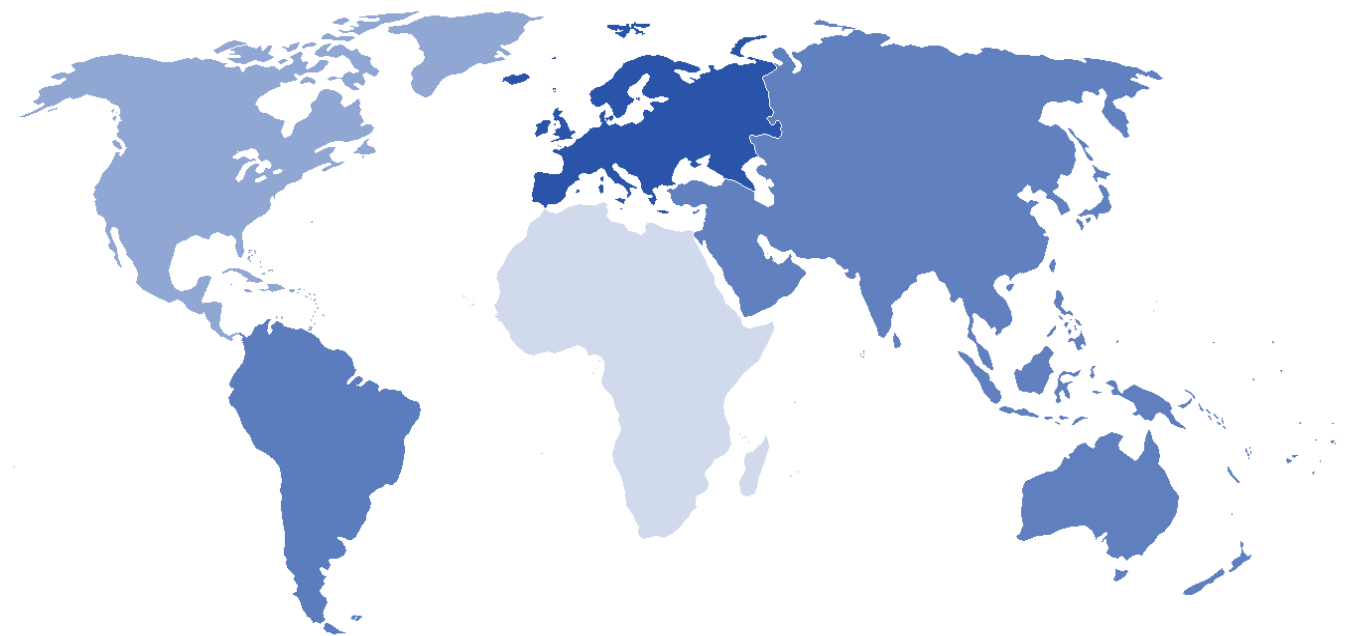

Primary Social Studies



Second Cycle Primary ESL (Grades 5 &6)

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2nd Cycle Primary ESL– Social Studies Program Overview

The following booklet will be used to help guide your instruction of the KI Social Studies program through grades 5 and 6. With a continued focus on Indigenous learners, this program seeks to establish the baseline for creating responsible and active citizens. This process will take place through inquiry, student centered learning, and exploration as a class to become thoughtful and knowledgeable but also to value similarities and differences that societies around the world share.

In grade 5, students will be exposed to societies outside their own through an exploration of Canada as a whole country, with a focus on Indigenous communities. These units will enable students to expand their knowledge learned in the Grade 4 Nunavik Unit, while also developing new knowledge and understanding about the country they live in as well as the other Indigenous groups in Canada.

A similar approach is taken in Grade 6, in which students will continue to build upon their knowledge by placing the role of Canada in a more global context. Students will be introduced to a variety of cultures from around the world and will compare and contrast these cultures to that of their own and others in Canada.

Inquiry Based and Outcome Based Learning Approaches

A successful social studies instructional approach is two-folded. Outcome based learning is an educational theory in which 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.

Complimentary to this approach, inquiry based learning is also an educational theory that structures lessons, activities and units in a way that gets 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 on interests and curiosities. With an inquiry based approach, students are learning in a holistic environment that encourages independent thinking and collaboration between teachers and students alike.

The cycle two primary program will be structured around these two teaching methods in order to allow students to grasp abstract concepts and become stakeholders in their own education.

Social Studies Competencies

The following three competencies have been adapted from the Quebec Education Program. Each lesson and activity should be based on one or more of these competencies

C2: Understand the organization of a society within its territory

C3: Interpret change in a social and its territory

C4: Be open to the diversity of societies and their territories

Topics and Themes—Second Cycle (Grade 5 & 6)

Below is a breakdown of the overall theme and expectations for students in second cycle primary
ESL– Social Studies (Grade 5 & 6)

Grade	Theme	Overall Expectations
5	Indigenous Canada & Canada	<ul style="list-style-type: none">• Understanding of Canadian geography (including each province, borders, bodies of water)• Knowledge of local, provincial and federal governments• Imports and Exports• Studies of various indigenous communities (location, beliefs, history, traditions) in comparison with knowledge of own cultures• Natural Resources
6	The World	<ul style="list-style-type: none">• Continents and oceans• The role of Canada within a global context (Imports and Exports)• Attributes of a world map and world atlas (lines of latitude, longitude, north and south hemispheres, time zones)• Studies of various countries

COMPETENCIES

Adapted from the Quebec Education Program-Elementary Social Sciences: History, Geography and Citizenship Education

Competencies	Details
C2: Understand the organization of a society in its territory	<ul style="list-style-type: none">◇ Make connections of continuity with the present◇ Situate the society and its territory in space and time◇ Make connections between characteristics of the society and the organization of the territory◇ Make connections between assets and limitations of the territory and the organization of the society◇ Define the influence of people or events on a social or territorial organization
C3 Interpret change in a society	<ul style="list-style-type: none">◇ Situate a society and its territory at two points in time◇ Recognize the main changes within a society and its territory◇ Establish the causes and effects of the changes◇ Define the influence of people or events on these changes◇ Justify his/her interpretations of the changes◇ To perceive traces of these changes in our own society and territory
C4: Be open to the diversity of societies and their territories	<ul style="list-style-type: none">◇ Situate societies and their territories in space◇ Perceive the main similarities and differences between societies and territories◇ Define some causes and effects of the differences◇ Take a position on the observed strengths and weaknesses of societies and their territories◇ Justify his/her view of the diversity of the societies and territories

PROGRAM OVERVIEW

Grade 5– Canada and Indigenous Canada

The Grade 5 Social Studies program is aimed at creating local and national geographical awareness. The concepts that will be covered are meant to be a jumping off point for students to begin the inquiry process and to become informed citizens, which will be the focus of the Grade 6 program.

The organization of this program is meant to provide teachers with the overall concepts to follow, along with suggested Evaluation Situations. Additional resources and material are available on the DBserver and may be used in whatever means that is relevant and connected to the learning.

This program is meant to create the basis of the learning, but will require teachers modify, adapt, accommodate and dig deeper throughout the lessons in order to ensure student success. The suggested activities and evaluation situations are meant to be helpful, but are not mandatory. It is important for teachers to customize this program to best suit the needs of the students.

There are certain success criteria that students should have an understanding of by the end of their time in grade 5, so as to prepare them for grade 6.

By the end of Grade 5, students will be able to...

- ◇ Name all provinces and their capitals
- ◇ Know and understand Canadian borders
- ◇ Know bodies of water in Canada (Great lakes, oceans, bays, major rivers)
- ◇ Have a basic understanding of the different levels of government (Local, provincial and federal)
- ◇ Be able to compare and contrast Inuit ways of life to those of different Indigenous communities across the country (with a focus on traditions, location, beliefs, history, etc...)
- ◇ Understand various geographical features found in Canada

Cross-Curricular Learning

This program is set up in way to encourage students to think critically. There is also an influence of certain language components (such as reading, writing, speaking and listening) throughout the program. These language components may be included in students ESL reports, or not. This is up to the discretion of the teacher. It is important to ensure that students are getting multiple opportunities a day to practice these language skills outside the designated language periods.

Each activity will also include a suggested connection to another subject (such as math or science). These additional activities are optional, but making cross-curricular connections within the learning is highly encouraged. Making these connections will help students to understand the role of social studies in a holistic perspective, and has the potential to bridge gaps between subjects that they may be struggling with.

Teachers are encouraged to find additional ways to make the learning meaningful and authentic for students by infusing literacy, language, math, science and art throughout the social studies program.

PROGRAM OVERVIEW

Grade 5-Canada and Indigenous Canada– Continued...

Assessment

Assessment in this program should be ongoing and reflective of subjects covered in the course. Formative Assessments should be the focal point for teachers and students. These formative assessments should provide students with ongoing feedback about their work and allow them to track their progress and make the learning meaningful.

Throughout the program, teachers will have opportunities to follow suggested Evaluation Situations that align with the topics covered throughout the unit. These Evaluation Situations are meant to be informative, and allow students to demonstrate their learning in an appropriate manner.

Some *example* E.S.'s for this program would be:

- Creating an informational pamphlet on one or more of the provinces
- Creating an art portfolio, highlighting art from various Indigenous communities
- Research projects
- Writing letters to influential citizens across Canada
- Creating maps

Supporting Learners

Creating a flexible and dynamic learning environment is essential to ensuring that students are engaged and are actively participating in the activity. Although there are some concepts throughout the program that will require pre-teaching, it is important that students are being challenged and having frequent opportunities to discuss, share, and question throughout the activities.

Students on IEPs should be provided with the appropriate supports, modifications or accommodations that highlighted in their education plan.

Reluctant participants should be guided into the activity in a compassionate manner, that enables them to feel confident and secure in themselves. If at any point, the teacher is noticing that students are disengaged or not following along, it is important to make a decision about continuing with the lesson, or stopping to review or change activities all together.

***** It is important to note that these activities are generalized for ESL students in Nunavik. These activities may not reflect the specific learning needs of each classroom, and as such, they are open-ended and flexible to allow for adaptability by the teacher. *****

PROGRAM OVERVIEW

Grade 6– Canada and The World

The Grade 6 Social Studies program is aimed at creating global awareness through the use of a national lens. The concepts that will be covered are meant to reinforce the inquiry-based approach learned in Grade 5, continue with the establishment of critical thinking, and to give students a voice and the tools necessary to become active participants in their learning.

The organization of this program is to provide teachers with the overall concepts to follow, along with supporting activities and suggested Evaluation Situations. Additional resources and material are available on the DBserver and may be used in whatever means that is relevant and connected to the learning.

This program is meant to create the basis of the learning, but will require teachers to modify, adapt, accommodate and dig deeper throughout the lessons in order to ensure student success. The suggested activities and evaluation situations are meant to be helpful, but are not mandatory. It is important for teachers to customize this program to best suit the needs of the students.

There are certain success criteria that students should have an understanding of by the end of their time in grade 6.

By the end of Grade 6, students will be able to...

- ◇ Name and identify all continents including the names of large bodies of water (oceans and seas)
- ◇ Be able to discuss the role of imports and exports in Canada and abroad
- ◇ Be able to use a world map and understand relevant terms (longitude, latitude, north and south hemispheres, compass, legend, time zones)
- ◇ Have a basic understanding of various countries throughout the world, including their relations to Canada.

Cross-Curricular Learning

This program is set up in a way to encourage students to think critically. There is also an influence of certain language components (such as reading, writing, speaking and listening) throughout the program. These language components may be included in students' ESL reports, or not. This is up to the discretion of the teacher. It is important to ensure that students are getting multiple opportunities a day to practice these language skills outside the designated language periods.

Each activity will also include a suggested connection to another subject (such as math or science). These additional activities are optional, but making cross-curricular connections within the learning is highly encouraged. Making these connections will help students to understand the role of social studies in a holistic perspective, and has the potential to bridge gaps between subjects that they may be struggling with.

Teachers are encouraged to find additional ways to make the learning meaningful and authentic for students by infusing literacy, language, math, science and art throughout the social studies program.

PROGRAM OVERVIEW

Grade 6-Canada and The World– Continued...

Assessment

Assessment in this program should be ongoing and reflective of subjects covered in the course. Formative Assessments should be the focal point for teachers and students. These formative assessments should provide students with meaningful feedback about their work and allow them to track their progress and make the learning meaningful.

Throughout the program, teachers will have opportunities to follow suggested Evaluation Situations that align with the topics covered throughout the unit. These Evaluation Situations are meant to be informative, and allow students to demonstrate their learning in an appropriate manner.

Some *example* E.S's for this program would be:

- Creating an informational pamphlet on one or more countries
- Research about Canada's role in global affairs
- Creating a timeline of Canadian history
- Writing an opinion piece about a social justice issue
- Participating in a simulation debate between two countries
- Completing a research project to compare Canada and another country

Supporting Learners

Creating a flexible and dynamic learning environment is essential to ensuring that students are engaged and are actively participating in the activity. Although there are some concepts throughout the program that will require pre-teaching, it is important that students are being challenged and having frequent opportunities to discuss, share, and question throughout the activities.

Students on IEPs should be provided with the appropriate supports, modifications or accommodations that highlighted in their education plan.

Reluctant participants should be guided into the activity in a compassionate manner, that enables them to feel confident and secure in themselves. If at any point, the teacher is noticing that students are disengaged or not following along, it is important to make a decision about continuing with the lesson, or stopping to review or change activities all together.

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