LEARN-2 Social Studies

Curriculum Guide 2023

Newfoundland
Labrador

Department of Education
Vision Statement

Building an educational community in Newfoundland and Labrador that fosters safe, inclusive, and healthy learning environments for all educators and students in the early learning, K-12 and post-secondary education systems.

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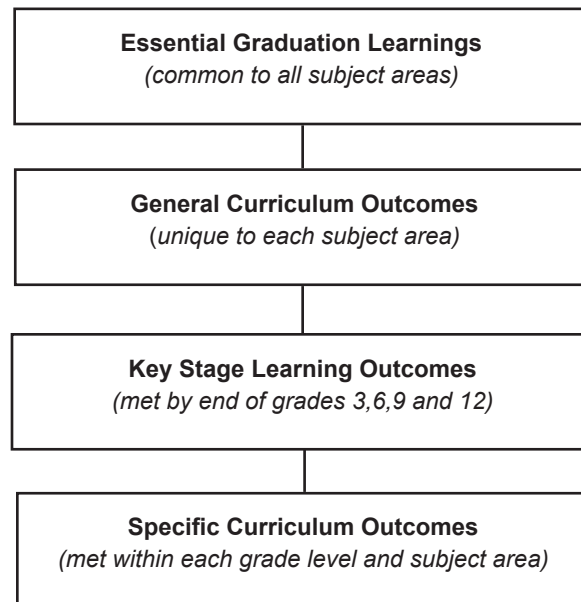# Newfoundland and Labrador Curriculum

Introduction

There are multiple factors that impact education: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education students receive.

The Newfoundland and Labrador Department of Education believes that curriculum design with the following characteristics will help teachers address the needs of students served by the provincially prescribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students' performance in relation to the curriculum outcomes.

Outcomes Based Education

The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes (KSCOs) and Specific Curriculum Outcomes (SCOs).

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│      Essential Graduation Learnings       │
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│   (met within each grade level and subject area) │
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Essential Graduation Learnings

EGLs provide vision for the development of a coherent and relevant curriculum. They are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the K-12 curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.
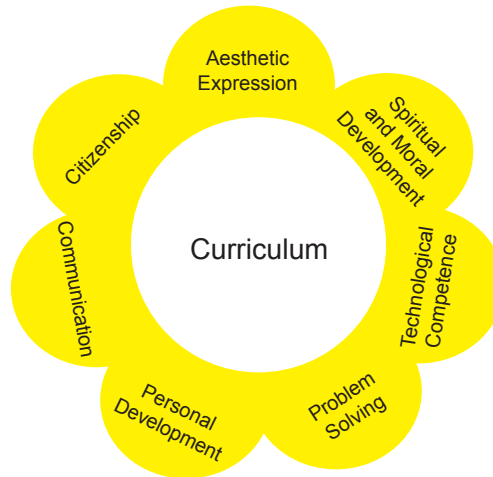
Aesthetic Expression – Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

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

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

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

Personal Development – Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Spiritual and Moral Development – Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

Technological Competence – Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each program area in terms of knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

General Curriculum Outcomes (GCOs)

Each program has a set of GCOs which describe what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Often, GCOs are further delineated into KSCOs.

Key Stage Curriculum Outcomes (KSCOs)

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of grades three, six, nine, and twelve.

Specific Curriculum Outcomes (SCOs)

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. *It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.*

EGLs to Curriculum Guides
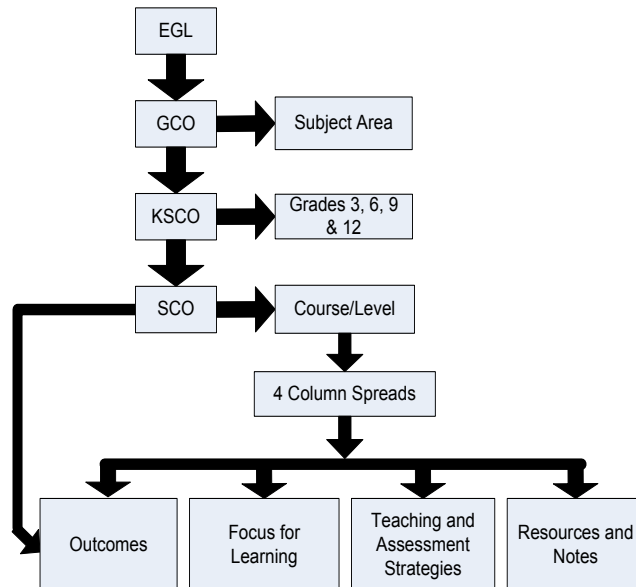
Context for Teaching and Learning

Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Several factors make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

Inclusive Education

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences and abilities as well as social and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.

Valuing Equity and Diversity

Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence, and opportunities to participate. (The Centre for Inclusive Education, 2009)
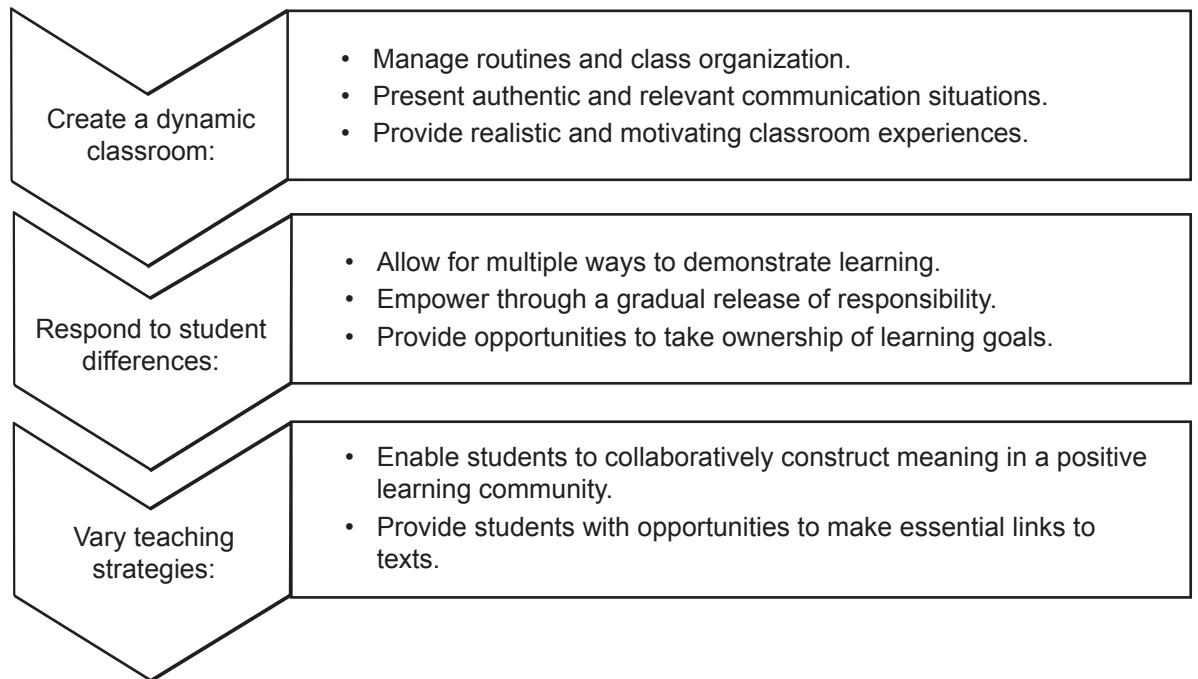
Differentiated Instruction

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning. (Carol Ann Tomlinson, 2008)

Curriculum is designed and implemented to provide learning opportunities for all students according to abilities, needs, and interests. Teachers must be aware of and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher's knowledge of whom he or she is interacting with. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities that provide all students with a safe and supportive place to learn and succeed.

Planning for Differentiation

Create a dynamic classroom:	• Manage routines and class organization. • Present authentic and relevant communication situations. • Provide realistic and motivating classroom experiences.
Respond to student differences:	• Allow for multiple ways to demonstrate learning. • Empower through a gradual release of responsibility. • Provide opportunities to take ownership of learning goals.
Vary teaching strategies:	• Enable students to collaboratively construct meaning in a positive learning community. • Provide students with opportunities to make essential links to texts.

Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require prerequisite instruction, as well as those who have already mastered the concept and may therefore apply strategies learned to new situations. Another way to differentiate content is to permit students to adjust the pace at which they progress through the material. Some students may require additional time while others will move through at an increased pace and thus create opportunities for enrichment or more indepth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- Meet with small groups to reteach an idea or skill or to extend the thinking or skills.
- Present ideas through auditory, visual, and tactile means.
- Use reading materials such as novels, websites, and other reference materials at varying reading levels.

Differentiating the Process

Differentiating the process involves varying learning activities or strategies to provide appropriate methods for students to explore and make sense of concepts. A teacher might assign all students the same product (e.g., presenting to peers) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher individually. The same assessment criteria can be used for all students.

Teachers should consider flexible grouping of students such as whole class, small group, or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and/or the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating the process:

- Offer hands-on activities for students.
- Provide activities and resources that encourage students to further explore a topic of particular interest.
- Use activities in which all learners work with the same learning outcomes but proceed with different levels of support, challenge, or complexity.

Differentiating the Product

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should give students options to demonstrate their learning (e.g., create an online presentation, write a letter, or develop a mural). This will lead to an increase in student engagement.

Differentiating the Learning Environment

The learning environment includes the physical and the affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, or how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently and in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students.

Teachers should consider the following examples of differentiating the learning environment:

- Develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention.
- Ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration.
- Establish clear guidelines for independent work that match individual needs.
- Provide materials that reflect diversity of student background, interests, and abilities.

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

Meeting the Needs of Students with Exceptionalities

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. For details of these exceptionalities see www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html

Supports for these students may include

1. Accommodations
2. Modified Prescribed Courses
3. Alternate Courses
4. Alternate Programs
5. Alternate Curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at www.cdli.ca/sdm/

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

Meeting the Needs of Students who are Highly Able
(includes gifted and talented)

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able.

Teachers may

- assign independent study to increase depth of exploration in an area of particular interest;
- compact curriculum to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge;
- group students with similar abilities to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic; and
- tier instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge.

Highly able students require the opportunity for authentic investigation to become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.

Gradual Release of Responsibility

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension, and metacognition that is just beyond the students' independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.

Gradual Release of Responsibility Model
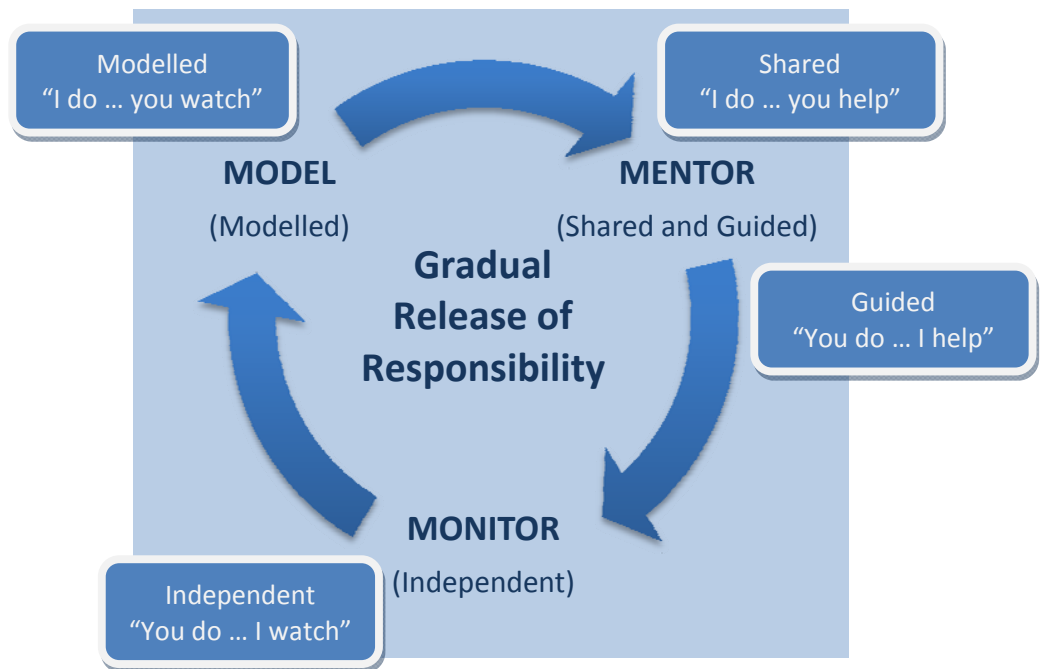
Literacy

"Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society". To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning. (The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13)

Literacy is

- a process of receiving information and making meaning from it; and
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds.

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Individuals use literacy skills in paper, digital, and live interactions to engage in a variety of activities:

- Analyze critically and solve problems.
- Comprehend and communicate meaning.
- Create a variety of texts.
- Make connections both personally and inter-textually.
- Participate in the socio-cultural world of the community.
- Read and view for enjoyment.
- Respond personally.

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools* (CAMET).

With modelling, support, and practice, students' thinking and understandings are deepened as they work with engaging content and participate in focused conversations.

Reading in the Content Areas

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students as they develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features, and navigate through information presented in a variety of ways including, but not limited to

Advertisements	Movies	Poems
Blogs	Music videos	Songs
Books	Online databases	Speeches
Documentaries	Plays	Video games
Magazine articles	Podcasts	Websites

Students should be able to interact with and comprehend different texts at different levels.

There are three levels of text comprehension:

- Independent level – Students are able to read, view, and understand texts without assistance.
- Instructional level – Students are able to read, view, and understand most texts but need assistance to fully comprehend some texts.
- Frustration level – Students are not able to read or view with understanding (i.e., texts may be beyond their current reading level).

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet their needs. For example, print texts may be presented in audio form, physical movement may be associated with synthesizing new information with prior knowledge, or graphic organizers may be created to present large amounts of print text in a visual manner.

When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts:

- Analyze and think critically about information.
- Determine importance to prioritize information.
- Engage in questioning before, during, and after an activity related to a task, text, or problem.
- Make inferences about what is meant but not said.
- Make predictions.
- Synthesize information to create new meaning.
- Visualize ideas and concepts.

Learning Skills for Generation Next

Generation Next is the group of students who have not known a world without personal computers, cell phones, and the Internet. They were born into this technology. They are digital natives.

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

- Learning and Innovation Skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate.
- Life and Career Skills address leadership, and interpersonal and affective domains.
- Literacy Skills develop reading, writing, and numeracy, and enhance the use of information and communication technology.

The diagram below illustrates the relationship between these areas. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.
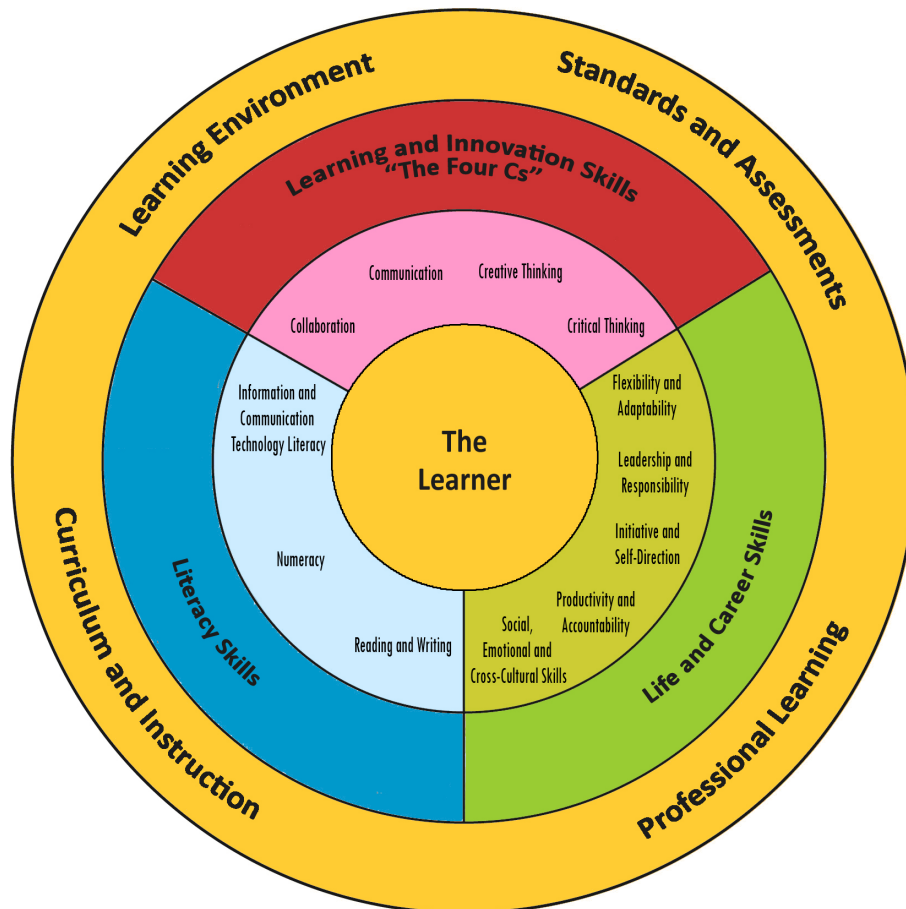
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and Internet-based technologies.

All programs have a shared responsibility in developing students' capabilities within all three skill areas.

Education for Sustainable Development

Sustainable development is comprised of three integrally connected areas: economy, society, and environment.

3-Nested-Dependencies Model

ENVIRONMENT

SOCIETY

ECONOMY

Based on Bob Doppelt, *The Power of Sustainable Thinking*; Peter Senge et al., *The Necessary Revolution*
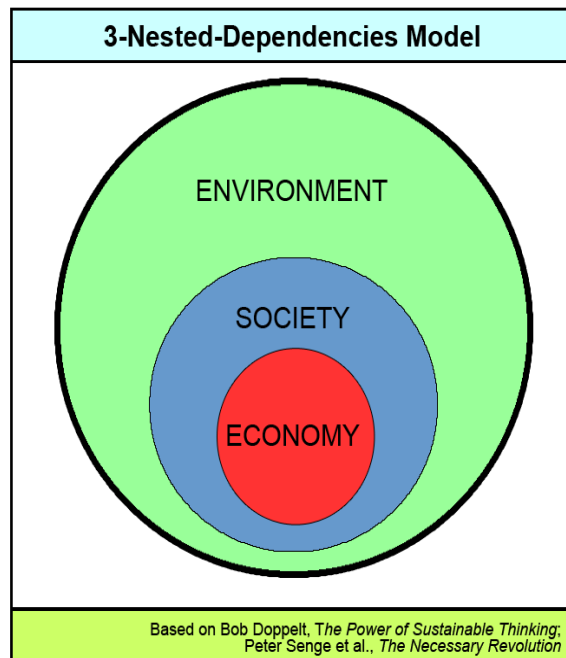
As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future that supports environmental integrity and economic viability, resulting in a just society for all generations.

ESD involves teaching *for* rather than teaching *about* sustainable development. In this way students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans an understanding of the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.

Assessment and Evaluation

Assessment

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:

1. Assessment *for* learning guides and informs instruction.
2. Assessment *as* learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next.
3. Assessment *of* learning makes judgements about student performance in relation to curriculum outcomes.

1. Assessment for Learning

Assessment *for* learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly. Assessment *for* learning is not about a score or mark; it is an ongoing process of teaching and learning:

- Pre-assessments provide teachers with information about what students already know and can do.
- Self-assessments allow students to set goals for their own learning.
- Assessment *for* learning provides descriptive and specific feedback to students and parents regarding the next stage of learning.
- Data collected during the learning process from a range of tools enables teachers to learn as much as possible about what a student knows and is able to do.

2. Assessment as Learning

Assessment *as* learning involves students' reflecting on their learning and monitoring their own progress. It focuses on the role of the student in developing metacognition and enhances engagement in their own learning. Students can

- analyze their learning in relation to learning outcomes,
- assess themselves and understand how to improve performance,
- consider how they can continue to improve their learning, and
- use information gathered to make adaptations to their learning processes and to develop new understandings.

3. Assessment of Learning

Assessment *of* learning involves strategies designed to confirm what students know in terms of curriculum outcomes. It also assists teachers in determining student proficiency and future learning needs. Assessment *of* learning occurs at the end of a learning experience and contributes directly to reported results. Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, assessment *of* learning is strengthened. Teachers can

- confirm what students know and can do;
- report evidence to parents/guardians, and other stakeholders, of student achievement in relation to learning outcomes; and
- report on student learning accurately and fairly using evidence obtained from a variety of contexts and sources.

Involving Students in the Assessment Process

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather than asking teachers, "What do you want?", students should be asking themselves questions:

- What have I learned?
- What can I do now that I couldn't do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

Assessment Tools

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment tools teachers will choose:

Anecdotal Records	Photographic Documentation
Audio/Video Clips	Podcasts
Case Studies	Portfolios
Checklists	Presentations
Conferences	Projects
Debates	Questions
Demonstrations	Quizzes
Exemplars	Role Plays
Graphic Organizers	Rubrics
Journals	Self-assessments
Literacy Profiles	Tests
Observations	Wikis

Assessment Guidelines

Assessments should measure what they intend to measure. It is important that students know the purpose, type, and potential marking scheme of an assessment. The following guidelines should be considered:

- Collect evidence of student learning through a variety of methods; do not rely solely on tests and paper and pencil activities.
- Develop a rationale for using a particular assessment of learning at a specific point in time.
- Provide descriptive and individualized feedback to students.
- Provide students with the opportunity to demonstrate the extent and depth of their learning.
- Set clear targets for student success using learning outcomes and assessment criteria.
- Share assessment criteria with students so that they know the expectations.

Evaluation

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher interprets the assessment information, makes judgements about student progress, and makes decisions about student learning programs.

Section Two: Curriculum Design

Rationale

Learn-2 Social Studies s a course designed for newcomer students with interrupted formal education to develop foundational skills in social studies, including content knowledge, academic skills, language and literacy skills and technological skills.

LEARN-2 Social Studies is a 110-hour course, which prepares students for further studies in social studies at the high school level and provides a foundation for the content required for the prescribed social studies course, Social Studies 2201.

LEARN-2 Social Studies is appropriate for a student who has at least an early elementary numeracy level and a transitional reading level (grade 3-4). Throughout the course, skills and concepts related to

- language and literacy,
- technological skills, and
- cross-cultural understanding will be integrated into content instruction.

Curriculum Outcomes Framework

Like the social studies program, LEARN Social Studies is designed to enable students to reflect critically and analytically and make informed decisions as individuals and citizens of Canada and the world.

The general curriculum outcomes for LEARN Social Studies are the same as those for the social studies program, listed below.

General Curriculum Outcomes (GCOs)

GCO 1 – Inquiry and Research
Students will be expected to demonstrate the ability to apply inquiry and research skills to analyze, synthesize, and share information.

GCO 2 – Civic Engagement
Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

GCO 3 – Citizenship, Power, and Governance
Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance.

GCO 4 – Culture and Diversity
Students will be expected to demonstrate an understanding of culture, diversity, and world view, while recognizing the similarities and differences reflected in various personal, cultural, racial and ethnic perspectives.

GCO 5 – Individuals, Societies, and Economic Decisions
Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

GCO 6 – Interdependence
Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

GCO 7: People, Place, and Environment
Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

GCO 8: Time, Continuity, and Change
Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Principles Underlying the LEARN Program

The LEARN curriculum adopts a content and language integrated instructional approach and aligns with the principles of multicultural education outlined in EDU's Multicultural Education Framework.

The goal of the LEARN curriculum is students' independent access to the prescribed curriculum. The following principles of the LEARN Curriculum should be used to guide instruction and assessment.

Content and language integrated learning (CLIL)
Content and language integrated learning is based on the assumption that language learning occurs when language is being used for meaningful communication and the conveyance of messages (Dalton-Puffer, 2011; Lightbown, 2014). Language instruction is, therefore, embedded in content teaching. In LEARN Social Studies, Outcome 1.0, which focuses on language, underpins the entire course. Language should be incorporated into instruction throughout the course. Suggestions for including language outcomes are provided in Unit 1 and in each outcome and delineation under Outcome 1.0: Language and literacy as well as in Column Four: Resources and notes.

Culturally and linguistically responsive teaching (CLRT)
Teaching that is culturally and linguistically responsive validates students' identities by highlighting and celebrating students' cultures and first languages (L1s) and using them as resources in the classroom. (Gay, 2010; Hollie, 2012; Hammond, 2015). Suggestions to promote CLRT are included in descriptions of students' prior knowledge and in Outcome 3.0: Cross-cultural understanding, presented in Unit 1 and in each outcome and delineation.

Comparative approach

Students in the LEARN program are newcomers to Canada who arrive with a range of experiences and backgrounds. It is imperative that students make meaningful connections between the course content and their lived experiences. Their rich background knowledge provides the basis for introducing concepts and materials in the course. Students should be seen as a resource in the course, and students' lived experiences with other countries/cultures/governments should be valued and used as a starting point for instruction. Having student-led discussions, in which the teacher takes a listening role, may be conducive to this approach. Many of the activation and connection activities in Column Three: Sample Teaching and Assessment Strategies, for example, make reference to students' past and lived experiences.

Issues-based/critical approach

Many of the topics introduced in LEARN Social Studies relate to current affairs and items in the news. Although students come with a wealth of background knowledge and experience, as newcomers to Canada, they may be starting to learn about the issues relevant to the Canadian context. Current affairs can be used as a basis for introducing the topics covered in the course in a way that makes it relevant to students in the LEARN program. Furthermore, in mainstream social studies, current controversial topics and issues are addressed, encouraging respect for opposing viewpoints and sensitivity to cultural similarities and differences. In LEARN Social Studies, this dimension is addressed in Outcome 3.0: Cross-cultural understanding, one of the integrated outcomes for the course. Suggestions for incorporating cross-cultural understanding are found in Unit 1 and in each outcome and delineation under Outcome 3.0.

Integration of technology

Having missed years of formal education, students in the LEARN program may arrive with varying degrees of experience using technology for educational purposes. The integration of technology into course outcomes is a fundamental component of the course and is reflected in integrated Outcome 2.0: Technological skills. Suggestions for incorporating technology instruction are provided throughout the course, including in Unit 1 and under Outcome 2.0 in each outcome and delineation.

Student engagement and individualized instruction
The makeup of a LEARN class is marked by variability, as the students' past experiences of schooling may range from several years in a classroom to no schooling at all. Instruction must therefore be targeted to individual students as a means of ensuring that each student develops the skills they have missed due to their unique lived experience. Critically, this involves fostering individual student engagement by addressing students' particular skill level, interests, abilities, background knowledge, etc., in a way that leads ultimately to independent learning.

Social-Emotional Learning/Trauma-Informed Pedagogy
Students in the LEARN program have refugee backgrounds, and may have experienced or witnessed war, violence, starvation, threat to life, disappearance of family members and other trauma. Students with refugee backgrounds will have experienced upheaval and displacement. Such experiences may influence students' learning and behaviour. Strategies for social-emotional learning and trauma-informed pedagogy will be essential in leading students who have experienced trauma to reach their full potential.

Principles Underlying the Social Studies Program

The social studies program is intended to be both empowering and effective. The following principles should be used to guide instruction and assessment.

Meaningful
Social studies discourages the memorization of disconnected pieces of information and encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes.

Significant
Social studies is student-centred and age-appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.

Challenging
Social studies occurs when teachers model high expectations for their students and themselves, promote a thoughtful approach to inquiry, and demand well-reasoned arguments.

Active

Social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision-making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.

Integrative

Social studies crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate, meaningful, and evident connections to the human disciplines and to the concepts of time, space, continuity, and change.

Issues-based

Social studies considers the ethical dimensions of issues and addresses controversial topics. It encourages consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

Special considerations for students in the LEARN program

Language, literacy and background knowledge

Most LEARN 2 students are English Language Learners (ELLs) and are also receiving instruction in English as an Additional Language (EAL). Although students in the LEARN 2 program should have a minimum transitional reading level of grade 3-4, each class may have a wide range of language and literacy skills, depending on prior formal education.

Similarly, students' familiarity with concepts and terminology covered in this course may vary greatly. For example, some students may be well-versed in concepts related to government relevant to their country of origin, while others may have had no exposure to, or limited understanding of, the topic.

To account for student differences, it may be necessary to modify the language level of content and materials and appropriately scaffold lessons. Gauging LEARN 2 students' familiarity with course vocabulary and concepts is key to developing lessons that are tailored to their language and literacy needs. It is common for multi-leveled versions of materials and assessments to be administered within the same class. Additionally, students in the LEARN program have refugee backgrounds and may have had negative experiences with government; therefore, a sensitive and non-biased attitude is essential when discussing course topics to ensure the establishment of a safe and caring learning environment. Consideration of students' levels of English language and literacy is incorporated in Integrated Outcome 1.0 throughout the course.

Technological skills and online learning

Technological proficiency will also vary significantly within the LEARN 2 student population. Some students have experience using technology for basic functions (e.g., calling, texting, searching) and social media, while others may have had no or limited access to technology. The acquisition of technological skills is integrated into the development of content knowledge for this course and is explicitly taught in Outcome 2.0. As outlined in the guide, the teaching of basic skills, such as copying, pasting, and emailing, as well as more complex tasks, such as modifying documents, sharing files, navigating online platforms and using interactive websites, is embedded within content lessons.

Students in Learn-2 Social Studies may or may not have access to technology at home. Unless devices are provided by the school, it should not be assumed that students have consistent access to either devices for learning or the internet at home. Teachers need to take this into consideration when assigning academic work.

Online learning may prove an additional challenge for students in the LEARN program, even when technology is provided by the school. Teachers should take into consideration students' home learning situations, access to technology and other school supplies at home, level of technological skills, and comfort level with technology and remote learning when teaching remotely and assigning work at home.

Furthermore, working in their second language, ELLs may experience increased difficulty understanding verbal instruction online. It is essential that the LEARN teacher be visible when speaking, speak clearly and slowly, and repeat instructions as often as necessary and use a variety of methods in delivering instructions. Teachers should be cautious to reduce multi-step instructions. Additionally, the one-on-one support students may receive in class may be reduced in an online-environment. Teachers should be mindful of the additional challenges of online learning for ELLs and take steps to mitigate any negative effects on learning.

Asynchronous learning poses even greater challenges for students in the LEARN program. Some students may be handling a significant academic workload independently for the first time, which they may find overwhelming. Because independent school work may be new to some students, they may seek affirmation from teachers, and without face-to-face reassurance, some students may feel frustrated or unsupported.

Academic background and educational experience

Due to gaps in formal education, students in the LEARN program may need additional support and practice in acquiring academic skills, including familiarity with school routines and expectations. Strategies to assist students in becoming familiar with school routines include:

- explicit instruction on following a school schedule
- pairing a student with a peer who can assist as the student becomes familiar with the building
- explicitly reviewing school expectations, such as arriving on time for class, being prepared for class, etc.
- demonstrating appropriate in-class routines and behaviours, such as raising your hand to speak, signaling you need help, asking teacher permission where needed, etc.
- posting lists of expectations, with visuals, around the classroom
- explicitly reviewing expected out-of-class routines and study habits, such as reviewing course content, completing any homework, managing time effectively, following virtual classrooms and school communications, etc.

It is important to note that while structure is essential for student success, every students' situation is different, and flexibility is needed when routines are not always followed. Furthermore, as these routines may be new for some students, considerable time and practice with them may be needed.

For some students with gaps in formal education, expectations relating to attendance may pose a particular challenge. For some students, attendance may be influenced by cultural expectations regarding support at home and familial roles (e.g., childminding, interpreting for family members), unfamiliarity with school expectations regarding attendance, the student's responsibilities as a parent/guardian or independent newcomer, etc. Furthermore, the current school schedule of holidays tends to be based on a Euro-Christian calendar, which may not align with the holidays of the student's religion or culture, resulting in excused absences. Having awareness around student backgrounds is key in providing a safe and caring learning environment. It is essential for teachers to be culturally sensitive and flexible when planning activities, assessments and events.

Scheduling

To ensure maximum success, students in the LEARN program should be encouraged to take text-heavy courses in the prescribed curriculum **after** they have completed their LEARN courses. Learn-2 Social Studies is designed to prepare students for more text- and content-driven courses by gradually increasing expectations in terms of reading and writing. Since students' choice of electives may be limited by their English language and literacy levels while they are in the LEARN program, their courses should be scheduled early enough in the scheduling process for the school that courses appropriate for their language and literacy levels are available. Scheduling students in the LEARN program early on in the scheduling process is essential to ensure that available programming is appropriate to their linguistic and academic abilities in a particular year.

Course Overview

This course introduces content and concepts related to the study of Canada and the world in four units, while simultaneously instructing integrated outcomes related to language and literacy, technological skills and cross-cultural understanding.

Unit 1: Integrated Concepts and Process Skills
Unit 2: Canadian and World Geography
Unit 3: Government
Unit 4: Economics
Unit 5: Globalization

Topics include:

Integrated skills and concepts
Unit 1: Integrated outcomes to be interwoven throughout the course: Students are intended to master the integrated skills and concepts by the end of the course.

- **Language and literacy:** academic vocabulary, speaking, listening, reading and writing skills
- **Technological skills:** technological terminology, information retrieval and organization, appropriate and secure access and use
- **Cross-cultural understanding:** building background cultural knowledge and acceptance of differing worldviews

Content outcomes
Unit 2: Geographical skills and knowledge: terminology, Canadian applications, map use, population
Students should be able to explain and identify basic concepts in world geography and demonstrate basic map skills.

Unit 3: Knowledge of government systems: purposes, different types, Canada's governmental and electoral systems, citizenship
Students should be able to explain the concept and purpose of governments, differentiate between types of governance, describe Canada's system of government, describe the Canadian electoral system, and explain the concept of citizenship and how it relates to rights and responsibilities.

Unit 4: Knowledge of economic systems: terminology, indicators, different systems, sectors, sustainability
Students should be able to explain the basic concepts of economics and describe and differentiate between economic systems.

Unit 5: Understanding of globalization: concept, organizations, trade, benefits and challenges
Students should be able to explain the concept of globalization and identify how current global issues affect Canada and/or the world.

Suggested Semester Plan

LEARN Social studies is a **two-credit course** (TBD), designed for a minimum of 110 hours of instruction.

When planning for instruction it is important to be mindful of the fact that in this course all curriculum outcomes are of equal value. That said, due to a variety of factors – such as the complexity of the outcome and student prior knowledge – some outcomes may require less, or more, instructional time than others. Therefore, teachers must make strategic instructional decisions in order to ensure that, at the unit level, time recommendations are respected.

For example, Unit 2 (Canada and the World) contains two outcomes, with a total time allocation of 14% or 15.5 hours of instruction (approximately 3.5 weeks). Unit 3 (Government) contains five outcomes, with a total time allocation of 31% or 34 hours of instruction (approximately 7 weeks). Unit 4 (Economics) and Unit 5 (Globalization) each contain two outcomes, with a total time allocation of 25% and 30% respectively: 27.5 hours of instruction for Unit 4 (approximately 5.5 weeks) and 33 for Unit 5 (approximately 6.5 weeks).

Teachers should consider the total time available for the unit and plan for instruction so that the outcomes in the unit can be achieved within the time available.

Suggested semester plan:

Month 1	Month 2	Month 3	Month 4	Month 5
2 2 2	3 3 3 3 3 3 3	4 4 4 4 4	5 5	5 5 5

Canadian and World Geography

Government

Economics

Globalization

Approximate time per outcome:

Unit	Outcome	Time (%)	Total (in %)
1	1	Integrated	**Integrated**
	2	Integrated	
	3	Integrated	
2	4	6%	**14%**
	5	8%	
3	6	3%	**31%**
	7	4%	
	8	7%	
	9	12%	
	10	5%	
4	11	13%	**25%**
	12	12%	
5	13	15%	**30%**
	14	15%	

Note: Throughout the course, the outcomes in Unit 1 are embedded in each topic. Therefore, direct instruction would be provided within the context of "content units" to apply the concepts and skills from Unit 1 to specific content. It is not expected that teachers would spend significant class time exclusively teaching Unit 1 in isolation of Units 2 through 5; however, it may be useful to spend some time at the beginning of the course to introduce and engage students with these skills.

Column 2

The *Focus for Learning* column for each outcome and delineation covers four aspects for teaching the outcome: Purpose, Scope, Prior knowledge and Depth, as well as how the Integrated Concepts and Process Skills align with this outcome or delineation.

Purpose

The purpose of the outcome or delineation is intended to describe how the outcome will build skills that the student will use in other areas of social studies or academic work. It explains how the outcome links to other learnings, especially subsequent learning in social studies.

Scope

The scope section describes in greater detail the particular concept to be covered in this outcome or delineation. It clarifies the subtopics and terms to be introduced. Key terms are found in the Key Vocabulary document for each unit.

Prior knowledge

The prior knowledge section gives an overview of the kind of background skills, experience and knowledge students might have related to the topic and clarifies what teachers can expect students to know before instruction.

Depth

The depth section describes the level of performance that can be expected for this outcome from students in LEARN Social Studies. It clarifies the degree of student facility or expertise targeted in the outcome or delineation.

Integrated outcomes:

Outcome 1.0: Language and Literacy

Outcome 1.0 identifies the language or literacy skills that students will require to complete this outcome or delineation and suggests a focus for language or literacy instruction appropriate to the outcome or delineation.

Outcome 2.0: Technological skills

Outcome 2.0 suggests ways that technology can be incorporated into the outcome or delineation in order to improve students' independent use of technology.

Outcome 3.0: Cross-cultural understanding

Outcome 3.0 identifies areas where differences in cultural backgrounds may affect students' understanding of an outcome or delineation and suggests ways to incorporate sharing of the students' cultures and cultural comparisons into instruction.

Table of Specifications: (% weighting in examinations)

Unit	Total in %
Unit 2	14%
Unit 3	31%
Unit 4	25%
Unit 5	30%

How to Use the Four Column Curriculum Layout

Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order.

Delineations are indented and numbered as a subset of the originating SCO.

All outcomes are related to general curriculum outcomes.

Focus for Learning

Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.
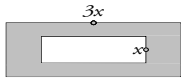
This may include

- cautionary notes
- clarity in terms of scope
- common misconceptions
- depth of treatment
- knowledge required to scaffold and challenge student's learning
- references to prior knowledge

SPECIFIC CURRICULUM OUTCOMES

GCO 1: Represent algebraic expressions in multple ways

Outcomes	Focus for Learning
Students will be expected to	
1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]	From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.
1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.	Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.
1.3 apply a personal strategy for multiplication and division of a given polynomial expression	Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.

Sample Performance Indicator

Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:

- The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression $2x^2 + 4x$ and the area of the large rectangle, including the walkway and the flower garden, is $3x^2 + 6x$.

$3x$

x

Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

SPECIFIC CURRICULUM OUTCOMES

GCO 1: Represent algebraic expressions in multple ways

Sample Teaching and Assessment Strategies

Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:

Modeling division using the sharing model provides a good transition to the symbolic representation. For example, $\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}$. To model this, students start with a collection of three x-tiles and 12 unit tiles and divide them into three groups.

For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.

Activation

Students may
- Model division of a polynomial by a monomial by creating a rectangle using four x^2-tiles and eight x-tiles, where $4x$ is one of the dimensions.

Teachers may
- Ask students what the other dimension is and connect this to the symbolic representation.

Connection

Students may
- Model division of polynomials and determine the quotient
    (i) $(6x^2 + 12x - 3) \div 3$
    (ii) $(4x^2 - 12x) \div 4x$

Consolidation

Students may
- Draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible.

Teachers may
- Discuss why there are so many different possible dimensions.

Extension

Students may
- Determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$.
- Determine the length of an edge of the cube.

Resources and Notes

Authorized
- *Math Makes Sense 9*
- Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant
- Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial
- ProGuide: pp. 35-42, 43-51
- CD-ROM: Master 5.23, 5.24
- See It Videos and Animations:
- Multiplying and Dividing a Polynomial by a Constant, Dividing
- Multiplying and Dividing a Polynomial by a Monomial, Dividing
- SB: pp. 241-248, 249-257
- PB: pp. 206-213, 214-219

Resources and Notes

Column four references supplementary information and possible resources for use by teachers.

These references will provide details of resources suggested in column two and column three.

Suggestions for Teaching and Assessment

This column contains specific sample tasks, activities, and strategies that enable students to meet the goals of the SCOs and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

Suggestions for instruction and assessment are organized sequentially:
- Activation – suggestions that may be used to activate prior learning and establish a context for the instruction
- Connection – linking new information and experiences to existing knowledge inside or outside the curriculum area
- Consolidation – synthesizing and making new understandings
- Extension – suggestions that go beyond the scope of the outcome

These suggestions provide opportunities for differentiated learning and assessment.

How to use a Strand overview

At the beginning of each strand grouping there is explanation of the focus for the strand and a flow chart identifying the relevant GCOs, KSCOs and SCOs.

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

GCOs

Key Stage 9
- examine others' ideas in discussion to extend their own understanding
- ask relevant questions calling for elaboration, clarification, or qualification and respond thoughtfully to such questions
- articulate, advocate, and support points of view, presenting viewpoints in a convincing manner
- listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented

Key Stage 9
- participate constructively in conversation, small-group and whole-group discussion, and debate, using a range of strategies that contribute to effective talk
- adapt vocabulary, sentence structure, and rate of speech to the speaking occasion
- give and follow instructions and respond to complex questions and directions of increasing complexity
- evaluate their own and others' uses of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features

Key Stage 9
- demonstrate active listening and respect for the needs, rights, and feelings of others
- demonstrate an awareness of the power of spoken language to influence and manipulate and to reveal ideas, values, and attitudes
- demonstrate an awareness that spoken language has different conventions in different situations and cultures and use language appropriate to the situation

KSCO

1.1 recognize that contributions from others are needed to generate and sustain discussions
1.2 ask questions of others about their ideas
1.3 respond to questions to provide clarification and elaboration
1.4 express a point of view and support it with personal examples, explanations, or reasoning
1.5 use active listening skills to identify main ideas and supporting details

2.1 practice a range of strategies that contribute to effective talk
2.2 assess the need for clarification or elaboration when responding to instructions or questions
2.3 identify strategies and behaviours associated with effective speaking

3.1 demonstrate active speaking and listening skills
3.2 express ideas and opinions in a manner that reflects sensitivity and shows respect to others
3.3 recognize that values and attitudes such as bias, beliefs, and prejudice can be reflected in oral language
3.4 demonstrate an awareness that oral language can be used to influence and manipulate

SCOs

Previous Grade

Current Grade

Next Grade

The SCOs Continuum follows the chart to provide context for teaching and assessment for the grade/course in question. The current grade is highlighted in the chart.

GCO

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
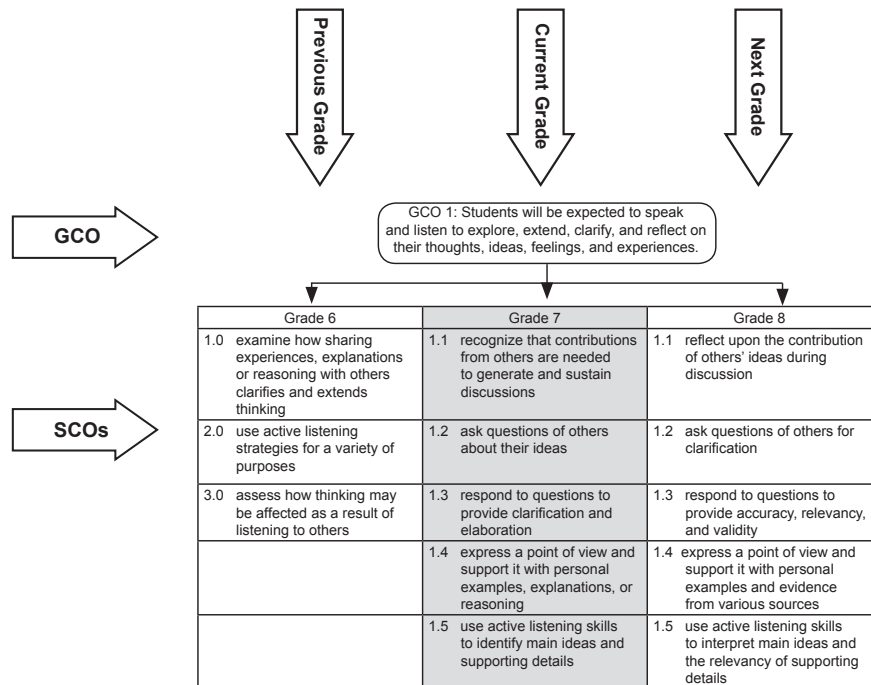
SCOs

Grade 6	Grade 7	Grade 8
1.0 examine how sharing experiences, explanations or reasoning with others clarifies and extends thinking	1.1 recognize that contributions from others are needed to generate and sustain discussions	1.1 reflect upon the contribution of others' ideas during discussion
2.0 use active listening strategies for a variety of purposes	1.2 ask questions of others about their ideas	1.2 ask questions of others for clarification
3.0 assess how thinking may be affected as a result of listening to others	1.3 respond to questions to provide clarification and elaboration	1.3 respond to questions to provide accuracy, relevancy, and validity
	1.4 express a point of view and support it with personal examples, explanations, or reasoning	1.4 express a point of view and support it with personal examples and evidence from various sources
	1.5 use active listening skills to identify main ideas and supporting details	1.5 use active listening skills to interpret main ideas and the relevancy of supporting details

Section Three:
Specific Curriculum Outcomes

Unit One:
Integrated Concepts
and Process Skills (ICPS)

Focus

Students in LEARN-2 Social Studies are newcomer students with interrupted formal education. In Newfoundland and Labrador, students in the LEARN program tend to be also learning English as an additional language. Due to gaps in formal schooling, students may have limited academic skills and limited experience using technology for learning. Furthermore, as newcomers to Canada, their cultural backgrounds may differ to varying degrees from that of the new culture.

The goal of LEARN-2 Social Studies is to provide students with the foundational knowledge required to complete the prescribed curriculum for social studies. This knowledge is best acquired, however, when students' literacy, technology and academic skills are developed in tandem with content knowledge and their cultural backgrounds are recognized, validated and honoured.

Unit One of LEARN-2 Social Studies targets the development of language and literacy, technological and cross-cultural skills through the teaching of social studies content. In this unit, these skills are introduced, explained and practiced, so they can be seamlessly incorporated into content instruction throughout the course.

The integrated concepts and process skills presented in Unit One are absolutely foundational to LEARN-2 Social Studies; they are critical outcomes which underpin students' performance in the other units. Over the course of instruction, the ICPS must receive equal attention as that paid to the content outcomes covered in Unit 2 to Unit 5.

The ICPS have the unique feature that they will emerge and develop over the entire course. Therefore, the performance expectations described in the Depth section of Column 2: Focus for Learning in Unit One represent levels of ultimate attainment: Students can be expected to reach this level of performance in the ICPS outcome by the end of the course. The ICPS will develop, quickly, but gradually during the course, as they are integrated with the content instruction of the subsequent units.

Nevertheless, students will arrive in the course with varying backgrounds and degrees of first and second language literacy, English language proficiency, skills in technology, especially as used for education, and familiarity with and understanding of other cultures. Where experiences or skills are limited, students may benefit from a period of time at the beginning of the course dedicated to the introduction and instruction of one or more of the skills taught in Unit One: Outcome 1.0 Language and Literacy, Outcome 2.0 Technological Skills and Outcome 3.0 Cross-cultural Understanding. Following this foundational period of instruction, if needed, all students should quickly transition to practicing these skills in the context of content learning in the remainder of the units.

English language and literacy skills

Outcomes

Students will be expected to

1.0 demonstrate appropriate English language and literacy skills required to master the concepts throughout the course

   1.1 understand and correctly use relevant terminology and academic vocabulary

   1.2 discuss concepts orally using academic language

   1.3 listen to and understand academic lectures and discourse

   1.4 read and understand relevant texts

   1.5 demonstrate mastery of the unit outcomes in academic writing

Focus for Learning

Purpose: The purpose of this outcome is to provide students with the language and literacy skills required to understand academic texts at the level presented in the course and to demonstrate their knowledge and learning in a level of English appropriate to the academic level.

Scope: Throughout their studies, English language learners should recognize the difference between social/conversational English and academic English and learn the academic language required for school. In social studies, texts are marked by discussions of sequenced and chronological events, explanations of causes and effects, abstract references to content and a mix of text types and discourse markers, such as subheadings. Throughout this course, students should be able to recognize the linguistic forms used to present these functions and express their ideas in a level of English that permits a clear representation of their knowledge.

Prior Knowledge: Upon entry into the course, students will normally be at a high beginner level of English. They may have no or limited educational experience in their first language and very limited experience with the academic language of English. They will be gaining proficiency and fluency in conversational English, while beginning their exposure to the English of school.

Depth: The LEARN Social Studies course is designed for students who have a transitional reading level (grades 3-4). Therefore, although the language to be learned will be academic in tone, the complexity will still be at a relatively limited level. Students may well begin the course at an elementary level (e.g., word or sentence-level writing, short oral production, comprehension of paragraph and one-page texts). Furthermore, individual students' proficiency in English may vary within the group. Students' proficiency level must be carefully considered when selecting and/or developing materials, resources and learning activities. By the end of the course, students can be expected to

- produce paragraph-level writing
- attempt writing multi-paragraph texts
- give brief oral presentations
- comprehend multi-page reading texts

Sample performance indicator

Students who achieve this outcome should be able to:

- prepare a small-group presentation on a country of interest describing location, geography, language, population, ethnicity, culture and/or religion, political system and/or major current affairs. The project should be prepared in an academic style (e.g., using academic vocabulary and sentence structures) and include a range of language skills (e.g., reading and listening for research, oral description of findings, final written report).

English language and literacy skills

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Display an old social studies exam from a Grade 10 mainstream course. Have students identify how many different types of questions are used and how much writing each question-type requires. Examine the verbs used to introduce the questions (e.g., *match, select, explain, define, show, etc.*) and identify which verbs require longer answers and more writing.

Students may
- Compare a text written in an informal context (an online posting, an informal advertisement, message from a friend, etc.) to a passage from a social studies textbook and identify what makes the passages different: e.g., length of passage (e.g., number of paragraphs or sentences), length of words, length of sentences, type of words used, etc.*

Connection

Teachers may
- Provide students with a list of more formal/academic words and have them determine which are more used in social studies and which could be used equally in other subjects like science, math, etc., e.g., *province, solve, discuss, government, immigration, law, definition, explain, citizen, reason, taxes*, etc.*

Social Studies Words	General School Words

- Review the types of academic language functions that arise in student texts (e.g., informing, comparing, contrasting, ordering, classifying/categorizing, etc.) and provide students with sample frames and vocabulary typically used for those functions to refer to while completing the tasks.*

Students may
- Read a social studies passage and identify the text features used to organize the text, such as chapter and section titles, headings and subheadings, graphs and illustrations and text features such as paragraph breaks, bold or italicized text, sequence markers (e.g., *first, next, the last, finally*, etc.), transition words or other features relevant to the text.

Resources and Notes

Suggested

See the Teacher Resource *The Academic Language of History and Social Studies* pp. 10-14 for examples of academic language in social studies.

See the Teacher Resource *Big Ideas for Expanding Minds*, Chapter 7 for a discussion of the language demands of social studies.

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Notes

Much of the learning in this outcome relates to language register or level of formality and understanding the difference between informal, conversational language, with which students will be most familiar, and formal, academic or school language, which will be new to students. Pointing out examples of informal language and practicing or demonstrating more formal reformulations will reinforce this concept for students.

Continued

English language and literacy skills

Outcomes	Focus for Learning
Students will be expected to	
1.0 *demonstrate appropriate English language and literacy skills required to master the concepts throughout the course*	
1.1 *understand and correctly use relevant terminology and academic vocabulary*	
1.2 *discuss concepts orally using academic language*	
1.3 *listen to and understand academic lectures and discourse*	
1.4 *read and understand relevant texts*	
1.5 *demonstrate mastery of the unit outcomes in academic writing*	

English language and literacy skills

Sample Teaching and Assessment Strategies	Resources and Notes
Consolidation Teachers may • Provide students with a short passage from a social studies textbook and in groups, have them identify any words specific to social studies and any general academic vocabulary. Students may • Use writing formats typical of social studies to compose appropriate answers such as sentence-definitions of social studies terminology and one-paragraph/multi-sentence responses to a social studies prompt or question. **Extension** Teachers may • Have students write a report presenting comprehensive information on the students' country of choice, including an overview of the topics covered in this course: geography/demographics, government, economy, and place/role in a globalized world. Students may • Compare their first language and English in terms of the levels of formality (e.g., the number of registers in the language, formal forms of words and pronouns, differences in spoken and written language, differences in gender-based speech, differences according to age or status of the speakers, etc.)	

Academic vocabulary

Outcomes

Students will be expected to

1.0 *demonstrate appropriate English language and literacy skills required to master the concepts throughout the course*

   1.1 *understand and correctly use relevant terminology and academic vocabulary*

Focus for Learning

Purpose: By the completion of this delineation, the student will be able to recognize, understand and use a range of academic vocabulary related to social studies so that they are able to comprehend and select appropriate terms when displaying what they have learned.

Scope: At this level, students should be able to recognize and use general English vocabulary, as well as introductory general academic vocabulary and terminology specific to social studies. The terminology will vary according to the outcome and includes the terms listed in the Key Terms in the Vocabulary document accompanying each unit. Students should also learn any unknown related vocabulary listed in the Scope section of each outcome or delineation.

Prior Knowledge: Upon entering the course, students will typically have a relatively small vocabulary in English of familiar, common and concrete words at the high-beginner level. They may struggle with the volume and complexity of new vocabulary encountered in this course, as well as with the spelling, pronunciation and grammatical use of both words they have learned and new vocabulary.

Depth: By the end of the course, students can be expected to

- recognize and use vocabulary at a high-beginner level with facility
- begin to recognize and use most intermediate-level vocabulary
- use learned words grammatically in simple sentences
- pronounce learned word intelligibly
- use recognizable spelling of learned words
- use knowledge of morphemes (e.g., stems, prefixes, suffixes) to decode new words
- recognize learned words in written text

Academic vocabulary

Sample Teaching and Assessment Strategies	**Resources and Notes**

Activation

Teachers may
- Ask students if there are "formal" words in their first language, e.g., words they use with teachers or elders that they cannot use with friends. Elicit examples from as many first languages as possible.
- Give students a list of simple informal vocabulary and have students write simple but more formal equivalents, e.g., big (large/huge), good (positive), really (very), a lot of (much/many), too (also), enough (sufficient), things (items, specific terms), find out (discover), hand in (submit), hand out (distribute), etc.

Students may
- Brainstorm a list of words they would say with their friends but not with their teachers/parents/employers, etc., and try to come up with more "polite" versions of those words.

Connection

Teachers may
- Help students get used to using more formal vocabulary by giving them a list of simple formal/academic vocabulary and have students write sentences from their own life/experience using the word (e.g., large/huge, positive, advantage, very, much/many, also, sufficient, items, discover, submit, distribute, etc.).
- Teach vocabulary and phrases used for academic functions such as comparing/contrasting, describing and explaining, exemplifying, arguing for or against, etc.
- Use various sources to locate appropriate vocabulary lists for ELLs, including in the teaching resources for the course, as well as online vocabulary lists for ELLs.*
- Teach the meaning of relevant morphemes and encourage students to use their knowledge of word parts to determine the meaning of new words.*

Students may
- Start a personal dictionary (paper or digital) of new "academic" words they encounter in the course, both social studies and general vocabulary.
- Encourage their classmates to use more formal versions of known vocabulary when speaking and writing in class.

Resources and Notes

Suggested

See Outcome 1.0

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Notes

When searching for word lists, it is best to locate lists written specifically for English language learners. Many word lists created for first language speakers of English, even at very low grade or language levels, include infrequent vocabulary, often specialized to particular topics. Lists written specifically for English language learners tend to include vocabulary that is useful in multiple disciplines, modalities and contexts, making for greater usefulness.

Many online reading programs include vocabulary features, such as pronunciation, personal dictionary creation, translation, instant look-up, etc. Students should be encouraged to take advantage of these and their use should be clearly demonstrated.

For students at a beginner level of proficiency in English, a range of strategies can be used to efficiently instruct concrete or

Continued

Academic vocabulary

Outcomes	**Focus for Learning**
Students will be expected to	
1.0 *demonstrate appropriate English language and literacy skills required to master the concepts throughout the course*	
1.1 *understand and correctly use relevant terminology and academic vocabulary*	

Academic vocabulary

Sample Teaching and Assessment Strategies	Resources and Notes
Consolidation Teachers may • Provide students with a text written in academic English and have students rewrite the text in plain English as if they were explaining it to a friend. Students may • Create a poster for a chapter or unit from their textbook listing the social studies and general academic words in that unit, along with a gloss, translation or picture, to display in the class for reference. **Extension** Teachers may • Have students present on the levels of formality in their first language, if it differs from English. Students may • Research lists of academic vocabulary used in different subject areas (e.g., the Academic Word List, discipline-specific language). • Provide translations of a list of common general academic vocabulary they encounter in English.	infrequent vocabulary, including translation, visuals, realia, etc. For abstract and highly frequent vocabulary, translation may work for students familiar with the concept in the first language, but multiple presentations of a word (e.g., simple cases, sample situations, examples, use in a variety of sentences) should be used for concepts new to students and vocabulary students will encounter frequently.

Oral academic language/speaking

Outcomes	Focus for Learning
Students will be expected to 1.0 *demonstrate appropriate English language and literacy skills required to master the concepts throughout the course* 1.2 *discuss concepts orally using academic language*	**Purpose:** Upon completion of this delineation, the student should be able to speak using vocabulary, pronunciation, and grammar with a degree of fluency sufficient to present facts or opinions related to a social studies topic. Speaking skills are necessary so that students can further their learning by asking questions and requesting information and by participating in classroom discussions and collaborative learning. **Scope:** The student should be able to use English to pronounce social studies words correctly and use comprehensible pronunciation overall, participate in informal classroom discussions with peers, ask appropriate and accurate questions to get information and for other purposes (e.g., formulate grammatical yes/no and wh-questions), provide brief oral summaries of information and answer questions in a teacher-led classroom discussion. Students should also be able to participate appropriately in class discussions, using respectful and appropriate language and conventions of turn-taking, interrupting, disagreeing, etc. **Prior Knowledge:** Some students may be quite comfortable participating in informal conversations with peers and teachers at this point but may have had very little experience discussing academic concepts of social studies. They may also be focused on conveying their message at this stage without paying attention to the accuracy of their word forms, grammar or pronunciation while speaking. **Depth:** By the end of the course, students can be expected to • take short turns (1-2 minutes) in informal conversations • participate appropriately in group discussions • use comprehensible pronunciation of known words • summarize and present information in short responses of 2-3 minutes • with preparation and rehearsal, present longer summary and informational responses of 3-5 minutes

Oral academic language/speaking

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Prepare a list of speaking situations and have students rate them on a scale of 1 to 10 on how difficult they find/would find speaking English in those situations, e.g., chatting with a friend, talking to the doctor, phoning for an appointment, asking a question at the office, doing a job interview, talking to a teacher, talking to the principal, placing an order, giving instructions or directions to a classmate, presenting to the class, speaking at an assembly, talking to class/team mates, etc. Then ask them to rank the same situations when speaking in their first language. Discuss why some situations are more difficult than others and the differences between languages, if any.

- Ask students if they've had to do a presentation in English in the past, either at school, a religious celebration, a community organization, etc. Have they ever presented in their first language? Ask students how they felt or how they imagine it would feel and why they would feel that way. What is it about presenting that makes it difficult for some people?

- Ask students to compare schooling in their countries of origin and Canada, based on how students interact with each other and with the teacher (even students who never attended school in their country can usually comment on the norms). Are the interactions similar? More formal? Less formal? Do students talk a lot in class or are they quiet? Are tests and exams oral or written? What's the usual class format: lecture? group work? individual work? What's the correct way to address the teacher? Do students give opinions? Ask questions? Disagree? What's the biggest similarity and the biggest difference in the interactions?

Students may

- Identify three or four words that they don't know or find hard to pronounce in English or that took them a long time to learn to say correctly. Explain what they found hard about those words and what strategies they used to learn the words (e.g., repetition, checking with a native speaker, using an online dictionary, translation, etc.)*

Resources and Notes

Supplementary

See the Teacher Resource *The Academic Language of History and Social Studies* pp. 12-13 for sample sentence frames for discussing topics in social studies.

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/ multicultural-education/curr/ learn-social-studies.html

Notes

In class discussions and academic language use, questions are fundamental to interaction. Similarly, activities like surveys, discussion leading and interviews also require the use of questions. The rules of question-formation should therefore be reviewed and highlighted.

For an example of a Jeopardy game, see the Extension activities in Delineation 4.1.

Continued

Oral academic language/speaking

Outcomes	Focus for Learning
Students will be expected to	
1.0 *demonstrate appropriate English language and literacy skills required to master the concepts throughout the course*	
1.2 *discuss concepts orally using academic language*	

Oral academic language/speaking

Sample Teaching and Assessment Strategies	Resources and Notes
Connection Teachers may • Have students answer questions orally. Provide students with sentence and paragraph frames for questions and encourage students to practice their responses by recording themselves, listening and improving their responses.* • Provide opportunities for pair and small group discussion, such as think-pair-share, two-minute presentations, consensus and jigsaw activities. Provide students with talking cues, such as terms to define, processes to describe, statements to give opinion on, or other cues relevant to the topic or unit. • Have students brainstorm a list of words and phrases they use in conversation when they want to say something, when they want to interrupt, or when they disagree. Then try to provide more polite alternatives for turn-taking (e.g., *I'd like to say, Can I say…*), interrupting (e.g., *Sorry to interrupt, Sorry I just wanted to say.*). and disagreeing (e.g., *I don't agree, I think that's not right...*). Display a list around the classroom for students to refer to during the course. Students may • Read aloud using reliable talk to text software and pay attention to the accuracy of the text produced compared to the original. **Consolidation** Teachers may • Have students select a relevant social studies topic and lead a small group discussion on their topic. They must prepare a list of 10-15 grammatical wh-questions on the topic to ask in their group. They must briefly summarize the topic for their group and get responses from each group member to the questions. Students may • Prepare and conduct a survey related to a topic or unit covered in the course, using grammatical yes/no and wh-questions. Administer the survey to peers, family or community members, compile the results and orally present the results to the class. • Prepare and give an oral presentation on a topic or unit covered in the course, paying attention to speaking skills, such as vocabulary, grammar, pronunciation, clarity, etc. Oral presentation checklists can be found in Appendix A, Documents #2 and #3.	

Continued

Oral academic language/speaking

Outcomes	Focus for Learning
Students will be expected to	
1.0 demonstrate appropriate English language and literacy skills required to master the concepts throughout the course	
1.2 discuss concepts orally using academic language	

Oral academic language/speaking

Sample Teaching and Assessment Strategies	Resources and Notes
Extension Teachers may • Help students choose a topic of interest, teach basic debate procedures and engage in a class debate.* Students may • Hold rap debates or battles in small groups. • Create lyrics for rap, hip hop or pop songs that speak about a current issue relevant to their community. • Create a game of Jeopardy based on the concepts covered in the course. Students must reply with correct, grammatical question format in order to get the point for their team.	

Oral academic language/listening

Outcomes	Focus for Learning
Students will be expected to 1.0 *demonstrate appropriate English language and literacy skills required to master the concepts throughout the course* 1.3 *listen to and understand academic lectures and discourse*	**Purpose:** Upon completion of this delineation, the student will be able to understand the main idea and significant details of short aural presentations of social studies content so that they will eventually understand academic lectures and aural input independently in the prescribed social studies curriculum. Students will practice listening with support in order to improve their ability to understand authentic aural content. **Scope:** The student should be able to identify aural cues to main points (pauses, transition words, sequence words, intonation/ emphasis, repetition, word placement (e.g., first or last position in a sentence, etc.) in aural texts. Students should recognize standard sentence formats used in social studies presentations, such as the language of definitions (e.g., a [term] *is* a [category] *that/which/ who…*), describing cause and effect (e.g., *because of…, due to…, a consequence of …, resulted in…, affected…, led to...*), and passive voice for a focus on events not actors (e.g., *was established, was developed*). They should be able to recognizing basic text formats and use that information to predict upcoming content in aural texts (e.g., comparison words suggest that two elements will be discussed, sequence words suggest that a process/event is being described, causation words suggest reasons will be given, etc.). They should also be able to use strategies to support their understanding, such as repeating or requesting repetition, questioning the speaker, reducing speed on recordings, etc. **Prior Knowledge:** Students will have had very little exposure to aural academic English at this point; therefore, they can be expected to experience considerable difficulty with authentic lectures and videos (e.g., designed for an English-speaking audience). They will be challenged by academic vocabulary that they have either never learned or mainly encountered in writing, and they may struggle with a speaker's rate of speech and accent. They may also be unfamiliar with any culturally specific examples and references. **Depth:** By the end of the course, students can be expected to • understand short authentic videos or lectures of 5 minutes • understand prepared videos or lectures of up to 15 minutes • understand main ideas and significant details of prepared text, • understand main ideas of longer authentic videos or lectures • benefit from supports to aid listening, such as reduced speed of play, repeated exposures, reference to captions and/or a full or partial transcript, frequent pauses, etc.

Oral academic language/listening

| **Sample Teaching and Assessment Strategies** | **Resources and Notes** |

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask students about the first time they came to school in Canada and how much they understood what was going on at the time. How does their understanding of English now compare to when they first arrived? What was the hardest part? What was the first expression or word they remember hearing and understanding in English? Do they remember any funny or difficult things that happened because they didn't understand, that they'd be willing to share?
- Provide students with a list of settings where they are required to listen and have them identify in which settings they find understanding easy or they are confident and in which settings they feel they won't understand or lack confidence. Lead a class discussion on what makes certain situations easy or difficult for comprehension. E.g.,
  Put a check mark next to the situations where you know you'll understand everything that's said in English and an X next to places where you think you may not understand everything:

  ____ *Talking to a salesperson in a store*

  ____ *Talking to a taxi driver or bus driver*

  ____ *Talking to coworkers*

  ____ *Talking to classmates*

  ____ *Talking to the boss*

  ____ *Talking to a teacher, Mr./Miss _____*

  ____ *Talking to someone at the bank*

  ____ *Talking to someone in an office*

  ____ *Talking in a job interview*

  ____ *Ordering food*

  ____ *Listening to classroom lectures*

  ____ *Listening to sports broadcasts*

  ____ *Listening to telephone messages*

  ____ *Listening to the principal*

  ____ *Attending assemblies*

  ____ *Listening to the announcements*

  ____ *Watching videos for school*

  ____ *Watching TV*

Resources and Notes

Suggested

See Outcome 1.0.

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/ multicultural-education/curr/ learn-social-studies.html

Notes

There are numerous audio resources available in the form of videos, news reports, streamed content, podcasts, etc., that can be used as source for audio input. Many reputable sites also have special sections for learners of English.

If choosing to play videos broadcast online for listening practice, pay particular attention to the advertisements that play automatically prior to viewing, as ads for violent video games or depictions of war may be triggering for students with refugee backgrounds.

Continued

Oral academic language/listening

Outcomes	Focus for Learning
Students will be expected to	
1.0 *demonstrate appropriate English language and literacy skills required to master the concepts throughout the course*	
1.3 listen to and understand academic lectures and discourse	

Oral academic language/listening

Sample Teaching and Assessment Strategies	**Resources and Notes**

Students may

- Name one or two places/times that they find English easy to understand, e.g., talking to peers, at their job, talking to certain teachers, watching television, etc., and one or two places/times that they find English hard to understand, e.g., listening to announcements, talking on the phone, in assemblies, talking to certain teachers, etc. They should try to identify what makes listening harder or easier in those situations and brainstorm what they can do when they don't understand.

Connection

Teachers may

- Prepare a cloze exercise using the transcript of the introduction section (up to three minutes) of a news or academic video. Have students listen and fill in up to five missing words. Then, based on the introduction, have students predict the information they expect to hear in the full video.
- Present a 5-to-10-minute academic lecture or video which discusses a series of points using sequence markers like *first, second, the next, last/final,* etc. Provide the students with a chart listing the points presented in order in once column and the transition words in random order in another. Have students identify/match which word was used with which main idea.
- Present a short academic lecture or video stating reasons. Provide students with a transcript of the text or turn on the captions and have students identify the words in the presentation that show the presentation is about reasons, e.g., *because, due to,* etc.
- Present a short academic lecture or video where the main topic is repeated multiple times using the same word. Have students listen and raise their hand every time they hear the key word repeated and try to count how many times the key word is used.
- Present a short academic lecture which presents three to five definitions. Give students a cloze handout listing the definitions, but with the category and the relative pronoun missing. Students must listen for the definition and complete the missing words, e.g., a [term] *is* a [category] *that/which/who…)*
  A tax is money that is paid to the government.
  Population is the number of people who live in a place.
- Review the formation and use of passive voice with students by drawing students' attention to the passive in reading texts. Then present a video or audio lecture in which passive is used and pause the lecture at each passive to identify the verb form and discuss why it's used (e.g., the doer is unimportant, obvious, unknown, or we don't want to say) or give another way to say the same idea. Other grammatical structures can be introduced in a similar way.

Continued

Oral academic language/listening

Outcomes	**Focus for Learning**
Students will be expected to	
1.0 *demonstrate appropriate English language and literacy skills required to master the concepts throughout the course*	
1.3 *listen to and understand academic lectures and discourse*	

Oral academic language/listening

Sample Teaching and Assessment Strategies	**Resources and Notes**

Students may

- Use read-aloud software to listen to written text and follow carefully, matching the written and aural texts.

Consolidation

Teachers may

- Divide a longer video on a unit topic into sections and provide students with partially completed outline notes of the entire video. Assign students individually or in pairs to listen to their section as often as needed and take notes to summarize their section for other students in a jigsaw format. All students should come away with complete notes and information.

Students may

- Summarize the content of a five-to-ten minute academic presentation orally, in writing or using graphics or visuals.
- Use the content of a short academic video as input for an assignment, such as completing a graphic organizer, composing a personal response/presentation.

Extension

Teachers may

- Help students find a suitable person (teacher, community member, student, etc.) to interview about a topic of interest.
- Have students listen to podcasts, news segments, speeches, etc., focusing on topics related to social studies.

Students may

- Listen to a short documentary on a relevant topic and prepare a poster or slide show summarizing the information.
- Prepare a poster or slide show summarizing information obtained from an interview.

Written academic language/reading

Outcomes	Focus for Learning
Students will be expected to 1.0 *demonstrate appropriate English language and literacy skills required to master the concepts throughout the course* 1.4 *read and understand relevant texts*	**Purpose:** By the completion of this delineation the student will be able to decode and understand introductory social studies texts. Students will receive instruction, practice and support in decoding and understanding text so that they can eventually read prescribed social studies texts independently. **Scope:** By the end of the course, students should be able to independently read and understand multi-page texts on familiar social studies topics and content. They should also be able to understand the main ideas and significant details of multi-paragraph texts on unfamiliar social studies topics and content. To do this, students should be able to recognize the organizational elements which create unity and coherence in texts, such as topic sentences/thesis statements, common transition words (e.g., *however, in addition, therefore, as a result, for example,* etc.), basic sentence connectors (e.g., conjunctions, subordinate clauses markers and prepositional phrases including because, *so that, so, unlike, similar to,* etc.). They should also be able to recognize sequence markers (e.g., *first, next, last, second, finally,* etc.), simple introduction and conclusion elements (e.g., *questioning, summary, restatement, anecdote, example*), referents and simple nominalizations (e.g., pronouns, *this* + summary word, using noun forms of known verbs, e.g., *production (produce), development (develop), introduction (introduce)* and text-based discourse markers, such as headings, subheadings, graphic representations of information, captions and titles, etc. **Prior Knowledge:** On entering the course, students' experience with reading in English may be limited to short primary-level texts on topics of personal relevance with general English vocabulary. Much of the vocabulary, sentence structures and text organization they encounter in social studies texts will be new. **Depth:** By the end of the course, students can be expected to • read multi-paragraph texts on unfamiliar social studies topics (e.g., text-book subsections, short articles) • read multi-page texts on familiar topics in social studies (e.g., text-book chapters, short books) • understand main ideas and significant details of intermediate-level prepared texts • correctly interpret and understand supporting elements of texts, such as headings, charts, graphics and illustrations • understand simple, clear multiple-choice questions

Written academic language/reading

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Prepare a survey for students who are literate in L1 about their reading habits in the L1 and in English, e.g., how often do they read in L1? English? what do they read most in L1? English? what things does everyone read in L1? English? Generally are the reading habits the same or different in both languages?
- Display samples of five correspondences from different parties such as the government, the school or school District, a doctor's office, a marketing letter, a message from a friend, etc., and have students rank them from most formal to least formal based on obvious features (Close reading should not be necessary to identify main differences.)
- Display a selection of personal email, informal blog posts, newspaper articles, and textbook passages. Have students identify how the textbook looks different from the other types of texts and discuss why this might be.

Students may

- Identify any types of correspondence (mail, email, etc.) that their family has received in Canada from the government, the school, a bank, an employer or a friend, and brainstorm ways in which the texts look and are different, e.g., length of text, length of sentences, word difficulty, standard phrases (e.g., *Dear…, Sincerely…*), etc.

Connection

Teachers may

- Give students a one paragraph, simple academic passage with a clear organizational structure (e.g., two reasons why..., two effects of…) and a simple outline to identify the topic sentence and the two reasons/effects, etc., mentioned in the passage.
- Present students with two sentences connected by a meaning relation like cause/effect, additional information, contrast, etc., and have students identify which word from a list best connects the ideas in the sentences, e.g., *because, so , and, also, however, but,* etc.
- Give students a one-page academic passage and have them summarize the main ideas of the text. A teacher-generated handout on summary writing can be found in Appendix A, Document #4.

Resources and Notes

Suggested

See Outcome 1.0

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/ multicultural-education/curr/ learn-social-studies.html

Notes

The reading activities and strategies for this delineation will mainly be based on the text resources for the course.

Students' level of proficiency in English must be taken into careful consideration when selecting and using readings for this course. Readings on a topic should be selected or adapted at higher or lower language levels depending on the proficiency level of the group. Features such as text length, sentence structure (complexity and variety), vocabulary (complexity and frequency) and rhetorical structure should be taken into account when selecting texts. Where students are challenged by the level of a reading, activities and exercises can be simplified to limit the focus to one or two main ideas or specific details (e.g., numbers, simple facts), with which students can experience success.

Continued

Written academic language/reading

Outcomes	**Focus for Learning**
Students will be expected to 1.0 *demonstrate appropriate English language and literacy skills required to master the concepts throughout the course* 1.4 *read and understand relevant texts*	

Written academic language/reading

Sample Teaching and Assessment Strategies	Resources and Notes

- Draw students' attention to the forms of words used in a passage and show how the verb (e.g., *transport, produce*) looks different from the noun (e.g., *transportation, production*).
- Provide students with a list of sentences in compound or complex structures. Divide sentences connected in meaning and have students match the first half of the sentence with a logical second half. Sentences should be based on prior reading or students' own experiences. E.g.,

Match the sentence beginning on the left with the ending on the right.	
1. Canada uses its water for many things,	___ *so fishing is important.*
2. Canada has three oceans,	___ *because of warmer temperatures and overfishing.*
3. The fishery is smaller now than before	___ *such as transportation, electricity and fishing.*

Students may

- Identify which sentences show similarity, show difference, give examples or give extra information based on the words in the sentences, e.g., *The government uses tax money to pay for services people need, **such as** schools and health care.* (example); *People pay tax on the products they buy, **and** they **also** pay tax on the money they make at their job. (extra information); Some people do not have a job, **but** they still have to pay taxes to the government* (difference). Sentences should be based on prior reading or students' own experiences.
- Order sentences in a paragraph based on sequence markers, such as first, second, next, finally, last, etc. The paragraph should be based on prior reading or students' own experiences.

Consolidation

Teachers may

- Give students a two-paragraph, simple social studies passage with the paragraph break removed. Have students identify where the text should be split and say what they based their decision on.

Students may

- Complete a simple outline identifying main ideas and details in an academic text.
- Answer comprehension questions based on independent reading of a simple academic text.
- Complete a graphic organizer identifying relations between ideas in an academic text.

Continued

Written academic language/reading

Outcomes	Focus for Learning
Students will be expected to 1.0 *demonstrate appropriate English language and literacy skills required to master the concepts throughout the course* 1.4 *read and understand relevant texts*	

Written academic language/reading

Sample Teaching and Assessment Strategies	**Resources and Notes**

Extension

Teachers may

- Expose students to a variety of relevant written texts including graphic information (e.g., pie chart, bar graphs, etc.), focusing on current events and issues.

Students may

- Conduct research on a topic of interest in social studies based on online and print texts.

Continued

Written academic language/writing

Outcomes

Students will be expected to

1.0 demonstrate appropriate English language and literacy skills required to master the concepts throughout the course

   1.5 demonstrate mastery of the unit outcomes in academic writing

Focus for Learning

Purpose: By the completion of this delineation, the student will be able to use writing to clearly and accurately represent content knowledge so that written production does not impede the student's ability to meet prescribed outcomes.

Scope: The student will be able to use relevant academic vocabulary, correct intermediate-level grammar and accurate text organization to display content knowledge in social studies. The student should be able to write short definitions and answers listing a limited number of reasons, effects, causes, characteristics, etc.; well-organized one-paragraph answers using a topic sentence and supporting sentences; short multi-paragraph texts (e.g., short essays) on a limited range of topics, including personal responses and opinions; simple graphs, diagrams or illustration presenting information in graphic form; and legible and comprehensible notes, based on aural and written input. Students should also be able to correctly use the conventions of English writing, such as basic spelling and punctuation (e.g., capital letters, end punctuation, commas and apostrophes).

Prior Knowledge: Prior to this course, students should have learned to write basic sentence structures, basic paragraph structure and basic vocabulary. Most of their writing will have been on topics of personal interest or relevance (e.g., journal) or required very short production (e.g., word and sentence-level responses). This will be their first introduction to longer writing on academic topics.

Depth: By the end of the course, students can be expected to

- write grammatical one-sentence answers
- write multiple-sentence and short paragraph answers using comprehensible sentence and text structure
- answer questions in a variety of short written formats, including cloze, definition completion, labelling, etc.
- avoid copying and write simple texts independently

Written academic language/writing

Sample Teaching and Assessment Strategies	Resources and Notes
Activation Teachers may • Have students brainstorm a list of all the types of assignments, projects, writing and answers they've had to produce in the courses they've taken so far. What's the longest thing they've written in English for school so far? What made writing for school harder than writing a text message, for example? Students may • Compare their first language and English in terms of writing, e.g., *direction of writing, alphabet (e.g., form, number of characters), sentence structure (e.g., is it subject-first like English or are the words in a different order?)*, and other things that are the same and different.	**Suggested** See Outcome 1.0. **Supplementary** Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html
Connection Teachers may • Provide students with sample sentence definitions and have students identify the format of a sentence definition, (e.g., the term, the category and the defining feature a [term] *is* a [category] *that/which/who…*) e.g., *A law is a rule that people must follow.* • Provide students with a topic sentence relating to a personal opinion or past reading and have students identify two appropriate details to include in a paragraph on that topic, e.g., *Canada/countries of origin is an interesting country because…; Governments are important because…* • Provide students with a model paragraph frame for writing simple, informative one-paragraph responses, which can be used with a variety of questions. • Provide students with partially completed outlines for notes and have students complete the missing information. • Remove simple punctuation from a short, simple academic paragraph and have students identify where periods and capital letters should be placed. • Have students freewrite for 3-5 minutes in a journal on a topic of personal relevance. Students may • Put individual words (on cards or a computer) in the correct order to create a sentence based on their knowledge of English word order and punctuation. • Identify subjects and verbs in simple sentences in short academic texts they're reading. • Use the format of definitions a [term] *is* a [category] *that/which/who…)* to write personal definitions, e.g., *a samovar is …,*	**Notes** Students may initially struggle with writing multiple-sentence responses and paragraphs and may require considerable support at the outset. Providing paragraph frames and sample outlines will support students at this stage. Students should soon progress, though, to writing longer responses without sample sentences (e.g., *One example of ____ is ____*), using instead a concept or topic outline (e.g., *Example #1 _____*) and writing the sentence in their own words.

Continued

Written academic language/writing

Outcomes	Focus for Learning
Students will be expected to 1.0 *demonstrate appropriate English language and literacy skills required to master the concepts throughout the course* 1.5 *demonstrate mastery of the unit outcomes in academic writing*	

Written academic language/writing

Sample Teaching and Assessment Strategies	Resources and Notes
• Use the topic-sentence/supporting sentence paragraph format to write a two-paragraph response linking two clearly related ideas, e.g., compare and contrast (e.g., my country vs Canada), cause and effect (e.g., a current event and result), before and after (e.g., a weather, health-related, political or other event). Topics should be connected to the students' personal experience or past reading for the course. • Complete a brief survey of classmates on a topic of personal or academic relevance and present the results in a simple pie, line or bar graph. • Circle or highlight examples of punctuation (e.g., periods, capital letters, commas, apostrophes) in simple academic texts and count the number of sentences in a paragraph. **Consolidation** Teachers may • Provide time for students to write short sentence-format answers to questions posed aurally in class before having students respond. • Have students create a foldable giving definitions of common academic question words (e.g., *analyze, compare, discuss, hypothesize, assess, determine,* etc.). Teacher-generated handouts for academic question words can be found in Appendix A, Documents #5 and #6 . • Introduce students to the main types of essays produced for school and have them practice writing multi-paragraph responses, using basic essay format. A teacher-generated handout on essay writing for students in the LEARN program can be found in Appendix A, Document #7. Students may • Write the information presented in a bar, pie or line graph in sentence format. • Work in a small group to compose an answer to a question with peers correcting the language of the answer. **Extension** Teachers may • Have students collaborate to write an informational report on a province or country, with each student/group writing one paragraph/section of the report, e.g., each student writes an overview of the geography of one province or territory to be compiled and displayed/published as a group project.	

Technological skills

Outcomes	Focus for Learning
Students will be expected to	**Purpose:** The purpose of this outcome is to ensure that students have the computer literacy required for academic success in this course and subsequent social studies courses. Upon completion of this outcome, the student should be able to competently and independently demonstrate the technological skills required to fulfill course outcomes and know the corresponding technological language.
2.0 demonstrates appropriate technology skills required to fulfill course outcomes.	
2.1 understand and correctly use relevant terminology and current technological language	**Scope:** Students will be able to independently and competently use a broad range of technology (hardware and software) required for academic success at the secondary level, and be familiar with technological language.
2.2 independently access technology required for the course	**Prior Knowledge:** Students' prior knowledge of technology can vary greatly depending on the individual and their lived experiences. Upon arrival, some students may have significant computer skills and knowledge of technology, whereas others may have had minimal or no prior exposure. Many students will have a mobile device, and although they may be adept at using them for translation and entertainment purposes, they may lack the knowledge required to employ them as educational tools.
2.3 retrieve, organize, create and share academic information	**Depth:** By the end of the course, students can be expected to
2.4 demonstrate an ability to use technology in a secure and appropriate way for school	• independently access, navigate and appropriately use educational platforms, digital information processing, video conferencing, websites, search engines, document processing, electronic communications, etc.
	Sample Performance Indicator
	Students who achieve this outcome should be able to:
	• work in a small group to find, research, use, and introduce their peers to online academic tools or websites which they predict as beneficial for success in the completion of the subsequent units of study in this course.

Technological skills

Sample Teaching and Assessment Strategies	Resources and Notes
Activation Teachers may • Ask students what devices they have accessed prior to this course. • Ask students to rate their interest in technology on a scale of 1-10. Students may • Generate a list of technological devices they currently use and have used in the past or collaborate to create a list of technological devices they are interested in owning. • Self-assess, based on past experiences, to choose their level of comfort in using different technological devices. **Connection** Teachers may • Show students what technological devices are currently and commonly used, and what purpose they serve. Students may • Complete online surveys or questionnaires, contribute their opinions, suggestions, etc., to online collaborative documents/ representations/spaces, or participate in virtual games or assessment tools. **Consolidation** Teachers may • Explain why technological skills are essential for optimal learning in this course, focusing on the areas of research, reliable sources, selecting information, and security. Students may • Create a personalized guidebook for appropriate technological skills necessary for this course. **Extension** Teachers may • Invite guest speakers to the class to demonstrate how to use specific technologies, how to talk about the importance of online security. Students may • Create short multilingual public service announcement videos aimed to educate their peers on internet security.*	**Supplementary** Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/ multicultural-education/curr/ learn-social-studies.html

Technological terminology/language

Outcomes	Focus for Learning
Students will be expected to 2.0 *demonstrates appropriate technology skills required to fulfill course outcomes.* 　2.1 *understand and correctly use relevant terminology and current technological language*	**Purpose:** The purpose of this delineation is to provide students with the common language needed to use technology successfully in this and subsequent social studies courses. **Scope:** Students should be able to recognize, understand and use all the terms listed in the Key Terms in the *Unit One Vocabulary* document,including among others, computer, desktop, laptop, tablet, device, keyboard, mouse, screen, printer, login, logoff, account, website, educational applications (apps), share, link, online learning, online conferencing, email, username, password, email address, compose, send, receive, attach, word processing, create, open, save, document, font, spacing, insert, table, slides, format, background, textbox, insert, image, etc. Approaches to vocabulary teaching outlined in Outcome 1.1 are appropriate here. The teacher should provide students with a focused introduction or review of the common technological terms, as well as multiple opportunities for exposure and practice. **Prior Knowledge:** Prior to this course, students' exposure to English technological language may vary significantly from non-existent, to limited or extensive. Students may know some technological terminology in their L1 or be familiar with globally adopted English computer terminology. **Depth:** By the end of the course, students can be expected to 　•　recognize, use and understand common computer and technology-related terminology with facility.

Technological terminology/language

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Provide a list of current technological terms that would be used in the classroom. See the Key Terms in *Unit One Vocabulary.*

Students may
- Collaborate to create a list of technology terms, e.g., *login, logoff, power on, power off, save, delete, copy, paste,* etc.

Connection

Teachers may
- Complete a visual digital presentation for students showing them how to access educational platforms.

Students may
- Explore educational platforms conjointly when the teacher is presenting the visual digital presentation.

Consolidation

Teachers may
- Have students create a list of terms that they are familiar with and another list of terms that they would like to be more familiar with.

Students may
- Assess their understanding of current technological terminology through self-assessment questions: Do I understand the technological terminology? Do I have access to the technology and online platforms? Am I comfortable using technology to complete the curriculum expectations?

Extension

Teachers may
- Provide students with a typing assignment that focuses on working on font.

Students may
- Explore word processing programs to investigate the commonalities of the programs and how to change/edit the fonts and sizes.

Resources and Notes

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.htm

Independent use of technology

Outcomes	Focus for Learning
Students will be expected to 2.0 *demonstrates appropriate technology skills required to fulfill course outcomes.* 2.2 *independently access technology required for the course*	**Purpose:** Accessing technology required for school is essential for academic work and success. The purpose of this outcome is to provide students with the skills needed to independently access technology required for the course. **Scope:** Students should be able to login independently to frequently used devices and login with support, including multiple exposures and practice, to unfamiliar devices. Students should be able to independently remember usernames and passwords and recognize and login to the various platforms and online tools used in school. As in device login, some students in the LEARN program may need repeated teacher supervised practice or assistance. Students should be able to create and access accounts on new platforms with support. **Prior Knowledge:** Often students in the LEARN program may struggle to login to desktops, laptops and tablets at school as well as into accounts on unfamiliar online platforms, applications and websites. Frequently, students make small literacy-related errors, such as using the wrong case, reversing digits, having caps lock on, number lock off, etc., when inputting usernames and passwords which may result in a significant amount of lost time and confidence, plus considerable frustration for the student. Close teacher monitoring, as well as peer tutoring and support, may be very beneficial as students learn and practice these skills. **Depth:** By the end of the course, students can be expected to independently • login to school desktops, laptops and tablets • login to school or district wide applications for education • access and use digital translators • create and access academic learning website accounts • send and receive email • use video conferencing tools

Independent use of technology

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Show students the login screen for a variety of technological devices, websites and online learning applications.
- Provide a list of devices, websites, and online learning applications which require a login username and password.

Students may
- Generate a list of technological devices, websites, online learning applications, etc., which they have used or know of that require a login username and password.

Connection

Teachers may
- Introduce a variety of technology devices that can be used in the classroom (e.g., computer, laptop, cell phone).

Students may
- Practice logging into a frequently used technological device (e.g., cell phone, tablet) and website or online learning application.

Consolidation

Teachers may
- Model the steps needed to correctly login into a computer account, access their online learning application and retrieve documents.

Students may
- Investigate and practice skills needed to login to various technological devices and access online documents.

Extension

Teachers may
- Provide students with an online assignment via an online learning application.

Students may
- Demonstrate their knowledge and understanding of the online learning application to both complete and submit an assignment.

Resources and Notes

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Use of technology for academic information

Outcomes	Focus for Learning
Students will be expected to	
2.0 *demonstrates appropriate technology skills required to fulfill course outcomes.*	**Purpose:** The purpose of this outcome is to develop the skills students need to retrieve, select and share academic information, skills fundamental to studies at the secondary level.
2.3 *retrieve, organize, create and share academic information*	**Scope:** Students should be able to use search engines using suitable/applicable keywords/phrases; recognize and access reputable websites; select applicable/important information; copy and paste information from one document or online source to another; understand what plagiarism is and the consequences of committing it; understand how to copy simple quotations correctly; use simple paraphrases to cite retrieved content; share retrieved information using a variety of educational applications; use translation tools; create, open, save, edit (copy, paste, format, font selection, etc.), share and delete documents/sheets/slides/etc. Students should be able to create, access, retrieve, share, and work collaboratively on digital documents, sheets, slides, etc. They should be able to communicate with teachers and fellow students appropriately through email, including sending attachments and links, messaging and making posts inside educational applications. Development of these skills will require explicit, adequate instruction and modelling, followed by guided and independent practice. Students may require considerable teacher support before they become proficient in these skills.
	Prior Knowledge: Prior to this course, students' experience with appropriately retrieving, selecting, and sharing information may vary significantly, but it is likely most have limited experience with conducting research using traditional and/or digital sources. Many students, however, will have extensive experience with copying and pasting text and images and may be reluctant to abandon this practice. Most students in the LEARN program may need specific instruction and practice about how to paraphrase, summarize and to write in their own voice, as well as in the mechanics of academic writing.
	Depth: By the end of the course, students can be expected to
	• use appropriate keywords/phrases and frequently used search engines to locate information
	• recognize some characteristics of reputable websites (e.g., .org) and with teacher prompting and guidance, open websites, documents images, etc., containing the desired information
	• copy and paste the information from online source to another using familiar technological devices (laptops, tablets, mobile devices, etc.) and educational applications
	• share retrieved information with appropriate persons using a familiar educational application with which they have ample experience
	• independently produce documents in a range of formats

Use of technology for academic information

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask questions about retrieving, selecting, and sharing information.
  - What is a search engine?
  - What sites are more reputable for educational research?
  - What are the ways we can share information?
- Discuss with students their level of comfort with retrieving, selecting, and sharing information.

Students may

- Generate a list of technological devices they use to access information.

Connection

Teachers may

- Review with students the details of how to retrieve, access, and share information appropriately.
- Have students highlight the key points in an article to help them select the key points.
- Model how to copy and paste information and select key points in online documents.

Students may

- Create jot notes on how to select information and share it appropriately.
- Use strategies to detect reputable websites for educational research.*
- Create a graphic organizer to make list of useful websites for research.

Consolidation

Teachers may

- Model the retrieving, selecting, and sharing of information from an online site.

Students may

- Retrieve, select and share appropriate academic information in digital formats.*
- Create a personal digital dictionary, which they will build throughout the course with definitions from each unit, including translations into their first language from an online translator.

Resources and Notes

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Continued

Use of technology for academic information

Outcomes	Focus for Learning
Students will be expected to 2.0 *demonstrates appropriate technology skills required to fulfill course outcomes.* 2.3 *retrieve, organize, create and share academic information*	

Use of technology for academic information

Sample Teaching and Assessment Strategies	**Resources and Notes**

Extension

Teachers may
- Present a slideshow or virtual presentation to the students regarding technology safety, which can also include videos.

Students may
- Participate in small group discussions about the "What to do's and the What not to do's of Research".

Secure and appropriate use of technology

Outcomes	Focus for Learning
Students will be expected to 2.0 *demonstrates appropriate technology skills required to fulfill course outcomes.* 2.4 *demonstrate an ability to use technology in a secure and appropriate way for school*	**Purpose:** The purpose of this outcome is to create an awareness of the issues of online security and the protection of digital information needed to successfully use the internet. Students need to be aware of the common ploys used to obtain personal information, spread malware, and exploit internet users. By the completion of this delineation, the student should be able to make appropriate choices and decisions to safely use the internet and avoid identity theft. **Scope:** The student should understand the criteria/characteristics of a strong password, the importance of using different passwords for different accounts and storing these in a safe and accessible place. Students should be able to recognize suspicious and potentially harmful links/emails/malware. They should understand the difference between private and public documents and how to share them accordingly. Students should be able to create strong passwords, use different passwords for multiple accounts and safely store and retrieve passwords for multiple accounts. They should recognize spam and phishing email, suspicious links and pop-up ads. They should share documents only with appropriate persons and understand when and how to make documents public or private. These skills will require explicit teaching, multiple presentations and practice. **Prior Knowledge:** Again, students' knowledge of using technology in a secure and appropriate manner for school may range to none to a very high level. Some, however, will have limited experience, even relying on others to set up their cellphones, for example. They will need to understand the rationale for using technology securely and appropriately for school. **Depth:** By the end of the course, students can be expected to • create and retrieve secure passwords and usernames • create a maximum of 1-3 strong passwords, with guidance • use memorization and organizational tools/strategies to recall and retrieve their passwords independently (e.g., mnemonic devices, digital/physical recording documents, etc.) • recognize spam and phishing emails, suspicious links and pop-up ads with support • share documents using familiar educational platforms

Secure and appropriate use of technology

Sample Teaching and Assessment Strategies	Resources and Notes
Activation	**Supplementary**
Teachers may	Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/ multicultural-education/curr/ learn-social-studies.html

Activation

Teachers may
- Ask students questions to generate discussion:
  - Why would anyone feel the need to protect their material things, including information and identity?
  - Discuss why security is important, like why we have locks on our homes and cars?
  - Why should you not share your house or car key with others?
  - Do you own any technological devices?
  - Have you ever created a password?
  - Why should you not share your password?

Students may
- Generate a list of material devices they would want to protect and what means would they use to protect them (physical lock, passcode/password, etc.)

Connection

Teachers may
- Discuss with students their understanding of terms like malware, phishing, spam and so on.
- Discuss what a strong password means and give examples.
- Review with students the importance of having multiple passwords for increased security.
- Share with students examples of spam, phishing email, suspicious links, and pop up ads.
- Give students suggestions for practicing internet safety.*
- Model with students what appropriate search items are.
- Discuss with students appropriate and inappropriate examples of sharing information.
- Create and remember strong passwords.

Students may
- Generate appropriate search terms related to a given topic.
- Categorize sample emails, documents, advertisements and links as safe or unsafe for opening and sharing.

Continued

Secure and appropriate use of technology

Outcomes	**Focus for Learning**
Students will be expected to	
2.0 demonstrates appropriate technology skills required to fulfill course outcomes.	
2.4 demonstrate an ability to use technology in a secure and appropriate way for school	

Secure and appropriate use of technology

Sample Teaching and Assessment Strategies	Resources and Notes
Consolidation	

Teachers may

- Collaborate with students to create a list of usage rules for online security. Direct students to go to specific sites to see how well they navigate the pop-ups, phishing, and so on. Observe and support to see if they need help with their passwords and security choices.

Students may

- Reflect on the rules learned for creating secure passwords and generate 1-3 passwords, save them, and use them.
- List and share examples of spam, phishing email, suspicious links, and pop up ads so as to raise awareness about how to deal with them.
- Navigate websites independently to ascertain how comfortably they are in dealing with security issues, such as password creation, malware, phishing, etc.

Extension

Teachers may

- Facilitate a mock session where someone shared inappropriate information and learned from their action in doing so.

Students may

- Research and share their findings of the risks associated with retrieving, selecting, and sharing information inappropriately.

Cross-cultural understanding

Outcomes

Students will be expected to

3.0 demonstrate appropriate cross-cultural understanding required to fulfill course outcomes

    3.1 use and build upon prior knowledge to understand course concepts

    3.2 understand, respect and share different worldviews and cultures

Focus for Learning

Purpose: The purpose of this outcome is to introduce students to elements of Canadian culture that might be relevant to their learning of social studies and to sensitize students to significant differences between their cultures of origin and the cultures presented in course materials. This outcome also intends to make students aware of the existence of cultural difference and the role of culture in learning and society.

Scope: The student should be able to recognize areas of difference between the home culture, peers' cultures and the cultures presented in course text, understand the influence of culture on topics introduced in the course, identify and recognize aspects of culture, adopt a non-judgmental approach to cultural difference and recognize cultural bias in course materials and one's own thinking.

Prior Knowledge: Some students may have arrived from highly homogeneous cultures and may be unused to encountering different customs and ways of thinking. Others may be from highly multicultural societies where differences in religion, ethnicity, language, etc., are commonplace. Some students may come from societies where cultural, ethnic, religious and linguistic identities are fundamental elements which influence daily life, while others may come from societies where these identities play no major role.

Depth: Students need to be aware of basic elements of culture and the general way culture influences the topics discussed in the course. By the end of the course, students can be expected to

- identify some major areas of cultural difference between the home culture and the culture reflected in course topics and materials
- understand and/or identify the overall role of culture in large systems, such as government, economic systems and globalization, but they will not need to identify or understand the subtleties of culture in order to complete the course
- respond appropriately when faced with different perspectives, beliefs and viewpoints, by listening carefully, responding respectfully and using appropriate communication strategies, such as those listed in Outcome 1.2

Sample Performance Indicator

Students who achieve this outcome should be able to:

- create a poster or chart comparing and contrasting two countries in terms of one major system, such as health care, education, government, etc., and showing how culture plays a role in that system in those countries (e.g., Canada's official bilingualism means that federal government services are offered in two languages).

Cross-cultural understanding

Sample Teaching and Assessment Strategies	**Resources and Notes**

Activation

Teachers may
- Prepare a short questionnaire related to a topic or unit and have students complete what they know based on their lived experience in their countries of origin or during migration, or make a guess.

Students may
- Identify different cultural groups that co-exist in their countries of origin or in Canada and explain the main differences between these cultural groups. Consider what aspects or features create "culture", where differences stem from, and what we mean by "culture".

Connection

Teachers may
- Show a short documentary describing a non-dominant cultural group and have students identify several of the main cultural differences outlined in the presentation.

Students may
- Complete a chart showing similarities and differences between the countries of origin/culture and Canada as it relates to the concept or topic being taught.

Consolidation

Teachers may
- Have students create a poster showing the differences between the countries of origin/culture and Canada as it relates to a concept or topic being taught and present the poster to the class.

Students may
- List examples demonstrating the concept or topic being taught from their lives in Canada or the countries of origin/culture.

Extension

Teachers may
- Invite a guest speaker from a different country to present on their culture.

Students may
- Present a short presentation to their class on their own culture/country.

Resources and Notes

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Notes

For a depiction of culture based on an iceberg analogy, see the Multicultural Education Framework: *Dedicated to Diversity.*

Use of prior cultural knowledge for comprehension

Outcomes	Focus for Learning
Students will be expected to	
3.0 demonstrate appropriate cross-cultural understanding required to fulfill course outcomes	**Purpose:** Upon completion of this delineation, the student will be able to recognize and identify connections between their prior cultural learning and experiences and their learning in this course. They will be able to identify main cultural differences related to the topics covered.
3.1 use and build upon prior knowledge to understand course concepts	**Scope:** The student should be able to describe their prior experience with and understanding of the topic, if applicable, identify similarities between their knowledge and the information presented in course materials, find analogies and comparisons in their experience related to course content, identify connections between current content and past learning in this or previous courses and find information about the topic relating to their countries of origin/culture or in their first language.
	Prior Knowledge: Students will come to the course with a wide range of background experiences, both personal and educational. Some may have learned about the topics covered in the course at school in their countries or in Canada, while others may be encountering concepts for the first time. Pre-assessment, formal or informal, will be required to accurately determine what students already know.
	Depth: By the end of the course, students can be expected to • recognize obvious links between prior knowledge and course concepts • explain major similarities between course content and prior learning • explain similarities using English, the first language or visual/non-linguistic depictions

Use of prior cultural knowledge for comprehension

Sample Teaching and Assessment Strategies	Resources and Notes
Activation	**Supplementary**

Activation

Teachers may
- Present the titles of the four main content units to be covered in the course and ask students to write down three things they know about each topic, as it relates to their countries of origin/culture and/or to life in Canada. Explain that they should approach each topic in the course the same way, by first identifying what they know about the topic. Encourage students to practice with each new topic.
- Have the class complete a KWL chart together on the topic or unit to be taught, providing models of the chart and sample answers to scaffold.
- Have students jot down on a large sheet, whiteboard or online shared document all the words they know in English or their first language related to a given topic or unit. Have students find English translations for words in the first language.
- Present a picture or diagram of a concept to be taught in class and have students make up a title or caption for the information to be presented.

Students may
- Locate an online picture or diagram of a concept to be taught in class and share their pictures with peers, explaining why they chose this picture.

Connection

Teachers may
- Show a picture or diagram of the concept being taught (e.g., a geographical feature) and have students find a picture of a similar feature from their country or continent, if applicable.

Students may
- Interview family members about the concept or topic as it features in the countries of origin or culture and share their information with peers.

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Continued

Use of prior cultural knowledge for comprehension

Outcomes	Focus for Learning
Students will be expected to	
3.0 *demonstrate appropriate cross-cultural understanding required to fulfill course outcomes*	
3.1 *use and build upon prior knowledge to understand course concepts*	

Use of prior cultural knowledge for comprehension

Sample Teaching and Assessment Strategies	**Resources and Notes**

Consolidation

Teachers may

- Using the KWL chart completed prior to learning, have students explain one thing they have learned related to the concept or topic.

Students may

- List three suggestions for ways to improve life in the countries of origin/culture or Canada in terms of the concept or topic being discussed.
- List advantages and disadvantages of the application or instantiation of a concept or topic in Canada as compared to their countries of origin or culture.

Extension

Teachers may

- Collaborate with mainstream Social Studies colleagues to arrange cross-cultural exchanges or presentations on topics common to the LEARN and mainstream courses. For example, students in the LEARN program can present to mainstream peers on the form of government or economy in their country or students in mainstream classes can prepare questionnaires or surveys on students' countries of origin on the common topics or concepts taught in the courses.

Students may

- Select a topic or concept taught in the course, research information related to it from their countries of origin or culture, and present the information to the class.

Understanding of different worldviews and cultures

Outcomes	Focus for Learning
Students will be expected to 3.0 *demonstrate appropriate cross-cultural understanding required to fulfill course outcomes* 3.2 *understand, respect and share different worldviews and cultures*	**Purpose:** Upon completion of this delineation, the student will be aware of a range of worldviews and the factors that underlie different worldviews. They will be able to participate in respectful discussions, express their own perspective and listen objectively to and critically analyze information representing a range of worldviews and cultures. **Scope:** The student should be able to recognize differences in worldviews and cultures, identify factors underlying differences in worldviews and cultures, such as geography, history, politics, religion, etc., adopt a non-judgmental approach to worldviews and cultures that differ from their own, explain their own worldview and culture to others, investigate and research worldviews and cultures different from their own, and identify advantages and benefits of a variety of worldviews and cultures. **Prior Knowledge:** Some students may have had extensive exposure to other cultures and worldviews through their home countries or migration experiences. Others may have been exposed only to relatively homogenous cultures and worldviews. Indeed, for some students with refugee backgrounds, cultural, religious, ethnic or other factors may underlie the refugee experience. In that case, students' exposure to other cultures and worldviews may be complicated by negative refugee experiences. **Depth:** By the end of the course, students can be expected to • recognize major differences, factors and benefits in worldviews and cultures, but may miss more subtle differences, factors and benefits • respond respectfully to expressions of worldviews and cultures that differ from one's own

Understanding of different worldviews and cultures

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may
- Have students research the different cultural groups, ethnicities, languages and religions in Canada in terms of proportion of the population. Have students consider if Canada is different from or similar to their countries of origin in terms of ethnic, cultural, linguistic and religious diversity.

Students may
- Tell about a time when they heard a person – religious leader, teacher, etc. – describe how to treat people who are different from you kindly and with respect.

Connection

Teachers may
- Using a concept or topic covered in the course, (e.g., form of government, population distribution, etc.) have students determine how Canada's might be affected by history, geography or other major relevant factor. Then have them do the same for their countries of origin.
- Have students locate cultural descriptions online and evaluate them.
- Have students research (online or through interviews) cultural changes that have occurred in Canada in the last 50 years. Have students identify perceptions that were acceptable before that no longer are or vice versa.

Students may
- Identify three main cultural differences they encountered on arrival in Canada and how they dealt with the change.

Consolidation

Teachers may
- Have students select a perspective from Canada's official or legal worldview with which they disagree and have them explain the history and benefits or advantages of this worldview to their peers.
- Read aloud a list of controversial opinions and have students use polite language to express whether they agree or disagree and explain why using respectful ideas and language.

Students may
- Identify several changes that have occurred in Canada's official or legal worldview in recent decades (e.g., same-sex marriage, legalization of marijuana, etc.) and identify the factors that may have led to changes.

Extension

Students may
- Participate in a community or school-based multicultural fair.

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*).
https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Section Three:
Specific Curriculum Outcomes

Unit Two:
Canada and the World

Focus

This unit introduces students to concepts of physical geography and its application to Canada and the world. In this unit, students will become familiar with the regions of Canada and some main geographic features of Canada and the world. Students will also learn basic facts about Canada's population and basic mapping skills. As newcomers, students' familiarity with Canadian geography and regions will be extremely limited. Indeed, due to limited prior schooling, there may be significant gaps in knowledge relating to world geography. In this unit, students are introduced to the fundamental skills and knowledge required for subsequent learning in Social Studies.

Suggested Unit Plan

It is recommended that 15.5 hours, approximately 3.5 weeks of instructional time (or 14% of the total) be used to work with students to achieve SCOs 4.0 and 5.0. The range of dates highlighted are offered as a suggestion.

Month 1				Month 2				Month 3				Month 4				Month 5			

Canadian and world geography

Outcomes	Focus for Learning

Outcomes

Students will be expected to

4.0 explain basic concepts in world and Canadian geography

    4.1 identify basic terminology in world geography

    4.2 use a world map to identify selected continents, oceans and countries

    4.3 compare countries in terms of population and area

    4.4 identify provinces, territories, regions, major bodies of water and capital and major cities

    4.5 identify/describe and explain the distribution and make-up of Canada's population

Focus for Learning

Purpose: The purpose of this outcome is to provide students with a grounding in world geography. Students in LEARN Social Studies may or may not have studied geography and need to know basic terminology in English as well as how to identify features on a world map in order to engage with the course content.

Scope: Students should be able to recognize, define and use English vocabulary used to explain basic world geography and cartography. They should be able to label cardinal directions on a compass rose, identify equator, prime meridian, hemispheres, continents, oceans and countries, and be able to access, retrieve, share and explain information about countries.

Prior Knowledge: For many students, this may be their first exposure to the terminology and concepts explored in this outcome. Some students may be familiar with these terms in their own language, while some will have had no experience with these concepts and terms. Informal pre-assessments can provide an indication of students' background knowledge. Through personal experience, students may be familiar with the concepts of continents, countries and bodies of water, etc. Regardless of prior experience, students likely have considerable knowledge of their home country or countries of origin, which can be drawn upon to enhance their learning in this unit.

Depth: At this point in the course, students can be expected to

- recognize and understand new terminology
- provide definitions of key terms in simple English
- apply concepts independently to familiar material/examples and, with support, to new material/examples

Sample Performance Indicator

Students who achieve this outcome should be able to:

- independently select a province or country and create a poster showing its location on a map of the world, plus basic geographic and demographic information about this province or country. This may also be done collaboratively using various online platforms.

1.0 Language and literacy

Teachers can address language and literacy skills by modeling for students the features of a good explanation, e.g., that explanations show relationships between ideas or concepts and make an idea understandable by clarifying or describing in simple terms. Language required for explanation may include describing component parts (e.g., *is made up of, has __ parts, is composed of*), describing facts (declarative sentence structure, simple present tense) and prepositions/adverbs of direction/location (e.g., *up, down, left, right*, to access cardinal directions, *the middle*, (e.g., equator) *next to* (e.g., location of continents, countries, bodies of water).

Canadian and world geography

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Guide the class in the creation of a word web documenting words the students associate with the word "world" or "country".
- Ask students what they know and would like to know about Canada.

Students may
- Fill in a blank world map with what they know.

Connection

Teachers may
- Provide a list of interesting facts about world and Canadian geography.*
- Provide opportunities for students to share how their background knowledge and experiences of world and Canadian geography may influence their acquired knowledge through a think-aloud.
- Ask students to write a journal on an interesting fact they learned and why it is interesting.

Students may
- Collaborate to make a classroom poster listing the names of all the countries they know in English and the various L1s in the class to see how similar and different the names are.*
- Identify the equator, Prime Meridian, hemispheres and continents*

Consolidation

Teachers may
- Show students an example of a case where the world map has changed over time due to political changes and have students give examples of similar changes in the history of their countries of origin, if applicable.*

Students may
- Create questions that they can ask each other about basic concepts in world and Canadian geography.
- Complete online or teacher generated quizzes testing their knowledge of Canadian and world geography.
- Self-assess to explore their understanding of the basic concepts related to world and Canadian geography. A teacher-generated handout with a student self-assessment can be found in Appendix A, Document #41.

Continued

Resources and Notes

Suggested

World Atlas

Canadian Geography and Mapping Skills Grades 3-5

A Beginning Look at Canada Part One

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Notes

Journal writing activities are useful for incorporating Outcome 1.5. Journals are used to increase writing fluency and provide free-writing practice. Because journal entries tend to focus on personal topics or opinions, accuracy is less the focus but fluency can be fostered by setting a time limit for writing and giving students a degree of choice over their topic. For resources and suggestions, see Outcome 1.5.

Discussing changes in maps over time provides a good opportunity to incorporate Outcome 3.0 and explain some of the political differences that can influence cartography.

Outcome 3.0 can also be incorporated by comparing country names in various

Canadian and world geography

Outcomes

Students will be expected to

4.0 *explain basic concepts in world and Canadian geography*

    4.1 *identify basic terminology in world geography*

    4.2 *use a world map to identify selected continents, oceans and countries*

    4.3 *compare countries in terms of population and area*

    4.4 *identify provinces, territories, regions, major bodies of water and capital and major cities*

    4.5 *identify/describe and explain the distribution and make-up of Canada's population*

Focus for Learning

2.0 Technological skills

Teachers can integrate technological skills by having students use online resources to locate visual, graphic and/or textual examples of geographic concepts being taught and use virtual representations of world maps to identify examples of geographic concepts.

3.0 Cross-cultural understanding

Teachers can develop cross-cultural understanding by raising students' awareness of one or two defining features of Canadian geography and how it differs from that of the students' countries of origin. Teachers can draw attention to the role of geography in defining the Canadian identity (e.g., a cold country, a large country, long winters) and have students identify a defining geographic feature of their countries of origin

It is important to be aware that students may have experience in several different countries, any of which they may identify as their home country or culture. It is also possible that the world map presented in the classroom may not be the same as those of their prior learning experiences due to political differences. Teachers also need to be aware that countries have different names in different languages (e.g., Greece - *Yunan* [Arabic] - *Ugiriki* [Swahili]).

Canadian and world geography

Sample Teaching and Assessment Strategies

Extension

Teachers may
- Ask participants what they know about world and Canadian geography and what they learned that surprised them.

Students may
- Create their own world and Canadian geography trivia game providing the questions and the answers and play the game in class.
- Challenge students to create a digital presentation of their acquired knowledge using images and words.

Resources and Notes

languages and discussing the similarities and differences across languages.

Questioning activities are a good opportunity to incorporate Outcome 1.0 by reviewing question formation and monitoring for grammatical usage. For example, do not permit other students to answer unless the question is formed correctly. For suggestions and resources, see Outcome 1.0.

Outcome 2.3 can be incorporated in the extension activities by teaching and having students use a digital or online presentation platform. For suggestions and resources, see Outcome 2.3.

Geographic terminology

Outcomes	Focus for Learning

Outcomes

Students will be expected to

4.0 *explain basic concepts in world and Canadian geography*

    4.1 *identify basic terminology in world geography*

Focus for Learning

Purpose: The purpose of this outcome is for students to have a basic understanding of what geography is, as well as to be able to identify key words relating to geography, so that they can use the terms competently in the remainder of the course.

Scope: Students should be able to recognize, define and use all the key terms in this outcome (see *Unit Two Vocabulary* document in Appendix A), as they are foundational. Students should be provided with hands-on, in-class exercises using maps, globes, atlases and various online technologies to provide students with repeated interactions with the concepts of this unit. Once these concepts are established, it will be important to move on quickly in the course. Students should be able to understand and identify the Key Terms in the *Unit Two Vocabulary* document, including continent, country, directions, equator, hemisphere and oceans.

Prior Knowledge: Students will have a wide range of exposure to these concepts and terms, ranging from some prior study in a school system similar to Canada's to absolutely no prior knowledge. Some students may have not seen or used a map or atlas before. All students will need to be provided a thorough grounding in the English vocabulary in this unit, and repeated hands-on experience with maps, globes, atlases and online technologies in-class.

Depth: Students can be expected to

- understand and identify key vocabulary
- provide examples of terms
- apply terms to maps, atlases and/or globes

1.0 Language and literacy

Teachers can address language and literacy skills by drawing students attention to the use of the new vocabulary, in addition to the meaning (e.g., how to pronounce it and how it sounds, where it is used in a sentence) and to the subtle differences between similar terms and how just one word can be important in capturing those differences when giving definitions (e.g., adjectives *a map, a round map*, etc.).

2.0 Technological skills

Teachers can integrate technological skills by having students search online for definitions listed in *Unit Two Vocabulary* and add them to their digital personal dictionaries, collaborate on creating a class dictionary by using an educational application to be digitally shared with the class and access interactive maps online.

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by having students use a map to show where in the world they have lived, where they have travelled, where they are right now, and/or where they would like to travel. Students should identify one thing that struck them as different when they arrived in a new place and if they got used to the difference, how long it took. Each student could mark the map with their own coloured indicator (thumbtacks, digital highlighter) so that their journey is individualized, personalized, and visible.

Geographic terminology

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Encourage students to create a list of basic world geography terms that they already know. Present a set of pictures showing geographical features and see how many they can name in L1 and/or in English and find English terms for unknown words using an electronic translator.*

Students may

- Conduct an internet search of world geography terms that they are already familiar with for images, Canadian examples or examples from their countries of origin.

Connection

Teachers may

- Have students choose and complete a graphic organizer of terms associated with this outcome.

Students may

- View a video discussing terms and images associated with world geography.*
- Create a graffiti wall identifying a combination of terms students already knew and new terms they are learning.

Consolidation

Teachers may

- Organize classroom games and competitions for students to practice basic terminology.

Students may

- Collaborate to co-create a class dictionary of basic world geography terms covered in this outcome.

Extension

Students may

- Create and/or participate in a question game, such as Jeopardy, to become familiar with basic terminology.*

Continued

Resources and Notes

Suggested

See Outcome 4.0.

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Notes

The use of electronic translators permits the incorporation of both Outcome 2.3, by encouraging students to use technology independently, and Outcome 3.1, by validating their L1 knowledge.

Videos provide a good opportunity to incorporate Outcome 1.3. While listening, student's attention can be focused on identifying the cues that introduce main ideas and recognizing frequently used phrases, such as explanations and definitions.

Outcome 1.0 should also be addressed by drawing attention to the language used in videos. For example, a video introducing the continents may use a lot of superlatives to differentiate between them, so the formation of superlatives should be reviewed (e.g., *the+ adjective-est* or *the+most +adjective*) and attention should be paid to students' correct use of the superlative. For example, have students raise their hand whenever they hear one while-

Geographic terminology

Outcomes	Focus for Learning
Students will be expected to 4.0 explain basic concepts in world and Canadian geography 4.1 identify basic terminology in world geography	

Geographic terminology

Sample Teaching and Assessment Strategies	**Resources and Notes**
	listening or have them listen for answers to a list of superlative items mentioned (e.g., the richest country, the largest desert, the driest desert, the largest continent, the longest river, etc.).
	Repetitive games provide good opportunities for Outcome 1.0. In this case, the use of 3rd person singular –s can be highlighted while playing and other subjects that take third person –s, like indefinite pronouns (e.g., *everyone, no one*) and gerunds (*reading, understanding*) can be introduced.
	It is important to note that many games that are well known in Canada (e.g., Jeopardy) may be non-existent in students' home countries, so detailed instructions may need to be provided. Similarly, games like Hangman may be inappropriate in classrooms with high refugee populations due to past experiences of trauma.
	Collaborative work like a joint class dictionary provides the opportunity to incorporate Outcomes 2.2 and 2.4 if the product is digital.
	Question games like Jeopardy can be used to incorporate Outcome 1.0 by focusing on the accuracy of questions formed (e.g., as in the real game, the answer is not correct unless it's n the form of a grammatical question) and reviewing the rules of question formation in English. It is easy in a game-like atmosphere to focus solely on the content/answers, but it is the ideal context to also draw attention to grammatical form.

World maps

Outcomes

Students will be expected to

4.0 *explain basic concepts in world and Canadian geography*

    4.2 *use a world map to identify selected continents, oceans and countries*

Focus for Learning

Purpose: The purpose of this outcome is for students to be able to correctly use a map in order to independently understand geographic information.

Scope: Students should be able to use a map, globe and atlas to identify key places in the world, including the five oceans, seven continents, as well as key countries, including the five largest countries and their countries of origin.

Prior Knowledge: Students may know and be able to locate continents, oceans and countries from their prior studies or lived experiences. Their knowledge may include experience with countries, continents and oceans unfamiliar to the general school population and should be tapped as a resource when instructing this unit. In previous delineations, students have explored the basic terminology of geography and seen and used a map, globe and atlas.

Depth: Students can be expected to
* identify the N, S, E, W directions on a map
* name the seven continents and identify them on a blank map
* name the oceans of the world and identify them on a blank map

1.0 Language and literacy

Teachers can address language and literacy skills by having students focus on pronunciation by repeating the proper pronunciation of the cardinal directions, continents, and oceans of the world. Students will need to use comparative language to identify differences among geographical features and sequence markers (e.g., first, the next, the last) to list terms. These language structures should be reviewed in context as needed. Students may also benefit from a review of typical formatting of legends and symbols and ensure students can locate, recognize and interpret legends and symbols used on maps.

2.0 Technological skills

Teachers can integrate technological skills by having students find online images, find and watch relevant online videos and complete blank interactive maps focusing on continents, oceans, and countries.

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by raising students' awareness of the differences between types of maps. Students can be shown maps that are not based on national borders (e.g., maps of world languages, dominant world religions, time zones, etc.) to show that there are other ways to perceive and divide up the world. Students can try to identify individual countries on these alternate maps, with sensitivity to political borders.

World maps

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Invite students to find their country of origin and Canada on a world map.*
- Provide students with a map and ask them to identify as many countries as possible.*

Students may
- Create an entry card or KWL chart with two questions they might have relating to the lesson.

Connection

Teachers may
- Play a video or audio giving details about continents, oceans and countries.*

Students may
- Investigate and interpret data related to continents, oceans and countries of the world.
- Create a graphic organizer to identify selected continents, countries and oceans.
- Create a web diagram that shows the connection between countries and continents and their surrounding oceans.
- Provide a blank paper or digital copy of a map and have students fill in and identify the seven continents and five oceans. A teacher-generated handout about continents and oceans can be found in Appendix A, Document #9.*

Consolidation

Teachers may
- Use a range of strategies (e.g., think-pair-share) to deepen discussions about continents, countries and oceans.
- Show students versions of early world maps to compare and contrast with current world maps.*

Students may
- Research and, through comparison and contrast, provide new details they have learned about two different oceans, countries, or continents.
- Design a presentation of a continent, country or ocean that fascinates them the most.

Extension

Teachers may
- Hold a Travel Fair in class and have students plan a trip to a continent they would like to visit, which countries they would like to visit in that continent and what oceans they might fly over or travel on to get there.*

Resources and Notes

Suggested

A Beginning Look at Canada
Part One: Unit 1

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Notes

Videos and podcasts provide an opportunity to incorporate Outcome 1.3. When using audio resources, any of the connection and/or consolidation activities in 1.3 may be used.

Researching data, creating online graphics and designing presentations permits the incorporation of Outcome 2.0. Investigating and interpreting data, for example, depends critically on using reliable resources, the criteria for which should be taught and practiced. For suggestions and resources, see Outcome 2.0.

Discussion activities like think-pair-share offer opportunities to incorporate Outcome 1.2. Students may require instruction and correction in the grammar required to express themselves (e.g., comparatives, questions, etc.) and can be given opportunities to practice and rehearse their oral contributions.

Country comparisons

Outcomes

Students will be expected to

4.0   explain basic concepts in world and Canadian geography

   4.3   compare countries in terms of population and area

Focus for Learning

Purpose: The purpose of this outcome is for students to understand the concept of population size and differences in population in order to refer to the concept as needed in later units, such as in discussions of government and globalization.

Scope: Students should be able to understand key components of population statistics, including area, birth rate, death rate, infant mortality, per capita, population and population density. They should also be able to understand visual representations of population, such as population pyramids (?), calculate basic population statistics like birth rate and death rate (?) and compare countries based on population statistics. For definitions, see the Key Terms in the *Unit Two Vocabulary* document in Appendix A.

Prior Knowledge: Students may have a unique perspective on population difference since they have lived in one other, and perhaps several other, countries prior to arrival in Canada. Students may come from regions with much higher or lower populations, population densities, birth/death rates, etc., than Canada or Newfoundland and Labrador. Students' past experiences can be a valuable starting point for comparison.

Depth: Students can be expected to

- understand and explain the concept of populations
- recognize how population differences might affect a city or country
- describe their own experience with different population sizes
- compare the population in their countries of origin and Canada or another country
- calculate birth and death rates
- understand visual representations of population

1.0 Language and literacy

Teachers can address language and literacy skills by focusing on number practice by having students learn and say numbers for population, changes and rates. Students should focus on correct pronunciation of country names and new terminology. Teachers can introduce comparative language for studying populations, such as *less than, more than, equal to, decrease, increase,* comparative –*er/ more* + adjective forms and superlative –*est/most* + adjective forms.

2.0 Technological skills

Teachers can integrate technological skills by having students create digital products, such as a charts and graphs (e.g., a T-chart listing countries and populations, or bar and pie charts representing population data for various countries), conduct online research of population statistics and trackers and/or create digital or video products reporting on the research, to be shared via an educational application.

Continued

Country comparisons

Sample Teaching and Assessment Strategies	Resources and Notes
Activation Teachers may • Assess students' interests and knowledge of countries' populations and areas, beginning with their countries of origin and Canada. • Describe the change in Canada's population in the last decade or so and consider why. Students may • Describe any changes in population that have happened in their countries of origin, and if there are changes, consider why. **Connection** Teachers may • Use visual aids (images/videos) to demonstrate population density and demonstrate terms pertaining to population (population density, population scarcity). Three teacher-generated handouts with worksheets and an answer key for a sample video are in Appendix A, Documents #10 to #12.* • Engage students to make "guesstimates" about future populations for countries and the world. • Have students complete a chart or grid on the inhabitable and uninhabitable land on Earth, providing a visual of the feasible livable space available for world populations* • Have students create or use visuals or manipulatives to represent world population statistics and data, such as charts, graphs, pictures, drawings, colours, etc.* • View real-time population trackers to discuss changes in world populations.* Students may • Create a foldable on the population and area of various countries. • Select a country's population characteristics using available data.* • Identify countries that rank highest/lowest in population.* • Read appropriate texts about world population for definitions, statistics and trends.* **Consolidation** Teachers may • Analyze some of the factors that cause changes in a country's population.	**Suggested** See Outcome 4.0. **Supplementary** Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html **Notes** In addition to the comparative language required for this delineation, discussion of changes in population lends itself to incorporating Outcome 1.0 through the teaching of tenses: considering numbers from the past (simple past), the current state (simple present), the current change (present progressive), changes to date (present perfect) and future projections (future tense and hypothetical language). Discussing population and rates, is also a good opportunity for students to focus on numbers by having students practice saying them aloud. For students with limited literacy skills, physical manipulation skills acquired in the elementary grades may also be limited. Activities such as creating foldables can provide practice in these basic school-related skills.

Continued

Country comparisons

Outcomes

Students will be expected to

*4.0 explain basic concepts
    in world and Canadian
    geography*

*4.3 compare countries in
    terms of population and
    area*

Focus for Learning

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by having students compare the populations of countries where they have lived or visited and determine who has lived in the most populated area to the least populated area. Students can discuss some of the advantages and disadvantages of large vs. small populations and apply their findings to Canada. For populations that students know of that have undergone drastic changes, have them collaborate to generate a list of reasons for large population changes, e.g., economics, war, natural disaster, disease, poverty, politics, etc.

Country comparisons

Sample Teaching and Assessment Strategies	**Resources and Notes**
Students may • Create a graphic organizer to compare population, area and other geographic features. A sample graphic organizer and answer key using Canada as an example is provided in Appendix A, Documents #38 and 39. **Extension** Teachers may • Have students create a video comparing populations of various countries in the world, including Canada. Students may • Create an imaginary country including various details, including name, continent, surrounding ocean(s), area and population.	

Canada's regions and features

Outcomes	Focus for Learning

Outcomes

Students will be expected to

4.0 explain basic concepts in world and Canadian geography

    4.4 identify provinces, territories, regions, major bodies of water and capital and major cities

Focus for Learning

Purpose: By the completion of this delineation, the student should be able to find and identify the main political divisions of Canada (e.g., provinces and territories), their capital and major cities, as well as Canada's large bodies of water in order to prepare students for discussions in later units on Canada's place in the world.

Scope: Students should be able to identify Canada's provinces, territories, capital cities and other major cities. See the Key Terms in the Unit Two Vocabulary document in Appendix A. Students will also be able to identify Canada's major bodies of water including:

- Arctic Ocean
- Atlantic Ocean
- Pacific Ocean
- Great Lakes
- Hudson Bay
- St. Lawrence River
- Gulf of St. Lawrence
- Strait of Belle Isle

Prior Knowledge: As newcomers, students will not have learned about Canada in their prior schooling and their experience living in Canada may be limited to a single province. They may also have different points of reference with regard to political geographical divisions in their countries of origin; for example, provinces and territories may be new concepts. In previous delineations students have learned basic concepts in world geography, and used maps and globes to locate countries including Canada.

Depth: Definitions of key vocabulary in this delineation will be provided, but students are not expected to be able to produce them. Students can be expected to

- match key vocabulary with their definitions
- locate Canada on a world map
- locate provinces and territories, regions and bodies of water on a map of Canada
- match Canadian provinces and territories with their capital cities

1.0 Language and literacy

Teachers can address language and literacy skills by having students practice proper pronunciation and spelling of Canada's provinces, territories and capital cities.

2.0 Technological skills

Teachers can integrate technological skills by having students access and play online Canadian geography games, complete online interactive maps and create digital products, such as posters.

Continued

Canada's regions and features

Sample Teaching and Assessment Strategies

Activation

Teachers may
• Invite students to discuss which Canadian provinces, territories, major bodies of water, and cities they already know.

Students may
• Provide students with a map of Canada that identifies provinces, territories, regions, major bodies of water and capital and major cities. A teacher-generated handout on Canada's bodies of water can be found in Appendix A, Document #18.*

Connection

Teachers may
• Present a video outlining the geography of Canada. Have students answer questions based on the content of the video. A teacher-generated handout for a sample video can be found in Appendix A, Document # 40.*
• Provide students with a list of Canada's provinces and territories. A teacher-generated handout introducing the provinces and territories can be found in Appendix A, Document #14.
• Have students practice listing, matching, writing and/or saying the names of the provinces and territories and their capital cities. Teacher-generated handouts on Canada's capital cities can be found in Appendix A, Documents #15 to #17 and a practice test in Document #20.

Students may
• Match as many provinces, territories, major bodies of water and cities as they can on a map of Canada, using a word list or interactive tool.*

Consolidation

Teachers may
• Have students identify on a blank map Canada's major provinces, territories, regions, bodies of water, capital and major cities. A teacher-generated practice test can be found in Appendix A, Document #19.
• Have students work in pairs to develop a profile for a Canadian province / territory including the following information: map, capital city, other major cities / towns, coat of Arms, provincial flag and provincial flower.
• Create a Mingle and Match activity with students. Give students the name of capital cities and provinces. Have them find mingle with each other and match to create the correct pair.

Continued

Resources and Notes

Suggested

A Beginning Look at Canada
Part One: Units 2 - 18

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*).
https://www.k12pl.nl.ca/curr/
multicultural-education/curr/
learn-social-studies.html

Notes

Projects such as creating a profile or video permit the incorporation of all three of the integrated outcomes. Most projects require cooperation, and teamwork, which permits practice of Outcome 1.2, and some form of presentation of the final product, either in speaking (Outcome 1.2) or writing (Outcome 1.5). Outcome 2.0 can be incorporated if the project research or presentation is completed using digital tools. Outcome 3.0 can be addressed by identifying and incorporating students' prior knowledge and experience, especially their experiences in other countries and/or cultures.

Canada's regions and features

Outcomes

Students will be expected to

4.0 explain basic concepts in world and Canadian geography

    4.4 identify provinces, territories, regions, major bodies of water and capital and major cities

Focus for Learning

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by encouraging discussion about the political divisions, regions, bodies of water in other countries that students are familiar with and by reviewing with students the origins of the names of some of Canada's provinces, cities, etc., focusing on historical influences in naming.

Canada's regions and features

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Students may
- Explore the differences between provinces and territories.
- Play a memory matching game with the names of Canada's provinces and territories and their capital cities.*

Extension

Teachers may
- Have students create a poster of a map of Canada identifying Canada's major provinces, territories, regions, bodies of water, capital and major cities. A teacher-generated handout with a map of Canada can be found in Appendix A, Document #13.*
- Provide students with a handout listing some defining features of provinces (e.g., *French-language provinces, islands, largest provinces, etc.*) and have students research to name the correct provinces.

Students may
- Create a board game or online game where students have to move from one level to another by identifying Canada's major provinces, territories, regions, bodies of water, capital and major cities.

Canada's population

Outcomes

Students will be expected to

4.0 *explain basic concepts in world and Canadian geography*

    4.5 *identify/describe and explain the distribution and make-up of Canada's population*

Focus for Learning

Purpose: By the completion of this delineation, students should be able to explain the current regional distribution of population in Canada, the reasons for the current distribution, and trends in changing population distribution and make-up so that they will have an informed perspective on where people live and why.

Scope: Students should be able to define population distribution, population trends, immigration and push/pull factors, and explain basic historical trends in immigration to Canada. See the Key Terms in the *Unit Two Vocabulary* document in Appendix A.

Prior Knowledge: Students in the LEARN Program will likely have an insightful perspective on push/pull factors that cause people to move from one place to another. This can be used as a resource for this delineation. From previous delineations, students should be familiar with basic Canadian geography, maps and concepts related to population.

Depth: Students can be expected to
- give clear and simple definitions of relevant vocabulary
- understand the main factors presented in class
- apply and explain the factors as they apply to the student's own life
- answer questions about population in 1-2 sentences orally and/or in writing
- list and explain 1 or 2 reasons why people immigrate to Canada

1.0 Language and literacy

Teachers can address language and literacy skills by reviewing the language of cause and effect, drawing attention to causal phrases in the teaching materials, having students state reasons using complete sentences and providing sentence and paragraph frames for students to use in describing cause, e.g., *because, so, resulted in, due to, caused by, an effect of, as a result of, therefore,* etc.

2.0 Technological skills

Teachers can integrate technological skills by having students use digital tools to complete assigned work; for example, students could create and share virtually a digital profile of a region in Canada, including images and text about population, area, population distribution, community types and size, etc.

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by encouraging students to examine the lives of Canadians in urban/rural, north/south, central Canada/Atlantic Canada, French Canada/English Canada, etc., and consider how they might think or feel about issues such as schooling, health care, food, transportation, weather, etc. Students can consider how their lives in Canada might be different if they had gone to another province, for example. Teachers can invite speakers from local Indigenous community organizations to share information about Canada's First Nations.

Canada's population

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Create an Entry Card asking students where they would want to live and why.
- Ask students to explain why they think more people live in Toronto (or other big city) than their current town or city.

Students may
- Share their experiences on why they moved to Canada, if they are comfortable doing so.
- Use a journal to generate a story of their move to Canada, which can be shared with the class if students wish.

Connection

Teachers may
- Show students an interactive map of Canada, showing population by province.*
- Provide mini-lessons on the largest Canadian cities to the smallest Canadian communities.
- Provide case studies on diverse groups within the population of Canada. A teacher-generated handout can be found in Appendix A, Document #26.
- Share stories and data of historical trends on why people moved to Canada: famine, war, land, etc.*
- Have students listen to people describing life in the north of Canada and answer questions and discuss what was said.

Students may
- List reasons why people immigrate to Canada.
- View and discuss a population distribution map of Canada.*
- Create a digital story of why they made a move to Newfoundland and Labrador, if they feel comfortable doing so.
- Collaborate to produce a map of Canada highlighting distribution and make-up of the population.

Resources and Notes

Suggested

A Beginning Look at Canada Part Three: Units 5 and 12 and Part Two: Units 1 - 8.

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Notes

The personal nature of the topic of a student's move to Canada is well suited to the use of journals, as a means of incorporating Outcome 1.5. Journaling is an informal writing activity in which writing fluency (e.g., ability to write within a time limit) is developed and accuracy receives less focus, which is particularly appropriate for topics such as one's personal history.

The discussion of history, both personal history and the history of immigration to Canada, lends itself to a focus on practicing past tense both in speaking (Outcome 1.2) and writing (Outcome 1.5).

Activities involving choice and the expression of preferences, such as a town hall discussion, provide a good opportunity for the practice of persuasive

Continued

Canada's population

Outcomes

Students will be expected to

4.0   explain basic concepts
        in world and Canadian
        geography

    4.5   identify/describe and
            explain the distribution
            and make-up of
            Canada's population

Focus for Learning

Canada's population

Sample Teaching and Assessment Strategies

Consolidation

Teachers may
- Have students create a fictitious town or city that they would most like to live in and why. Factors could include climate, jobs, government, entertainment, education, population, housing, etc.

Students may
- Identify push/pull factors that have determined Canada's current population distribution.*
- Research and share orally some interesting findings regarding the distribution and make-up of Canada's population. Teacher-generated handouts on Canadian data and immigration can be found in Appendix A, Documents #21 to #25.*
- Write a one-to-two-paragraph text explaining the push and pull factors that led to their moving to Canada, if they are comfortable doing so.

Extension

Teachers may
- Ask students to create a Town Hall Discussion about ways to encourage people to move to Newfoundland and Labrador.

Students may
- Explore population projections for Newfoundland and Labrador and related push/pull factors.

Resources and Notes

language, including talking about pros and cons, advantages and disadvantages encouragement and persuasive language, such as modals.

Activities involving research of data, both historical and current, offer a good opportunity to incorporate Outcome 2.0.

When presenting authentic videos (e.g., those made for native speakers) in class, care should be taken to select comprehensible videos. When the speech is fast and the information dense, comprehension can be supported by slowing down the video or breaking it into segments and focusing students' attention on only select main points.

Map skills

Outcomes

Students will be expected to

5.0 demonstrate basic map skills

    5.1 determine distance using digital and paper maps

    5.2 find location on a map using coordinates of longitude and latitude

Focus for Learning

Purpose: The purpose of this outcome is for students to develop basic map skills that provide them with spatial knowledge of the world around them and the graphical representations of it.

Scope: Students will view various types of maps, including folding paper maps, wall maps, topographical maps, atlases, globes and digital maps and become familiar with common features of maps, including map legend, map scale, compass rose, etc. See the Key Terms in the *Unit Two Vocabulary* document in Appendix A.

Prior Knowledge: Some students may have some understanding of maps and related terminology in their first language, which can be drawn upon as a resource in this outcome. In previous outcomes, students explored basic concepts and terminology in world and Canadian geography, including maps, globe, and cardinal directions.

Depth: Students can be expected to

- identify different features located on a map
- locate features on a variety of map formats
- determine distance and find location with a high degree of accuracy
- and use map skills consistently

Sample Performance Indicator

Students who achieve this outcome should be able to

- create a map of different areas of their school in a small group, complete with map scale, grid reference and main features. The groups can share their completed map with the others and have them answer questions about distance from one point to another, the coordinates of key features.

1.0 Language and literacy

Teachers can address language and literacy skills by demonstrating the importance of typography (use and meaning of multiple fonts) on print maps and focusing on the correct use of prepositions in describing relational locations (e.g., *next to, near, between, ___ km from,* etc.).

2.0 Technological skills

Teachers can integrate technological skills by providing students with opportunities to view and interact with several types of online maps and helping them navigate the common features of digital maps, including orienting to north, zooming in and out, marking location, and measuring distance. Students can also access the school's online printer, if available, so students can use software to create and print a 3D topographical map of a chosen area.

Continued

Map skills

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Discuss with students what they already know about maps.
- Show students a variety of print and digital maps.*

Students may
- Use a digital map to find where they live in relation to school.
- Label what they know on a blank map.
- Complete a rough sketch map of their classroom.

Connection

Teachers may
- Provide students with relevant vocabulary and introductory information on maps as prerequisite for mapping assignments. A teacher-generated handout on map scale can be found in Appendix A, Document #27.*
- Provide students with a map of their neighbourhood and ask students to identify different features.*
- Ask students for a location north, south, east or west of a given location.*
- Provide students a map with a grid on it and ask students to locate places given grid coordinates.*

Students may
- Create a mnemonic device to remember the cardinal directions.

Consolidation

Teachers may
- Provide a group of students with a map and ask them to create five questions based on the map. They then trade maps and questions with another group.

Students may
- Create a treasure map around their school of hidden treasure for other students to locate.

Extension

Teachers may
- Have students create a map of their neighbourhood, including main streets, green spaces, parks, their home, school, etc., with a map scale, map legend, and cardinal directions.

Resources and Notes

Suggested

World Atlas

Canadian Geography and Mapping Skills Grades 3-5

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Notes

Outcome 3.0 can be incorporated if students are encouraged to use words in their own language to create mnemonic devices and for memorization.

Outcome 2.0 can be incorporated by encouraging students to use and create digital versions of maps.

Map skills

Outcomes

Students will be expected to
5.0 *demonstrate basic map skills*

    5.1   *determine distance using digital and paper maps*

    5.2   *find location on a map using coordinates of longitude and latitude*

Focus for Learning

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by locating their country of origin on a map and using terms learned in this unit (north, south, east, west) to describe its location in relation to Canada and posting a map in the classroom where students write their names on a sticky note everywhere they have visited. They can share an interesting fact if they are comfortable.

Map skills

Sample Teaching and Assessment Strategies	Resources and Notes

Map scale

Outcomes

Students will be expected to

5.0 *demonstrate basic map skills*

    5.1   *determine distance using digital and paper maps*

Focus for Learning

Purpose: By the end of this delineation, students will be able to determine distance on paper and digital maps. This is a useful life skill as well as a rich cross-curricular activity, and will enhance their familiarization with maps which will help prepare them for subsequent courses in Social Studies.

Scope: Students will be able to explain and locate a map's scale and use it along with a ruler and a calculator to determine distance between two locations on a paper map. Students will understand the difference between straight-line distance ("as the crow flies") and driving distance. "As the crow flies" is an idiom meaning the straight line distance between two locations. Students will be able to determine distance between two locations on a digital map using appropriate search parameters.

Prior Knowledge: Most students will have experience working with rulers and calculators, and searching for information on the internet. In previous outcomes students demonstrated basic map skills, including locating map scale on paper maps.

Depth: Students can be expected to

- identify different features located on a map
- accurately determine distance

1.0 Language and literacy

Teachers can address language and literacy skills by focusing on the correct use of prepositions in describing distance, e.g., *from…to,* introducing language typically used for estimates (e.g., *around, about, close to, roughly,* etc.) and having students practice saying numbers in distances correctly.

2.0 Technological skills

Teachers can integrate technological skills by having students use digital maps to measure distance (e.g., from home to school) and use word processing tools to capture their learning, by, for example, creating a digital flowchart outlining the steps of measuring distance on a paper map or using a word processor to create and share a properly formatted map scale quiz for a classmate.

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by determining distances between their city and a city where a friend or family member lives or calculating the total distance travelled en route to Canada and by comparing Canada and their countries of origin in terms of distances.

Map scale

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Have students recall the definition of map scale from the previous outcome and locate map scale on a map and explain its significance.
- Ask students how far it is from one place to another and how they would find out how far it is from one place to another if they don't know.

Students may
- View maps of different countries and regions and compare the different map scales.

Connection

Teachers may
- Provide students with a map, a ruler and a calculator and guide the class in the steps to determining distance from one place to another using map scale. Teacher-generated handouts to practice map scale can be found in Appendix A, Documents #28 to #31.*

Students may
- Find straight line distance between various locations on a paper map and search online for driving distance between the same locations and complete the chart below:

Location A	Location B	Straight-line distance	Driving Distance

Consolidation

Teachers may
- Provide students with two different maps comparing distance and scale Mystery City activity: Provide students with a starting Canadian city and a distance and have students identify the second Canadian city that the teacher has selected.

Continued

Resources and Notes

Suggested

World Atlas

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Notes

To become an independent learner, students must use strategies. Language learners use a range of strategies to improve. Students should be encouraged to use strategies to take responsibility for their learning. Strategies are outlined in the EDU document ESL Strategies for Advanced Learners in K-12.

Outcome 3.1 can be incorporated into activities using maps when reference is made to the students' countries of origin, by for example, using maps from the countries of origin or encouraging students to develop maps or products based on the country of origin

Map scale

Outcomes	**Focus for Learning**
Students will be expected to	
5.0 *demonstrate basic map skills*	
5.1 *determine distance using digital and paper maps*	

Map scale

Sample Teaching and Assessment Strategies	**Resources and Notes**
Students may • Determine the distance between their hometown and their current location using a digital or paper map. • Create map scale quiz questions for a classmate. **Extension** Teachers may • Collaborate with another student to play Map Travel: You start in St. John's and can use 4000 km. Plan your travel itinerary and explain where you could go knowing that you have to end up back in St. John's. Students may • Map Travel Ads: You are working for a tourism company and your goal is to create a mapping advertisement for travel in Newfoundland and Labrador or Canada. You must use scale to calculate accurate distances.	

Map locations

Outcomes

Students will be expected to

5.0 *demonstrate basic map skills*

    5.2 *find location on a map using coordinates of longitude and latitude*

Focus for Learning

Purpose: By the end of this delineation students will understand latitude and longitude and demonstrate their ability to find map locations using specific latitude and longitude coordinates.

Scope: Students will be able to locate positions on a map using latitude and longitude and be able to provide coordinates for given locations. Students will begin working with simple alphanumeric grid maps to become familiar with coordinates. Next, students will understand latitude and be able to find and provide a latitude coordinate. Then, students will understand longitude and be able to provide a longitude coordinate. Finally, students will be able to find location using latitude and longitude coordinates and provide latitude and longitude coordinates for a given location, such as the poles, Prime Meridian, equator, tropics and the Arctic and Antarctic Circles.

Prior Knowledge: It is possible that students' exposure to the concepts of latitude and longitude has occurred solely within the context of this course. In previous delineations, students explored basic terminology in both world geography and mapping skills including cardinal direction and latitude and longitude.

Depth: Students can be expected to
- identify places on a map using latitude and longitude
- give latitude and longitude of various places

1.0 Language and literacy

Teachers can address language and literacy skills by focusing on numbers and directions by providing sentence frames for stating latitude and longitude and having students accurately produce coordinates of latitude and longitude.

2.0 Technological skills

Teachers can integrate technological skills by having students become familiar with online mapping tools to see how one can find directions, distance, and travel time between two places. Students should be able to use online maps and tools to locate a position given coordinates and find and state the coordinates of a given place.

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by finding the latitude and longitude of cities that are of personal significance (e.g., former hometowns, cities visited during migration, friends'/family members' cities, etc.) and comparing those to cities in Canada. Students can consider the implications of differences in latitude and longitude on life in those places.

Map locations

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may
- Use the grid view feature on a digital map to illustrate to the class what a grid looks like superimposed over the globe.*
- Provide students with a grid map to see if they can locate places.*
- Introduce the concept of grids by having students use simple grids, like the one below, to create words (with letters inserted, e.g., what word do the squares spell? A1, C3, B4…), draw shapes (e.g., Draw a triangle at C2), etc.

4				
3				
2				
1				
	A	B	C	D

Students may
- Identify the coordinates of an object on a simple grid map such as the one shown below.

4				
3				
2				☆
1				
	A	B	C	D

Connection

Teachers may
- Introduce the concepts of latitude and longitude using visual examples. A teacher-generated handout introducing latitude and longitude can be found in Appendix A, Document #32.*
- Explain the concept of latitude using a simple map showing only lines of latitude or images and videos articulating simple examples. Teacher-generated handouts to practice identifying latitude can be found in Appendix A, Documents #33 to #35.*
- Have students identify the latitude of given locations on a map.

Suggested

World Atlas

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/ multicultural-education/curr/ learn-social-studies.html

Notes

Continued

Map locations

Outcomes

Students will be expected to

5.0 *demonstrate basic map skills*

    5.2 *find location on a map using coordinates of longitude and latitude*

Focus for Learning

Map locations

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

- Explain the concept of longitude using a simple map showing only lines of longitude or images and videos articulating simple examples. Teacher-generated handouts to practice identifying longitude can be found in Appendix A, Documents #36 and #37.*
- Have students identify the longitude of given locations on a map.
- Ask students to identify locations on a map given the latitude and longitude and vice versa.*
- Give students various coordinates of famous landmarks and have them use a digital map to identify what is there.
- Ask students where a latitude of 0° is located.
- Ask students where a longitude of 0° is located.

Students may
- Identify lines of latitude and lines of longitude on a print/electronic map.
- Create signs to hang in the classroom showing the difference between latitude and longitude.
- Have students identify and highlight the equator, Prime Meridian, and longitude and latitude of given locations, using grid lines on a world map.

Consolidation

Teachers may
- Have students determine the latitude and longitude of a vacation destination and which hemisphere it is located in.

Students may
- Identify the latitude and longitude coordinates of their hometown or city.
- Determine the distance using map scale between two sets of latitude and longitude coordinates.

Extension

Teachers may
- Have students use a digital mapping tool to search and locate the capital cities of Canada's provinces and territories. Record their findings in the graphic organizer below.

Capital City	Province/territory	Co-ordinates	Image

Section Three:
Specific Curriculum Outcomes

Unit Three:
Government

Focus

In this unit, students will be introduced to the concept of government and learn about government in Canada. The purpose, levels and branches of government will be examined and Canada's electoral process will be explained. Students will also gain an understanding of the rights and responsibilities of citizenship in Canada.

Suggested Unit Plan

It is recommended that 34 hours, approximately 7 weeks of instructional time (or 31% of the total) be used to work with students to achieve SCOs 6.0 to 10.0. The range of dates highlighted are offered as a suggestion.

Month 1				Month 2				Month 3				Month 4				Month 5			

Concept and purpose of government

Outcomes

Students will be expected to

6.0   explain the concept and
      purpose of government

   6.1   define government

   6.2   explain the purpose of
         government in society

Focus for Learning

Purpose: The purpose of this outcome is to provide students with an understanding of what a government is and does in order to ensure that students from different backgrounds have a common understanding.

Scope: Students should be able to define government, understand the reasons governments are established in societies, and be able to list the general roles of government.

Prior Knowledge: Students will come from a variety of backgrounds and may have very different experiences with government and their roles. Some students may have extensive knowledge of a system of government different from Canada's, while others may have very little knowledge of government at all. Some students may have had experiences with governments that are oppressive, corrupt, totalitarian and violent. Outcome 3.0 will play a particularly important role in this outcome and students need an understanding of the Canadian context.

Depth: Students need a basic understanding of the concepts in this outcome in preparation for subsequent outcomes. Students can be expected to

- write a definition/explanation of government in 2-3 sentences
- list at least five services provided by governments
- explain verbally some reasons why we have governments

Sample Performance Indicator

Students who achieve this outcome should be able to:

- make a visual representation of five ways that the government affects their day-to-day life. Options could include a poster, a video, slide presentation, or comic strip.

1.0 Language and literacy

Teachers can address language and literacy skills by focusing on language used to express purpose (e.g., *so that, in order to, has the purpose of,* etc.) and the use of passive voice (e.g., *is designed to, is established to)* and reasoning *(because, so,* etc.).

Due to the potentially contentious nature of the topic (see 3.0), the language for appropriate participation in classroom discussion should be reviewed here. See the connection activities in Outcome 1.2 for an example.

Concept and purpose of government

Sample Teaching and Assessment Strategies	Resources and Notes
Activation Teachers may • Ask a series of questions that lead students to identify parts of their daily routine that are impacted by government. • Ask students to explain what elements were provided or controlled by government in their countries of origin and provide students with a visual and have them identify which elements they think are provided or controlled by government in Canada. • Provide students with a list of services and have them identify which ones they think are government services in Canada. Ask if there are any differences from their countries. Students may • Create a word-web of words and ideas that they associate with the word "government". Have students translate the word into their first language (L1) and brainstorm words in L1 related to government. Then they can find the English translations to see if the words in English also relate to government. • Share their understanding of the role of government in a class discussion by comparing things they know about government from their countries of origin. **Connection** Teachers may • Ask students if they know or can imagine what happens if governments fail. Ask how their lives would change if Canada did not have a government.* Students may • Identify two elements under government control that they did not know before the lesson. • Make a poster indicating five ways that they are impacted by the government. • Show students a variety of images related to government services and discuss with students the impact on their lives.	**Suggested** A Beginning Look at Canada Part Four **Supplementary** Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html **Notes** Discussing the services regularly provided by government is a good chance to draw attention to the use of simple present to describe facts and permanent states (as opposed to the use of progressive in temporary or ongoing actions). Outcome 1.0 can be incorporated by drawing students' attention to the forms in the materials and encouraging the use of the correct verb form in writing and speaking activities. Research activities can incorporate Outcome 3.0 if students are encouraged to conduct some research in the L1 (e.g., videos, short texts if students are literate), which can result in a higher level of academic performance on the final product.

Continued

Concept and purpose of government

Outcomes	Focus for Learning
Students will be expected to	

Outcomes

Students will be expected to

6.0   explain the concept and
        purpose of government

   6.1   define government

   6.2   explain the purpose of
            government in society

Focus for Learning

2.0 Teachers can integrate technological skills by having students conduct online research on the concept of government using tools created for a student audience, access teaching platforms and use digital tools to create and share visual representations of their knowledge (e.g., videos, slideshows, etc.). Technological skills can be used to practice vocabulary by having students conduct internet searches to find definitions and/or translations, create word-processed documents for terms and definitions and add new vocabulary to their personal digital dictionary.

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by recognizing that students will have varying understanding of what government means, some of which will be useful for generating a common understanding. It is important that the class be steered towards an understanding of what government is and does in the Canadian context.

It is important to remember that discussions of government can be triggers for students who may have had trauma inflicted by past government experiences. Furthermore, teachers should also be cognizant of potential conflicts that can arise among students due to polarized opinions and experiences with government. Particular attention should be paid to the rules for polite classroom discussion in this outcome.

Concept and purpose of government

Sample Teaching and Assessment Strategies	Resources and Notes
Consolidation Teachers may • Have students look for a current news story from Canada or another country that highlights how an individual was impacted by a government decision or policy. Students may • Identify the services the government provides and how governments affect their daily lives, e.g., trip to school in the morning, day at school, after-school job, etc. Take pictures of these services.* **Extension** Students may • Create a poster showing the similarities and differences in government services between two countries they know or have researched.	

Definition of government

Outcomes	Focus for Learning
Students will be expected to 6.0 *explain the concept and purpose of government* 6.1 *define government*	**Purpose:** By the completion of this delineation the student should be able to provide a broad definition of government, which is fundamental to subsequent learning in social studies. **Scope:** Students should understand the idea of government and provide a basic definition of what a government is and does. Definitions may vary; sample definitions include: • a group of people who control and make the rules for an area (e.g., city, region, country) • the people in power • the people who make decisions and rules for an area Students should be able to recognize, define and use the Key Terms in the *Unit Three Vocabulary* document in Appendix A, including govern, decide, power, control, rule, authority, ruler, president, prime minister, laws, effect, impact and influence. **Prior Knowledge:** Students may have vastly different concepts of government and require a common understanding in the course. They need to be introduced to the Canadian context for government. **Depth:** Students can be expected to • define government in several sentences • list three things that government does • match government-related vocabulary with definitions 1.0 Language and Literacy Teachers can address language and literacy skills by focusing on the language of definitions (definite articles, prepositional phrases, basic relative clauses, e.g., *a group who..., people who...)* and ensuring that students recognize the noun and verb forms of words, e.g., *govern/ government, decide/decision, rule/ruler,* etc. See Outcome 1.1 for techniques on introducing the study of vocabulary. 2.0 Technological skills Teachers can integrate technological skills by having students use digital tools, such as a translator, for vocabulary practice. For example, students could use a translator to find the word "government" and definitions of government and related terms in the first language. 3.0 Cross-cultural understanding Teachers can develop students' cultural understanding by providing them with opportunities to share their understanding of and experience with governments in other countries and compare those with their experiences in Canada.

Definition of government

Sample Teaching and Assessment Strategies	Resources and Notes
Activation Teachers may • Ask students to write or say a definition of government individually, in English or in their L1 and translated. • Based on student input, create a concept word web of known words that students associate with government and use it to create a definition. A teacher-generated sample can be found in Appendix A, Document #44. Students may • Select words from the word web to create an individual word web using an online program. • Find a video, movie or song relating to their country's government. **Connection** Teachers may • Show students simple definitions of government. A teacher-generated handout defining government can be found in Appendix A, Document #43. Students may • Use a think-pair-share to develop a definition of government. **Consolidation** Teachers may • Have students brainstorm as a group to determine a definition of government. Students may • Compare their original definition of government to the definition generated during the lesson. This evolved knowledge can be represented using a graphic organizer (e.g., Venn Diagram). **Extension** Students may • Interview several adults, from different countries if possible, for their own definition of government (in English for another language). Students can compare the definitions they receive in a poster for display, translating into English any definitions given in other languages.	**Suggested** See Outcome 6.0. **Supplementary** Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html **Notes** Attention to the language and techniques of respectful and polite discussion should be a focus of this lesson. Posters containing sample phrases for polite discussion can be posted around the room for easy reference, e.g., *I disagree, I don't think that's right/correct, Let me explain, May I say*…, etc.

Purpose of government

Outcomes	Focus for Learning
Students will be expected to	

Outcomes

Students will be expected to

6.0   *explain the concept and purpose of government*

   6.2   *explain the purpose of government in society*

Focus for Learning

Purpose: By the completion of this delineation, students will be able to state the general rationale for the existence of government and an understanding of the reasons they exist so that they will recognize this fundamental similarity of purpose when they discuss different forms of government in this and subsequent social studies courses.

Scope: Students should understand the basic role of government and be able to identify the main roles of governments including:

- to preserve peace and order in society
- to defend against external threats
- to manage the economy
- to provide goods and services, etc.

Prior Knowledge: At this point in the course, students should have learned definitions for government and government-related vocabulary. As newcomers to Canada students may have differing understanding about the role of governments in society. Some may have negative associations with government due to past experiences.

Depth: At this point in the course, students can be expected to

- read and understand simple, multi-paragraph texts explaining the role of government
- watch and understand short (up to ten minutes) videos on the role and purpose of government
- orally explain their understanding of the purpose and role of government
- write a 5-6 sentence paragraph explaining the role of government

1.0 Language and Literacy

Teachers can address language and literacy skills by ensuring that students recognize, can understand and use the language of purpose, including *in order to, to, so that,* etc.

2.0 Technological skills

Teachers can integrate technological skills by encouraging students to independently access a web-link to watch a video on the purpose of the government and create a bulleted list using a word processor.

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by having students compare and contrast the role and purpose of government in their countries of origin and Canada.

Purpose of government

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Lead a discussion about the need for government in society by asking questions such as: Why do we need government? What might happen if there was no government?
- Challenge students to imagine they are principal of a school, and determine what rules would you put in place to make the school run well? Choose the five most important rules and explain why.

Students may
- Explain reasons why we need governments.
- Create a list of goods and services that they think the government controls. A teacher-generated handout on government services can be found in Appendix A, Document #45.*
- Create a placemat using words and images to represent the services the government provides in their country.

Connection

Teachers may
- Have students describe their experiences with government services in Canada.

Students may
- View visuals, watch videos and read articles about the purpose of government and answer questions. Teacher-generated handouts on the purposes of government can be found in Appendix A, Documents #46 and #47.*
- Write what government means to them.

Consolidation

Teachers may
- Have students list services and interactions they had with the government in their own country.

Students may
- Complete a Venn diagram to compare and contrast the role of their government compared to the Canadian government.*

Extension

Teachers may
- Arrange for a classroom visit or virtual meeting with a local MHA or MP to help explain their role in providing government services

Students may
- Discuss things the government does not do but should. If you were the leader of a country for a day what changes would you make?*

Resources and Notes

Suggested

See Outcome 6.0.

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Notes

Students will need to use hypothetical language for activities discussing possibilities (e.g., imagine …, what might happen if…). Modals of probability (might, could, may) and if-clauses (e.g., if+ past… then + would) should be presented so students have the tools to present their ideas clearly and accurately.

Types of government

Outcomes

Students will be expected to

7.0 differentiate between types of government

7.1 identify and distinguish between different types of government

Focus for Learning

Purpose: The purpose of this outcome is to introduce students to the idea that there are different types of government and that each different type fulfills the purpose of government in a different way. This knowledge is important for newcomers whose experience with government may be very different from that in Canada. In addition, it will be necessary learning for placing Canada's system of government on the continuum of types in this and subsequent courses.

Scope: Students should understand the basic concepts of rule of one, rule of the few, and rule of many and relate that to the governments they have been exposed to or seen in the news. See the Key Terms in the *Unit Three Vocabulary* document in Appendix A for definitions.

Prior Knowledge: The idea that different forms of government exist will be familiar to students, and they may have diverse real-world experiences with governments in their countries of origin and in Canada. Some forms of government that are unfamiliar in Canada may be very familiar to students. Students' knowledge of and views on types of governments may also vary greatly, with some being highly knowledgeable and others knowing very little, and some students being highly critical of some forms of government and/ or highly supportive of others. Understanding of, sensitivity to and respect for differing views will promote fruitful and insightful class discussions.

Depth: Students can be expected to

• understand and explain the distinguishing characteristics of five or six main types of government

• apply the concepts to real-world examples of countries they are familiar with

• identify a limited selection of examples of countries they have no personal experience with

Sample Performance Indicator

Students who achieve this outcome should be able to:

• use their course materials and learning to complete the following chart:

Type of government	Definition	Who has power (one, few, many)	Examples

Continued

Types of government

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Show maps and images of world leaders. Have students match the world leaders to the countries on the map.*
- Ask students to list the qualities of a good leader versus a bad leader.

Students may
- Share their understanding of government for former countries in which they have visited or lived through discussion or a slideshow.
- Give examples of ways in which each level of government impacts daily lives.

Connection

Teachers may
- Organize students into small groups to discuss the types of government.
- Show students a short video news item reporting an issue related to government in Canada or another major or familiar country (e.g., Russia, China, Saudi Arabia, Korea, Iran, Turkey, etc.) and have students find one fact in the report that indicates the type of government in that country.
- Guide a discussion on students' experiences with government in the countries of origin and how this contrasts with their experience with government in Canada.
- Ask students to determine what system of government, if any, exists in their countries of origin.

Students may
- View visuals, watch videos and read articles about the various types of governments and answer questions.*
- Independently write down the main points from the teacher's presentation on forms of government using basic conventions of note-taking. Teacher-generated handouts on types of government can be found in Appendix A, Documents #48 to #50. A presentation on types of government can be found in Appendix B.*

Continued

Resources and Notes

Suggested

A Beginning Look at Canada Part Four

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Notes

Activities involving listening, such as teacher read-alouds lectures and videos lend themselves to the teaching of Outcome 1.3, the activities for which can easily be incorporated.

Activities requiring students to identify differences require the use of the language of contrast, so this is a good outcome to introduce and practice contrastive terms such as but, however, in contrast, while, on the other hand, etc.

Practicing the terms in this outcome provides a good opportunity to incorporate pronunciation practice from Outcome 1.2. One way to assist students in pronouncing the new terms correctly is to write them phonetically and have students practice reading the phonetic version (which is indicated by slashes, with stressed syllables in bold), e.g., *democracy* /de-**mok**-re-cee/; *dictatorship* /dik-**tay**-ter-ship/; *monarchy* /**maw**-ner-kee/, etc. Note that although the International Phonetic

Types of government

Outcomes	Focus for Learning
Students will be expected to *7.0 differentiate between types of government* *7.1 identify and distinguish between different types of government*	1.0 Language and literacy Teachers can address language and literacy skills by teaching the language of similarity and difference, including comparative forms and expressions of similarity and difference, e.g., *similar to, different from, unlike,* etc., and teaching and providing practice in note-taking strategies, such as identifying cues to important information (e.g., emphasis, volume, use of introductory words, e.g., *first, the most important,* etc.), writing only key words, using the first language, etc. 2.0 Technological skills Teachers can integrate technological skills by having students present graphic organizers in a word-processed document or a slide show, having students find online images of different countries' government buildings, meeting areas (e.g., parliament), etc., and having students add new vocabulary to their personal digital dictionary. 3.0 Cross-cultural understanding Teachers can develop students' cultural understanding by recognizing the value of having students with experiences of other countries' governments as resources for this unit. Students may be able to provide first-hand experience of some of the forms of government presented and should be encouraged to freely express differing opinions on the value of various forms of government in an accepting, respectful, inclusive environment. Teachers can foster cross-cultural awareness by focusing equally on the positives and negatives of each type and avoiding or discouraging implicit, or explicit, value judgements on the different types of government.

Types of government

Sample Teaching and Assessment Strategies	**Resources and Notes**
Consolidation Teachers may • Read with students case studies of countries that have different types of government. Students may • Create an image to represent types of government. • Think about their countries of origin and determine how the form of government there compares to what the student has experienced here in Canada/Newfoundland & Labrador. • Brainstorm the problems that may result when democracies try to impose their view of government on other countries. **Extension** Teachers may • Have students trace the development of Canada's system of government. Students may • Create a fictitious country and choose the type of government you would have. • Research to explore the strengths and limitations of the various forms of government. • Debate whether Rule of One can be better than Rule of Many.	Alphabet can be used for this, it adds an unnecessary layer of complication for these students.

Distinguishing types of government

Outcomes	Focus for Learning

Outcomes

Students will be expected to

7.0 *differentiate between types of government*

   7.1 *identify and distinguish between different types of government*

Focus for Learning

Purpose: By the completion of this delineation, students will be able to define and identify differences among different forms of government in order that they will recognize examples of governments as being of a particular type.

Scope: Students should be able to define major forms of government, including monarchy, dictatorship, oligarchy, theocracy and democracy. For definitions, see Key Terms listed in the *Unit Three Vocabulary* document in Appendix A.

Students should be able to explain key differences among these five forms of government in terms of who rules (rule of one, rule of few, rule of many) and how they fulfill the purpose of government.

In addition to the Key Terms, students may need to review and/or learn the following related vocabulary: government, govern, rules, power, religion, monarch, king, queen, representative, election, elite, dictator, ruler, authority, law-making, and majority.

Prior Knowledge: Having come from other countries, students may be familiar with and have personal experience of forms of government different from Canada's, which they can share. Some students may also have had negative experiences with governments in a country, so sensitivity must be shown when discussing students' experiences with governments.

Depth: Students can be expected to

- independently give an advantage/disadvantage of different types of government discussed in class
- write a 4-5 sentence paragraph comparing two different types of government
- understand clear definitions and produce a clear definition of 2-3 sentences for each type of government in basic English

1.0 Language and literacy

Teachers can address language and literacy skills by drawing attention to the fact that in academic English, different terms may be used to describe the same concept, so different words can describe the same country or government (e.g., Saudi Arabia can be described as a monarchy, oligarchy, theocracy) and providing sentence and paragraph frames for students to compose summary statements of comparison (e.g., *A _____ is different from a _____in that.../ because...); A _____ is different from _____ because of/due to… ; _____ and _____ are the same in …. but different in ….*).

Continued

Distinguishing types of government

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Ask students what the head of government is called in their countries of origin (king, president, prime minister, ayatollah, etc.)

Students may
- Create and complete a chart indicating the different types of government that they are aware of from past experience or the news.

Connection

Teachers may
- Show videos and have students read short texts on types of government.*

Students may
- Use a flowchart to identify which type of government is being described.
- Create a collage of the various forms of government highlighting the countries where they or people they know have lived.
- Create a pros and cons chart for each type of government, such as the one below, and present their opinion on which is best.

Type of government	Pro	Con

Consolidation

Teachers may
- Ask students to reflect on their experiences of government from their country of origin and juxtapose it to Canadian government.
- Show images or clippings of news headlines that represent various forms of government. Have students work collaboratively to analyze the sources and complete the graphic organizer below:

Identify the source	Form of Government	Country

Resources and Notes

Suggested

See Outcome 7.0.

Supplementary

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Notes

The language of news headlines and captions provides a good opportunity to incorporate Outcome 1.0 by practicing sentence structure. Headlines eliminate words for brevity; students can practice reconstructing the original sentence for simple headlines as a means of practicing basic English sentence structure.

Sensitivity to some students' past negative experiences with government is needed when reflecting on experiences of government

Continued

Distinguishing types of government

Outcomes

Students will be expected to

7.0   differentiate between types of government

7.1   identify and distinguish between different types of government

Focus for Learning

2.0 Technological Skills

Teachers can integrate technological skills by having students practice using digital tools to create a graphic organizer for the types of government, create an online audio or video sharing their understandings of government to the class through an online platform, contribute a slide to a group slide show about the types of government and/or research and present historical examples of different types of government.

3.0 Cross-cultural understanding

Teachers can develop cultural understanding by recognizing that some students may need guidance to view the key distinguishing features of governments from an objective rather than a subjective point of view. It may be necessary to make explicit that the defining features of a type of government are not reflective of the superiority/ inferiority of a society (e.g., the state vs the individual, personal freedoms, the role of religion, etc.). Furthermore, some students may have had negative experiences or even trauma at the hands of governments, so the topic of governments must be treated with extreme sensitivity and an awareness of trauma-informed pedagogy.

Distinguishing types of government

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Students may

- Summarize the characteristics of each form of government.
- Create a poster highlighting the main characteristics of any one of the following forms of government: Rule of One, Rule of Few, Rule of Many.
- Compare and contrast different types of government.
- Compare and contrast the type of government in their country of origin with that of Canada, using the main features of governments, such as who rules, the selection process, the purpose of government, what the government controls, etc.

Extension

Teachers may

- Hold a class debate on the advantages and disadvantages of each form of government.
- Collaborate with mainstream Social Studies colleagues to arrange a peer exchange on the different types of governments. For example, students in the LEARN program could present on the type of government in their country or mainstream/LEARN student pairs could work together to identify similarities and differences between Canada's government and the governments in students' countries of origin.

Students may

- Select the types of government that they prefer. List and defend reasons for their choice.
- Research a famous political leader and identify the type of government he or she represented/supported. Explain the positives and/or negatives of his or her leadership as it relates to the form of government.
- Create a photo essay on a government of their choice including images, captions, and words to illustrate purpose.
- Prepare a report or presentation on the government in their countries of origin by interviewing adults in their cultural community or conducting online research to discover the type of government, main players, history, etc.

Distinguishing types of government

Outcomes

Students will be expected to

8.0 describe Canada's system of government

    8.1 identify the levels of government in Canada

    8.2 list the branches of the Canadian Parliamentary System

Focus for Learning

Purpose: The purpose of this outcome is to help students have a basic understanding of the system of Canadian government, so that they will understand their relation to government and begin to recognize government's influence in the lives of citizens.

Scope: Students should be able to explain the basic system of government in Canada including the names and some responsibilities of three levels of government and the branches of the federal parliamentary system. Students should be familiar with government-related terms, including parliamentary democracy, constitutional monarchy, constitution, citizens, members (or representatives), federal, head of state, province/provincial, territory/territorial, municipal, laws, roles, parliament, elect and system. For definitions, see Key Terms listed in the *Unit Three Vocabulary* document in Appendix A.

Prior Knowledge: Students may have varying levels of knowledge of the governments in their country of origin, country of asylum, and Canada. Students may have some experience with the immigration system in Canada but may otherwise have limited experience with the Canadian government. This, combined with the fact that the governments students are familiar with may differ significantly from Canada's, suggests the need for a particularly clear and methodical approach to the presentation of this outcome, with frequent comprehension checks, repetition of materials and multiple forms of presentation.

Students should have a basic understanding that Canada is a democracy and how Canadian governments function.

Students can be expected to

- read and understand introductory multi-paragraph texts on Canada's system of government
- understand and explain the key vocabulary terms of this outcome in one or two sentences
- write a short paragraph (4 - 5 sentences) explaining the roles and responsibilities of each level of government in Canada
- watch and understand short videos (10 - 15 minutes) and provide a written or oral summary
- create a visual to explain the levels of government in Canada and their roles and responsibilities

Continued

Describing Canada's government

Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• Solicit sharing of students' knowledge of the systems of government in their country of origin and/or asylum.*
• Compile a word list or create a visual model of governments based on student input.
• Ask questions to explore students' knowledge of Canada's system of government and democracy.
• Have students describe the formal process they went through to immigrate to Canada from the perspective of the government and other offices involved (if they know and are comfortable sharing).
 	
Students may
• Construct word banks for topics they associate with Canada's system of government.
 	
Connection
 	
Teachers may
• Facilitate inquiry-based discussion comparing the system of government from their country of origin to the Canadian system of government.
 	
Students may
• Co-create graphic organizers or collages to demonstrate their understanding of the Canadian system of government.
 	
Consolidation
 	
Teachers may
• Ask students to respond to questions:*
  - Why is it important to understand the Canadian system of government?
  - What are some of the pros and cons of democracy?
• Have students complete research on the different levels of government.
 	
Students may
• Create an informational text with images and words explaining Canada's system of government.
	Suggested
	
	A Beginning Look at Canada Part Three: Units 4 and 8; Part Four, Units 1-3, 8-18, 21-28.
	
	Canadian Social Studies Grades 4-6
	
	Supplementary
	
	Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/ multicultural-education/curr/ learn-social-studies.html
	
	Notes
	
	Activities requiring the creation of visuals, graphic organizers, collages and images permit the incorporation of Outcome 2.0 through the use of digital tools.

Distinguishing types of government

Outcomes

Students will be expected to

8.0 *describe Canada's system of government*

   8.1 *identify the levels of government in Canada*

   8.2 *list the branches of the Canadian Parliamentary System*

Focus for Learning

Sample Performance Indicator

Students who achieve this outcome should be able to:

- create an Exit Card stating three things they have learned about Canada's system, levels, and branches of government, also including one question they still have.

1.0 Language and literacy

Teachers can address language and literacy skills by teaching/ reviewing as needed language used to represent procedures and responsibilities, such as simple present tense, adverbs of frequency (*usually, always, never,* etc.), modal verbs *(must, have to, need to,* etc.), and vocabulary, such as *be responsible for, provide, be in charge of,* etc.

2.0 Technological skills

Teachers can integrate technological skills by having students access and navigate online platforms which provide detailed information on Canada's system of government and having students add government-related vocabulary to their personal digital dictionary.

3.0 Cross-cultural understanding

Teachers can develop students' cultural and political understanding of Canada's system of government by incorporating students' past experiences and knowledge of their counties of origin and/or asylum as a point of comparison and by using students' experience with the Canadian government via the immigration system as a starting point. Students may have significant knowledge in this area.

Distinguishing types of government

Sample Teaching and Assessment Strategies	Resources and Notes

Levels of Canadian government

Outcomes	Focus for Learning
Students will be expected to 8.0 describe Canada's system of government 8.1 *identify the levels of government in Canada*	**Purpose:** By the completion of this delineation, students will be able to list and identify the three levels of government in order to increase their understanding of their relationship with each of those levels. **Scope:** Students should be able to define terms and concepts related to levels of government, including federal, provincial/territorial, municipality and local government. For definitions, see Key Terms listed in the *Unit Three Vocabulary* document in Appendix A. Students should also be introduced to Indigenous forms of government, e.g., councils, etc. Students should understand that First Nations, Inuit and Métis communities may have their own systems of government. These councils or governments share certain responsibilities with the provincial/territorial or federal government. Students may need an introduction to the Indigenous peoples of Canada. **Prior Knowledge:** Students' knowledge of government systems may vary. Students may have an understanding of the government systems in their country or origin; however, they may not have any prior knowledge with regards to various levels of government in the Canadian context. Students will nevertheless have had real-life experience with the areas of control of Canada's three levels of government (immigration, school, roads), which can be drawn upon for examples. **Depth:** Students can be expected to • list the levels of Canada's government and identify the main differences between the levels • write 2-3 sentences to describe the role of each level of government • watch short informational videos on the levels of government in Canada and take notes 1.0 Language and literacy Teachers can address language and literacy skills by teaching students the appropriate conventions for listing, including punctuation and formatting, and teaching vocabulary used to depict simple hierarchical relationships (e.g., *is higher/lower than, controls, is superior/inferior to, is above/below,* etc.). 2.0 Technological skills Teachers can integrate technological skills by having students use a word processor to create a table with the appropriate number of rows and columns to present their knowledge of the three levels of government and their areas of responsibility. 3.0 Cross-cultural understanding Teachers can develop students' cultural understanding by having students compare the levels of government in their countries of origin to those in Canada. This may be prior knowledge or may require research, depending on the student.

Levels of Canadian government

| **Sample Teaching and Assessment Strategies** | **Resources and Notes** |

Activation

Teachers may

- Ask students if they know the levels of government in their countries of origin. For example, what are the political regions called? (e.g., provinces, states, counties, emirates, regions, governorates, districts, etc.) Ask if students have any knowledge about the levels of government in Canada.

Students may

- Try to list, or guess, what activities in daily life the different levels of government are responsible for.

Connection

Teachers may

- Show students a website or video on the levels of Canadian government and have students complete activities, take notes or complete a table like the following using the information.*

Type of Government	Leader	Responsibilities
Federal		
Provincial		
Municipal		

Students may

- Create a word wall based on the stem "What I know about Canada's system of government." Provide students with paper and markers to record ideas or use an online platform.
- Match levels of government to their areas of jurisdiction. A presentation on vocabulary related to government can be found in Appendix C.*

Consolidation

Teachers may

- Provide students with a list of changes that might happen in their lives (e.g., getting a job, getting a driver's license, going to college or university, getting married, having children, moving provinces, buying a car, buying a house, etc.) and have them determine which level of government would be involved.

Students may

- Self-assess by completing online questionnaires to verify their understanding of the levels of government and their roles.*

Resources and Notes

Suggested

See Outcome 8.0.

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Branches of Canadian government

Outcomes	Focus for Learning
Students will be expected to 8.0 describe Canada's system of government 8.2 *list the branches of the Canadian Parliamentary System*	**Purpose:** The purpose of this outcome is for students to have a basic understanding of Canada's Parliamentary System in order to understand how each section of government can impact their lives. **Scope:** Students should be able to understand and explain that the Canadian Parliamentary System has three parts: 1. the Executive branch 2. the Legislative branch 3. the Judicial branch Students should be able to define the various parts and related terms, including prime minister, premier, mayor, chief, members of parliament, House of Commons, Cabinet, Senate, Supreme Court of Canada, and monarch. For definitions, see Key Terms listed in the *Unit Three Vocabulary* document in Appendix A. In addition to the Key Terms, students may need to review and/or learn related vocabulary, such as queen, legislation and commons. **Prior Knowledge:** Most students in the LEARN program will have minimal knowledge of the functioning of the Canadian federal government beyond their direct experience with the immigration department, which may have arranged their move to Canada. While many may know the name of the prime minister and be able to visually recognize him/her, this may be the extent of their knowledge. Due to the density and complexity of the language used in this unit, it is important to provide clear, simple definitions and scaffold instruction. **Depth:** Students can be expected to • list the branches of Canadian Government • provide a sentence description of the roles and responsibilities of each branch of government • define key vocabulary using several short sentences • fill in guided notes on the branches of government provided by the teacher 1.0 Language and literacy Teachers can address language and literacy skills by teaching and encouraging the use of simple relative clauses (e.g., *the person who…, a group of people who…*) to write descriptions/definitions of the roles of the branches of government and to take notes.

Continued

Branches of Canadian government

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Show students a short video on parliament in Canada to spark a class discussion on what parliament means.*
- Show pictures relating to the Parliament of Canada that students may have seen in the media, e.g., the Parliament buildings, the prime minister, groups of MPs, Canada Day celebrations in Ottawa, etc., and have students try to identify and explain what the pictures are showing.

Students may

- Find a picture of the government building or capital in their countries of origin and present the picture to the class.

Connection

Teachers may

- Provide mini-lessons on each branch of the Canadian Parliamentary System, using multiple modes of presentation, such as video, lecture, text, image, etc.
- Present the qualities of a good leader by having students answer questions on what makes a good leader and showing a video outlining the qualities. Discuss how these qualities apply to the leaders of a country.*

Students may

- View visuals, watch videos and read articles about the branches of the Canadian government and complete related activities. Teacher-generated handouts about the position of Governor General can be found in Appendix A, Documents #52 and #53*
- Use strategies, such as word lists or a glossary, to expand their vocabulary for the Canadian Parliamentary System.
- Match the parts of the Canadian government to the branch they belong to. A teacher-generated handout on the branches of Canadian government can be found in Appendix A, Document #51.*

Consolidation

Teachers may

- Give students the steps of the electoral process and have them order them correctly.*

Resources and Notes

Suggested

See Outcome 8.0.

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.htm

Continued

Branches of Canadian government

Outcomes	**Focus for Learning**
Students will be expected to	
8.0 describe Canada's system of government	2.0 Technological skills
	Teachers can integrate technological skills by having students use word processing software to create charts showing the relationship between the branches and research the branches of the Canadian government online.
8.2 list the branches of the Canadian Parliamentary System	3.0 Cross-cultural understanding
	Teachers can develop students' cultural understanding by comparing the titles of key government officials in Canada and their countries of origin (e.g., Prime Minister vs President)

Branches of Canadian government

Sample Teaching and Assessment Strategies	**Resources and Notes**

Students may

- Self-assess by completing online questionnaires to verify their understanding of the
- branches of government and their roles.
- Create a written document outlining their strengths as a leader and what they would do if they were Prime Minister.
- Compare two branches of government and decide which has the most direct effect on their personal lives.

Extension

Teachers may

- Arrange a field trip to the Newfoundland Supreme Court or Provincial Court.
- Invite the local Member of Parliament to class. Students prepare questions in advance for the MP.

Students may

- Collaboratively or independently create questions about the branches of the Canadian Parliamentary System. Students share questions with other students/groups to see if they can answer the question:
  - What branch of government is a mayor connected with?
  - What is the definition of Prime Minister?
- Choose two Canadian laws, one of which is different in their countries of origin and one of which is the same. Present the laws, explaining the similarities and differences and in the case of the difference, state their opinion on the law.
- Imagine they are the leader of one of the branches of government and explain some of the changes they might wish to effect.

Canadian electoral process

Outcomes	Focus for Learning
Students will be expected to 9.0 describe the Canadian electoral system 9.1 demonstrate understanding of the Canadian voting system 9.2 identify the main political parties in Canada	**Purpose:** The purpose of this outcome is to introduce students to the way in which Canadians choose their representatives and how those representatives form the government, so that students gain the knowledge required to be active participants in the Canadian democratic process. **Scope:** Students should understand how Canadians elect their government. Students should be able to recognize, define and use vocabulary related to elections, including ballot, campaign, candidate, election, political party, political platform, riding and vote. For definitions, see Key Terms listed in the *Unit Three Vocabulary* document in Appendix A. In addition to the Key Terms, students may need to review and/or learn related vocabulary, such as communicate, form (v), politics/political, represent/representative, run/running (run in an election, run a country) and Member of Parliament (MP)/Member of the House of Assembly (MHA). **Prior Knowledge:** Students in the LEARN program, and their families, are typically not Canadian citizens; therefore, they can not vote and will have had no personal experience with voting in Canada. Many will not have been in Canada long enough to have witnessed a Canadian election. Furthermore, students in the course may come from non-democratic countries and may be unfamiliar with democratic electoral processes. The electoral process will likely, therefore, be completely new to students, a fact which should be taken into consideration when presenting this complicated topic. **Depth:** Students can be expected to • read and understand a simplified overview of the electoral process in Canada • copy definitions of complex terms from teacher-presented materials • list the main steps in the Canadian electoral process • match election vocabulary with definitions, choose the correct definition on a multiple choice or fill in the blank question. **Sample Performance Indicator** *Students who achieve this outcome should be able to:* • participate in a mock election, including being divided into political parties, campaigning, and voting. 1.0 Language and Literacy Teachers can address language and literacy skills by teaching the use of sequencers (e.g., *first, next, then, finally)* and have students use them to briefly describe the electoral process. *Continued*

Canadian electoral process

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Show posters from a recent student council election in the school and have students explain the purpose of the posters. Ask students if they have ever voted in a school election for students council and if so, to describe the process and how they chose who to vote for.
- Show a video or images from a TV show where contestants receive votes from the audience or judges and have students explain the process for these types of contests.
- Ask students about voting in their home or prior countries and to describe what they know about the electoral system, if there is one in their countries of origin.

Students may

- List times they have voted for something, perhaps in their school (e.g., student council), community (e.g., what events to do or scheduling of events), in a contest (e.g., best poster, performance or presentation), online (e.g., "likes"), sports or clubs (e.g., leaders, activities, fees, schedules, etc.), in class (e.g., dates for tests, going on a field trip, etc.), or political elections. Identify what was common about all those times.
- Explain why it is important to vote by creating a list of factors which might cause a person to vote or not vote. Combine their list with a partner's and organize the reasons on a scale from most compelling to least compelling.

Connection

Teachers may

- Invite a local MHA/MP, either in person or via video conference, to talk with students about how they were elected and common concerns found throughout their riding.

Students may

- Read a short passage, view a flow chart or watch a short video describing the Canadian electoral system and answer questions.*

Consolidation

Teachers may

- Organize students into small groups. Ask each group to develop a campaign platform outlining three ways their party would improve the school day This could be done as a lighthearted exercise, for example: providing all students with free ice cream, no homework, etc.

Continued

Resources and Notes

Suggested

A Beginning Look at Canada Part Four: Units 4, 5, 7, 16 and 20.

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Canadian electoral process

Outcomes

Students will be expected to

9.0   describe the Canadian 9.0
       describe the Canadian
       electoral system

   9.1   demonstrate
          understanding of the
          Canadian voting system

   9.2   identify the main political
          parties in Canada

Focus for Learning

2.0 Technological skills

Teachers can integrate technological skills by having students use a digital format to create a flowchart diagram showing the steps in the Canadian electoral process and having students add new vocabulary to their personal digital dictionary.

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by having students discuss the differences between the way Canadians choose their leaders to the way leaders are chosen in their countries of origin (or another country) and explore the pros and cons of each model.

Canadian electoral process

Sample Teaching and Assessment Strategies	**Resources and Notes**

Students may
• Create a poster, newspaper, radio or television advertisement that is designed to encourage people to vote.
 	
Extension
 	
Teachers may
• Provide students an opportunity to research Canadian political party platforms then to develop their own original political party using the following:
  - Party name
  - Party logo
  - Party platform
 	
Students may
• Identify strategies to encourage all eligible Canadians, especially the younger voters, to get out and vote.	

Canada's voting system

Outcomes	Focus for Learning
Students will be expected to 9.0 describe the Canadian electoral system 9.1 demonstrate understanding of the Canadian voting system	**Purpose:** By the completion of this delineation, students will be familiar with the basic step-by-step processes of voting in a Canadian election. This will provide them with greater insight into how Canadians actually exercise their democratic right to vote in an election and develop students' sense of citizenship. **Scope:** Students should be able to understand and describe the step-by-step process of voting in Canada, which includes • becoming informed about issues affecting voters and how each party is planning to address them, by watching debates speaking to party representatives who come to the door, and reading campaign materials (campaigning) • knowing who is running for election in your riding and what they stand for • Making sure you are registered to vote, either at any Elections Canada office or at the assigned polling station on election day or advance polling day • making a decision about who you want to vote for, • determining how and when you are going to vote (in person, by mail, online, advanced polling) • finding out where the closest polling station is and what you need to bring (voter information card, government issued I.D) • knowing how to indicate your choice on the ballot • following the election results on and after election night Students should be able to recognize, define and use election-related vocabulary, including advance poll, debate, poll, polling station, recount, and voter information card. For definitions, see Key Terms listed in the *Unit Three Vocabulary* document in Appendix A. In addition to the Key Terms, students may need to review and/or learn related vocabulary, such as advanced, register, results and station. **Prior Knowledge:** It is important to note, many of these students may not have witnessed their parents or family members participating in elections in their countries of origin or Canada. While they will now have been exposed to elections-related vocabulary, their familiarity with Canadian elections may be very limited. Students may or may not have had prior learning about how to read and understand simple pie charts and bar graphs. **Depth:** Students can be expected to • read and understand the main points in posters and pamphlets outlining the steps and procedures for voting • watch and understand one or two main ideas in short (e.g., 2-minute) clips of leaders' debates • read, listen to and understand a step-by-step process and order the steps in a process correctly *Continued*

Canada's voting system

Sample Teaching and Assessment Strategies	Resources and Notes
Activation Teachers may • Conduct an informal vote by polling the class to see how many students prefer one option to another (e.g., apples vs bananas, soccer vs basketball, etc.) and tally the results, explaining afterwards that the class had just participated in a vote. • Display maps of electoral ridings and have students find which riding they live in.* Students may • List the steps they took to register for something in the community, such as getting a driver's license, joining a team, registering for school, etc. Then brainstorm what they think the steps might be if they wanted to vote in an election in Canada.	**Suggested** See Outcome 9.0. **Supplementary** Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.htm

Connection

Teachers may
• Provide students with a scrambled list of the steps of the voting process and have students arrange them in the correct order.
• Prepare a list of steps, including incorrect or false ones, and have student identify the things that don't apply to voting in Canada.

Students may
• Listen to a short video on the voting process and list three measures Elections Canada puts in place to ensure integrity of the vote.*

Consolidation

Teachers may
• Provide students with graphs showing election results and have students interpret results.*

Students may
• Interpret election results using simple bar graphs and pie charts.
• Practice voting using an election kit.*
• Make a ballot box, ballots and voting area to use in a practice vote.
• Identify a political issue in Canada or NL that they consider important.
• Write a letter to the editor outlining ways in which the Federal government can help address a local political issue.*
• Create a list of questions that they would like to ask a party representative.

Continued

Canada's voting system

Outcomes

Students will be expected to

9.0 *describe the Canadian electoral system*

   9.1 *demonstrate understanding of the Canadian voting system*

Focus for Learning

- demonstrate their knowledge of election-related vocabulary through multiple choice or matching activities
- physically demonstrate their understanding of how to cast their vote
- follow the main trends in election results
- interpret simple graphic representations of election results, including pie charts and bar graphs

1.0 Language and Literacy

Teachers can address language and literacy skills by recognizing and using appropriate sequence markers to describe steps in a process, e.g., *first, next, then, after that, before,* etc. and by reviewing the formation, use and pragmatic implications of imperatives and directives (e.g., *Go to…, Bring your…, Get a…, Send…, you must… you have to…, you may not…,* etc.).

2.0 Technological skills

Teachers can integrate technological skills by having students locate links to information about the election process and sign up for free, safe educational or government accounts providing election information.

3.0 Cross-cultural understanding

Teachers can develop students' cross-cultural understanding by having students create a chart or spreadsheet listing their countries of origin and countries of asylum showing the types of government, type of leader, voting system, voting protocols, international monitoring of past elections, past election violence, etc.

Canada's voting system

Sample Teaching and Assessment Strategies	Resources and Notes
Extension Teachers may • Display a variety of very simple political cartoons related to an election and guide students' in interpreting its meaning. • Ask students why a secret ballot is important for voters. Students may • Run a mock campaign for class president, team leader, etc., following the steps and required tools and procedures for elections.	

Canada's political parties

Outcomes	Focus for Learning

Outcomes

Students will be expected to

9.0   describe the Canadian
       electoral system

   9.2   *identify the main political
           parties in Canada*

Focus for Learning

Purpose: By the completion of this delineation, students will be able to list the main political parties in Canada and understand that each party has different views on the best way to run Canada, which is essential to understanding Canadian political discourse.

Scope: Students should be able to list the five main political parties in Canada including:

- Liberals
- Conservatives
- New Democratic Party
- Green Party
- Bloc Québécois

Students should be able to recognize the current leader of each political party.

Students will be introduced to a simplified version of the concept of the left-right political spectrum that can be used to classify political parties. An example of a simplified political spectrum is as follows:

Left	Right
Higher taxes More government spending Most interested in helping people	Lower taxes Less Government spending Most interested in helping businesses

Political parties will be placed along the spectrum to introduce students to the major ideological differences between them.

Students should know which party currently forms the government.

In addition to the concepts above, students may need to review and/or learn related vocabulary, such as spectrum, liberal, conservative, right-wing, left-wing, classify/classification and taxes.

Prior Knowledge: Students will have varying degrees of knowledge and understanding of political parties. Some students may come from political party systems that are very similar to that of Canada, while others may come from systems with many more or many less parties, or none at all. It will be important to clarify the role of the parties in Canada's multiple-party system, as well as their differences in political platform.

Depth: Students can be expected to

- watch short (up to 10 minutes) videos about the party system in Canada and answer questions about the content
- copy notes provided by the teacher on political parties
- engage in classroom discussions regarding differences in political parties and contribute their own ideas
- list the political parties and match them to their leaders and their symbols

Continued

Canada's political parties

Sample Teaching and Assessment Strategies	**Resources and Notes**

Activation

Teachers may

- Introduce the idea of logos by showing students some logos with which they are already familiar, such as the logo for the school, the Red Cross or UNHCR. Then show some familiar political logos, such as that of the EU and discuss the use and significance of logos. Then show students images of Canada's political party logos and see if they recognize any and when they saw them.
- Give students a list of only the names of the leaders of Canada's main political parties, with no other identifying information. If students don't know the names already, have them search for images only using the names. See if students recognize the pictures or can figure out from the picture what the person's job might be.
- Have students compare Canada and the United States on the basis of several main categories that they may be familiar with, such as health care, gun control, cost of post-secondary education, social services, official languages, attitudes towards immigration, etc. Ask students to suggest what the differences might show about the differences in viewpoint between the two countries.

Students may

- Complete an online political spectrum quiz to gain a further understanding into where they would fall on a political spectrum.*

Connection

Teachers may

- Based on a comparison of Canada and the United States (or another country) such as the one described in Activation above, have students identify where Canada and the US are placed on the political spectrum.
- Provide the class with a large-scale representation of the political spectrum and have them discuss and decide where the political parties of Canada should be placed along it.
- Provide students with cutouts of the names of the political parties, pictures of the leaders and their symbols and have students match the correct party name to the leader and the symbol. Students can affix the correct groupings to poster paper and the teacher can display the posters in the classroom.
- Provide students with four or five headlines or short articles from recent news items relating to the main political parties in Canada. Have students identify the issue based on the headline or short article and determine if/how the issue matches or shows the party's placement on the political spectrum.

Continued

Resources and Notes

Suggested

A Beginning Look at Canada
Part Four: Units 6 and 19.

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Canada's political parties

Outcomes	**Focus for Learning**
Students will be expected to *9.0 describe the Canadian electoral system* *9.2 identify the main political parties in Canada*	1.0 Language and Literacy Teachers can address language and literacy skills by drawing attention to the use of opposing concepts in academic vocabulary to describe the spectrum of political parties (e.g., *equality/inequality, individual/society, regulate/deregulate, higher/lower, advantaged/ disadvantaged, freedom/restrictions)* and to the use of scalar modifiers (e.g., *far to the…, further to the…, in the middle…, extremely…, not…at all, moderately…, slightly,* etc.) to specify differences in degree. 2.0 Technological skills Teachers can integrate technological skills by having students look at online news sources and local newspapers to find articles related to political parties and create digital presentations summarizing the salient differences between political parties in Canada. 3.0 Cross-cultural understanding Teachers can develop students' cultural understanding by discussing the similarities or differences between Canada's party system and that of other countries, including students' countries of origin.

Canada's political parties

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Students may

- Look at online news sources and local newspapers to find articles related to political parties.
- View a slideshow, watch a video or read an article about Canada's main political parties and discuss and answer questions. A teacher-generated handout on the political parties in Canada can be found in Appendix A, Document #54.*
- View visuals and read about the left-right political spectrum and discuss where Canada's political parties fall along the spectrum. A teacher-generated handout of left and right politics can be found in Appendix A, Document #55.*
- Complete a graphic organizer related to political parties in Canada such as the one below:

Party	Party Symbol	Leader	List one political viewpoint
Bloc Québécois			
Conservative			
Green			
Liberal			
NDP			

Consolidation

Teachers may

- Provide real or fictional descriptions of politicians and ask students to analyze them and guess their party affiliation. For example:
  "Sarah is a candidate in the upcoming election. She believes that the government should lower the amount of taxes they collect and that the most important thing the government can do is help businesses become successful. Which party do you think Sarah belongs to?"

Continued

Canada's political parties

Outcomes	Focus for Learning
Students will be expected to 9.0 describe the Canadian electoral system 9.2 identify the main political parties in Canada	

Canada's political parties

Sample Teaching and Assessment Strategies	**Resources and Notes**

Students may

- Identify which party they believe best aligns with their beliefs, and debate with classmates why they think that one party is better than another.
- Consult the websites of the main political parties in Canada to gather information about their logos, platforms and vision for Canada. Use the information gathered to discuss which party they feel is more aligned with their own priorities or points of view.
- Analyze and answer questions about the results of recent elections. A teacher-generated handout with sample questions about election results can be found in Appendix A, Document #57.

Extension

Teachers may

- Invite the local Member of Parliament or Member of the House of Assembly to the school to address the students on the role of elected representatives in government and the function of political parties. Students listen to the presentation and pose questions related to its key points. Following the visit, students write a leter of thanks to the elected representative, summarizing what they have learned by the visit.

Students may

- Research the origins of representative democracy.
- Develop a name, a logo, and a platform for a new political party for Canada, reflecting the values and concerns of youth voters.

Citizenship rights and responsibilities

Outcomes

Students will be expected to

10.0 explain the concept of citizenship and how it relates to rights and responsibilities

   10.1 define human rights and explain the significance of the Canadian Charter of Rights and Freedoms

   10.2 identify the various responsibilities of Canadian citizens (e.g., legal, political, economic)

Focus for Learning

Purpose: The purpose of this outcome is to ensure that students have a working knowledge of what citizenship, rights and responsibilities means in order to prepare them for learning the subsequent concepts of citizenship, rights and responsibilities in the Canadian context.

Scope: Students should be able to define citizenship, rights and responsibilities, distinguish between rights and responsibilities, and list examples of possible rights and responsibilities. For definitions, see Key Terms listed in the *Unit Three Vocabulary* document in Appendix A. In addition to the Key Terms, students may need to review and/or learn related vocabulary, such as member, membership, laws and citizen.

Prior Knowledge: Students in the course may come from countries with significantly different governmental systems than Canada, and they may be unfamiliar with citizenship and rights and responsibilities as they pertain to living in a democracy. Students are likely not Canadian citizens at this point, but many students will be familiar with the process of becoming a Canadian citizen. Students may have knowledge of rights and responsibilities as they pertain to their culture or religion.

Depth: Students can be expected to

   • read and answer questions on simple, multi-paragraphed text describing the concepts of citizenship, rights and responsibilities
   • provide examples of rights and responsibilities from their personal lives
   • understand and explain the main features of citizenship,
   • understand and explain the basic relationship between rights and responsibilities
   • write a definition of several sentences for terms related to citizenship and provide an example for each

Sample Performance Indicator

Students who achieve this outcome should be able to:
   • create a 30-second audio or video sharing their understanding of what it means to be a Canadian citizen with rights, responsibilities, and freedoms.

Continued

Citizenship rights and responsibilities

Sample Teaching and Assessment Strategies	Resources and Notes
Activation	**Suggested**
Teachers may	Big Ideas Series: Active Citizenship
• Have students brainstorm a list of rights and record their ideas. Demonstrate how to create a visual representation digitally of the words the class has provided. A handout to start the discussion on definitions of citizenship can be found in Appendix A, Document #59.	**Supplementary**
• Ask students to make a list of their student, family or religious responsibilities and how they have changed as they aged.	Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html
• Ask students what being a good citizen means to them.	
• Discuss the idea of a 'right' and ask students to brainstorm a list of rights they have at school.	
Students may	
• Describe or briefly research a person from their countries of origin who fought for people's rights.	
• Identify their most important responsibility.	
• List their rights and responsibilities as members of the school community.	
Connection	
Teachers may	
• Provide opportunities for students to reflect and share their evolving understanding of rights, responsibilities, and citizenship, such as role play, debates, journal entries and so on.	
• Provide students with a list of phrases that are either a right or a responsibility and have students classify them. For example: I get to use the computer from 7 pm to 8 pm every day (right), I have to clean the washroom on Saturday (responsibility), etc.	
Students may	
• Explain how being a citizen is like being a member of a family.	
• In pairs, define and discuss the differences between rights, responsibilities and citizenship.	
• Tell a story or incident showing how a right, responsibility, or citizenship reminds them of someone.	
• Create a list of their top five responsibilities. Rank those in order of importance and justify their choices.	
Continued	

Citizenship rights and responsibilities

Outcomes	Focus for Learning
Students will be expected to *10.0 explain the concept of citizenship and how it relates to rights and responsibilities* *10.1 define human rights and explain the significance of the Canadian Charter of Rights and Freedoms* *10.2 identify the various responsibilities of Canadian citizens (e.g., legal, political, economic)*	1.0 Language and Literacy Teachers can address language and literacy skills by drawing attention to the form and use of infinitives in the phrases with "right to" and "responsibility to" and by introducing paragraph structure and having students write a short multi-sentence text using simple block comparison/contrast structure, explaining the difference between rights and responsibilities and outlining some of their rights and responsibilities as a student, family member, etc. Because of the complexity of the concept of citizenship, care must be taken to select readings and materials appropriate for the students' proficiency level in English and/or to adapt materials and exercises as needed. 2.0 Technological skills Teachers can integrate technological skills by having students create a digital story or photo essay with images and words depicting their life as a Canadian citizen or permanent resident. 3.0 Cross-cultural understanding Teachers can develop students' cultural understanding by comparing and encouraging discussion about the differences of freedoms, rights and responsibilities in Canada to those in other countries.

Citizenship rights and responsibilities

Sample Teaching and Assessment Strategies	**Resources and Notes**
Consolidation Teachers may • Provide students with a scenario and state what they would do with respect to their responsibilities. • Provide a list of rights and have students make a list of corresponding responsibilities. Students may • Create a portfolio of their evolving rights, responsibilities, and beliefs of citizenship as they aged and as they moved to and from a different country. They may add images, songs, poems, essays, news articles, URLs, artifacts to this portfolio. • View a short documentary on the process of Canadian citizenship and make personal connections to the video and their own lives.* • Create a T-chart or Venn Diagram comparing and contrasting the rights and responsibilities of Canadian citizens to those of citizens in their countries of origin. **Extension** Teachers may • Ask students to create a painting, dance, or meal to represent their feelings about Canadian citizenship. Students may • Interview someone they know who received Canadian citizenship about the process of becoming a citizen. • Research a famous Canadian citizen and state their contributions to the country. • Locate, record, and share famous quotes about rights and responsibilities in English or the first language. • Create an advertisement through a poster or online platform showing pride in being a Canadian citizen.	

Canadian Charter of Rights and Freedoms

Outcomes	**Focus for Learning**
Students will be expected to	**Purpose:** The purpose of this outcome is to familiarize students with the Canadian Charter of Rights and Freedoms, which is essential learning for these students as newcomers to Canada and is also prerequisite knowledge for Social Studies 1201, 2201 and 2202.
10.0 *explain the concept of citizenship and how it relates to rights and responsibilities*	
10.1 *define human rights and explain the significance of the Canadian Charter of Rights and Freedoms*	**Scope:** Students will be expected to be able to explain what the Canadian Charter of Rights and Freedoms is, its most important content and its impact upon the lives of Canadians. They should be able to recognize, define and use terms related to the Charter, including freedoms, human rights, fundamental freedoms, such as freedom of expression, assembly and religion, equality rights, demographic rights, legal rights, language rights, and mobility rights. For definitions, see Key Terms listed in the *Unit Three Vocabulary* document in Appendix A. In addition to the Key Terms, students may need to review and/or learn related vocabulary, such as rights, guarantee, fundamental, freedom, equality, express/expression, assemble/assembly, mobile/mobility, minority, passport/visa.

Prior Knowledge: Students may have knowledge of citizenship based on the rights and responsibilities of citizens in their countries of origin, and students from certain countries of origin may also be aware of abuses of rights or limitations of freedoms, all of which can be used as a starting point for this delineation.

Depth: Students can be expected to

- explain the concept of human rights
- provide a list of five rights from the Canadian Charter of Rights and Freedoms and explain in a short sentence
- represent some Canadian Charter Rights and Freedoms through various means (drawings, role play, etc.)
- understand the role of the Canadian Charter Rights and Freedoms

1.0 Language and Literacy

Teachers can address language and literacy skills by reviewing phrases denoting permission, such as *may/must, be allowed to, have the right to, should be able to,* etc., and having students use a paragraph frame to write a short multi-sentence text listing reasons (e.g., *One reason that the Charter of Rights and Freedoms is important in Canada is...*).

2.0 Technological skills

Teachers can integrate technological skills by having students use digital tools to create documents, such as pamphlets or posters, to inform new immigrants to Canada about their rights and to create a visual representation, using images only, of the rights enshrined in the Canadian Charter of Rights and Freedoms.

Continued

Canadian Charter of Rights and Freedoms

Sample Teaching and Assessment Strategies	Resources and Notes
Activation	**Suggested**
Teachers may	A Beginning Look at Canada Part Three: Unit 9.
• Display the Charter of Rights and Freedoms in the classroom.	
• Ask questions to explore students' knowledge of what the Charter of Rights and Freedoms actually is, starting with a definition of charter.	**Supplementary**
• Have students create a Charter of Right and Freedoms.	Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/ multicultural-education/curr/ learn-social-studies.html
Students may	
• Create a Word Wall on the main words they connect with human rights.	
• Brainstorm the rights and freedoms they have living in Canada that are most important to them.	
• Co-create essential questions they may have about the Canadian Charter of Rights and Freedoms.	
Connection	**Notes**
Teachers may	The concepts of human rights and the responsibilities of citizenship require a relatively sophisticated language level, so resources targeted to younger students may be appropriate for this topic. However, sensitivity must be shown for the discrepancy between the target audience and the age of students in the class. Sensitivity can be shown by, for example, avoiding resources obviously targeted to a primary audience (e.g., with pictures of very young children, or lower grade levels marked on the cover) or showing/using only selected (e.g., text-based) portions of such resources.
• Present a brief history of the Charter of Rights and Freedoms in a simple format, such as a timeline, visual or video.	
Students may	
• Gather and compare information from various sources about the history of the Canadian Charter of Rights and Freedoms.*	
• Complete a Charter of Rights and Freedoms scavenger hunt.*	
• Read a simplified version of the UN Declaration of Human Rights and discuss.*	
• View online human rights museums or other human rights resources.*	
Consolidation	
Teachers may	
• Conference with students individually to assess their understanding of the Canadian Charter of Rights and Freedoms.	
• Have students create a pamphlet or poster to help inform new immigrants to Canada about their rights by choosing three rights they think would be most important for newcomers to Canada to be aware of, including a title that will attract the attention of your intended audience and selecting headings and visuals that are meaningful and appropriate for the chosen rights.	

Continued

Canadian Charter of Rights and Freedoms

Outcomes

Students will be expected to

10.0 explain the concept of citizenship and how it relates to rights and responsibilities

    10.1 define human rights and explain the significance of the Canadian Charter of Rights and Freedoms

Focus for Learning

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by recognizing that students have different experiences when it comes to rights and freedoms and sharing of personal experiences should only be done in an environment where classmates are accepting.

Canadian Charter of Rights and Freedoms

Sample Teaching and Assessment Strategies	**Resources and Notes**
Students may • Self-assess their understanding of the Canadian Charter of Rights and Freedoms using strategies such as reflection, questions, peer conversations, teacher feedback. • Create a short video of approximately one minute about their new understanding of the Canadian Charter of Rights and Freedoms. This documentary could be in a form of the student's choice: film, graphic story, report, live dramatic presentation, etc. • Debate which right they think is most/least important. **Extension** Teachers may • Have the class imagine they are creating their own country and together write a charter of rights and freedoms for it. Students may • Design a T-shirt using images and words about a Human Rights Issue they feel needs more positive change. • Create a brochure using images and words outlining the main ideas of the Canadian Charter of Rights and Freedoms. • Research the origins of the Charter.	

Responsibilities of Canadian citizenship

Outcomes	Focus for Learning
Students will be expected to 10.0 *explain the concept of citizenship and how it relates to rights and responsibilities* 10.2 *identify the various responsibilities of Canadian citizens (e.g., legal, political, economic)*	**Purpose:** The purpose of this outcome is to introduce students to the responsibilities of Canadian citizens so that they understand what is expected of members of the community. **Scope:** Students should be able to understand and explain the concept of responsibility and recognize and explain that Canadian citizens have certain responsibilities including • obeying the laws • taking care of oneself and one's family • serving on a jury • voting in elections • helping others in the community • protecting and enjoying Canada's heritage and environment Students should be able to recognize, define and use terms related to the responsibilities of citizenship, including jury, heritage and environment. For definitions, see Key Terms listed in the *Unit Three Vocabulary* document in Appendix A. In addition to the Key Terms, students may need to review and/or learn related vocabulary, such as traditions, landmark, custom, trial, court of law, legal, economic, guilty/not- guilty and generation. **Prior Knowledge:** Students may have a solid understanding of citizens' responsibilities from their countries of origin; however, those responsibilities may differ significantly from those highlighted in Canada. **Depth:** Students can be expected to • write a simple definition of responsibility and provide examples • list at least four of the responsibilities of Canadian citizens and explain why they are important • understand the difference between legal, political and economic responsibilities and give an example of each 1.0 Language and literacy Teachers can address language and literacy skills by reviewing language that expresses obligation (modal verbs such as *will, must* and phrases, such as *has a duty to, is required to,* etc.) and have students use it to list various responsibilities of Canadian citizens, students, family members, etc. 2.0 Technological skills Teachers can integrate technological skills by having students view online resources concerning human rights and create an infographic or poster listing the legal, political and economic responsibilities of Canadian citizens. 3.0 Cross-cultural understanding Teachers can develop students' cultural understanding by ensuring that a non-judgmental approach to differences among countries in terms of rights and responsibilities is established and encouraged.

Responsibilities of Canadian citizenship

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Provide students with a graphic organizer, such as a K-W-L chart, to record students' knowledge of the responsibilities of being a Canadian citizen.

Students may

- Use a journal to record their personal experiences about the responsibilities of being a Canadian citizen.

Connection

Teachers may

- Present a video, reading or other source explaining the responsibilities of being a Canadian citizen and have students complete related activities to further and display their understanding. A teacher-generated handout with questions on the rights and responsibilities of Canadian Citizenship can be found in Appendix A, Document #58.*
- Read a case study about a person struggling with a particular responsibility of being a Canadian citizen and use a pie-type or other graphic organizer to organize and categorize their thoughts on the case study:
  - issue of concern
  - people involved
  - consequences
  - anticipated change

Students may

- Speak informally for 30 seconds about any responsibility of being a Canadian citizen.
- Generate a list of appropriate questions they may have about any of the responsibilities of being a Canadian citizen.

Consolidation

Teachers may

- Co-create a rubric with students to assess their understanding about the plethora of responsibilities for being a Canadian citizen.
- When examining issues involving the application of law, prompt students to consider if the issue is fair/ethical? If the students feel the issue is unfair discuss the remedies available.

Resources and Notes

Suggested

See Outcome 10.0.

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Continued

Responsibilities of Canadian citizenship

Outcomes

Students will be expected to

10.0 explain the concept of citizenship and how it relates to rights and responsibilities

10.2 identify the various responsibilities of Canadian citizens (e.g., legal, political, economic)

Focus for Learning

Responsibilities of Canadian citizenship

Sample Teaching and Assessment Strategies	**Resources and Notes**
Students may • Create a Public Service Announcement in audio or video form for a topic that is of concern to the Canadian public: student rights, mental health, environmental protection, religious expression, and so on.* • Debate which responsibility they think is most/least important. • Develop a poster outlining the importance of volunteering and helping others in the community. • Listen to a peer discuss their understanding of the responsibilities of being a Canadian citizen and reflect on those thoughts to see if it impacts their own thoughts. **Extension** Teachers may • Have students role-play an interview between a politician, such as a Member of Parliament or Prime Minister, and a student about the importance of respecting the responsibilities of being a Canadian citizen. Students may • Create a collaborative visual of their understanding of the responsibilities of being a Canadian citizen: flag, painting, mural, poster, and so on.	

Section Three:
Specific Curriculum Outcomes

Unit Four:
Economics

Focus

In this unit, students will be introduced to the concept of economics and learn about the economy of Canada and its relation to the global economy. They will learn about economic indicators, including GDP, unemployment rate, inflation, literacy rates, etc., recognize the different economic systems, resources and sectors and consider the concept of sustainability.

Suggested Unit Plan

It is recommended that 27.5 hours, approximately 5.5 weeks of instructional time (or 25% of the total) be used to work with students to achieve SCOs 11.0 and 12.0. The range of dates highlighted are offered as a suggestion.

Month 1				Month 2				Month 3			Month 4			Month 5			

Economic Concepts

Outcomes	Focus for Learning
Students will be expected to	

Outcomes

Students will be expected to

11.0 explain the basic concept of economics

    11.1 explain basic economic terminology

    11.2 explain basic economic indicators (including GDP, unemployment rate and inflation

Focus for Learning

Purpose: The purpose of this outcome is to provide students with a basic understanding of what economics is so that they have the prerequisite knowledge for subsequent outcomes in this unit and for Social Studies 3201.

Scope: Students will be able to define the terms economy, economics, economist, goods, services, needs, resources and wants. For definitions, see the Key Terms in the *Vocabulary* document for Unit Four in Appendix A. In addition to the Key Terms, students may need to review and/or learn related vocabulary, such as consume/consumer /consumption, distribute/distribution, limited, local, provincial, national, produce/production, region and tangible/intangible.

Prior knowledge: While students may have very limited knowledge of economic concepts prior to this unit, many may be able to draw on media exposure and past experiences to illustrate a basic understanding of some concepts.

Depth: Students can be expected to
- write simple definitions of several sentences for the key economic terms
- have a basic understanding if the way the economy works
- give one reason that it is important to understand the economy

Sample Performance Indicator

Students who achieve this outcome should be able to:
- compare the economy of two countries in terms of major resources, dominant economic sectors, largest producers, economic indicators, etc. A graphic organizer such as the one below can be used for this.

	Country A	Country B
Main Resources		
Dominant Sectors		
Largest Producers		
GDP		
GDP growth		
Unemployment rate		
Inflation		

Continued

Economic Concepts

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Guide the class in the creation of a word web documenting words the students associate with the word "economy" or "economics"*.
- Show pictures of words associated with "economics" and ask students to name them and say how they're connected to economics.

Students may
- Brainstorm some of their most important needs and wants.
- Use a graphic organizer like the one below to illustrate how the needs and wants of an individual change during their lifetime.

Age	Need	Met by	Want	Met by
Child (past)	1.		1.	
	2.		2.	
	3.		3.	
Youth (present)	1.		1.	
	2.		2.	
	3.		3.	
Adult (future)	1.		1.	
	2.		2.	
	3.		3.	

Connection

Teachers may
- Show a short video giving a general overview on the topic of economics.*
- Give students a list of items and ask them to categorize each into needs and wants.
- Give students a list of goods and services and ask students to categorize each item.

Resources and Notes

Suggested

A Beginning Look at Canada Part Two: Units 11 - 12.

Big Ideas Series: Canada and the World

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Notes

It is important to note that when searching for support materials on global or general topics, such as economics, care must be taken to use materials from a Canadian perspective, especially when topics such as immigration/ newcomers are mentioned, since the Canadian system and experience may differ significantly from that of other English-speaking countries.

Many of the activities for this outcome involve categorizing items, as needs/wants, goods/ services, etc. The academic language required for classifying will be useful for students to recognize the characteristics or traits and apply them for grouping, listing, arranging, sorting, etc. (See Outcome 1.0 for samples.)

Continued

Economic Concepts

Outcomes

Students will be expected to

11.0 *explain the basic concept of economics*

    11.1 *explain basic economic terminology*

    11.2 *explain basic economic indicators (including GDP, unemployment rate and inflation*

Focus for Learning

1.0 Language and literacy

Teachers can address language and literacy skills by reviewing the use of the infinitive to + verb with verbs, such as need and want to describe the elements of the economy.

2.0 Technological skills

Teachers can integrate technological skills by having students add new definitions to their personal digital dictionary, create digital diagrams, such as flow charts and tables using a word processor to categorize a given list of goods and services as needs or wants.

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by having them compare different methods/technologies needed to produce goods and services in different countries (especially food), discussing the pros and cons of the different methods/technologies and comparing economic indicators, such as GDP, unemployment, etc., in different countries.

Economic Concepts

Sample Teaching and Assessment Strategies	**Resources and Notes**

Students may
- Discuss and answer questions on readings and videos introducing the concept of economics.
- Describe three goods and services that they have/use.
- Describe a want they hope to acquire in the future and explain how they will reach that goal.

Consolidation

Teachers may
- Ask students why protecting resources is important for future generations.

Students may
- Debate whether certain goods and services should be classified a need or want, for example, access to internet service, technology for students in classrooms, etc.
- Debate which need they think is most/least important.

Extension

Teachers may
- Ask students to identify and briefly explain an economic issue in Canada or their countries of origin.*

Economic terminology

Outcomes	Focus for Learning
Students will be expected to 11.0 *explain the basic concept of economics* 11.1 *explain basic economic terminology*	**Purpose:** By the end of this delineation, students will be able to define and explain key terms in economics so that they can read, learn about and discuss topics in economics in this and subsequent courses and in order to understand media coverage of economic issues. **Scope:** Students should be able to recognize, define and use specialized terminology including labour, employment, unemployment, income, producers, consumers, market/marketplace, business, industry, entrepreneur, revenue, expenses, profit, tax and supply and demand. **Prior knowledge:** Students may come from a range of economy types but may be familiar with the concepts of business, entrepreneur, market/marketplace and some other terms. **Depth:** Students can be expected to • list three examples of resources • explain the connection between producer and consumer in one or two sentences • read and understand a simple supply and demand graph • explain the main similarities and differences among the economic concepts listed in the key terms 1.0 Language and literacy Teachers can address language and literacy skills by providing students with multiple opportunities to view, interpret and create graphs and diagrams and by teaching and encouraging students to produce simple, grammatical sentence definitions for the key terms. 2.0 Technological skills Teachers can integrate technological skills by having students use an online generator to create flashcards or a quiz for one of their classmates and/or by having students log in to an online platform to complete a digital vocabulary challenge. 3.0 Cross-cultural understanding Teachers can develop students' cultural understanding by comparing and contrasting their countries of origin to Canada with regard to the concepts introduced, such as in-demand products, common types of businesses, types of labour, prices of particular goods, etc. (e.g., items that are free in Canada but cost in other countries and vice versa).

Economic terminology

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask students if they or anyone they know has had any experiences in Canada with some of the common terms defined in this outcome, such as income, tax, employment and business and have students share, if they are comfortable doing so.*

Students may

- Make a list of businesses they know of and what the businesses sell.
- Make a list of successful businesses in their countries of origin and what they sell.

Connection

Teachers may

- Provide definitions and examples of terminology and have students practice matching terms with definitions and/or examples.*

Students may

- List places they go to buy goods and services.
- Create a personal dictionary of economics where they compile definitions of terms learned in this unit. A blank template for a personal dictionary can be found in Appendix A, Document #62.

Consolidation

Teachers may

- Provide students with numerical examples of a business' revenue and expenses and have them calculate profit.*

Students may

- In pairs, create a set of cards with economic terms on one card and definitions on another, which can include visuals, examples, etc. Pairs switch sets of cards and practice matching terms and definitions by flipping two cards over at a time trying to find a matching pair.

Resources and Notes

Suggested

See Outcome 11.0.

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Continued

Economic terminology

Outcomes	Focus for Learning
Students will be expected to	
11.0 *explain the basic concept of economics*	
11.1 *explain basic economic terminology*	

Economic terminology

Sample Teaching and Assessment Strategies	**Resources and Notes**

Extension
 	
Teachers may
 	
• Invite a local entrepreneur, a newcomer or immigrant if available, to discuss with students an overview of their business venture.
 	
Students may
 	
• Research a famous entrepreneur, perhaps from their countries of origin, an immigrant to Canada or someone they admire and develop a presentation (poster or digital) outlining the following. A teacher-generated template for this activity can be found in Appendix A, Document #63.
   - Entrepreneur's name
   - Date of Birth
   - What business did they start?
   - What does the business sell?
   - Does the business provide a good, a service or both?
   - Does the business satisfy a need, a want, or both?
   - How much revenue did the business make last year?
   - What were the expenses last year?
   - What were the profits last year?
   - How many people work for the business?	

Economic indicators

Outcomes	**Focus for Learning**

Students will be expected to
11.0 *explain the basic concept of economics*

    11.2 *explain basic economic indicators (including GDP, unemployment rate and inflation*

Purpose: By the end of this delineation, students will understand several common economic indicators and know how they are used to gauge the health of an economy over time and to compare economies of different regions.

Scope: Students should be able to explain what an economic indicator is, be able to list and explain the most commonly used economic indicators and be able to explain how those indicators are used. Students should be able to recognize, define and use the Key Terms in the Vocabulary document for Unit Four in Appendix A, including economic indicator, Gross Domestic Product (GDP), unemployment rate and inflation rate. For definitions and explanations, see the Key Terms document for this delineation.

Prior knowledge: Students may not have academic experience with these terms and concepts, so introduction will require clarity. Students' prior knowledge may include only what was introduced in this course.

Depth: Students can be expected to

- list and explain in a few sentences at least three economic indicators
- explain why economic indicators are used
- list main indicators that lead to a healthy economy
- describe how the unemployment rate is calculated

1.0 Language and literacy

Teachers can address language and literacy skills by reviewing and having students practice conjunctions showing reason, such as *because* and *so*, to explain in simple terms how certain pieces of information can be useful as economic indicators and by reviewing and having students practice hypotheticals (e.g., *if* this happens, *then* it means that…) showing relationships between trends and indicators.

2.0 Technological skills

Teachers can integrate technological skills by having students practice good research habits when searching for information online regarding economic indicators, such as focusing on publish dates, sources of information, appropriate search terms, etc.

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by having students research and compare economic indicators for different countries, including Canada and their countries of origin.

Economic indicators

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Present a country comparison chart showing the GDP of various countries and ask what students think the differences among the countries might be.*

Students may
- Brainstorm some examples of economic activities in their community.

Connection

Teachers may
- Give students an indicator, such as high literacy rate or low GDP, and ask them to determine if the economy is doing well based on the information they have.

Students may
- View visuals, watch videos or read articles introducing the concepts of GDP, inflation and unemployment rate and discuss and answer questions. Samples can be found in Appendix A, Documents #64-75.*
- Match economic indicators with their definition.
- View real or fictional statistics on GDP, unemployment rate and inflation and indicate if the economy described is doing well or not.*

Consolidation

Teachers may
- Give each student a card with either an economic indicator or a description of an economic indicator and have them find their partner.
- Ask students to describe or imagine their own or an acquaintance's experience with unemployment, if they are comfortable doing so, and the effect it may have on a family. Then have them consider what effect a high unemployment rate will have on the economy of a country.
- Brainstorm the benefits of living in a country with a high GDP per capita.

Resources and Notes

Suggested

A Beginning Look at Canada Part Two: Unit 13.

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Notes

In activities requiring the listing of benefits, factors, examples, effects, etc., it is important to provide some contextualization and/or background for students by, for example, relating the ideas to students' own experiences (e.g., countries of origin, experience in Canada), using a particular country as an example, providing easy, clear case study samples, etc. Concrete application of the ideas to particular cases will facilitate comprehension.

Continued

Economic indicators

Outcomes	Focus for Learning
Students will be expected to 11.0 *explain the basic concept of economics* 11.2 *explain basic economic indicators (including GDP, unemployment rate and inflation*	

Economic indicators

Sample Teaching and Assessment Strategies	**Resources and Notes**

Students may

- Complete a graphic organizer, like the one below, to illustrate their understanding of economic indicators. A slide introducing economic indicators can be found in Appendix A, Document #76.

Economic Indicators	Description	Visual Interpretation
GDP		
Unemployment rate		
Inflation Rate		

- List some factors that contribute to unemployment.

Extension

Teachers may

- Have students conduct research into any three countries to compare the economic indicators: GDP, unemployment rate and inflation rate. Sample questions can be found in Appendix A, Documents #67 (GDP), #68 (inflation) and #72 (unemployment rate), #77 (multiple indicators) #78 (multiple countries).*
- Ask students to use three economic indicators to develop an economic forecast and organize their findings in a format of their choice.

Students may

- Research when Canada's inflation rate has been at an all-time high and an all-time low and state what the values were.*

Economic systems

Outcomes	Focus for Learning
Students will be expected to	

Outcomes

Students will be expected to

12.0 describe and differentiate between different economic systems

    12.1 identify and describe the types of resources

    12.2 identify and describe the four economic sectors

    12.3 explain the concept of sustainability

Focus for Learning

Purpose: The purpose of this outcome is to provide students with an understanding of the four types of economic systems so they can recognize the systems, describe their features and understand the implications of the systems in subsequent learning.

Scope: Students should understand that there are different economic systems throughout the world and that there are different types of economies in different times and places. Students should be able to describe and explain the differences between the four major economic systems, including traditional (e.g., barter, subsistence) command, market and mixed. They should also be able to provide an example of each type of economic system. For definitions and descriptions, see the Key Terms in the *Vocabulary* document for this unit in Appendix A. In addition to the Key Terms, students may need to review and/or learn related vocabulary, such as trade/trading, combination and traditional.

Prior knowledge: Students may be able to describe the major features of the economic system in their countries of origin, even if they do not know the economic vocabulary. They may also be aware of different economic systems within their regions of origin.

Depth:
- explain the four types of economic systems (two-three sentences per system)
- provide an example of each

Sample Performance Indicator

Students who achieve this outcome should be able to:
- create an economic profile of a chosen country, including type of economy, main resources, dominant sectors, main imports and exports, trading partners and economic challenges, and present their findings to the class.

1.0 Language and literacy

Teachers can address language and literacy skills by drawing students' attention to the features of academic vocabulary as they are used in discussing economics, including the use of abstract terms (e.g., *sustainability, inflation,* etc.), the alternate meanings of familiar vocabulary (e.g., *goods, primary, secondary),* the formation of opposites (e.g., *renewable/non-renewable, employment/ unemployment,* etc.), and the relation between similar word forms (e.g., *employee/employer/employment/employed, consume/ consumer).*

Continued

Economic systems

Sample Teaching and Assessment Strategies	Resources and Notes
Activation	**Suggested**

Activation

Teachers may
- Show pictures of a community in an ancient civilization, and ask students to imagine how they fulfilled their needs and wants, in terms of clothing, activity, structures, location, etc.
- Provide a list of names and/or pictures of countries with significantly different economies (e.g., Cuba, the United States, a traditional economic region, etc.) and have students try to identify how the economies in these places might be different.

Students may
- Describe ways of life in some rural (e.g., subsistence) areas and have students explain or imagine how people meet their needs in such an economy.

Connection

Teachers may
- Provide students with a description of an economy and have them state which type of economic system it is.*
- Present videos, texts, etc., introducing and distinguishing the types of economies. A sample text can be found in Appendix A, Document #79.

Students may
- Match economic systems with their definitions.
- Think about the economic activity that takes place in Canada and/or the countries of origin and provide an example that illustrates traditional, command, mixed, and market economies.

Consolidation

Teachers may
- Ask students to compare each economic system and state how they are different.

Students may
- Research a country that matches a traditional, command, market and mixed economy (other than those previously mentioned in class).
- Debate which economic system is best and why.

Suggested

Canadian Social Studies Grades 4-6

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Notes

Outcome 3.0 will be particularly important when comparing countries, especially, as here, in terms of wealth and indicators of economic or developmental progress. An objective, non-judgmental perspective must permeate the presentation of economic systems. This can be accomplished by focusing on both the benefits and challenges of all systems presented.

Continued

Economic systems

Outcomes	Focus for Learning
Students will be expected to	

Outcomes

Students will be expected to

12.0 describe and differentiate between different economic systems

    12.1 identify and describe the types of resources

    12.2 identify and describe the four economic sectors

    12.3 explain the concept of sustainability

Focus for Learning

2.0 Technological skills

Teachers can integrate technological skills by having students complete a digital template of a visual organizer showing their understanding of different economic systems and/or creating a simple pictorial essay documenting features of the four different economic systems.

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by having students search for countries that match each type of economy studied in this unit. Students can then share their findings and state what kind of economy they feel is best. As elsewhere, sensitivity and a global perspective may be required if students' countries of origin include developing or subsistence economies, and students' lived experience with economic systems unfamiliar in Canada should be used and valued as a resource.

Economic systems

Sample Teaching and Assessment Strategies	**Resources and Notes**

Extension

Teachers may

- Have students choose two countries, one with a command economy, such as Cuba, North Korea, and the former Soviet Union, and one with a market economy, such as Canada, the USA, Great Britain, Germany, South Korea and Japan, and explain how they differ in terms of production, distribution and consumption of one or more goods and services.

Students may

- Research current examples of command economies and describe or document the day-to-day lives of a person their age who lives in such a community using text or visuals.

Types of resources

Outcomes	Focus for Learning
Students will be expected to	
12.0 describe and differentiate between different economic systems	**Purpose:** By the end of this delineation, students will be able to explain the three main types of economic resources so that they understand the relationship between resources and economic sectors in subsequent learning on economics and sustainability.
12.1 identify and describe the types of resources	**Scope:** Students should understand, be able to explain and provide examples of the three main types of resources, including natural resources, human resources and capital resources. Students should also be able to explain and provide examples of the two types of natural resources, including renewable resources and non-renewable resources. For definitions and descriptions, see the Key Terms in the *Vocabulary* document for this unit in Appendix A. In addition to the Key Terms, students may need to review and/or learn related vocabulary, such as renew, replace and natural.
	Prior knowledge: Students will be able to draw on general knowledge to generate examples of the different types of resources. They may have experience with natural resources different from those common in Canada and may have very little experience with those common in Canada. Students may, therefore, have unique examples from their personal lives to contribute.
	Depth: Students can be expected to
	• explain natural resources, including the two types, human resources and capital resources, in one or two sentences
	• provide at least two examples of each type of resource
	• categorize given examples according to the type of resource they represent
	1.0 Language and literacy
	Teachers can address language and literacy skills by focusing on the features of academic vocabulary, including the use of prefixes and suffixes to build complex words and the use of specialized meanings of familiar words. For example, the word *renewable* is based on the familiar word *new* with the addition of the suffix *–able* and the prefix *re-* (again). Adding the prefix *non-* adds the meaning of opposite. Many academic words can be broken down in the same way. Similarly, words often have special meanings in academic language; for example, the word capital was used in Unit Two to mean – of a country, while here it has the meaning of money. These differences should be made explicit for students.
	2.0 Technological skills
	Teachers can integrate technological skills by having students scan their own drawings or search for online images of examples of natural, renewable, non-renewable, human and capital resources and then submit their drawing to their online learning platform by attaching the scanned file. Students can also use an online graphic organizer to present definitions and examples of resource types.
	Continued

Types of resources

Sample Teaching and Assessment Strategies	Resources and Notes
Activation	**Suggested**

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Show students pictures of a variety of resources and have students identify what they have in common. Have students identify the features of a resource based on this discussion.
- Show students pictures of renewable and non-renewable resources and ask them to identify the connection or difference between the two.
- Provide several pictures of natural resources and have students brainstorm a list of natural resources, a definition and possible locations.

Students may
- Make a list of the things they have used and the people they have seen so far in the day (e.g., breakfast, bus driver, teacher, water, the bus, the school, etc.) and classify those things as natural, human or other (e.g., capital).

Connection

Teachers may
- Provide a graphic organizer so students can record the different types of resources and their subtypes. A sample is provided in Appendix A, Document #81.
- Provide lists of resources and have students classify them by type.*
- Give students a list of the most used natural resources. Ask students to rank them in what they think is the order of importance based on use and then research online to determine if they were correct.*
- Present videos, texts, etc., introducing and distinguishing the types of resources. Sample questions can be found in Appendix A, Document #80.*

Students may
- Generate lists of examples for different types of resources, including those that are most common in their countries of origin.
- Brainstorm examples of renewable and non-renewable resources and identify three products that can be made from each resource.
- Make a list of as many natural resources as possible that can be found in Newfoundland and Labrador.*
- Make a list of resources they use throughout their daily routine.
- Search magazines, newspapers, and the internet to collect pictures of a variety of natural and other resources.*

Resources and Notes

Suggested

See Outcome 12.0.

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Notes

Activities which require students to rate, rank, determine importance, explain advantages/disadvantages, etc., provide a good opportunity to incorporate Outcome 1.0 by practicing explanation to defend choices, state preferences, etc. Students should be encouraged to use clear, complete and grammatical justifications for their choices in these activities.

Continued

Types of resources

Outcomes	Focus for Learning
Students will be expected to *112.0 describe and differentiate between different economic systems* *12.1 identify and describe the types of resources*	3.0 Cross-cultural understanding Teachers can develop students' cultural understanding by comparing and classifying dominant resources in different countries, including the students' countries of origin and debating the pros and cons of different types of resources, including a discussion of how each country contributes different resources.

Types of resources

Sample Teaching and Assessment Strategies	Resources and Notes
Consolidation Teachers may • Have students rate a list of resources according to their usefulness in their daily lives. Students may • Explain why it is important to conserve non-renewable resources.* • Explore two sources of energy (e.g., oil vs solar), classify the source as renewable or non-renewable and explain which is the better source. • Play games to practice matching natural resources to their finished products.* • List advantages and disadvantages of renewable and non-renewable resources. **Extension** Teachers may • Invite a guest speaker from the natural resources industry to talk about the natural resources they work with. • Discuss with students the importance of the oil industry to the economy of Newfoundland and Labrador.* Students may • Research which resources are most important for the economy of Newfoundland and Labrador.*	

Economic sectors

Outcomes	**Focus for Learning**

Students will be expected to

12.0 *describe and differentiate between different economic systems*

12.2 *identify and describe the four economic sectors*

Purpose: By the end of this delineation, students will have an understanding of the four types of economic sectors and the interaction between the sectors.

Scope: Students should understand that there are different types of economic sectors. Students should be able to describe and explain the differences between the four major economic sectors, including primary, secondary, tertiary, and quaternary. They should also be able to provide an example of each type of economic sector. For definitions and descriptions, see the Key Terms in the *Vocabulary* document for this unit in Appendix A. In addition to the Key Terms, students may need to review and/or learn related vocabulary, such as sector, primary, secondary, tertiary, quaternary, services, manufacturing and raw materials.

Prior knowledge: Although students may not be familiar with the terminology, they may know from their countries of origin examples of resources, manufacturing, services and knowledge/tech industries.

Depth: Students can be expected to

- explain the four economic sectors in a couple of sentences
- provide one or two examples of each sector
- categorize given examples according to the sector they represent

1.0 Language and literacy

Teachers can address language and literacy skills by focusing on the names of resources, industries, services and technology that students may not know, such as mining, logging, sawmill, grocery, logs, etc. Furthermore, the processes referred to in describing the sectors demands frequent use of passive (e.g., *the trees are cut, computer programs are developed,* etc.), so passive formation and use of the passive should receive attention.

2.0 Technological skills

Teachers can integrate technological skills by having students create. digital graphic organizers to capture the relationships among the sectors and examples, such as an online tree diagram outlining the different economic sectors and examples, a flow chart depicting secondary processing or a slideshow depicting the economic sectors

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by focusing on examples from students' countries of origin when introducing sector types, such as finding examples from different economic sectors in the country and creating a poster to be displayed in the classroom and by recognizing and drawing attention to the differences between countries in terms of the dominant economic sectors that make up a country's economy.

Economic sectors

Sample Teaching and Assessment Strategies	**Resources and Notes**
Activation	**Suggested**
Teachers may	A Beginning Look at Canada, Part Two, Unit 10.
• Choose an object in the classroom (a wooden chair or desk, a notebook, etc.) and ask leading questions that allow students to generate a list of the different jobs/economic activities that contributed to its production, including raw materials, design, manufacturing, transport, sales and servicing.	**Supplementary**
• Provide a list of products and/or services students commonly use and have them rank them individually in terms of importance in their own lives and compare their rankings with those of a classmate.	Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html
Students may	
• List the top five services they use in their daily lives and rank them in order of importance, justifying their response.	
Connection	**Notes**
Teachers may	When discussing jobs and services, Outcome 1.0 can be incorporated by focusing on the use of the tense, e.g., simple present for general job descriptions (e.g., *she works as a waitress*), present perfect for actions in the very recent past, at an indefinite past time or started in the past and continuing (e.g., *they have established a new business*) and present progressive for in progress/temporary actions (e.g., *Qwerty Inc. is looking for diamonds*.) Students' attention can be drawn to the choice of tense in each situation.
• Provide a list of examples from each different economic sector and have students group them in the right category.	
• Provide students with texts introducing the economic sectors and have them identify the defining features of each sector.	
• Provide students with images of activities from the economic sectors and have students identify which sector the activity represents.*	
Students may	
• Read articles and watch videos about economic sectors and answer questions. A simple introduction to economic indicators is provided in Appendix A, Document #84.*	
• Choose an everyday item (chair, pencil, etc.) and detail how each of the four sectors is involved in its production, distribution and service.	For example, Outcome 1.0 can be incorporated into the content activities by having students
• Provide examples of businesses within the primary sector from their own country using a graphic organizer and compare those to examples provided by their classmates.	
• Classify written and visual depictions of economic activities by economic sectors. A teacher-generated handout providing a list of economic activities for students to categorize is in Appendix A, Document #82*	
• Complete a chart of definitions, images and examples of economic sectors. A template for definitions, images and examples is provided in Appendix A, Document #83.	

Continued

Economic sectors

Outcomes	Focus for Learning
Students will be expected to	
12.0 describe and differentiate between different economic systems	
12.2 identify and describe the four economic sectors	

Economic sectors

Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- Show a video featuring local manufacturing companies and the products that they produce. Have each student record three interesting points from the video as they view and share their response in order to develop a list on a shared whiteboard.*
- Have students explore how the quaternary sector can help all other sectors of the economy, giving an example for each sector.
- Show the list of occupations below and have students place each in the correct economic sector on the chart. A graphic organizer for classifying occupations is provided in Appendix A, Document #85.

mechanic	bank teller	computer engineer
market researcher	paper mill worker	cook
lawyer	fish plant worker	pilot
call centre worker	baseball player	gas station attendant
video game designer	logger	musician
oil rig worker	real estate agent	teacher
doctor	scientist	automobile assembler
waitress	steel smelter worker	farmer

Primary	Secondary	Tertiary	Quaternary

- Provide students with a list of the different stages of how milk is made and have students classify the steps according to the industry involved. For example, the farmer who milks the cow would be part of the primary industry, the plant that bottles the milk would be part of the secondary industry, the buying of the milk in the store would be part of the tertiary industry, and the lab that is researching ways to produce milk products without the use of cows is part of the quaternary industry.*

Students may

- Provide two examples of jobs related to each of the economic sectors.
- Create a slideshow with pictures from each different economic sectors.
- Complete a graphic organizer outlining their understanding of the four economic sectors, including a description, image and examples of each sector. A blank graphic organizer for this activity is provided in Appendix A, Document #83.
- Research an example of a company in Newfoundland and Labrador involved in one economic sector.*

Resources and Notes

select the correct form of a verb to complete a sentence and then say what sector the sentence is describing, e.g.,

A waitress _____ food to customers at a restaurant.

    a) serve

    b) serves

    c) is serving

    d) is served

  Sector? 1 2 3 4

New software _____ every year by Apple.

    a) develop

    b) develops

    c) is developing

    d) is developed

  Sector? 1 2 3 4

The names of occupations in English may be new to students, so pre-teaching vocabulary using visuals, etc., may be necessary and helpful.

Continued

Economic sectors

Outcomes	**Focus for Learning**
Students will be expected to 12.0 describe and differentiate between different economic systems 12.2 identify and describe the four economic sectors	

Economic sectors

Sample Teaching and Assessment Strategies	**Resources and Notes**

• Research, print and share images related to each economic sector in a digital collage, poster, etc.
• Compare and contrast an economic sector in Canada to their country of origin.
• Classify the businesses listed below based on their economic sector:
   a. Ben has established a home-cleaning business.
   b. Lucille is employed as a waitress at Harbour View Cafe.
   c. El Gourmet makes fine European-style breads.
   d. Tony and Antoinette have purchased an apple orchard in the Annapolis Valley.
   e. Tel World Communications now offers customers news, sport and weather services through its mobile phones.
   f. Nursery Plus has one of the leading garden stores.
   g. CNC Machines uses tools to build metal parts for car engines.
   h. J & J Personnel matches unemployed people with companies looking for suitable employees.
   i. Smith Pharmaceuticals develops medicines to fight cancer.
   j. Qwerty Inc. is looking for diamonds in Canada's northern lands.
 	
Extension
 	
Teachers may
• Discuss with students the importance of the tourism industry to our province. Show students video commercials from the NL Department of Tourism and have them develop their own advertisement that would encourage other people to visit Newfoundland and Labrador or their countries of origin.*
 	
Students may
• Research which economic sector is most important for the economy of Newfoundland and Labrador, Canada or their countries of origin.*	

Sustainability

Outcomes	**Focus for Learning**
Students will be expected to	
12.0 describe and differentiate between different economic systems	**Purpose:** By the end of this delineation, students will understand the concept of sustainability so that they will recognize the importance and implications of sustainability in discussions of economics, the environment and globalization.
12.3 explain the concept of sustainability	**Scope:** Students should be able to define and explain the significance of the concept of sustainability, including familiarity with the terms sustainable, unsustainable and stewardship.
	Prior knowledge: Students may have some understanding of or experience with rationing, which can be used as a starting point to introduce the concept of sustainability. They may understand the necessity of rationing resources, such as food and money, to ensure there is enough for the future.
	Depth: Students can be expected to
	• explain the concept of sustainability orally or in writing in several sentences
	• explain the rationale and importance of sustainability in simple, comprehensible language
	1.0 Language and literacy
	Teachers can address language and literacy skills by introducing the concept of noncount nouns in English, which are often used to capture abstract concepts, such as sustainability. (Other examples include employment, citizenship, money, etc.) Attention should be drawn to the features of noncount nouns, including the fact that, they typically have no plural form in English and require singular verb agreement.
	2.0 Technological skills
	Teachers can integrate technological skills by having students find and use online visuals to illustrate the concept of sustainability, e.g., a pictorial essay.
	3.0 Cross-cultural understanding
	Teachers can develop students' cultural understanding by having them consider the differences between Canada and their countries of origin in terms of sustainable use of items. Are there items that we re-use in Canada that are disposable in the countries of origin, or vice versa? Are there differences in attitudes towards reducing, reusing and recycling?

Sustainability

Sample Teaching and Assessment Strategies	Resources and Notes
Activation Teachers may • Have students identify specific examples of local or school initiatives and programs that reflect responsibility towards the environment and stewardship (e.g., recycling programs, chemical-free lawns).* • Ask students how it feels when they run out of school supplies (e.g., pencil leads), gas or money. Then ask how it might feel to run out of food, water, electricity, and to think of ways to ensure they and the world never run out of such things.* Students may • Generate a list of things they use but often run out of. **Connection** Teachers may • Provide students with images showing a variety of consumption practices and have students classify them as sustainable or unsustainable, justifying their choice. Students may • List some ways people can help protect natural resources and create signs promoting environmental protection to share with others.* • Search newspapers, magazines, and other media for headlines and images that reflect environmental issues and the importance of stewardship. • Read articles and watch videos about sustainability and answer questions. A sample set of questions and answers on sustainability can be found in Appendix A, Documents #88 and #89.* **Consolidation** Teachers may • Have students research a variety of online and print media sources for local/national economic activities and have students discuss whether or not they are sustainable and consider how economic activity could be made more sustainable. Students may • Describe the steps they can take to be more environmentally responsible in their everyday life.	**Suggested** See Outcome 12.0. **Supplementary** Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/ multicultural-education/curr/ learn-social-studies.html **Notes** The issue of shortage of supplies should be treated with sensitivity as some students with refugee backgrounds may have encountered severe shortages of necessities during the refugee experience. If students are comfortable sharing, this can provide a rich source of background knowledge. Discussions around abstract topics, such as sustainability, provide a unique opportunity to incorporate Outcome 1.0 through a focus on academic word forms and the related forms required for noun, verb, adjective, etc., usage, e.g., *dispose/disposal, reduce/reduction, significant/ significance, necessary/ unnecessary purchase n/v,* etc.

Continued

Sustainability

Outcomes

Students will be expected to

12.0 describe and differentiate between different economic systems

12.3 explain the concept of sustainability

Focus for Learning

Sustainability

Sample Teaching and Assessment Strategies	**Resources and Notes**

- List the things that they have bought this week and say what packaging materials they threw away. A template for this worksheet is provided in Appendix A, Document #87.*
- Complete a sustainability scavenger hunt to find information about sustainability facts and initiatives. A sample scavenger hunt is provided in Appendix A, Document #86.*

Extension

Teachers may

- Have students develop a brochure, poster, TV advertisement or digital project or digital collage encouraging young people to become better stewards of the environment.
- Have the class pick one of the UN's 17 Sustainable Goals and develop a project or strategies they can use to work on it together.*

Students may

- Read and summarize case studies about sustainability and present their findings to the class.*
- Research some sustainable initiatives in Newfoundland and Labrador.
- Read the following scenario and complete the question that follows.

> *Unnecessary packaging is a waste of natural resources. Germany has passed a law that reduces packaging by allowing consumers to return waste plastic, paper, and cardboard to the company that packages the product, making it responsible for the disposal of this material. This has resulted in significant reductions in packaging.*

Explain how this law would help to develop natural resources in a more sustainable way.

Section Three:
Specific Curriculum Outcomes

Unit Five:
Globalization

Focus

In this unit, students will be introduced to the concept of globalization by learning the definition of globalization and identifying examples of global issues and supranational organizations, such as the UN, the WHO, etc., with which students might already have personal experience. They will be introduced to the concept of international trade, recognize its importance and identify examples relevant to Canada. Students will also be able to identify, explain and give examples of the positives and negatives of globalization for Canada and other countries and will understand Canada's response to and role in global issues, especially those prioritized by the Canadian government and society.

Suggested Unit Plan

It is recommended that 33 hours, approximately 6.5 weeks of instructional time (or 30% of the total) be used to work with students to achieve SCOs 13.0 and 14.0. The range of dated highlighted are offered as a suggestion.

Month 1				Month 2				Month 3				Month 4				Month 5			

Concept of globalization

Outcomes

Students will be expected to

13.0 explain the concept of globalization

13.1 identify supranational organizations, e.g., the UN, WTO, WHO, UNHCR, FAO, NATO

13.2 explain the importance of international trade

13.3 identify the benefits and challenges of globalization

Focus for Learning

Purpose: The purpose of this outcome is to acquaint students with the concept of globalization so they can be successful in subsequent social studies courses and function as knowledgeable individuals in Canadian society.

Scope: Students will be able to recognize, define and use the terms globalization, supranational organizations, free trade, foreign aid, resource depletion and international trade. Students should also be able to understand and explain quality of life indicators, such as literacy rates, life expectancy and infant mortality. For definitions, see the Key Terms in the Vocabulary document for Unit Five. In addition to the Key Terms, students may need to review and/or learn related vocabulary, such as resource, trade, access to (e.g., healthcare, technology), GDP per capita, etc. Students should be able to recognize environmental, social, economic, political and cultural examples of globalization.

Prior knowledge: Students will enter the course with a range of background experience and knowledge, but may be aware of supranational organizations connected with the refugee experience, such as the UNHCR, the Red Cross/Crescent, etc. As in other cases, students' personal experiences with these organizations provide a unique and insightful perspective on the topic but should be introduced with sensitivity, as refugee experiences can be related to experiences of trauma.

Depth: Students can be expected to

- make connections with globalization based on their lived experience
- define globalization and other key terms in 3 - 5 written or spoken sentences
- demonstrate understanding of the basic relationship between countries and organizations
- understand and explain in several sentences or a short oral or written text (e.g., 5-10 sentences) the significance of quality of life indicators, and
- provide two or three examples of globalization, and explain how they have been personally impacted by globalization in a short oral or written text (e.g., 5-10 sentences).

Sample Performance Indicator

Students who achieve this outcome should be able to:

complete a chart providing two examples each of environmental, social, economic, political and cultural globalization, their pros and cons, and of supranational organizations, giving specific examples.

Continued

Concept of globalization

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Introduce the word "globe" and elicit/teach the meaning using realia (e.g., an actual globe, if available). Then introduce the word "global" and provide or ask students to identify other words ending in the *–al* suffix (e.g., personal, medical, emotional, central, cultural) and ask what the *–al* adds to the meaning (e.g., relating to). Continue with the suffix *–ize* (e.g., legalize, computerize, capitalize, etc., meaning make X) and *–ation* (e.g., graduation, transportation, explanation meaning the act or process of X) and from this discussion ask students to brainstorm and identify what globalization means.
- Have students list some items produced in their countries of origin that their country is famous for or that was a big source of trade historically (e.g., fabric, food, tea, spices, oil, diamonds, coal, technology, etc.) and have them identify what countries these items might have been shipped to. Have students compare how/what goods were exchanged in the past with how/what things move between countries now. Assist students in brainstorming a list of common current examples of globalization based on things that now move easily between countries, such as communication, medicine, money, goods, technology, people, etc.

Students may

- Identify how they can be considered global citizens by examining their connections with other countries in their former and current daily lives. A list of questions to help students make connections between their own lives and the global community is provided in Appendix A, Document #92.

Connection

Teachers may

- Provide a definition of globalization and a list of types of globalization, such as economic/financial (e.g., world trade, connected stock markets), cultural (e.g., shared values/ lifestyles, clothing, entertainment), sociological/demographic (e.g., movement and connection of people), technological (e.g., internet, digital connectedness), and ecological/environmental (e.g., perception of planet Earth), etc., and have students try to identify an example of each from their own lives. A one-sentence definition of globalization is provided in Appendix A, Document #93.
- Show a brief video detailing the concept of globalization at an accessible language level, and provide students with a partially completed or simple graphic organizer capturing the main points of the video.*

Continued

Resources and Notes

Suggested

Canada and the Global Community

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/ multicultural-education/curr/ learn-social-studies.htm

Notes

Introducing terms using morphemes (e.g., stems/ prefixes/suffixes) based on words students already know is a good way to incorporate Outcome 1.1 into teaching and provides students with a strategy for decoding new vocabulary.

At this point in the course, students may be better able to handle authentic resources, such as videos and readings; however, many of the resources and videos available on the topic of globalization may be challenging for students due to the language level or pace/ density of material. Where possible, using materials at an accessible language level is preferred; however, it is possible to use challenging materials if appropriate language supports are provided. For example, in reading, providing a list of key words prior to reading and/or

Concept of globalization

Outcomes

Students will be expected to
13.0 explain the concept of globalization

13.1 identify supranational organizations, e.g., the UN, WTO, WHO, UNHCR, FAO, NATO

13.2 explain the importance of international trade

13.3 identify the benefits and challenges of globalization

Focus for Learning

1.0 Language and literacy

Teachers can address language and literacy skills by drawing attention to the language used in describing relationships and effects, e.g., *has an effect on, influences, impacts, determines,* etc., as well as terms used for comparative analysis (e.g., *pros/cons, advantages/ disadvantages, comparatively, similarly,* etc.).

2.0 Technological skills

Teachers can integrate technological skills by having students independently conduct online research on the topics covered, such as supranational organizations, quality of life indicators in a country and having students present their results using digital graphic organizers or visual representation such as comparison tables, slideshows, etc.

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by making links to students' prior lived experiences, including any experiences with supranational organizations, experiences living in multiple countries, etc.

Concept of globalization

Sample Teaching and Assessment Strategies	**Resources and Notes**

- Provide students with a list of examples of globalization and have them classify them according to type of globalization. Examples can include a company having offices all around the world so you can contact them 24/7; a shirt sold in Canada made from Chinese cotton, sewn in Thailand and shipped on a boat from France; several countries signing an agreement to reduce air pollution; a family member moving to Canada to be closer to you; an Indian restaurant being your favourite in NL; being able to chat with friends back home on your phone; taking an online course from a school in another country; ordering clothes from a Chinese website.*
- Provide students with a list of types of globalization and consequences and have them try to match the consequence to the type. Types of globalization can include economic/financial, cultural, sociological/demographic, technological, ecological/environmental, etc. Consequences can include more free trade among countries (e.g., economic), more access to food and movies from other countries (e.g., cultural), more use of English (e.g., cultural), more travelling and migration (e.g., sociological), more online connections among people in different countries (e.g., technological), more countries working together on climate change (e.g., ecological/environmental). The overlap between areas of globalization can also be highlighted (e.g., increased use of English can be cultural and technological).

Students May
- Evaluate the consequences of globalization.
- Complete initial research to formulate relevant questions connected to globalization.
- Collaborate to develop a definition of globalization.
- Brainstorm a list of positive and negative consequences of each type of globalization.
- Prepare a slide show depicting four or five different types or examples of globalization and information explaining or defining the type, showing differences in the type between countries and/or documenting one pro and con of each type.

Consolidation

Teachers may
- Provide a case study of an issue related to globalization and have students discuss the consequential connections between globalization and the issue in question, e.g., how did globalization create or contribute to the issue?
- Create a T-chart listing the pros and the cons of globalization.*

Resources and Notes

a partially completed outline focusing on main ideas can make text accessible. For aural texts, slowing the pace of the video/audio and providing an outline listing key cues or main points can assist in comprehension. See Outcomes 1.3 and 1.4 for more suggestions.

Discussing the consequences of globalization provides a good opportunity to incorporate Outcome 3.0 by considering how a consequence may be positive for one country/culture and negative for another or positive for an individual and/or negative for the state, or vice versa, or important for one country/culture and less so for another. Showing how these differences may be influenced by independent factors, such as geography, politics, economics, social factors, etc., will foster cross-cultural understanding.

The use of independent research, digital organizers and digital presentations in the activities for this delineation. lends itself to the incorporation of Outcome 2.0.

Continued

Concept of globalization

Outcomes	Focus for Learning

Students will be expected to
13.0 explain the concept of globalization
 	
    13.1 identify supranational organizations, e.g., the UN, WTO, WHO, UNHCR, FAO, NATO
 	
    13.2 explain the importance of international trade
 	
    13.3 identify the benefits and challenges of globalization	

Concept of globalization

Sample Teaching and Assessment Strategies	**Resources and Notes**
- Provide students with a list of global issues and have them both prioritize the lists according to which are most important or pressing and suggest one or two important global issues to add to the list. - Provide students with a list of global issues and have them prioritize the lists according to which are most important or pressing both for Canada and for their countries of origin to determine if there are any differences. Students may - Debate the following idea: *Globalization is necessary for a country's social, economic, political, environmental, and cultural success.* - Give an example of globalization from their experience and discuss why they think globalization might be important. - Choose one type of globalization and show how it applies or is evident in two different countries, e.g., Canada and the country of origin in a written, digital or oral presentation. - Choose one country and show how three of four types of globalization apply or are evident in that country in a written, digital or oral presentation. - Present an oral or written overview of globalization based on their learning and/or independent research on the concept of globalization, including definitions, types and examples. - Working in small groups, reach consensus to create a list of global issues that they feel world leaders should prioritize. **Extension** Students may - Create a poster, in a digital or paper format, promoting a stance for or against one aspect of globalization, e.g., tightening/ loosening internet controls, opening/closing borders, expanding/ limiting free trade, increasing/decreasing immigration, imposing climate controls, etc. - Create and perform a feature newscast item to respond to a particular global issue.	

Supranational organizations

Outcomes

Students will be expected to

13.0 explain the concept of globalization

    13.1 identify supranational organizations, e.g., the UN, WTO, WHO, UNHCR, FAO, NATO

Focus for Learning

Purpose: The purpose of this outcome is to familiarize students with several important supranational organizations, so they can identify the work and scope of these organizations and their role in global relations.

Scope: Teachers should provide a brief overview of the work of several supranational organizations, focusing on those which may have previously impacted students' lives. Students should be recognize and define the term supranational organizations and identify a range of organizations, including the United Nations (UN, the World Health Organization (WHO), the United Nations High Commission for Refugees (UNHCR), the World Trade Organization (WTO), the North Atlantic Treaty Organization (NATO) and the Food and Agriculture Organization (FAO). Students should also be able to recognize and define the term non-governmental organization (NGO) and identify a range of NGOs, such as. Médecins Sans Frontières (MSF)/Doctors Without Borders, Red Cross/Red Crescent, Save the Children, etc. For definitions of terms and descriptions of organizations, see the Key Terms in the Vocabulary document for Unit Five.

Prior knowledge: Students may have some experience with supranational organizations, such as the UNHCR and/or the Red Cross/Red Crescent and awareness of the services provided to refugees. Some may also have knowledge of pan-regional/ language/ religious/etc. organizations depending on their countries of origin and asylum, such as the African Union, the Organisation Internationale de Francophonie, and the Arab League. Additionally, as soccer is a sport with a large international following, students may be familiar with FIFA (Fédération Internationale de Football Association) and the Olympics.

Depth: Students can be expected to

- explain the role of supranational organizations in one or two sentences
- list examples of four or more supranational organizations and describe each in one to two sentences
- explain the role of NGOs in one or two sentences
- list examples of two or more NGOs and describe each in one to two sentences
- recognize and briefly describe their lived experiences with supranational and non-governmental organizations, if they are comfortable doing so

Continued

Supranational organizations

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Provide a list of acronyms and/or logos of common supranational organizations, such as the UN, the UNHCR, the EU or the Red Cross/Red Crescent and ask students if they recognize any, and if so how they know them and what they do.
- Review the term "nation" and introduce/review the suffix –*al*, meaning relating to or about. Introduce/review a few other terms with "national" that students might know, e.g., international, transnational. Have students guess or say the meaning of "supra" and based on this word analysis, have them brainstorm a definition of supranational organization.

Students may

- Collaboratively brainstorm a list of supranational organizations they have heard of before.
- Brainstorm a list of activities/responsibilities of one or two supranational organizations they are familiar with.

Connection

Teachers may

- Provide mini lessons on acronym identification of the more famous supranational organizations (flashcards, find-a-word, matching game, crossword, interactive game).*
- Present the defining characteristics of supranational organizations, through a list, video or reading.
- Present videos introducing and describing supranational organizations and have students complete graphic organizers focusing on the main points.
- Present multi-paragraph texts introducing and describing supranational organizations and have students answer simple comprehension questions focusing on the defining characteristics.
- Provide a list of characteristics of supranational organizations and create a chart listing organizations - some supranational, some national and some regional – and their main purpose and area of influence. Have students apply the characteristics to the organizations to determine if they meet the defining characteristics to be supranational. A definition of supranational organizations and some examples can be found in Appendix A, Document #95.*
- Provide pairs or groups of students with a map of a region, continent or the world and have them investigate and colour all the countries in which one particular supranational organization has a presence (e.g., all countries in FIFA, all members of the UN, etc.).

Continued

Resources and Notes

Suggested

See Outcome 13.0.

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/ multicultural-education/curr/ learn-social-studies.html

Notes

Since acronyms figure prominently in the discussion of supranational organizations, attention should be paid to their meaning and use in these activities. See Outcome 1.0 for this delineation for more.

When providing students with lists of point-form notes or bullet lists, a good way to incorporate Outcome 1.0 is to have students take the shortened items and rewrite the notes in complete sentences or a complete paragraph, with connectors, punctuation, etc.

Supranational organizations

Outcomes

Students will be expected to
13.0 explain the concept of globalization

13.1 identify supranational organizations, e.g., the UN, WTO, WHO, UNHCR, FAO, NATO

Focus for Learning

1.0 Language and literacy

Teachers can address language and literacy skills by introducing the concept of acronyms, as they are used for supranational organizations and agreements, and have students identify other common acronyms they encounter in their daily lives, especially those that apply to uniquely Canadian/provincial institutions (e.g., RCMP, RNC, MCP, SIN, school name, etc.).

2.0 Technological skills

Teachers can integrate technological skills by having students visit the websites of supranational organizations and by teaching students how to discern whether websites are the legitimate websites of supranational organizations or imposters promoting specific agendas.

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by discussing the roles of supranational organizations in specific countries, examining which countries provide financial support for supranational organizations and identifying the role of supranational organizations in students' lived experience and countries of origin.

Supranational organizations

Sample Teaching and Assessment Strategies	**Resources and Notes**
Students may • Select an NGO and do online research to identify when it was founded, its mission and its work in several countries. A teacher-generated handout, including a chart with questions to guide students' research, along with a sample completed chart, can be found in Appendix A, Documents #96 and 97. • Collaborate with peers to produce a graphic organizer showing how two or three supranational organizations meet the defining characteristics. • Create a timeline of the evolution of various supranational organizations: UN, Red Cross, and so on. • Research several supranational organizations to identify their logo, location, year of establishment, mission, projects, etc. A handout including a chart with questions to guide students' research, along with a sample completed chart, can be found in Appendix A, Documents #98 and 99. **Consolidation** Teachers may • Create a set of trivia cubes for students to explore the titles and basic purpose of various supranational organizations. • Collaboratively conference with students about why various supranational organizations are changing. • Prepare a question quiz game (e.g., Jeopardy) where teams are given an example of an activity or responsibility and students have to name the corresponding supranational organization presented in class. Students may • Debate what they feel could be the most important supranational organization existing in the world today. **Extension** Students may • Collaboratively create a class mural or canvas painting incorporating the logos of supranational organizations, flags and maps of member countries, etc. • Create a fictitious supranational organization targeting teenagers, identifying a name/acronym, logo, purpose, member countries, activities/responsibilities, headquarters, etc. • Choose a supranational organization and create a poster revealing the 5WH for that organization.	

International trade

Outcomes	Focus for Learning

Outcomes

Students will be expected to
13.0 explain the concept of globalization

> *13.2 explain the importance of international trade*

Focus for Learning

Purpose: The purpose of this outcome is for students to understand the scope of international trade and its impact on daily life, so they can recognize the role of trade in international decisions and relations.

Scope: Students should be able to define international trade and provide examples of international trade in relation to Canada, including identifying Canada's major trading partners, and its imports and exports. Students should also be able to briefly describe the role of the World Trade Organization, introduced in Delineation 13.1.

Prior knowledge: Some students may have an understanding of international trade in relation to their countries of origin, including the main trading partners and the goods and products imported and exported. They may also understand how trade impacts their countries of origin.

Depth: Students can be expected to
- define international trade in two or three sentences
- list two or three reasons that international trade is important
- explain how international trade works in one or two paragraphs
- read and comprehend multi-paragraph texts on the topic of international trade

1.0 Language and literacy

Teachers can address language and literacy skills by reviewing the concept of acronyms and highlighting those related to economics (e.g., NAFTA, WTO, IMF) and by introducing the concept of blended terms, or portmanteau, such as Brexit, and have students identify other common blended terms they encounter in technology (e.g., *email, webinar, podcast, blog, netiquette)* and the news (e.g., *Medicare, Pizzagate, covidiots, staycation),* as well as more established examples (e.g., *smog, brunch*).

2.0 Technological skills

Teachers can integrate technological skills by having students use search engines to obtain information about world trade and/or Canada's trade partners and depict trade relations and histories using digital posters, timelines, flowcharts or other graphic organizers.

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by providing brief case studies of the impact of world trade on specific populations (e.g., impact of NAFTA on Canadian, American and Mexican manufacturing workers; the impact on Indigenous populations), drawing attention to the political, social, cultural and economic agendas of those who are for and against bilateral/multilateral trade agreements and by having students identify terms, acronyms, blended terms, etc., in their first language to correspond to the examples being introduced in English.

International trade

Sample Teaching and Assessment Strategies	Resources and Notes
Activation Teachers may • Provide a headline from an online news source related to trade in Canada, the countries of origin or international trade. • Ask students to think about trade between the countries in their regions of origin, by naming one or two products produced in their countries of origin and sold in other countries or products brought into their countries from other places. Have them consider in what way those products are important to the countries and their degree of importance to the country's economy. Students may • Take stock of the items they have with them or have used so far today e.g., their phone, books, car, clothes, shoes, computer, paper, food, etc., and consider or guess where these items might have been made, how they made their way to Canada and what items Canada might send out "in return" for such products.	**Suggested** Canada and the World Chapter 1 **Supplementary** Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html **Notes** When working with news sources, Outcome 1.0 can be incorporated by having students write headlines in complete sentences as a means of practicing basic sentence structure and syntax.
Connection Teachers may • Present information in video, text or digital format depicting the importance of international trade for the Canadian and global economy and have students find similar information for their countries of origin.* • Present information about Canada's most important trade partners and the products exchanged and have students create a similar list for their countries of origin. Questions to accompany the Suggested Resource Canada and the World Chapter 1 can be found in Appendix A, Document #100.* Students may • Reflect on some of the major goods being traded internationally by predicting the main goods exported and/or major trading partners for particular countries, including their countries of origin, and comparing their predictions to the correct responses. • Discuss how the world would be impacted in various ways if international trade came to an end for various periods of time due to causes they may be familiar with, e.g., pandemic, accidents that interrupts shipping, air travel, etc., weather or natural events (e.g., volcanoes), war or political upheaval, etc.	

Continued

International trade

Outcomes

Students will be expected to

13.0 explain the concept of globalization

    13.2 explain the importance of international trade

Focus for Learning

International trade

Sample Teaching and Assessment Strategies	Resources and Notes
Consolidation Teachers may • View with students a documentary outlining the negative impacts of global trade on societies, individuals and/or the environment and have students create a visual, a photo essay, or a journal in response to the documentary.* Students may • Research to find issues related to some of the pros and cons of international trade. • Play trading games simulating the trade of goods between countries.* **Extension** Teachers may • Have students listen to a podcast or excerpts from a podcast on international trade issues. Students may • Work collaboratively to play a board game and/or develop a basic board or online game about money and international trade.	

Benefits and challenges

Outcomes	**Focus for Learning**
Students will be expected to *13.0 explain the concept of globalization* *13.3 identify the benefits and challenges of globalization*	**Purpose:** The purpose of this outcome is for students to practice critically analyzing concepts such as globalization to identify whom it might help and/or harm and in what ways. **Scope:** Students should be able to identify and explain a limited number of the main benefits and challenges of globalization. They should be able to describe benefits, including increased trade, exchange of knowledge, more jobs in developing countries, greater migration and travel, increased flow of capital (money), larger markets, cheaper and a wider selections of goods, cross-cultural sharing, increase in the standard of living, elimination of diseases, e.g., smallpox, human rights advances, cultural sharing, etc. They should also be able to describe challenges, including exploitation of labour (taking advantage of and being unfair to workers), greater environmental degradation, global warming, loss of manufacturing jobs in developed countries, weak legislation (rules and laws), high investment (putting money into businesses, etc.), costs, exacerbation (making worse) of the growing divide between rich and poor, pandemics, resource depletion, migration (e.g., increased number of economic migrants, including climate refugees, refugee populations), etc. Students should be able to recognize, define and use words related to globalization, such as pandemic, economic migrant and climate refugee, definitions for which are in the Vocabulary document for Unit Five. **Prior knowledge:** Students with refugee backgrounds may have personal experience with aspects of globalization, such as migration, contact with the UNHCR, and medical or health care challenges, and all students will be aware of the 2020 pandemic and its global influence. Teachers should draw upon these and other experiences to ground classroom discourse of the benefits and challenges of globalization. **Depth:** Students can be expected to • identify and explain three or four benefits and challenges of globalization • write a multi-paragraph text on the benefits and challenges of globalization either individually or collaboratively 1.0 Language and literacy Teachers can address language and literacy skills by teaching academic vocabulary related to benefits and challenges, such as *advantage, disadvantage, good/bad point, drawback, positive/ negative, pro/con* and language structures used for contrast, such as *on the other hand, in contrast, however, even though,* etc., and teaching basic paragraph structure (e.g., topic sentence, supporting details). *Continued*

Benefits and challenges

Sample Teaching and Assessment Strategies

Activation

Teachers may

- List or remind students of the types of globalization, based on what they have learned so far, and have them brainstorm one way globalization has been good and/or bad for Canada, Newfoundland and Labrador and/or their countries of origin.
- Have students imagine or show pictures of life a hundred years ago in Canada, Newfoundland and Labrador and/or their countries of origin in terms of the factors affected by globalization, such as the economy/finances, culture, movement of people, technology and the environment, and have them identify the changes and decide if they think globalization has had a positive or negative effect on the world overall.

Students may

- Think of the examples/types of globalization that have been discussed so far and identify one good thing and one bad thing about each example/type.

Connection

Teachers may

- Provide students with relevant definitions pertaining to globalization and its overall impact so that they have prerequisite knowledge to tackle larger concepts of negative and positive impacts of globalization. Definitions relanted to global trade can be found in Appendix A, Document #104. A simple question handout covering the main positives and negatives is provided in Appendix A, Document #109
- Provide students with a list of consequences of globalization and have them determine whether the consequence is positive or negative. Consequences of globalization can include more free trade among countries, more access to food and movies from other countries, more use of English, more travelling and migration, more online connections among people in different countries, more countries working together on climate change, different levels of wealth in different countries, less use of a country's language, air pollution that comes from industry in another country, cheap goods from other countries, companies moving to another country because the labour is cheaper, phones tracking people's movement, a disease spreading to another country as people travel, etc.
- Present the benefits and challenges of globalization through a short documentary, reading or digital presentation, and have students complete a cost-benefit analysis to determine whether there are more positive or negative effects.

Continued

Resources and Notes

Suggested

See Outcome 13.0.

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/ multicultural-education/curr/ learn-social-studies.html

Benefits and challenges

Outcomes

Students will be expected to
13.0 explain the concept of
*   globalization*

13.3 identify the benefits
*   and challenges of*
*   globalization*

Focus for Learning

2.0 Technological skills

Teachers can integrate technological skills by having students create multi-paragraph texts using a word processor to explore, select and use font style and size, line spacing, indentation, spell check, footnotes, bibliography, etc.

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by having students recognize that what is viewed as a benefit in one place or culture may be perceived as a challenge in another and understand that such judgements are influenced by context and environment.

Benefits and challenges

Sample Teaching and Assessment Strategies	**Resources and Notes**

Students may

- Watch a video on the benefits and challenges of globalization and then list some in a table like the one below. Sample questions are provided in Appendix A, Documents #106 to #108.*

	Benefits	Challenges
Globalization		

Consolidation

Teachers may

- Provide a case study or source document that allows students to further understand the benefits and challenges associated with globalization.

Students may

- Debate the following proposition:
  There are more advantages than disadvantages to globalization.
- Search for photos related to the benefits and challenges of globalization.
- Compare the benefits and challenges of globalization using a Venn diagram.
- Write a multi-paragraph text presenting several benefits and challenges of globalization.

Extension

Teachers may

- Have students create a short audio, video, or digital presentation about the benefits and challenges of globalization.

Students may

- Research a topic, such as migration or global warming, and present the benefits and challenges of that topic to the class.

Global issues

Outcomes

Students will be expected to

14.0 identify and explore current global issues

14.1 identify the effects of current global issues

14.2 analyze responses to current global issues

Focus for Learning

Purpose: The purpose of this outcome is to specifically examine how Canada is impacted by global issues, preparing students for further coursework in Social Studies, and, more importantly, for civic engagement as Canadian residents/citizens, and future voters.

Scope: Students should be able to briefly describe Canada's role in supranational organizations such as the UN, WHO, etc., and how Canada is affected, both positively and negatively, by global issues. They should be able to recognize and briefly define peacekeeping, free trade, child labour, pandemic, poverty, climate change, global warming, refugees, migration, immigration and emigration. For definitions, see the Key Terms in the Vocabulary document for Unit Five.

Prior knowledge: Many students with refugee experiences, especially those who have lived in multiple countries, may have personal experience with global issues, including many of the issues and topics covered in this unit, such as migration, immigration, pull-push factors, etc., which can be used as a resource for teaching this unit. As always, sensitivity must be shown when discussing students' experiences.

Depth: Students can be expected to

- define globalization in several sentences as it relates to the Canadian experience
- describe Canada's role in several supranational organizations in several sentences
- identify two or three ways in which global issues affect Canada, both positively or negatively
- describe the effect of global issues in Canada in several sentences

Sample Performance Indicator

Students who achieve this outcome should be able to:

- create a print or digital text about any current global issue and Canada's involvement and response to that issue.

1.0 Language and literacy

Teachers can address language and literacy skills by teaching and drawing attention to the language used to show cause and effect, such as *because (of), since, due to, as a result, effect of, affect, since, consequence, therefore,* etc.).

Continued

Global issues

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Elicit what students understand about Canada's reputation in the world through a series of questions, such as: What did they think about Canada before they came here?, Did they know anyone who had ever been to Canada?, What's the first word they think of when they think of Canada?, Can they name one thing that Canada is known for in their country or around the world? etc.
- Display several recent news articles or headlines relating to Canada's relations with another country or events in another country that have an impact on Canada or the world and have students brainstorm how this event or situation might affect Canada's government, economy, population, daily life, etc.

Students may

- Identify on a world map countries that they think may have close relations or strong ties to Canada in terms of the types of global issues, e.g., economy/finances, culture, movement of people, environment, technology, etc., and suggest what influence each country might have.*
- Brainstorm several ways life in Canada and/or their countries of origin is influenced by life, actions or developments in other countries in the areas related to global issues, such as economy/finances, culture, movement of people, technology, health, the environment, etc.

Connection

Teachers may

- Present information on how global issues affect Canada through a video, text or digital presentation.*

Students may

- Create a cause-and-consequence diagram that shows how Canada is affected by global issues.*
- Identify how Canada is involved in UN Peacekeeping operations, humanitarian aid or immigration/migration, based on their personal experiences and/or learning.*

Resources and Notes

Suggested

Canada and the Global Community

Big Ideas Series: Canada and the World

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.htm

Continued

Global issues

Outcomes

Students will be expected to
14.0 identify and explore current global issues

14.1 identify the effects of current global issues

14.2 analyze responses to current global issues

Focus for Learning

2.0 Technological skills

Teachers can integrate technological skills by having students search the internet for definitions of the terms listed for 14.0 and add them to their digital dictionaries; search for information using suitable/applicable keywords/phrases such as globalization, effects of globalization, distribution of wealth, diagram, statistics, etc.; access maps from Canadian Geographic; find relevant data from websites, online news and journal articles pertaining to the impact of global issues on Canada; and use a word processor to create a T-chart comparing the positive/negative effects of global issues on Canada.

3.0 Cross-cultural understanding

Teachers can develop students' cultural understanding by having students compare the impact select global issues have had on Canada to the impact it has had on their home country/other countries.

Global issues

Sample Teaching and Assessment Strategies	Resources and Notes
Consolidation Teachers may • Help students explore Canada's relationship with another country and determine how they are connected (e.g., trade, treaties, humanitarian aid, etc.) to determine how Canada is connected to the rest of the world. Students may • Research with peers the location, climate, government type, life expectancy, and Human Development Index (HDI) level of a developing country, and then compare it with Canada and develop a personal argument to support or not to support Canada's involvement with developing countries.* • Research to find statistical data that represents the distribution of wealth around the world.* • Play a game involving the unequal distribution of wealth by using counters to represent money which they need to use for education, food, shelter, etc. **Extension** Students may • Create a collage depicting the plethora of ways in which Canada is affected by global issues. • Create an audio or video file on their understanding of global issues to be shared with the class through an online platform. • Research Canada's role in a supranational organization, such as the UN, WHO, etc., and present that information using an online educational application.	

Effects of current global issues

Outcomes	Focus for Learning
Students will be expected to 14.0 identify and explore current global issues 14.1 identify the effects of current global issues	**Purpose:** The purpose of this outcome is for students to recognize the issues that affect the world globally in order to analyze the effect of these issues on people and communities in Canada and the world, including their own. **Scope:** Students should be able to explain what makes an issue a global concern and identify and describe the positive and negative effects of selected global issues. Students should be able to identify a range of global issues, such as digital technology, conflict and violence, climate change, shifting demographics, and global health, and research their effects around the world. They should be able to recognize and briefly define terms related to global issues, including global, connection, cooperation, perspectives, solutions, sustainability, coalitions, inequality, humanitarian and demographics. For definitions, see the Key Terms in the Vocabulary document for Unit Five. **Prior knowledge:** Some students may be able to identify current global issues from their own countries of origin and may have different perspectives on certain global issues than a Canadian or North American perspective (e.g., the experience of the 2020 pandemic may differ significantly from country to country). Furthermore, students will likely have personal experience with issues of migration or refugee status, so these should be treated with utmost sensitivity. **Depth:** Students can be expected to • state what is meant by a global issue • state opinions and views on global issues • list global issues of concern in various parts of the world • discuss the importance of cooperation and collaboration relating to a global issue 1.0 Language and literacy Teachers can address language and literacy skills by teaching and drawing attention to language used for example and illustration, such as *for example, for instance, one/another example, in this case, in particular,* etc., and the language used to state opinions, such as *think, believe, opinion, point of view, perspective,* etc. 2.0 Technological skills Teachers can integrate technological skills by having students research a global issue from two different viewpoints (e.g., right vs left, two countries (e.g., Canada vs the US, Canada vs the countries of origin) using online sources and having students present their research using an educational platform or recorded presentation. 3.0 Cross-cultural understanding Teachers can develop students' cultural understanding by drawing awareness to and having students identify how perspective on a global issue can be influenced by region, country of origin or personal beliefs and experiences.

Effects of current global issues

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Show students the front page of a news source and have students identify the stories that involve more than one country in order to introduce the types of issues that can be considered global.
- Provide a list of global issues and have students complete a simple graphic organizer showing how the issue affects their life in NL/Canada and how it might affect life in another country of their choice, e.g., the pandemic/health, anti-racism, gender equality, climate change, migration, conflict, etc.
- Discuss with students why it is important to identify current global issues.*

Students may

- Brainstorm a list or create a graphic organizer of issues that may be impacting their own lives but that also affect the lives of people in other countries or the world as a whole, such as the 2020 pandemic, anti-racism movements, gender equality, climate change, migration, conflict, environmental protection, technological development, etc.

Connection

Teachers may

- Present a list of current global issues and the impacts they have on life around the world, especially from a youth perspective.
- Present videos or other resources that introduce, summarize and examine current global issues. A sample transcript is provided in Appendix A, Document #110 and sample questions in #111 and #112.*
- Provide a list of images depicting current global issues and have students identify which issue is being best depicted.*

Students may

- Use a graphic organizer to create a list of current global issues, based on the information presented in class. Sample graphic organizers can be found in Appendix A, Document #115.*
- Go through a newspaper or online news source and identify which stories relate to global issues.
- Compare the headlines from a Canadian news source with those from a news source in another country, including their countries of origin, and based on which stories are the same, determine which might relate to global issues.

Continued

Resources and Notes

Suggested

See Outcome 14.0.

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Effects of current global issues

Outcomes	**Focus for Learning**
Students will be expected to	
14.0 *identify and explore current global issues*	
14.1 *identify the effects of current global issues*	

Effects of current global issues

Sample Teaching and Assessment Strategies	Resources and Notes

Consolidation

Teachers may

- Assign one global issue to small groups of students and have them research the issue from the perspective of three different countries, in terms of how serious the issue is, what problems/benefits it might bring and the country's response to the issue and have students present the information in digital, visual, text or oral format.

Students may

- Interview their parents or another adult about what the main global issues of concern are in their countries of origin and present the results to the class in oral, written or visual form.
- Take a data set and use the tool of the double bar graph to display and analyze the data exploring, comparing and contrasting global issues among countries (e.g., access to resources and health care; the relationship between NGOs and access to clean water). Teacher-generated handouts, including a grid for documenting data for each indicator and a sample answer key containing data for 2021, can be found in Appendix A, Documents #113 and #114.*
- Identify, through conversation and research, people in the world who are making a positive difference to a global issue and prepare a profile for one remarkable leader.*
- Research a country and complete a graphic organizer or presentation capturing the main global issues affecting that country.

Extension

Teachers may

- Create a map or model of the world using tags to illustrate the issues that the area is facing.

Responses to current global issues

Outcomes	Focus for Learning
Students will be expected to *14.0 identify and explore current global issues* *14.2 analyze responses to current global issues*	**Purpose:** The purpose of this outcome is to explore Canada's response to current global issues so students further understand and appreciate Canada's unique and multi-faceted relationship with other countries. **Scope:** Students should be able to briefly describe how Canada's governments and people have responded to selected global issues, such as the COVID-19 pandemic, climate change or the world's refugee crisis. They should be able to recognize and understand terms related to global issues, including endemic, epidemic, advocate, empower, diversity, populism, nationalism, protectionism and reform. For definitions, see the Key Terms in the Vocabulary document for Unit Five. In addition to the key vocabulary, students should learn or review terms related to global issues, such as pandemic. **Prior knowledge:** This delineation is the culmination of the course, and will draw upon all previous outcomes and students' lived experiences. Many students will bring rich knowledge to this area involving for example, Canada's response to many of the most salient global issues of our time such as the world refugee crisis, conflict and peacekeeping, the 2020 pandemic, climate change and global migration; however, some students may have little knowledge of Canada's actions beyond their personal experiences. **Depth:** Students can be expected to • list three or four global issues pertaining to Canada • describe Canada's response to two or three global issues in several sentences, orally and/or in writing • identify which global issues tend to be prioritized in Canada's government, media and society 1.0 Language and literacy Teachers can address language and literacy skills by having students use accurate language to describe Canada's past and recent responses to global issues to global issues (e.g., past tense, present perfect tense, sequence markers, numbers, relevant vocabulary, such as *responded by,* etc. 2.0 Technological skills Teachers can integrate technological skills by having students access links to information about global issues, view news clips related to global issues, look at online news sources and local newspapers to find articles related to global issues. 3.0 Cross-cultural understanding Teachers can develop students' cultural understanding by highlighting the differences in prioritization of and reactions to global issues according to region or country and having students identify potential reasons behind such differences.

Responses to current global issues

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Provide students with a short list of Canadian organizations that are involved in global issues around the world and have students guess or determine based on prior learning what issue the group is concerned with, e.g., Oxfam Canada, the David Suzuki Foundation, the Terry Fox Foundation, the Canadian Wildlife Federation , United Way Canada, etc.

- Identify one global issue with which most students are familiar, e.g., health crises such as the 2020 pandemic, a geopolitical conflict, humanitarian aid, peacekeeping, environmental protection, technology, immigration/migration, etc., and ask students if they can say how two different countries (e.g., Canada and their countries of origin) have responded to that issue, if there are differences in the responses or not, and if so, a potential reason behind the differences.

- Provide students with a list of global issues and have them predict or decide which issues are most important for Canadian society, governments and media based on their experience in Canada, and, if they can, compare priorities to those of their countries of origin.

Students may

- Define global issues and identify two or three global issues that they think Canada acts on or is involved in around the world, such as peacekeeping, humanitarian aid, global citizenship, environmental issues, migration, human rights, etc., and if they can, what they think Canada does in response.

Connection

Teachers may

- Use online resources to provide students with an up-to-date look at initiatives of the Canadian government and assign pairs of students one initiative to read about and share with the rest of the class.*

- Present timelines documenting Canada's response to long-term global issues, such as peacekeeping, humanitarian aid, immigration.

- Present a list of pressing global issues in which Canada is currently engaged, along with a list of actions or responses that Canada has undertaken.

Continued

Resources and Notes

Suggested

Canada and the World Chapter 2

Supplementary

Appendices can be found on the K12 PL site, along with a Supplementary Resource List, which provides links to sample online resources for activities marked with an asterisk (*). https://www.k12pl.nl.ca/curr/multicultural-education/curr/learn-social-studies.html

Notes

Many of the responses presented in this delineation will describe actions completed in the past, completed to date and/or still ongoing. This is a good opportunity to incorporate Outcome 1.0 by focusing on the use of the correct tense to describe actions completed in the past (simple past, past perfect), completed to date (present perfect) and still ongoing (simple present or present progressive).

Discussing different reactions to global issues around the world provides a good opportunity to incorporate Outcome 3.0 if a non-judgmental approach, focusing on reasoning and logic, is taken and encouraged when comparing the responses of different countries, regions or cultures. Highlighting the changes between the issues prioritized in Canada in the past, for example, and those currently prioritized will also make clear that the issues of importance are dependent on the times, context, and political and social environment, even within a single country.

Responses to current global issues

Outcomes	Focus for Learning
Students will be expected to 14.0 *identify and explore current global issues* 14.2 *analyze responses to current global issues*	

Responses to current global issues

Sample Teaching and Assessment Strategies	Resources and Notes

Students may

- List or present one action that the Canadian government has done to respond to a select number of global issues, such as health crises, conflict, climate change, human rights violations or any other current global issue. Questions to accompany the Suggested Resource Canada and the World Chapter 2 can be found in Appendix A, Document #116.*
- Match a response or action undertaken by Canada with the global issue it was intended to address.

Consolidation

Teachers may

- Present a list of actions or responses to a global issue that Canada has undertaken and describe how the response was received by the Canadian population or a foreign government, highlighting actions that were not well received in Canada or other countries.
- Present several global issues and different responses to that issue by countries around the world and have students consider potential reasons behind any differences in response and their opinions of the different responses.

Students may

- Research Canada's response to a selected global issue and state their opinion agreeing or disagreeing with Canada's response.
- Select one global issue and research the way that three different countries have responded to that issue, highlighting the similarities or differences in response and reasons for any differences.
- Debate whether Canada's response to a selected global issue is effective and/or appropriate.

Extension

Students may

- Create a website or other online platform to inform youth about global issues they find affects youth the most and what Canadians should do to help solve the problem.
- Create a poster or other promotional material supporting or challenging Canada's response to a selected global issue.

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