
Social Studies in Primary



Grades 3 and 4 – Primary

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Grade 4 and 5 – Program Guide Overview

The following booklet is to help guide the teacher's instruction of the KI social studies program for Grade 3 and 4. With a continued focus on Inuit Culture in Nunavik, this program seeks to establish the baseline for creating responsible and active citizens. This process takes place through inquiry, student centered learning, and exploration as a class to become thoughtful and knowledgeable but also to learn to value similarities and differences in their own society.

In Grade 3, students will be exposed to their community. The units throughout the year will enable students to develop new knowledge and understanding of the territory, the people and the culture in their community.

A similar approach will be taken in Grade 4, in which students will continue to build upon their knowledge by placing the role of their community in the Nunavik context. Students will be introduced to the 14 communities of Nunavik and learn about the territory and the culture from each community and will compare and contrast these cultures to that of their own.

Inquiry Based and Outcome Based Learning Approaches

A successful social studies instructional approach is two-folded. Outcome based learning is the educational theory that units, lessons and activities are each planned with a specific goal or objective in mind for students to achieve. These goals can be formal or not, but it is important to know and understand what we want students to achieve in order to plan and teach effectively.

In compliment to this approach, inquiry based learning is also an educational theory that structures lessons, activities and units in a way that students are working together to solve a problem or answer a big question. These problems or questions are often developed by the students based on their interests and curiosities. With an inquiry based approach, students are learning a holistic environment that encourages independent thinking and collaboration between teachers and students alike.

The Grade 3 and Grade 4 programs will be structured around these two teaching methods in order to allow students to grasp abstract concepts and become stakeholders in their own education.

Competencies in Social Studies

The following competencies have been adapted from the *Quebec School Training Program*. Each lesson and activity should be based on these competencies. For Grade 3, only competency 1 should be used. For Grade 4, only competencies 2 and 3 should be used.

C1: To construct his/her representation of space, time and society

C2: To understand the organization of a society in its territory

C3: To interpret change in a society and its territory

Themes for Grades 3 and 4

Below is a table showing the general themes and objectives of the third and fourth grades.

Grade	Theme	General objectives
3	My community	<ul style="list-style-type: none">• Explore landscapes (including relief, rivers, climate)• Recognize community trades• Recognize the buildings of the community• Know the differences and similarities between past and present activities• Find your way in space and time
4	Nunavik	<ul style="list-style-type: none">• Know the economic activities• Know cultural realities (languages, food, clothing, entertainment, customs)• Establish continuity with the present• Know the landscapes, the climate, animals, vegetation• Identify key changes that occurred in the territory

COMPETENCIES

Competencies	Components
C1 : To construct his/her representation of space, time and society	<ul style="list-style-type: none">◇ To recognize some characteristics of the social organization of a group◇ To explore places here, from the past and the present◇ To refer to aspects of everyday life here, from the past and the present◇ To orient himself/herself in space and time
C2: To understand the organization of a society in its territory	<ul style="list-style-type: none">◇ To make connections between characteristics of the society and the organization of its territory◇ To make connections of continuity with the present◇ To make connections between assets and limitations of the territory and the organization of the society◇ To situate the society and its territory in space and time
C3: To interpret change in a society and its territory	<ul style="list-style-type: none">◇ To situate a society and its territory in space and at two points in time◇ To recognize the main changes in the organization of a society and its territory

PROGRAM OVERVIEW

Grade 3 – My Community

The Grade 3 Social Studies program is designed to help students understand their environment and the society in which they live.

This program is designed to give teachers the general concepts to be taught and to suggest activities and assessment situations. Additional resources including videos can be found on the DBServer and can be used at the teacher's discretion to enrich his or her teaching.

This program provides a general overview of the learning that students will need to do, but requires teachers to do their own research, modify and adapt the program to ensure their students' success. Suggested activities are available to assist the teacher, but are not mandatory. It is important for every teacher to make this program accessible to every student.

To ensure students' success, certain objectives must be acquired in Grade 3 in order to prepare them for the rest of their school career.

By the end of Grade 3, students will be able to:

- ◇ Understand the need for everyone in the community
- ◇ Know the vocabulary related to the trades and buildings of the community
- ◇ Compare old photographs and be able to identify differences and similarities
- ◇ Know their community's rivers, points of interest, activities and climate
- ◇ Situate themselves on a calendar
- ◇ Read a timeline and know the chronological order
- ◇ Locate their community on a map of Nunavik
- ◇ Know how to read a plan or a mock-up

Cross-curricular

This program aims to encourage students to think critically and question themselves. There are also the language components since students will have to read, listen, speak and write during the Social Studies periods. The teacher may choose to assess these language skills, even when Social Studies is at the forefront of the lesson. It is important to observe these skills on multiple occasions during the day, even outside the time allocated to the language.

Each program theme is accompanied by activities related to other subjects, such as Mathematics and Science. These activities are optional, but make the Social Studies program cross-curricular, which in turn helps students better understand the role of Social Studies in everyday life and can also help them in subjects with which they have more difficulty.

PROGRAM OVERVIEW

Grade 3 - My Community

Evaluations

Social Studies program evaluations should be done on a regular basis. The teacher will find an observation grid that he/she can use to see the evolution of the students. The evaluations should be built to gauge the subject at hand. It is strongly suggested to review the evaluations with the students so that they can see their progress and make their learning more concrete.

Throughout the program, the teacher will have the opportunity to follow a suggested evaluation situation that is related to the theme. These evaluation situations were constructed in such a way as to let students demonstrate the learning they have done throughout the theme.

Here are some examples of evaluation situations suggested in this program:

- ◇ Make a dictionary with learned words
- ◇ Create a mock-up
- ◇ Research using information already learned
- ◇ Create a book
- ◇ Create maps
- ◇ Create an exhibition in the manner of... including works of art by Inuit artists.

Support for students

Creating a dynamic and enjoyable environment is essential to ensure the active participation of students in the activities proposed by the teacher. Despite the fact that some concepts must be explicitly taught, it is important that students have a challenge and frequent opportunities to discuss, share and ask questions.

Students who have intervention plans should receive the support, modifications and necessary adaptations that were included in the plan.

Students who are reluctant to participate in activities should be guided in a compassionate way to help them become confident with their ability to learn new concepts. When the teacher realizes that students are no longer participating or are disengaged, he or she should make the decision to either continue the lesson, revisit the more difficult concepts, or change activities.

***** It is important to note that the activities were built in a general way for all second-language students in**

Nunavik. These activities may not adequately reflect the needs of your class, so they should be adapted by the teacher. ***

PROGRAM OVERVIEW

Grade 4 - Nunavik

The Social Studies program in Grade 4 is designed to help students understand their living environment and the society in which they live, while comparing their community with other communities in Nunavik.

This program is designed to give teachers the general concepts to be taught and to suggest activities and evaluation situations. Additional resources including videos can be found on the DBServer and can be used at the teacher's discretion to enrich his or her teaching.

This program provides a general overview of the learning that students will need to do, but requires teachers to do their own research, modify and adapt the program to ensure their students' success. Suggested activities are available to assist the teacher, but are not mandatory. It is important for every teacher to make this program accessible to every student.

To ensure students' success, some objectives must be acquired in Grade 4 to prepare them for the rest of their school path.

By the end of Grade 4, students will be able to:

- ◇ Know the economic activities of Nunavik
- ◇ Know the cultural realities
- ◇ Know the 14 communities and locate them on a map of Nunavik
- ◇ Know the aspects of the territory including these assets and constraints
- ◇ Use a timeline and a map
- ◇ Recognize and explain the differences between past and present Nunavik
- ◇ Know the different events that led to the settling process of the Nunavik population

Cross-curricular

This program aims to encourage students to think critically and question themselves. There are also the language components since students will have to read, listen, speak and write during the Social Studies periods. The teacher may choose to evaluate these language skills, even when the social studies are at the forefront of the lesson. It is important to observe these skills on multiple occasions during the day, even outside the time allocated to the language.

Each program theme is accompanied by activities related to other subjects, such as Mathematics and Science. These activities are optional, but make the Social Studies program cross-curricular, which in turn helps students better understand the role of Social Studies in everyday life and can also help them in subjects with which they have more difficulty.

PROGRAM OVERVIEW

Grade 4 - Nunavik

Evaluations

The Social Studies program evaluations should be carried out on a regular basis. The teacher will find an observation grid that he or she can use to see the evolution of the students. Evaluations should be constructed to evaluate the subject at hand. It is strongly suggested to review the evaluations with the students so that they can see their progress and make their learning more concrete.

Throughout the program, the teacher will have the opportunity to follow a suggested evaluation situation that is related to the theme. These evaluation situations were constructed in such a way as to let students demonstrate the learning they have done throughout the theme.

Here are some examples of evaluation situations suggested in this program :

- ◇ Create maps
- ◇ Create a sketch
- ◇ Create a book
- ◇ Create a poster to compare the communities
- ◇ Conduct research on a community and compare it with theirs
- ◇ Make a brochure
- ◇ Write a legend
- ◇ Make a play with puppets or a shadows theater

Support for students

Creating a dynamic and enjoyable environment is essential to ensure the active participation of students in the activities proposed by the teacher. Despite the fact that some concepts must be explicitly taught, it is important that students have a challenge and frequent opportunities to discuss, share and ask questions.

Students who have intervention plans should receive the support, modifications and necessary adaptations that were included in the plan.

Students who are reluctant to participate in activities should be guided in a compassionate way to help them become confident with their ability to learn new concepts. When the teacher realizes that students are no longer participating or are disengaged, he or she should make the decision to either continue the lesson, revisit the more difficult concepts, or change activities.

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