic features of the selected northern territory. Students record the population of the territory, its major communities, and the languages spoken. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
	4-KI-014 4-KL-030	Students explore words and phrases in an Aboriginal language spoken (e.g., Inuit, Dene...) in the northern territory studied. They practise writing or speaking a few phrases. TIP: Invite a community resource person who can speak Inuit or Dene to teach students how to pronounce words correctly. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		Apply
	4-KI-014 4-KL-030	Using an outline map of Canada, students locate communities and create a legend to identify demographic features, cultural groups, and languages in the northern territory studied.

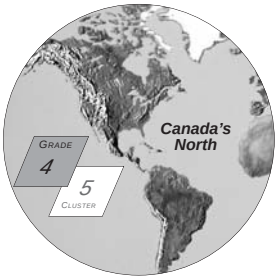
(continued)

Teacher Reflections

4.5.3 People of the North

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
A.11.4	4-KI-014 4-KL-030	Using a word processor, students create a brochure highlighting the demographic features of the northern territory studied. Students include a map identifying the location of communities within the territory, as well as details related to cultural groups and languages.
		or
A.11.7	4-KI-014 4-KL-030	Collaborative groups of students create a multimedia presentation or web page highlighting the demographic features of the northern territory studied. Students include the location of communities within the territory, a description of the cultures, and sound clips with words and phrases in one of the Aboriginal languages spoken in the northern territory.

Teacher Reflections



Learning Experience: 4.5.4 Ways of Life in the North

4-KL-032	Describe various purposes of inuksuit. *Examples: companionship; to mark food caches, hunting locations, direction…*
4-KH-038	Describe changes in ways of life in the last century in the northern territory studied. *Examples: food, clothing, transportation, languages, recreation, education...*

Description of the Learning Experience

Northern ways of life have changed significantly in the last century. Students explore the many changes in daily life that have taken place.

TIP: It is suggested that students (or groups of students) continue to study the same territory that was selected in the first learning experience.

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

4.5.4 Ways of Life in the North

Assessment	Outcomes	Strategies
		Activate
A.9.6	4-KL-032	Students view pictures or models of inuksuit and compose W-5 responses about inuksuit. Students share responses with peers and discuss their speculations regarding the purpose and use of inuksuit. TIP: The word inuksuit is plural for inuksuk, which may be translated as "replicas of people." Inuksuit are structures built from various types of rocks and are intended for specific purposes, such as indicating navigational routes, good hunting areas, migration routes, or sacred places. Inuksuk is often spelled incorrectly as "inukshuk." Inuktitut, the language of the Inuit, is phonetic and does not have a "sh" combination sound. **4.5.4** BLM: Ways of Life in the North–Inuksuit

(continued)

Teacher Reflections

4.5.4 Ways of Life in the North

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
A.3.1	4-KL-038	Students view pictures of the North and discuss how the northern environment may affect ways of life (e.g., food, clothing, transportation...). **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
A.9.6	4-KH-038	Using a list of Inuit words, students illustrate how various items may be used in daily life, past or present, in the North. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.5.4** BLM: Ways of Life in the North–Vocabulary
		or
A.6.6	4-KH-038	Students view pictures or examples of items used in the northern territory studied (e.g., awls, ulus, kamiks...). They describe and illustrate each item, and speculate about how the items might be used in daily life in the North. Students share speculations with peers and suggest contemporary items that may have replaced items used in the past. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.5.4** BLM: Ways of Life in the North–Artifacts
		or
A.4.1	4-KL-032	Collaborative groups of students build a "human inuksuk." Peers speculate about the purpose of the human inuksuk. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

Teacher Reflections

4.5.4 Ways of Life in the North

Assessment	Outcomes	Strategies
		Acquire
A.11.1	4-KH-038 4-KL-032	Using print and electronic resources, students research ways of life in the northern territory studied (e.g., food, shelter, clothing, transportation, recreation, education...). Students record past and present ways of life, including the use and purpose of the inuksuit. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.5.4** BLM: Ways of Life in the North–Past and Present
		or
A.11.1	4-KL-032	Using print and electronic resources, students research the different uses of inuksuit. Students record how inuksuit were traditionally used in daily life, and how inuksuit are used today. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**
		or
A.6.4	4-KL-032 4-KH-038	Students compose questions and interview, email, or fax a community person who has knowledge of the selected northern territory to learn about current and traditional ways of life, how ways of life have changed, and various purposes of the inuksuit. Students share responses with peers, and record information in their journals.
		or
A.8.1	4-KL-038	Students read picture, fiction, and non-fiction books depicting life in the North. Students record examples of current and traditional ways of life and discuss how ways of life in the North have changed.

(continued)

Teacher Reflections

4.5.4 Ways of Life in the North

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
A.11.1	4-KH-038 4-KL-032	Using print and electronic resources, students research ways in which technology has changed ways of life (e.g., food, shelter, clothing, transportation...) in the northern territory studied. Students identify current and traditional practices, and describe advantages and disadvantages related to technology. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.5.4** BLM: Ways of Life in the North–Technology
		Apply
A.6.1	4-KH-038	Using a Venn diagram, students compare traditional and contemporary ways of life in the northern territory studied. Students share completed Venn diagrams with peers, and describe how daily life in the North has changed over time.
		or
A.10.1	4-KL-032	Students build models of inuksuit for specific purposes. Students label their models with their purpose and explain how and why they are/were used in the North. Students share their inuksuit in a gallery walk.
		or
A.9.1	4-KH-038	Students choose a northern individual (e.g., doctor, hunter, artist…) and compose a "Day in the life of …" journal entry. Students describe changes in ways of life (e.g., food, shelter, clothing, transportation, recreation, education...) in the northern territory studied, include examples of both contemporary and traditional ways of life, and share their stories with peers.

(continued)

Teacher Reflections

4.5.4 Ways of Life in the North

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
A.9.4	4-KH-038	Students create comic strips to illustrate changes in one aspect of daily life in the northern territory studied (e.g., transportation–dogsled, snowmobile, bush plane, jet). Students add speech bubbles that describe advantages and disadvantages of the changes.
		or
A.11.7	4-KH-038	Collaborative groups of students create a multimedia presentation illustrating changes in ways of life in the northern territory studied. Students include pictures and descriptions of contemporary and traditional ways of life. Compile group presentations in a class presentation.
		or
A.9.4	4-KL-038	Students compose a news report highlighting changes in ways of life in the northern territory studied. Students describe the impact of the changes, including advantages and disadvantages.

Teacher Reflections

Teacher Reflections

Learning Experience: 4.5.5 Northern Contributions

4-KI-013	Describe Aboriginal contributions to the northern territory studied. *Examples: visual arts, games, music, dance…*
4-KH-036	Give examples of stories and traditions of the northern territory studied.
4-VL-007	Value the contributions of the North to the Canadian community.

Description of the Learning Experience

The Yukon Territory, Northwest Territories, and Nunavut Territory are a large and important part of Canada. Canadians depend on the northern land for its valuable natural resources, and they are also enriched by the cultural contributions of northern Aboriginal peoples. Students explore the stories, traditions, and contributions of the North to Canada.

4.5.5 Northern Contributions

Assessment	Outcomes	Strategies
		Activate
		or
A.2.1	4-KI-013 4-KH-036 4-VL-007	Students brainstorm examples of northern and Aboriginal contributions to the Canadian community (e.g., arts, games, music, dance, stories, traditions, food, clothing, medicine, transportation...), and discuss their significance.
		or
A.6.6	4-KI-013 4-VL-007	Students view examples of northern and Aboriginal art. Using Think-Pair-Share, students discuss what the artist is trying to communicate, and why the art is an important contribution to the Canadian community. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>**

(continued)

Teacher Reflections

4.5.5 Northern Contributions

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
	4-KI-013 4-KH-036 4-VL-007	Prepare a "Storytelling Bag." Place in a basket or bag objects representing both the selected northern territory and Aboriginal traditions (e.g., feathers, stones, shells, miniature dogsleds, animals, dolls...). In a sharing circle, students take turns telling stories about Aboriginal contributions and the northern territory, using objects from the storytelling bag.
		Acquire
	4-KI-013 4-VL-007	Students research examples of northern art, music, and dance (e.g., Inuit art, drum music, throat singing...). In their journals, students record the names of the artists, the art form, describe their emotional reaction to the example, and explain the significance of its contribution to the Canadian community. TIP: The Winnipeg Art Gallery has a permanent display of Inuit art.
		or
	4-KI-013 4-VL-007	Using print and electronic resources, students research Aboriginal contributions to the northern territory studied, as well as northern traditions (e.g., art, games, music, dance, stories, traditions, clothing, technology...). Students name the contribution/tradition, describe and illustrate it, and explain its significance. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.5.5** BLM: Northern Contributions–Research
		or
	4-KI-013 4-KH-036 4-VL-007	Students read or listen to stories describing northern and/or Aboriginal contributions. Students retell a selected story, describe what the story reminds them of, and reflect on how the story relates to the contributions and traditions of the people of the northern territory. Students share their retellings and reflections with peers, and describe how the story represents northern contributions to the Canadian community. **Supporting websites can be found at <http:www3.edu.gov.mb.ca/cn/links/ss>** **4.5.5** BLM: Northern Contributions–Story Reflection

(continued)

Teacher Reflections

4.5.5 Northern Contributions

Assessment	Outcomes	Strategies
		Acquire *(continued)*
		or
	4-KI-013 4-KH-036 4-VL-007	Students compose questions and interview, email, or fax an Aboriginal Elder to learn about contributions, stories, and traditions of the northern territory studied. Students share responses with peers and record information in their journals.
		Apply
	4-KI-013 4-KH-036 4-VL-007	Collaborative groups of students create a display representing contributions, stories, and traditions of the selected northern territory. Students reproduce works of art or sculpture, perform music or dance, demonstrate games, illustrate traditions, and create models of northern ideas and innovations. Students view peers' displays in a gallery walk.
		or
	4-KI-013 4-KH-036 4-VL-007	Using a word processor, students create a brochure highlighting contributions, stories, and traditions of the northern territory studied. Students include illustrations and descriptions of the contributions, stories, and traditions, and write testimonials explaining the value of northern contributions to the Canadian community.

(continued)

Teacher Reflections

4.5.5 Northern Contributions

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
	4-KI-013 4-KH-036 4-VL-007	Students compose biographies of Aboriginal Elders from the northern territory studied. Students include retellings of their stories, descriptions of their traditions, and illustrations of their contributions to the northern territory studied. Students share completed biographies with peers.
		or
	4-KI-013 4-KH-036 4-VL-007	Collaborative groups of students create a multimedia presentation of a story describing Aboriginal contributions and traditions of the northern territory. On each slide, students include illustrations representing the contributions and traditions, the text of the story, and sound clips of the text. Compile group presentations in a class presentation.

Teacher Reflections

Connecting and Reflecting: End of Cluster

Student:

Using your "Canada's North" portfolio, reflect on the people and places of Canada's North, and describe how northern contributions to the Canadian community enrich your life.

4.5 BLM: Cluster 5–Connecting and Reflecting

Teacher Reflections

APPENDICES

GRADE 4

GRADE 4

Skills Assessment

Appendix A

A.1.1 – Active Listening

Skills

4-S-102	Interact fairly and respectfully with others.
4-S-400	Listen actively to others to understand their perspectives.

Active listening is an integral component of all learning. Students use active listening skills in a wide variety of classroom experiences including brainstorming, discussion, collaborative group activities, listening to instructions and presentations, and viewing media. To develop active listening skills, students need opportunities to practise the physical behaviours, positive attitudes, and cognitive skills that enable them to become effective learners. Information on specific active listening strategies is found on page 8 of "Strategies That Make a Difference" (Manitoba Education and Training, 1996a).

Think about…

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

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 54: Assessing Active Listening

Success for All Learners

- P. 6.11: SLANT; HASTE; SWIM

A.2.1 – Brainstorming

Skills

4-S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.
4-S-102	Interact fairly and respectfully with others.
4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-400	Listen actively to others to understand their perspectives.
4-S-401	Use language that is respectful of human diversity.

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

Think about…

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

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

A.3.1 – Discussion

Skills

4-S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.
4-S-102	Interact fairly and respectfully with others.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-400	Listen actively to others to understand their perspectives.
4-S-401	Use language that is respectful of human diversity.
4-S-402	Support their ideas and opinions with information or observations.

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

Think about…

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

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 60: Group Discussion—Observation Checklist

A.3.2 – Sharing Personal Experiences

Skills

4-S-102	Interact fairly and respectfully with others.
4-S-401	Use language that is respectful of human diversity.

Opportunities to share personal experiences allow students to develop confidence in communicating familiar events or experiences. This develops oral communication skills and allows students to connect experiences outside the school with learning in the classroom. Peers develop active listening skills as classmates learn to express their thoughts and ideas in an organized way. Encourage students to use W-5 questions (Who? What? Where? When? Why?) to communicate the personal experiences they are sharing.

Think about…

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

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

A.3.3. – Relating Events

Skills

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

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

Think about…

- Modelling and guiding *Relating Events* through literature and think-alouds
- Recording focused observations to determine skills in sequencing and identifying relationships
- Offering descriptive feedback

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 62: Story Map—B
- P. 211: Storyboards
- P. 212: Story Vines

A.4.1 – Collaborative Learning

Skills

4-S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.
4-S-101	Resolve conflicts peacefully and fairly.
4-S-102	Interact fairly and respectfully with others.
4-S-400	Listen actively to others to understand their perspectives.
4-S-401	Use language that is respectful of human diversity.
4-S-402	Support their ideas and opinions with information or observations.

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

Think about…

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

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Co-operative Task

A.5.1 – Using Graphic Organizers

Skills

4-S-201	Organize and record information in a variety of formats and reference sources appropriately.

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

Think about…

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

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

INQUIRY PROCESS

A.6.1 – Sorting and Classifying

Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.

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

Think about…

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

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 64: Venn Diagram

Success for All Learners

- P. 6.100: Sort and Predict Frame
- P. 6.103: Compare and Contrast Frame

A.6.2 – Generating Questions

Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-300	Formulate questions for research.

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

Think about…

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

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

A.6.3 – KWL

Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-400	Listen actively to others to understand their perspectives.
4-S-300	Formulate questions for research.
4-S-302	Draw conclusions based on information and evidence.
4-S-402	Support their ideas and opinions with information or observations.

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

Think about…

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

(continued)

A.6.3 – KWL *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 65: KWL Plus
- BLM 66: KWL Plus Map

Success for All Learners

- P. 6.94: KWL Plus
- P. 6.95: Knowledge Chart

A.6.4 – Preparing and Conducting Interviews

Skills

4-S-102	Interact fairly and respectfully with others.
4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-300	Formulate questions for research.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-304	Distinguish fact from opinion.
4-S-400	Listen actively to others to understand their perspectives.
4-S-401	Use language that is respectful of human diversity.

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

Think about…

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

(continued)

A.6.4 – Preparing and Conducting Interviews *(continued)*

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

A.6.5 – Field Trips

Skills

4-S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.
4-S-102	Interact fairly and respectfully with others.
4-S-103	Make decisions that reflect care, concern, and responsibility for the environment.
4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-302	Draw conclusions based on information and evidence.
4-S-305	Observe and analyze material or visual evidence for research.
4-S-400	Listen actively to others to understand their perspectives.
4-S-401	Use language that is respectful of human diversity.

Learning happens best in a context that gives meaning to knowledge, values, and skills learning outcomes. Learning experiences that take students outside the classroom are more motivating and have a greater impact than activities that simulate the wider world. Capitalizing on community resources promotes knowledge and understanding of the broader environment and allows students to learn from the resources and expertise that are available in the community at large. Students gain authentic experience when they are involved in planning the purpose and logistics of the field trip. Teachers gain valuable insights into their students as they observe their interactions outside the classroom.

Think about…

- Engaging students in planning a field trip based on primary inquiry questions or the "W" in a KWL strategy
- Constructing student-generated criteria for *What does a quality field trip look/sound like?*
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals to assess the outcomes of the field trip
- Recording focused observations to facilitate student inquiry (Note: Watch for individual student curiosity, expertise, interest, and so on.)

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 6: Daily Observation Form

Success for All Learners

- P. 9.5: Teacher's Planning Sheet for Learning Experiences Outside the Classroom

A.6.6 – Collecting and Observing Pictures

Skills

4-S-302	Draw conclusions based on information and evidence.
4-S-305	Observe and analyze material or visual evidence for research.

Finding and observing pictures related to an idea or concept helps students acquire new information, stimulates questions, and provides opportunities for sorting and classifying. Pictures may include calendars, art, photographs, news and magazine clippings, and clip art. After establishing the criteria that the pictures are intended to represent (e.g., landforms, daily life, Canadian symbols…), students may browse a predetermined set of pictures or search for pictures matching the criteria. Encourage students to share thoughts and feelings evoked by the pictures they observe.

Think about…

- Connecting pictures to the topic/theme
- Asking new questions related to the inquiry
- Gathering information from the pictures
- Using the information in acquiring and applying new learning and understandings

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 6: Daily Observation Form

Success for All Learners

- P. 6.100: Sort and Predict Frame

A.6.7 – Viewing Video/Media

Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-402	Support their ideas and opinions with information or observations.
4-S-304	Distinguish fact from opinion.
4-S-305	Observe and analyze material or visual evidence for research.

Video and media can offer students insights into experiences that would otherwise be unavailable to them. A key to teaching with video is to provide students with opportunities to be critical active viewers rather than passive recipients, and to include before-, during-, and after-viewing strategies. Introduce the video by setting the tone for viewing and explain how the segment relates to the ideas they are exploring.

Consider the following strategies before, during, and after viewing

Before viewing

- Establish a purpose for viewing by describing what the students are about to view and points to watch for.
- Activate with "story mapping"—predicting what the video might be about.
- Have students create questions about what they are wondering, or provide "focus questions" (i.e., informational questions, intuitive/interpretive questions…).

During viewing

- Silent viewing: Mute the volume to focus on cues (e.g., body language, setting, gestures, facial expressions…), and then review the segment with the sound. Discuss how perceptions changed with the sound.
- Sound only: Darken the screen to focus on audio cues (e.g., background noises, tone, sound effects…), and then review the segment with video. Discuss how perceptions changed with the video.
- Jigsaw: One group views silently, while the other group listens only to the soundtrack. Members from opposite groups collaborate to share their information and ideas. Alternately, one-half of the class, the "listeners," sits with their backs to the screen while the other half of the class, the "viewers," faces the screen. After the video segment, the listeners ask the viewers questions, and the viewers describe what was happening in response to the listeners' questions.
- Freeze frame: PAUSE to freeze the picture. Discuss new vocabulary, make further predictions and inferences, or have small-group discussions about connections to the concept, topic, or theme.

(continued)

A.6.7 – Viewing Video/Media *(continued)*

After viewing

- Students may ask new questions (*e.g., Some of my questions that were answered were…; Now, I know/wonder…*).
- Discuss and evaluate what they viewed and their feelings and connections to the content.
- Represent their new learning, or add new information to their inquiry journal or notebook.

Think about…

- Reflecting on the purpose for viewing the video
- Observing for new or extending understanding of concept, topic/theme
- Observing for gaps in students' understanding
- Recording focused observations to facilitate further student inquiry (Note: Watch for individuals' curiosities, new questions, expertise….)

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form
- BLM 6: Daily Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 73: A Viewer's Discussion Guide

Success for All Learners

- P. 6.102: Look It Over

SOCIAL STUDIES

A.7.1 – Creating Maps

Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-205	Construct maps that include a title, legend, compass rose, and grid.
4-S-206	Interpret maps that include a title, legend, compass rose, and grid.
4-S-302	Draw conclusions based on information and evidence.
4-S-207	Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.
4-S-305	Observe and analyze material or visual evidence for research.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read/interpret and create different types of maps. When engaging students in map-making, encourage the use of mental maps to help them think spatially. Verbalize directions or read stories aloud and have students create mental images of described places and spaces. Have students—individually or collaboratively—create maps from these oral sources of information to practise listening skills, following directions, and visualizing.

Early Years students create maps with simple pictorial representations of their surrounding environment (e.g., the classroom, school, and neighbourhood…) in a variety of media. By beginning with objects, pictures, or drawings before moving to the use of abstract symbols, younger students come to understand the idea of symbolic representation. As students grow developmentally, the maps they create become increasingly more abstract, and students become proficient in the use of various map components (e.g., title, legend, compass rose, scale, latitude and longitude…). Map-making and map reading should eventually become as natural for students as reading and writing. Encourage students to incorporate maps in their daily work (e.g., journals, stories, research…).

Map construction can be an individual, small-group, or class learning experience, and provides students with opportunities to develop, clarify, and communicate their understanding of abstract ideas in a visual and symbolic format. Through the use of symbols and drawings in the creation of maps, students demonstrate their understanding of place, distance, and relationships.

(continued)

A.7.1 – Creating Maps *(continued)*

Think about…

- Observing for students' map-reading, interpreting, and creating skills
- Constructing student-generated criteria for *What does a quality map look like?*
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding drawn/created maps and reflections to the learners' portfolios as evidence of understanding of mapping skills

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 6: Daily Observation Form

A.7.2 – Using/Interpreting Maps

Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-206	Interpret maps that include a title, legend, compass rose, and grid.
4-S-207	Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.
4-S-302	Draw conclusions based on information and evidence.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read and create different types of maps. As students engage in strategies that involve map reading/interpretation, they learn that maps have particular components (e.g., title, symbols, legend, directions, scale…). Students also come to understand that maps are important sources of physical and human geographic information, and are fundamental to social studies inquiry. Maps help students think critically as they find locations and directions, determine distances, observe distributions of people and resources, and interpret and analyze patterns and relationships.

Encourage students to consult maps when they engage in individual research and when they are working in collaborative groups. As well, use and interpret maps as a whole-class learning experience. Maps, globes, and atlases are rich and engaging resources that stimulate questions, conversation, and critical thinking.

Think about…

- Teaching, modelling, and guiding map reading/interpreting skills
- Observing students' knowledge and skills in reading, interpreting, and creating a variety of maps to plan for differentiation
- Observing students' skills in connecting information from maps to other concepts
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *What I am learning about maps/mapping…; For example…*)
- Adding a drawn/created map and reflection to the learners' portfolios as evidence of understanding of mapping skills

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 6: Daily Observation Form

A.7.3 – Interpreting Timelines

Skills

4-S-305	Observe and analyze material or visual evidence for research.
4-S-302	Draw conclusions based on information and evidence.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-202	Use appropriate terms or expressions to describe periods of time.
4-S-303	Evaluate personal assumptions based on new information and ideas.

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Interpreting timelines through social studies inquiry helps students imagine and visualize events of the past, and therefore better understand abstract concepts related to history and chronology. Students need to see and interpret timelines, and understand their nature and purpose, before they are asked to create their own timelines.

Think about…

- Teaching, modelling, and guiding interpretation and creation of timelines
- Observing students' knowledge and skills in organizing events chronologically, creating timelines and using information from timelines to plan for differentiation
- Observing students' skills in connecting information from the past, present, and future, and descriptions of periods of time
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *What I am learning about timelines…; Evidence of my learning is…*)
- Adding a created timeline and reflection to the learners' portfolios as evidence of understanding of historical periods

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 6: Daily Observation Form

A.7.4 – Creating Timelines

Skills

4-S-204	Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-202	Use appropriate terms or expressions to describe periods of time.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Before students create their own timelines, they need opportunities to use and understand the nature and purpose of timelines. Students first examine, discuss, and use prepared timelines. Next, they contribute to the making of a class timeline, discussing and placing events on the timeline. The timeline can be an ongoing project that is integrated into the instructional process (e.g., in Grade 4: throughout Cluster 4, History of Manitoba; in Grades 5, 6, 8, and Senior 3: throughout the entire year). Ideally, a class timeline would occupy the length of one wall of the classroom, providing room for all of the historical events that are discussed, as well as space for drawings, pictures, and illustrations. Finally, individually or in collaborative groups, students create their own timeline. Depending on developmental ability, younger students might simply label and illustrate events on a timeline that already has periods of time indicated. Older students, using mathematical skills, could determine and mark time periods before labelling and illustrating events.

Think about…

- Constructing student-generated criteria for *What does a quality timeline look like?*
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a timeline and reflection to the learners' portfolios as evidence of growth and understanding of timelines

(continued)

A.7.4 – Creating Timelines *(continued)*

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

A.7.5 – Social Action

Skills

4-S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.
4-S-102	Interact fairly and respectfully with others.
4-S-103	Make decisions that reflect care, concern, and responsibility for the environment.
4-S-104	Negotiate constructively with others to build consensus.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-301	Consider advantages and disadvantages of solutions to a problem.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-400	Listen actively to others to understand their perspectives.
4-S-401	Use language that is respectful of human diversity.
4-S-402	Support their ideas and opinions with information or observations.

As students are given opportunities to develop and use the skills of active responsible citizenship, they should also be encouraged—when necessary and in appropriate ways—to engage in social action.

Student social action involves students interacting with others for the purpose of change. Social action might involve just a few students, the entire class, several classrooms or grades, the entire school, or the greater community. As students develop knowledge, values, and skills related to citizenship, they need to understand that social action is not only a right, but is perhaps the most important responsibility for citizens living within a democratic society. They also need to learn that, in most cases, social action involves collaboration, cooperation, and being respectful of others.

Social action is a natural result of authentic social studies inquiry. As students learn about social issues that affect them or others, and as they become aware of problems and injustices in their communities, *and if they are truly empowered to be active and responsible citizens*, they are likely to take actions that initiate change. If and when they do take action, there is perhaps no better means of assessing student learning. As students engage in social action, their behaviours become an observable expression of the social studies knowledge, values, and skills they have been learning.

Empowered students might initiate social action on their own, or teachers may choose to encourage student social action. Student social action may be the culminating activity of a learning experience, a particular cluster, or the school year. It might take the form of a local classroom or school project, such as a recycling/anti-litter campaign, or the creation of a local nature preserve. Social action with a global focus might involve raising funds for a community well or sending school supplies to children in a developing country. Events such as UNICEF campaigns and Earth Day may trigger projects. Opportunities might also arise for students to be involved in more complex civil action, where projects involve the lobbying of policy/lawmakers and legislators.

(continued)

A.7.5 – Social Action *(continued)*

Social action is the ultimate application of social studies learning. It is through social action that students' altruistic attitudes are expressed within the context of the knowledge and skills of the curriculum. Social action projects not only familiarize students with specific issues, but also provide opportunities to understand processes, such as conducting issue-based research, letter-writing campaigns, media publicity, the creation of surveys and petitions, and demonstrations and other civil actions.

Think about…

- Setting classroom goals for developing action plans and becoming active responsible citizens
- Constructing student-generated criteria for *What does a democratic classroom/an active responsible citizen look/sound like?*
- Offering descriptive feedback
- Recording focused observations to determine teaching points
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding an account and/or images of evidence of social actions to the students' portfolios

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 93: Goal Setting

A.8.1 – Content Reading

Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-304	Distinguish fact from opinion.

Content reading is integral to acquiring information and ideas for learning about a particular class topic or theme; and content subject areas are ideal contexts for improving, acquiring, and applying reading comprehension skills and strategies to make meaning of a variety of texts. Thus, teachers have an opportunity to extend reading instruction beyond the literacy workshop, and to offer learners another opportunity to practise and make connections to reading comprehension strategies in the content areas or inquiry workshop. Text sets are valuable resources for supporting content reading and a broad range of reading abilities. A text set consists of a variety of non-fiction and fiction texts on a theme or unit of study (e.g., picture books, visuals, short stories, historical fiction, songs, poetry, media texts, vignettes, textbooks…).

Competent readers use reading comprehension strategies independently *before*, *during*, and *after* reading. Developing readers need access to texts that they can read, and scaffolding and guided instruction to successfully access the required information and ideas from texts that they cannot yet read independently.

Think about…

- Using read-aloud, shared reading, guided reading, partner reading, and independent reading literacy contexts for assessing comprehension strategies and differentiating instruction
- Modelling *before*, *during*, and *after* reading comprehension strategies
- Monitoring students' choices of texts for seeking information
- Observing comprehension strategies (e.g., predicting, questioning, imaging, self monitoring, re-reading, re-telling, summarizing, inferring, skimming and scanning…)
- Recording focused observations to determine students' ability to get information and ideas from textual cues (titles, sub-titles, tables of content, images, captions…) and text structures/features (compare and contrast, sequential, description, cause and effect…)

(continued)

A.8.1 – Content Reading *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 4: Observation Checklist for Skimming and Scanning
- BLM 5: Observation Checklist for Skimming and Scanning Skills
- BLM 6: Comprehension Focus: Before, During, and After Reading
- BLM 8: Reading Strategies: Student Monitoring Sheet
- BLM 12: How to Find the Main Idea of a Paragraph
- BLM 14: Previewing Questions
- BLM 15: Skimming
- BLM 16: Reading Strategies: Self-Check
- BLM 74: Before-During-After Map
- BLM 75: Retelling

Success for All Learners

- P. 6.103: Compare and Contrast Frame
- P. 6.104: Concept Relationship Frame
- P. 6.111: Concept Frame
- P. 6.112: Concept Overview
- P. 6.113: Frayer Plus Concept Builder
- P. 6.114: Fact-Based Article Analysis
- P. 6.115: Issue-Based Article Analysis
- P. 6.116: Reading from Another Point of View

A.9.1 – Journals

Skills

4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-401	Use language that is respectful of human diversity.

Journals are notebooks in which students record their personal thoughts and ideas, as well as information and questions about, and reflections on, what they hear, view, read, write, discuss, and think. Journals provide students with the opportunity to use exploratory language. The responses in personal journals are based on personal and emotional reactions. Other journals explore, clarify, and discover ways of refining and assessing thinking. Journals may include both written and representational formats. They may be a separate notebook or a section of another notebook, and may be specifically devoted to response and used across curriculum areas.

Think about…

- Guiding/facilitating reflection orally and with a Y-chart before introducing independent journal writing
- Constructing student-generated criteria for *What does quality reflective journal writing look/sound like?*
- Offering descriptive feedback
- Recording focused observations to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Adding reflections to the learners' portfolios as evidence of growth in metacognitive thinking over time
- Assessing the journal for growth over time and/or for summative purposes

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 11: Record-Keeping Form

A.9.2 – Exit Slip

Skills

4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.

An Exit Slip is simply a brief note or conversation with students at the end of a lesson. Exit Slips provide students with opportunities to reflect on their learning and provide teachers with feedback to inform future instruction as students summarize their understandings of a lesson. Exit Slips may be open-ended, include a reflective stem (e.g., *Today I learned…; I am still confused about…; I would like to know more about…; A question I have is…*), or used to set a learning goal for the next day. Exit Slips may be completed individually or in small groups. Review Exit Slip responses to guide planning for future instruction.

Think about…

- Observing students' perceived strengths and areas for further learning
- Observing students' opinions, assumptions, and conclusions about their learning of a topic/issue/theme

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 6: Daily Observation Form

Success for All Learners

- P. 6.61: Admit and Exit Slips

A.9.3 – RAFT

Skills

4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-401	Use language that is respectful of human diversity.
4-S-402	Support their ideas and opinions with information or observations.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.

RAFT (Role, Audience, Format, Topic) is a writing strategy that provides students with opportunities to creatively analyze and synthesize information by writing from a different viewpoint. Students assume a **R**ole other than themselves (e.g., animal, historical figure, comic book character…). They choose an **A**udience (e.g., a person living in another time or place, a corporation, an inanimate object…). They select a **F**ormat (e.g., poem, letter, journal…) for their writing. They also choose a **T**opic (e.g., plea, persuasion, demand, excuse…) related to the inquiry. Because the focus of the writing is so well defined in a RAFT, students gain experience in clearly and completely explaining their point of view. A RAFT may be used as an activating strategy to help identify students' prior knowledge or as a culminating task to demonstrate understanding.

Think about…

- Sharing and reflecting on examples of point-of-view genre in literature
- Modelling, guiding, and offering time to practise RAFT
- Constructing student-generated criteria for *What does a quality written point of view (RAFT strategy) look/sound like?*
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a quality written point of view (RAFT strategy) to the learners' portfolios as evidence of learning

(continued)

A.9.3 – RAFT *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 71: Point of View

Success for All Learners

- P. 6.116: Reading from Another Point of View

A.9.4 – Persuasive Writing

Skills

4-S-301	Consider advantages and disadvantages of solutions to a problem.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-304	Distinguish fact from opinion.
4-S-401	Use language that is respectful of human diversity.
4-S-402	Support their ideas and opinions with information or observations.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.

Persuasive writing provides opportunities for students to present ideas and information and express their opinions and viewpoints on an issue. Students need to be aware of their intended audience as they state their view and present evidence and examples to support their position. Composing persuasive writing allows students to practise organizational skills and make connections between prior knowledge and new understandings. Persuasive writing can provide evidence of attitudinal changes as students evaluate and synthesize new knowledge and information.

Think about…

- Sharing and reflecting on examples of persuasive writing
- Modelling, guiding, and offering time to practise persuasive writing
- Constructing student-generated criteria for *What does quality persuasive writing look/sound like?*
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a quality piece of persuasive writing to the learners' portfolios as evidence of understanding and organizational skills

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

A.9.5 – Creating Plans/Outlines

Skills

44-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-300	Formulate questions for research.

Creating a written plan provides opportunities for students to establish a process for achieving their learning goals. Students identify their goals, outline the steps they will use to achieve them, and determine how they will know their goals have been attained. As students engage in planning, they come to understand that the plan is a means to achieving an end, and not the end itself. Written plans may be developed collaboratively or individually.

Think about…

- Focusing assessment on a manageable number of learning outcomes/students
- Teaching, modelling, and guiding the creation of plans/outlines
- Constructing student-generated criteria for *What does a quality plan look/sound like?*
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Observing students' revisions to the plan throughout the inquiry
- Orally guiding/facilitating reflection on planning, using a Y-chart or journals

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 7: Our/My Learning Plan

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 33: Set Your Goal
- BLM 34: We Reached Our Goal!
- BLM 46: Personal Goal Setting
- BLM 94: Goal Setting
- BLM 96: Project Outline

A.9.6 – Recording Information

Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-303	Evaluate personal assumptions based on new information and ideas.

As students are engaged in inquiry and research, they need to experience various strategies for recording and organizing acquired information. Strategies may include drawing, simple note-making skills, process notes, Slim Jims, concept maps, or graphic representations. Additional information on information processing strategies may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, p. 6.49) and "Strategies That Make a Difference" (Manitoba Education and Training, 1996a, pp. 59–64 and 114–117). As students develop a repertoire of strategies, they become able to choose the most appropriate method related to the purpose and the type of information.

Think about…

- Teaching and modelling one strategy at a time for recording information (Note: It takes learners approximately six to eight weeks to internalize a strategy and to apply it independently.)
- Constructing student-generated criteria for *What does a quality Slim Jim look like?*
- Recording focused observations to determine which students need differentiation and scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Observing students' choices of strategies for recording information
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 8: Evidence of Learning

(continued)

A.9.6 – Recording Information *(continued)*

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- P. 59: Pyramid Diagram
- Pp. 76–77: The Big Six assignment organizer
- BLM 45: Checklist to Assess Student's Ability to Select and Process Information
- BLM 64: Venn Diagram
- BLM 67: W-5 Chart

Success for All Learners

- P. 6.97: Listen–Draw–Pair–Share
- P. 6.101: Three-Point Approach for Words and Concepts
- P. 6.102: Look It Over
- P. 6.108: Do Your LAPS
- P. 6.114: Fact-Based Article Analysis
- P. 6.115: Issue-Based Article Analysis

A.10.1 – Presentations/Representations and Drama/Role-Play, Song/Rap, Video, Collage/Diorama/Art

Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-302	Draw conclusions based on information and evidence.
4-S-401	Use language that is respectful of human diversity.
4-S-402	Support their ideas and opinions with information or observations.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.

Presentations provide opportunities for students to synthesize new knowledge and share their understandings. Presentations allow students to creatively express their understandings through a variety of intelligences (Multiple Intelligences), and may include visual displays, art, drama, music, video, reenactments, or simulations. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students consider how the structure of the presentation will effectively communicate new information to their intended audience.

Think about…

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality presentation/representation look/sound like?*
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Conferencing with students throughout the process
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

ICT

A.11.1 – Print and Electronic Research

Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-300	Formulate questions for research.
4-S-301	Consider advantages and disadvantages of solutions to a problem.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-304	Distinguish fact from opinion.
4-S-305	Observe and analyze material or visual evidence for research.

Print and electronic research facilitates the inquiry process as students acquire new information, knowledge, and understandings. The focus of the inquiry is often guided by knowledge learning outcomes in social studies. As they plan their research, guide students through the following stages in the inquiry process: choose a theme or topic; identify and record prior knowledge; ask initial questions; explore and select primary and secondary sources; and plan for inquiry. As students are engaged in research, observe and offer guidance as they gather, process, and record information and focus their inquiry. To help students experience success in their research, guide them to continually assess how they will express their learning (i.e., keep the end in mind).

Think about…

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

(continued)

A.11.1 – Print and Electronic Research *(continued)*

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

A.11.2 – Using Graphics Software

Skills

4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.

Students may use graphics software to illustrate and label the concepts and ideas they explore. Images created with graphics software may be imported into other applications (e.g., word processor, presentation software…) and more fully explained. Students may change and adapt previously created images to reflect new understanding as additional information is acquired.

Think about…

- Focusing assessment on the communication of concepts and ideas in the images created
- Constructing student-generated criteria for *What do quality illustrations/diagrams look like?*
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

A.11.3 – Email

Skills

4-S-102	Interact fairly and respectfully with others.
4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-300	Formulate questions for research.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-304	Distinguish fact from opinion.
4-S-401	Use language that is respectful of human diversity.

Email offers authentic opportunities for students to communicate with others, near and far. Students articulate ideas and information and analyze responses for relevancy and accuracy. Students may use email to conduct interviews, request information, state a position, or share understandings on a topic or issue. Help students identify the purpose of their email communications and model compositions to achieve each purpose, ensuring that students use language that is respectful of others. Teach students about safety on the Internet and the importance of not including personal information in email communication with people they don't know.

Think about…

- Modelling appropriate Internet behaviours
- Focusing assessment on the clarity of student communication and the match of style and tone with purpose
- Constructing student-generated criteria for *What does a quality Internet communication look/sound like?*
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

A.11.4 – Desktop Publishing

Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-302	Draw conclusions based on information and evidence.
4-S-401	Use language that is respectful of human diversity.
4-S-402	Support their ideas and opinions with information or observations.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.

Desktop publishing includes text, images, maps, and charts to communicate information and concepts. It provides opportunities for students to synthesize new knowledge and represent their understandings creatively. Examples of desktop-published products include brochures, posters, and newsletters. They may be produced collaboratively or individually. Encourage students to identify the purpose of the final product and to plan accordingly to ensure it communicates the purpose effectively to their intended audience.

Think about…

- Focusing assessment on the structure, organization, content choices, and whether the final product communicates the purpose effectively
- Constructing student-generated criteria for *What does a quality brochure look like?*
- Offering descriptive feedback throughout the process
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

A.11.5 – Word Processing

Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-303	Evaluate personal assumptions based on new information and ideas.

Word processing supports students through the writing process and encourages them to revise initial drafts and organize their writing to best represent current understandings. Students may take advantage of standard word-processing features to improve their writing (e.g., spell and grammar check, thesaurus, formatting options…). Encourage students to save copies of their files as they work through the editing and revision process as evidence of their growth and improvement in the writing process.

Think about…

- Modelling and guiding the development of word-processing skills and strategies
- Recording focused observations to determine skills in organizing information and ideas, revising and editing, and saving copies of files
- Offering descriptive feedback
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

A.11.6 – Concept Mapping

Skills

4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.

Concept mapping involves the visual organization of ideas and information. This helps students identify patterns and relationships, build upon prior knowledge, and stimulate creative thinking. As students acquire new information, they can organize additional ideas and information graphically to integrate new knowledge and reinforce their understandings. This helps students identify misconceptions and clarify their thinking. The use of colours, symbols, and images reinforces written text. The ease with which changes in relationships can be represented makes concept mapping particularly helpful for some students. Concept mapping examples include facilitating brainstorming (activating), gathering information (acquiring), or displaying new understanding (applying).

Think about…

- Teaching and modelling concept mapping
- Constructing student-generated criteria for *What does a quality concept map look like?*
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

A.11.7 – Multimedia Presentations (Web Page/Powerpoint)

Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-302	Draw conclusions based on information and evidence.
4-S-401	Use language that is respectful of human diversity.
4-S-402	Support their ideas and opinions with information or observations.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.

Multimedia presentations provide opportunities for students to synthesize new knowledge and share their understandings. Multimedia presentations allow students to represent their understandings creatively by including text, images, sound clips, and links to further information supporting their ideas and information. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students consider how the structure of the presentation will communicate new information effectively to their intended audience.

Think about…

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

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

A.11.8 – Creating Animations

Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-302	Draw conclusions based on information and evidence.
4-S-401	Use language that is respectful of human diversity.
4-S-402	Support their ideas and opinions with information or observations.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.

Creating animations provides students with opportunities to apply new knowledge and graphically represent concepts and ideas. Students may create animations to illustrate patterns, cycles, changes over time, or cause-and-effect relationships. In creating animations, students develop skills in sequencing, timing, and duration of scenes/screens to communicate the concepts and ideas they are illustrating. The interactive and graphic nature of animations provides alternative ways for some students to demonstrate their learning.

Think about…

- Focusing assessment on how the animation creatively communicates the concept or idea
- Constructing student-generated criteria for *What does quality animation look/sound like?*
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

A.11.9 – Using Software

Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.

Using software allows students to access new information and interact with simulations and/or animations to explore new concepts and ideas. Simulations provide an environment where students can explore, experiment, question, and hypothesize about real-life situations that would otherwise be inaccessible. Students can explore "what-if" scenarios as they predict the results of various actions, modify parameters accordingly, and evaluate the resulting outcomes. Simulations and animations allow students to visualize complex and dynamic interactions and develop deeper understandings than may be achieved through a text description. By exploring a simulated environment, students can "learn by doing."

Think about…

- Focusing assessment on students' skills in exploring concepts and ideas with simulations and/or animations
- Offering descriptive feedback on students' explorations, deepening understandings and testing of hypotheses
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *Using software helps me…*)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

A.11.10 – Using Spreadsheets/Databases

Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.

Spreadsheets and databases allow students to record and graphically represent data, analyze relationships and patterns, and manipulate data to solve problems. There are several opportunities to integrate the acquisition of spreadsheet and database skills with social studies. With spreadsheets, students can enter formulas to calculate values (e.g., population density equals population divided by area). Additionally, students can chart their data by creating graphs to facilitate data analysis. Databases are particularly useful for students to make comparisons in their recorded research (e.g., characteristics of daily life in communities studied, location and characteristics of geographic regions…). Students may then query the data to identify patterns and relationships. As students develop the skills to use spreadsheets and databases, they are able to apply these skills in the context of analyzing issues and concepts related to their social studies investigations.

Think about…

- Modelling and guiding the use of spreadsheets/databases
- Focusing assessment on the analysis of patterns and relationships rather than isolated technology skills
- Recording focused observations to determine prior knowledge, gaps, points for instruction, and/or growth over time
- Offering descriptive feedback to improve understanding of relationships between various factors in data analysis and/or research

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

GRADE 4

Blackline Masters

Appendix B

GRADE 4

Charts and Checklists

Appendix C

GRADE 4

Skills Progress Chart

Active Democratic Citizenship	100–Collaborate with others to share ideas, decisions, and responsibilities in groups.										
	101–Resolve conflicts peacefully and fairly.										
	102–Interact fairly and respectfully with others.										
	103–Make decisions that reflect care, concern, and responsibility for the environment.										
	104–Negotiate constructively with others to build consensus.										
Managing Information and Ideas	200–Select information from oral, visual, material, print or electronic sources. *Examples: maps, atlases…*										
	201–Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps…*										
	202–Use appropriate terms or expressions to describe periods of time. *Examples: decade, generation, century, when the Earth was new, in the time of our ancestors…*										
	203–Select and use appropriate tools and technologies to accomplish tasks.										
	204–Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.										
	205–Construct maps that include a title, legend, compass rose, and grid.										
	206–interpret maps that include a title, legend, compass rose, and grid.										
	207–Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.										
	208–Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. *Examples: sun, moon, or stars, inuksuit, Global Positioning Systems (GPS)…*										
Critical and Creative Thinking	300–Formulate questions for research.										
	301–Consider advantages and disadvantages of solutions to a problem.										
	302–Draw conclusions based on information and evidence.										
	303–Evaluate personal assumptions based on new information and ideas.										
	304–Distinguish fact from opinion.										
	305–Observe and analyze material or visual evidence for research. *Examples: artifacts, photographs, works of art…*										
Communication	400–Listen actively to others to understand their perspectives.										
	401–Use language that is respectful of human diversity.										
	402–Support their ideas and opinions with information or observations.										
	403–Present information and ideas orally, visually, concretely, or electronically.										

Name of Learning Experience	Portfolio Selections
Mapping	• • •
Geographic Regions of Canada	• • •

Name of Learning Experience	Portfolio Selections
Symbols, Monuments, and Important Days	• • •
Canadian Citizenship	• • •
Public and Private Property	• • •
Power and Authority	• • •
Government	• • •
Elected Leaders	• • •

Name of Learning Experience	Portfolio Selections
Geographic Features and Natural Resources in Manitoba	• • •
Environmental Stewardship and Sustainability	• • •
Cultural Communities in Manitoba	• • •
Identity and Culture	• • •
Artistic and Cultural Achievements	• • •

Name of Learning Experience	Portfolio Selections
Early Life and Settlement	• • •
People and Events That Shaped Manitoba	• • •
Historical Cultural Contributions	• • •
Changes in Ways of Life	• • •

Name of Learning Experience	Portfolio Selections
Physical Features and Natural Resources	• • •
Changes in the North	• • •
People of the North	• • •
Ways of Life in the North	• • •
Northern Contributions	• • •

GRADE 4

Vocabulary Strategies

Appendix D

Vocabulary development is integrated within each learning experience, introducing or reinforcing understanding of specific words and concepts within the context of the learning experiences and the cluster.

A variety of vocabulary strategies may be used to assist students in activating, acquiring, and applying the appropriate vocabulary. Strategies may be modified to suit different grades.

Activate

Using a word processor, students type new vocabulary into a word bank. Students may change the colour and/or font of the words they recognize and explain the meaning to a peer, or highlight related words and explain their relationship to a peer.
Grades 1–4

Students come to class dressed in a costume that represents a new vocabulary word or dramatizes the meaning of new vocabulary. Students guess the meaning of the word/concept that is illustrated.
Grades K–4

Acquire

Using a word processor, students type new vocabulary into a word bank. Individually or in collaborative groups, students create a picture dictionary, inserting digital images or clip art representing the new vocabulary. Alternately, they create a talking dictionary, recording and inserting sound clips explaining the word, or using it correctly in a sentence.

TIP: A volunteer may help students record and insert sound clips with the appropriate pictures.
Grades 1–4

Enter vocabulary words in an electronic spelling program so that students may complete pre-programmed spelling activities.
Grades 1–4

Using graphics software, students create mini-posters that include the vocabulary word, an illustration, and/or a definition. Print and display mini-posters, or set as desktop wallpaper.
Grades 1–4

Using *Inspiration* vocabulary templates, students identify antonyms, synonyms, and/or people associated with new vocabulary.
Grades 3–4

Students use sandpaper letters and crayons to do word rubbings for new vocabulary. Alternatively, students cover pre-printed word cards with string, beads, or sparkles. Students recite the words aloud while tracing the outline of the word.
Grades K–2

Students physically create new vocabulary words in various media (e.g., with modelling clay or magnetic letters, in sand or with paint).

TIP: Create your own "Etch-a-Sketch®." Mix tempera paint, cornstarch, and water to a fairly thick consistency, and place the mixture in self-sealing plastic bags. Students use their fingers to trace words in the plastic.
Grades K–2

Students create songs or classroom chants to illustrate the meaning of new vocabulary words.
Grades K–2

Students use "Pocket Definitions" to reinforce new vocabulary. Students write new vocabulary on slips of paper and put them in their pockets. Several times throughout the day, call out "Pocket Definitions!" Students take the slips of paper out of their pockets and practise the words and definitions.
Grades 2–4

Using a word processor, word art, or concept mapping, students create a word splash of new vocabulary. Students add definitions, explanations, or illustrations of the vocabulary.

TIP: Students may add further information by inserting text boxes, comments, or sound clips.
Grades 3–4

Use self-stick notes to label items displayed in an artifact centre (e.g., globe, map...). Students find other items in the classroom that match the new vocabulary and label those items.
Grades K–2

Students create desktop vocabulary placemats. Students illustrate their placemats with new vocabulary, definitions, and pictures representing the new vocabulary. Students may refer to their placemats throughout the cluster.
Grades 1–4

Students match new vocabulary to magazine pictures or clip art illustrating the new word.
Grades K–4

Students practise new vocabulary using flash cards.

TIP: Have students create a personal set of flash cards.
Grades 2–4

Using print and electronic resources, students research new vocabulary, recording definitions, explanations, and images that illustrate or clarify the meaning of the word.
Grades 2–4

Using a word processor, students create a clip-art collage of images representing new vocabulary. Students record a sound clip of the vocabulary word and insert it next to the related image. Peers predict the vocabulary word each image represents, and check their answer by playing the sound clip.
Grades 2–4

Apply

Using a word processor, students play "Vocabulary Bingo." Students enter new vocabulary to fill the bingo squares. The teacher provides a definition, explanation, synonym, antonym, or cloze sentence for vocabulary words. Students match words on their bingo card to the given clue, highlighting the word or changing the font or colour. The first student to fill in the card or a designated row or column calls "Bingo!"

TIP: In classrooms with one computer, students may create individual bingo cards and print them.
BLM: Vocabulary Bingo.doc
Grades 2–4

Using word-processing or graphics software, students create word graphics that represent the meaning of new vocabulary words. Students share word graphics in an electronic gallery walk.
Grades 2–4

Collaborative groups of students create "The Answer is…" puzzles using new vocabulary and quiz peers (e.g., "The answer is 'north, south, east, and west.' What is the question? The question is 'What are the four cardinal directions?'").
Grades 2–4

Students play new vocabulary "Password." Four students are divided into two teams of two. One student on each team is given a "secret" vocabulary word on a slip of paper. Taking turns, the first team member provides a one-word clue to her or his partner, who attempts to guess the "secret" word. The second team member provides an additional clue to his or her partner. Students continue until the vocabulary word is guessed.
Grades 2–4

Students compose poems (e.g., Cinquain, Haiku...) to illustrate the meaning of new vocabulary.
Grades 2–4

Students play "Vocabulary Beach Ball." Label a beach ball with vocabulary words. Students sit in a circle and toss the beach ball to a peer. The student who catches the ball reads the word closest to his or her right thumb, defines the word, and/or uses it in a sentence. The student tosses the ball to another peer.

TIP: Students may ask peers for help/clues if they cannot remember the word.
Grades 2–4

Students play "I Spy," providing clues to match something in the classroom that represents new vocabulary (e.g., I spy something round; I spy something with tiny bit of blue on it; I spy something that spins. Answer: the globe). Peers guess the vocabulary word.
Grades K–4

Using presentation or web authoring software, students create a web page or interactive glossary of new vocabulary. The presentation may include links to definitions, labelled diagrams, pictures, phrases, or sentences using the word in context, sound clips associated with the word, or digital pictures of classroom explorations with the concept represented by the word.

TIP: The presentation may be developed throughout the cluster and used as a culminating activity.
Grades 3–4

Reinforce understanding of new vocabulary with exit or permission slips (e.g., students must respond with the correct vocabulary word when given a definition in order to leave for recess).

TIP: Show students a picture illustrating the vocabulary word or provide the word and have students respond with its meaning.
Grades K–4

Students play "Spelling in Motion" to practise new vocabulary. Taking turns, one student calls out a new vocabulary word, then spells the word out loud, repeats the word, and finally states an action word. Peers perform the action, spelling the word out loud (e.g., One student says "Citizen, c-i-t-i-z-e-n, Citizen, jumping jacks." Peers do jumping jacks as they spell the word, performing one jumping jack for each letter.).
Grades K–4

Using presentation software, students create a rapid-fire class quiz. Collaborative groups of students create a three-part slide that includes an illustration or clip-art image representing the word, a definition, and the vocabulary word. Students set the timing feature so the illustration appears first, followed in three seconds by the definition, and followed five seconds later by the word. Each group's slide is included in a class presentation. During the presentation, students are encouraged to call out their guesses before the word appears.
Grades 3–4

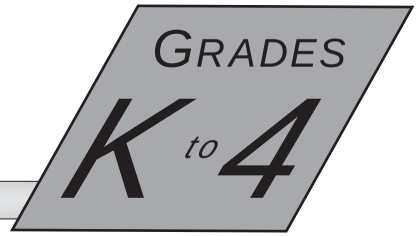
Using "Hot Potatoes," students demonstrate understanding of new vocabulary by completing a teacher-created activity (e.g., cloze passage, crossword puzzle, multiple choice, or matching quiz), using new vocabulary in context.
Grades 1–4

Using animation software or animation features of presentation software, students create an animation illustrating the meaning of cluster vocabulary.
Grades 2–4

Using presentation software, students create an interactive four-slide riddle for new vocabulary words. Students create three clues for each new vocabulary word, entering one clue for each of the first three slides. The fourth slide contains the vocabulary word that answers the riddle. Students share their riddles with peers who use the clues to guess the vocabulary word.
Grades 1–4

Cumulative Skills Chart

Appendix E



Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
S-100	**0-S-100** Cooperate and collaborate with others. *Examples: take turns, share space and resources...*	**1-S-100** Cooperate and collaborate with others. *Examples: share space and resources, assume responsibilities, seek agreement...*	**2-S-100** Cooperate and collaborate with others. *Examples: make collective decisions, share responsibilities, seek agreement...*
S-101	**0-S-101** Consider others' needs when working and playing together.	**1-S-101** Consider others' needs when working and playing together.	**2-S-101** Resolve conflicts peacefully and fairly.
S-102	**0-S-102** Interact fairly and respectfully with others.	**1-S-102** Interact fairly and respectfully with others.	**2-S-102** Interact fairly and respectfully with others.
S-103	**0-S-103** Make decisions that reflect care, concern, and responsibility for the environment.	**1-S-103** Make decisions that reflect care, concern, and responsibility for the environment.	**2-S-103** Make decisions that reflect care, concern, and responsibility for the environment.
S-104			**2-S-104** Consider the rights and opinions of others during interactions.

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.	**4-S-100** Collaborate with others to share ideas, decisions, and responsibilities in groups.	**S-100**
3-S-101 Resolve conflicts peacefully and fairly.	**4-S-101** Resolve conflicts peacefully and fairly.	**S-101**
3-S-102 Interact fairly and respectfully with others.	**4-S-102** Interact fairly and respectfully with others.	**S-102**
3-S-103 Make decisions that reflect care, concern, and responsibility for the environment.	**4-S-103** Make decisions that reflect care, concern, and responsibility for the environment.	**S-103**
3-S-104 Consider the rights and opinions of others during interactions.	**4-S-104** Negotiate constructively with others to build consensus.	**S-104**

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
S-200	**0-S-200** Gather information from oral, visual, material, or print sources.	**1-S-200** Gather information from oral, visual, material, print, or electronic sources.	**2-S-200** Select information from oral, visual, material, print, or electronic sources.
S-201	**0-S-201** Sort information using selected criteria.	**1-S-201** Categorize information using selected criteria.	**2-S-201** Organize and record information using visual organizers.
S-202	**0-S-202** Use appropriate terms or expressions to describe periods of time.	**1-S-202** Use appropriate terms or expressions to describe periods of time.	**2-S-202** Use appropriate terms or expressions to describe periods of time.
S-203	**0-S-203** Use tools and technologies to accomplish given tasks.	**1-S-203** Use tools and technologies to accomplish given tasks.	**2-S-203** Use tools and technologies to accomplish given tasks.
S-204		**1-S-204** Use simple timelines to organize information chronologically.	**2-S-204** Use simple timelines to organize information chronologically.
S-205		**1-S-205** Construct simple maps to represent familiar places and locations.	**2-S-205** Construct maps that include a title, legend, and symbols.
S-206		**1-S-206** Interpret simple maps as representations of familiar places and locations.	**2-S-206** Interpret maps that include a title, legend, and symbols.
S-207		**1-S-207** Use relative terms to describe familiar locations.	**2-S-207** Use cardinal directions to describe location.
S-208			

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases...*	**4-S-200** Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases...*	**S-200**
3-S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	**4-S-201** Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	**S-201**
3-S-202 Use appropriate terms or expressions to describe periods of time.	**4-S-202** Use appropriate terms or expressions to describe periods of time. *Examples: decade, generation, century, when the Earth was new, in the time of our ancestors...*	**S-202**
3-S-203 Select and use appropriate tools and technologies to accomplish tasks.	**4-S-203** Select and use appropriate tools and technologies to accomplish tasks.	**S-203**
3-S-204 Use timelines to organize information chronologically.	**4-S-204** Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.	**S-204**
3-S-205 Construct maps that include a title, legend, and compass rose.	**4-S-205** Construct maps that include a title, legend, compass rose, and grid.	**S-205**
3-S-206 Interpret maps that include a title, legend, and compass rose.	**4-S-206** Interpret maps that include a title, legend, compass rose, and grid.	**S-206**
3-S-207 Use cardinal directions to describe the relative locations of places on maps and globes.	**4-S-207** Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.	**S-207**
	4-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. *Examples: sun, moon, or stars, inuksuit, Global Positioning Systems (GPS)...*	**S-208**

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
S-300	**0-S-300** Use comparison in investigations.	**1-S-300** Use comparison in investigations.	**2-S-300** Formulate questions for research.
S-301	**0-S-301** Identify consequences of their decisions and actions.	**1-S-301** Identify consequences of their decisions and actions.	**2-S-301** Consider advantages and disadvantages of solutions to a problem.
S-302		**1-S-302** Use information or observation to form opinions.	**2-S-302** Use information or observation to form opinions.
S-303		**1-S-303** Revise ideas and opinions based on new information.	**2-S-303** Revise ideas and opinions based on new information.
S-304			
S-305			

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-300 Formulate questions for research.	**4-S-300** Formulate questions for research.	**S-300**
3-S-301 Consider advantages and disadvantages of solutions to a problem.	**4-S-301** Consider advantages and disadvantages of solutions to a problem.	**S-301**
3-S-302 Draw conclusions based on information and evidence.	**4-S-302** Draw conclusions based on information and evidence.	**S-302**
3-S-303 Revise ideas and opinions based on new information.	**4-S-303** Evaluate personal assumptions based on new information and ideas.	**S-303**
3-S-304 Distinguish fact from opinion.	**4-S-304** Distinguish fact from opinion.	**S-304**
	4-S-305 Observe and analyze material or visual evidence for research. *Examples: artifacts, photographs, works of art...*	**S-305**

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
S-400	**0-S-400** Listen actively to others.	**1-S-400** Listen actively to others.	**2-S-400** Listen actively to others.
S-401	**0-S-401** Use language that is respectful of others.	**1-S-401** Use language that is respectful of others.	**2-S-401** Use language that is respectful of others.
S-402	**0-S-402** Express reasons for their ideas and opinions.	**1-S-402** Express reasons for their ideas and opinions.	**2-S-402** Express reasons for their ideas and opinions.
S-403	**0-S-403** Present information and ideas orally, visually, or concretely.	**1-S-403** Present information and ideas orally, visually, concretely, or electronically.	**2-S-403** Present information and ideas orally, visually, concretely, or electronically.
S-404	**0-S-404** Relate events and stories in chronological order.	**1-S-404** Relate events and stories in chronological order.	**2-S-404** Relate events and stories in chronological order.

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-400 Listen actively to others to understand their perspectives.	**4-S-400** Listen actively to others to understand their perspectives.	**S-400**
3-S-401 Use language that is respectful of human diversity.	**4-S-401** Use language that is respectful of human diversity.	**S-401**
3-S-402 Support their ideas and opinions with information or observations.	**4-S-402** Support their ideas and opinions with information or observations.	**S-402**
3-S-403 Present information and ideas orally, visually, concretely, or electronically.	**4-S-403** Present information and ideas orally, visually, concretely, or electronically.	**S-403**
		S-404

GRADE 4

Recommended Learning Resources

Appendix F

Grade-Level Resources

(Resources organized by cluster follow this section.)

Rand McNally Classroom Atlas of Canada and the World. Second Edition

ISBN 0-528-17779-X

This softcover resource supports the study of Canada and the world in Clusters 1, 2, and 3 of the Manitoba **Grade 3** social studies curriculum, and Clusters 1, 2, 3, and 5 of the **Grade 4** social studies curriculum.

This atlas is skill-based, well organized, and user friendly. It provides age-appropriate learning activities that could be further developed and/or adapted for **Grade 3** or **Grade 4** students. The activities appear to be relevant and meaningful to students.

This resource is current and accurate, and contains Canadian and Manitoba content. It includes useful graphics, diagrams, and illustrations, with subject matter that supports inclusion as well as promoting respect for diversity. It offers a variety of learning strategies from diverse perspectives that show thoughtfulness and consideration of subject matter. It also supports multiple intelligences and active learning.

This resource promotes integration across other subject areas, and contains a glossary of geographical terms and a detailed index of locations. It contains clear headings and is well laid out.

Distributor: Rand McNally Canada
Publisher: Rand McNally Canada
Copyright: 2002
Author: McNamara, Margaret

Rand McNally Classroom Atlas of Canada and the World Teacher's Guide

ISBN 0-88640-920-9

This teacher resource package complements the student text *Classroom Atlas of Canada and the World*. This resource supports the study of Canada and the world in Clusters 1, 2, and 3 of the Manitoba **Grade 3** social studies curriculum, and Clusters 1, 2, 3, and 5 of the **Grade 4** curriculum.

It is skill-based, well organized, and user friendly. It provides support for age-appropriate learning activities found in the textbook that could be further developed and/or adapted for these students.

It does not contain a glossary of geographical terms but it does have a detailed index that includes all the contents.

This resource is current and accurate, and contains Canadian and Manitoba content. It is well laid out with clear headings, and the three-ring binder format is very durable and convenient for teacher use.

Distributor: Rand McNally Canada
Publisher: Rand McNally Canada
Copyright: 2001
Author: McNamara, Margaret

In the Global Classroom 1

ISBN 0-88751-081-7
This is a softcover **Kindergarten to Grade 8** teacher professional resource. This resource emphasizes a teaching and learning strategy that combines child-centred and world-minded educational thinking. It builds frameworks for cross-curricular delivery and offers a wealth of practical and engaging activities for students.

Themes within the text include: interconnections (perceptions, local and global communities); environment and sustainability (natural, built, social, and inner); health (physical, mental, emotional, spiritual, social, societal, and environmental); perception (perceptions and cross-cultural encounters); technology (benefits, tools, problem solving, technological change, social values, and consequences in the future); and futures (alternative, probable, and preferred).

The resource includes materials related to citizenship, diverse-perspectives, global, identity, and economic learning outcome experiences.

Comment: Charts are included at the beginning of each chapter to indicate activities within the chapter and the index. The grade level for which the activities are suggested is not included.

Print–Non-Fiction
Distributor: University of Toronto Press
Publisher: Pippin Publishing Corporation
Copyright: 1998
Author: Pike, Graham

Is That Right? Critical Thinking and the Social World of the Young Learner

ISBN 0-88751-094-9
This teacher resource emphasizes that there is no better day than today to teach our children the value and rewards of critical thinking. It defines critical thinking as the ability to make reasoned judgments in problematic situations. It also demonstrates how critical thinking can be applied to social studies and other subject areas. It includes practical activities and assessment approaches (including rubrics). Chapters focus on critical thinking, teaching critical thinking, and assessing critical thinking.

This resource is based on current research. It is suitable for a wide range of learning styles, promotes active learning and creativity, and is well organized.

Print–Non-Fiction
Distributor: University of Toronto Press
Publisher: Pippin Publishing Corporation
Copyright: 2002
Author: Wright, Ian

Hands-on Social Studies Grade Four

ISBN 1-55379-07-3
This made-in-Manitoba resource is well developed for the following three clusters of the Manitoba **Grade 4** social studies curriculum: Cluster 1: Geography of Canada, Cluster 2: Living in Canada, and Cluster 5: Life in Canada's North. The resource does not support Cluster 3: Living in Manitoba or Cluster 4: History of Manitoba (at press time, these clusters are under development but have not been reviewed).

The resource includes a variety of active learning activities, themes, vocabulary, extensions, and blackline masters for both individual and group work.

The resource is current and accurate, and provides Canadian cultural content. This is a well-designed, user-friendly resource that is enhanced by clear, concise graphics and blackline masters.

Print–Non-Fiction
Distributor: Portage & Main Press
Publisher: Portage & Main Press
Copyright: 2003
Author: Lawson, Jennifer

Resources Organized by Cluster and Key Concepts

Cluster 1—Geography of Canada

Canada Puzzles for Kids Book 2
ISBN 1-894404-15-7
Cluster 1—Geography of Canada
- Mapping

Print–Non-Fiction
Distributor: Raincoast Books
Publisher: Bluefield Books
Copyright: 2003
Author: Ross, Jesse

Mountain Alphabet
ISBN 0-88776-384-7
Cluster 1—Geography of Canada
- Physical geography of Canada
- Mapping

Print–Picture Book
Distributor: Random House of Canada
Publisher: Tundra Books Inc.
Copyright: 2002
Author: Ruurs, Margriet

Under a Prairie Sky
ISBN 1-55143-226-9
Cluster 1—Geography of Canada
- Physical geography of Manitoba and Canada
- Mapping (geographic regions, oceans, major landforms, lakes, waterways, provinces, territories, capital cities)

Print–Picture Book
Distributor: Orca Book Publishers Ltd.
Publisher: Orca Book Publishers Ltd.
Copyright: 2002
Author: Carter, Anne

Our Country, Canada
ISBN 1-55220-201-1
Cluster 1—Geography of Canada
- Physical geography of Manitoba and Canada

Print–Picture Book
Distributor: Duval House Publishing
Publisher: Duval House Publishing
Copyright: 2001
Author: Cario, Mary

Eenie Meenie Manitoba: Playful Poems for Coast to Coast
ISBN 1-55074-818-1
Cluster 1—Geography of Canada
- Mapping (geographic regions, oceans, major landforms, lakes, waterways, provinces, territories, capital cities)

Print–Picture Book
Distributor: Kids Can Press
Publisher: Kids Can Press
Copyright: 2000
Author: Heidbreder, Robert

Heartland: A Prairie Sampler
ISBN 0-88776-567X
Cluster 1—Geography of Canada
- Physical geography of Manitoba and Canada

Print–Picture Book
Distributor: Random House of Canada Ltd.
Publisher: Tundra Books Inc.
Copyright: 2002
Author: Bannatyne-Cugnet, Jo

See Saw Saskatchewan: More Playful Poems From Coast to Coast
ISBN 1-55337-392-8
Cluster 1—Geography of Canada
- Mapping (graphic regions, oceans, major landforms, lakes, waterways, provinces, territories, capital cities)

Print–Picture Book
Distributor: Kids Can Press
Publisher: Kids Can Press
Copyright: 2003
Author: Heidbreder, Robert

Meet the Group of Seven
ISBN 1-55074-494-1
Cluster 1—Geography of Canada
- Physical geography of Manitoba and Canada
- Mapping (geographic regions, oceans, major landforms, lakes, waterways, provinces, territories, capital cities)

Print–Non-Fiction
Distributor: Kids Can Press
Publisher: Kids Can Press
Copyright: 1999
Author: Wistow, David

Kids Book of Canada
ISBN 1-55074-315-5
Cluster 1—Geography of Canada
- Mapping (geographic regions, oceans, major landforms, lakes, waterways, provinces, territories, capital cities)

Print–Non-Fiction
Distributor: Kids Can Press
Publisher: Kids Can Press
Copyright: 1997
Author: Greenwood, Barbara

True Book: Lake Huron
ISBN 0-516-26103-7
Cluster 1—Geography of Canada
- Mapping (geographic regions, oceans, major landforms, lakes, waterways, provinces, territories, capital cities)

Note: Terminology—American perspective. Limited geographical points/areas of Canada.

Print–Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1996
Author: Armbruster, Ann

True Book: St. Lawrence Seaway
ISBN 0-516-26114-2
Cluster 1—Geography of Canada
- Mapping (geographic regions, oceans, major landforms, lakes, waterways, provinces, territories, capital cities)

Note: American perspective.

Print–Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1996
Author: Armbruster, Ann

True Book: Lake Erie
ISBN 0-516-26102-9
Cluster 1—Geography of Canada
- Mapping (geographic regions, oceans, major landforms, lakes, waterways, provinces, territories, capital cities)

Note: This book has little information relating to Canada.

Print–Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1996
Author: Armbruster, Ann

True Book: Lake Superior
ISBN 0-516-26106-1
Cluster 1—Geography of Canada
- Mapping (geographic regions, oceans, major landforms, lakes, waterways, provinces, territories, capital cities)

Note: American perspective.

Print–Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1996
Author: Armbruster, Ann

True Book: Lake Ontario
ISBN 0-516-20014-3
Cluster 1—Geography of Canada
- Mapping (geographic regions, oceans, major landforms, lakes, waterways, provinces, territories, capital cities)

Note: American perspective.

Print–Non-Fiction
Distributor: Scholastic Canada Ltd.
Publisher: Scholastic Canada Ltd.
Copyright: 1996
Author: Armbruster, Ann

Seaside Alphabet
ISBN 0-88776-438-X
Cluster 1—Geography of Canada
- Physical geography

Print–Non-Fiction
Distributor: Random House of Canada Ltd.
Publisher: Tundra Books Inc.
Copyright: 2000
Author: Grassby, Donna

Big Book of Canada: Exploring the Provinces and Territories
ISBN 0-88776-457-6
Cluster 1—Geography of Canada
- Physical geography of Manitoba and Canada
- Mapping (geographic regions, oceans, major landforms, lakes, waterways, provinces, territories, capital cities)

Cluster 2—Living in Canada
- Symbols and monuments (national, provincial, territorial)
- Leadership (Manitoba and Canada)

Print–Non-Fiction
Distributor: Tundra Books Inc.
Publisher: Tundra Books Inc.
Copyright: 2002
Author: Moore, Christopher

Cluster 2—Living in Canada

Canada's Maple Leaf: The Story of Our Flag
ISBN 1-55074-516-6
Cluster 2—Living in Canada
- Symbols and monuments (national, provincial, territorial)

Print–Non-Fiction
Distributor: Kids Can Press
Publisher: Kids Can Press
Copyright: 1999
Author: Owens, Ann-Maureen

Kids Make a Difference: Kids Communicate
ISBN 0-7922-8689-8
Cluster 2—Living in Canada
- Media influences on perceptions of people and places

Note: Utilizes American examples.

Print–Non-Fiction
Distributor: National Geographic Education
Publisher: National Geographic Education
Copyright: 2002
Author: Rossi, Ann

Canada Votes: How We Elect Our Government
ISBN 1-55337-009-0
Grade 4 Cluster 2—Living in Canada
- Government

Grade 6 Cluster 4—Canada Today: Democracy, Diversity, and the Influence of the Past
- Government

Print–Non-Fiction
Distributor: Kids Can Press
Publisher: Kids Can Press
Copyright: 2001
Author: Granfield, Linda

In Flanders Fields
ISBN 0-7737-5925-5
Cluster 2—Living in Canada
- Commemorative days

Print–Non-Fiction
Distributor: Fitzhenry & Whiteside Limited.
Publisher: Stoddart Kids
Copyright: 2000
Author: Granfield, Linda

Big Book of Canada: Exploring the Provinces and Territories
ISBN 0-88776-457-6
Cluster 1—Geography of Canada
- Physical geography of Manitoba and Canada
- Mapping (geographic regions, oceans, major landforms, lakes, waterways, provinces, territories, capital cities)

Cluster 2—Living in Canada
- Symbols and monuments (national, provincial, territorial)
- Leadership (Manitoba and Canada)

Print–Non-Fiction
Distributor: Tundra Books Inc.
Publisher: Tundra Books Inc.
Copyright: 2002
Author: Moore, Christopher

Cluster 3—Living in Manitoba

Morning on the Lake
ISBN 1-55074-588-3
Cluster 3—Living in Manitoba
- People, places, and communities of Manitoba

Print–Fiction
Distributor: Kids Can Press
Publisher: Kids Can Press
Copyright: 1997
Author: Waboose, Jan Bourde

Skysisters
ISBN 1-55074-699-5
Cluster 3—Living in Manitoba
- Physical features

Print–Picture Book
Distributor: Kids Can Press
Publisher: Kids Can Press
Copyright: 2000
Author: Waboose, Jan Bourde

Mistehay Sakahegan, the Great Lake: The Beauty and the Treachery of Lake Winnipeg
ISBN 1-896150-10-1
Cluster 3—Living in Manitoba
- Physical features

Print–Non-Fiction
Distributor: Heartland Associates
Publisher: Heartland Associates
Copyright: 2000
Author: Russell, Frances

Li Minoush
ISBN 1-894717-06-6
Cluster 3—Living in Manitoba
- People, places, and communities of Manitoba (historical, cultural, or environmental)

Cluster 4—History of Manitoba
- Contributions of diverse ethnic and cultural communities (Aboriginal, francophone, European)

Print–Picture Book
Distributor: Pemmican Publications Inc.
Publisher: Pemmican Publications Inc.
Copyright: 2001
Author: Murray, Bonnie

Geographical Names of Manitoba
ISBN 0-7711-1517-2
Cluster 3—Living in Manitoba
- People, places, and communities of Manitoba (historical, cultural, or environmental)

Print–Non-Fiction
Distributor: Manitoba Conservation
Publisher: Manitoba Conservation
Copyright: 2000
Author: Manitoba Geographical Names Program

Willy: The Curious Frog From Pruden's Bog
ISBN 1-894717-15-5
Cluster 3—Living in Manitoba
- Environmental stewardship and sustainability

Print–Picture Book
Distributor: Pemmican Publications Inc.
Publisher: Pemmican Publications Inc.
Copyright: 2002
Author: Anderson, Grant S.

Hutterite Community Cookbook
ISBN 0-9684268-3-2
Cluster 3—Living in Manitoba
- People, places, and communities of Manitoba (historical, cultural, or environmental)

Note: Contains 80 pages of Hutterite community history.

Print–Non-Fiction
Distributor: Hofer Publishers
Publisher: Hofer Publishers
Copyright: 2002
Author: Hofer, Samuel

Rachel, A Hutterite Girl
ISBN 0-8361-9119-6
Cluster 3—Living in Manitoba
- People, places, and communities of Manitoba

Print–Fiction
Distributor: Herald Press
Publisher: Herald Press
Copyright: 1999
Author: Maendel, Rachel

Prairie Boy's Summer
ISBN 0-88776-116-X
Cluster 3—Living in Manitoba
- Stories of events and individuals from the past

Print–Fiction
Distributor: Random House of Canada Ltd.
Publisher: Tundra Books Inc.
Copyright: 1975
Author: Kurelek, William

Prairie Boy's Winter
ISBN 0-88776-102-X
Cluster 3—Living in Manitoba
- Stories of events and individuals from the past

Print–Fiction
Distributor: Random House of Canada Ltd.
Publisher: Tundra Books Inc.
Copyright: 1973
Author: Kurelek, William

Cluster 4—History of Manitoba

Little Métis and the Métis Sash
ISBN 1-894717-02-3
Cluster 4—History of Manitoba
- Contributions of diverse ethnic and cultural communities (Aboriginal, francophone, European)

Print–Picture Book
Distributor: Pemmican Publications Inc.
Publisher: Pemmican Publications Inc.
Copyright: 2000
Author: Delaronde, Deborah L

Flour Sack Flora
ISBN 1-894717-05-8
Cluster 4—History of Manitoba
- Stories of events and individuals from Manitoba's past

Print–Picture Book
Distributor: Pemmican Publications Inc.
Publisher: Pemmican Publications Inc.
Copyright: 2001
Author: Delaronde, Deborah L

Li Minoush
ISBN 1-894717-06-6
Cluster 3—Living in Manitoba
- People, places, and communities of Manitoba (historical, cultural, or environmental)

Cluster 4—History of Manitoba
- Contributions of diverse ethnic and cultural communities (Aboriginal, francophone, European)

Print–Picture Book
Distributor: Pemmican Publications Inc.
Publisher: Pemmican Publications Inc.
Copyright: 2001
Author: Murray, Bonnie

Name for a Métis
ISBN 0-921827-65-2
Cluster 4—History of Manitoba
- Contributions of diverse ethnic and cultural communities (Aboriginal, francophone, European)

Print–Picture Book
Distributor: Pemmican Publications Inc.
Publisher: Pemmican Publications Inc.
Copyright: 1999
Author: Delaronde, Deborah L

All About…Famous Canadians from Manitoba
ISBN 1-896132-66-9
Cluster 4—History of Manitoba
- Stories of events and individuals from Manitoba's past
- Contributions of diverse ethnic and cultural communities (Aboriginal, francophone, European)

Print–Non-Fiction
Distributor: Nelson
Publisher: Reidmore Books
Copyright: 1999
Author: McDermott, Barb

Into the sun
ISBN 0-9686699-9
Cluster 4—History of Manitoba
- Stories of events and individuals from Manitoba's past

Note: The readability of this book is a high grade 4+ level. It could also be used as a read-aloud.

Print–Fiction
Distributor: Hodgepog Books
Publisher: Hodgepog Books
Copyright: 2002
Author: Armstrong, Luanne

Tapping the Gift
ISBN 0-921827-04-0
Cluster 4—History of Manitoba
- Contributions of diverse ethnic and cultural communities

Print–Non-Fiction
Distributor: Pemmican Publications Inc.
Publisher: Pemmican Publications Inc.
Copyright: 1991
Author: Wheeler, Jordan

Flower Beadwork People
ISBN 0-920915-25-6
Cluster 4—History of Manitoba
- Stories of early settlements

Print–Non-Fiction
Distributor: Gabriel Dumont Institute of Native Studies and Applied Research
Publisher: Gabriel Dumont Institute of Native Studies and Applied Research
Copyright: 1992
Author: Racette, Sherry

Birth of Nanabosho
ISBN 0-921827-00-8
Cluster 4—History of Manitoba
- Contributions of diverse ethnic and cultural communities (Aboriginal)

Print–Fiction
Distributor: Pemmican Publications Inc.
Publisher: Pemmican Publications Inc.
Copyright: 1989
Author: McLellan, Joseph

Nanabosho and the Cranberries
ISBN 0-921827-63-6
Cluster 4—History of Manitoba
- Contributions of diverse ethnic and cultural communities (Aboriginal)

Print–Fiction
Distributor: Pemmican Publications Inc.
Publisher: Pemmican Publications Inc.
Copyright: 1998
Author: McLellan, Joseph

Nanabosho and Kitchie Odjig
ISBN 0-921827-58-X
Cluster 4—History of Manitoba
- Contributions of diverse ethnic and cultural communities (Aboriginal)

Print–Fiction
Distributor: Pemmican Publications Inc.
Publisher: Pemmican Publications Inc.
Copyright: 1997
Author: McLellan, Joseph

Nanabosho and the Woodpecker
ISBN 0-921827-49-0
Cluster 4—History of Manitoba
- Contributions of diverse ethnic and cultural communities (Aboriginal)

Print–Fiction
Distributor: Pemmican Publications Inc.
Publisher: Pemmican Publications Inc.
Copyright: 1995
Author: McLellan, Joseph

Nanabosho Dances
ISBN 0-921827-14-8
Cluster 4—History of Manitoba
- Contributions of diverse ethnic and cultural communities (Aboriginal)

Print–Fiction
Distributor: Pemmican Publications Inc.
Publisher: Pemmican Publications Inc.
Copyright: 1991
Author: McLellan, Joseph

How the Turtle Got Its Shell: A Nanabosho Legend
ISBN 0-921827-40-7
Cluster 4—History of Manitoba
- Contributions of diverse ethnic and cultural communities (Aboriginal)

Print–Fiction
Distributor: Pemmican Publications Inc.
Publisher: Pemmican Publications Inc.
Copyright: 1994
Author: McLellan, Joseph

Nanabosho, Soaring Eagle and the Great Sturgeon
ISBN 0-921827-23-7
Cluster 4—History of Manitoba
- Contributions of diverse ethnic and cultural communities (Aboriginal)

Print–Fiction
Distributor: Pemmican Publications Inc.
Publisher: Pemmican Publications Inc.
Copyright: 1993
Author: McLellan, Joseph

Nanabosho Steals Fire
ISBN 0-921827-05-9
Cluster 4—History of Manitoba
- Contributions of diverse ethnic and cultural communities (Aboriginal)

Print–Fiction
Distributor: Pemmican Publications Inc.
Publisher: Pemmican Publications Inc.
Copyright: 1990
Author: McLellan, Joseph

Cluster 5—Canada's North

Baseball Bats for Christmas
ISBN 1-55037-144-4
Cluster 5—Canada's North
- Stories, traditions, and changes in ways of life in Canada's North

Print–Fiction
Distributor: Firefly Books Ltd.
Publisher: Annick Press
Copyright: 1990
Author: Kusugak, Michael

Inuksuk Book
ISBN 1-895688-90-6
Cluster 5—Canada's North
- Physical and human geography of the territory(ies)

Print–Non-Fiction
Distributor: Firefly Books Ltd.
Publisher: Maple Tree Press
Copyright: 1999
Author: Wallace, Mary

Kids Book of the Far North
ISBN 1-55074-563-8
Cluster 5—Canada's North
- Stories, traditions, and changes in ways of life in Canada's North
- Mapping (physical features, natural resources)

Print–Non-Fiction
Distributor: Kids Can Press
Publisher: Kids Can Press
Copyright: 2000
Author: Love, Ann

All About…Famous Canadians from Nunavut
ISBN 1-896132-76-6
Cluster 5—Canada's North
- Stories, traditions, and changes in ways of life in Canada's North

Print–Non-Fiction
Distributor: Nelson
Publisher: Reidmore Books
Copyright: 1999
Author: McDermott, Barb

Cremation of Sam McGee
ISBN 1-55074-606-5
Cluster 5—Canada's North
- Stories, traditions, and changes in ways of life

Print–Non-Fiction
Distributor: University of Toronto Press
Publisher: Kids Can Press
Copyright: 1992
Author: Service, Robert

Murdo's Story: A Legend from Northern Manitoba
ISBN 0-19143-075
Cluster 5—Canada's North
- Stories, traditions, and changes in ways of life

Print–Fiction
Distributor: Pemmican Publications Inc.
Publisher: Pemmican Publications Inc.
Copyright: 1986
Author: Scribe, Murdo

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Printed in Canada
Imprimé au Canada