
Literacy Enrichment and Academic Readiness for Newcomers (LEARN)

CURRICULUM GUIDE LEARN-2 Social Studies 701172



2010

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Jeanette Baker, Special Education Teacher, Holy Family School, Paradise

Colleen Field, Head, Special Education Department, Holy Heart of Mary High School, St. John's

Kim Gosse, Head, Science Department, Brother Rice Junior High School, St. John's

Edith Grandy, Head, Social Studies Department, Brother Rice Junior High School, St. John's

Elizabeth J. Noseworthy, ESL Program Development Specialist, Department of Education

Jacqueline Squires, Head, Mathematics Department, Macdonald Drive Junior High School, St. John's

Bonnie Woodland, Itinerant Student Support Services, Eastern School District

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Greg Simmons, LEARN Pilot Teacher, Holy Heart of Mary High School, St. John's

Acronyms

ELD	English Literacy Development: An ELD student is one who, due to limited prior schooling, has an achievement gap in literacy and numeracy skills. The student is developing the skills needed to integrate into an age-appropriate grade. Most of these students will be ESL students but some may speak a variety of English as their first language.
ESL	English as a Second Language: An ESL student is one whose mother tongue is not English. The student is learning English to live in an English environment.
L1	First Language or Primary Language
L2	Second Language or Secondary Language
LEARN	Literacy Enrichment and Academic Readiness for Newcomers



Introduction

In recent years we have seen the arrival of Government Assisted Refugees in Canada. Many of these students have little or no prior schooling or have attended schools that do not prepare them for the challenges of schooling in Canada. The LEARN-2 courses are high school enabling courses for newcomers and may be offered at the intermediate or senior high school.

LEARN-2 Social Studies 701172 is a 110 hour course. It is an alternate credit course at the high school. If offered at the intermediate school, it is a non-credit course. It introduces basic skills and strategies for further studies in social studies at the high school level. This course focuses on Canada to prepare students for Canadian Geography 1202. Moreover, in its focus on Canada it prepares newcomers for citizenship.

LEARN-2 Social Studies 701172 is appropriate for a student who has at least an early elementary numeracy level and a transitional reading level (grade 3-4). It is an enabling course for social studies and will not be offered to a student who has the literacy and skill level to succeed in a mainstream age-appropriate course.

The curriculum outcomes are intended to develop and reinforce strategies, skills and language required for further academic studies in that area. The course will provide meaningful and relevant content that emphasizes enabling strategies. The suggested teaching strategies promote discovery learning, oral communication and overall English language and literacy development.

The LEARN Program Components

The LEARN Program is developed to meet the academic needs of immigrant students with major gaps in literacy and numeracy achievement. These gaps are generally due to a lack of formal schooling.

LEARN-1 consists of two courses, LEARN-1 Language Arts: Basic Literacy and LEARN-1 Mathematics. There is no time frame for these courses but it is recommended that a student enrolled in LEARN-1 should spend at least one hour per day on each of these subjects. At this rate the beginner ESL student, functioning at a K-1 level on entry into the program, should complete LEARN-1 in two academic years. The course descriptions are as follows:

- LEARN-1 Language Arts: Basic Literacy: a non-credit basic literacy course aiming to bring the student to a transitional reading level. Emphasis is on both academic and life skills reading and writing.
- LEARN-1 Mathematics: a non-credit course aimed to bring a student up to a grade 6 math level. Emphasis is on both academic and practical life skills mathematics.

LEARN-2 consists of four high school academic enabling courses:

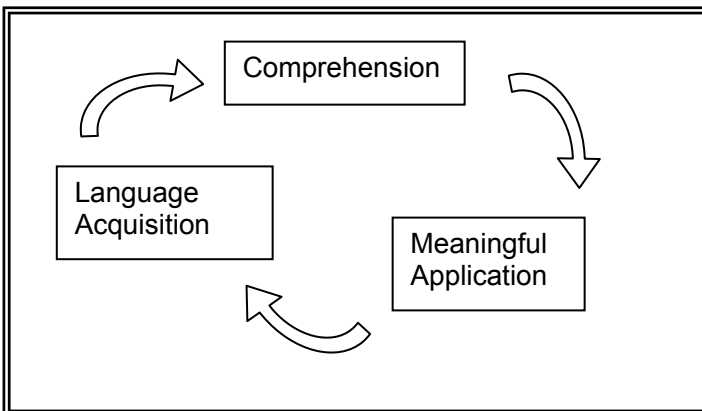
- LEARN-2 Language Arts 701270: a 110 hour academic enabling course that builds skills and strategies for further high school studies in literature and language arts.
- LEARN-2 Mathematics: a non-credit course that covers intermediate outcomes and prepares students for high school mathematics.
- LEARN-2 Social Studies 701172: a 110 hour academic enabling course for further high school social studies. This course focuses on development of literacy skills and strategies within the context of Canadian social studies.
- LEARN-2 Science 701177: a 110 hour academic enabling course for further high school studies in science. This course focuses on the development of science literacy, skills and strategies within the context of earth science, life science and physical science.

Sheltered Instruction

ESL students and students with low literacy levels benefit from being taught in a sheltered environment with a teacher who considers the unique numeracy, literacy and language needs of these students as well as the content area needs. The aim of sheltered instruction (SI) is to help students develop literacy and content skills simultaneously. Sheltered instruction draws largely on good teaching practices and includes specific techniques and strategies to meet the needs of newcomers. It offers a non-threatening learning environment and provides various ways for students to demonstrate knowledge.

Research suggests that students learn a second language best when they are presented with meaningful and relevant comprehensible input. Children learn a first language (L1) through being immersed in that language, regardless of direct instruction. The same is true of young children immersed in a second language. Adolescents and adults can also acquire a language through exposure; however, to reach a high level of academic competency, they need specific techniques, tasks and materials that scaffold language skills and guide language development in an incremental way.

Sheltered instruction combines what we know about natural language acquisition with what we know about developing academic language, skills and knowledge necessary for school success. In SI classes, teachers place equal value on developing both the content area knowledge and the language skills. This follows naturally from approaches to simultaneous language and content development which integrate skills in thematic units. The thematic approach works well with ESL and literacy students as language is recycled and strengthened through different genres and applications.



SI teachers use techniques and resources that make content comprehensible; this is the key to both understanding of the content and development of language.

Many of the techniques used in SI content courses are the same as would be used in any high-quality mainstream classroom: presenting information in a variety of forms, encouraging students to explore and discover, acknowledging different learning styles, strengths and needs, pre-teaching, teaching, follow-up

activities for application, review and assessment. Like all students, ESL and literacy students need opportunities to reiterate and strengthen comprehension through discussion and writing activities.

Sheltered classes differ from mainstream classes in the emphasis on language and explicit techniques used to develop language in sheltered classes. Language development techniques can be divided into two related categories: 1) techniques to ensure that input is comprehensible and 2) techniques to ensure that students are developing the four interrelated language skills, reading, writing, listening and speaking.

Making content comprehensible entails that the teacher prepare lessons keeping in mind that the students have a relatively low level of English language and/or English literacy. SI relies less on long, information packed lectures and more on short, plain language explanations coupled with numerous opportunities for students to read and view texts to discover content and language themselves. Mini-lectures help develop listening skills and present content; however, students also need to develop reading, viewing, speaking, writing and representing skills; thus, they need opportunities to use these in class to access and apply content knowledge. SI avoids the use of dense textbooks and provides

texts and materials which present content through simple sentence structures, shorter texts, graphic organizers and visuals.

Sheltered instruction focuses on language needs for classroom and academic success. This means teaching not only the subject specific vocabulary, but also teaching language needed to function in the subject area classroom and to understand academic texts; for example, ESL and literacy students need to learn appropriate language for questioning, confirming and disagreeing. They need language for reporting, describing, writing about processes, following instructions, comparing and contrasting, etc. While much of this is explicitly taught in ESL courses, teachers of sheltered instruction must ensure that students are able to use these language skills in context.

Lesson Plans

Lesson planning for ESL and literacy students requires more focus on language and techniques to make content accessible than would normally be required in the mainstream. Lessons must also provide opportunity for ongoing collection of data about students and their progress.

Sheltered Instruction requires that each lesson have both content and language outcomes.

These outcomes should be reached in an integrated fashion. The most convenient approach for a sheltered content area course is to set the content outcomes first and then determine the language outcomes that need to be met for success in the content area or can be met through the lesson. The learning of new vocabulary is an ongoing outcome; however, the content area teaching will also lend itself to reaching other language outcomes.

For example, in a lesson on the food chain the teacher would guide the students in the understanding of vocabulary such as *producers*, *consumers* and *decomposers*. The lesson may be extended by drawing attention and exploring meaning of the *er* ending in those words. The lesson might compare the use of the verb form, *produce*, with the noun, *producer*, etc.

EXAMPLE of Social Studies Lesson Outcomes:

Content Outcome	Language, Literacy and Numeracy Outcome
8.2 Analyze immigration patterns in Canada.	Interpret bar graphs and line graphs. (literacy) Describe the bar graph, using correct number words and adjectives for nationalities. (language) <i>e.g., In 2004, thirty-five thousand Canadians were of Chinese origin. Twenty-five thousand Canadians were of Indian origin.</i> Compare population numbers. (numeracy)

Sheltered Instruction makes content accessible. Hands-on demonstrations and interactive activities are built into every lesson. For example, when teaching a lesson about forces and motion, be prepared to demonstrate the meaning of *force* by pushing or pulling a book, a chair, etc. and demonstrating how the amount of force needed to move something varies. Students may try pulling and pushing different objects and telling which require more force.

A social studies lesson on levels of government in Canada could be clarified by use of a flow chart. To extend the lesson students may act out an interview, one student acting as journalist and the other as the Prime Minister, answering questions about the roles of the federal government.

Give students ample opportunity to participate in active learning around the content, through group and pair work and to read the materials themselves. This approach not only creates autonomous and active learners but offers opportunities for the teacher to assess student learning.

Sheltered Instruction requires ongoing collection of data on the students and assessment of their progress; ways to collect this data and information need to be built into every lesson plan. The students come from various educational, language and cultural backgrounds and bring a wide range of experiences and knowledge to the classroom. Some of them know far more about war than we could ever teach in a social studies class. Some know more about the need for cross-cultural understanding and the problems of discrimination than any social studies textbook or teacher can impart. Most of the students are bilingual and bicultural. Provide opportunities for them to tell or demonstrate what they know and to relate it to their own personal experiences.

Through observation of active learning and through interaction with students, the teacher gets to know the students; this knowledge informs further teaching.

Strategies for Working with ESL Students

Like learning a first language (L1), learning a second language (L2) is a developmental process, usually beginning with a silent period, during which time learners are building receptive language before they are ready to speak. Research has found evidence that the sequence of learning an L2 is very similar to the sequence of learning an L1. For example, people normally begin to acquire present tense forms before past tense forms, statement forms before question forms and, generally speaking, words that hold the most meaning, such as nouns and verbs, before articles and prepositions.

Language development follows a continuum and the key is to expose students to the language that they are ready to absorb. When we speak to beginning language learners we should speak in complete, simple sentences, not mimicking “broken” English. ESL students need to hear clear, standard language that they can understand and gradually acquire.

While a student may acquire day-to-day conversational English relatively quickly, it takes several years and structured ESL focus for students to acquire the level of language needed to reach their potential in academic studies. Acquisition of English may be influenced by the student’s L1. Some students tend to pick up English sounds, grammar and sentence structures more quickly than others. The challenges vary from student to student depending on the L1 and other factors such as age, motivation, confidence and attitude. A student who is literate in another language will benefit from transference of literacy skills; however, students in the LEARN program have limited literacy skills in any language. They will need time and guidance to develop both content and literacy skills.

All students can learn an additional language. This happens best in a non-threatening, comfortable environment where risk-taking is encouraged and emphasis is primarily placed on communication and secondarily on language form.

ESL students will learn English in much the same way that they learned their first language, over time, through exposure to comprehensible input, through meaningful interaction with people who speak the language and as they need it. The teacher’s guidance along the way will help students to reach their potential both in content area understanding and in language development.

Classroom Routines

- Gradually introduce and reinforce classroom routines and appropriate school behaviour.
- Print and explain homework assignments clearly and consider the time and resources needed to complete the assigned work; it may take ESL learners much longer to complete certain tasks and/or language tasks may need to be simplified.
- Allow the student a silent period, a period of up to several months to listen and build receptive vocabulary before being expected to speak. Give time for the student to build confidence and familiarity with the sounds of English.
- When the student does speak, use diplomacy in understanding what was said. Do not correct pronunciation or ask for restatement unless you cannot understand what was said. Focus on

- meaning, not pronunciation or grammar, in spoken language.
- Allow wait time for the student to formulate responses.
- Keep in mind that functioning all day in a second language can be tiring. Give breaks and extended time for completion of work.

Making language and content comprehensible and accessible

- At the beginning of each lesson, provide a clear overview of what will be covered and the expected outcomes or assignments.
- Relate content to the student's background knowledge and personal experience when possible, but tread lightly around sensitive issues.
- Print keywords, page numbers and other important information on the board.
- Print clearly rather than use cursive writing.
- Incorporate demonstrations, models and visuals, such as gestures, props, graphic organizers and charts, to explain or reinforce key ideas.
- Provide models of homework assignments, projects, presentations, test items.
- Monitor teacher talk—avoid slang and colloquial expressions or introduce them gradually in context; speak clearly in simple, plain language, using a normal tone and rate of speed or slightly slower. Enunciate clearly.
- Focus on vocabulary. Consider directing students to new vocabulary and asking them to try to figure out meanings in context before direct teaching or providing a definition.
- Recycle new words and key words. Be sure to repeat the words in several contexts.
- Provide meaningful hands-on activities in class to integrate lesson content.
- Provide meaningful exercises or activities that explicitly teach or reinforce the key vocabulary.
- Check for comprehension—use questions that require one word answers, props and gestures. Encourage students to ask teachers or other students for clarification. Beware; the question, “Do you understand?” is often not answered accurately.
- Allow frequent opportunity for interaction and explanation. If the ESL student has a classmate with the same L1, allow them to discuss and help each other understand the content, using the L1 if they choose.
- Be available for extra support.

Peer Support

- Assign peers who have good communication skills to work with the student.
- Have a classmate ensure that the beginner ESL student is following instructions.

Self-Help and Autonomous Learning

- Encourage student self-assessment; for example, editing written work, correcting errors and highlighting suspected errors.
- Correct errors in grammar and spelling sparingly. Circle errors that you think the student can self-correct and check to ensure that the self-corrections are done.
- Encourage the student to use strategies for language learning, such as noting new words in a text and guessing meaning before checking a dictionary.¹
- Encourage students to take ownership of their studies; for example, when they have finished an assigned task they should review their work, continue to the next task or read silently. Ensure that appropriate reading materials and activities are available.
- Set up a computer centre with appropriate software or websites bookmarked.
- Set up a listening centre with books and audio recordings.
- Provide simple resources the student can read independently, addressing topics being studied.

¹ Seek more tips on language learning strategies from an ESL teacher.

Program Design and Components

Integrating Social Studies and Literacy

Students have been selected for the LEARN program based on their need for literacy and numeracy upgrading. Most are ESL students. Literacy, including reading, writing, speaking and listening, should be integrated with the development of knowledge and skills. In the LEARN-2 Social Studies curriculum there are many opportunities to link social studies with literacy development. Students should, for example:

- Read and view texts independently to reach outcomes.
- Explore the format and features of social studies texts.
- Use reading strategies, for example: (also See Appendix 1)
 - Skim titles and graphics for main ideas and text organization.
 - Contribute to brainstorming on what they already know about a topic before reading.
 - Pose questions to heighten curiosity before reading (KWL Chart).

K What I know	W What I want to find out	L What I learned

- Figure out the meanings of words in context before using a glossary or other reference tool.
- Use vocabulary building strategies, such as word analysis (prefix, root, suffix), highlighting new words, keeping a personal glossary, categorizing words, writing sentences with new words, etc.
- Creating graphic organizers or notes while reading to focus comprehension (See Appendix 2).
- Re-Read.
- Read, take notes and summarize in their own words, using notes only.
- Contribute to discussion and reflection on what was learned.
- Build skills for reading and creating maps, graphs, graphic organizers and other visuals through study of meaningful content.
- Build numeracy skills through the study of meaningful content (populations, climate data, map coordinates, map scales, etc.).
- Create classroom resources, such as a word wall, posters, charts, etc.
- Read instructions independently or with a partner.
- Work with real life texts to illustrate concepts studied (e.g., newspaper articles, weather reports, students' own stories as well as published stories).
- Carry out research.
- Articulate processes and information orally.

Inquiry Learning and Literacy Development

Social Studies enables students to connect with the world around them. They are encouraged to think critically and analytically in making the links between landforms, climate, people and cultures. Moreover, they are enabled to find their own place in the world.

In an effort to develop inquiring minds, independent thinking and strategies, students are expected to ask questions, make predictions, surmise reasons and analyse data critically. Students will discover that they have much to bring to the learning process and are able to learn both independently and cooperatively by using the skills they are developing.

Rather than directly teaching the points to be learned, the teacher should guide the students to the necessary resources to discover the information, independently or in a cooperative learning environment. Teachers may introduce and demonstrate before students proceed with active learning activities. Literacy means more than learning to read; it means having the skills, strategies and confidence for further learning and applying these to academic studies or other life experiences.

LEARN students offer a unique opportunity to the school and classmates. As newcomers to Canada, they have much to contribute to discussions of geography and people. They have experienced the world beyond what most locally born students can imagine. LEARN students should be encouraged to bring and develop their ideas about the world and draw comparisons between Canada and their native country.

Social Studies Components

Unit 1 Geography

Chapter 1	Where am I
Chapter 2	Geographic Concepts
Chapter 3	Weather and Climate
Chapter 4	Natural Resources

Unit 2 Making Canada

Chapter 5	Early Settlement
Chapter 6	Confederation

Unit 3 Government in Canada

Chapter 7	Governing this Country
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Unit 4 Cultural Canada

Chapter 8	We Are All Canadian
Chapter 9	Canada through the Arts

Resources

Resources are referred to in the fourth column of the guide.

Teacher resources:

- *The Great Canadian Adventure Series, Set A Implementation Kit*, [Nelson Education]
- *The Great Canadian Adventure Series, Set B Implementation Kit*, [Nelson Education]
- *Canadian Identity (CI)* by Fitton, Kenyon, MacDonald and Parker [Nelson Education]
- *A Beginning Look at Canada* by Anne-Marie Kaskens [Pearson Longman]
- *Canada: A People's History [Classroom Pack]* [Nelson Education]

Student resources:

- *The Great Canadian Adventure Series, Books 1-11* [Nelson Education]
- *Nelson World Atlas (NWA)*. [Nelson Education]

The following are the student texts (ST) of *The Great Canadian Adventure Series*:

SET A		SET B	
Book 1	<i>The Contest</i>	Book 6	<i>Reading Non-Fiction</i>
Book 2	<i>Locations</i>	Book 7	<i>Landforms</i>
Book 3	<i>Our Country Canada</i>	Book 8	<i>Bodies of Water</i>
Book 4	<i>Provinces and Territories</i>	Book 9	<i>Climate</i>
Book 5	<i>Proud to Be Canadian</i>	Book 10	<i>Vegetation</i>
		Book 11	<i>Animals</i>

Helpful Website for Maps, Information and Outline maps:

- <http://atlas.nrcan.gc.ca/site/english/maps/reference/outlinecanada>
- <http://www.worldatlas.com/webimage/testmaps/maps.htm>

Website on History of Newfoundland and Labrador: <http://www.heritage.nf.ca/>

Essential Graduation Learnings

Graduates from the public schools of Atlantic Canada are expected to demonstrate knowledge, skills and attitudes in the following Essential Graduation Learnings:

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 as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

Personal Development

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

Problem Solving

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

Technical Competence

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

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.

General Curriculum Outcomes

This course serves two purposes: to increase student knowledge of Canada and to prepare students with the literacy skills needed for further studies in social studies. Literacy skills development should be embedded in each lesson. These literacy skills include:

- Reading skills and strategies
- Viewing skills to understand graphics, charts, illustrations
- Vocabulary attack skills
- Primary and secondary research skills
- Writing skills
- Presentation skills

General Curriculum Outcomes for LEARN-2 Social Studies

1. Student will be expected to use maps and a globe in identifying geographic regions and to use features of texts to enhance comprehension.
2. Students will be expected to understand basic geographic concepts.
3. Students will be expected to explore weather and climate.
4. Students will be expected to explore natural resources.
5. Students will be expected to understand the settlement patterns in Canada.
6. Students will be expected to understand the reasons for Confederation.
7. Students will be expected to understand the present system of government in Canada.
8. Students will be expected to explore the cultural diversity of Canada.
9. Students will be expected to explore the concept of Canada through artistic endeavours.

Specific Curriculum Outcomes

The following pages present the Specific Curriculum Outcomes for each general outcome.

Teaching, learning and assessment are interdependent and are addressed in the second column.

The third column provides suggestions for assessment of a more formal nature.

The fourth column provides references to authorized resources and other suggested resources.

CURRICULUM OUTCOMES

1. Student will be expected to use maps and a globe in identifying geographic regions and to use features of texts to enhance comprehension.

Outcomes	Suggestion for Teaching, Learning and Assessment
1.1 Know how to use tools such as maps, globe, table of contents, index and glossary.	<ul style="list-style-type: none">• Introduce the globe, atlas and students texts.• Using ST 2, guide student in exploring the purpose of a Table of Contents, Index and Glossary.• Using a globe, students label countries they know of on an outline map (homeland, Canada, China, United States)• Ask student to find the equator on a map or globe. Ask them to surmise what it indicates.• Students read relevant sections of ST 2 in round robin fashion. Pre-read each section by examining titles and graphics. Stop at the end of each paragraph to question and check comprehension.• Students label continents on an outline map.• Explain the “Atlantic Provinces” consist of NB, NS, PEI and NL but the “Maritime Provinces” do not include Newfoundland and Labrador.• Students should identify hemispheres on a map.• Students label provinces, capital cities and water forms on an outline map• Students use a city map, local bus map, etc. to locate places using a grid system. <p>Listening and Map Reading Activity: Each student has a simple labelled neighbourhood map. Teacher gives instructions such as “Circle the Police Station,” “Put an X at the intersection of Merrymeeting Road and Newtown Road,” “Draw a square where our school is located,” etc.</p>
1.2 Identify continents.	
1.3 Identify northern and southern hemispheres.	
1.4 Understand the terms equator and prime meridian.	
1.5 Identify political regions of Canada.	
1.6 Identify provinces of Atlantic Canada and Maritime provinces.	
1.7 Identify significant water forms in Atlantic Canada.	
1.8 Locate places using a local city map.	
1.9 Use a map legend.	
1.10 Use a globe to locate places.	

<i>Suggestion for Formal Assessment</i>	<i>Resources</i>
Students research and write a short report on Canada.	1.1 NWA, ST 2 1.2 CI (pp. 21-22); ST 2 (p. 8); NWA (p. 13)
Label outline maps.	1.3 ST 2 (pp. 5-7)
Quiz students on information contained in maps.	1.4 ST 2 (pp. 13-15)
Explain features of a map, short-answer questions based on a legend.	1.5 CI (p. 51); ST 4; NWA (p. 20-21)
Short-answer questions based on using a glossary, table of contents and index – applied to one of the STs.	1.6 CI (p. 37); ST 3 & 4
	1.7 ST 8
	1.8 Use local map
	1.9 Example of legend ST 3 (p. 3)
	Blank maps of: <ul style="list-style-type: none"> ◦ World ◦ Canada ◦ Atlantic Canada ◦ City ◦ Area of the city in close proximity to the school (can be hand drawn).
	Atlases
	Globe

2. Student will be expected to understand basic geographic concepts.

Outcomes	Suggestion for Teaching, Learning and Assessment
<p>2.1 Understand cardinal directions and identify them on a compass.</p> <p>2.2 Locate places using latitude and longitude.</p> <p>2.3 Identify major water forms and land forms.</p> <p>2.4 Identify landforms and physical regions of Canada.</p> <p>2.5 Explore the concept of time zones.</p> <p>2.6 Understand the difference between rotation and revolution.</p> <p>2.7 Explain the reason for day and night.</p> <p>2.8 Explain the reason for the seasons.</p> <p>2.9 Understand the reversal of seasons as it relates to hemispheres.</p> <p>2.10 Understand the difference between large and small scale.</p>	<ul style="list-style-type: none"> • Students use maps to find places using latitude and longitude. Students check each other’s knowledge by working in partners; take turns asking for longitude and latitude of cities, using maps from the atlas. • Students use map scale to find distance between two points (e.g., from student’s city of origin to current city). • Students complete a blank compass diagram to illustrate understanding of directions. • Provide students with a map showing the time zones of Canada. Ask them if they know why different parts of the world have different time zones? • Use a globe and a flashlight to demonstrate/explain how and why there are time zones. • Demonstrate rotation of the globe in relationship to the sun and ask students why the morning comes, (the sun comes up) in Newfoundland before it does in British Columbia, for example. • Using the globe and a lamp, demonstrate how the tilt of the earth affects the temperature and seasons at different times of the year and in northern and southern hemispheres. • Ask students to write descriptive paragraphs of different landscapes, based on pictures. • By looking at pictures, maps and/or a globe, ask students to define mountain, island, peninsula, plain, plateau, hill, lake, river, pond, bay. Point out the features one by one and ask students to write a simple definition – perhaps with a partner. • Use a physical features map to identify major landforms and water forms. • Use a model or diagram to explain the seasons through revolution around the sun. • Label Canadian provinces using the activities in Appendix 3. <p>Find a City: <i>Students work in pairs. They have a map on the table in front of them. Show students how to distinguish city names from other words on the map. (Draw attention to the legend).</i></p> <p><i>Student A writes the name of a city from the map on a piece of paper and folds it up. (Student B doesn’t see it.) Student B then puts his/her finger anywhere on the map. Student A gives directions (e.g., Move slowly North. Move a little bit west. Stop!) until Student B’s finger lands on the city. Student A then shows Student B the paper to confirm.</i></p>

Suggestion for Formal Assessment

Using latitude and longitude, locate places on a map.

Using topographic map, identify landforms and water forms.

Provide student with a time zone map and have them find the time in various cities.

Using a diagram, student should explain the reasons for the seasons.

Provide the student with a diagram so they can explain the reason for day and night.

Label a map with terms learnt in this unit.

Resources

Nelson World Atlas (pp. 8-9)

2.1 Appendix A, NWA (p. 6)

2.2 ST 2 (p. 6); NWA (p. 7)

2.3 ST 2 (pp. 5-6); NWA (pp. 54-55, 64-65)

2.4 ST 7

2.5 NWA (pp. 52-53)

2.6 NWA (p. 8)

2.7 NWA (p. 8-9)

2.8 ST 9 (p. 9); NWA (p. 9)

2.9 ST 2 (pp. 9-11); NWA (p. 9)

2.10 ST 4 (p. 5); NWA (p. 5)

Maps showing time zones

Maps illustrating latitude and longitude

Blank diagrams showing seasonal change

Outline map of Canada

Globe

3. Student will be expected to explore weather and climate.

Outcomes	Suggestion for Teaching, Learning and Assessment
3.1 Define weather and climate.	<ul style="list-style-type: none"> • Warm-Up: Look at several maps and ask students to brainstorm ways that Central Canada might be different from Atlantic Canada or the far North; prompt students to think about weather, jobs, vegetation and animals.
3.2 Explore the factors that affect climate.	<ul style="list-style-type: none"> • Students keep a weather journal for a period of time; use this to explain the difference between weather and climate.
3.3 Explore the factors that affect weather.	<ul style="list-style-type: none"> • Use diagrams to illustrate how factors affect climate. • Students develop definitions of weather and climate. • Students compare climographs to see differences in various Canadian and international cities.
3.4 Understand the factors that cause marine and continental climate.	<ul style="list-style-type: none"> • Use illustrations to explore and explain maritime and continental climate.
3.5 Recognize the impact of ocean currents on climate.	<ul style="list-style-type: none"> • Using maps, students identify and label oceans, mountains and climate regions of Canada.
3.6 Interpret the data on a climograph.	<ul style="list-style-type: none"> • Provide students with climate data and guide them in creating a climograph, bar graph & broken line graph.
3.7 Use weather data to create a climograph.	<ul style="list-style-type: none"> • Assign a section of ST 9 for each student to read and to give a brief summary/explanation to a classmate. Pages 31-37 of CI may also be used. Some students can be chosen to present to the class.
3.8 Describe the climate regions of Canada.	<ul style="list-style-type: none"> • Demonstrate and have students practise explaining graphics (e.g., maps of ocean currents, climographs, process diagrams) to each other and to the class.
3.9 Explore changes that affect climate and weather.	<ul style="list-style-type: none"> • Students prepare a report on a weather phenomenon, such as a hurricane, tornado, tsunami, sleet or ice storm.
3.10 Connect Climate, Vegetation and Landform.	<ul style="list-style-type: none"> • Students make a presentation on a specific landform, its weather patterns and vegetation. • Looking at world maps, help each student find his/her home country. Model and ask students to describe the location (on the coast, inland, in the mountains, close to the equator, etc.) Ask students how their country of origin is different from Canada in climate and ask them to surmise why.
<p>Creative writing: <i>Students write a short story in which weather is a key element. Stories should be set in a real location and include detailed descriptions of the weather as well as its effect on people, e.g., Lost in a Storm; The Day the Heat was Overwhelming; The Shock of the First Winter in Canada; A Storm at Sea.</i></p>	

Suggestion for Formal Assessment

Explain the difference between weather and climate.

Use diagrams to explain the factors that affect climate.

Create a climograph using climate data.

Quiz the terminology used in this unit.

Resources

ST 9 meets most outcomes
CI, Chapter 2

- 3.1 CI (p. 31),
- 3.2 CI (pp. 32-35)
- 3.3 CI (p. 31); NWA (p. 60)
- 3.4 CI (p. 32); ST 9 (p.14)
- 3.5 CI (p. 33); ST 9 (p. 13)
- 3.6 CI (p. 38) NWA (pp. 76-77)
- 3.7 ST 9 (p. 16)
- 3.8 CI (p. 37)
- 3.9 NWA (pp. 76-77)
- 3.10 ST 7; ST 10; NWA (pp. 66-67)

Outline maps of Canada, Atlantic Region
Climate data on Canadian cities
Graph paper
Daily newspaper
Magazines

Weather network:
<http://www.theweathernetwork.com/weather/CANF0253>

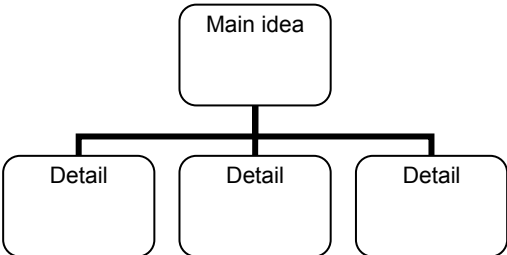
Website for Outline maps
<http://atlas.nrcan.gc.ca/site/english/maps/reference/outlinecanada>

4. Students will be expected to explore natural resources.

Outcomes	Suggestion for Teaching, Learning and Assessment
<p>4.1 Define natural resources and identify those that are present in their community.</p> <p>4.2 Understand and provide examples of renewable and non-renewable resources.</p> <p>4.3 Understand the concept of sustainability and why it is important.</p> <p>4.4 Explore the effect of a natural resource on a community.</p> <p>4.5 Explore career opportunities in natural resource industries.</p> <p>4.6 Recognize the types of industry; primary, secondary, tertiary, quaternary.</p> <p>4.7 Carry out a research project:</p> <ul style="list-style-type: none"> ➤ deciding on topic ➤ developing research questions ➤ planning, ➤ collecting information ➤ organizing information ➤ drafting ➤ editing ➤ publication (final draft) or presentation 	<ul style="list-style-type: none"> • Define <i>resource</i>. Ask students to predict what “natural” resource means. • Brainstorm a word web of natural resources and discuss their uses. • Word Attack Skills: List the words on the board: new, renew, renewable, non-renewable, in that order. Ask students to come up with the meanings through examination of the parts of the word. • Students make and label a collage of natural resources cutting pictures from magazines. • Brainstorm on how a natural resource can affect a community (social and economic impact). • Explore the effect the depletion of a natural resource has on a community. • Give students examples of primary industry practices and have them determine if the practice is sustainable. • Discuss the natural resources that are important to NL. Ask students about the natural resources from their country of origin. • Students look up the words primary, secondary, tertiary and quaternary industry on Internet to find definitions and create a poster. • Invite a guest speaker from the fishing, mining, oil industry, etc. • Take a tour of the marine institute or other institute related to exploitation of natural resources. • Help students find information about careers in natural resources. • Illustrate the range of career opportunities that are found in the natural resource sector. Students create a poster illustrating the work involved in the natural resource industry. • Students make displays for a job fair in the natural resource sector. Ask each student to role play an “expert” on a particular job. • Read ST 1 together and clarify or assign reading groups and monitor to give assistance and explanations as needed. <p>Jigsaw Reading: <i>Each group is assigned a different text to read and discuss. Then the members of Group #1 spread out to explain to other groups (teach) what they’ve read. Next Group # 2 members spread out and become the teachers, etc. The classroom teacher will follow up asking some people to report what they learned.</i></p>

<i>Suggestion for Formal Assessment</i>	<i>Resources</i>
Explain why we should use natural resources wisely.	4.1 NWA (pp. 68-71, 84-85)
Describe the skills needed for a specific job in the various resource industries.	4.2 CI (pp. 251-259)
Make a chart to list and categorize renewable and non-renewable natural resources.	4.3 ST 10 (pp. 13-19)
Categorize industries into primary, secondary and tertiary.	4.4 ST 8 (pp. 18-21)
	4.5
	4.6 ST 1
	Material on natural resources in Newfoundland and Labrador (available from various government departments).
	Information on requirements needed for specific jobs (available from government Human Resources).
	Websites:
	http://www.mii.org/pdfs/2008SMECareersBooklet.pdf
	http://www.statcan.gc.ca/pub/16-201-x/16-201-x2009000-eng.htm
	Career information, descriptions :
	http://www5.hrsdc.gc.ca/NOC/English/NOC/2006/Welcome.aspx
	http://www.mypursuit.com/
	http://www.bls.gov/OCO/

5. Students will be expected to understand the reasons for early settlement in Canada.

Outcomes	Suggestion for Teaching, Learning and Assessment
<p>5.1 Discuss the aboriginal peoples of Canada and how European settlement impacted them.</p> <p>5.2 Identify the first settlers and where they established their colonies.</p> <p>5.3 Explore the reasons people came to Canada.</p> <p>5.4 Identify the different shareholders in Canada.</p> <p>5.5 Differentiate between First Nation, Inuit, Métis.</p>	<ul style="list-style-type: none"> • Students read along with CI pp. 44-45 to define <i>First Nation, Métis, Inuit, Innu, Aboriginal</i>. • Model note taking from text. Provide reading materials about aboriginal groups in NL. Students read in pairs and take notes of main points. • Read aloud story book about Aboriginal people. • Debate the pros and cons of minority cultures changing to integrate into dominant, financially better off sectors of society. • Provide some information about the Beothuks and open discussion on their fate. • Indicate the areas inhabited by different native groups in Canada on a map. Student's copy and label on a blank map of Canada. • Have students discuss and write from the point of view of a native person how they felt when Europeans arrived. • Students talk and write about why they immigrated to Canada and how they feel about it. • Show on a map of Canada that all the big cities and most towns are along the water's edge. Brainstorm a list surmising why this is the case. • Explore the settlement patterns of the first settlers to Canada (east to west). • Discuss the reasons for the initial immigration from Europe to Canada (religious freedom, economic opportunities, political expansion from Europe). • Explore why the west was settled and some of the incentives offered to settlers (Homestead Act). <p>Sharing Information through Mapping: <i>Each student or pair reads a different text and makes a mind map. The mind maps are displayed to share the information:</i></p> <div style="text-align: center;">  <pre> graph TD A[Main idea] --- B[Detail] A --- C[Detail] A --- D[Detail] </pre> </div>

Suggestion for Formal Assessment

Label a map showing where settlers formed colonies.

Report on an early colony (Cupids, Ferryland, Quebec City etc.).

Report on an explorer.

Create a table of two columns listing reasons people left their own countries and reasons they chose Canada.

Resources

- 5.1 CI (pp. 44-45) Canada A People's History First Contact (1-16)
- 5.2 CI (p. 45), NWA (pp. 50-51)
- 5.3 CI (pp. 44-46)
- 5.4 CI (pp. 44-45)
- 5.5 CI (pp. 44-45)






NOTE: The teacher resource, *A Beginning Look at Canada*, may be helpful but teachers should avoid use of the terms “Eskimo” and “Indian”, (p.79-81), as they are considered derogatory by many people in Canada.

Blank outline maps
 Video on Explorers
 Parks Canada video on historic sites
 Provincial Heritage Website to complement the Grade 8 Social Studies course “Newfoundland and Labrador History”:
<http://www.heritage.nf.ca/nlhistory/unit2.php>
<http://www.heritage.nf.ca/society/pfactors.html>
<http://www.heritage.nf.ca/aboriginal/beothuk.html>

Video: *How The West was Settled*

Picture storybooks (available in the Public Library or MUN Curriculum Centre):

Illustrated books that make good read-alouds or silent reading;

-  *Leif's Saga* by Jonathan Hunt
-  *There Have Always Been Foxes* by Maxine Trottier (set in Fortress Louisbourg)
-  *A River Ran Wild* by Lynne Cherry (Set in New England, but can draw similarities to early Canadian settlement by Europeans).
-  *Winter of the Black Weasel* by Tom Dawe
-  *Baseball Bats for Christmas* by Michael Kusugak and Vladyana Krykorka

6. Student will be expected to understand the reasons for Confederation.

Outcomes	Suggestion for Teaching, Learning and Assessment
6.1 Understand the political makeup of Canada in the 19 th century.	<ul style="list-style-type: none"> • Show students how to collect information and fill in a chart as in ST 4, pages 2-4.
6.2 Identify the provinces at the time of Confederation.	<ul style="list-style-type: none"> • Using outline maps, students illustrate where colonies were located before 1867.
6.3 Define confederation.	<ul style="list-style-type: none"> • Ask student to surmise why colonies would want to join together.
6.4 Identify and discuss some reasons for Confederation.	<ul style="list-style-type: none"> • Explain why the colonies united.
6.5 Recognize some of the significant people and events that revolved around Confederation.	<ul style="list-style-type: none"> • Use a timeline to plot the events that led to Confederation.
6.6 Understand the way Canada appears today (when each province joined and why).	<ul style="list-style-type: none"> • Students label an outline map with the names of the provinces and territories and the date that each joined Canada. Using ST 4, students make a timeline, showing when each province/territory joined.
	<ul style="list-style-type: none"> • Explore the options that were being considered by the colonists.
	<ul style="list-style-type: none"> • Students work in groups and write a list of reasons for Confederation.
	<ul style="list-style-type: none"> • Students discuss the advantages and disadvantages of being a big country geographically and make a table listing pros and cons. (using a map, draw attention to the fact that most of North America is covered by only two countries whereas the African continent, for example, has 47 countries (2008). Advantages? Disadvantages?
	<ul style="list-style-type: none"> • Using dates and facts about NL; students create a timeline of significant events.
	<ul style="list-style-type: none"> • Using ST 4 (pp. 7-20), students work in pairs to ask and answer question about the provinces. Model several question forms as a warm-up and write them on the blackboard for reference. <i>When did Ontario become a province? Where does the name Prince Edward Island come from? etc.</i>
	<ul style="list-style-type: none"> • Students create ten written questions on ST 4 (pp. 7-20) and exchange questions with a partner.

Suggestion for Formal Assessment

Research and write a report on a father of confederation.

Create a timeline of significant events.

Prepare a report on a province.

Resources

ST 4

6.1 CI (p. 227)

6.2 CI (p. 227)

6.3 CI (p. 227)

6.4 CI (p. 227)

6.5

6.6 CI (p. 228)

Blank outline map of Canada

Atlases

www.collections.ca provides information on Canadian confederation

7. Students will be expected to understand the present system of government in Canada.

Outcomes	Suggestion for Teaching, Learning and Assessment
<p>7.1 Define constitution.</p> <p>7.2 Define democracy.</p> <p>7.3 Recognize the three levels of government and their responsibilities.</p> <p>7.4 Describe components of the election process in Canada.</p> <p>7.5 Recognize characteristics of the parliamentary system.</p> <p>7.6 Define citizenship.</p> <p>7.7 Understand the importance of the Charter of Rights and Freedoms.</p> <p>7.8 Recognize some symbols of Canada.</p>	<ul style="list-style-type: none"> • Explain what a constitution is and ask students why it is valuable. • Whole class activity: Create a mock constitution for the class. • Students explore <i>Canadian Constitution Acts, 1867 to 1982</i> [http://laws.justice.gc.ca/en/Const/index.html] and share information in groups. • Explain the generally accepted definition of democracy (elections) and ask students to discuss the advantages and disadvantages of it. Make a chart of the advantages and disadvantages. (e.g., pose the questions: <i>Which is better, unelected leaders who stays in power for many years or newly elected leaders every 4-5 years? Why? What are the advantages and disadvantages of each?</i>) • Have a mock election for class president or involve students in school election of student council. • Describe the 3 levels of government. • Using ST 3, p. 8 and ST 4, p. 6, students create a flow chart on levels of government. (Brainstorm and refine a list of responsibilities of municipal governments.) <div data-bbox="828 997 1193 1291" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><u>Federal Government</u></p> <ul style="list-style-type: none"> • National Parks <ul style="list-style-type: none"> • Money • Etc. <p style="text-align: center;"> </p> <div style="border: 1px solid black; height: 50px; width: 100%;"></div> </div> <ul style="list-style-type: none"> • Use newspaper stories to illustrate the areas where each level is responsible. • Use the internet or newspapers to discover the names of the mayor, the premier, the prime minister and the MHAs from NL. • Field trip to House of Assembly, Town Hall or City Hall. • Guest speaker (bureaucrat, MHA, councillor). • Ask students to bring along citizenship brochures or information that they have at home. • Students make up questions for a Canadian Citizenship test and hold a mock citizenship interview and test. • Students analyze a newspaper article to identify the political issue, the level of government responsible, the main people involved.

Suggestion for Formal Assessment

Research and write a report on a person who contributed to the political framework of Canada.

Quiz students on terminology, *federal, provincial, municipal, democracy*, etc. and some key names, e.g., the Prime Minister, Premier, local mayor.

Assign a section of the *Canadian Constitution Acts, 1867 to 1982* [<http://laws.justice.gc.ca/en/Const/index.html>] to each student. The student summarizes the information for a short (1 minute) oral presentation.

Resources

ST 3

7.1 CI (p. 201)

7.2 CI (pp. 135,205), ST 5 (p. 12)

7.3 CI (pp. 228-229), ST 4 (p. 6, 17) ST 3 (p. 6-8)

7.4 CI (pp. 240-243)

7.5 CI (pp. 231-236)

7.6 CI (pp. 195-199)

7.7 CI (p. 201), ST 5 (p. 13)


Newspapers

Copy of the Charter of Rights and Freedoms

7.8 ST 3 (pp. 9-11)

Video: *Government in Canada*

Video: *How Canada Votes*

 [We Are All Born Free: The Universal Declaration of Human Rights in Pictures](#) by Amnesty International

8. Students will be expected to explore the cultural diversity of Canada.

Outcomes	Suggestion for Teaching, Learning and Assessment
8.1 Define culture.	<ul style="list-style-type: none"> • Develop a definition of culture. Ask students to draw on their own experiences and culture to compare their culture with others they have experienced. • Have students create a newsletter of their own stories of immigration and cultural aspects; distribute it throughout the school. • Ask students to surmise why immigrants settled in particular places in Canada. Ask them to read and confirm or add to their surmising. • Use graphs to show the pattern in immigration in Canada. Ask students to analyse and interpret the graphs. • Explain what a pull factor is. Explain what a push factor is. Engage students in discussion around their own immigration to Canada and why some immigrants have come to Newfoundland and then moved on to other areas of Canada. • Explain migration in Canada as a result of push and pull factors (Newfoundland to Alberta would be a good example). • Explore the reasons for urban pull. • Students can use the formula on page 41 of <i>Canadian Identity</i> (area/population) to find the population density for specific cities or countries. • Have students take roles in acting out the interviews scripted in ST 5, <i>Proud to be Canadian</i>. • Create a collage illustrating the many different cultures living in Canada. • Write a short essay on why immigrants choose Canada as their new home. • Display a world map, having student pinpoint countries of origin of students in their LEARN and ESL classes. They may also investigate countries of origin of other students in the school, some of whom may be first generation Canadians. <p>Think, Pair, Share: A teacher or student poses a question for critical thinking, an opinion question for example. The question is written on the board. Students get a timed period (3-5 minutes) to write individual notes on their response to the question Next students are paired to discuss answers and write a list of well formed responses to share with another pair or the class.</p>
8.2 Analyze immigration patterns in Canada.	
8.3 Define immigrant.	
8.4 Explain the terms assimilation, multi-cultural.	
8.5 Discuss push and pull factors that affect immigration.	
8.6 Describe factors for migration in Canada.	
8.7 Understand the difference between rural and urban.	
8.8 Understand population distribution.	
8.9 Understand population density.	

Suggestion for Formal Assessment

Construct bar graphs showing the number of immigrants to Canada in the past decades.

Create a chart explaining the push and pull factors for people to immigrate to Canada.

Prepare a project to show why Canada is a special place to live (See ST 5).

Interview their parents and write a short essay explaining the push and pull factors that lead to their own immigration to Canada.

Resources

ST 5

- 8.1 Appendix A
- 8.2 CI (pp. 60-63)
- 8.3 Appendix A, ST 5
- 8.4 CI (p. 92, p.215)
- 8.5 CI (p. 58)
- 8.6 CI (pp. 68-69)
- 8.7 CI (p. 48)
- 8.8 CI (p. 41)
- 8.9 CI (pp. 42-43)

Graph paper
Blank outline world
Magazines

Access to internet or government statistics on immigration:

Citizenship and Immigration Canada:
<http://www.cic.gc.ca/english/resources/statistics/menu-fact.asp>

CURRICULUM OUTCOMES

9. Student will be expected to explore the concept of Canada through artistic endeavours

Outcomes	Suggestion for Teaching, Learning and Assessment
9.1 Examine the themes in Aboriginal art.	<ul style="list-style-type: none">• Use internet to view art.• Visit a museum; tell the students to be prepared to talk about one thing that interested them.• Visit an art gallery; give students a worksheet to take notes on their favourite piece and why they liked it.• Play Canadian songs. Study the lyrics and present questions for discussion and/or writing.• Read aloud or set up literature circles; students read and discuss Canadian literature. Draw attention to the information inside the flaps. Provide each group with questions/ guidelines for discussion; ask for a short follow-up report from each group.• Ask a local artist to visit the class to explain his/her work and for a Q and A session.• A field trip to a local artisan (glass work, silk screening, etc.)
9.2 View Canada through art	
9.3 Examine Canada through literature.	
9.4 Examine Canada through music.	
9.5 Explore popular culture in Canada.	











Suggestion for Formal Assessment

Write a report on what you can learn about Canada from a specific, painting, art piece, storybook, etc.

Resources

CI, Chapter 1

The following titles are a sample of stories that touch on Canadian and Newfoundland and Labrador social studies themes.

-  *Boy of the Deeps* by Ian Wallace
-  *Dreamstones* by Maxine Trottier
-  *Duncan's Way* by Ian Wallace
-  *Hold On, McGinty!* By Nancy Hartry
-  *Josepha; A Prairie Boy's Story* by Jim McGugan
-  *Nokum Is My Teacher* by David Bouchard (with CD in English and Cree, words and music)
-  *If You're Not from the Prairie* by David Bouchard
-  *The Dust Bowl* by David Booth
-  *The Hockey Sweater* by Roch Carrier
-  *Winter of the Black Weasel* by Tom Dawe

References

Echevarria, J., Vogt, M. E., & Short, D. (2004). *Making Content Comprehensible for English Learners: The SIOP Model*. Boston: Allyn and Bacon.

Suggested Videos

Voting is Accessible

www.elections.ca

Government in Canada

Classroom Video

Unit C, BC, V3J 7N4

Tel: (604) 420 - 3066

Fax: (604) 420 – 3095

Explorers of Canada:

Fax: 514 2837564

NFB Video Sales

1-800-267-7710

Moments of History: Canada Vignettes

NFB Video Sales

1-800-267-7710

Canada: A People's History

Canadian Broadcasting Corporation

www.cbclearning.ca

Appendix A: Glossary

Assimilation: to become absorbed into the mainstream culture.

Bay: a partially enclosed body of water that has an opening to the sea.

Cardinal directions: the four main directions north, south, east, and west.

Charter of Rights and Freedoms: a special part of the constitution that protects the rights of the people of a country.

Citizenship: being a member of a particular country.

Climate: average conditions of temperature, precipitation, humidity, air pressure and wind.

Compass Rose: the symbol on a map that indicates direction.

Confederation: the union of colonies to form Canada.

Culture: it refers to everything connected to humans as they live in groups.

Democracy: government that is chosen by the people.

Hemisphere: half of the earth; north-south, east - west

Hill: a natural elevation of the earth's surface, smaller than a mountain.

Immigrant: a person who enters into another country to live.

Island: a mass of land completely surrounded by water.

Lake: a body of water completely surrounded by land.

Legend: the key that explains the symbols on a map.

Mountain: a mass of land that is significantly higher than the surrounding area. Usually, the elevation is 600 m or more.

Multicultural: encouraging contributing cultures to maintain their identities while still participating in the economics, political and social life of the society.

Natural resources: naturally occurring substances such as water, soil, forests, fish and minerals that are useful to people.

Non-renewable natural resources: non-living things; resources that once they are completely used no longer exist.

Pond: a small body of water.

Primary industry: economic activities in which people use, extract, or harvest natural resources.

Quaternary industry: economic activities that involve specialized technology and information.

Region: an area sharing common physical or cultural features that make it different from other areas.

Renewable resource: natural resources that have the ability to replace themselves.

Resource: available stocks or supplies which we use to meet our basic needs.

Revolution: the orbit of the earth around the sun. The earth completes a revolution every 365 $\frac{1}{4}$ days.

Rotation: the spinning of the earth of the earth on its axis. The earth completes a full rotation every 24 hours.

River: a long, narrow body of body that flows from high land to low land.

Scale: a measurement that relates distance on a map to actual distance.

Secondary industry: economic activities that process raw materials into finished goods.

Tertiary industry: economic activities that provide services rather than goods.

Weather: conditions of the atmosphere over a short period of time.

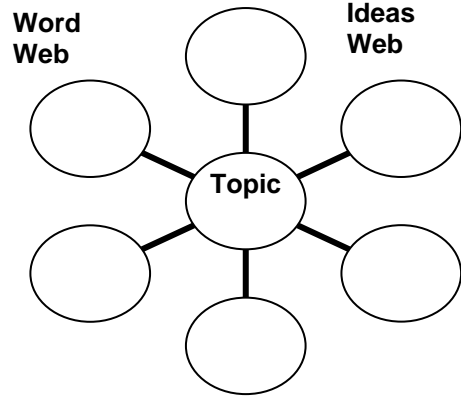
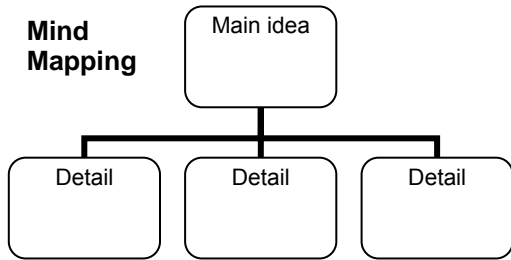
Appendix 1: Learning Strategies

Many of the strategies can be used at all levels of language and literacy learning.	decoding	reading comp.	writing	vocab building	study skills
Pre-reading by scanning a text, examining titles, cover pictures, subtitles, graphics and captions		✓	✓	✓	✓
Pre-reading first sentence of each paragraph, words in bold or other salient features that establish main ideas and flow of the text		✓	✓	✓	✓
Guessing unfamiliar words by asking, "What would make sense?"	✓	✓		✓	
Reading on and coming back to difficult words	✓	✓		✓	
Re-reading for self-correction of errors	✓	✓			
Looking at the picture to figure out new words	✓	✓		✓	
Sounding out to read unfamiliar words	✓				
Using print clues (e.g., bold words, punctuation, quotation marks, capital letters) to aid comprehension.		✓			
Reading multiple texts which overlap in topic and/or vocabulary		✓		✓	
Using games to build emergent sight words	✓				
Using games to build new vocabulary				✓	
Sounding out words for spelling	✓		✓		
Referring to texts, dictionaries, etc. for spelling during the editing stage			✓		
Skim a text for specific information		✓			✓
Connect texts to other texts read and/or to personal experience or the world.		✓			
Visualizing (Read or listen and picture it in your head.)		✓			✓
Being Independent: Try to figure it out before looking for help	✓	✓		✓	✓
Think aloud to analyse text at the sentence level for vocabulary understanding and comprehension	✓	✓		✓	
Read-Think-Read: Stop at the end of a sentence or paragraph and summarize or paraphrase it mentally or aloud		✓		✓	✓
Summary writing		✓	✓	✓	✓

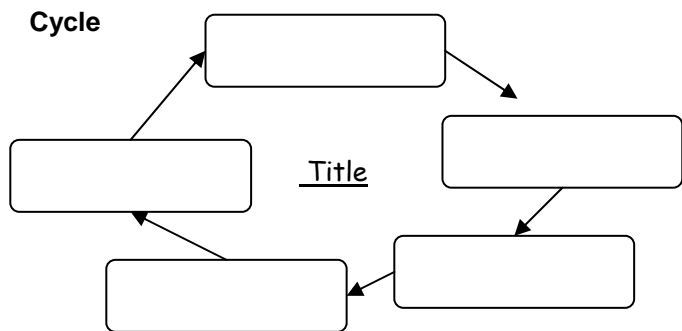
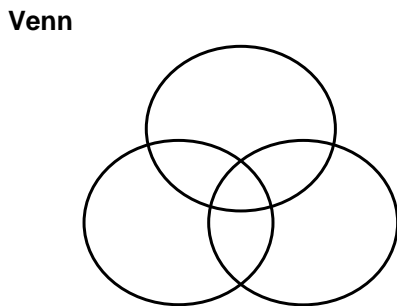
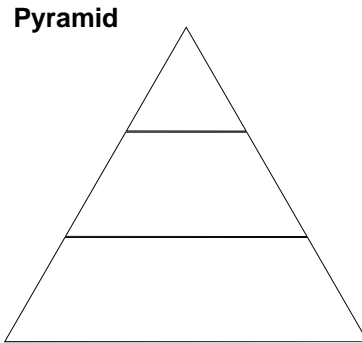
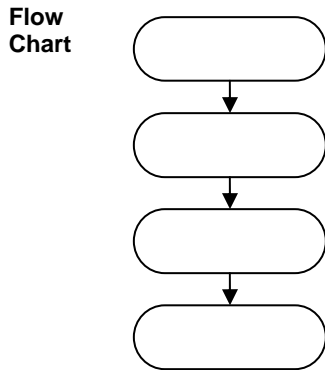
	decoding	reading comp.	writing	vocab building	study skills
Many of the strategies can be used at all levels of language and literacy learning.					
Taking brief notes of key points of a text		✓	✓	✓	✓
Creating an outline or graphic organizer before writing			✓		
Creating graphic organizers of texts while or after reading		✓	✓	✓	✓
Predicting test questions		✓			✓
Making up questions on a text and asking a partner		✓			✓
Deductive grammar analysis (age 10+): Study forms in context and deduce and articulate the grammar rule		✓	✓	✓	
Deductive word analysis: study words in context and deduce the role of prefixes and suffixes		✓	✓	✓	
Breaking words into parts to understand meaning	✓	✓		✓	
Underlining new words, printing them and reviewing them in context				✓	
Writing personally relevant sentences with new words			✓	✓	
Making connections between vocabulary words – linking to cognates in the L1 if possible		✓		✓	
Using glossary, index and table of contents		✓		✓	✓
Viewing a text critically (e.g., questioning author or character statements, actions, motives; forming opinions about text)		✓			
Clearly understanding the purpose of and carefully planning tasks.			✓		✓
Writing a first draft for ideas – then edit for form.			✓		
Keeping a diary, journal or reading response journal			✓		
Organizational Skills <ul style="list-style-type: none"> • Organizing learning materials • Prioritizing tasks • Weeding out unnecessary materials • Keeping an agenda • Meeting deadlines (e.g., returning take-home books) 					✓

Appendix 2: Samples of Graphic Organizers

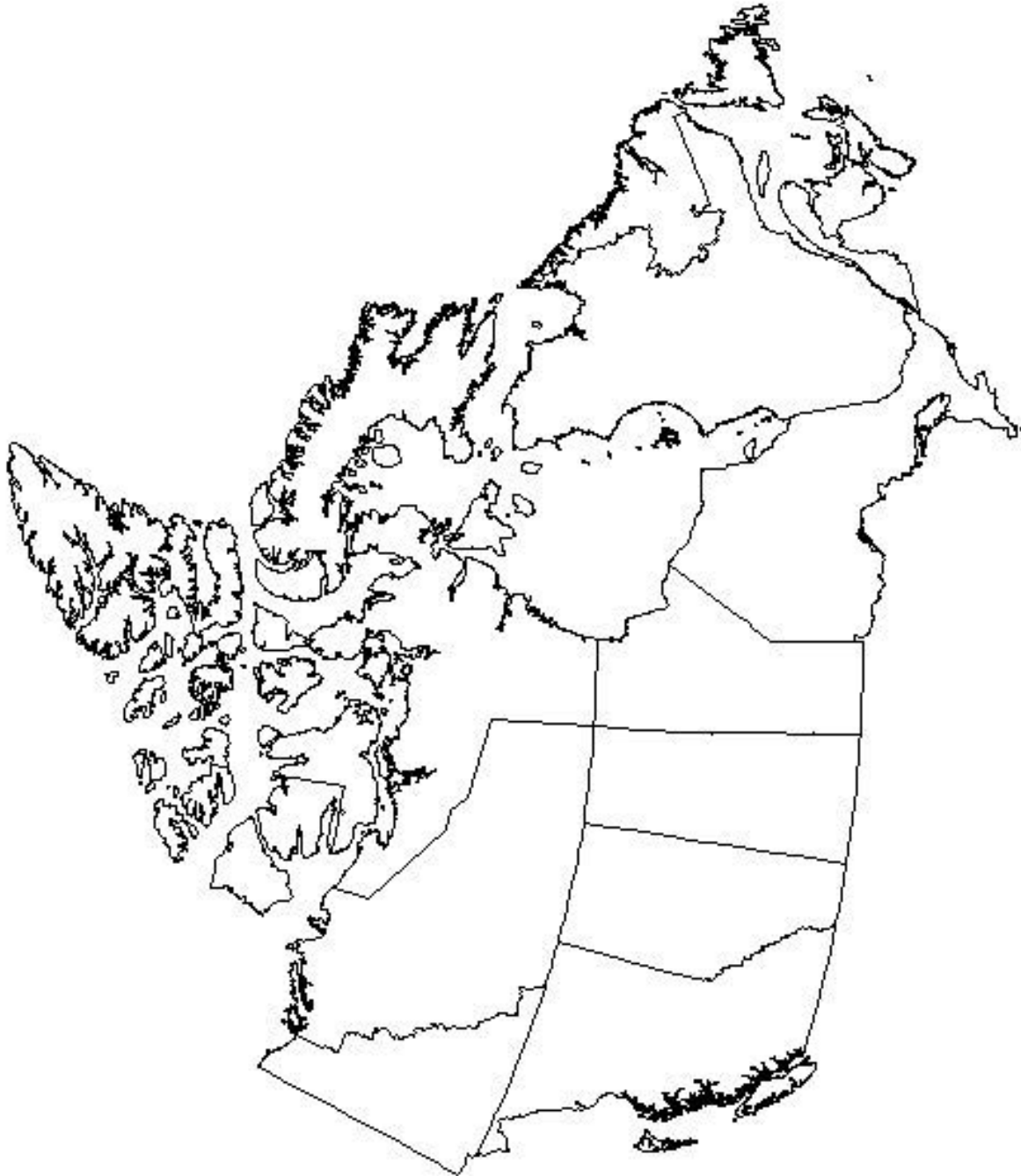
Students should learn to create graphic organizers independently: 1) While reading to organize information, 2) When planning for a writing project or other presentation, 3) When reporting.

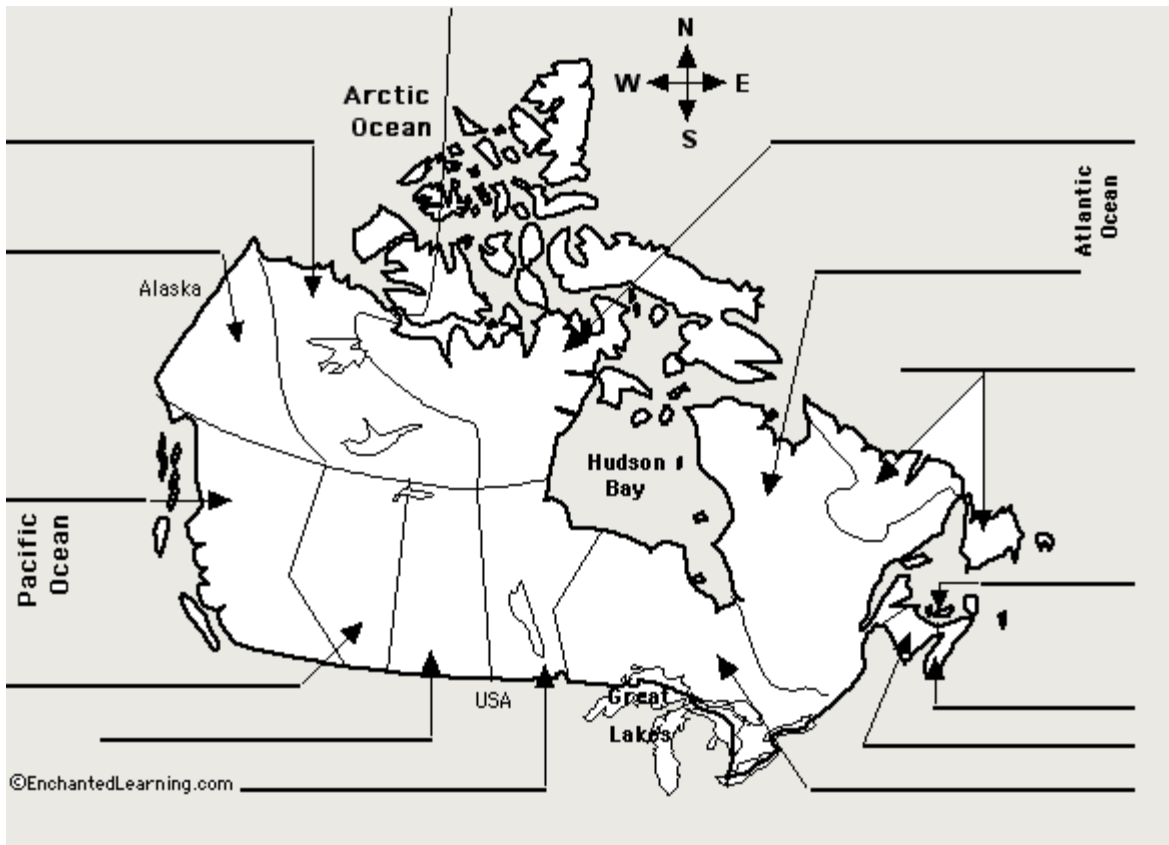


Ideas Web



Appendix 3: Maps





Read about the Canadian provinces and territories, then label the map.

Alberta - a province in southwestern Canada, between British Columbia and Saskatchewan.

British Columbia - a province in southwestern Canada, by the Pacific Ocean.

Manitoba - a province in southern Canada, between Saskatchewan and Ontario, bordering Hudson Bay.

New Brunswick - a province in southeastern Canada that is east of Quebec and west of Nova Scotia.

Newfoundland and Labrador - a province that is northeast of Quebec.

Northwest Territories - a territory in northern Canada between the Yukon and Nunavut.

Nova Scotia - a province in southeastern Canada that is east of New Brunswick.

Nunavut - a territory in northern Canada east of the Northwest Territories, bordering the Arctic Ocean and Hudson Bay.

Ontario - a province in southern Canada between Manitoba and Quebec, bordering Hudson Bay.

Prince Edward Island - an island province just north of New Brunswick and Nova Scotia.

Quebec - a province in southern Canada, east of Ontario, bordering Hudson Bay.

Saskatchewan - a province in southern Canada, between Alberta and Manitoba.

Yukon Territory - a territory in northwestern Canada, by the Pacific Ocean and Alaska.

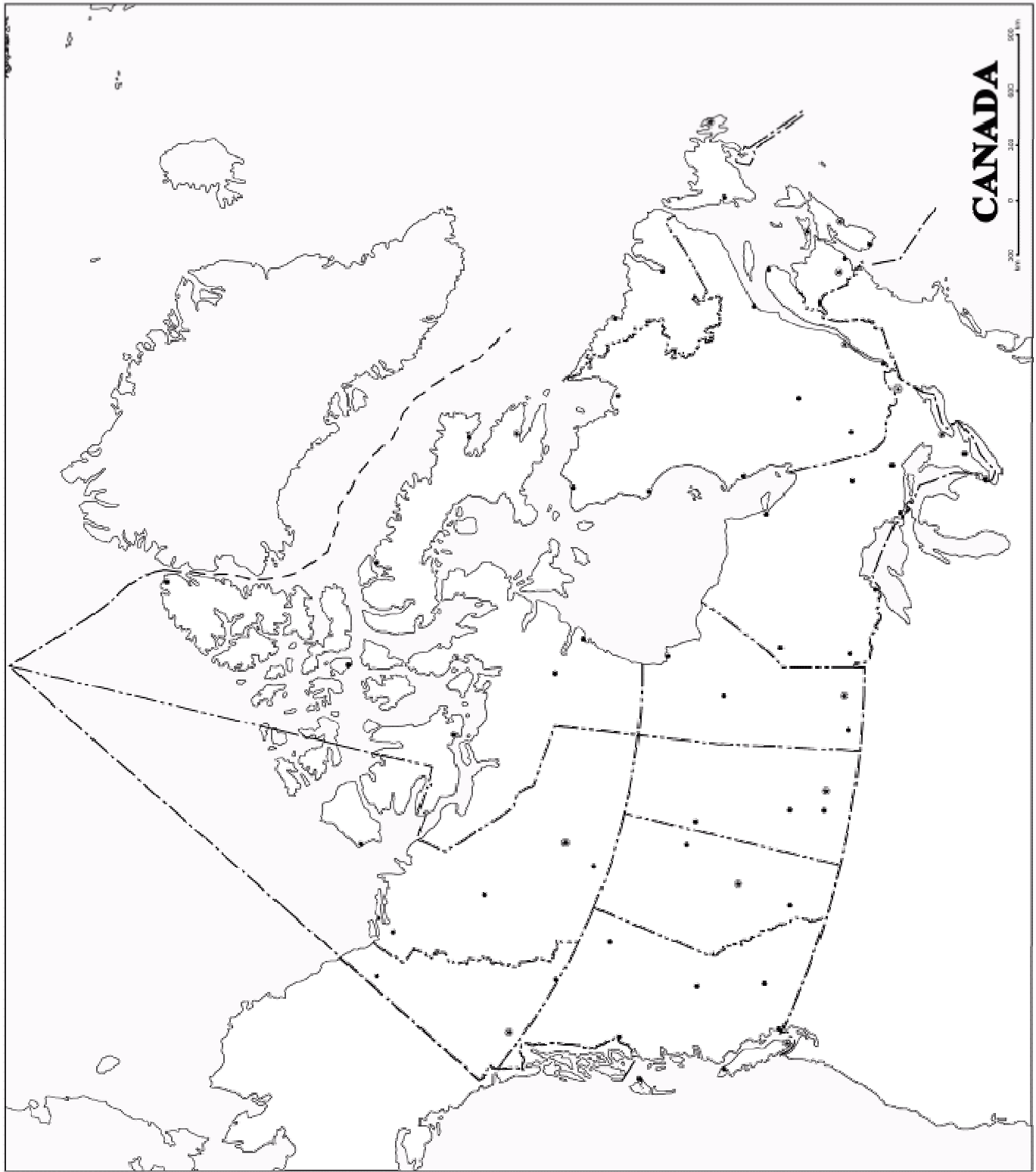
www.graphicmaps.com

Canada



Name the Province or Territory

- | | | |
|---------|---------|----------|
| 1 _____ | 5 _____ | 9 _____ |
| 2 _____ | 6 _____ | 10 _____ |
| 3 _____ | 7 _____ | 11 _____ |
| 4 _____ | 8 _____ | 12 _____ |
| | | 13 _____ |



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