New Nouveau
Brunswick
Education   Éducation

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Social Studies 6

World Cultures

(Implementation Edition)

CURRICULUM

Acknowledgments

Contents

Introduction

Background

The Atlantic Canada social studies curriculum was planned and developed by regional committees whose deliberations were guided by consideration of the learners and input from teachers. The regional committees consisted of teachers, other educators, and consultants with a diverse range of experiences and backgrounds in education. Each curriculum level was strongly influenced by current social studies research as well as developmentally appropriate pedagogy.

Aims of Social Studies

The vision for the Atlantic Canada social studies curriculum is to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.

An effective social studies curriculum prepares students to achieve all essential graduation learnings. In particular, social studies, more than any other curriculum area, is vital in developing citizenship. Social studies embodies the main principles of democracy, such as freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities. The social studies curriculum promotes students' growth as individuals and citizens of Canada and an increasingly interdependent world. It provides opportunities for students to explore multiple approaches that may be used to analyse and interpret their own world and the world of others. Social studies presents unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world, and to participate in the democratic process to improve society.

In particular, the social studies curriculum
* integrates the concepts, processes, and ways of thinking drawn from the diverse disciplines of history and the social sciences, (including geography, economics, political science, sociology, and anthropology). It also draws from the humanities, literature, and the pure sciences
* provides the multidisciplinary lens through which students examine issues affecting their lives from personal, provincial, national, academic, pluralistic, and global perspectives

Purpose of Curriculum Guide

The overall purpose of this curriculum guide is to advance social studies education and social studies teaching and learning, and, at the same time, recognize and validate effective practices that already exist in many classrooms.

More specifically, this curriculum guide
* provides detailed curriculum outcomes to which educators and others can refer when making decisions concerning learning experiences, instructional techniques, and assessment strategies in the grade 6 social studies program
* informs both educators and members of the general public about the philosophy and scope of social studies education for the middle school level in the Atlantic provinces
* promotes the effective learning and teaching of social studies for students enrolled in grade 6 classrooms

Guiding Principles

All kindergarten to grade 9 curriculum and resources should reflect the principles, rationale, philosophy, and content of the *Foundation for the Atlantic Canada Social Studies Curriculum* (1999) by
* being meaningful, significant, challenging, active, integrative, and issues-based
* being consistent with current research pertaining to how children learn
* incorporating multiple perspectives
* promoting the achievement of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), and Key-Stage Curriculum Outcomes (KSCOs)
* reflecting a balance of local, national, and global content
* promoting achievement of the processes of communication, inquiry, and participation
* promoting literacy through the social studies
* developing knowledge, skills, and attitudes for lifelong learning
* promoting the development of informed and active citizens
* contributing to the achievement of equity and supporting diversity
* supporting the realization of an effective learning environment
* promoting opportunities for cross-curricular connections
* promoting resource-based learning
* promoting the integration of technology in learning and teaching social studies
* promoting the use of diverse learning and assessment strategies

Program Design and Outcomes

Overview

This social studies curriculum is based on *Foundation for the Atlantic Canada Social Studies Curriculum* (1999). Specific curriculum outcomes (SCOs) were developed to be congruent with key-stage curriculum outcomes (KSCOs), general curriculum outcomes (GCOs), and essential graduation learnings (EGLs). In addition, the processes of social studies, as well as the attitudes, values, and perspectives, are embedded in the SCOs.

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                        │ Essential Graduation│
                        │     Learnings       │
                        └─────────────────────┘
                                   │
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 │ Processes    │       │                     │       │ Attitudes    │
 │ • communication│─────│ General Curriculum  │───────│ Values       │
 │ • inquiry    │       │     Outcomes        │       │ Perspectives │
 │ • participation│      │                     │       │              │
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| Citizenship, Power, and Governance | Culture and Diversity | Individuals, Societies, and Economic Decisions | Interdependence | People, Place, and Environment | Time, Continuity, and Change |

Key-Stage Curriculum Outcomes

Specific Curriculum Outcomes

Essential Graduation Learnings

The Atlantic provinces worked together to identify abilities and areas of knowledge considered essential for students graduating from high school. These are referred to as essential graduation learnings. Some examples of key-stage outcomes in social studies which help students move towards attainment of the essential graduation learnings are given below.

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.

By the end of grade 6, students will be expected to
*   describe how culture is preserved, modified, and transmitted

Citizenship

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

By the end of grade 6, students will be expected to
*   describe the main features of the Canadian constitution

Communication

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

By the end of grade 6, students will be expected to
*   demonstrate an understanding of the concepts and vocabulary associated with time, continuity, and change

Personal Development

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

By the end of grade 6, students will be expected to
*   explain why people's incomes may change and the impact of that change on their 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.

By the end of grade 6, students will be expected to
*   identify and explain how people, goods, and ideas move among communities

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.

By the end of grade 6, students will be expected to
*   identify and describe examples of positive and negative interactions among people, technology, and the environment

General Curriculum Outcomes (Conceptual Strands)

The general curriculum outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These general curriculum outcomes statements identify what students are expected to know and be able to do upon completion of study in social studies. Specific social studies concepts are found within the conceptual strands (see Appendix A). Examples of key-stage curriculum outcomes, by the end of grade 6, are given for each general curriculum outcome.

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.

By the end of grade 6, students will be expected to
* identify and explain the rights and responsibilities of individual citizens in a local, national, and global context
* recognize how and why individuals and groups have different perspectives on public issues

Culture and Diversity

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

By the end of grade 6, students will be expected to
* explain why cultures meet human needs and wants in diverse ways
* describe how perspectives influence the ways in which experiences are interpreted

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.

By the end of grade 6, students will be expected to
* give examples of various institutions that make up economic systems
* explain how a government's policies affect the living standards of all its citizens

Interdependence

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

By the end of grade 6, students will be expected to
* recognize and explain the interdependent nature of relationships among individuals, societies, and the environment
* identify and describe examples of positive and negative interactions among people, technology, and the environment

People, Place, and Environment

Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment

By the end of grade 6, students will be expected to
* use maps, globes, pictures, models, and technology to represent and describe physical and human systems
* describe examples of cause and effect, and change over time

Time, Continuity, and Change

Students will be expected to demonstrate an understanding of the past and how it affects the present and the future

By the end of grade 6, students will be expected to
* identify trends that may shape the future
* research and describe historical events and ideas from different perspectives

Processes

The social studies curriculum consists of three major processes: communication, inquiry, and participation (see Appendix B for a Process-Skills Matrix). The processes are reflected in the "Suggestions for Learning and Teaching" and the "Suggestions for Assessment" found in social studies curriculum guides. These processes constitute many skills—some of these skills are responsibilities shared across curriculum areas, whereas others are critical to social studies.

Communication

Communication requires that students listen, read, interpret, translate, and express ideas and information.

Inquiry

Inquiry requires that students formulate and clarify questions, investigate problems, analyse relevant information, and develop rational conclusions supported by evidence.

Participation

Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

Attitudes, Values, and Perspectives

Listed below are major attitudes, values, and perspectives in middle school social studies that have been organized according to the six conceptual strands and the three processes of the foundation document. Some attitudes, values, and perspectives are embedded in more than one strand or process—this is consistent with the integrative nature of social studies.

By Conceptual Strand

Citizenship, Power, and Governance
* appreciate the varying perspectives on the effects of power, privilege, and authority on Canadian citizens
* develop attitudes that balance rights with responsibilities
* value decision making that results in positive change

Culture and Diversity

* recognize and respond in appropriate ways to stereotyping/discrimination
* appreciate that there are different world views
* appreciate the different approaches of cultures to meeting needs and wants

Individuals, Societies and Economic Decisions

* appreciate the wide range of economic decisions that individuals make, and their effects
* recognize the varying impacts of economic decisions on individuals and groups
* recognize the role that economics plays in empowerment and disempowerment

Interdependence

* appreciate and value the struggle to attain universal human rights
* recognize the varying perspectives on the interdependence among society, the economy, and the environment
* appreciate the impact of technological change on individuals and society

People, Place, and the Environment

* appreciate the varying perspectives of regions
* value maps, globes, and other geographic representations as valuable sources of information and learning
* appreciate the relationship between attributes of place and cultural values

Time, Continuity, and Change

* value society's heritage
* appreciate that there are varying perspectives on a historical issue
* recognize the contribution of the past to present-day society

By Process

Communication

* read critically
* respect other points of view
* use various forms of group and interpersonal communication

Inquiry

* recognize that there are various perspectives in the area of inquiry
* recognize bias in others and in themselves
* appreciate the value of critical and creative thinking

Participation

* take responsibility for individual and group work
* respond to class, school, community, or national public issues
* value the importance of taking action to support responsible citizenship

Contexts for Learning and Teaching

Adolescent Learners: Characteristics and Needs

The adolescent years between the ages of 10 and 14 represent the developmental stage that leads to maturity or adulthood. Because educators have an important role in helping young people prepare for the adult world, they need to know and appreciate adolescent characteristics and their application to learning.

During the middle years, the adolescent learner experiences rapid and significant change with respect to physical, emotional, social, intellectual, and moral development. These changes are often intense and varied and, therefore, need to be acknowledged by those who direct and foster adolescents' development and learning.

While some general characteristics for adolescents have been identified, it should be recognized that these characteristics vary at each grade and age. Each adolescent is a unique individual and any attempt to classify must be regarded as extremely general. Nonetheless, the following scheme highlights for the educator some characteristics of young adolescents and outlines their implications for learning.

Physical Development

Adolescent development is marked by accelerated and variable growth rates. Strength, energy levels, stamina, and sexual maturity of boys and girls occur at different times and rates. Physical changes alter the way young adolescents perceive themselves, but these perceptions differ for boys and girls. The acceleration of growth and related physical changes make demands on the energies of early adolescents. In learning how to adjust to their "new body," they experience periods of over-activity and listlessness—a tendency that overtires them until they learn to moderate their activity.

Early adolescents need experiences and opportunities that help them understand their own physical development. School should provide opportunities for constructive social interaction, and establish a healthy, stable classroom environment. To channel their energy, young adolescents require a variety of physical activities that stress skill improvement and accommodate differences in size, weight, strength, and endurance. Because of the wide ranges in physical development between boys and girls, what is taught and how it is taught should reflect the range of needs and interests of students.

Social Development

Young adolescents are searching for greater autonomy as they attempt to define themselves independent of the family unit. As they become more socially interactive, many engage in risk-taking behaviours, family allegiance diminishes, and peer relationships take on increased importance. Conformity to the dress, speech, and behaviour of their peer group is quite common. They appear

to fluctuate between a demand for independence and a desire for guidance and direction. At this time authority still remains primarily with the family, but the adolescent will exercise the right to question or reject suggestions from adults.

Parental involvement in the lives of young adolescents is still crucial and should be encouraged. There is a need for many positive social interactions with peers and adults. Young adolescents benefit from opportunities to work with peers in collaborative and small-group learning activities, since a tremendous amount of their learning occurs in a social context. Yet, they require structure and clear limits as well as opportunities for setting standards for behaviour and establishing realistic goals. Activities such as role-playing and sociodramas allow them to explore ways of dealing with various situations that may arise.

Emotional Development

Young adolescents display widely different and often conflicting emotions. Their moods, temperaments, and behaviours are profound and intense. They seem to change from one moment to the next, they are often unpredictable, and their feelings tend to shift between superiority and inferiority. Appraisals of self are often overly critical and negative as they frequently make comparisons and see themselves deficient in many ways. This age group is extremely sensitive to criticism of any kind and is easily offended. Feelings of inadequacy, coupled with fear of rejection by their peer group, contribute to low self-esteem. Adolescents see their problems as unique and they often exaggerate simple occurrences.

To develop emotional confidence, adolescents need opportunities that allow them to release emotional stress and develop decision-making skills. Learning activities should be designed to enhance self-esteem, to recognize student accomplishments, and to encourage the development of positive attitudes. Young adolescents need opportunities to test their strengths and weaknesses as they explore issues that are of concern to them.

Intellectual Development

Intellectual development varies tremendously among early adolescents. While some are learning to handle more abstract and hypothetical concepts and to apply problem-solving approaches to complex issues, a great many are still in the stage of concrete operations. Adolescents have a present focus as opposed to a future orientation. During this stage they retain a certain egocentrism, which leads them to believe that they are unique, special, even invulnerable to harm. Adolescents may be unaware of the consequences of risk-taking behaviour. As their ability to process and relate information increases, there is a tendency to search for an understanding of rules and conventions and to question the relevance of what is taught.

Young adolescents need opportunities to develop their formal thinking skills and strategies if they are to move from concrete to abstract thinking. To develop the skills of critical analysis and

decision making, young adolescents should be exposed to experiential learning where they can apply skills to solve real-life problems, and question and analyse significant issues.

Equity and Diversity

The Atlantic Canada social studies curriculum is designed to meet the needs and interests of all students. The curriculum should provide for the inclusion of the interests, values, experiences, and language of each student and of the many groups within our local, regional, national, and global communities.

The society of Atlantic Canada, like all of Canada, reflects a diversity of race, ethnicity, gender, ability, values, lifestyles, and languages. Schools should foster the understanding of such diversity. Social studies curriculum promotes a commitment to equity by valuing, appreciating, and accepting the diverse and multicultural nature of our society, as well as by fostering awareness and critical analysis of individual and systemic discrimination.

In a school setting characterized by mutual trust, acceptance, and respect, student diversity is both recognized and valued. All students are entitled to be respected and valued and, in turn, are responsible for respecting and valuing all other people. They are entitled to an educational system that affirms their gender, racial, ethnic, and cultural identity, and promotes the development of a positive self-image. Educators should ensure that classroom practices and resources positively and accurately reflect diverse perspectives, and reject prejudiced attitudes and discriminatory behaviours.

Principles Underlying the Social Studies Curriculum

Empowering and effective social studies *is meaningful, significant, challenging, active, integrative, and issues-based.*

* *Meaningful* social studies encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes, and discourages the memorization of disconnected pieces of information.
* *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 involves teachers modelling high expectations for their students and themselves, promoting a thoughtful approach to inquiry, and demanding 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.

The Social Studies Learning Environment

The Effective Social Studies Classroom

With the accelerating pace and scope of change, today's students cannot prepare for life by merely learning isolated facts. Problem solving, critical and creative thinking, and informed decision making are essential for success in the future. The social studies learning environment can contribute significantly to the development of these critical attributes.

An effective instructional environment incorporates principles and strategies that recognize and accommodate varied learning styles, multiple intelligences, and abilities that students bring to the classroom. Teaching approaches and strategies foster a wide variety of experiences to actively engage all students in the learning process. The nature and scope of social studies provide unique opportunities to do this.

To meet these challenges, the social studies program reflects a wide range of elements.

Respectful of diversity

Students come to the classroom from backgrounds that represent the reality of Canada's diversity, whether it is in terms of social identity, economic context, race/ethnicity, or gender. The social studies learning environment attempts to affirm the positive aspects of this diversity, and foster an understanding and appreciation of the multiple perspectives that this diversity can lend to the classroom. Regardless of diversity in their backgrounds, students should be given equal access to educational opportunities, and can be successful at them.

Inclusive and inviting

The social studies classroom should be a psychologically safe place in which to learn. It should be free from bias and unfair practices that may arise from perceptions related to ability, race, ethnicity, culture, gender, or socioeconomic status. Students come with different attitudes, levels of knowledge, and points of view, but these differences should not be obstacles, but opportunities to rise above stereotypes and to develop positive self-images. Students should be provided collaborative learning contexts through which they can become aware of, and transcend, their own stereotypical attitudes and behaviours.

Engaging and interactive

If classrooms are to be places where there is respect for diversity and where learning is engaging and interactive, students will be expected to participate in inquiry and problem-solving situations. Students will be provided with direct and vicarious experiences to which they can apply social studies skills, strategies, and processes for purposeful ends. Rather than assume a passive role, students will bring their critical faculties to information and knowledge to shape them into meaningful patterns.

Relevant and significant

Since the intermediate learner is naturally critical of what the adult world represents, it is necessary for the social studies curriculum to be convincing and relevant. Consequently, it must provide learning situations that incorporate student interests, but also encourage students to question their knowledge, their assumptions, and their attitudes. In so doing, they will come to understand and appreciate their own heritage and culture at a deeper level. Past history and contemporary studies play a key role since they provide the building blocks of social studies, but the students' rational and critical involvement in learning about them plays an integral part in development of the person and citizen.

Resource-Based Learning

Effective social studies teaching and learning actively involves students, teachers, and teacher-librarians in the effective use of a wide range of print, non-print, and human resources. Resource-based learning fosters the development of individual students by accommodating their diverse backgrounds, learning styles, needs, and abilities. Students who use a wide range of resources in various media have the opportunity to approach a theme, issue, or topic in ways which allow for differences in learning styles and abilities.

Resource-based learning supports students as they develop information literacy: accessing, interpreting, evaluating, organizing, selecting, producing, and communicating information in and through a variety of media technologies and contexts. When students engage in their own research with appropriate guidance, they are more likely to take responsibility for their learning and to retain the information they gather for themselves.

In a resource-based learning environment, students and teachers make decisions about appropriate sources of information and tools for learning, and how to access them. A resource-based approach raises the issues of selecting and evaluating a wide variety of information sources, with due crediting of sources and respect for intellectual property. The development of the critical skills needed for these tasks is essential to the social studies processes.

The range of possible resources include
* print—books, magazines, newspapers, documents, and publications
* visuals—maps, illustrations, photographs, pictures, and study prints
* artifacts—concrete objects, educational toys, and games
* individuals and community—interviews, museums, field trips
* multimedia—films, audio and video tapes, laser and video discs, television, and radio
* information technology—computer software, databases, CD-ROMs
* communication technology—Internet connections, bulletin boards, e-mail

Literacy Through Social Studies

Literacy has always been an important component of Social Studies education. In recent years, however, through the promotion of research in critical theory, the meaning of literacy has broadened to encompass all media and forms of communication. In today's Social Studies classrooms, learners are encouraged to examine, compose, and decode spoken, written, and visual texts to aid in their understanding of content and concepts, and to better prepare them for full and effective participation in their community. Additionally, the goals of literacy include not only language development, but also critical engagement with text, visuals and auditory information. These goals have implications for the role of the Social Studies teacher.

The ability to read is critical for success in school. Therefore, it is vital that Social Studies teachers develop and use strategies that specifically promote students' abilities to read, comprehend and compose text, no matter what form that text might take. Similarly, writing as a process should be stressed as a means that allows students to communicate effectively what they have learned and what further questions they need to ask.

Critical literacy in Social Studies curriculum addresses several goals. Through the implementation of various strategies, teachers will develop students' awareness of stereotyping, cultural bias, author's intent, hidden agendas, silent voices, and omissions. Students are encouraged to be aware that authors construct texts with specific purposes in mind. Further, critical literacy helps students comprehend texts at a deeper level by encouraging them to view content and ideas from a variety of perspectives and to interpret the various levels of meaning, both explicit and implicit, in a given text.

In this regard the level and focus of questioning becomes very important. The depth of student response will often be determined by the depth of questioning and inquiry. Teachers need to pose high-level, open-ended questions that allow students to use their prior knowledge and experiences, providing opportunity for a sustained engagement before, during, and after reading or viewing text.

Strategies that promote literacy through Social Studies include helping students comprehend the meaning of words, symbols, pictures, diagrams, and maps in a variety of ways. Students will engage in many learning opportunities designed to challenge and enhance their communication in a variety of modes such as writing, debating, persuading, and explaining, and in a variety of mediums, such as the artistic and technological. In the Social Studies classroom, all literacy strands are significant; reading, writing, speaking, listening, viewing and representing.

In the context of Social Studies, literacy also addresses the promotion of citizenship. Literacy for active citizenship involves understanding different perspectives on key democratic struggles, learning how to investigate current issues, and participating creatively and critically in community problem-solving and decision-making. Exercising civic rights and responsibilities is a practical expression of important social values and requires specific personal, interpersonal, and advocacy skills. Through this important focus, the Social Studies program will help students become more culturally sensitive and effective cross-cultural communicators in a world of increasing cultural and linguistic diversity.

Integration of Technology in Social Studies

Technology, including Information and Communication Technology (ICT), plays a major role in the learning and teaching of social studies. Computers and related technologies are valuable classroom tools for the acquisition, analysis, and presentation of information. These technologies provide further opportunity for communication and collaboration, allowing students to become more active participants in research and learning.

ICT and related technologies (digital video and digital cameras, scanners, CD-ROMs, word processing software, graphics software, video-editing software, html editors, and the Internet—including the World Wide Web, databases, electronic discussions, e-mail,

audio, and video conferencing) afford numerous possibilities for enhancing learning. Computers and other technologies are intended to enhance the learning of social studies. In that context, technological resources can provide a variety of opportunities.

- The Internet and CD-ROMs increase access to extensive and current information. Research skills are key to efficient use of these resources. Questions of validity, accuracy, bias, and interpretation must be applied to information available on the Internet and CD-ROMs.
- Interactions and conversations via e-mail, video and audio conferencing, student-created websites, and online discussion groups provide connections between students and people from cultures around the world. This exposure to first-hand information will enable students to directly employ inquiry skills.
- Students present what they have learned in a wide variety of forms (e.g., graphs, maps, text, graphic organizers, websites, multimedia presentations) that fit their learning styles. These presentations can be shared with others, both in their classroom and beyond.
- Students are actively involved in their learning through controlling information gathering, processing, and presentation. For example, Geographic Information Systems (GIS) software enables students to collect data on a community, plot the data using Global Positioning Systems (GPS), and analyse and present their findings by creating maps that demonstrate their learning.

Instructional Approaches and Strategies

The grade 6 social studies program builds an active learning approach for students, supporting lifelong learning skills such as problem solving, critical thinking, creative thinking, information analysis, and informed decision making. This program introduces methods and skills for social studies research and provides a context in which students can analyse and evaluate historical evidence and make their own interpretations.

It is recognized that the most effective instructional approach is one that is eclectic in nature. The classroom teacher employs those instructional strategies deemed most appropriate given the needs of the learner, the learning outcomes, and the resources available. One cannot be prescriptive in favour of any single teaching method in grade 6 social studies since (1) students differ in interests, abilities, and learning styles, and (2) components of the course differ in terms of intent, level of conceptual difficulty, and the relative emphases on knowledge, skills, and values. Therefore, the discerning teacher will use a variety of methods in response to a variety of instructional situations.

Social studies teaching has long emphasized a strong transmission approach. Content was heavily factual and descriptive, and instruction relied upon (1) direct instructional methods such as lecture, didactic questions, and drill, and (2) independent study methods such as homework and responding to recall-level questions. Curriculum developers see the need for transactional and

transformational orientations in instruction. These approaches deliberately engage the learner through use of (1) experiential methods such as historical drama, role-play, and visits to historical sites, museums and archives; (2) indirect instructional strategies such as problem solving, document analysis, and concept formation; and (3) interactive strategies such as debating, brainstorming, discussing, and interviewing.

The rationale for a balance of transmissional, transactional, and transformational approaches rests on the following assumptions:

- Knowledge deemed to be of most worth rests less on the memorization of facts and more on the process of knowing.
- The process of knowing relies largely upon accessing and organizing information, detecting patterns in it, and arriving at generalizations suggested by the patterns.
- Transformational and transactional approaches bring high motivational value to the classroom, since they give students a high degree of ownership in the learning process.
- Transformational and transactional approaches allow for the active participation of students as they evaluate the relevance of what they are learning, bring their perspectives and prior knowledge to the process, and are involved in decisions about what they are learning.

In spite of the merits of transactional and transformational orientations, transmission still has a place in grade 6 social studies. Direct instruction may be used to introduce or review a topic, break down a complex concept into simpler constructs, or prepare for a comprehensive assessment.

A number of strategies can be used to support the program goals and active learning approaches. Fundamentally, grade 6 social studies supports a resource-based approach. The authorized text and resources for teachers and students are intended as sources of information and organizational tools to guide study, activities, and exploration of topics. Teachers and students can integrate information drawn from varied local and regional sources.

Effective social studies teaching creates an environment that supports students as active, engaged learners. Discussion, collaboration, debate, reflection, analysis, and application should be integrated into activities when appropriate. Teaching strategies can be employed in numerous ways and combinations. It is the role of the skilful teacher to reflect on the program outcomes, topics, resources, and nature of the class and individual students to select approaches best suited to the circumstance.

Assessing and Evaluating Student Learning

Introduction

Assessment is the systematic process of gathering data on student learning. Evaluation is the process of analysing patterns in the data, forming judgements about possible responses to these patterns, and making decisions about future actions.

An integral part of the planned instructional cycle is the evaluation of learning for learning. Evaluation of learning focuses on the degree to which students have achieved the intended outcomes, and the extent to which the learning environment was effective toward that end. Evaluation for learning, given what evaluation of learning reveals, focusses on the designing of future learning situations to meet the needs of the learner.

The quality of assessment and evaluation has a profound and well established link to student performance. Regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how the results are communicated send clear messages to students and other stakeholders about what is really valued—what is worth learning, how it should be learned, what elements of quality of performance are most important, and how well students are expected to perform.

Assessment

To determine how well students are learning, assessment strategies are to systematically gather information on the achievement of curriculum outcomes. In planning assessments, teachers should use a broad range of data sources, appropriately balanced, to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Many sources of assessment data can be used to gather such information. Some examples include, but are not limited to the following:

formal and informal observations	interviews
work samples	rubrics
anecdotal records	simulations
conferences	checklists
teacher-made and other tests	questionnaires
portfolios	oral presentations
learning journals	role-play
questioning	debates
essay writing	rating scales
performance assessments	case studies
peer and self-assessments	panel discussions
multimedia presentations	graphical representations

Evaluation

Evaluation is a continuous, comprehensive, and systematic process. It brings interpretation, judgements, and decisions to data collected during the assessment phase. How valid and reliable is the data gathered? What does the data suggest in terms of student achievement of course outcomes? Does student performance confirm instructional practice, or indicate the need to change it? Are students ready to move on to the next phase of the course, or is there need for remediation?

Teacher-developed assessments and the evaluations based on them have a variety of uses:

* providing feedback to improve student learning
* determining if curriculum outcomes have been achieved
* certifying that students have achieved certain levels of performance
* setting goals for future student learning
* communicating with parents about their children's learning
* providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
* meeting goals of guidance and administrative personnel

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. The evaluation of a student's progress may be classified as pre-instructional, formative, or summative—depending on the purpose.

Pre-instructional evaluation is conducted before the introduction of unfamiliar subject matter, or when learners are experiencing difficulty. It gives an indication of *where students are* and is not a measure of what they are capable of doing. The purpose is to analyse the student's progress to date in order to determine the type and depth of instruction needed. This type of assessment is mostly conducted informally and continuously.

Formative evaluation is conducted throughout the process of instruction. Its primary purpose is to improve instruction and learning. It is an indication of *how things are going*. It identifies a student's strengths or weaknesses with respect to specific curriculum
outcomes so that necessary adaptations can be made.

Summative evaluation occurs at the end of a designated period of learning. It is used, along with data collected during the formative stage, to determine learner achievement. This assessment is used in order to report the degree to which curriculum outcomes have been achieved.

Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed.

Principles for Fair Student Assessment Practices for Education in Canada (1993) articulates five basic assessment principles.

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment strategy used, and be consistently applied and monitored.
- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the curriculum outcomes for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

These principles highlight the need for assessment which ensures that

- the best interests of the student are paramount
- assessment informs teaching and promotes learning
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources of information

While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he/she knows and can do.

Curriculum Overview

Kindergarten–9 Social Studies Program

The social studies program for kindergarten to grade 9 is designed around ten conceptual organizers as identified below.

Kindergarten
Connections

Grade 9
Canadian Identity

Grade 1
Interactions

Grade 8
Interdependence

Learner

Grade 2
Change

Grade 7
Empowerment

Grade 3
Provincial Identity

Grade 6
World Cultures

Grade 5
Societies

Grade 4
Explorations
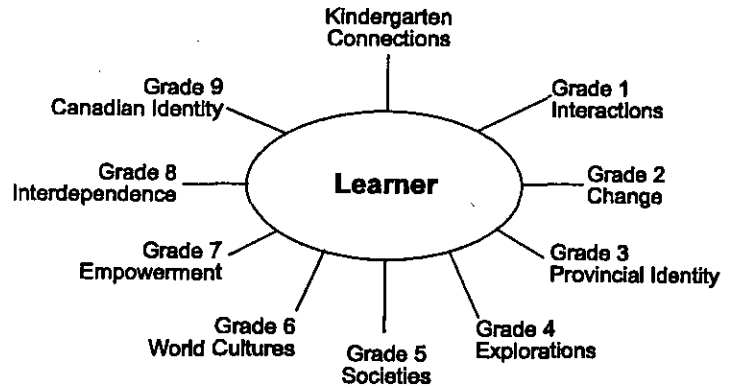
Grade 6: World Cultures

Grade 6 social studies is organized around the following units:

An Introduction to Culture

Environment and Culture

Canada: Reflections on a Multicultural Mosaic

World Cultures

Some Elements of Culture

World Issues

Expressions of Culture
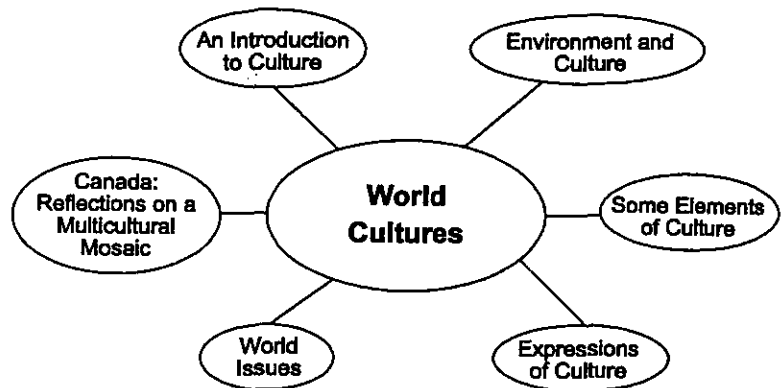
The conceptual framework for each unit in the grade 6 social studies program is expressed in the form of specific curriculum outcomes. Each outcome is accompanied by a set of delineations that elaborate upon and reflect its intent. The outcomes describe what students are expected to know, be able to do, and value by the end of the year.

Grade 6 Specific Curriculum Outcomes (and accompanying delineations)

Unit One: An Introduction to Culture

Students will be expected to

6.1.1 Explore the concept of culture and demonstrate an understanding of its role in their lives
- classify elements of culture as material or non-material
- investigate how cultures are transmitted from generation to generation
- identify factors that shape culture

6.1.2 Identify, locate and map major cultural regions of the world
- recognize that there are various criteria for defining a cultural region, such as language, religion, location and place, shared traditions, and history
- use various criteria to identify, locate and map cultural regions
- give examples of social and cultural diversity in the world

6.1.3 Analyse the importance of cross-cultural understanding
- give examples that illustrate the impact of cross-cultural understanding or a lack of cross-cultural understanding
- explain the concept of a stereotype
- examine the extent to which the mass media stereotype different cultural groups
- give examples of actions that are being taken to improve cross-cultural understanding (local, national, global)

6.1.4 Identify and explain factors that are creating a more global culture around the world
- describe how the movement of people impacts on cultures
- explain how the spread of ideas and technology is creating a more global culture
- give examples that are illustrative of a global culture

Unit Two: Environment and Culture

Students will be expected to

6.2.1 Compare climate and vegetation in different types of physical regions of the world
- identify and locate on a world map types of physical regions, such as polar regions, rainforests, deserts and grasslands
- give examples of the characteristics of climate and vegetation in these different types of physical regions
- give examples of similarities and differences of the climate and vegetation in these different types of physical regions

6.2.2 Assess the relationship between culture and environment in a selected cultural region
- identify, locate and map the cultural region selected, and identify its physical environment(s)
- analyse how the way of life in this culture is influenced by its physical environment(s)
- evaluate the impact that culture has on the environment

6.2.3 Compare the use of resources and sustainability practices between Canada and a selected country
- give examples of similarities and differences in the use of resources and sustainability practices between Canada and the selected country
- explain reasons for different perspectives on the use of resources and sustainability practices

Unit Three: Some Elements of Culture

Students will be expected to

6.3.1 Examine how traditions relate to culture in a selected cultural region
- identify, locate and map the selected region including examples of its major features
- describe how religious traditions influence the region's culture
- describe how customs and rituals are reflected in the region's culture
- analyse how change factors affect cultural traditions

6.3.2 Describe how government relates to culture in a selected country
- identify, locate and map the selected country including examples of its major features
- describe the government of the selected country
- give examples of how government influences, and has influenced, culture

6.3.3 Explain how economic systems relate to cultures
- identify different economic systems
- examine the differences among different economic systems
- explain how the economic programs and services of a country influence its culture
- identify current economic trends that are influencing culture

Unit Four: Expressions of Culture

Students will be expected to

6.4.1 Analyse how the arts reflect beliefs and values in a selected cultural region
- identify, locate and map the selected region including examples of its major features
- identify visual arts, crafts, dance and music practised in the region
- analyse how music and dance reflect the beliefs and values of the culture
- analyse how crafts and visual art reflect the beliefs and values of the culture

6.4.2 Examine the importance of language, literature, and theatre arts as expressions of culture in a selected cultural region
- examine the extent to which language is important in preserving culture
- use examples of literature and oral tradition to explain how cultural values and beliefs are reflected
- demonstrate an understanding of the importance of theatre arts in expressing culture

6.4.3 Analyse the extent to which sports and games are expressions of culture in a selected cultural region
- explore sports and games that reflect the geographic influences of the culture
- analyse how the sports and games reflect the beliefs and values of the culture
- examine whether current trends reflect increased globalization in sport

Unit Five: World Issues

Students will be expected to

6.5.1 Analyse the effects of the distribution of wealth around the world
- use statistical data to represent the distribution of wealth around the world
- examine the effects of the uneven distribution of wealth on quality of life
- define poverty and give examples of its effects

6.5.2 Examine selected examples of human rights issues around the world
- give examples of rights included in the United Nations Declaration of the Rights of the Child
- give examples of rights included in the United Nations Universal Declaration of Human Rights
- identify human rights issues related to rights of children
- examine selected examples of current human rights abuses

6.5.3 **Take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens**
- explain the rights and responsibilities of being a global citizen
- support a position on a local/national/international issue after considering various perspectives
- plan and take age-appropriate actions to address local/national/international problems or issues

Unit Six: Canada: Reflections on a Multicultural Mosaic

Students will be expected to

6.6.1 **Illustrate an understanding of how cultures from around the world have contributed to the development of Canada's multicultural mosaic**

How to Use the Four-Column Curriculum Layout

Column 1: Outcomes

The curriculum has been organized into four columns to relate learning experiences to the outcomes by
- providing a range of strategies for learning and teaching associated with a specific outcome or outcomes
- demonstrating the relationship between outcomes and assessment strategies
- suggesting ways that teachers can make cross-curricular connections
- providing teachers with ideas for supplementary resources

Column 1 provides specific curriculum outcomes and accompanying delineations describing what students are expected to know, be able to do, and value by the end of the year. The delineations help elaborate upon the outcomes. The use of italics identifies the delineation(s) treated in the two-page spread.

Column 2: Suggestions for Learning and Teaching

Column 2 offers a range of strategies from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome or outcomes. It is not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning experience. The suggestions for learning and teaching make extensive use of graphic organizers and, where applicable, refer to teaching/learning tools provided in the appendices. The heart ♥ symbol is used to identify learning experiences that should be approached with sensitivity.

Column 1   *Column 2*

Column 3: Suggestions for Assessment

Column 3 provides suggestions for ongoing assessment which forms an integral part of the learning experience. These suggestions also make extensive use of graphic organizers and, where applicable, refer to teaching/learning tools provided in appendices.

Column 4: Notes

Column 4 provides links to other curriculum areas and supplementary resources (including appropriate groups and agencies).

Column 3   *Column 4*

Grade 6: Year Overview

The organizing concept for Social Studies 6 is "World Cultures." Students will develop both an understanding of the diversity, and a discernment for the common characteristics, among cultures throughout the world. Through a study of physical environments, traditions and rituals, governments, economies, literature and fine arts, religion, and sports and recreation, students will develop an understanding of the role that culture plays in everyone's lives by examining both their own culture(s) and other cultures from around the world. It is especially important that an examination of the distinctive and common features among cultures further develop students' recognition of the importance of cross-cultural understanding. Relatedly, at the end of the course, students will consider the influence of the numerous peoples and cultures who have contributed to the development of Canada.

The Social Studies 6 curriculum begins with a general introduction to the concept of "culture." It is essential that students construct a meaningful understanding of this key concept which underpins the rest of the course. The curriculum also has students investigate a number of facets of culture—influences on culture, elements of culture, and expressions of culture—by looking at a number of specific cultures from around the world. This exploration will help broaden and deepen students' understanding of the concept of culture. As well, by doing so through an examination of a variety of peoples and places in the world, it will truly make this a World Cultures course.

While the Social Studies 6 curriculum identifies particular world cultures in relation to specific curriculum outcomes, teachers are free to choose different cultures to address outcomes. Indeed, the interests of students, school or community, world events, or cross-curricular opportunities should be considered when making such classroom determinations. In planning the year, teachers must consciously and conscientiously select a diverse assortment of cultures and geographic regions so that students are truly exposed to World Cultures.

The curriculum is also designed to have students examine contemporary world issues and investigate the extent to which forces of globalization affect culture. For students to address world issues as informed global citizens, teachers must encourage students to ask meaningful questions, investigate problems, collect and analyse information, draw generalizations and conclusions, and develop proposed courses of action. Social Studies 6 draws on various disciplines of social studies, including geography, history, economics, political science, anthropology, and sociology. In addition to its specific curriculum outcomes, this course also addresses key-stage curriculum outcomes within all of the six conceptual strands of social studies, as articulated in the *Foundation for Atlantic Canada Social Studies* (1999). Similarly, the Social Studies 6 curriculum provides myriad opportunities for students to engage in the three key social studies processes of communication, inquiry, and participation.

Unit	Correlate	Geographic Focus	Other Suggestions*
1. An Introduction to Culture	Explores the general concept of culture, cultural realms, cross-cultural understanding, and the spread of global culture	Global	N/A
2. Environment and Culture	Examines physical regions around the world and how cultures are influenced by their environment.	Physical Regions—Global Environment—Amazon Rainforest/Brazil	Physical Regions - N/A Environment—Sahara or other desert region; Canadian Arctic; Himalayas (Tibet); Alps (Switzerland)
3. Some Elements of Culture	Considers how traditions, governments and economics influence cultures	Traditions—Middle East Government and Economics—China	India; countries/regions in Europe; USA; New Zealand
4. Expressions of Culture	Explores how cultures express themselves through the arts (including literature and language) and sports and games	West Africa	Russia; Australia; European countries (Britain, Italy, France)
5. World Issues	Investigates a number of global and human rights issues, including poverty, and rights related to children	Global	N/A
6. Canada: Reflections on a Multicultural Mosaic	Explores how various peoples and cultures have contributed to the development of Canada	Canada	Planning for this unit and the student project should commence early in the school year.

* Alternative choices should be made based on how well the country or region can be used to pursue the intent of the outcome. Choices for consideration may be dictated by the interests of the students, current events, and availability of teacher resources.

Unit 1:
An Introduction
to Culture
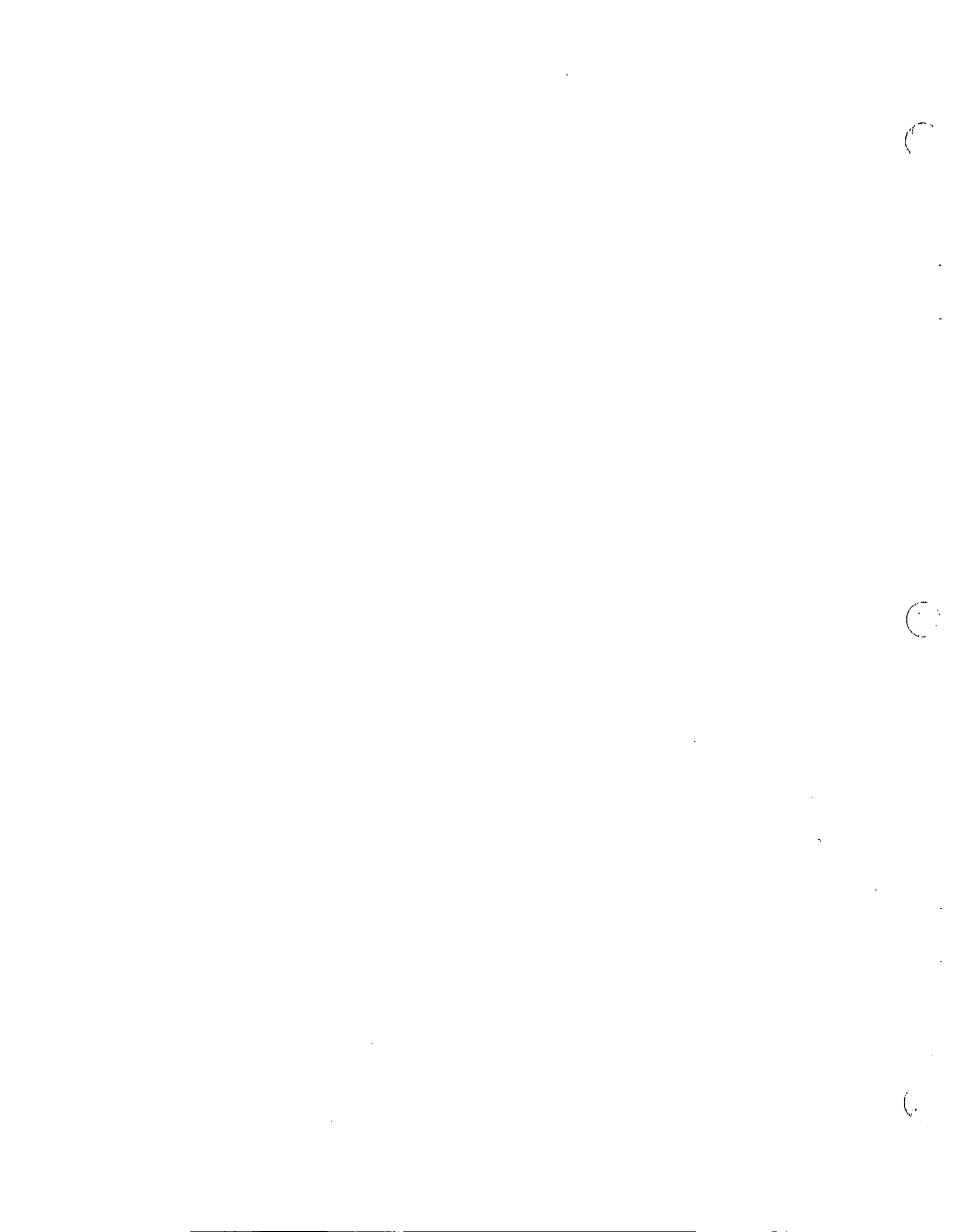
Unit 1: An Introduction to Culture

Unit Overview

Unit 1 introduces students to the general concept of culture, and has them consider specific elements of culture, such as history, traditions, language, and beliefs and values. These elements of culture are briefly explored, and students reflect upon the role of culture in their own lives. Before embarking on a study of specific world cultures, as grade 6 social studies does, this introductory unit has students geographically map various cultural regions in the world. Students also consider the importance of cross-cultural understanding and examine the globalization of culture.

Unit Outcomes

Students will be expected to
6.1.1 Explore the concept of culture and demonstrate an understanding of its role in their lives
6.1.2 Identify, locate and map major cultural regions of the world
6.1.3 Analyse the importance of cross-cultural understanding
6.1.4 Identify and explain factors that are creating a more global culture around the world

Unit Process and Skills Emphases

Communication
* Read critically
* Express and support a point of view

Inquiry
* Frame questions or hypotheses that give a clear focus to an inquiry
* Gather, record, evaluate, and synthesize information
* Draw conclusions that are supported by evidence

Participation
* Engage in a variety of learning experiences that include both independent study and collaboration
* Respond to class, school, community, or national public issues

Unit 1: An Introduction to Culture

Outcomes

In grade 6, students will be expected to

6.1.1 explore the concept of culture and demonstrate an understanding of its role in their lives

- *classify elements of culture as material or non-material*
- investigate how cultures are transmitted from generation to generation
- identify factors that shape culture

Suggestions for Learning and Teaching

The teacher may have students
- use the following organizer to classify elements of their culture. Students may extend the following list.

Elements of Our Culture		
Elements	**Material (✓)**	**Non-Material (✓)**
rap song		
DVD player		
family barbecue		
honesty		
guitar		
hockey stick		
Remembrance Day		
computer		

- reflect upon their activities during a typical weekend. Each example in the list (which the student may extend further) in the following organizer should be related to a particular culture.

My Type of Culture Affects What I Do ...		
Activity	*(Draw a line to connect an activity to a type of culture).*	**Type of Culture**
Prepared for science fair		Pop
Hung out at the arcade		Youth
Participated in a native dance		School
		Ethnic
		Religious

- develop a placemat or travel brochure for visitors to the local area. Include several material and/or non-material features of culture that likely would be of interest during their stay.

Unit 1: An Introduction to Culture

Suggestions for Assessment

Students may, for example,
* use the following organizer to identify material and non-material elements in their school culture. The following list may be read to help students get started.

Cultural Elements in Our School		
chalkboard	school assembly	rules
sports	desk	gynmasium

Elements of Our School Culture		
Elements	Material (✓)	Non-Material (✓)

* examine a video clip of a cultural group in the developing world (e.g., the Tuareg of the Sahara, or the Yanomamo of the Amazon Basin) and classify cultural elements as either material or non-material.
* write a brief paragraph about how their lives are influenced by pop culture. The following organizer may be used to structure the paragraph. *(To assess this writing piece, refer to Appendix J-1 for a holistic scoring rubric.)*

Organizing Structure for a Paragraph
Beginning Main idea is stated in a topic sentence to help the reader anticipate what's coming.
Middle Evidence is presented in the form of facts. Facts are supported by a description of examples. Facts and examples are explicitly related to the topic sentence.
End The significance of the main idea, given the evidence, is explained.

Notes

Prescribed Resources

Culture Quest: Exploring World Cultures, chapter 1

Culture Quest: Exploring World Cultures—Teacher's Resource, chapter 1

Common CAMET

Language Arts
* media and visual arts
* reading, writing, and representing

Unit 1: An Introduction to Culture

Outcomes

In grade 6, students will be expected to

6.1.1 explore the concept of culture and demonstrate an understanding of its role in their lives

- classify elements of culture as material or non-material
- *investigate how cultures are transmitted from generation to generation*
- identify factors that shape culture

Suggestions for Learning and Teaching

These suggestions help students to investigate how certain institutions (e.g., school, family, place of worship) and the media help transmit culture.

The teacher may have students
- compare an element of culture from the past (which their grandparents or mother/father would have been exposed to or involved in) to the same element of culture in which the students would be involved today (e.g., family dinner, family vacation, leisure time, living accommodations). The following organizer may be used to make the comparisons.
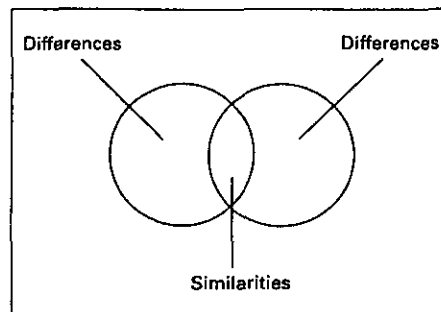
- give examples to show that the media help to pass on a culture to another generation.
- explore the role of cultural agents (e.g., peer group, school, family, literature, media, place of worship) in transmitting culture from one generation to another. Read an account of life in the past, or have a senior visit the class to describe what some of their traditions and beliefs were like when he or she was an early teen. Identify common features and identify the agent that would have helped to transmit them from *then* to *now*. Their observations may be recorded in the following chart.

Some of the Past Culture Lives On		
Traditions/Beliefs from the Past	*(Draw a line to connect an activity to a type of culture).*	Where Did We Get Them?
		Family
		School
		Media
		Peers
		Place of Worship

Unit 1: An Introduction to Culture

Suggestions for Assessment

Students may, for example,

- read a case study or view a video of another cultural group. Note how their culture is shaped by their past culture. The following organizer may be used. *(The criteria given are only examples; students may delete or add.)*

Comparing Two Cultures		
Past Culture	**Criteria**	**Present Culture**
	Food Ways	
	Dance	
	Superstitions	
	Clothing	

- divide into pairs. One member may write a diary entry to describe a typical Saturday during his/her grandparents' days. The other team member may write a diary entry to describe a typical Saturday today. Ask them to use the following T-chart to record their findings on chart paper. Circle the elements that are the same and underline those that are different. Ask the team to explain to the class how the common features likely got passed down.

Life during Saturday	
Grandparents' Days	**Today**

- write a reflective journal entry about some cultural element that got passed on to them from the past, or about some cultural element that was lost. *(Refer to Appendix G for a discussion of response journals: types of entries, cuing questions, and examples of lead-ins.)*

Notes

Unit 1: An Introduction to Culture

Outcomes

In grade 6, students will be expected to

**6.1.1 explore the concept of culture and demonstrate an understanding of its role in their lives**

- classify elements of culture as material or non-material
- investigate how cultures are transmitted from generation to generation
- *identify factors that shape culture*

Suggestions for Learning and Teaching

The teacher may have students

- brainstorm all the elements of their school culture. Use the Internet to research elements of school culture and the nature of the physical environment (i.e., climate, terrain, vegetation) in a country of their choice. In the following organizer, the environmental conditions can be listed as indicated; ask them to do the same for their area. Then, elements of the two cultures can be compared in the Venn diagram portion of the organizer. Lead a discussion to account for the differences in environmental factors. *(This approach may also be used for other factors that shape culture. For example, use values or religious beliefs in place of physical environment.)*

Physical Environment in My Culture		Physical Environment in Their Culture
My School Culture	*Similarities*	*Their School Culture*
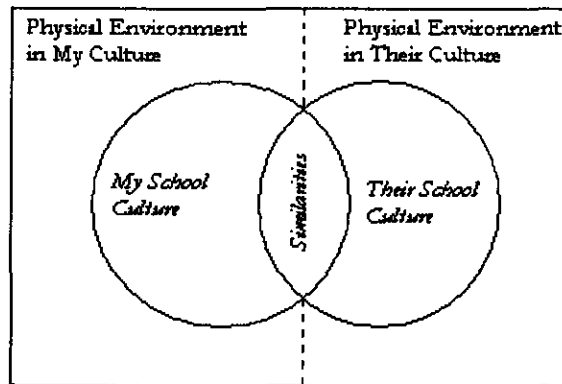
- analyse a series of photos of different communication settings (e.g., classroom setting, worship scene, Girl Guide outing, Aboriginal elder interacting with a group, individual watching television). Ask students to develop a list of ways in which our culture is passed to the next generation.
- use the following chart to record examples of how each of the factors listed shapes culture. *(Students may extend the list to include other factors, e.g., history and economy.)*

How Some Factors Shape Culture	
Factor	**Effects**
Environment	
Technology	
Government	
Beliefs and values	

Unit 1: An Introduction to Culture

Suggestions for Assessment

Students may, for example,
* construct a concept web to demonstrate how their culture would
  be affected if they lived in a hot and moist climate all year.
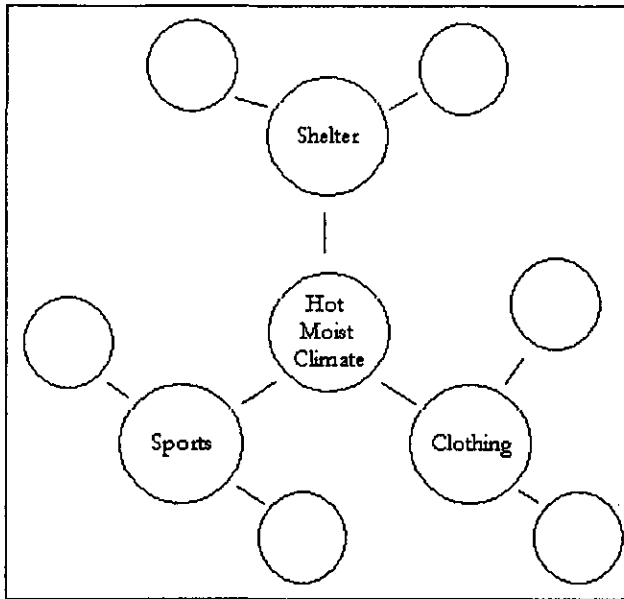
* write a brief paragraph to identify a factor and describe how it
  shapes some element of their local culture. *(For an organizer, refer to
  the organizing structure for a paragraph, page 35. To assess this writing piece,
  refer to Appendix J-1 for a holistic writing rubric.)*
* select cultural institutional/group settings. Divide into small
  groups and develop a list of beliefs/traditions that each setting
  passes on to the next generation.
* read a piece of literature that has a culture-related theme. Identify
  material and non-material features of culture, and how culture is
  lost and/or transmitted over time.
* track a day in each of their lives to determine which
  activities/events are unique to them and which are influenced by
  culture. As students share results with the class, they should reach
  the conclusion that both personality and culture influence the
  actions we take. ♥

Unit 1: An Introduction to Culture

Outcomes

In grade 6, students will be expected to

6.1.2 identify, locate, and map major cultural regions of the world

- *recognize that there are various criteria for defining a cultural region, such as language, religion, location and place, shared traditions, and history*
- use various criteria to identify, locate and map cultural regions
- give examples of social and cultural diversity in the world

Suggestions for Learning and Teaching

Remind students that there is no simple set of labels that can be used to designate a list of cultural regions. At best, cultural regions may be based on a single criterion (e.g., language, or religion). A change in the criterion will result in a change in the designation of the region.

The teacher may have students

- research (or visit) an ethnic neighbourhood of a large city. Identify the cultural elements that make it different from another neighbourhood (e.g., music, language, dress, religion).
- on an outline map of the world, use colour shading to indicate the following geographic regions: Africa, Asia, Europe, Latin America and the Caribbean, North America, and Oceania.
- arrange a photo display or a series of video clips showing cultural features (e.g., dress, food, dance, leisure activities, worship scenes) for a selected geographic region.
- select a continent and complete the following chart.

(Identify a Geographic Region)		
Location	**Countries**	**Physical Features**

- with a partner, plan a visit to a cultural region. List some of the places they would like to visit and cultural features they would like to observe. The pair may be asked to develop a brochure to illustrate why this cultural region would be an interesting place to visit.

Unit 1: An Introduction to Culture

Suggestions for Assessment

Students may, for example,

- research the cultural make-up of their province to determine if there are areas that are distinct from each other in terms of such criteria as physical environment, ethnicity, religion, and language. The following organizer may be used. *(The student may add other non-material features, such as music, folk stories, and so on.)*

Cultural Areas in My Province			
Area	Features		
	Ethnic Background	Religion	Language

- on an outline map of the province, shade in these areas according to a colour key that identifies the cultural features. Write a sentence to describe the location of an area that has a distinct culture.
- select a cultural region and complete the following chart.

(Identify Cultural Region)	
Language(s)	Religion(s)

Prescribed Resources

Culture Quest: Exploring World Cultures, chapter 2

Culture Quest: Exploring World Cultures—Teacher's Resource, chapter 2

Unit 1: An Introduction to Culture

Outcomes

In grade 6, students will be expected to

6.1.2 identify, locate, and map major cultural regions of the world

- recognize that there are various criteria for defining a cultural region, such as language, religion, location and place, shared traditions, and history
- *use various criteria to identify, locate and map cultural regions*
- *give examples of social and cultural diversity in the world.*

Suggestions for Learning and Teaching

The teacher may have students

- on an outline map of the world, use colour shading to indicate the six continents.
- examine a map showing the distribution of the world's ten major languages (i.e., Arabic, Bengali, Chinese, English, German, Hindi, Japanese, Portuguese, Russian, and Spanish). Ask each of ten students to research a language region and tell the rest of the class some interesting facts they found out. The following organizer may be used.

(Identify the Language)	
How many people speak this language?	
What countries use this language?	
On which continent(s) are these countries found?	
In which cultural region(s) is this language found?	
What are some commonly used words (e.g., hello, goodbye, yes, no ...)	

- on an outline map of the world, shade in the appropriate area for each of the major world religions. Analyse the map and complete the following chart to record some of the patterns observed.

(Identify a Religion)	
How many people practice this religion?	
What countries practice this religion?	
On which continent(s) are these countries found?	
In which cultural region(s) is this religion found?	
What are some common beliefs or practices of this religion?	

- construct a map showing the world's major religions on an acetate sheet and overlay it on a map showing the world's major languages. Describe the relationship between the two patterns.

Unit 1: An Introduction to Culture

Suggestions for Assessment

Students may, for example,

- on an outline map of North America, use colour shading to indicate areas where the following languages are largely spoken: French, Spanish, Ukrainian, Chinese, Innu-Aimun, Inuktitut, and Cree.
- provide evidence to support statements about cultural regions. The following organizer may be used.

How I know these statements are true	
Statement	*Evidence*
In *(identify a cultural region)*, people speak several languages.	
(Identify several cultures) are part of the same cultural region because of their location and place.	
(Identify a country) belongs to more than one type of cultural region.	
(Identify several countries) have similar traditions.	
(Identify several countries) practice the same religion.	

- write a sentence to support the following statement:

"(Identify a cultural region) has a wide variety of cultural features."

Notes

Unit 1: An Introduction to Culture

Outcomes

In grade 6, students will be expected to

6.1.3 analyse the importance of cross-cultural understanding

- *give examples that illustrate the impact of cross-cultural understanding or a lack of cross-cultural understanding*
- *explain the concept of a stereotype*
- examine the extent to which the mass media stereotype different cultural groups
- give examples of actions that are being taken to improve cross-cultural understanding (local, national, global)

Suggestions for Learning and Teaching

The teacher may have students
- survey a television program (or other media) to identify examples of the impact of cross-cultural understanding. This task should be assigned to two students who will analyse independently the same media piece. Have each student complete the following chart to illustrate and organize his or her findings.

Cross-Cultural Understanding on Television			
Name of Program	What the Program is About	Examples of Cross-Cultural Understanding	Impact of These Examples

- participate in a think-pair-share cooperative learning structure to examine the impact of cross-cultural understanding. Each partner shares with the other the information recorded in his or her chart on cross-cultural understanding from television viewing.. Both reach a consensus and share a common set of information with the class. *(To assess student participation in collaborative learning groups, refer to Appendix I.)*
- use the following spider definition organizer to define the term stereotype.
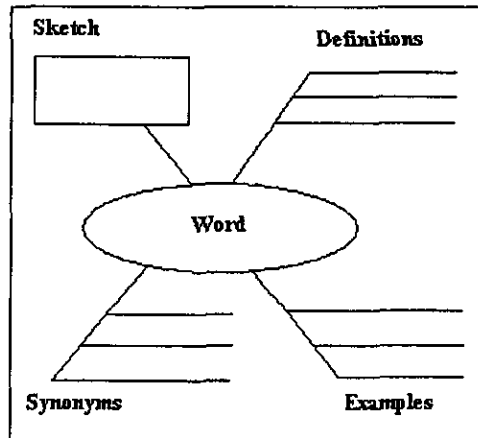
Unit 1: An Introduction to Culture

Suggestions for Assessment

Students may, for example,
* survey a newspaper or magazine article (or other media) to identify examples of the impact of a lack of cross-cultural understanding. Have each student complete the following chart to illustrate and organize his or her findings.

Lack of Cross-Cultural Understanding in the Print Media			
Name of Article	What the Article is About	Examples of Lack of Cross-Cultural Understanding	Impact of These Examples

* use the following organizer to give examples of stereotyping (which they have seen used) of the group identified. Students may add other groups. ♥

Examples of Stereotypes	
Groups	Stereotypes
Skateboarders	
Immigrants from *(identify an area)*	
Elderly people	
People of colour	

* read a selection of fiction or non-fiction text and identify examples of stereotyping. *(Teachers may relate stereotyping to bias, prejudice, and discrimination.)*

Notes

Prescribed Resources

Culture Quest: Exploring World Cultures, chapter 3

Culture Quest: Exploring World Cultures—Teacher's Resource, chapter 3

Unit 1: An Introduction to Culture

Outcomes

In grade 6, students will be expected to

6.1.3 analyse the importance of cross-cultural understanding

- give examples that illustrate the impact of cross-cultural understanding or a lack of cross-cultural understanding
- explain the concept of a stereotype
- *examine the extent to which the mass media stereotype different cultural groups*
- give examples of actions that are being taken to improve cross-cultural understanding (local, national, global)

Suggestions for Learning and Teaching

The teacher may have students
- examine television programs to identify examples of stereotyping. A sampling of the findings may be recorded on a classroom chart.

Examples of Stereotyping in Television Programs		
Name of Program	What the Program Is About	Examples of Stereotyping

- brainstorm ways to avoid stereotyping in schools, in the workplace, and in the media. Develop a class concept web to record some of the ideas. ▼
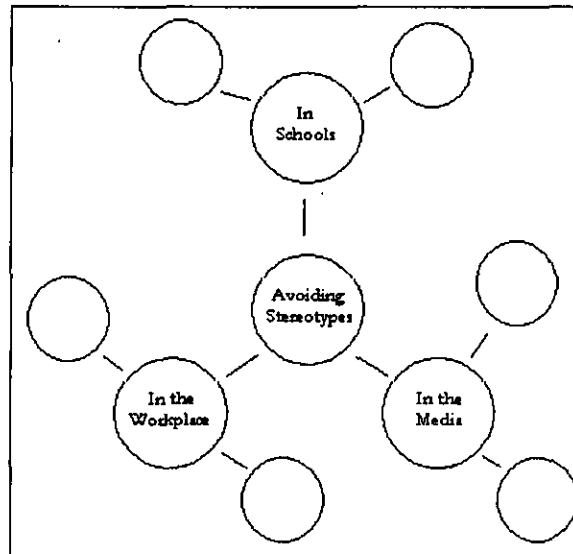
Unit 1: An Introduction to Culture

Suggestions for Assessment

Students may, for example,

* examine newspaper articles to identify examples of stereotyping.

Examples of Stereotyping in the Print Media		
Title of Article	What the Article is About	Examples of Stereotyping

* identify a newspaper or magazine article in which there are examples of stereotyping. Each student may be asked to write a new story board so that the instances of stereotyping are avoided.
* scan newspapers and magazines to identify an example of stereotyping in advertising. Students may rewrite the advertisement to avoid the stereotype. Selected "before-" and "after-revision" examples may be posted on the classroom wall and discussed.
* write a dialectical journal entry about an example of how strereotyping led to a serious misunderstanding of people from another culture. For example, stereotypes may
  - not allow us to truly understand and appreciate other groups or cultures
  - lead us to think that our group or culture is better than another
  - not reflect the diversity within cultures
  - lead to bias, prejudice, and discrimination

(Refer to Appendix G for a discussion of response journals: types of entries, cuing questions, and examples of lead-ins.)

Notes

Unit 1: An Introduction to Culture

Outcomes

In grade 6, students will be expected to

6.1.3 analyse the importance of cross-cultural understanding

- give examples that illustrate the impact of cross-cultural understanding or a lack of cross-cultural understanding
- explain the concept of a stereotype
- examine the extent to which the mass media stereotype different cultural groups
- *give examples of actions that are being taken to improve cross-cultural understanding (local, national, global)*

Suggestions for Learning and Teaching

The teacher may have students

- invite a representative from a particular cultural group or organization (e.g., NGOs, anti-poverty groups, anti-racism activists) to the classroom to participate in an interview about cross-cultural understanding. Students should prepare questions in advance of the visit. The following organizer is provided as a guide for students in the preparation of questions that retrieve facts, determine relationships among phenomena, and obtain opinions about events. The questions provided are for illustrative purposes only.

Preparing Questions for an Interview	
Type of Question	**Examples I Would Use**
Getting the facts: Who ...? What ...? When ...? Where ...?	*What kinds of stereotypes do poor people experience?*
Connecting ideas: Why ...? How ...? How differently ...? How alike ...?	*How does this affect the way poor people feel about themselves?*
Getting opinions: Do you think that ...? What would have happened if ...?	*Do you think education can help prevent stereotypes about the poor?*

- research public figures whose actions have affected cross-cultural relations. Each student should assign a "cheer" or "jeer" icon to indicate his or her evaluation of each action and provide a reason for this evaluation. The following organizer may be used.

Evaluating Actions That Affected Cross-Cultural Relations				
Public Figure	**Action(s)**	**Icon (✓)**		**Reason**
		☺	☹	

Unit 1: An Introduction to Culture

Suggestions for Assessment

Students may, for example,

- use the following organizer to record responses to questions posed while interviewing a representative from a particular cultural group or organization. (*The questions provided are intended only to illustrate the levels of questions; the student may write a new set.*)

Preparing Questions for an Interview	
Type of Question	**My Interview Notes**
Getting the facts: *What kinds of stereotypes do poor people experience?*	
Connecting Ideas: *How does this affect the way poor people feel about themselves?*	
Getting opinions *Do you think education can help prevent stereotypes about the poor?*	

- create an awards program for positive actions taken to improve cross-cultural understanding. Students should identify the criteria for the award, the types of actions that will be recognized, the design of the award (e.g., plaque, certificate ...), and how the recognition will be given (e.g., ceremony, media ...).

Notes

Unit 1: An Introduction to Culture

Outcomes

In grade 6, students will be expected to

6.1.4 identify and explain factors that are creating a more global culture around the world

- *describe how the movement of people impacts on cultures*
- explain how the spread of ideas and technology is creating a more global culture
- give examples that are illustrative of a global culture

Suggestions for Learning and Teaching

Background information about migration given in this two-page spread is essential to an understanding of the first delineation.

The teacher may have students

- write a definition for the term immigration, with an example
- use a spider definition organizer to examine the meaning of the term emigration
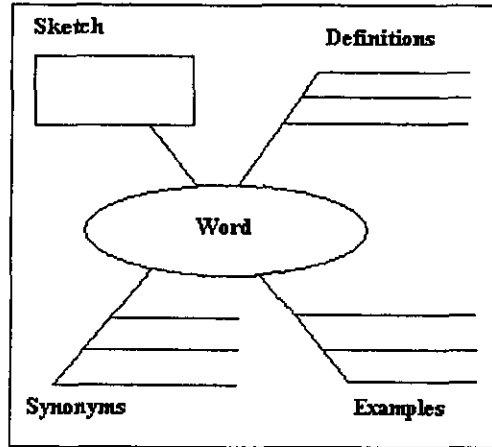
- select a country of interest and examine population change and how immigration and emigration relate to it. The following organizer may be used.

How a Population Changes in *(identify a country)*						
Year	Pop. *(start of year)*	Births	Deaths	Immi- gration	Emi- gration	Pop. *(end of year)*
Emigration _____ the population of a country, but immigration _____ it.						

Unit 1: An Introduction to Culture

Suggestions for Assessment

Students may, for example,

- write an explanation of the term "forced migration" and include an example.
- given statements, classify them as examples of immigration, emigration, or forced migration.
- demonstrate their understanding of how births, deaths, immigration, and emigration affect the population of a country. Students should assign a numeral to each of these terms as indicated in the following diagram.
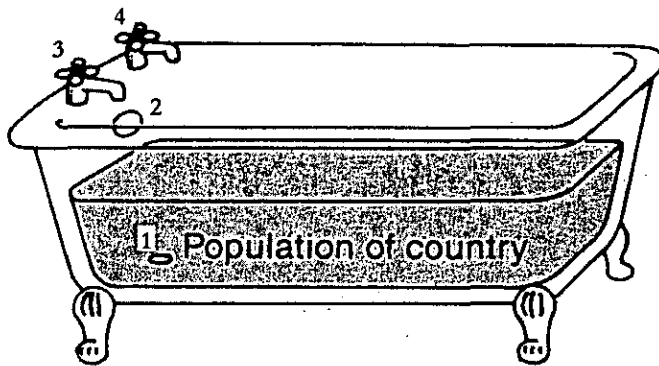
> Write the correct number after each term:
>
> births _____
> immigration _____
>
> deaths _____
> emigration _____

Notes

Prescribed Resources

Culture Quest: Exploring World Cultures, chapter 4

Culture Quest: Exploring World Cultures—Teacher's Resource, chapter 4

Common CAMET

Language Arts
- listening and speaking
- reading
- categorizing information

Mathematics
- SCO F1: choose and evaluate appropriate samples for data collection

Supplementary Resources

- Brune and Bulgutch. *Canadian by Conviction*. Gage, 2000.
- Draper, French, and Craig. *Human Geography*. Gage, 2000.
- Kolpin. *Global Links: Connecting Canada*. Oxford, 1999.
- Powrie and Sterling. *Global Citizens: Outlook 6*. Oxford, 2001.
- Williams, B. *One World, Many Issues*. Nelson Thornes.

Unit 1: An Introduction to Culture

Outcomes

In grade 6, students will be expected to

**6.1.4 identify and explain factors that are creating a more global culture around the world**

- *describe how the movement of people impacts on cultures*
- explain how the spread of ideas and technology is creating a more global culture
- give examples that are illustrative of a global culture

Suggestions for Learning and Teaching

The teacher may have students

- read a case study
(e.g., a newspaper article, human interest story) of an immigrant who came to Canada to live. Analyse how the decision to move to this country was made The following organizer may be used.

The Decision to Move to a New Country		
Push Factors (Why a person leaves the homeland)	Obstacles (What makes a person hesitate to leave)	Pull Factors (What attracts a person to a new country)

- interview an immigrant who came to settle in the local area. Find out about the hardships that a person may experience in settling in a new country.
- contact local immigrant groups to collect information about positions and roles that immigrants have assumed in the local area. The following organizer may be used.

Immigrants Help Build Canada			
Name	Homeland	Date of Arrival	Position/ Role/ Public Service

- develop a photo essay of contributions that other cultures have made to Canadian society, in the areas of food, dress, music, art, medicine, science, and so on.
- research the Internet to determine original source areas for some of the foods that Canadians consume. Have an International Food Day to highlight recipes or food samples.

Unit 1: An Introduction to Culture

Suggestions for Assessment

Students may, for example,

- conduct a class survey to determine which students come from families who moved from somewhere else to the local area.

Family	Arrived from	Because

- contact a local group that works with new arrivals to the local area (e.g., Association for New Canadians) to identify countries that immigrants came from during a given period. On an outline map, draw lines to connect the local community to the countries of origin.
- read a case study of an illegal immigrant and describe the push and pull factors that explain why the individual moved.
- assume the role of a teenager who has moved to a new country. Select a country and research conditions there. Describe the emotions you would likely feel in each of the situations listed in the following chart.

How It Feels to Be an Immigrant	
Situation	My Feelings
Leaving my homeland	
Arriving at the airport in *(identify the country)*	
Entering my new classroom for the first time	
Hearing news stories about my homeland	
Finding friends in a new neighbourhood	

- summarize a newspaper or magazine article that highlights some of the negative issues that may be associated with immigration (e.g., clash of beliefs, the role of immigrant women in a new society). ▼
- write a short essay to defend or take issue with the following statement:

    "Immigration should be a fundamental right for anyone who wishes to come to Canada."

    (To assess this writing plan, refer to Appendix J-1 for a holistic scoring rubric.)

Notes

Unit 1: An Introduction to Culture

Outcomes

In grade 6, students will be expected to

6.1.4 identify and explain factors that are creating a more global culture around the world

- describe how the movement of people impacts on cultures
- *explain how the spread of ideas and technology is creating a more global culture*
- *give examples that are illustrative of a global culture*

Suggestions for Learning and Teaching

The teacher may have students

- engage in a "fish-bowl" cooperative learning structure to discuss ways in which information transferred globally through the Internet may affect our culture. The "fish" (●) will complete a discussion of an assigned key question, as the observers (O) listen and record what is being said. Then the observers are given an opportunity to ask questions, offer refinements, and add more information in an overall class response to the key question.
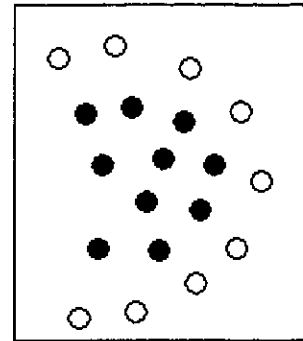
(To assess student participation in collaborative learning groups, refer to Appendix I.)

Key Question: How does the Internet affect the culture of a country?

- conduct a survey of members of selected age groups about their use of the Internet. The results may be transferred to a class chart.

Use of the Internet			
Age Group (years)	Time per Day	Reasons for Using the Internet	How the Internet Has Changed My Life
0-14			
15-19			
20-29			
30-39			
40-49			
50+			

As a class discussion, determine (1) if age is a factor in the time spent online, and (2) if there is a pattern by age group in the reasons for going online.

Unit 1: An Introduction to Culture

Suggestions for Assessment

Students may, for example,

- use the following checklist as they engage in the discussion of the impact of the Internet on culture.

Group Discussion Self Checklist		
Criteria	Yes	Not Yet
Speaks appropriately		
Asks a question		
Responds to a question		
Listens attentively to others		
Refers to facts and ideas		
Keeps on topic		
Shows respect for others		
Summarizes what is said		

- engage in an issue-analysis exercise. A key cultural issue is whether societies and cultures should welcome the free exchange of ideas and information. Students may use the following chart to list reasons for and against the issue and to arrive at a position.

Should Countries Freely Exchange Ideas and Information	
Pros	Cons
Countries should *(give your position)* because *(give reasons for your decision)*.	

Notes

Unit 1: An Introduction to Culture

Outcomes

In grade 6, students will be expected to

6.1.4 identify and explain factors that are creating a more global culture around the world

- describe how the movement of people impacts on cultures
- *explain how the spread of ideas and technology are creating a more global culture*
- *give examples that are illustrative of a global culture*

Suggestions for Learning and Teaching

The teacher may have students

- conduct an in-class survey of student preferences for items of popular culture. The results may be arranged in order of preference and presented as a classroom chart.

Classroom Survey: Items of Popular Culture Preferred Most	
Categories	**Items**
Clothing designs	
Music	
Fast food	
Sports/recreational equipment	
Magazines/newspapers	

- discuss how much commercials, or other media representations, are contributing to a global culture. The following questions should facilitate the discussion:
  - How did the commercial reflect global culture?
  - Were the commercials made to appeal to a worldwide audience?
  - Where did the commercials come from?

Unit 1: An Introduction to Culture

Suggestions for Assessment

Students may, for example,

- list examples to show that pop culture is part of the global culture.
- select a technology (e.g., automobile, airplane, train, passenger ship, cargo ship, cell phone, cable/satellite television, Internet, food technology) and examine its impact upon the way we live. Students may use the information they find to create a poster project about the influences and effects that this technology has had upon the world (e.g., reducing time-distance, exchange of cultural artifacts and practices, making products with less effort).
- depict examples of the spread of global culture. For example, the McDonald's arch can be drawn over Mt. Fuji; the WalMart sign over a Chinese Dragon. These sketches may be placed around the perimeter of a wall map of the world, with string attaching them to the correct physical location.

Notes

Unit 2:
Environment and Culture

Unit 2: Environment and Culture

Unit Overview

Unit 2, "Environment and Culture", examines the complex interactions between environment and culture. Environments around the world often appear strikingly distinct. While each is unique, every environment shares traits with other environments. As well, environment typically exerts a significant influence on its local culture, although it is always a unique influence. Conversely, the beliefs and practices of different cultures can have a significant effect on local and global environments.

The unit begins by having students examine and compare environmental features in different physical regions in the world. Students then consider and assess the complicated relationship between environment and culture in a selected region of the world. Finally, students study and compare resource and sustainability practices in Canada and another country.

Unit Outcomes

Students will be expected to

6.2.1 Compare climate and vegetation in different types of physical regions of the world

6.2.2 Assess the relationship between culture and environment in a selected cultural region

6.2.3 Compare the use of resources and sustainability practices between Canada and a selected country

Unit Process and Skills Emphases

Communication
- Read critically
- Express and support a point of view
- Select media and styles appropriate to a purpose
- Use a range of media and styles to present information, arguments, and conclusions

Inquiry
- Recognize significant issues and perspectives in an area of inquiry
- Gather, record, evaluate, and synthesize information
- Draw conclusions that are supported by the evidence
- Make effective decisions as consumers, producers, savers, and citizens

Participation
- Function in a variety of groupings, using collaborative and co-operative skills and strategies

Unit 2: Environment and Culture

Outcomes

In grade 6, students will be expected to:

6.2.1 compare climate and vegetation in different types of physical regions of the world

- *identify and locate on a world map types of physical regions, such as polar regions, rainforests, deserts and grasslands*
- *give examples of the characteristics of climate and vegetation in these different types of physical regions*
- give examples of similarities and differences of the climate and vegetation in different types of physical regions

Suggestions for Learning and Teaching

This outcome explores attributes of physical regions and the influence of climate and vegetation on them. Specific determinants of climatic conditions are first explored as background to physical regions.

The teacher may have students

- collect temperature data from an atlas or the Internet to find a relationship between average annual temperatures and distance from the equator (i.e., latitude).

Latitude and Temperature			
	Place	Latitude	Avg. Annual Temp.
High Latitudes (60-90°N)			
Middle Latitudes (30-60°N)			
Low Latitudes (0-30°N)			
Low Latitudes (0-30°S)			
Middle Latitudes (30-60°S)			
High Latitudes (60-90°S)			

- collect temperature data from a traditional atlas or from the Internet to generalize a relationship between average annual temperatures and elevation. The following organizer may be used.

Elevation and Temperature		
Place	Elevation	Avg. Annual Temp.

Unit 2: Environment and Culture

Suggestions for Assessment

Students may, for example,

- provide evidence from the Latitude and Temperature chart to support the following statement: "As a person travels farther and farther from the equator, temperatures will usually decrease."
- provide evidence from the Elevation and Temperature chart to support the following statement: "As a person descends a high mountain, temperatures will increase."

Notes

Prescribed Resources

Culture Quest: Exploring World Cultures, chapter 5

Culture Quest: Exploring World Cultures—Teacher's Resource, chapter 5

Common CAMET

Language Arts
- reading and writing
- listening and speaking
- interviewing
- representing information using various media

Science
- flora and fauna
- weather and climate

Supplementary Resources

- Billings and Billings. *True Tales from the Deserts.* Steck-Vaughn, 2000.
- Billings and Billings. *True Tales from the Jungles.* Steck-Vaughn, 2000.
- Billings and Billings. *True Tales from the Mountains.* Steck-Vaughn, 2000.
- Billings and Billings. *True Polar Regions.* Steck-Vaughn, 2000.
- Turnbull, Andy. *Truck to the North: My Adventure.* Annick Press, 1999.
- *Classroom Atlas of Canada and the World.* Rand McNally, 2006.

Unit 2: Environment and Culture

Outcomes

In grade 6, students will be expected to

6.2.1 compare climate and vegetation in different types of physical regions of the world

- *identify and locate on a world map types of physical regions, such as polar regions, rainforests, deserts and grasslands*
- *give examples of the characteristics of climate and vegetation in these different types of physical regions*
- give examples of the similarities and differences of the climate and vegetation in different types of physical regions

Suggestions for Learning and Teaching

The teacher may have students

collect temperature data from an atlas or from the Internet to generalize a relationship between average annual temperatures and distance from the ocean. The following organizer may be used.

Distance from the Ocean and Temperature		
Place	Distance from the Ocean	Avg. Annual Temp.

- examine an ocean currents map and discuss how the temperature of a place may be affected by ocean currents.
- examine a world climate map and describe the conditions found in selected climatic regions. The following organizer may be used.

Investigating a Climate Map	
Climatic Region	Conditions

- develop a photo-essay to depict and describe selected human activities in each of these regions in January (e.g., recreational activity, sport, clothing, transportation).

Unit 2: Environment and Culture

Suggestions for Assessment

Students may, for example,

- interpret information on a map of ocean currents. Write a sentence to explain why two places at the same latitude may experience different average annual temperatures.
- select a number of places and identify the factor(s) that explain their annual average temperature.

Places and Temperatures					
	Factor(s) Affecting Temperature				
Place	Avg. Annual Temp.	Latitude	Elevation	Distance from the Ocean	Ocean Currents

- use a world climate map to match climatic conditions to specific places. The following organizer may be used.

Matching a Place to Climatic Conditions	
Climatic Conditions	Place

Notes

Supplementary Resources (cont'd)

- *Global Climate Maps.* Sustainable Development Department, Food and Agricultural Organization, UN; http://www.fao.org/sd/EIdirect /climate/EIsp0002.htm
- *The Great Gobi Desert of Legendary Mongolia;* http://baatar.freeyellow.com/
- *What is Climate?* Environment Canada, http://www.atl.ec.gc.ca/climate/ whatis.html

Unit 2: Environment and Culture

Outcomes

In grade 6, students will be expected to

6.2.1 compare climate and vegetation in different types of physical regions of the world

* *identify and locate on a world map types of physical regions, such as polar regions, rainforests, deserts and grasslands*
* *give examples of the characteristics of climate and vegetation in these different types of physical regions*
* *give examples of the similarities and differences of the climate and vegetation in these different types of physical regions*

Suggestions for Learning and Teaching

The teacher may have students

* select a continent and give a brief description of each climate found there. Record the conditions in the following chart.

Climatic Conditions in *(Identify the Continent)*	
Climatic Region	**Climatic Conditions**

* participate in a jigsaw cooperative learning structure. In each home group, each student agrees to become an "expert" on one of the defining features of rainforest ecosystems—location (L), climatic conditions (C), vegetation (V), and animals life (A). After reading/researching and discussing the feature with the corresponding expert from the other home groups, he or she shares his or her expertise with other members of the home group. *(To assess student participation in collaborative groups, refer to Appendix I.)*

Example of jig-saw phases for a small class of 16 students				
Four home groups: (topic assigned)	LCVA	LCVA	LCVA	LCVA
Four expert groups: (study and discuss)	LLLL	CCCC	VVVV	AAAA
Back to home groups: (peer tutor and check)	LCVA	LCVA	LCVA	LCVA

* expand upon the following statement in a small group discussion: "The equatorial rainforests are the lungs of the earth."
* select a continent and use an ecosystems map to write brief descriptions of the ecozones that you would cross if you travelled in a straight line from north to south. Note changes in the ecozones along the journey.

Unit 2: Environment and Culture

Suggestions for Assessment

Students may, for example,

- use a climate map and write a brief description of the climatic conditions of their local area.
- organize the information they acquired from the jig-saw cooperative learning exercise into a box report. In the Relating the Ideas section, students will draw connections (e.g., how location affects climate, how vegetation is adapted to climate, how animals are adapted to climate and vegetation). Text and/or illustrations may be used. This organizer also may be used for other ecosystems.

Location	Climatic Conditions
RAINFOREST ECOZONE	
Animal Life	Vegetation
Relating the Ideas	
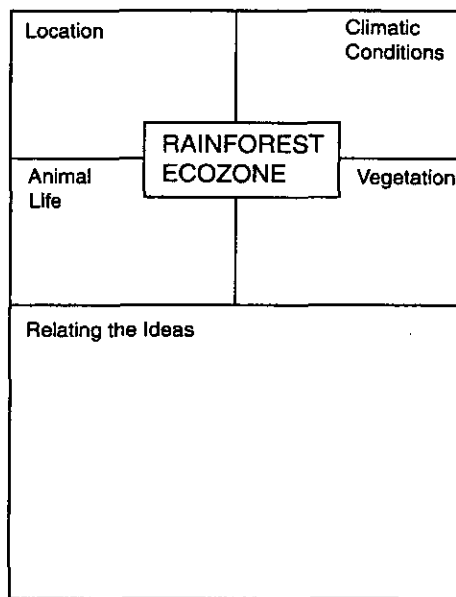
- use an ecozones map to identify the ecosystem for the local area. Develop a poster or computer folder containing photos to illustrate climatic conditions, vegetation, and animal life.
- identify an ecozone in which they would like to live and give reasons for their choice.

Notes

Unit 2: Environment and Culture

Outcomes

In grade 6, students will be expected to

6.2.2 assess the relationship between culture and environment in a selected cultural region

- *identify, locate and map the cultural region selected and identify its physical environment(s)*
- *analyse how the way of life in this culture is influenced by its physical environment(s)*
- evaluate the impact that culture has on the environment

Suggestions for Learning and Teaching

The outcome is referenced to the Amazon Rainforest in South America. Another ecozone may be used as a focus of study.

The teacher may have students

- use an atlas to identify and compare four countries that share the Amazon Basin. The following organizer may be used.

Countries in the Amazon Basin		
Country	**Natural Resources**	**Land Use**

- divide into groups to develop a pictorial essay on some aspect of the rainforest ecozone of the Amazon Basin (e.g., plants, animals, resources).
- examine photos depicting an aboriginal group engaging in a traditional subsistence activity (e.g., building a shelter, farming the land, hunting in the rainforest, making tools and implements) or wearing costumes in song and dance. Draw a conclusion about what the picture portrays.

Analysis Sheet: Photo	
Photo	What I See
(Identify the Photo)	Describe the setting and time. Identify the people and objects. How are they arranged? What's happening in the photo? Was there a purpose for taking the picture? Explain. What would be a good caption for the photo?
From this photo, I have learned that ...	

- conduct research on the importance of the Amazon River as a means of transportation, and as a source of food and hydro-electricity.

Unit 2: Environment and Culture

Suggestions for Assessment

Students may, for example,

* construct a double bar graph to show the area and total population for each of four countries in the Amazon Basin.
* use the following organizer to present general information collected from print resources and the Internet.

The Amazon Basin				
Location	Physical Features	Climate	Ecozone	Resources

* complete a "fish-bone" organizer to explain why the environment is important to aboriginal peoples. They may begin by developing a title (e.g., The Environment is Important to the Aboriginal Peoples), then list main ideas (e.g., obtaining food, getting shelter, making tools and implements ...), and provide details about the main ideas.
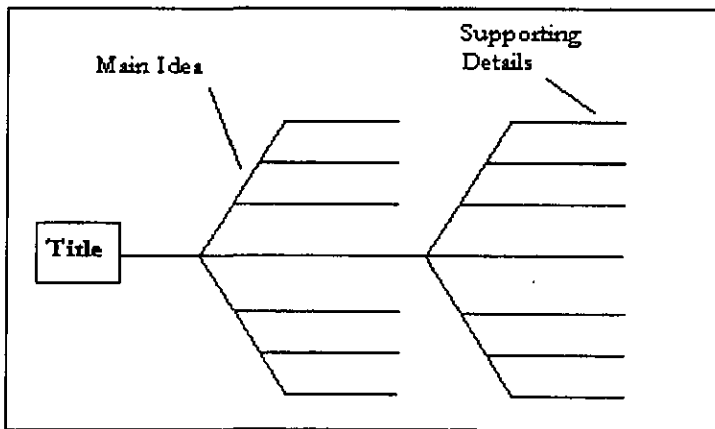
* select a significant river (e.g., the Ghanges, Yenesei, Nile) and develop a list of questions (related to such topics as finding food, farming the land, getting about, and daily activities) that they would ask someone who lived near it.

Notes

Prescribed Resources

Culture Quest: Exploring World Cultures, chapter 6

Culture Quest: Exploring World Cultures—Teacher's Resource, chapter 6

Common CAMET

Language Arts
* reading and viewing
* writing and other ways of representing
* comparing and contrasting

Supplementary Resources
* Dawood. *Land of Contrast.* Thomson Nelson, 1990.
* Heinrichs. *Brazil.* Children's Press, 1997.
* Forest Conservation Portal, **http://forests.org**
* *Classroom Atlas of Canada and the World.* Rand McNally, 2006.

Unit 2: Environment and Culture

Outcomes

In grade 6, students will be expected to

6.2.2 assess the relationship between culture and environment in a selected cultural region

- identify, locate and map the cultural region selected and identify its physical environment(s)
- analyse how the way of life in this culture is influenced by its physical environment(s)
- *evaluate the impact that culture has on the environment*

Suggestions for Learning and Teaching

The teacher may have students

- conduct research on the value of rainforest plants as a source of new therapies to combat serious diseases, such as cancer. Write a brief paragraph to summarize their findings.
- read a short article about the removal of the rainforest in the Amazon region to make way for cattle ranches. Information may be organized by key questions:
  - Why are cattle ranches located in The Amazon rainforest ecozone?
  - How much rain forest is removed annually?
  - What method is used to remove the trees?
  - What impact is cattle ranching having on the rainforest ecosystem?
  - How are aboriginal peoples affected by the coming of ranches to their homeland?
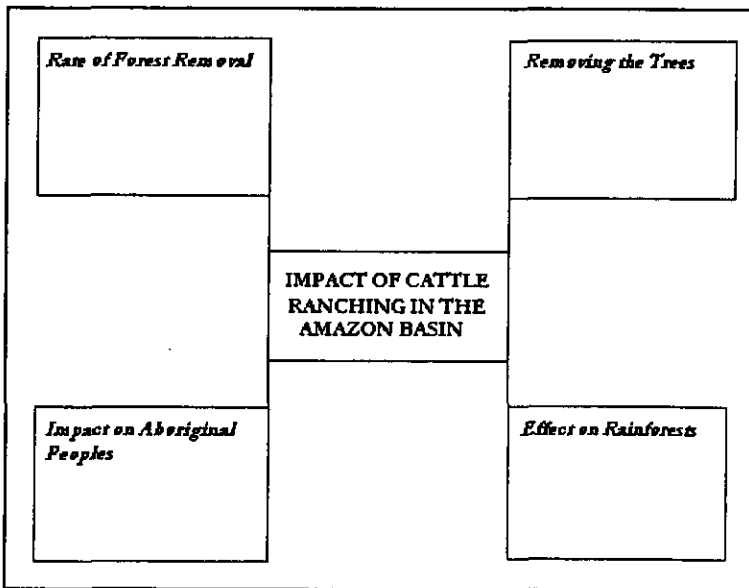
- read a short article about the operation of gold and silver mines in the Amazon rainforest, or the flooding of vast areas for reservoirs for hydro-electric projects. Design an organizer to show the advantages and disadvantages of carrying out the selected activity in the Amazon Basin.

Unit 2: Environment and Culture

Suggestions for Assessment

Students may, for example,

- assume the role of an entrepreneur who is running an ecotourism operation in the rainforest near the Amazon River. Design a brochure that would be suitable for a website designed to attract visitors to the Amazon Basin.
- write a letter to the editor of the local paper to express your views about the removal of rainforests for cattle ranchers.

Checklist: Writing a Letter to the Editor		
Criteria	Yes	Not Yet
Are my opening sentences strong and purposeful?		
Am I clearly stating my opinion?		
Are there enough details to support my point of view?		
Am I arguing against opposite opinions?		
Am I sure about whom I need to persuade?		
Are my sentences written to create clear messages?		
Are my words well chosen for my message?		
Have I checked my spelling, punctuation, grammar, and capitalization?		

- write a short description about the environmental impact of the construction of a dam across major rivers (e.g., the Mactaquac Dam on the St. John River, the Tennessee Valley Dam, Aswan Dam, or the Three Gorges Dam). The following organizer will help organize the research.

Impact of Damming Rivers			
Location	Need for the Dam	Environmental Impact	Human Impact

Notes

Agencies/Groups

- Organization of American States (OAS), 17th St. & Constitution Ave. NW, Washington, DC 20006
- United Nations Information Centre, 1775 K Street NW, Washington, DC 20008
- Rainforest Action Network, 221 Pine St., Suite 500, San Francisco, CA 94104, email: rainforest@ran.org
- The Rainforest Foundation (link to Rainforests and their Peoples), http://www.rainforestfoundat ionuk.org/

Unit 2: Environment and Culture

Outcomes

In grade 6, students will be expected to

6.2.2 assess the relationship between culture and environment in a selected cultural region

- identify, locate and map the cultural region selected and identify its physical environment(s)
- analyse how the way of life in this culture is influenced by its physical environment(s)
- *evaluate the impact that culture has on the environment*

Suggestions for Learning and Teaching

The teacher may have students

- compare viewpoints that various groups might have about a resource or resource-use activity in the Amazon. The following organizer may be used.

Perspectives on Rainforest Removal	
I Am A	**My Viewpoint on Clearing the Rainforest**
member of the Yanomami tribe	
medical researcher	
cattle rancher	
government representative	
unemployed worker from the coast	
construction engineer	
eco-tourism business owner	

Unit 2: Environment and Culture

Suggestions for Assessment

Students may, for example,

- develop a placard that they would use in a protest in favour of (or against) an activity related to the use of a resource in the equatorial rainforest. Students may brainstorm ideas that they would wish to communicate and come to a consensus on those that are most important for the intended audience.

Notes

Unit 2: Environment and Culture

Outcomes

In grade 6, students will be expected to

6.2.3 compare the use of resources and sustainability practices between Canada and a selected country

- *give examples of similarities and differences in the use of resources and sustainability practices between Canada and the selected country*
- explain reasons for different perspectives on the use of resources and sustainability practices

Suggestions for Learning and Teaching

Sustainability refers to the conservation, protection, and regeneration of resources over time. Fundamental to an understanding of sustainability is the idea that decisions made today affect future generations. Sustainability practices consider the critical impact of actions today on the future availability of resources.

The teacher may have students

- use a spider definition organizer to define sustainability.

- research to compare the use of resources in Canada with resource use in another country. The following organizer illustrates an approach for timber harvesting, but it may be adapted to include mining, oil extraction, or farming.

Sustainable Practices in the Forest Industry		
Canada	**Criteria**	*(Identify Another Country)*
	Licences	
	Harvest Limits	
	Cutting Practices (e.g., clear cutting)	
•	Reforestation	
	Combatting Infestations	
	Forest Fire Protection	

Unit 2: Environment and Culture

Suggestions for Assessment

Students may, for example

- compare conservation and sustainability. The following organizer may be used.

Comparing Conservation and Sustainability		
Word	**Definition**	**Example**
Conservation		
Sustainability		
Conservation and sustainability are similar because both have to do with *(complete the sentence)*.		
Sustainability is slightly different from conservation because *(complete the sentence)*.		

- research the Internet to compare the sustainability of fishing practices in Canada with that of another country. The following organizer may be used to present the findings.

Sustainable Practices in the Fishing Industry		
Canada	**Criteria**	***(Identify Another Country)***
	Licences	
	Harvest limits	
	Fishing practices (using bottom trawls)	
	Using alternative sources (e.g., aquaculture)	
	Reducing number of fishers	

Notes

Prescribed Resources

Culture Quest: Exploring World Cultures, chapter 7

Culture Quest: Exploring World Cultures—Teacher's Resource, chapter 7

Common CAMET

Language Arts
- reading and doing research
- gathering and recording information
- developing and supporting a point of view

Supplementary Resources

- Learning for A Sustainable Future, *The Disappearance of the Northern Cod, Inquiries For a Sustainable Future*, 1995, Ottawa.
- Learning for A Sustainable Future, *Sustainable Cities, Inquiries For a Sustainable Future*, 1995, Ottawa.
- Learning for A Sustainable Future, *Agriculture and Agribusiness, Inquiries For a Sustainable Future*, 1995, Ottawa.
- N.B. Department of Education, *Teaching About Sustainability: Some Practices.*

Unit 2: Environment and Culture

Outcomes

In grade 6, students will be expected to

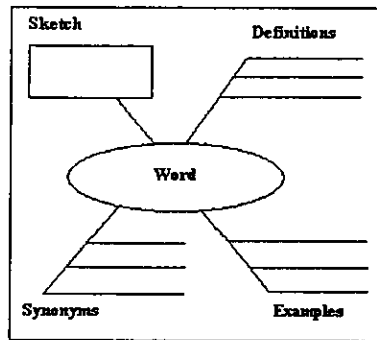**6.2.3 compare the use of resources and sustainability practices between Canada and a selected country**

- give examples of similarities and differences in the use of resources and sustainability practices between Canada and the selected country
- *explain reasons for different perspectives on the use of resources and sustainability practices*

Suggestions for Learning and Teaching

The teacher may have students

- group themselves in pairs and examine two sustainability practices related to a resource use. Each student will assign a "cheer" or "jeer" icon to indicate his or her evaluation of each practice and provide a reason for this evaluation. The following organizer may be used.

Evaluating Sustainability Practices				
Country	**Practice**	**Icon (✓)**		**Reason**
		☺	☹	

- use the following procedure to find evidence of bias in a position taken on a sustainability issue. *(Removal of rainforest is used to illustrate the approach, but other environmental issues may be used.)*

> Issue: Rainforests should be cleared in the Amazon Basin to provide large areas for cattle ranches.

Procedure
- adopt one of three roles (i.e., cattle rancher, aboriginal person, environmentalist) concerned about the removal of trees from a large area of the Amazon rainforest
- write a short paragraph in which at least three arguments are used to support a position on the issue
- divide into groups of three
- in each group, have one member read his or her paragraph
- have the remaining two group members decide what role the writer has adopted and explain how they know
- have all three group members identify key issues that the writer chose to ignore in his or her position
- find or create a cartoon that relates to a sustainability issue
- collect two articles that reflect opposing points of view on an environmental issue; critique the points of view and defend personal positions on the issue

Unit 2: Environment and Culture

Suggestions for Assessment

Students may, for example

- read a poem or the lyrics to a song about a sustainability issue. The following checklist may be used to analyse the messages and draw a conclusion from the poem or song lyric.

My Checklist for Reading a Poem	
Criteria	Check
From the title I can predict what the poem is about.	
I found out the meaning of new words.	
I read the poem straight through.	
I reread the poem slowly to get the meaning.	
I paid attention to punctuation and diction.	
I paid attention to poetic elements (e.g., rhyme)	
I examined the figures of speech and imagery used.	
I could imagine scenes created by the images.	
I put everything together to understand the main theme or meaning of the poem.	
This poem tells me that ...	

- conduct research on an issue about the development of a natural resource in Canada. The following organizer may be used.

Examining an Issue: (*Identify the issue you are examining*)
What is the main issue?
What positions are the key player(s) taking on the issue?
What arguments were used by one side to support their position?
What arguments were used by the opposing side to support their position?
What beliefs or values were at odds in this issue?
What should be done on this issue?

Notes

Agencies/Groups
- Learning for a Sustainable Future, 343 York Lanes, York University, 4700 Keele Street, North York, ON M3J 1P3, email: info@lsf-lst.ca
- National Forest Strategy Coalition, 580 Booth Street, 8th Floor, Ottawa, ON K1A 0E4, email: nfsc@forest.ca

Unit 3:
Some Elements of Culture

Unit 3: Some Elements of Culture

Unit Overview

Unit 1 introduced students to the concept of culture and to various elements of culture. Unit 3 provides an in-depth study of some important elements of culture—traditions, governments, and economic systems. As they examine these elements, students will also have the opportunity to identify other elements of culture and discover the interconnectedness of the various elements.

The unit begins with students examining how culture is influenced by traditions in a selected cultural region of the world. Students then choose another cultural region to examine how government influences culture and to explain how different economic systems can to influence cultures.

Unit Outcomes

Students will be expected to

6.3.1   Examine how traditions influence culture in a selected cultural region

6.3.2   Describe how government influences culture in a selected country

6.3.3   Explain how economic systems influence cultures

Unit Process and Skills Emphases

Communication
- Read critically
- Develop mapping skills
- Express and support a point of view
- Select media and styles appropriate to a purpose
- Present a summary report or an argument
- Use various forms of group and interpersonal communications, such as debating, negotiating, establishing a consensus, classifying, and mediating conflict

Inquiry
- Frame questions or hypotheses that give clear focus to an inquiry
- Apply a variety of thinking skills and strategies
- Gather, record, evaluate, and synthesize information
- Analyse and evaluate information for logic and bias
- Test data, interpretations, conclusions, for accuracy and validity
- Draw conclusions that are supported by evidence

Participation
- Engage in a variety of learning experiences that include both independent study and collaboration
- Respond to class, school, community, or national public issues

Unit 3: Some Elements of Culture

Outcomes

In grade 6, students will be expected to:

6.3.1 examine how traditions relate to culture in a selected cultural region

- *identify, locate and map the selected region including examples of its major features*
- describe how religious traditions influence the region's culture
- describe how customs and rituals are reflected in the region's culture
- analyse how change factors affect cultural traditions

Suggestions for Learning and Teaching

This outcome is referenced to influences on culture in the Middle East. Another geographic region may be used as the focus of study.

The teacher may have students

- refer to an atlas and complete the following chart to delineate where the Middle East region is found.

The Middle East Region: Where It Is	
Continents it shares	
Water bodies nearby	
Countries it includes	

- use GIS (Geographic Information System) or refer to an atlas to identify key physical features(i.e., landforms and water forms) in the Middle East region. They may be recorded in the following chart.

The Middle East Region: Key Physical Features		
Physical Features	Description	Location

- refer to a world climate map or research the Internet to identify climatic conditions in the Middle East region.

The Middle East Region: Key Climatic Zones		
Climate Zone	Description	Location

Unit 3: Some Elements of Culture

Suggestions for Assessment

Students may, for example,

- on an outline map of the Middle East, shade in the key physical features.
- classify a series of photos of different landscapes in the Middle East region according to the physical feature depicted.

The following chart may be used.

The Middle East Region: Key Physical Features	
Photo	This Photo Shows
1.	
2.	
3.	
4.	
5.	

- on an outline map of the Middle East region, indicate the area where the landform or water form depicted by each photo is located.
- use the Internet to research weather conditions for the same period for two different climatic zones. Present them as an evening weather forecast on television.
- on an outline map of the Middle East region, shade in the key climatic zones.

Notes

Prescribed Resources

Culture Quest: Exploring World Cultures, chapter 8

Culture Quest: Exploring World Cultures—Teacher's Resource, chapter 8

Common CAMET

Language Arts
- reading and writing
- listening and speaking
- interviewing
- representing information using various media

Science
- weather and climate

Supplementary Resources

- Ahsan. Festivals Series. Wayland, 1989.
- Kalman. The Lands, People and Cultures Series. Crabtree, 1990.
- Kerhahan. *Exploring World Religions*. Oxford University Press, 1987.
- Ridgwell and Ridgway. *Food Around the World.* Oxford, 1987.
- Wayland. Understanding Religions Series, 1992.
  - *Birth Customs*
  - *Death Customs*
  - *Food & Fasting*
  - *Initiation Customs*
  - *Marriage Customs*
- *Classroom Atlas of Canada and the World.* Rand McNally, 2006.

Unit 3: Some Elements of Culture

Outcomes

In grade 6, students will be expected to

6.3.1 examine how traditions relate to culture in a selected cultural region

- *identify, locate and map the selected region including examples of its major features*
- describe how religious traditions influence the region's culture
- describe how customs and rituals are reflected in the region's culture
- analyse how change factors affect cultural traditions

Suggestions for Learning and Teaching

The teacher may have students

- on an outline map of the Middle East region, shade in the four key ecozones.
- read a fictional piece or information-based text and identify the ecozones described.
- engage in a think-pair-share cooperative learning structure to examine how peoples of the Middle East region have adapted to living in dry conditions. A specific question, such as "How do desert dwellers cope with dry conditions?", may be posed. Each student thinks of a possible response to the question (e.g., use of oasis sites, qanats). Students then form pairs and each team member shares his or her answer with supporting evidence. The teacher selects pairs to share a common answer with the class. *(To assess student participation in collaborative learning groups, refer to Appendix I.)*
- examine how environment affects how people live, particularly those who still practice a traditional lifestyle. As an example, the following organizer may be used to show how much traditional Beduouin tribes/people of the Sinai relied upon the camel in a desert ecosystem.

Putting the Camel to Use	
Item	**Uses**
Fat milk	
Hides	
Hair	
Droppings	

- select a farming area along a river valley (e.g., the Nile) and list the farming activities and indicate the months in which they are carried out. The following chart may be used.

Activity	Month of Activity											
	J	F	M	A	M	J	J	A	S	O	N	D

Unit 3: Some Elements of Culture

Suggestions for Assessment

Students may, for example,

- examine a population distribution map with a physical features map and an ecozones map. In the following chart, students may record evidence to support each statement.

The Middle East Region: Where People Live	
Statement	**Evidence to Support This Statement**
Few people live in really dry regions.	
Areas along large rivers are crowded.	
People like to live along the coast.	

- complete the following chart to relate climatic zones and ecozones in the Middle East region.

The Middle East Region: Climate and Ecozones		
Ecozones	**Climatic Conditions**	**Vegetation**
Desert		
Steppe		
Broadleaf Forest		
Highland		

- develop a pictoral display of traditional clothing worn in the Middle East. Explain how they are influenced by environmental conditions.

Notes

Supplementary Resources (cont'd)

- Trejada. *Brown Bag Ideas from Many Cultures.* Davis Publications, 2000.

- Billings. *True Tales from the Desert.* Steck-Vaughn, 2000.

Unit 3: Some Elements of Culture

Outcomes

In grade 6, students will be expected to

6.3.1 examine how traditions relate to culture in a selected cultural region

- identify, locate and map the selected region including examples of its major features
- *describe how religious traditions influence the region's culture*
- describe how customs and rituals are reflected in the region's culture
- analyse how change factors affect cultural traditions

Suggestions for Learning and Teaching

The teacher may have students

- use GIS or an atlas to create a thematic map to depict the distribution of the main religions in the Middle East region. Write a brief description of the pattern shown.
- research the origins of the three main religions found in the Middle East region and record them in the following chart.

Religion	Origins	Place of Worship
Islam		
Christianity		
Judaism		

- participate in a "placemat" cooperative learning activity to identify key features of a major religion of the Middle East. Ask students to divide into teams of four members and select one of the three major religions. A placemat organizer is given to each team; each student places religious practices/features that comes to mind in one of the sections. Then, through consensus, each feature that is considered relevant to that religion is moved to the circle. All placemats may be posted on the classroom wall and distilled into a single placemat organizer for each religion.
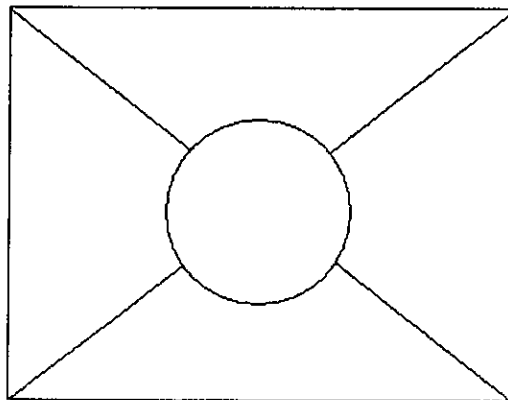
Unit 3: Some Elements of Culture

Suggestions for Assessment

Students may, for example,

- create a comparative chart to summarize the features of the three main religions of the Middle East.

Religions	Features		
	Main Beliefs	God	Sacred Text
Islam			
Christianity			
Judaism			

- use the following organizer to research and write a biography of a key religious figure who was instrumental in the origin of a key religion in the Middle East. ♥

Checklist for Writing a Biography
Who is/was this person?
What qualities does/did the person have?
What examples prove these qualities?
Describe events that changed this person.
What kinds of risks did this person take?
How was this person important to other people?
What I learned from this individual about how to be a better person?

Notes

Unit 3: Some Elements of Culture

Outcomes

In grade 6, students will be expected to:

6.3.1 examine how traditions relate to culture in a selected cultural region

- identify, locate and map the selected region including examples of its major features
- describe how religious traditions influence the region's culture
- *describe how customs and rituals are reflected in the region's culture*
- analyse how change factors affect cultural traditions

Suggestions for Learning and Teaching

The teacher may have students

- in pairs write a description of a place of worship, including the distinguishing features particular to the building structure.
- explore how beliefs and customs affect food ways. Select a religion practiced in the Middle East and show how it affects the choices of food, its preparation, occasions when it is consumed, and rituals during the meal.

Food Ways of the (*identify religion*) Religion	
Food Way	**Influence of the Religion**
Choice of food	
Preparation	
When it is eaten	
Rituals before/during meal	

- engage in a "4-Corners" cooperative learning strategy. Students select custom/ritual that interests them, and then go to a corner of the classroom labelled with that custom/ritual. Students form pairs and discuss interesting facts about the custom/ritual that led them to make the choice they did. They may also visit another area to find out why their peers made the choices they did. Randomly select students to report to the class. *(To assess student participation in collaborative learning groups, refer to Appendix I.)*

Four-Corners Activity
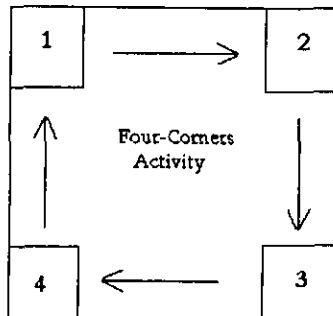
- develop a photo-essay to illustrate how elements of material culture (e.g., clothing, flags, religious architecture, religious icons) are influenced by religion and culture.

Unit 3: Some Elements of Culture

Suggestions for Assessment

Students may, for example,

- research customs and rituals in the Middle East and compare them to examples in Canadian culture. The following chart may be used.

Comparing Customs in the Middle East and in Canada			
Middle East	Origins/ Description	Canada	Origins/ Description
Sukkot		Thanksgiving	
Now Ruz		Sun Dance (First Nations)	
Debka (Arab Folk Dance)		Line Dancing	

- write a reflective journal entry about their experience with a traditional practice of one of the three major religious groups of the Middle East. A particular feature could be the focus of the entry, such as a religious ceremony, or a wedding they attended, read about, or viewed on television. (*Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.*)
- use a Venn diagram to compare customs and rituals around showing hospitality to a visitor in a Middle Eastern culture with customs and rituals in the local area. (Another custom/ritual could include a "coming of age" milestone.)

Differences   Differences

Similarities
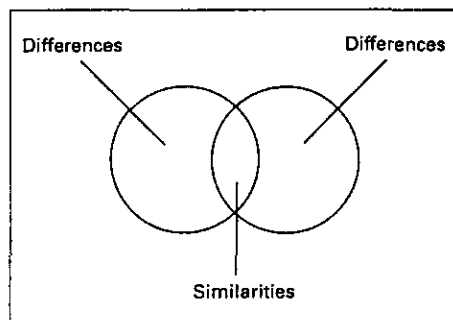
- write a brief paragraph to explain how a calendar in a Middle Eastern country is influenced by religion, culture, and patriotism.

Notes

Unit 3: Some Elements of Culture

Outcomes

In grade 6, students will be expected to

6.3.1 examine how traditions relate to culture in a selected cultural region

- identify, locate and map the selected region including examples of its major features
- describe how religious traditions influence the region's culture
- describe how customs and rituals are reflected in the region's culture
- *analyse how change factors affect cultural traditions*

Suggestions for Learning and Teaching

Traditions may change over time as the result of such factors as outside influences (e.g., tourism), urbanization, modern communications, education, and new technologies and practices.

The teacher may have students
- research travel magazines or the Internet for travel packages to a country in the Middle East for examples of how customs and rituals are used to attract tourists. The following organizer may be used.

Culture as a Tourist Attraction	
Cultural Feature	**Customs/Rituals**
Food	
Clothing	
Wedding	
Religious ceremonies	
How might tourism affect these customs and rituals?	

- select a region or country in the Middle East in which urbanization is affecting traditional lifestyles. The following chart may be used to record lifestyle differences between rural dwellers and urban dwellers.

Cultural Change		
Urban Dwellers	**Criteria**	**Rural Dwellers**
	Clothing	
	Shelter	
	Food	
	Communication	
	Transportation	
	Music	
	Women's roles	

- correspond with students of their own age from another culture (e-pals or pen pals). Complete a chart similar to the one above to compare the local culture with another culture.
- list ways in which a group may resist changes to their culture.

Unit 3: Some Elements of Culture

Suggestions for Assessment

Notes

Students may, for example,
- develop a photo-essay showing how contact with regions outside the Middle East has affected food, clothing, ways of making a living, and traditional beliefs.
- select a culture in the Middle East in which people have experienced changes in lifestyle over the last 50 years. The following chart may be used to record the changes.

Cultural Change		
Then	**Criteria**	**Now**
	Clothing	
	Shelter	
	Food	
	Tools	
	Transportation	
	Women's roles	
	Music	

- for a selected region or country in the Middle East, investigate how new technology has changed primary land use activity from traditional times. The following example illustrates one approach to the investigation, which may be modified for other primary activities.

Farming: Then and Now		
Then	**Criteria**	**Now**
	Crops	
	Tools	
	Irrigation methods	
	Ownership	
	Marketing	

- assume the role of a Middle Eastern person who is inviting a friend from Canada to come for a visit. Explain to your friend what would be interesting in your culture for your Canadian friend to experience today, and how it differs from the past.

Unit 3: Some Elements of Culture

Outcomes

In grade 6, students will be expected to

6.3.2 describe how government relates to culture in a selected country

- *identify, locate and map the selected country, including examples of its major features*
- describe the government of the selected country
- give examples of how government influences, and has influenced, culture

Suggestions for Learning and Teaching

This outcome is referenced to the influence of government on culture in China. The influence of government on culture in another country or geographic region may be used as the focus of study (see also column 2 on p. 96.)

The teacher may have students
- refer to an atlas and complete the following chart to describe where China is found.

China: Where It Is	
Continent on which it is located	
Water bodies nearby	
Countries it borders	

- create a map of China and include a picture legend to represent key physical features (i.e., mountains, rivers, deserts, and other ecosystems).
- refer to a world climate map or research the Internet to identify climatic conditions in China.
- around a classroom outline map of China, mount climographs to reflect climatic conditions for different parts of the country. Complete the following chart to compare climatic conditions for different locations.

Climatic Conditions in China	
Region	**Climatic Conditions**

Unit 3: Some Elements of Culture

Suggestions for Assessment

Students may, for example,

- use GIS or refer to an atlas to identify key physical features of China. They may be recorded in the following chart.

China: Key Physical Features		
Landform	Description	Location

- refer to a world climate map or research the Internet to identify climatic conditions in China.

China: Key Climatic Zones		
Climate Zone	Description	Location

- use information about landforms, water forms, climate, and population distribution to support the following statements.

How I Know These Statements Are True	
Statement	Evidence
Highland areas of the northwest do not attract as many people as in the warmer south.	
Coastal areas are pleasant places to live.	
Most of China's largest cities are along the coast.	

Notes

Prescribed Resources

Culture Quest: Exploring World Cultures, chapter 9

Culture Quest: Exploring World Cultures—Teacher's Resource, chapter 9

Supplementary Resources
- *Classroom Atlas of Canada and the World.* Rand McNally, 2006.

Unit 3: Some Elements of Culture

Outcomes

In grade 6, students will be expected to

6.3.2 describe how government relates to culture in a selected country

- identify, locate and map the selected country including examples of its major features
- *describe the government of the selected country*
- *give examples of how government influences, and has influenced, culture*

Suggestions for Learning and Teaching

The teacher may have students

- identify the four largest ethnic groups of China and describe their origins.

China: Ethnic Groups	
Group	**Background**

- select a national group and develop a **K-W-L** chart about aspects of their culture . Students could focus on one or more of location, physical environment, ways of making a living, · elements of material and non-material culture.

K-W-L Chart about the (identify an ethnic group)		
What I know already	**What I want to learn**	**What I learned**

- develop a concept web to show the functions that the local municipal government performs for its citizens. The following organizer is provided as a start of the web, which students can complete.
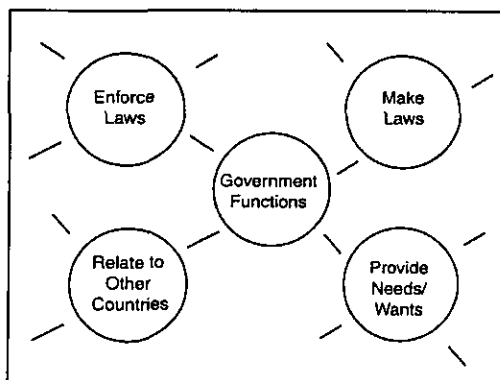
Unit 3: Some Elements of Culture

Suggestions for Assessment

Students may, for example,

- describe the areas of China in which the four largest ethnic groups live.

China: Ethnic Groups	
Group	Where They Live in China

- create an organizational chart to describe the various features of government in China.
- using a Venn diagram, compare the government of China to the government of Canada.

Notes

Unit 3: Some Elements of Culture

Outcomes

In grade 6, students will be expected to

6.3.2 describe how government relates to culture in a selected country

- identify, locate and map the selected country including examples of its major features
- describe the government of the selected country
- *give examples of how government influences, and has influenced, culture*
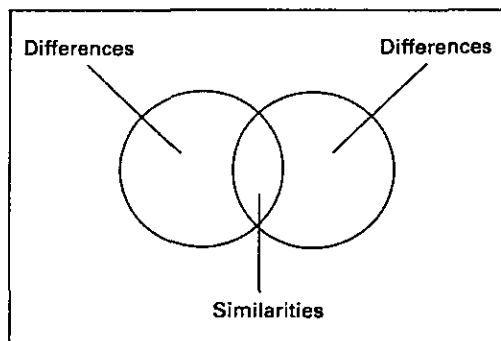
Suggestions for Learning and Teaching

China is a one-party state run by the Chinese Communist Party (CCP). It controls much of what is produced, and employment opportunities for its citizens. Although it has a constitution that guarantees such basic rights as freedom of speech and the right to vote, these rights are severely restricted. As well, the government strictly controls telecommunications and group activities that would contradict the state. In the past, the Chinese government discouraged or outlawed cultural activities, such as art, dance, music, and religion. More recently, cultural activity is experiencing a revival and many Chinese are rediscovering their traditions.

The teacher may have students
- participate in a roundtable discussion of how the Chinese government encourages/discourages particular aspects of culture of culture. Ask students to research three aspects of culture (e.g., education, sports, and religion). Divide the class into groups of three, one student to each topic. Each student in the small group writes on chart paper his/her knowledge of the assigned topic and passes the sheet to the student to the left, who adds his/her comments and passes them to the third student. This is repeated for the remaining two topics until each sheet comes back to the original writer. The use of coloured markers will provide an easy way to monitor the quality of work by each individual. *(To assess student participation in collaborative learning groups, refer to Appendix I.)*
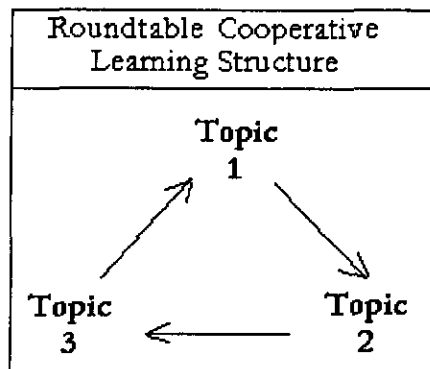
Roundtable Cooperative Learning Structure

Unit 3: Some Elements of Culture

Suggestions for Assessment

Students may, for example,

- read a short case study and/or view a television documentary about what the government of China, or Japan, does for its citizens. Use the information to complete a concept web similar to the one on p. 94.

China: Government Influence on Its People	
Influence in	Details
Business	
Education	
Religion	
Sports	

- listen to a video about life in China. Complete the following chart to record examples of how government influences the lifestyle of the Chinese people.

Notes

Unit 3: Some Elements of Culture

Outcomes

In grade 6, students will be expected to

6.3.3 explain how economic systems relate to cultures

- *identify different economic systems*
- examine the differences among different economic systems
- explain how the economic programs and services of a country influence its culture
- identify current economic trends that are influencing culture

Suggestions for Learning and Teaching

This outcome still focuses on China but shifts to a study of the influence of economic structures on culture.

The teacher may have students
- use an organizer to analyse an economic unit (e.g., a small business, a farm) in the local area. (This organizer may be used to illustrate an economic model that may be applied to a region, province, or country.) For the enterprise, identify the specific inputs, processes, and outputs.
- in the following chart, give examples to illustrate how the

Inputs	Processes
resources labour money equipment	organizing problem solving producing marketing

Outputs
goods services

government can influence the local enterprise.

Government and an Enterprise	
Government Action	Possible Results
Increase taxes	
Help pay wages	
Find markets in another province	

Unit 3: Some Elements of Culture

Suggestions for Assessment

Students may, for example,

- read an account of the operation of an enterprise in China or Japan. Use the input-output model to analyse it.
- write a brief paragraph to describe how the government can influence how an enterprise is run. *(To assess this writing piece, refer to Appendix J-1 for a holistic scoring rubric.)*

Organizing Structure for a Paragraph
Beginning Main idea is stated in a topic sentence to help the reader anticipate what's coming.
Middle Evidence is presented in the form of facts. Facts are supported by a description of examples. Facts and examples are explicitly related to the topic sentence.
End Significance of the main idea, given the evidence, is explained.

Notes

Prescribed Resources

Culture Quest: Exploring World Cultures, chapter 10

Culture Quest: Exploring World Cultures—Teacher's Resource, chapter 10

Unit 3: Some Elements of Culture

Outcomes

In grade 6, students will be expected to

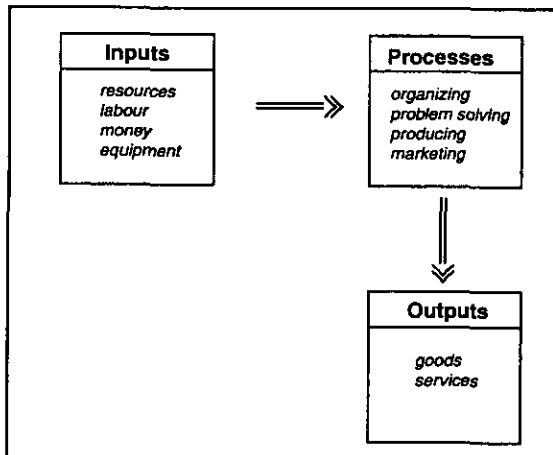**6.3.3 explain how economic systems relate to cultures**

- identify different economic systems
- *examine the differences among different economic systems*
- explain how the economic programs and services of a country influence its culture
- identify current economic trends that are influencing culture

Suggestions for Learning and Teaching

The teacher may have students

- use a fish-bone organizer to describe a centrally planned economy. Ask students to give the organizer a title, select the main features of a centrally planned economic system (i.e., main ideas), and then provide specific details or information to support the main ideas. The supporting details may come from their study of China, or they may draw from another context, (e.g., Cuba).
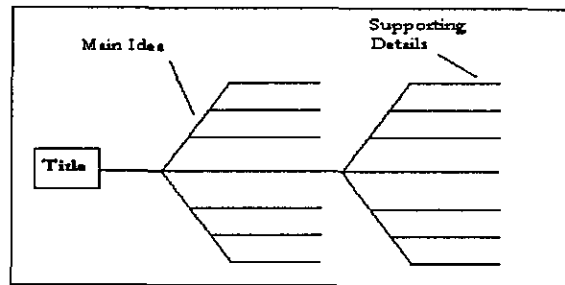
- use the following chart to examine the advantages and disadvantages of a centrally planned economy.

Centrally Planned Economies	
Strengths	**Weaknesses**
for the producer	*for the producer*
for the consumer	*for the consumer*

- use the following chart to examine the advantages and disadvantages of a market-oriented economy.

Market-Oriented Economies	
Strengths	**Weaknesses**
for the producer	*for the producer*
for the consumer	*for the consumer*

Unit 3: Some Elements of Culture

Suggestions for Assessment

Students may, for example,

- use a Venn diagram to compare a centrally planned economic system to a market-oriented economic system.

Differences   Differences

Similarities
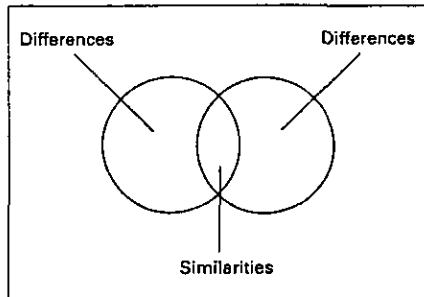
- complete the following chart to identify centrally planned features and market-oriented features that can be found in China today.

China's Economic System	
Centrally Planned Features	**Market-Oriented Features**

- present key points about the impact that the move toward a more market-oriented economy is having on the people of China.

China's New Economy
and Its People

Key Question

Impacts

- write a reflective journal entry about an incident r situation involving how a citizen of China was affected by a government decision. *(Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.)*

Notes

Unit 3: Some Elements of Culture

## Outcomes

In grade 6, students will be expected to

6.3.3 explain how economic systems relate to cultures

* identify different economic systems
* examine the differences among different the economic systems
* explain how economic programs and services of a country influence its culture
* *identify current economic trends that are influencing culture*

Suggestions for Learning and Teaching

The teacher may have students

* find examples and arrange a display of logos of international companies (e.g., McDonald's, WalMart). Brainstorm positive and negative effects they have on the local economy.

Impact of International Companies		
Company	They should stay because	They should leave because

* interpret a political cartoon about the impact of globalization on our culture. The following organizer may be used. *(For a discussion of other primary documents in the classroom, refer to Appendix E.)*
* predict possible effects that a North American political and economic union would have on Canadian culture. Create a future news headline that reflects an effect of such a union.

Unit 3: Some Elements of Culture

Suggestions for Assessment

Students may, for example,

- find and read a short article about a factory in a developing region that employs labourers who work for very low wages. For example, a scenario might be: The company produces very cheap shoes for sale in Canada, but it is accused of taking advantage of poor people. Ask students to use the following organizer to analyse the issue.

Examining an Issue: (*Identify the issue you are examining*)
What is the main issue?
What positions are the key player(s) taking on the issue?
What arguments were used by one side to support their position?
What arguments were used by the opposing side to support their position?
What beliefs or values were at odds in this issue?
What should be done on this issue?

- brainstorm the negative and positive effects of globalization. Have them record their ideas in the following chart.

Effects of Globalization	
Globalization is beneficial because	Globalization is not beneficial because

Notes
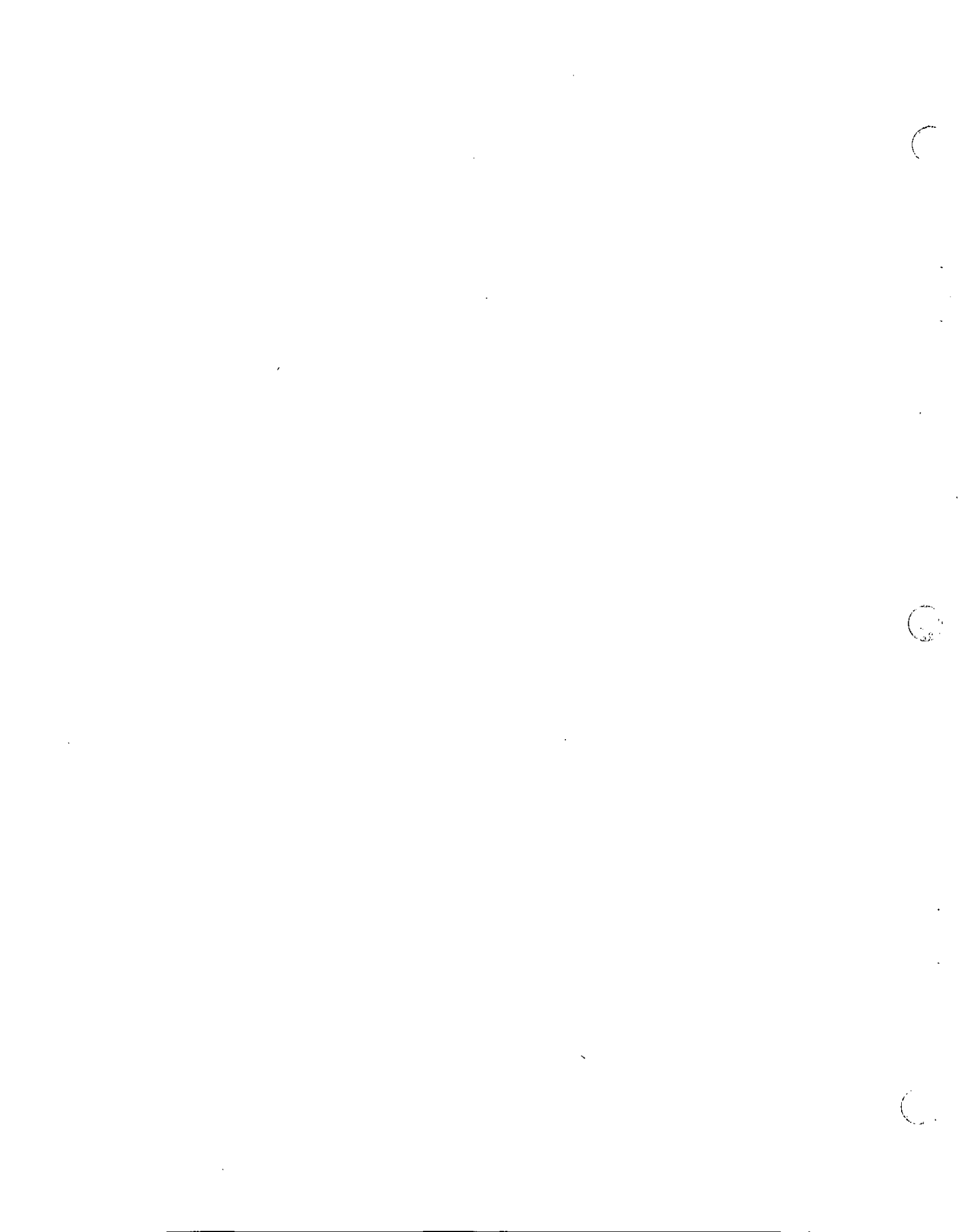
Unit 4:
Expressions of Culture

Unit 4: Expressions of Culture

Unit Overview

While there are many other avenues for cultural expression, Unit 4 provides a comprehensive introduction to three of them—the arts; language, literature and theatre arts; and sports and games. While the specific nature of these expressions is often very different from culture to culture, all cultures ultimately express themselves in the same general ways.

The unit begins with students analysing how the arts in a selected region of the world reflect the beliefs and values of the region's complex mix of cultures. Students then examine the importance of language for preserving culture, and the role of literature and oral tradition in passing on aspects of culture from one generation to another. Finally, students turn to sports and games—considering geographic influences, the extent to which sports and games reflect beliefs and values, and the globalization of sport.

Unit Outcomes

Students will be expected to

6.4.1   Analyse how the arts reflect beliefs and values in a selected cultural region
6.4.2   Examine the importance of language, literature, and theatre arts as expressions of culture in a selected cultural region
6.4.3   Analyse the extent to which sports and games are expressions of culture in a selected cultural region

Unit Processes and Skills Emphases

Communication
- Read critically
- Communicate ideas and information to a specific audience
- Develop map skills
- Present a summary report or argument
- Use various forms of group and interpersonal communications, such as debating, negotiating, establishing a consensus, classifying, and mediating conflict

Inquiry
- Frame questions or hypotheses that give clear focus to an inquiry
- Recognize significant issues and perspectives in an area of inquiry
- Identify sources of information relevant to the inquiry
- Gather, record, evaluate, and synthesize information
- Test data, interpretations, conclusions, and arguments for accuracy and validity
- Draw conclusions that are supported by evidence

Participation
- Engage in a variety of learning experiences that include both independent study and collaboration
- Function in a variety of groupings, using collaborative and cooperative skills and strategies

Unit 4: Expressions of Culture

Outcomes

In grade 6, students will be expected to

6.4.1 analyse how the arts reflect beliefs and values in a selected cultural region

- *identify, locate and map the selected region including examples of its major features*
- identify visual arts, crafts, dance and music practised in the region
- analyse how music and dance reflect the beliefs and values of the culture
- analyse how crafts and visual art reflect the beliefs and values of the culture

"The talking drums of Africa (Kalangu) imitate the pitch patterns of language and transmit messages over miles." NS Music curriculum.

Suggestions for Learning and Teaching

The continent of Africa is divided into North Africa and sub-Saharan Africa; the latter consists of West Africa, East Africa, Central Africa, and Southern Africa. The outcome is referenced to the arts as expressions of culture in West Africa; however, another geographic region may be used as a focus for the study.

The teacher may have students

- use GIS or an atlas to locate Africa in relation to other continents and major water bodies. The following chart may be used.

Africa: Where It Is	
Prompt	**Response**
The sea that lies off Africa's north coast	
The ocean that lies to the west	
The ocean that is found off Africa's east coast	
The continent that is north of Africa	
The continent that borders Africa to the east	

- classify a series of photos of different landscapes in Africa according to the physical feature depicted (e.g., mountain, plateau, valley, plain, lake, river). The following chart may be used on an outline map of Africa. Shade in the major climatic zones and provide a key to identify the colour/shading for each zone.

Africa: Key Physical Features	
Photo	**This Photo Shows**
1.	
2.	
3.	
4.	
5.	
6.	

Unit 4: Expressions of Culture

Suggestions for Assessment

Students may, for example,

- use GIS or refer to an atlas to identify key physical features on the continent of Africa. They may be recorded in the following chart.

Africa: Key Physical Features		
Landform	Description	Location

- on an outline map of Africa, indicate the area where each landform and water form identified in the photo study is located.
- refer to the student-constructed climate map to list the climatic zones and their locations. Refer to the Internet to identify the conditions in each zone. This information may be recorded in the following chart.

Africa: Key Climatic Zones		
Climatic Zone	Location	Description

- draw a horizontal, or vertical, line on the centre of the student-constructed climate map of Africa. List the sequence of climate zones as one would travel east-west, or north-south.

Notes

Prescribed Resources

Culture Quest: Exploring World Cultures, chapter 11

Culture Quest: Exploring World Cultures—Teacher's Resource, chapter 11

Common CAMET

Language Arts
- compare and contrast
- speaking and listening
- writing and other ways of representing
- frame questions and design investigations to answer their questions
- record, develop, and reflect on ideas
- reading and viewing
- use a range of reference texts

Science
- weather and climate

Thematic Studies

- a gallery of art from around the world
- a global craft festival
- a world celebration of music and dance

Supplementary Resources
- *Classroom Atlas of Canada and the World.* Rand McNally, 2006.
- *Kids Who Care.* Foster Parents Plan of Canada, 1998

Unit 4: Expressions of Culture

Outcomes

In grade 6, students will be expected to

6.4.1 analyse how the arts reflect beliefs and values in a selected cultural region

- *identify, locate and map the selected region including examples of its major features*
- identify visual arts, crafts, dance and music practised in the region
- analyse how music and dance reflect the beliefs and values of the culture
- analyse how crafts and visual art reflect the beliefs and values of the culture

Suggestions for Learning and Teaching

The teacher may have students

- on an outline map of Africa, shade in the major ecozones. Provide a key to identify the colour/shading for each zone.
- complete the following chart to relate climatic zones and ecozones in Africa.

Africa: Climate and Ecozones		
Ecosystem	Climatic Conditions	Vegetation
Desert		
Steppe		
Broadleaf forest		
Savanna		
Prairie		
Rain forest		
Highland		

- participate in a jigsaw cooperative learning structure to complete a study of one of Africa's five regions: North Africa, West Africa, Central Africa, East Africa, Southern Africa. In each home group, each student agrees to become an "expert" on one of four defining features of the region selected: location (L), physical features (P), climatic conditions (C), and ecozones (E). After reading/researching and discussing the feature with the corresponding experts from the other home groups, he or she shares his or her expertise with other members of the home group. *(To assess student participation in collaborative learning groups, refer to Appendix G.)*

Example of jig-saw phases for a small class of 20 students
Four home groups: LPCE   LPCE   LPCE   LPCE   LPCE (topic is assigned)
Four expert groups: LLLLL PPPPP CCCCC EEEEE (study and discuss)
Back to home groups: LPCE   LPCE   LPCE   LPCE   LPCE (peer tutor and check)

Unit 4: Expressions of Culture

Suggestions for Assessment

Students may, for example,

- refer to the student-constructed ecozones map to list the climatic zones and their locations. Refer to the Internet to identify the conditions in each zone. This information may be recorded in the following chart.

Africa: Key Ecozones		
Ecosystem	Location	Description

- compare Africa and North America according to key criteria, such as location, shape, area, population size, climatic zones, and ecosystems. Students may add other criteria. The information may be recorded in the following chart.

Comparing North America and Africa		
North America	Criteria	Africa
	Location	
	Area	
	Population Size	
	Climatic Zones	
	Ecozones	

- compare a climate map and a population distribution map. Identify the climate(s) that people on the continent of Africa prefer.

Notes

Unit 4: Expressions of Culture

Outcomes

In grade 6, students will be expected to

6.4.1 analyse how the arts reflect beliefs and values in a selected cultural region

* *identify, locate and map the selected region including examples of its major features*
* identify visual arts, crafts, dance and music practised in the region
* analyse how music and dance reflect the beliefs and values of the culture
* analyse how crafts and visual art reflect the beliefs and values of the culture

Suggestions for Learning and Teaching

The teacher may have students

* For a country in one of the regions, collect information on social and economic indicators, such as land use, population growth and density, employment level, family size, GDP per person, literacy, and other standard of living indicators (e.g., televisions per 10,000 people, doctors per 10,000 people). The following chart may be used to record the information.

(*Identify an African Country*): Key Information	
Indicators	(*Country in Africa*)
Land Use	
Population Density	
Employment Level	
Family Size	
GDP per Person	
Number of television per 1,0000	
Number Of Doctors per 10,000	

Unit 4: Expressions of Culture

Suggestions for Assessment

Students may, for example,

* compare a country in one of the regions with their province according to key social and economic indicators: population growth, population density, employment level, family size, GDP per person , literacy and other standard of living indicators (e.g., number of television per 10,000 people, number of doctors per 10,000 people). Students may wish to add other indicators.

  The following chart may be used to record the information.

(Identify Your Province) and *(Identify an African Country)*: A Comparison		
(Province in Canada)	Indicators	*(Country in Africa)*
	Population Density	
	Employment Level	
	Family Size	
	GDP per Person	
	No. of TVs per 10,000	
	No. Of Doctors per 10000	

Notes

Unit 4: Expressions of Culture

Outcomes

In grade 6, students will be expected to

6.4.1 analyse how the arts reflect beliefs and values in a selected cultural region

- identify, locate and map the selected region including examples of its major features
- *identify visual arts, crafts, dance and music practised in the region*
- analyse how music and dance reflect the beliefs and values of the culture
- analyse how crafts and visual art reflect the beliefs and values of the culture

Suggestions for Learning and Teaching

An appreciation of the rich history of the African peoples will help students better understand African culture and to realize the deep roots of many of the expressions of culture. The African continent is often referred to as the "cradle of civilization", or the "cradle of humanity".

The teacher may have students

- explore various archaeological discoveries that relate to the early development of humans in Africa. In small groups, have students research and create an archaeological simulation or re-creation of an archaeological discovery:
  - Middle Awash (oldest human ancestor yet discovered)
  - Laetoli, Tanzania (early hominids left footprints)
  - remains of "Lucy" discovered in Ethiopia
  - oldest known tools used in Ethiopia
  - first known tools used in Hadar, Ethiopia
  - in 100,000 BCE, beginning of migration from Africa of modern humans
  - first known musical instrument (bone flute) discovered in Northern Africa
  - terra-cotta sculptures discovered in northern Nigerian town of Nok
- select a national symbol of a country in Africa (e.g., flag, or coat of arms). Have students analyse the significance of the symbols, colours and design. The following organizer may be used.

Analysis Sheet: National Flag (or Coat of Arms)	
Flag	**What I See**
(Illustration of the Flag) *(Identify the Flag)*	What colours are used?
	What images are used?
	What ideas/values do the colours/images represent?

Unit 4: Expressions of Culture

Suggestions for Assessment

Students may, for example,

- as a large group activity, complete a **K-W-L** chart on the theme "Africa—Cradle of Humanity." Solicit responses from students about what they already know and enter them into the first column on a sheet of chart paper. Ask students to identify other things they may want to find out about the topic and write them as key questions. Students may then select the question(s) they wish to research. Record their findings in column three.

K-W-L Chart: Africa— The Cradle of Humanity		
What I know already	What I want to learn	What I learned

- select the flag of one country from each of the five regions of Africa. Use the flag analysis sheet (on p. 114) to show differences in the flag design, tell what they represent, and identify the historical influences.

Notes

Unit 4: Expressions of Culture

Outcomes

In grade 6, students will be expected to

6.4.1 analyse how the arts reflect beliefs and values in a selected cultural region

- identify, locate and map the selected region including examples of its major features
- *identify visual arts, crafts, dance and music practised in the region*
- analyse how music and dance reflect the beliefs and values of the culture
- analyse how crafts and visual art reflect the beliefs and values of the culture

Suggestions for Learning and Teaching

Since Africa has such a diversity of ethnic groups, there is a rich diversity of cultural expression. Accordingly, students should be cautioned against stereotyping all of Africa in terms of a particular expression of culture (e.g., a mask, or a drum).

The teacher may have students

- view a video-clip of life in an African village to identify features of the culture of the particular ethnic group represented. Students may classify the cultural features as either material or non-material and record them in the following chart.

Cultural Features of the *(identify the ethnic group)*	
Material	**Non-Material**

- research the Internet about the use of masks in an African society (e.g., the Dogon). The research may focus on the construction of the masks (i.e., materials, use of colours, and design) and ceremonial use. The information may be recorded in the following chart.

Analysis Sheet: Masks in an African Society	
Question	**Information**
1. How is the mask constructed?	
2. Who constructed it?	
3. How and when is it worn?	
4. Who mainly wears it and why?	
5. What ideas and values does the mask represent?	

- As an extension activity, students may design and create individual masks to portray feelings, ideas, and/or beliefs important to them.

Unit 4: Expressions of Culture

Suggestions for Assessment

Students may, for example,

* use the following checklist as they view a video-clip about life in an African village.

My Checklist for Viewing a Video	
Criteria	**Check**
Before I view the video,	
I predict from the title what the video is about.	
I think about what I already know about the topic.	
I make up a few questions that I would like the video to answer.	
As I view the video,	
I use clues, such as colour, images, and figures of speech to help me know what the main ideas are.	
I look for answers to my questions.	
I correct errors in what I thought I already knew about the topic.	
I make up new questions and try to find answers to them.	
I try to decide if the information is accurate and reliable.	
I think about the main events, information, and characters in the video.	
After I view the video,	
I check with a partner if I need help in clearing up something I do not understand.	
If necessary, I check other sources about this topic.	
I summarize what I learned from the video.	

Notes

Unit 4: Expressions of Culture

Outcomes

In grade 6, students will be expected to

6.4.1 analyse how the arts reflect beliefs and values in a selected cultural region

- identify, locate and map the selected region including examples of its major features
- identify visual arts, crafts, dance and music practiced in the region
- *analyse how music and dance reflect the beliefs and values of the culture*
- *analyse how crafts and visual art reflect the beliefs and values of the culture*

Suggestions for Learning and Teaching

Music (including drumming) and dancing are cornerstones of many African cultures and are used to celebrate and signify all stages of a person's life as well as to describe historical events and tell stories. Music was first used as a communication tool to transmit messages between villages. "The talking drums of Africa (Kalangu) imitate the pitch patterns of language and transmit messages over miles"—NS Music curriculum. Likewise, traditional dance and art capture traditional beliefs and values and help to convey them from one generation to another.

The teacher may have students

- complete the following organizer to explain why some African societies used drums. They could write a key question and list details to provide an explanation.

Drums in African Societies	
Key Question	**Detail**
	Detail
	Detail

- listen to a modern African musician available on the Internet. Bring to class modern music of their choice that has been influenced by African music: e.g., jazz, reggae, swing. Have students discuss how the different styles of music share common features of rhythm, drumming, and beat.
- learn a modern or traditional dance from an African culture and share it with the class. A video-clip on the Internet, or an individual from the community, might provide important information.
- examine examples of sculpture, blacksmithing, weaving and textile designs from various African cultures. Note common and unique patterns and designs, and identify stories, values, and beliefs behind the designs.
- select a particular culture within each of the four regions of Africa. Explain to the class that they will be setting up a small gallery to represent various cultures in Africa. Each student is to select an artist and a particular piece of art that he or she feels expresses the traditional beliefs and values of that culture. Students are to do a representation of the art form to be displayed in the gallery, a brief profile of the artist, and a short caption to go with the art to explain what the artist is expressing about the culture.

Unit 4: Expressions of Culture

Suggestions for Assessment

Students may, for example,

* write a brief paragraph about the purpose of song and dance (i.e., to communicate, entertain, celebrate, or tell a story) in African societies. The following organizer may be used to structure the paragraph. *(To assess this writing piece, refer to Appendix J-1 for a holistic scoring rubric.)*

Organizing Structure for a Paragraph
Beginning Main idea is stated in a topic sentence to help the reader anticipate what's coming.
Middle Evidence is presented in the form of facts. Facts are supported by a description of examples. Facts and examples are explicitly related to the topic sentence.
End Significance of the main idea, given the evidence, is explained.

* write a critique of a piece of African art. To assist them, provide a set of guiding questions. One approach is illustrated in the following organizer which divides a critique into four annotated parts. The questions are provided to illustrate the kinds of ideas the student should think about when writing a critique.

How to Critique a Piece of Art	
1. What it is about ... Who did the painting and when? What is it about? What is the title? What objects (e.g., people, animals, buildings, vegetation, landforms) do you see?	*3. What it means ...* What do you think this art is about? What title would you give it? Do you think the organization of the objects, colours used, and the medium are good? How does this piece of art make you feel?
2. Looking at the parts ... How are the objects arranged? How are they organized? Did the artist use charcoal or paint as a medium, and why? Is there balance in the painting? Are some objects exaggerated?	*4. What I think of it ...* Do you think this artist is talented and why? Would you describe it as weak, good, or excellent? Would you like to have this piece of art in your home?

Notes

Unit 4: Expressions of Culture

Outcomes

In grade 6, students will be expected to

6.4.2 examine the importance of language, literature, and theatre arts as expressions of culture in a selected cultural region

- *examine the extent to which language is important in preserving culture*
- *use examples of literature and oral tradition to explain how cultural beliefs and values are reflected*
- demonstrate an understanding of the importance of theatre arts in expressing culture

## Suggestions for Learning and Teaching

Oral literature, which includes myths and stories, are an African art form. This tradition began in pre-literate times and has been passed down through generations. The proverb forms an important part of African literature and day-to-day communication to describe a range of situations and points of view.

The teacher may have students

- listen to the teacher read an African folk tale, or listen to a video-recording of a folk tale. Ask students to complete the following organizer about the role and importance of folk tales in African societies. Remind them that a given folk tale may have more than one purpose.

Analysing a Folk Tale		
Purposes	**Check**	**Evidence**
This folk tale tells a story.		(What is the folk tale about?)
This folk tale entertains.		(What is interesting and entertaining in this folk tale?)
This folk tale teaches history.		(What is being said about the past?)
This folk tale provides information about the lives of individuals or culture of a group.		(What information or new ideas do we learn from this folk tale?)
This folk tale teaches morals and values.		(What does the folk tale teach us about how to change our behaviours and attitudes?)

- discuss their traditions and history with their family and come to school prepared to share a story with their groups. In their response journals, they may write a meta-cognitive entry about how they learned through their or another student's family story. *(Refer to Appendix G for a discussion of response journals: types of entries, cuing questions, and examples of lead-ins.)*

- complete a Y-diagram to examine what a proverb is.
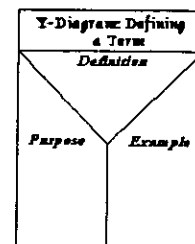
Unit 4: Expressions of Culture

Suggestions for Assessment

Students may, for example,
* use the following checklist as a self-assessment as they listen to the reading of an African folk tale.

My Checklist for Listening to an African Folk Tale	
Criteria	Check
Before listening,	
I predict from the title what the folk tale is about.	
I think about what I already know about the topic.	
I thought up some questions I would like answered.	
While listening,	
I pay attention to the speaker.	
I jot down answers to my questions.	
I correct errors in what I thought I already knew about the topic.	
I make up new questions and try to find answers to them.	
I pay attention to the images and figures of speech.	
I think about the main events, information, and characters in the folk tale.	
I listen carefully to see if the speaker is appealing to my emotions.	
After listening,	
I check with a partner if I need help in clearing up something I do not understand.	
I can summarize the main events and supporting details in the folk tale.	
I have an opinion about what I heard.	

* when presented with a part of a proverb, complete the statement. (*Provide students with the actual proverb for them to compare with their responses.*)
* collect examples of proverbs in their local community and share them with the class.

Notes

Prescribed Resources

Culture Quest: Exploring World Cultures, chapter 12

Culture Quest: Exploring World Cultures—Teacher's Resource, chapter 12

Common CAMET

Language Arts
* reading literature from other cultures
* proverbs and folktales from other cultures
* speaking and listening

Supplementary Resources

* http://www.mama.org/masks/index.htm
* http://www.afromix.org/disco/styles/afro_beat/index.en.html
* http:// media.dickinson.edu/gallery/Sect6.html
* http://www.marshall.edu/akanart/adinkracloth.html
* Alalibo. "The Tricky Turtle and His Broken Shell." *Rainbows, Children's Stories from Around the World.* 1992.
* Billings. *Folktales From Around the World.* Curriculum Associates, 1993.
* Trejada. *Brownbag Ideas from Many Cultures.* Davis Publications.

Thematic Studies
* a global showcase of literary media

Unit 4: Expressions of Culture

Outcomes

In grade 6, students will be expected to

6.4.2 examine the importance of language, literature, and theatre arts as expressions of culture in a selected cultural region

- *examine the extent to which language is important in preserving culture*
- *use examples of literature and oral tradition to explain how cultural beliefs and values are reflected*
- *demonstrate an understanding of the importance of theatre arts in expressing culture*

Suggestions for Learning and Teaching

The teacher may have students

- write the meaning of the following African proverbs in their own words.

Interpreting African Proverbs	
Proverb	What I Think It
He fled from the sword and hid in the scabbard.	
Mouth not keeping to mouth, and lip not keeping to lip, bring trouble to the jaws.	
One who does not understand the yellow palm-bird, says the yellow palm-bird is noisy.	
One who has already fallen into the water should not worry about getting his pants wet.	

- invite a representative from a local cultural group to the class to talk about the importance of language in preserving his or her culture. The following organizer is provided as a guide for students in the preparation of questions that retrieve facts, determine relationships among phenomena, and obtain opinions about events or situations. The italicized questions are provided only for illustrative purposes.

Preparing Questions for an Interview	
Type of Question	Examples I Would Use
Getting the facts: Who ...? What ...? When ...? Where ...?	*Did members of your group begin to lose their language after they came to Canada?*
Connecting ideas: Why ...? How ...? How differently ...? How alike ...?	*Did other groups experience the same problem?*
Getting opinions: Do you think that ...? What would have happened if ...?	*Do you think that it important to teach your original language to young children of your group?*

- write and perform a *jeliya* (i.e., a singing history). Include characters, masks, and costumes.

- perform a short African play in class. Ask the "audience" to analyse the importance of the play using the criteria in the chart, "Analysing a Folk Tale."

Unit 4: Expressions of Culture

Suggestions for Assessment

Students may, for example,

- use the following organizer to research and write a biography of a key African writer who contributed much to the understanding of his culture.

Checklist for Writing a Biography
Who is/was this person?
What qualities does/did the person have?
What examples prove these qualities?
Describe events that changed this person?
What kinds of risks did this person take?
How was this person important to other people?
What I learned from this individual about how to be a better person?

- write a short play to convey a significant cultural value related to an African cultural group. The performers should use culturally appropriate props (e.g., costumes, masks, drums ...).
- write a paragraph to support the following statement: "If a language is lost, so too will a culture be lost."

(To assess this writing piece, refer to Appendix J-1 for a holistic scoring rubric.)

Notes

Prescribed Resources

Culture Quest: Exploring World Cultures, chapter 12

Culture Quest: Exploring World Cultures—Teacher's Resource, chapter 12

Common CAMET

Language Arts
- reading and viewing
- writing and other ways of representing

Thematic Studies

The Olympics, Pan Am, or any multi-country sporting event

Supplementary Resources
- *Kids Who Care.* Foster Parents Plan of Canada, 1998.

Unit 4: Expressions of Culture

Outcomes

In grade 6, students will be expected to

6.4.3 analyse the extent to which sports and games are expressions of culture in a selected region

- *explore sports and games that reflect the geographic influences of culture*
- *analyse how the sports and games reflect the beliefs and values of the culture*
- examine whether current trends reflect increased globalization in sport

Suggestions for Learning and Teaching

The teacher may have students

- research to find out which sports, games, or recreational activities are popular in each of the regions of Africa. The information may be recorded in the following chart.

African Sports, Games, Recreational Activities	
Region	**Sports, Games, Recreational Activities**
North Africa	
West Africa	
Central Africa	
East Africa	
Southern Africa	

- on a large outline map of Africa, indicate the location of selected sports, games and recreational activities (e.g., dune buggy racing in sandy areas of North Africa). Look for patterns between sports, games, and activities and climate/physical environment.
- develop a list of factors that might influence the types of sports, games, and activities in a culture. Ask students to complete the following concept web.
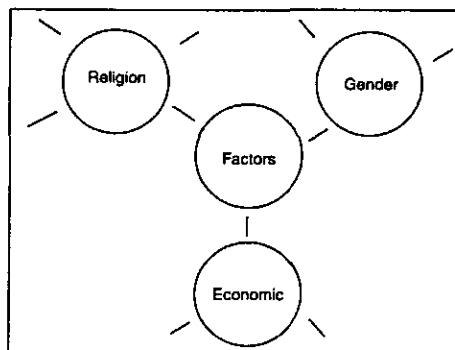
- learn and play a popular game played by African young adolescents (e.g., *dibeke, diketo, ncuva*).

Unit 4: Expressions of Culture

Suggestions for Assessment

Students may, for example,

* explain why participation in organized sport varies across Africa. Students may select a sport (e.g., cricket, soccer, table tennis) and research the Internet to determine factors which explain where it is played. The following fishbone organizer may be used. Ask students to give their investigation a title, state a main idea that identifies a factor that accounts for differences in participation (e.g., religion, gender, rural-urban, standard of living), and give details to support each main idea.
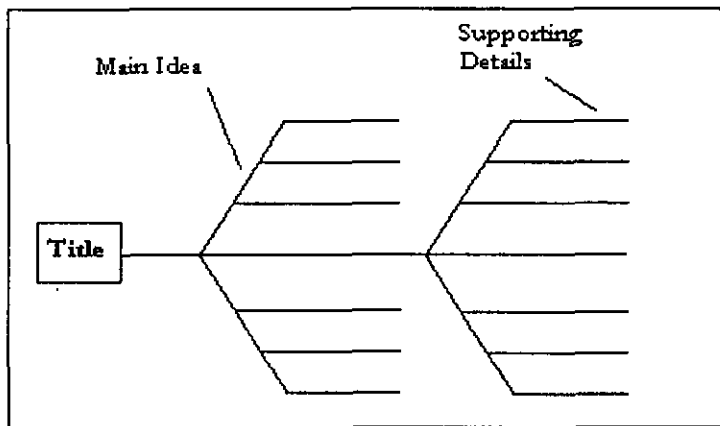
* assume the role of an African sports figure who has achieved a high standing (e.g., medal standing at the World Games or Olympic Games) in a particular sport. Prepare a speech for presentation to the class, or to a school assembly.

  (To assess the student's oral presentation, refer to Appendix J-4, "Holistic Speaking Rubric".)

* write a paragraph to describe the difficulties that women have had in participating in some organized sports in a region of Africa.

  (To assess this writing piece, refer to Appendix J-1 for a holistic scoring rubric.)

Notes

Prescribed Resources

Culture Quest: Exploring World Cultures, chapter 13

Culture Quest: Exploring World Cultures—Teacher's Resource, chapter 13

Common CAMET

Language Arts
* reading and viewing
* writing and other ways of representing

Thematic Studies

* the Olympics, Pan-American Games, or other multi-country sporting event

Supplementary Resources
* *Kids Who Care.* Foster Parents Plan of Canada, 1998.

Unit 4: Expressions of Culture

Outcomes

In grade 6, students will be expected to

6.4.3 analyse the extent to which sports and games are expressions of culture in a selected region

- explore sports and games that reflect the geographic influences of culture
- analyse how the sports and games reflect the beliefs and values of the culture
- *examine whether current trends reflect increased globalization in sport*
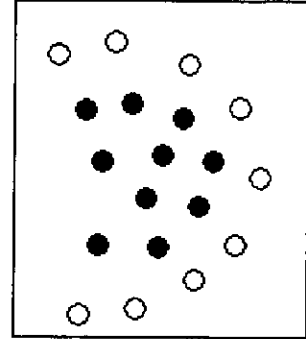
Suggestions for Learning and Teaching

The teacher may have students
- engage in a "fishbowl" cooperative learning structure to discuss why participation in the Olympic Games is different across the continent. The "fish" (●) will complete a discussion of an assigned key question on this issue, as the observers (O) listen and record what is being said. Then the observers are given an opportunity to ask questions, offer refinements, and add more information in an overall class response to the key question. *(To assess student participation in collaborative learning groups, refer to Appendix I.)*

Key Question: Why do African countries not all participate equally in the Olympic Games?

- prepare scripts and perform a role-play (groups of four) representing a talk show interview featuring a Canadian sportscaster and three African sports figures: a dune buggy enthusiast, a soccer player, and a track-and-field star. The interviewer will make up a series of questions based on the rules, training, kinds of equipment used, and factors behind the location of the sport. Each student will conduct research to develop a profile of themselves and to become familiar with their sport. Have groups make up a title for their talk show and create banners associated with each sport.
- identify a sport played in Africa that originated from outside the region. Describe the game and its source.

Unit 4: Expressions of Culture

Suggestions for Assessment

Notes

Students may, for example,

- use the following checklist as they discuss the participation of African countries in the Olympic Games.

Group Discussion Self Checklist		
Criteria	Yes	Not Yet
Speaks appropriately		
Asks a question		
Responds to a question		
Listens attentively to others		
Refers to facts and ideas		
Keeps on topic		
Shows respect for others		
Summarizes what is said		

- use the following checklist to collect information and write a biography of an African international sports figure.

Checklist for Writing a Biography
Who is/was this person?
What qualities does/did the person have?
What examples prove these qualities?
Describe events that changed this person?
What kinds of risks did this person take?
How was this person important to other people?
What I learned from this individual about how to be a better person?

Unit 5:
World Issues

Unit 5: World Issues

Unit Overview

While the preceding three units focus on regional perspectives, Unit 5 takes the whole world as its domain. The unit identifies broad issues and has students examine them globally, not just in one area of the world or by comparing a couple of regions. Of course, in practice, students will sometimes consider specific countries or localities as they examine the global issues.

The unit begins with students analysing the global distribution of wealth and the effects of uneven distribution. Students then identify and describe examples of human rights issues and abuses around the world in light of such agreements as the Universal Declaration of Human Rights and the Declaration of the Rights of the Child. Finally, students are required to support a position, make a plan, and take age-appropriate action to demonstrate their understanding of the responsibilities of global citizenship.

Unit Outcomes

Students will be expected to

6.5.1 Analyse the effects of the distribution of wealth around the world
6.5.2 Examine selected examples of human rights issues around the world
6.5.3 Take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens

Unit Process and Skills Emphases

Communication
- Read critically
- Develop map skills
- Use a range of media and styles to present information, arguments, and conclusions
- Present a summary report or argument

Inquiry
- Frame questions or hypotheses that give clear focus to an inquiry
- Apply a variety of thinking skills and strategies
- Recognize significant issues and perspectives in an area of inquiry

Participation
- Engage in a variety of learning experiences that include both independent study and collaboration
- Function in a variety of groupings, using collaborative and co-operative skills and strategies
- Respond to class, school, community, or national public issues

Unit 5: World Issues

Outcomes

In grade 6, students will be expected to

6.5.1 analyse the effects of the distribution of wealth around the world

- *use statistical data to represent the distribution of wealth around the world*
- examine the effects of the uneven distribution of wealth on quality of life
- define poverty and give examples of its effects

Suggestions for Learning and Teaching

The teacher may have students

- each write a money amount (give them a reasonable range, e.g., $5 to $100) on a piece of paper. After all of the pieces are placed in a hat, ask each student to retrieve one piece. Record the amount for each student on chart paper and record the total. Explain that this amount represents the "GDP of the class". Calculate the average and explain that this figure represents the "per capita GDP of the class". Discuss the following question: "Does the average amount accurately show how much 'money' each student has?"
- refer to a GDP chart and construct a chart to show the ten countries with the lowest per capita GDPs, and the ten with the highest per capita GDPs.
- use the following organizer to examine the concept of Human Development Index (HDI).

Human Development Index	
Question	**Response**
What information does the United Nations use to calculate the HDI?	
How is an HDI different from a per capita GDP figure?	
Which ten countries would have the lowest HDIs?	
Which ten countries would have the highest HDIs?	

- relate wealth to the quality of health care services. Ask them to select five rich countries and five developing countries and find out how many doctors per 100,000 population each has, and draw a conclusion.

| Economic Wealth and Health Care		
Countries	**per capita GDP**	**Doctors per 100,000**
Developed		
Developing		
Conclusion: From this information, I learned that *(rich, poor)* countries are likely to have *(good, poor)* health care.		

Unit 5: World Issues

Suggestions for Assessment

Students may, for example,

- use the following organizer to demonstrate an understanding of what is meant by an HDI.

Y-Diagram: Defining a Term
Definition
Purpose Example
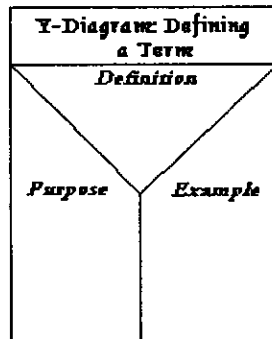
- on an outline map of the world, shade the countries with the lowest per capita GDPs red and those with the highest per capita GDPs blue. Write a sentence to describe the pattern shown on the map.
- on an outline map of the world, shade the countries with the lowest HDIs red and those with the highest HDIs blue. Write a sentence to describe the pattern shown on the map, and explain how it compares to the pattern on the per capita GDP map.
- relate wealth to education. Ask them to select five rich countries and five developing countries and find out the percentage of adults who are able to read and write, and draw a conclusion.

Economic Wealth and Education		
Countries	Per Capita GDP	Literacy Rate (%)
Developed		
Developing		
Conclusion: From this information, I learned that *(more, fewer)* adults in *(rich, poor)* countries are likely to be able to read and write.		

Notes

Prescribed Resources

Culture Quest: Exploring World Cultures, chapter 14

Culture Quest: Exploring World Cultures—Teacher's Resource, chapter 14

Common CAMET

Language Arts
- compare and contrast
- speaking and listening
- writing and other ways of representing
- reading and viewing
- use a range of reference texts

Supplementary Resources

GeoHIVE 20005. (Size of Regions Based on GDP) , http://www.xist.org/global/ec_r egsize.php
- *Classroom Atlas of Canada and the World.* Rand McNally, 2006.

Unit 5: World Issues

Outcomes

In grade 6, students will be expected to

6.5.1 analyse the effects of the distribution of wealth around the world

- use statistical data to represent the distribution of wealth around the world
- *examine the effects of the uneven distribution of wealth on quality of life*
- define poverty and give examples of its effects

Suggestions for Learning and Teaching

The teacher may have students

- develop a photo-essay to illustrate differences in quality of life in a country, or among countries. The photos could illustrate differences in quality of housing, sanitation, and transportation.
- analyse a poster that draws attention to differences in quality of life within a country, or among countries. The following organizer may be used.

Analysing a Poster	
Task	Notes
1. Study the poster and note all of the images, colours, dates, characters, references to places, and so on.	
2. Describe the idea that the information seems to illustrate.	
3. Compare your idea to what several of your classmates have.	
4. Write a sentence to state the central purpose of the poster.	
5. Do you think the poster would have been an effective one? Explain.	

As an extension activity ask students, in groups of three or four, to construct a poster to convey a message about differences in quality of life between developed and developing nations. The message should focus on a particular quality of life indicator (e.g., literacy, medical care, child poverty, life expectancy).

- read an article or view a television program about how someone's life is or has been affected by an unequal distribution of wealth. Respond to the account by using the following ideas:
  - Summarize how the person is affected by an unequal distribution of wealth.
  - Describe the help that should be available to improve the person's situation.
  - Explain how that person's life would be different if he or she were to move to the local community.

Unit 5: World Issues

Suggestions for Assessment

Students may, for example,
* assume the role of a reporter and write an article about living conditions in a shanty town on the edge of a large city in the developing world.

News Article Writing Structure		
Criteria	Yes	Not Yet
The title is concise and catchy.		
The title captures the main theme.		
The opening paragraph sets out the main idea of the article.		
The next paragraph gives details to support a particular idea or issue.		
The next paragraph gives details to support another idea or issue.		
The fourth paragraph gives details to support another idea or issue.		
The fifth paragraph gives details to support another idea or issue.		
The last paragraph ties all the ideas or issues together.		

* invite a representative of a group (e.g., an NGO, volunteer group) that is assisting people in a developing country. The following organizer is provided to help students write questions to retrieve facts, determine relationships among ideas, and obtain opinions about events or situations. The italicized questions are provided only for illustrative purposes.

Preparing Questions for an Interview	
Type of Question	Examples I Would Use
Getting the facts: Who ...? What ...? When ...? Where ...?	*When did you find out that many rural Zambians do not have enough safe drinking water?*
Connecting ideas: Why ...? How ...? How differently ...? How alike ...?	*How does unsafe drinking water affect the health of rural Zambians?*
Getting opinions: Do you think that ...? What would have happened if ...?	*Should developed nations give more aid for projects like yours, or help their own poor first?*

Notes

Unit 5: World Issues

Outcomes

In grade 6, students will be expected to

6.5.1 analyse the effects of the distribution of wealth around the world

- use statistical data to represent the distribution of wealth around the world
- examine the effects of the uneven distribution of wealth on quality of life
- *define poverty and give examples of its effects*

Suggestions for Learning and Teaching

Because of the wide range of standards among countries, poverty means different things from one country to another. What is considered poor in a wealthy country might be rich in another country. Absolute poverty refers to a condition where people do not earn enough money to buy or grow food. Relative poverty refers to a situation where the standard of living is below what is considered to be acceptable.

The teacher may have students

- complete the following chart to give examples of absolute poverty and relative poverty. They may select the local area or a country other than Canada. ♥

Examples of Poverty	
Absolute Poverty	**Relative Poverty**

- create a classroom wall display of contrasts in quality from life resulting from the uneven distribution of wealth. Each student should contribute one set of images (drawings, pictures, photographs). The images could include ♥
  - food being thrown in the garbage; people suffering from malnutrition
  - two expensive cars in the driveway; a person from the developing world walking to the fields
  - children skateboarding; a child labour scene
  - a woman turning up the thermostat in a modern home; a woman gathering fuel wood in a developing country
- participate in a think-pair-share cooperative learning structure. Ask students to collect some information from a reading or a video about poverty in a selected country, then think about what they have learned and make notes, construct webs, and/or make sketches. To give a focus to the task, the team should concentrate on two or three aspects of poverty/wealth (e.g., access to education, family size, availability of good health care, housing conditions, availability of clean water, sanitation, access to food). Ask students to form pairs, share what they have learned, and arrive at one point that they think the whole class should hear about.

Unit 5: World Issues

Suggestions for Assessment

Students may, for example,

- from the classroom wall display, select an example of absolute poverty and poverty by exclusion.
- view a video about the plight of a family in a developing country attempting to eke out a living by farming, working in a factory for low wages, or scavenging from a landfill. Identify elements of absolute poverty, relative poverty, and poverty by exclusion. The following checklist will assist the student in viewing the video.

My Checklist for Viewing a Video	
Criteria	**Check**
Before I view the video,	
I predict from the title what the video is about.	
I think about what I already know about the topic.	
I make up a few questions that I would like the video to answer.	
As I view the video,	
I use clues, such as colour, images, and figures of speech to help me know what the main ideas are.	
I look for answers to my questions.	
I correct errors in what I thought I already knew about the topic.	
I make up new questions and try to find answers to them.	
I try to decide if the information is accurate and reliable.	
I think about the main events, information, and characters in the video.	
After I view the video,	
I check with a partner if I need help in clearing up something I do not understand.	
If necessary, I check other sources about this topic.	
I summarize what I learned from the video.	

At this stage, there is an opportunity for students to use a speculative entry in their response journals. *(Refer to Appendix G for a discussion of response journals, cuing questions, and examples of lead-ins.)*

Notes

Unit 5: World Issues

Outcomes

In grade 6, students will be expected to

6.5.2 examine selected examples of human rights issues around the world

- *give examples of rights included in the United Nations Declaration of the Rights of the Child*
- *give examples of rights included in the United Nations Universal Declaration of Human Rights*
- identify human rights issues related to rights of children
- examine selected examples of current human rights abuses

Suggestions for Learning and Teaching

As students examine universal human rights, they need to recognize that all rights carry responsibilities and that rights and responsibilities begin with personal, daily action in the home, school, and community.

The teacher may have students

- explore the concept of rights and responsibilities by developing a Classroom Declaration of Rights and Responsibilities. The following steps may be used:
  - Have students brainstorm rights that they feel they should have as a class.
  - In groups of three or four, rank these rights from most to least important; select the top ten.
  - List the top ten from each group on chart paper and reach a consensus on the top ten for the class.
  - List the top ten classroom rights in the following classroom chart.

Classroom Charter of Rights and Responsibilities	
Rights	**Responsibilities**

  - Explore why rights involve responsibilities. Ask students to write a responsibility for each classroom right if that right is to be protected. For example, a student may say that free expression of ideas in class is a right. If so, a responsibility, such as respecting the opinions that others express, or encouraging someone in a learning group to express his or her opinion, would help to protect the right.

Unit 5: World Issues

Suggestions for Assessment

Students may, for example,

* use the following chart to distinguish between the terms "rights" and "responsibilities".

Definition	Example
Right	*Right*
Responsibility	*Responsibility*
Rights are important because ... Responsibilities are important because ...	

* Select several rights from the abridged version of the Universal Declaration of Human Rights and identify responsibilities that individuals could accept in order for the rights to be protected. Develop a classroom web chart and have students arrive at responsible actions/attitudes for each right. The following concept web is provided as an illustration.
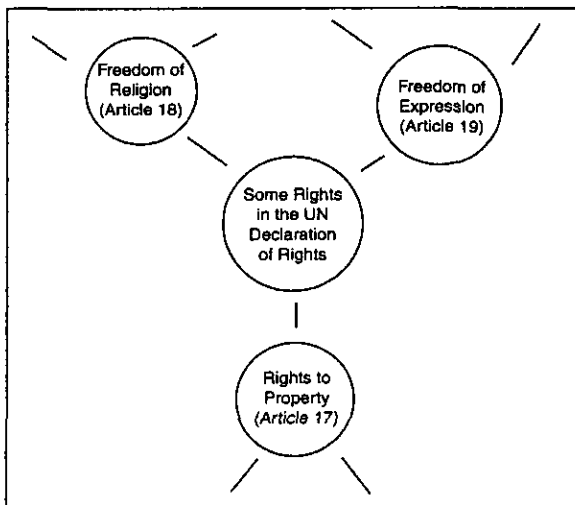
Notes

Prescribed Resources

Culture Quest: Exploring World Cultures, chapter 15

Culture Quest: Exploring World Cultures—Teacher's Resource, chapter 15

Supplementary Resources

* *Learning Together: About Rights and Responsibilities* (A Teacher's Activity Guide for Grade 4 to 8), ISBN 1-555137-579-6, Distributed by the Human Rights Commission, PO Box 6000, Fredericton, NB, E3B 5H1

Agencies/Groups

www.hrw.org/compaigns/childsoldiers/facts.htm

www.stopchildlabor.org

www.savethechildern.ca

www.antislavery.org

www.transfair.ca

www.oxfam.ca

Unit 5: World Issues

Outcomes

In grade 6, students will be expected to

6.5.2 examine selected examples of human rights issues around the world

- give examples of rights included in the United Nations Declaration of the Rights of the Child
- *give examples of rights included in the United Nations Universal Declaration of Human Rights*
- *identify human rights issues related to rights of children*
- examine selected examples of current human rights abuses

Suggestions for Learning and Teaching

The teacher may have students

- identify rights in the Canadian Charter of Rights and Freedoms that are similar to those in the Universal Declaration of Human Rights.
- engage in a "fishbowl" cooperative learning structure to arrive at a list of the rights they think a child should have. The "fish" (●) will develop the list on chart paper, as the observers (O) listen and record what is being said. Then, the observers are given an opportunity to ask questions, offer refinements, and add more to the list, if necessary. The final list should be posted on the wall. To ensure a focus for the task, assign a key question. *(To assess student participation in collaborative learning groups, refer to Appendix I.)*
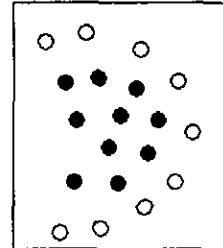
> Key Question: What rights do you think a child should have in order to live a happy life?

Since children are dependent on adults and have less power, they are often the victims of human rights violations. Since they are vulnerable, they need special protection. How well or how poorly a country attends to the rights and needs of its weakest members reflects the quality of life of its civil society.

- view a video on, or read about an account of, the abuse of the rights of children (e.g., child labour, racism, child soldiers, homelessness, slavery, ethnic cleansing). Identify the principles of the UN 1959 Declaration of the Rights of the Child that are not followed in the situation described. The students' responses may be recorded in the following chart. ♥

(Identify the Title of the Article or Video): Violations of Children's Rights		
UN 1959 Declaration		Examples of Violations
Principle	Right	

- write a short description of what some Canadians have done to improve or protect human rights (e.g., Louise Armour, Matthew Coon Come, Stephen Lewis, General Dallaire).

Unit 5: World Issues

Suggestions for Assessment

Students may, for example,

- compare the list of children's rights (developed in the "fishbowl" activity) to the United Nations 1959 Declaration of the Rights of the Child. The following organizer may be used, and the examples provided are for illustration purposes.

Analysing the Rights of the Child		
UN 1959 Declaration		**Examples from Our Classroom List**
Principle	**Right**	
3	Entitled to a name and nationality	
5	Special treatment for the handicapped child	
7	Entitled to an education	
7	Entitled to play and recreation	

- interpret a cartoon about the plight of children in a region exposed to war, extreme poverty, forced migration, famine, illiteracy, child labour, or slavery. The following organizer may be used. *(For a discussion of the use of other primary documents in the classroom, refer to Appendix E.)*

Analysing a Cartoon	
Question	Response
What symbols are used in this cartoon?	
What does each symbol represent?	
What do the words (if any) mean?	
What is the main message of the cartoon?	
Why is the cartoonist trying to get this message across?	
What is your opinion of the message?	

Unit 5: World Issues

Outcomes

In grade 6, students will be expected to

6.5.2 examine selected examples of human rights issues around the world

- give examples of rights included in the United Nations Declaration of the Rights of the Child
- give examples of rights included in the United Nations Universal Declaration of Human Rights
- identify human rights issues related to rights of children
- *examine selected examples of current human rights abuses*

Suggestions for Learning and Teaching

The teacher may have students

- identify and research a human rights issue (e.g., detention of war prisoners without trial) that they think should be addressed. Analyse the issue in terms of position taken by stakeholders and arguments they use to support their positions, underlying values, and what should be done to address the issue. The following organizer may be used.

Examining an Issue: (*Identify the issue you are examining*)
What is the main issue?
What positions are the key player(s) taking on the issue?
What arguments were used by one side to support their position?
What arguments were used by the opposing side to support their position?
What beliefs or values were at odds in this issue?
What should be done on this issue?

- hold a school poster contest to draw the attention of the school to a human rights problem.

Unit 5: World Issues

Suggestions for Assessment

Students may, for example,

- identify a world problem affecting human rights. Write a letter to the editor of the local newspaper to express your views about the problem and what should be done about it.

Checklist: Writing a Letter to the Editor		
Criteria	Yes	Not Yet
Are my opening sentences strong and purposeful?		
Am I clearly stating my opinion?		
Are there enough details to support my point of view?		
Am I arguing against opposite opinions?		
Am I sure about whom I need to persuade?		
Are my sentences written to create clear messages?		
Are my words well chosen for my message?		
Have I checked my spelling, punctuation, grammar, and capitalization?		

Unit 5: World Issues

Outcomes

In grade 6, students will be expected to

6.5.3 take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens

- *explain the rights and responsibilities of being a global citizen*
- *support a position on a local/ national/ international issue after considering various perspectives*
- plan and take age-appropriate actions to address, local, national, international problems or issues

Suggestions for Learning and Teaching

We share interdependent roles of citizenship in our community, province, country, and even the world. As global citizens, our roles may involve international business, responsibilities for ensuring that all peoples have access to global resources, the belief that all people deserve to live in peace with an acceptable quality of life, and respect for the dignity and human rights of all peoples.

The teacher may have students

- use a Y-diagram to explore the concept of "global citizenship." What does the term mean? Why is it desirable to be a global citizen (i.e., purpose)? Give an example of someone who shows global citizenship in action.

Y-Diagram: Defining a Term

Definition

Purpose   Example
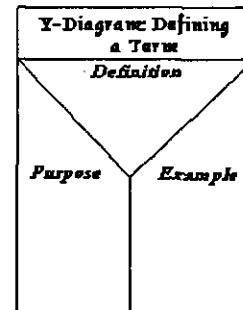
- write a biography of a person who has been known to show global citizenship in action (e.g., Mother Teresa, Nelson Mandela, Craig Kielburger, Susan Aglukark). The following organizer may be used.

Checklist for Writing a Biography
Who is/was this person?
What qualities does/did the person have?
What examples prove these qualities?
Describe events that changed this person?
What kinds of risks did this person take?
How was this person important to other people?
What I learned from this individual about how to be a better person?

- prepare a short oral presentation on the topic, "What It Takes to Be a Citizen of the World." Students may decide to present in a World Citizen Awareness Day school assembly, do a video presentation, or give a classroom oral report.

(To assess the student's oral presentation, refer to Appendix J-4, "Holistic Speaking Rubric".)

Unit 5: World Issues

Suggestions for Assessment

Students may, for example,

- illustrate qualities and values of a citizen of the world. Slogans/words may be used to support the qualities and values.
- assume that they are responsible for setting up a panel of judges who are to give a Global Citizen of the Year Award. Ask them to develop a list of criteria that the judges will use to select the person who will receive the award.
- select an individual who is to be awarded the Global Citizen of the Year Award. Research the person's contributions to global citizenship and write a brief explanation of why the individual was selected.
- discuss in class how the protection of human rights helps us to become better global citizens. Write a paragraph to summarize what was said. The following organizer may be used to structure the paragraph.

(To assess this writing piece, refer to Appendix J-1 for a holistic scoring rubric.)

Organizing Structure for a Paragraph
Beginning Main idea is stated in as a topic sentence to help the reader anticipate what's coming.
Middle Evidence is presented in the form of facts. Facts are supported by a description of examples. Facts and examples are explicitly related to the topic sentence.
End Significance of the main idea, given the evidence, is explained.

- construct an album or scrapbook to highlight one of the following:
  - four examples (one per page) of what it means to be a citizen of the world.
  - three rights that are important to them. Give illustrations (photos/sketches/logos) and a short explanation of each.
  - examples of people/organizations that are model citizens of the world (with illustrations and a short explanation of the reasons for their choices).
  - examples of organizations that model global citizenship.

Notes

Prescribed Resources

Culture Quest: Exploring World Cultures, chapter 16

Culture Quest: Exploring World Cultures—Teacher's Resource, chapter 16

Supplementary Resources

- *Learning Together: About Rights and Responsibilities* (A Teacher's Activity Guide for Grade 4 to 8), ISBN 1-555137-579-6, Distributed by the Human Rights Commission, PO Box 6000, Fredericton, NB, E3B 5H1
- Kielburger and Kielburger. *Take Action! A Guide to Active Citizenship.* Gage.
- Peturson and Shields. *Making Choices.* Harcourt.
- *Stand Up for Your Rights,* A book about human rights written by and for the young people of the world, *World Book Encyclopedia.*

Unit 5: World Issues

Outcomes

In grade 6, students will be expected to

6.5.3 take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens

- explain the rights and responsibilities of being a global citizen
- support a position on a local/national/ international issue after considering various perspectives
- *plan and take age-appropriate actions to address local/ national/ international problems or issues*

Suggestions for Learning and Teaching

The teacher may have students

- as a class project, develop a plan to help the school become more aware of the importance of global citizenship. Ask them to write a mission statement, set of goals, and actions that could be taken.
- as a class project, join an organization, such as OXFAM, or SAVE THE CHILDREN, and support one of their causes.

Unit 5: World Issues

Suggestions for Assessment

Students may, for example,

- research the role of Amnesty International in its attempts to profile the condition of individuals whose rights have been violated by repressive governments. Write a class letter to the local paper to profile an individual whose cause Amnesty International has taken on.

Notes

Unit 6:
Canada: Reflections on a Multicultural Mosaic

Unit 6: Canada: Reflections on a Multicultural Mosaic

Unit Overview

"Canada: Reflections on a Multicultural Mosaic" is a single-outcome unit that has been consciously designed as a culminating unit of study. Whereas in previous units students have "gone out" and studied the world beyond Canadian borders, this unit brings them "back home" to examine their own country. It is most important that students have had the chance to look at the wider world before engaging in this reflective examination of their own country—a look at how the diversity of the world manifests itself inside Canada. Students will consider how the many different peoples inside Canada have contributed to making the country what it is today, and at the same time reflect upon how we feel about the continuing influence of other countries, cultures, and peoples around the world.

Unit Outcomes

Students will be expected to

6.6.1 Illustrate an understanding of how cultures from around the world have contributed to the development of Canada's multicultural mosaic

Unit Process and Skills Emphases

Communication
- Read critically
- Employ active listening techniques
- Develop mapping skills
- Select media and styles appropriate to a purpose
- Present a summary report or argument
- Use various forms of group and interpersonal communications, such as debating, negotiating, establishing a consensus, classifying, and mediating conflict

Inquiry
- Solve problems creatively and critically
- Apply a variety of thinking skills and strategies
- Recognize significant issues and perspectives in an area of inquiry
- Gather, record, evaluate, and synthesize information
- Interpret meaning and significance of information and arguments
- Test data, interpretations, conclusions, and arguments for validity

Participation
- Function in a variety of groupings, using collaborative and co-operative skills and strategies

Unit 6: Canada: Reflections of a Multicultural Mosaic

Outcomes

In grade 6, students will be expected to

6.6.1 illustrate an understanding of how cultures from around the world have contributed to the development of Canada's multicultural mosaic

Suggestions for Learning and Teaching

The teacher may have students

- select one of two approaches to examine how cultures from around the world have contributed to the development of Canada's multicultural mosaic
  - focus on how a particular culture contributes to Canada's multicultural mosaic in terms of a selection of cultural features, such as food ways, music, dress, myths, folk tales, popular fashion, and so on (i.e., many features from one culture); or
  - select a cultural feature and show how more than one culture has influenced it (i.e., one feature from many cultures).
- choose a format for presentation. Examples include but are not limited to
  - a vignette that includes how three to four features from one culture has influenced Canada's cultural mosaic, or how our mosaic reflects the influence of one feature from many cultures. The vignette should be supported by a storyboard.
  - a portfolio that contains carefully selected artifacts (e.g., newspaper articles, poems, songs, diary entries, photos, maps, statistics, and advertisements) that show the influence of many features from one culture, or one feature from many cultures. *(Refer to Appendix H for a discussion of portfolios in assessment.)*
  - a DVD containing a collection of artifacts to include those that would normally form part of a portfolio. The advantage of a digital collection is that it provides a greater opportunity for audio and video clips with student narration.
  - an accordian book that contains selected artifacts (e.g., newspaper articles, poems, photos, maps, statistics, and advertisements).
  - a poster board display containing some of the artifacts included in portfolio.
  - a mural to visually present a theme.
- reflect upon what they have learned and the learning process during this culminating exercise. After the presentation is complete, the student may address the audience about its significance (similar to a dialectical journal entry), express thoughts about how the presentation was developed and how they learned from it (a metacognitive tone), and look back at the personal experiences involved (a reflective tone).

Unit 6: Canada's Reflections on a Multicultural Mosaic

Suggestions for Assessment

Students may, for example,

- identify the goals (i.e., outcome) that support the topic. *(If the student wishes to pursue a topic about how cultures from around the world have contributed to the development of the local multicultural mosaic, refer to Appendix D.)*
- develop, and validate with peers in a cooperative structure, a plan that shows
  - the title
  - the beginning of a concept web that will be developed as the theme is completed
  - a checklist to guide the work
  - a conference with the teacher during the development of the topic
  - a writing and/or speaking rubric (as appropriate) as a self-assessment. Refer to Appendices J-1 and J-4 respectively.

Notes

Prescribed Resources

Culture Quest: Exploring World Cultures, chapter 17

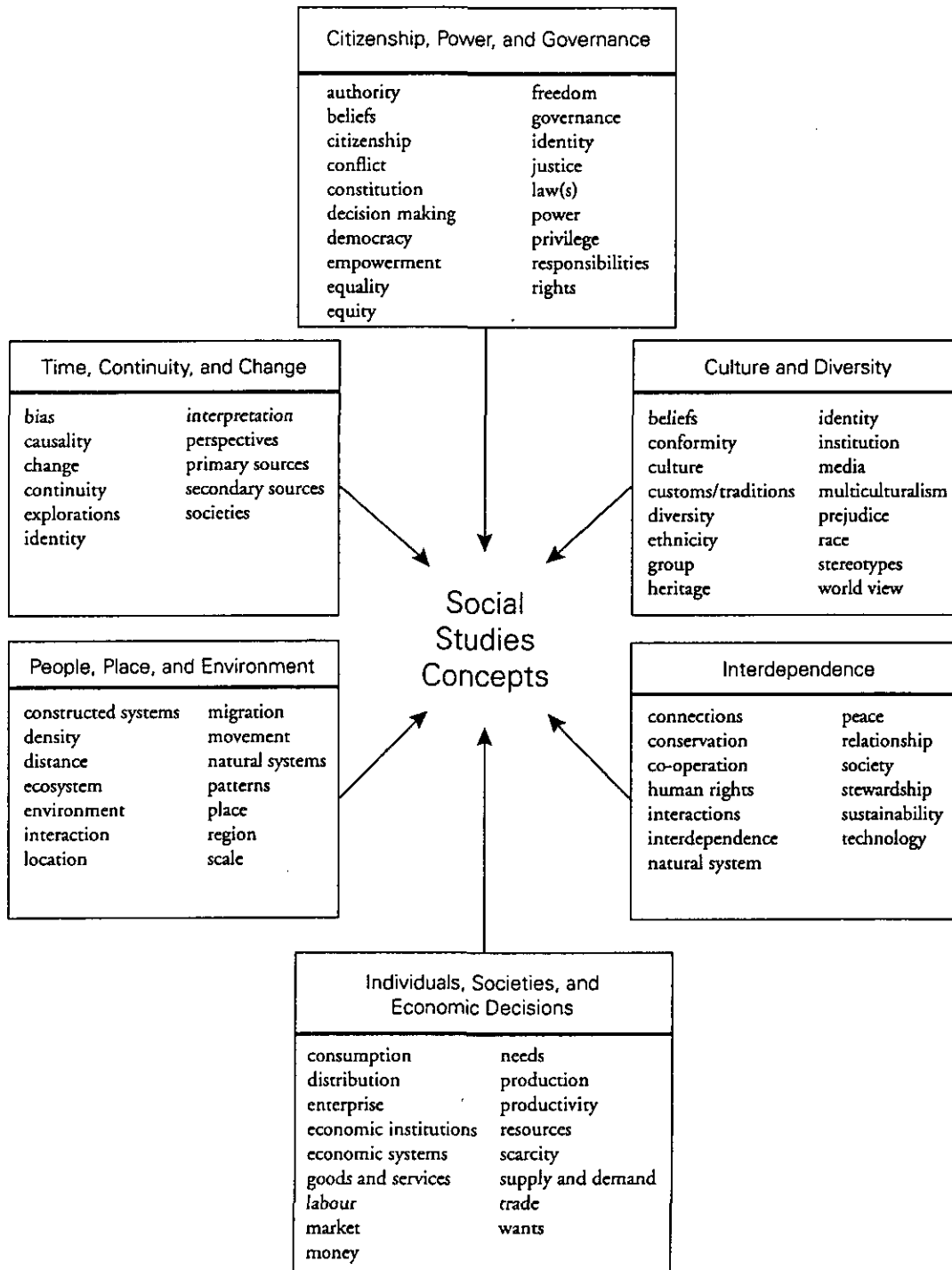*Culture Quest: Exploring World Cultures—Teacher's Resource*, chapter 17
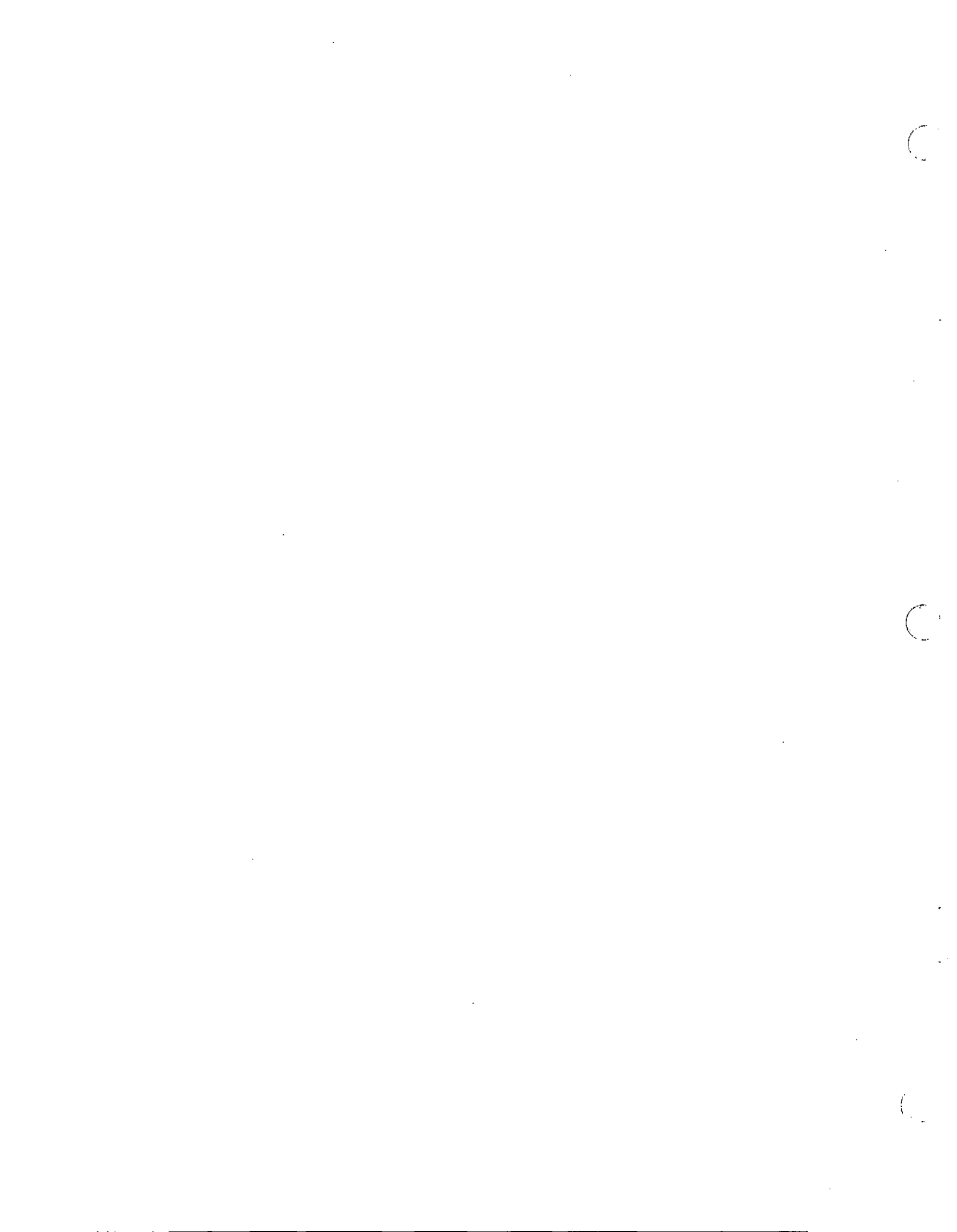
Appendices

Appendix A: Concepts in Kindergarten–9 Social Studies

Citizenship, Power, and Governance

authority	freedom
beliefs	governance
citizenship	identity
conflict	justice
constitution	law(s)
decision making	power
democracy	privilege
empowerment	responsibilities
equality	rights
equity	

Time, Continuity, and Change

bias	interpretation
causality	perspectives
change	primary sources
continuity	secondary sources
explorations	societies
identity	

Culture and Diversity

beliefs	identity
conformity	institution
culture	media
customs/traditions	multiculturalism
diversity	prejudice
ethnicity	race
group	stereotypes
heritage	world view

People, Place, and Environment

constructed systems	migration
density	movement
distance	natural systems
ecosystem	patterns
environment	place
interaction	region
location	scale

Social Studies Concepts

Interdependence

connections	peace
conservation	relationship
co-operation	society
human rights	stewardship
interactions	sustainability
interdependence	technology
natural system	

Individuals, Societies, and Economic Decisions

consumption	needs
distribution	production
enterprise	productivity
economic institutions	resources
economic systems	scarcity
goods and services	supply and demand
labour	trade
market	wants
money	

Appendix B: Process-Skills Matrix

The social studies curriculum consists of three major process areas: communication, inquiry, and participation. Communication requires that students listen to, read, interpret, translate, and express ideas and information. Inquiry requires that students formulate and clarify questions, investigate problems, analyse relevant information, and develop rational conclusions supported by evidence. Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

These processes are reflected in the sample "Suggestions for Learning and Teaching" and "Assessment Strategies" that are elaborated in the curriculum guide. These processes constitute a number of skills; some are shared responsibilities across curriculum areas, and some are critical to social studies.

Process: Communication

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Read critically	• detect bias in historical accounts • distinguish fact from fiction • detect cause-and-effect relationships • detect bias in visual material	• use picture clues and picture captions to aid comprehension • differentiate main and subordinate ideas • use literature to enrich meaning
Communicate ideas and information to a specific audience	• argue a case clearly, logically, and convincingly	• write reports and research papers
Employ active listening techniques	(see shared responsibilities)	• listen critically to others' ideas or opinions and points of view • participate in conversation, and in small group, and whole group discussion
Develop mapping skills	• use a variety of maps for a variety of purposes • use cardinal and intermediate directions to locate and describe places on maps and globes • construct and interpret maps that include a title, legend, compass rose, and scale • express relative and absolute location • use a variety of information sources and technologies in preparing maps • express orientation by observing the landscape, by using traditional knowledge, or by using a compass or other technology	

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Express and support a point of view	• form opinions based on critical examination of relevant material • restate major ideas on a complex topic in a concise form	• differentiate main and subordinate ideas • respond critically to texts
Select media and styles appropriate to a purpose	(see shared responsibilities)	• demonstrate an awareness of purpose and audience
Use a range of media and styles to present information, arguments, and conclusions	• use maps, globes, and geo-technologies • produce and display models, murals, collages, dioramas, artwork, cartoons, and multimedia • interpret and use graphs and other visuals	• present information and ideas using oral and/or visual materials, print or electronic media
Present a summary report or argument	• use appropriate maps, globes, and graphics	• create outline of topic • prepare summaries • take notes • prepare a bibliography
Use various forms of group and inter-personal communications, such as debating, negotiating, establishing a consensus, clarifying, and mediating conflict	• participate in persuading, compromising, debating, and negotiating to resolve conflicts and differences	• participate in delegating duties, organizing, planning, making decisions, and taking action in group settings • contribute to developing a supportive climate in groups

Process: Inquiry

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Frame questions or hypothesis that give clear focus to an inquiry	• identify relevant primary and secondary sources • identify relationships among items of historical, geographic, and economic information • combine critical social studies concepts into statement of conclusions based on information	• identify relevant factual material • identify relationship between items of factual information • group data in categories according to appropriate criteria • combine critical concepts into statement of conclusions based on information • restate major ideas in concise form • form opinion based on critical examination of relevant information • state hypotheses for further study

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Solve problems creatively and critically	(see shared responsibilities)	• identify a situation in which a decision is required • secure factual information needed to make the decision • recognize values implicit in the situation and issues that flow from them • identify alternative courses of action and predict likely consequences of each • make decision based on data obtained • select an appropriate strategy to solve a problem • self-monitor decision-making process
Apply a variety of thinking skills and strategies	• determine accuracy and reliability of primary and secondary sources and geographic data • make inferences from primary and secondary materials • arrange related events and ideas in chronological order	• determine accuracy and reliability of data • make inferences from factual material • recognize inconsistencies in a line of argument • determine whether or not information is pertinent to subject
Recognize significant issues and perspectives in an area of inquiry	• research to determine multiple perspectives on an issue	• review an interpretation from various perspectives • examine critically relationships among elements of an issue/topic • examine and assess a variety of viewpoints on issues before forming an opinion
Identify sources of information relevant to the inquiry	• identify an inclusive range of sources	• identify and evaluate sources of print • use library catalogue to locate sources • use Internet search engine • use periodical index

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Gather, record, evaluate, and synthesize information	• interpret history through artifacts • use sources of information in the community • access oral history, including interviews • use map- and globe-reading skills • interpret pictures, charts, graphs, photographs, tables, and other visuals • organize and record information using timelines • distinguish between primary and secondary sources • identify limitations of primary and secondary sources • detect bias in primary and secondary sources	• use a variety of information sources • conduct interviews • analyse evidence by selecting, comparing, and categorizing information
Interpret meaning and significance of information and arguments	• interpret socioeconomic and political messages of cartoons and other visuals • interpret socioeconomic and political messages of artistic expressions (e.g., poetry, literature, folk songs, plays)	• identify ambiguities and inconsistencies in an argument • identify stated and unstated assumptions
Analyse and evaluate information for logic and bias	• distinguish among hypotheses, evidence, and generalization • distinguish between fact and fiction, and fact and opinion	• estimate adequacy of the information • distinguish between relevant and irrelevant information
Test data, interpretations, conclusions, and arguments for accuracy and validity	• compare and contrast credibility of differing accounts of same event • recognize value and dimension of interpreting factual material • recognize the effect of changing societal values on interpretation of historical events	• test validity of information using such criteria as source, objectivity, technical correctness, currency • apply appropriate models, such as diagramming, webbing, concept maps, and flow charts to analyse data • state relationships between categories of information
Draw conclusions that are supported by the evidence	(see shared responsibilities)	• recognize tentative nature of conclusions • recognize that values may influence their conclusions/interpretations

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Make effective decisions as consumers, producers, savers, investors, and citizens	• access, gather, synthesize, and provide relevant information and ideas about economic issues • generate new ideas, approaches, and possibilities in making economic decisions • identify what is gained and what is given up when economic choices are made • use economic data to make predictions about the future	

Process: Participation

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Engage in a variety of learning experiences that include both independent study and collaboration	(see shared responsibilities)	• express personal convictions • communicate own beliefs, feelings, and convictions • adjust own behaviour to fit dynamics of various groups and situations • recognize human beings' mutual relationship in satisfying one another's needs • reflect upon, assess, and enrich their learning process
Function in a variety of groupings, using collaborative and cooperative skills and strategies	(see shared responsibilities)	• contribute to development of a supportive climate in groups • serve as leader or follower • assist in setting goals for group • participate in making rules and guidelines for group life • participate in delegating duties, organizing, planning, making decisions, and taking actions in group settings • participate in persuading, compromising, debating, and negotiating to resolve conflicts and differences • use appropriate conflict-resolution and mediation skills • relate to others in peaceful, respectful, and non-discriminatory ways

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Respond to class, school, community, or national public issues	• keep informed on issues that affect society • identify situations in which social action is required • work individually or with others to decide on an appropriate course of action • accept and fulfil responsibilities associated with citizenship • articulate their personal beliefs, values, and world views with respect to given issues • debate differing points of view regarding an issue • clarify preferred futures as a guide to present actions	
Relate to the environment in sustainable ways and promote sustainable practices on a local, regional, national, and global level	• recognize economic factors associated with sustainability (see shared responsibilities) • identify ways in which governments can affect sustainability practices	• develop personal commitment necessary for responsible community involvement • employ decision-making skills • contribute to community service or environmental projects in schools and communities or both • promote sustainable practice in families, schools, and communities • personal-monitor contributions

Appendix C: Graphic Organizers

Uses of Skill-Oriented Graphic Organizers		
Type	*Outcomes*	*Page Reference*
box report	6.2.1	67
cartoon analysis	6.3.3, 6.5.2	102, 141
cause and effect	6.2.2	70
classifying	6.1.1, 6.1.4, 6.3.1, 6.4.1	35, 56, 86, 116
comparison	6.1.1, 6.2.3, 6.3.1, 6.3.2, 6.3.3, 6.4.1	37, 74, 87, 95, 101 111
concept webbing	6.1.1, 6.1.3, 6.3.2, 6.4.3, 6.5.1	38, 46, 94, 124, 137
conducting a survey	6.1.4	56
critiquing art	6.4.1	119
decision making	6.1.4	55
E-diagram	6.3.3, 6.4.1	101, 118
fishbone organizer	6.2.2, 6.3.3, 6.4.3	69, 100, 125
fish-bowl cooperative learning structure	6.1.4, 6.4.3, 6.5.2	54, 126, 140
folk tale analysis	6.4.1	121
four-corners cooperative learning structure	6.3.1	88
group discussion self-assessment	6.1.4, 6.4.3	55, 127
interpreting proverbs	6.4.2	122
interview preparation	6.1.3, 6.4.2, 6.5.1	48, 122, 135
issues analysis	6.2.3, 6.3.3, 6.5.2	77, 103, 142
jigsaw cooperative learning structure	6.2.1, 6.4.1	66, 110
K-W-L	6.3.2, 6.4.1	94, 115
national flag analysis	6.4.1	114
organizing a paragraph	6.1.1, 6.3.3, 6.4.1, 6.5.3	35, 99, 119, 145
perspective taking	6.2.2	72
photo analysis	6.2.2	68
placemat cooperative learning structure	6.3.1	86
poem (song) analysis	6.2.3	77

Uses of Skill-Oriented Graphic Organizers		
poster analysis	6.5.1	134
roundtable cooperative learning structure	6.3.2	96
spider definition	6.1.3, 6.1.4, 6.2.3	44, 50, 74
supporting statements with evidence	6.1.2, 6.2.1, 6.3.1, 6.3.2	43, 63, 85, 93
think-pair-share cooperative learning structure	6.1.3	44
traditional masks analysis	6.4.1	116
Venn diagram	6.1.1, 6.3.1, 6.3.2, 6.3.3	38, 89, 95, 101
viewing a video	6.4.1, 6.5.1	117, 137
writing a biography	6.3.1, 6.4.2, 6.4.3, 6.5.3	87, 123, 127, 144
writing a letter to the editor	6.2.2, 6.5.2	71, 143
writing a news article	6.5.1	135
Y-diagram	6.4.1, 6.5.1, 6.5.3	120, 133, 144

APPENDICES

Appendix D: Studying Local Culture

The study of local culture provides a real opportunity for students to apply concepts and skills they acquire during their study of grade 6 social studies. Local cultural studies is a legitimate avenue of research as students develop concepts and skills in a limited but familiar context that can be interconnected to those found in an expanded but more unfamiliar context. One of the challenges for the social studies teacher is to make social studies meaningful, significant, challenging, and active (see "Principles Underlying the Social Studies Curriculum," page 11). Studying an aspect of local history provides an opportunity to add these qualities to teaching and learning, and at the same time, incorporate resource-based learning in its fullest sense into the classroom.

The following is a planning guide for preparing for a study of local culture. References to specific curriculum outcomes and delineations are made only as examples of processes and procedures.

1. **Preparation for conducting a study of local culture**

   1.1 Choose your area of study.
   There are many avenues for studying local culture. It may be examined at a broad level, or in a more specific and manageable way. Rather than take on a study of the culture(s) reflected in the local community, for example, it may be more manageable to take selected elements of it.

   Research themes for a study of local culture

   - Elements of school culture
   - Food ways
   - Folk tales
   - Clothing and fashion
   - Local music
   - Traditional medicines
   - Tools/implements
   - Traditional house structures
   - Local sustainability issues

   It is also possible to combine individual themes into a more comprehensive piece to make up a large theme in community culture and, hence, give the students' work more significance (refer to section 4.3).

1.2 Tie the area of research or theme to an analysis of a cultural issue and select the outcome and delineations which legitimize and give direction to the area of study that the student selects.

Analysis of cultural issues

Outcomes 6.2.3, 6.3.3, and 6.5.3 provide examples of how cultural studies provide opportunities for the analysis of issues. Studies of local culture also provide such opportunities. For example, the themes suggested in Section 1.1 may be placed in an issues context: e.g., how traditional food ways have been affected by fast food restaurants; how clothing styles are affected by advertising; why traditional music is on the wane. Basically, the following steps may be used to examine such issues:

- Identify the issue.
- Examine arguments used by one side to support its position.
- Examine arguments used by the other side to support its position.
- Describe the beliefs or values at odds in the issue.
- Suggest an informed response to the issue.

1.3 Become familiar with the sources of information.

It is important to help the student prepare for the study by becoming familiar with local source(s) of information before the research actually begins.

Familiarization with the sources of information

- Visit the site (in case a feature of material culture is being studied).
- Visit the archive, museum, or library (in case relevant primary sources are found there).
- Visit a local person (to familiarize him or her with what is being studied and to assess his or her comfort with the process).
- Examine photos.
- Examine sound/video clips.
- Develop a list of materials and equipment needed.
- Develop a questionnaire (where applicable) and identify other formats for recording the information.

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2. Introduce the study of local culture

2.1   Fully brief students of the purpose of a study of local culture.

Purpose (example)

To find out if traditional music is being preserved in the face of popular music
or
To examine the impact of fast food restaurants on traditional food ways

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2.2   Assign tasks to the student.
It is advisable for more than one student to engage in the study of the same theme, but each student does not necessarily have to be engaged in the same processes. For example, different steps in the local study (see Section 1.3) may be assigned to different students according to their interests and abilities.

2.3   Assign out-of-class activities to the student.
Ensure that students know what they have to do and that they are prepared in advance.

3. Out-of-class tasks

3.1   Engage students in the assigned tasks.

Field tasks

- Note taking
- Field sketching
- Taking photos
- Interviewing
- Researching text materials
- Recording in appropriate A/V formats
- Photocopying or scanning text information

It is important to assign a task that is compatible with a skill a student may have. For example, some students may be more skilled at interviewing than note taking, or at taking photos than sketching.

3.2 Monitor student activities.

As students engage in their field activities, ensure that they exercise good time on task, that ideas and tasks are clarified for them, and that tasks are modelled for them if necessary.

4. In-class synthesis

4.1 Students prepare and present field data.

Back in the classroom, students will analyse their data according to the model for analysing a cultural issue, outlined in Section 1.2. The format of the final presentation of their findings may vary.

Presentation formats

- Written report (or essay)
- Photo-essay
- Oral presentation
- A/V Presentation
- Poster board display
- Published article (e.g., on the school website, in a school or community newspaper)

4.2 Students use methodologies most suited to the task.

- Students work independently to organize the information and/or materials collected during the field research.
- Teacher asks questions to (1) help students review what happened during the research phase, and (2) guide them through the process of issues-analysis in Section 1.2.
- Students learn cooperatively as they compare their findings and prepare reports, displays, or articles.

4.3 Students/teachers attribute significance to the project.

It is important to give an opportunity for the different pieces of work to be assembled collectively into a more comprehensive school-based project. For example, a school website could be an avenue to "publish" a narrative around a school project and, in it, to display examples from individual projects. Parents could be invited to view a school display in the gymnasium. As well, individual projects may be submitted to a provincial heritage fair.

Appendix E: Using Primary Sources in the Classroom

Suggested Uses

Primary sources provide students with opportunities to have more direct encounters with past events and people. Students can linked to the human emotions, aspirations, and values that prevailed in another time. Key to these learning opportunities is the use of such primary sources as written documents, press releases, newspaper articles, journals, diaries, letters, songs, poetry, video and sound recordings, photos, drawings, posters, cartoons, advertisements, tables of statistics, charts, and maps. The following chart illustrates instructional approaches that primary source documents can support.

Suggested Uses of Primary Sources in the Classroom	
Instructional Approach	**Commentary**
Visualization	Create a visually rich classroom by setting up a mini-museum of local history to include not only artifacts, but also photos, posters, letters, and other original documents. These documents may be changed as units change.
Focussing	At the beginning of each unit or outcome within a unit, refer to a document as a "window" into the theme.
Reading and Viewing	Provide students with a graphic organizer to help them understand the content of an original document.
Listening	Provide students with an audio or video recording to give them a sense of being "present" at an event.
Writing	A document may be used to prompt a writing activity. Provide students with a self-checklist.
Finding Connections	Students can be given an opportunity to analyse two or more documents to (1) see relationships and/or differences in what they are saying, and (2) draw conclusions from this analysis.
Reflection	Students should be encouraged to make journal entries at appropriate times as they reflect upon the feelings and values evoked by certain documents. *(See Student Response Journals, Appendix G.)*
Assessment	Use of documents in constructed-response questions in an assignment or an examination enhances the quality of the assessment. Students can use the documents not only to recall previously learned knowledge, but also to apply and integrate that knowledge.

Analysing Primary Sources

As stated previously, primary resources include resources that may not come in the form of written documents. The following are suggested graphic organizers that the student may use to analyse such resources as a family heirloom, a tool or implement, a historical document, a photo, a poster, a sound recording, and a cartoon. Although the questions and exercises may differ slightly from one graphic to another, the underlying approach is the same: namely, to identify facts relating to a specific situation, issue, or problem; to find relationships among the facts and the patterns in these relationships; and to give an interpretation and draw a conclusion.

Analysing an Heirloom *(Refer to "Suggestions for Assessment" for Outcome 6.3.1, page 91—how change factors affect cultural change)*

Analysis Sheet: Family Heirloom	
Question	**Observations**
1. How may the object be described?	
2. For what purpose was it created?	
3. What does the object tell us about the past?	
4. Is there a particular point of view portrayed by the object?	
5. How would you find out if it is a reliable source?	

Analysing a Tool or Implement *(Refer to "Suggestions for Learning and Teaching for Outcome 6.4.1, p. 116—African masks)*

Analysis Sheet: Tool/Implement	
Question	**Information**
1. How is the object constructed?	
2. Who constructed it?	
3. Where was it kept on the owner's property?	
4. How and when was it used?	
5. Who mainly used it and why?	
6. What do the object and its use say about living conditions and lifestyle?	

Analysing a Photo *(Refer to "Suggestions for Assessment" for Outcome 6.2.2, p. 68)*

Analysis Sheet: Photo	
Photo	**What I See**
(Identify the photo)	Describe the setting and time.
	Identify the people and objects. How are they arranged?
	What's happening in the photo?
	Was there a purpose in taking the picture? Explain.
	What would be a good caption for the photo?
From this photo, I have learned that . . .	

Analysing a Poster *(Refer to "Suggestions for Learning and Teaching" for Outcome 6.5.1, p. 134)*

Analysis Sheet: Poster	
Task	**Notes**
1. Study the poster and note all of the images, colours, dates, characters, references to places, and so on.	
2. Describe the idea that the information seems to illustrate. Compare your idea to ideas others may have.	
3. Write a sentence to state the central purpose of the poster.	
4. Do you think the poster would have been effective? Explain.	

Analysing a Sound Recording

Analysis Sheet: A Sound Recording*	
Question	Notes
1. Listen to the sound recording and tell who the audience is.	
2. Why was the broadcast made? How do you know?	
3. Summarize what it tells you about (*insert the topic*).	
4. Is there something the broadcaster left unanswered in this sound recording?	
5. What information do you get from the recording that you would not get from a written transcript?	

*Adapted from the U.S. National Archives and Records Administration, Washington, DC 20408

Analysing a Cartoon *(Refer to "Suggestions for Learning and Teaching" for Outcome 6.3.2, p. 102)*

Analysis Sheet: Analysing a Cartoon	
Question	Response
1. What symbols are used in this cartoon?	
2. What does each symbol represent?	
3. What do the words (if any) mean?	
4. What is the main message of the cartoon?	
5. Why is the cartoonist trying to get this message across?	

Appendix F: Examining Issues in a Study of World Cultures

In social studies the examination of issues forms a critical part of learning. The same is particularly true in the classroom where students are studying culture and diversity. For a current issue, the goal is to help the student reach a point where he or she can look at an issue from multiple viewpoints, take a position, and provide a supporting rationale. In some instances, the issue to be analysed may be related to something that has happened in the past. and the outcome may be part of the historical record. Nonetheless, some of the critical-thinking steps that are used in any issues-based curriculum still pertain as students look back and pass judgement on the resolution of the issue. If the issue still remains to be solved, then the task for the student is to arrive at a solution.

The following framework provides a template for examining issues in grade 6 social studies. Refer to Appendix C for references to examples of its use in the curriculum. Like the documents-based question, the examination of an issue may also require students to examine primary and secondary sources.

Examining Cultural Issues
1. What is the main issue?
2. What positions did key players take at the time?
3. What arguments did one side use to support their position?
4. What arguments did the opposing side use to support their position?
5. What beliefs or values are at odds in this issue?
6. Looking back now, do you think the outcome was a good one? Explain.

Appendix G: Student Response Journals

A personal response journal requires students to record their feelings, responses, and reactions as they read text, encounter new concepts, and in learning. This device encourages students to critically analyse and reflect upon what they are learning and how they are learning it. A journal is evidence of "real life" application as they form opinions, make judgements and personal observations, pose questions and speculations, and provide evidence of self-awareness. Accordingly, entries in a response journal are primarily at the application and integration thinking levels; moreover, they provide the teacher with a window into student attitudes, values, and perspectives. Students should be reminded that a response journal is not a catalogue of events.

It is useful for the teacher to give students cues (i.e., lead-ins) when the treatment of text (e.g., the student resource, other print material, visual, song, video, and so on), a discussion item, learning activity, or project provides an opportunity for a journal entry. The following chart illustrates that the cue, or lead-in, will depend upon the kind of entry that the learning context provides. If necessary, students may be taught the key words to use to start their entries. The following chart provides samples of possible lead-ins, but the list should be expanded as the teacher works with students. Examples of the types of entries used in the curriculum guide are cited in column 1.

Student Response Journals		
Possible Type of Entry	**Cuing Question for the Journal Response**	**Sample Key Lead-ins**
Speculative *Example:* *Suggestions for Assessment,* *Outcome 6.5.1, page 137*	What might happen because of this?	I predict that . . . It is likely that . . . As a result, . . .
Dialectical *Example:* *Suggestions for Assessment,* *Outcome 6.1.3, page 47*	Why is this quotation (*event, action*) important or interesting? What is significant about what happened here?	This is similar to . . . This event is important because it . . . Without this individual, the . . . This was a turning point because it . . . When I read this (*heard this*), I was reminded of . . . This helps me to understand why . . .

Student Response Journals		
Possible Type of Entry	**Cuing Question for the Journal Response**	**Sample Key Lead-ins**
Metacognitive *Example:* *Suggestions for Learning and Teaching, Outcome 6.4.1, page 120*	How did you learn this? What did you experience as you were learning this?	I was surprised . . . I don't understand . . . I wonder why . . . I found it funny that . . . I think I got a handle on this because . . . This helps me to understand why . . .
Reflective *Examples:* *Suggestions for Assessment, Outcome 6.1.1, page 37)* *Suggestions for Assessment, Outcome 6.3.1, page 89)*	What do you think of this? What were your feelings when you read (*heard, experienced*) that . . .?	I find that . . . I think that . . . I like (*don't like*) . . . The most confusing part is when . . . My favourite part is . . . I would change . . . I agree that . . . because . . .

The following chart illustrates the format for a journal page that the student can set up electronically, or in a separate notebook identified with the student's name.

Grade 6 Social Studies: *Entry Date*	
Learning Event	**My Response**

Appendix H: Portfolio Assessment

Portfolio assessment is based on a collection of a student's work products across a range of outcomes that gives evidence or tells a story of his or her growth in knowledge, skills, and attitudes throughout the school year. It is more than a folder stuffed with pieces of student work. It is intentional and organized. As a student assembles a portfolio, the teacher should help to

- establish criteria to guide what will be selected, when, and by whom
- show evidence of progress in the achievement of course outcomes and delineations
- reference the pieces of work to these outcomes and delineations
- keep in mind other audiences (e.g., teachers, administrators, and parents)
- understand the standards on which the portfolio will be assessed

A portfolio may have *product-oriented* and *process-oriented* dimensions. The purpose of a product-oriented focus is to document the student's achievement of outcomes; the "artifacts" tend to relate to the concepts and skills of the course. The purpose of a process-orientation focusses more on the "journey" of acquiring the concepts and skills; the artifacts include students' reflections on what they are learning, problems they encountered, and possible solutions to problems. For this orientation, journal entries form an important part of the portfolio.

A portfolio should contain a wide range of learning artifacts. Including, but not restricted to

written tests	sketches
essays	artwork
work samples	checklists
research papers	rating scales
surveys	peer reviews
reflections	class notes
photos	graphic organizers

The following is a suggested approach for assembling a portfolio in grade 7 social studies. It is not intended to be prescriptive, but to present suggestions for teacher and student use. The chart provides a set of guidelines that represent the kinds of information that students need to know as they assemble their portfolio. The second column contains a rationale for the guidelines.

Guidelines for the Student	Commentary for the Teacher
Task One of the purposes of grade 6 social studies is to help you see how something changed over time. You are required to retain samples of your work that relate to a theme you have chosen and arrange them into a portfolio to show your progress towards the goals set.	Explain to the student that the portfolio can have a range of artifacts in it, and that they have to be carefully selected according to the purpose set. Help each student to select a particular theme that may extend across more than one unit to include a cluster of outcomes (e.g., material culture). • How Culture is Expressed Through Material Elements (Outcomes 6.1.1, 6.1.4, 6.3.1, 6.3.2, 6.4.1)
Learning Goals After you have selected a theme for your portfolio, we will meet to write down the goals that are worth achieving. For example, what knowledge about your theme should you learn? What skills will you need to use along the way? What will be your reflections on what you are learning and how you are learning?	In your conference with the student, you should try to balance student interest with what you deem to be essential outcomes in the course. To help the student focus on the knowledge to be learned, write the outcomes in student language. Then, identify the skills that you consider essential in the acquisition of the knowledge. For example, if "Classify elements of culture as material or non-material" (for Outcome 6.1.1) is part of the material culture theme, then classification and charting will be useful skills for students to apply to the local culture first. Tell the student that he or she will be required to write about the process of learning—reflections about what is learned and how it is learned. Develop a checklist of the knowledge, skills, and attitudinal related outcomes as a student guide.
Contents Cover page (with your name and note to the viewer) Table of contents An explanation of why you chose this theme A completed checklist you used to guide your work Work products Graphics with audio (can be in CD format) A reflections journal A self-assessment of your work An assessment by a peer A rubric used in the assessment	Explain that the portfolio is not a place to hold all of his or her work. In consultation with you, he or she will select the kinds of work to be included—work samples and other artifacts that reflect his or her best effort and are tied to the course outcomes.

Guidelines for the Student	Commentary for the Teacher
Conferences You and I will meet at least twice each semester to review your progress and to solve problems you may have. If you should face an unexpected problem that is blocking your work, you will be responsible for bringing it to my attention so that we can find a solution that will get you going again.	Provide the student with a conferencing schedule.
Evaluation In June, you are required to hand in your portfolio for final evaluation.	It will be useful to give the student the weighting or share of the percentage assigned to the unit(s) of which the portfolio is a part. Provide the criteria for how the portfolio will be assessed. If a rubric is going to be used, provided it is also for the student to use in his or her self-assessment.
Communication Who will be your audience and how will they get to know about your portfolio? In our first conference we will have an opportunity to discuss this question.	The skills list for grade 6 social studies includes expressing and supporting a point of view; selecting media and styles appropriate to a purpose; using a range of media and styles to present information, arguments and conclusions; and presenting a summary report or argument. To make these outcomes more specific, conference with the student about how he or she would like to 'publicize' the portfolio. Some students can make the portfolio completely an electronic one. In such an instance, the portfolio can be posted on the school website.

There is now a move toward the development of electronic portfolios. At the time of writing, an excellent set of guidelines for building an electronic version can be found at the following website: http://www.essdack.org/port/index.html

Appendix I: Rubrics in Assessment

Using an assessment rubric (often called the scoring rubric) is one of the more common approaches to alternative assessment. A rubric is a matrix that has a number of traits to indicate student achievement. Each trait is defined and, in some instances, accompanied by student work samples (i.e., exemplars) to illustrate the achievement level. Finally, levels with numerical values or descriptive labels are assigned to each trait to indicate levels of achievement.

To build a rubric requires a framework to relate levels of achievement to criteria for achievement for the traits the teacher deems important. Levels of achievement may be graduated at four or five levels; the criteria for achievement may be expressed in terms of quality, quantity, or frequency. The following chart illustrates the relationship among criteria and levels of achievement. It should be noted that for a given trait, the same criteria should be used across the levels of achievement; it is unacceptable to switch from quality to quantity for the same trait. As well, parallel structures should be used across the levels for a given trait so that the gradation in the level of achievement is easily discernible.

| Criteria | Levels of Achievement | | | | |
	1	2	3	4	5
Quality	very limited/ very poor/ very weak	limited/poor/ weak	adequate/ average/ pedestrian	strong	outstanding/ excellent/rich
Quantity	a few	some	most	almost all	all
Frequency	rarely	sometimes	usually	often	always

The five-trait rubric on the following page illustrates the structure described above. In this example, five levels are used, with quality as the criterion. The rubric, as written, is an instrument the teacher may use to assess a student's participation in a co-operative learning group, but it may be re-written in student language for use as a self-assessment tool. Where appropriate, selected "Suggestions for Learning and Teaching" and "Suggestions for Assessment" indicate that the following rubric may be used. For example, see

Outcome 6.1.3 Suggestions for Learning and Teaching, p. 44.
Outcome 6.4.1 Suggestions for Learning and Teaching, p. 110.

Assessing Collaborative Group Participation	
Proficiency Level	Traits
5 Outstanding	• Outstanding ability to contribute achievement of the group task • Outstanding appreciation for the feelings and learning needs of group members • Very eager to carry out his or her assigned task(s) in the group • Brings outstanding knowledge and skills about (*identify the topic*) • Very eager to encourage others to contribute to the group tasks
4 Strong	• Strong ability to contribute achievement of the group task • Strong appreciation for the feelings and learning needs of group members • Eager to carry out his or her assigned task(s) in the group • Brings strong knowledge and skills about (*identify the topic*) • Eager to encourage others to contribute to the group tasks
3 Adequate	• Adequate ability to contribute achievement of the group task • Adequate appreciation for the feelings and learning needs of group members • Inclined to carry out his or her assigned task(s) in the group • Brings adequate knowledge and skills about (*identify the topic*) • Inclined to encourage others to contribute to the group tasks
2 Limited	• Limited ability to contribute achievement of the group task • Limited appreciation for the feelings and learning needs of group members • Inclined, when prompted, to carry out his or her assigned task(s) in the group • Brings limited knowledge and skills about (*identify the topic*) • Inclined, when prompted, to encourage others to contribute to the group tasks
1 Very Limited	• Very limited ability to contribute achievement of the group task • Very limited appreciation for the feelings and learning needs of group members • Reluctant to carry out his or her assigned task(s) in the group • Brings very limited knowledge and skills about (*identify the topic*) • Reluctant to encourage others to contribute to the group tasks

Appendix J: Rubrics for Writing, Reading/Viewing, Listening, Speaking, and Group Participation

Some Atlantic provinces have developed a set of holistic scoring rubrics to assess student achievement in writing, reading/viewing, listening, and speaking. These instruments are critical to assessing these competencies in the content areas such as social studies.

1. Holistic Writing Rubric	
Proficiency Level	**Traits**
5 Outstanding	• Outstanding content that is clear and strongly focussed • Compelling and seamless organization • Easy flow and rhythm with complex and varied sentence construction • Expressive, sincere, engaging voice that always brings the subject to life • Consistent use of words and expressions that are powerful, vivid, and precise • Outstanding grasp of standard writing conventions
4 Strong	• Strong content that is clear and focussed • Purposeful and coherent organization • Consistent flow and rhythm with varied sentence construction • Expressive, sincere, engaging voice that often brings the subject to life • Frequent use of words and expressions that are vivid and precise • Strong grasp of standard writing conventions
3 Adequate	• Adequate content that is generally clear and focussed • Predictable organization that is generally coherent and purposeful • Some flow, rhythm, and variation in sentence construction but that tends to be mechanical • Sincere voice that occasionally brings the subject to life • Predominant use of words and expressions that are general and functional • Good grasp of standard writing conventions, with so few errors that they do not affect readability
2 Limited	• Limited content that is somewhat unclear, but does have a discernible focus • Weak and inconsistent organization • Little flow, rhythm, and variation in sentence construction • Limited ability to use an expressive voice that brings the subject to life • Use of words that are rarely clear and precise with frequent errors • Poor grasp of standard writing conventions beginning to affect readability
1 Very Limited	• Very limited content that lacks clarity and focus • Awkward and disjointed organization • Lack of flow and rhythm with awkward, incomplete sentences which make the writing difficult to follow • Lack of an apparent voice to bring the subject to life • Lack of clarity; words and expressions are ineffective • Very limited grasp of standard writing conventions, with errors seriously affecting readability

2. Holistic Reading/Viewing Rubric	
Proficiency Level	**Traits**
5 Outstanding	• Outstanding ability to understand text critically; comments insightful and always supported from the text • Outstanding ability to analyse and evaluate text • Outstanding ability to connect personally with and among texts (with responses that extend on text) • Outstanding ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda) • Outstanding ability to interpret figurative language (e.g., similes, metaphors, personification) • Outstanding ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Outstanding ability to read orally (e.g., with phrasing, fluency, and expression)
4 Strong	• Strong ability to understand text critically; comments often insightful and usually supported from the text • Strong ability to analyse and evaluate text • Strong ability to connect personally with and among texts (with responses that extend on text) • Strong ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda) • Strong ability to interpret figurative language (e.g., similes, metaphors, personification) • Strong ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Strong ability to read orally (e.g., with phrasing, fluency, and expression); miscues do not affect meaning
3 Adequate	• Good ability to understand text critically; comments predictable and sometimes supported from the text • Good ability to analyse and evaluate text • Adequate ability to connect personally with and among texts (with responses that sometimes extend on text) • Fair ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda) • Adequate ability to interpret figurative language (e.g., similes, metaphors, personification) • Good ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Good ability to read orally (e.g., with phrasing, fluency, and expression); miscues occasionally affect meaning
2 Limited	• Insufficient ability to understand text critically; comments rarely supported from the text • Limited ability to analyse and evaluate text • Insufficient ability to connect personally with and among texts (with responses that rarely extend on text) • Limited ability to detect purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda) • Limited ability to interpret figurative language (e.g., similes, metaphors, personification) • Limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Limited ability to read orally (with minimal phrasing, fluency, and expression); miscues frequently affect meaning.
1 Very Limited	• No demonstrated ability to understand text critically; comments not supported from text • Very limited ability to analyse and evaluate text • No demonstrated ability to connect personally with and among texts (with responses that do not extend on text) • Very limited ability to recognize purpose and point of view (e.g., bias, prejudice, stereotyping, propaganda) • Very limited ability to interpret figurative language (e.g., similes, metaphors, personification) • Very limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Very limited ability to read orally (e.g., phrasing, fluency, and expression not evident); miscues significantly affect meaning

3. Holistic Listening Rubric	
Proficiency Level	**Traits**
5 Outstanding	• Complex understanding of orally presented text; comments and other representations insightful and always supported from the text • Outstanding ability to connect personally with and extend on orally presented text (with responses that consistently extend beyond the literal) • Outstanding ability to recognize point of view (e.g., bias, stereotyping, prejudice, propaganda) • Outstanding ability to listen attentively and courteously
4 Strong	• Strong understanding of orally presented text; comments and other representations often insightful and usually supported from the text • Strong ability to connect personally with and extend on orally presented text (with responses that often extend beyond the literal) • Strong ability to recognize point of view (e.g., bias, stereotyping, prejudice, propaganda) • Strong ability to listen attentively and courteously
3 Adequate	• Good understanding of orally presented text; comments and other representations predictable and sometimes supported from the text • Adequate ability to connect personally with and extend on orally presented text (with responses that sometimes extend beyond the literal) • Fair ability to recognize point of view (e.g., bias, stereotyping, prejudice, propaganda) • Fair ability to listen attentively and courteously
2 Limited	• Insufficient understanding of orally presented text; comments and other representations rarely supported from the text • Insufficient ability to connect personally with and extend on orally presented text (with responses that are always literal) • Limited ability to recognize point of view (e.g., bias, stereotyping, prejudice, propaganda) • Limited ability to listen attentively and courteously
1 Very Limited	• No demonstrated understanding of orally presented text; comments and other representations not supported from text • No demonstrated ability to connect personally with and extend on orally presented text (with responses that are disjointed or irrelevant) • Very limited ability to recognize point of view (e.g., bias, prejudice, stereotyping, propaganda) • Very limited ability to listen attentively and courteously

4. Holistic Speaking Rubric	
Proficiency Level	**Traits**
5 Outstanding	• Outstanding ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information) • Outstanding ability to connect ideas (e.g., with clarity and supporting details) • Outstanding use of language appropriate to the task (e.g., word choice) • Outstanding use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
4 Strong	• Strong ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information) • Strong ability to connect ideas (e.g., with clarity and supporting details) • Consistent use of language appropriate to the task (e.g., word choice) • Consistent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
3 Adequate	• Sufficient ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information) • Sufficient ability to connect ideas (e.g., with clarity and supporting details) • Frequent use of language appropriate to the task (e.g., word choice) • Frequent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
2 Limited	• Insufficient ability to listen, reflect, and respond to clarify information and explore solutions (e.g., communicating information) • Limited ability to connect ideas (e.g., with clarity and supporting details) • Limited use of language appropriate to the task (e.g., word choice) • Limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
1 Very Limited	• No demonstrated ability to listen, reflect, or respond to clarify information and explore solutions (e.g., communicating information) • Very limited ability to connect ideas (e.g., with clarity and supporting details) • Language not appropriate to the task (e.g., word choice) • Very limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)

5. Assessing Collaborative Group Participation	
Proficiency Level	Traits
5 Outstanding	• Outstanding ability to contribute toward achievement of the group task • Outstanding appreciation for the feelings and learning needs of group members • Very eager to carry out his/her assigned task(s) in the group • Brings outstanding knowledge and skills about the (*identify the topic*) • Very eager to encourage others to contribute to the group tasks
4 Strong	• Strong ability to contribute toward achievement of the group task • Strong appreciation for the feelings and learning needs of group members • Eager to carry out his/her assigned task(s) in the group • Brings strong knowledge and skills about the (*identify the topic*) • Eager to encourage others to contribute to the group tasks
3 Adequate	• Adequate ability to contribute toward achievement of the group task • Adequate appreciation for the feelings and learning needs of group members • Inclined to carry out his/her assigned task(s) in the group • Brings adequate knowledge and skills about the (*identify the topic*) • Inclined to encourage others to contribute to the group tasks
2 Limited	• Limited ability to contribute toward achievement of the group task • Limited appreciation for the feelings and learning needs of group members • Inclined, when prompted, to carry out his/her assigned task(s) in the group • Brings limited knowledge and skills about the (*identify the topic*) • Inclined, when prompted, to encourage others to contribute to the group tasks
1 Very Limited	• Very limited ability to contribute toward achievement of the group task • Very limited appreciation for the feelings and learning needs of group members • Reluctant to carry out his/her assigned task(s) in the group • Brings very limited knowledge and skills about the (*identify the topic*) • Reluctant to encourage others to contribute to the group tasks