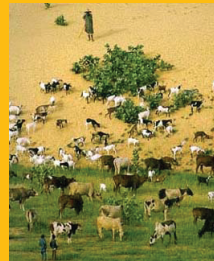
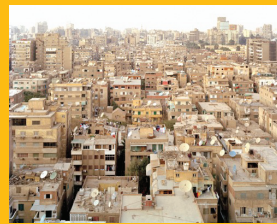
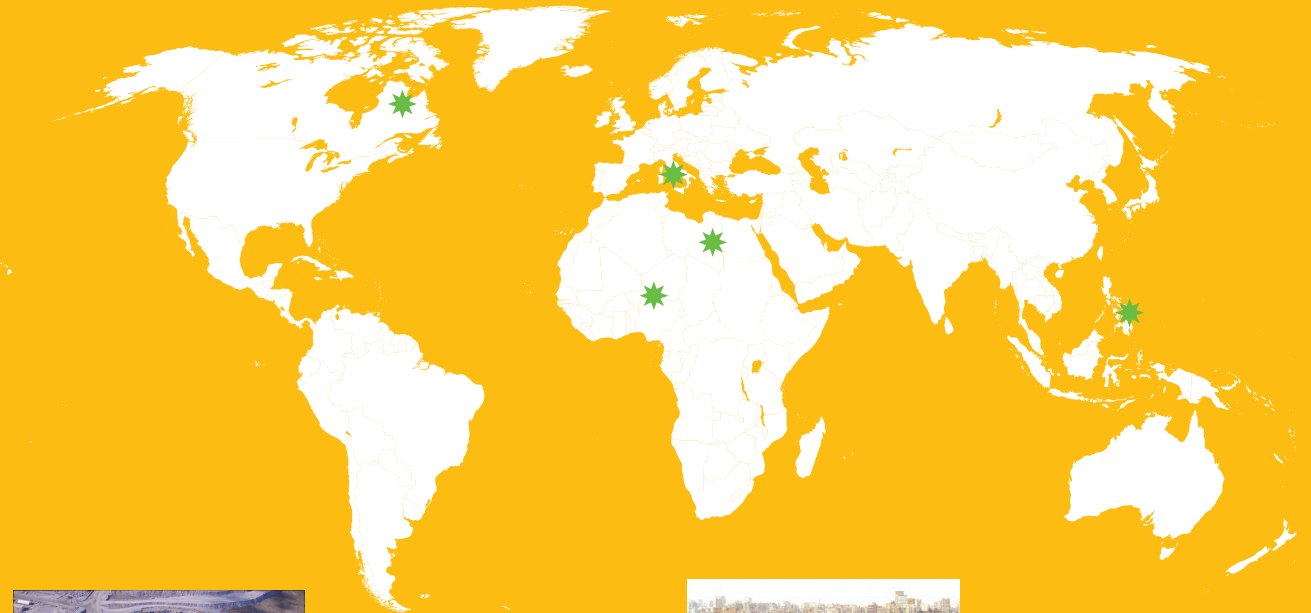


GEOGRAPHY

SECONDARY PROGRAM 1.0 AND 1.1

< GRADE 7 AND SECONDARY 1 >



SOCIAL STUDIES



SOCIAL STUDIES

GEOGRAPHY

Secondary 1.0 and 1.1 Program (grade 7 and secondary 1)

*"Geography is the science of place and space.
Geographers ask where things are located on the
surface of the earth, why they are located where they
are, how places differ from one another, and how
people interact with the environment".*

-Association of American Geographers



Commission Scolaire **Kativik** School Board



Dear teachers,

It is with great pleasure that we present the *Geography* program for Secondary 1.0 and 1.1.

September 2005 marked the beginning of the implementation of a pedagogical reform at the secondary level in all schools in Quebec, excluding Nunavik. In 2008, the Kativik School Board was mandated by the MELS to begin implementing this pedagogical reform in Social Studies. In 2008, the development of a program and material for secondary 2.1 and 2.2 began. The creation of a program and material for secondary 1.0 and 1.1 began in 2010 and continued until 2013.

The provincial competency-based program was taken as a model and adapted until it was rendered more linguistically and culturally appropriate for our milieu.

The program has the following educational aim:

- ◆ To help students to develop geographic reasoning and skills. (QEP, Social Studies, p. 259).

The competencies to be developed and the knowledge to be acquired in the program will allow the students to:

- ◆ Understand human actions upon territories that are in constant change;
- ◆ Discover cultural imprints left by humans;
- ◆ Examine how people living on a territory attempt to solve problems related to the occupation of space;
- ◆ Become aware of global issues and develop a sense of involvement.

To accomplish these goals, learning and evaluation situations (LES) designed specifically for our students were prepared to make geography more significant. Each LES will allow students to familiarize themselves with different territories here and elsewhere. The LESs will allow students to gain a better understanding of the relationships that exists between a society and its territory. In addition, students will be provided with opportunities to develop their abilities to:

- Reade and interpret maps
- Use spatial reference points

- Orientation and location
- Reading and interpreting pictures and written documents
- Using an atlas (QEP, Social Studies, p. 260).

We wish you a successful academic year.

Amanda Juby
Educational Consultant in
Curriculum Development

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Conseillère pédagogique à
l'élaboration des
programmes

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Geography

This guide has been designed to accompany the program of study in order to facilitate your task within the classroom. A thorough reading of the guide will be necessary before you begin teaching Geography. Reading the documents will allow you to concretely see the work that is awaiting you and your students. Also, you will be able to refer to the documents throughout the year when preparing for various learning and evaluation situations (LES), as you will find detailed descriptions, steps, and explanations for each LES included in the program. These LESs cover the program and will allow your students to develop the competencies and knowledge associated with the Cycle One Geography program.

In the following pages, you will find a presentation of the three Geography competencies and their meanings. You will also find several tools that will accompany your teaching throughout the year. They can be used to facilitate your global planning.

Geography is based on the concept of territory. Territory is defined as a social space that human beings occupy, modify, give meaning to, and organize in a specific way. The approach adopted in this program makes it possible for students to structure their learning and facilitates the transfer of learning from one territory to others within the same type of territory. The territories selected in the program afford students the opportunity to become familiar with different parts of the world. Students will explore five different types of territories (urban, regional, agricultural, native, and protected). In doing so, they will come to understand how these territories are organized, issues facing each of them, the connective nature of the territories, and the role that they can play on a regional and global scale. It is important to note that a single territory can become the basis for developing the first two competencies; however, for the third competency, the students need to look at several territories in order to demonstrate that a given geographic phenomena occurs in many places in the world.

This understanding of the subject differs from the traditional approach to teaching geography in the way in which the study of space is interpreted. This new approach considers the natural environment in connection with the society that occupies it.

The program aims at helping students to develop geographic reasoning skills. In order to describe or explain territorial issues, students engage in a reasoning process that allows them to understand human actions upon territories that are in constant change.

The Geography program aims to develop the three following competencies:

- Understands the organization of a territory.
- Interprets a territorial issue.
- Constructs his/her consciousness of global citizenship.

Dynamic of the Competencies

The development of these competencies involves the study, on different scales, of various types of territories. Students look at a territory organized in a specific manner and discover cultural imprints left by humans. They interpret a territorial issue by examining how people, living in a territory, attempt to solve problems related to the occupation of that space. Finally, students construct their consciousness of global citizenship by becoming aware of global issues and developing a sense of involvement.

These competencies do not develop according to a specific sequence, but in interaction with one another. **Any one competency may serve as a starting point for the learning.** In other words, the teacher and students can approach the study of a territory by first looking at its organization (competency one), territorial issues in the territory (competency two) or by examining the global phenomena (competency three).

Competency One: Understands the organization of a territory

It is important for students to ask questions, become aware of their surroundings, develop a feel for the territory being studied, and recognize how

A **territory** is a social space. It is the product of a society that has taken possession of it, adapted it, and given it meaning and a particular organization, changing it to meet its needs. Territories are the product of various societies that have successively occupied them and influenced their organization.

the territory is organized. This will assist students in understanding territories in Canada and elsewhere in the world. To understand the organization of a territory, students must deconstruct landscapes. In doing so, they will learn to notice that the landscape they see in the present is in fact the result of past and present human activity on the natural environment. Students will delve deeper than simply deconstructing to explore the organization of the territory, how it functions, and the axes of organization in the territory (e.g. transportation networks). It is also important for students to understand the nature of the decisions underlying the actions of a society on its territory.

In order to understand the organization of a territory, students need to understand the decisions underlying the actions of society on the landscape. In

order to do so effectively, students will use different scales of analysis. This will allow them to change the scale of what they are studying and consider different aspects (social, political, economics, cultural, and territorial). The students must recognize the external factors that influence these decisions. Changing geographic scales not only changes the relative size of the phenomena studied, but also brings out different aspects. This makes it possible to enrich one's own representation of the territorial organization.

Students will express themselves using cartographic language. This is important as it will allow them to create mental images of the territory. Images are of great importance to the development of this competency. Students will come to realize that landscapes mean different things to different people and can elicit negative or positive emotions. For example, a painter will not emphasize the same aspects of a landscape as an urban planner, an engineer, or a farmer. Students will learn that landscapes (even images of landscapes) have an emotional value. They will observe images and express their emotions as they relate to what was presented.

Competency Two: Interprets a territorial issue

Territorial issues are complex and are linked to the use of space by human beings. A territorial issue occurs when individuals or groups who share the same territory have opposing views about how this space should be used. Generally, the issue occurs because these groups have diverging views.

Because space that is usable by human beings is limited, it is the focus of territorial issues. Sometimes the territorial issues of the present originated in actions taken by societies that occupied the territory in the past.

Territorial issues are complex but are further complicated when groups involved in the issue take stands, each side convinced that it has the best solution. Students will learn to consider the various proposals of each of the groups involved in the issue and the strong and weak points of the arguments or

positions. It is important for students to examine the arguments and positions based on the organization of the territory. In doing so, students must develop an opinion taking into account the proposals of the groups concerned, the reasons and values underlying the proposals, the compromises made by the groups, and the opportunity cost. Students must learn to go beyond self-interest and consider the collective interest. Through this process, students will learn that citizens have a responsibility to take action.

Opportunity cost: what we must give up from our initial proposals in order to make a compromise.

Competency Three: Constructs his/her consciousness of global citizenship

The term 'citizenship' dates back to the Ancient Greeks. Back then, a citizen was someone who played a role in advancing society. Global citizenship is a new term. A **global citizen** is anyone who works to make the world a better place.

www.vida.ca

Globalization of the economy and increasing amounts of communication technologies have made the relationship that exists between the territories of the world more apparent than before.

Students will come to see that there is interdependence between the people and territories of the world. Through the study of the territories, they will discover that territorial phenomena are interrelated due to exchanges of all kinds: goods, services, information, people, and capital. Networks take shape and movements take place between the

societies that occupy territories. Students will become aware that their world is complex and that it offers them a multitude of possibilities. Students will also come to realize that these possibilities have responsibilities associated with them. For example, some territories are complementary to one another but inequalities also exist between some of them. Students will construct their consciousness of global citizenship, feel involved, and develop a sense of personal responsibility with respect to major global issues. They will learn to make their own decisions.

Most global phenomena involve tensions between national and international, density and dispersal, North and South, and are subject to multiple pressures. Consciousness of global citizenship can be reflected in observance of a set of rules, established by human beings through organizations and in official documents, in order to live together. Students' consciousness of global citizenship is developed by encouraging their hope for a better world based on responsible management of resources from a sustainable development perspective.

Students develop this competency by gradually becoming aware of major global phenomena. They take an interest in and wonder about them. They try to relate the behaviours adopted or the choices made by different actors, by the groups, businesses, or states, to the values underlying their forms of social organization. They observe, for example, that a society that bases its organization on the immediate and individualistic satisfaction of needs may lead its members to take action that could have serious consequence for the entire world.

Competency One (Secondary 1.0 and 1.1)

Deconstructs landscapes in the territory

- Identifies signs of human activity in landscapes
- Associates these landscapes with the organization of the territory
- Explores the feelings these landscapes arouse

Grasps the meaning of human actions with regard to the territory

- Identifies the main characteristics of organization of the territory
- Identifies the dominant axes of territorial organization
- Looks for the reasons underlying human actions
- Recognizes external influences on the territory

Understands the organization of a territory

Uses cartographic language

- Refers to different cartographic representations of the territory
- Uses reference points to understand territorial organization
- Illustrates his/her understanding of this organization through drawings

Relates different geographic scales

- Uses appropriate scales
- Uses several scales of analysis simultaneously
- Highlights different types of phenomena
- Broadens his/her personal representation of territorial organization

Evaluation Criteria

Appropriate use of knowledge

Intellectual Operations:

- Characterize a territory
- Situate a territory
- Establish facts
- Determine explanatory factors and consequences
- Establish connections between facts
- Establish causal connections

Coherent representation of a territory's organization

End-of-Year Outcomes (see scales for precision)

The student identifies **relevant** elements (characteristics) of the organization of the territory by ensuring that they:

- Relate to the type of territory concerned
- Correspond to the designated focus

The student represents his/her construction of the organization of the territory **coherently** by highlighting:

- Connections among elements of the organization of the territory
- Connections among concepts
- Relationships between human actions and the organization of the territory

The student considers the organization of the territory as a whole by using scales of analysis **appropriately** to highlight:

- New phenomena
- External influences

Competency Two (Secondary 1.0 and 1.1)

Describes the complexity of the territorial issue

- Identifies the places, scales and actors involved
- Recognizes the motives of the groups involved
- Specifies the role of certain natural and human factors of the past and the present



Interprets a territorial issue

Evaluates the proposals of the groups involved

- Examines the proposals of each group
- Establishes repercussions of each proposal on the territory, depending on the reference scale
- Expresses his/her opinion on the proposals

Considers how the territorial issue is dealt with

- Examines the possible compromises
- Looks for the collective interests
- Determines the opportunity cost

End-of-Year Outcomes (see scales for precision)

The student cites elements that are **relevant** to the territorial issue by referring to:

- Exact and specific elements
- Appropriate concepts

The student **describes the dynamics** of the territorial issue by showing:

- How the basic elements of the issue interact
- Connections between the concepts
- Power struggles

Evaluation Criteria

Appropriate use of knowledge

Intellectual operations:

- Situate a territory
- Establish facts
- Determine explanatory factors and consequences
- Establish connections between facts
- Establish causal connections

Establishment of the dynamics of a territorial issue

Competency Three (Secondary 1.0 and 1.1)

Shows the global nature of a geographic phenomenon

- Observes that a given geographic phenomenon occurs in many territories
- Recognizes instances of inequality and mutual benefit among territories
- Recognizes the networks and movements that arise among territories

Examines human actions in terms of the future

- Associates human actions with forms of social organization
- Shows that actions taken by human beings in a territory have repercussions on other territories
- Identifies implications of these actions for the planet from the perspective of responsible management and sustainable development

Constructs his/her consciousness of global citizenship

Evaluates solutions to global issues

- Recognizes possible solutions
- Shows that commitment of communities is essential for solving global problems
- Adopts a position that takes into account the effectiveness of the various solutions proposed

Evaluation Criteria

Appropriate use of knowledge

Intellectual Operations:

- Situate a territory
- Establish facts
- Determine explanatory factors and consequences
- Establish connections between facts
- Establish causal connections

End-of-Year Outcomes (see scales for precision)

The student shows the **global nature** of a phenomenon by taking into account:

- the diversity of manifestations of this phenomenon in the world
- the establishment of networks and movements among territories

The student **considers the impact of human actions** on the future of the planet by taking into account:

- the consistency of these human actions with their underlying values
- the relationship between these human actions and sustainable development
- the need for concerted action to solve global problems
- the contribution of international rules, conventions and organization

The student **defends his/her opinion** by basing it on:

- the effectiveness of the solutions proposed
- sustainable development

The Key Features Explained

Each competency is broken down into three or four key features. These key features describe what each competency entails. Each key feature is further divided into more precise descriptors. As students gain exposure to and put these descriptors into practice, their competency level will grow. The descriptors should be covered and revisited over the course of the two year program. This being said, it is important not to treat the key features as a “checklist”. Students must be provided with time to practice, try, and integrate the descriptors. Not every descriptor will be treated in each learning and evaluation situation. At times, it can be difficult to concretely understand what each of the key features really means for the student in action. Below is a more tangible explanation of each of the descriptors.

Key Feature: Deconstructs landscapes in the territory

Identifies signs of human activity in landscapes.

- *These are the transformations and organization on the landscape by today's societies and societies of the past. They are human elements (cities, sites where resources have been exploited, structures, etc.)*

Associates these landscapes with the organization of the territory.

- *Makes an association between elements that can be observed and the way the territory is organized (e.g. farm=agriculture, factory=industrial, etc.)*

Explores the feelings these landscapes arouse.

- *Make links between emotion and landscape. Different landscapes cause different emotional reactions.*
- *Emotions can influence the student's judgement, he/she must be aware of this in order to avoid making hasty judgements.*

Key Feature: Grasps the meaning of human actions with regard to the territory

Identifies the main characteristics of the organization of the territory.

- *What was constructed by man? Where? How? Identify the dominant axes of territorial organization.*
- *Transport networks, zones (residential, commercial, etc.), the poles, natural elements (waterways, mountain chains, etc.), borders that allow for the identification of the territory.*

Looks for the reasons underlying human actions.

- *For what reason(s) did man change the area? Why did they organise it the way they did? Why did they build it? Who built it?*

Recognize external influences on the territory.

- *Recognize that the territory is influenced by elements outside of the territory (political decisions, international organization, etc) at different scales.*

Key Feature: Uses cartographic language

Refers to different cartographic representations of the territory.

- *Uses different cartographic resources (sketch, plan, relief map, climatic map, population map, residential zone map, road map, etc.) to analyze the same territory.*

Uses reference points to understand territorial organization

- *Uses the title to find the intention, uses the legend to read the map, knows the basic parts and features of a map (e.g. waterways are generally blue). Can situate their community in relation to other places on various scales.*

Illustrates his/her understanding of this organization through drawings.

- *Produces a schematic map.*

Competency One
Understands the organization of a territory

Key Feature: Relates different geographic scales

Chooses appropriate scales

- *Local, provincial, national, international, ...*

Uses several scales of analysis simultaneously

- *(e.g. deforestation on a local, provincial, and world scales)*

Highlights different types of phenomena

- *Observes a social phenomena with a precise scale (e.g. deforestation on the North Shore and its impact on First Nations).*

Broadens his/her personal representation of the territorial organization.

- *Uses different scales of analysis to show different perspectives in the same territory.*

Key Feature: Describes the complexity of the territorial issue

Identifies the places, scales, and actors involved.

- Where is the issue happening? At which scale? Who is involved? What is the issue?

Recognizes the motives of the groups involved.

-Present the views of each group without making judgment. Is their position political, economic, individual, or collective?

Specifies the role of certain natural and human factors of the past and present.

-Climate, relief, etc. Human activities (agriculture, industrial, protection of the territory, etc.) in which different actors are involved. Also, human factors (economic activity, demographics, fundamental needs, beliefs, values, etc.) will also play an important role in the issue. Do not forget the historical aspect which is often involved in present day issues.

Evaluates the proposals of the groups involved

Examines the proposals of each group.

-What are the proposals made by each group involved in the issue?

Establishes repercussions of each proposal on the territory, depending on the reference scale.

-What are the impacts of each proposal on the territory with regard to the physical organization? The Facts!

Expresses his/her opinion on the proposal.

-Take a position on the proposals. Go beyond the facts and make a judgement on which, in your opinion, is best.

Competency Two

Interprets a territorial issue

Considers how the territorial issue is dealt with

Examines the possible compromises.

-Examines the proposals and identifies the compromises that each group could make from their initial proposal in order to meet the other group in the middle.

Looks for the collective interest.

-Identifies what is collective vs. individual. Where are the collective and individuals situated in terms of the proposals?

Determines the opportunity cost.

-Identify the loss. Compromises always involve the loss of something. This loss can be diverse: economic, environmental, etc.

Key Feature: Shows the global nature of a geographic phenomenon

Observes that a given geographic phenomenon occurs in many territories

-Realizes that a geographic phenomenon can manifest itself in several territories of the world, but not always in the same way in each territory. A geographic phenomenon that happens in one territory can impact another territory.

Recognizes instances of inequality and mutual benefit among territories.

-Compare several territories to establish similarities and differences. Bring out inequalities that exist between territories (rich, poor, population density, disparity, etc.). Come to realize that the same geographic phenomenon can have different consequences in different territories.

Recognizes the networks and movements that arise among territories.

-The territories are interrelated. There can be movement between the territories (migration, tourism, exchange, etc.). The networks consist of lines and poles(transportation networks, urban networks, social networks, etc.) Ex. UNESCO created a network to protect world heritage sites.

Key Feature: Examines human actions in terms of the future

Associates human actions with forms of social organization

-All territories are a product of the societies that occupy them according to their needs and lifestyle. Also, the organization of a territory is based on mentalities, values, behaviours, representations, social mechanisms, etc. A city dweller will have different attitudes associated with their social organization than someone who lives in the country.

Shows that actions taken by human beings in a territory have repercussions on other territories.

-The repercussions can be of different natures: economic, social, environmental, etc. The actions that happen in one territory can have an impact elsewhere in the world.

Identifies implications of these actions for the planet from the perspective of responsible management and sustainable development.

-Realize that the resources of the world are not inexhaustible and only responsible management can lead to sustainable development (meeting our needs now without compromising the future populations.

Competency Three: Constructs his/her consciousness of global citizenship

Key Feature: Evaluates solutions to global issues

Recognizes possible solutions.

-Recognize possible solutions among those that already exist. Students must observe, more or less, what solutions already exist.

Shows that commitment of communities is essential for solving problems.

-In the solutions, without forgetting personal responsibility, the student must consider the importance of regrouping people to push solutions forward.

Adopts a position that takes into account the effectiveness of the various solutions proposed.

-From the presented solutions, take a position based on the one that is responsible and in line with sustainable development.

Learning and Evaluation Situations

The switch from an objective-based social studies program to a competency-based program has impacted how we think about learning and evaluating in the social sciences. As a result of this shift in approach, classroom practices and materials must be adapted in order to ensure that they are reflective and supportive of the competency development of students.

The Quebec Education Program (QEP) defines a competency as “the capacity to act effectively by drawing on a variety of resources”. As one of our goals as educators is to assist our students in developing their competencies in the various disciplines, we must provide them with situations in which they are able to develop and demonstrate target competencies. The use of Learning and Evaluation Situations (LES) can assist students with the development of their competencies. LESs are comprised of one or more tasks that must be completed by students. The knowledge, skills, and strategies that the students gain during these tasks assist the students in the effective completion of a greater defined task. In other words, students are provided with an opportunity to reinvest what they learn in a complex task. LESs allow students to use and develop targeted competences, strategies, and resources. The situations also provide opportunities for teachers to support the competency development of their students through evaluation for learning and evaluation of learning. In order to achieve this, the situations presented to students must be meaningful, open, and complex while providing students with an opportunity to assess and reflect on their development and work.

The term, “**situation**”, means a set of one or more tasks that students must complete in order to reach a defined goal. Situations allow for students to develop and exercise one or more subject-specific competencies. They are also used to monitor competency development in order to support learning; finally, they are used to recognize competencies.

To promote the development of the competencies in geography, learning and evaluation situations must be meaningful, open, and complex, present challenges adapted to individual students` capacities, and provide conditions that encourage students to critically assess their process and their work.

Learning and Evaluation Situations in Geography	
Meaningful	When students recognize that there is a connection between what they are learning in the classroom and their everyday lives or their futures, the learning task becomes meaningful. In terms of Geography, students will perceive what they are learning as relevant and, therefore, meaningful when they realize that the study of territories provides them with a better understanding of their immediate surroundings and the world.
Open	LESs are considered open when the students are provided with opportunities for choice and to explore various paths. LESs within Geography provides openness in certain instances in terms of the choice of task. In geography LESs, students discover the impact and influence of humans on territories around the world.

Complex	LESs in the Geography program are considered complex when they require the students to use various resources, knowledge, concepts, geographic reasoning, and various other elements. The material and tasks presented to the students encourage the use of more than one of the elements of the program content, thereby making the task complex.
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Differentiation

Although learning and evaluation situations are provided for each of the units of study in the geography program, there remains a place for teacher input and adaptations. The provided LESs are flexible and permit adaptations for differentiated instruction. The work can be easily adjusted. For example, documents could be removed, modified, or replaced for reluctant readers.

Sequence of a Learning and Evaluation Situation

Generally, a learning and evaluation situation in Geography takes place over the course of several or weeks, depending on the teacher's planning. A warm-up activity to set the scene and activate the students' background knowledge is always presented in the object of inquiry.

Regulation¹

To improve the quality of students' learning, regulation must support students' learning process, and also direct teachers' pedagogical interventions. Among other things, learning and evaluation situations afford students and teachers opportunities to identify strengths, difficulties encountered, and allow for self-reflection and monitoring. The goal is to help students progress and become more autonomous, so that they are eventually able to regulate their own learning. This is known as self-regulation.

Effective regulation is based on certain conditions: the learning outcomes must be clear and allow regular checks to be made to see how close the students have come to the outcomes, and significant feedback must be provided.

Evaluation

At the end of each year of geography, an evaluation is to be completed. To support and render an account of competency development, teachers must gather information and interpret it at various times. During an activity, teachers do not always use formal instruments, but at other times, they must produce a formal assessment and use tools such as evaluation grids. Evaluation grids compare specific features of a process or realization with pre-determined evaluation criteria. In general, evaluation grids consist of a list of evaluation criteria and observable elements and offer a way to record observations. The evaluation criteria given in the program are the main reference points for observations made in the context of competency evaluation. The evaluation

¹ Regulation is a term borrowed from French. In this context, it refers to providing students with feedback so that learning can be adjusted.

criteria² are generally formulated in the form of qualities whose degree may vary. They are of a general nature, and concern the students' approach and final product. The evaluation criteria, therefore, provide possibilities for regulation and serve to develop evaluation tools.

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This document is composed of extracts from the following sources:

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Explanation of Key Terms

The development of the competencies in the Geography program is based on the study of types of territories. This approach makes it possible to group the territories studied in such a way as to structure learning and facilitate the student's transfer of learning to territories of the same category, different categories or to common concepts. The selected territories give students an opportunity to become familiar with different parts of the world.

The program presents four main categories of territorial issues: environmental issues, quality-of-life issues, development issues, and identity issues.

Territory: A social space that human beings occupy, modify, give meaning to, and organize in a specific way.

Urban Territory: Urban territories are increasing because of a worldwide population shift to the city. Studying urban territories leads to the consideration of new social and environmental problems caused by urbanization.

Regional Territory: Regional territories are those which are related to basic economic activities associated with industry, energy, and tourism. Studying regional territories makes it possible to look at different forms of economic activity.

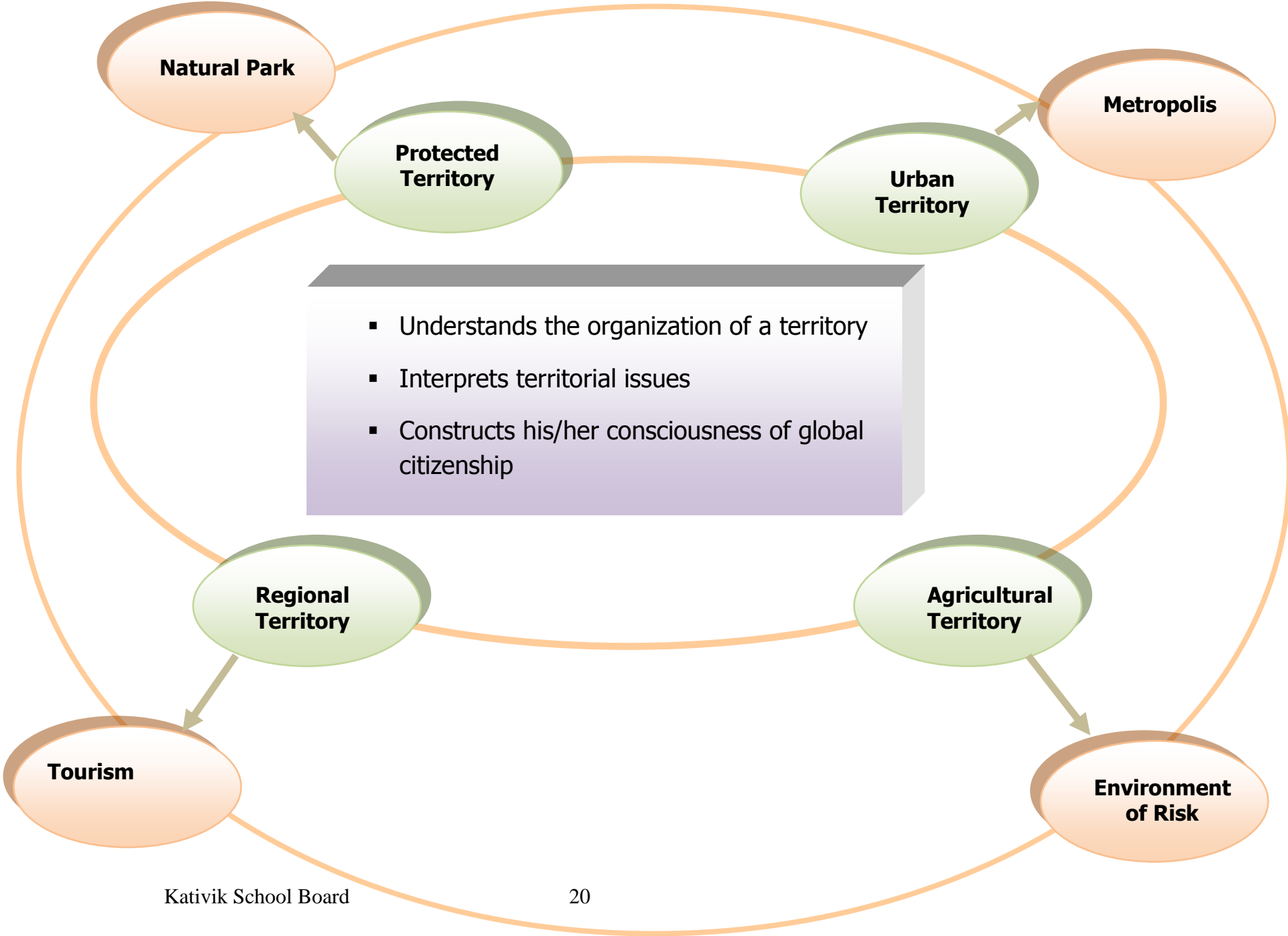
Agricultural Territory: Agricultural territories are associated with food. They are often threatened by urban expansion and are also a source of environmental problems.

Native Territory: Native territories are a reality in many parts of the world. Studying native territories will lead consideration of the formal agreement made between native groups and the government of Quebec.

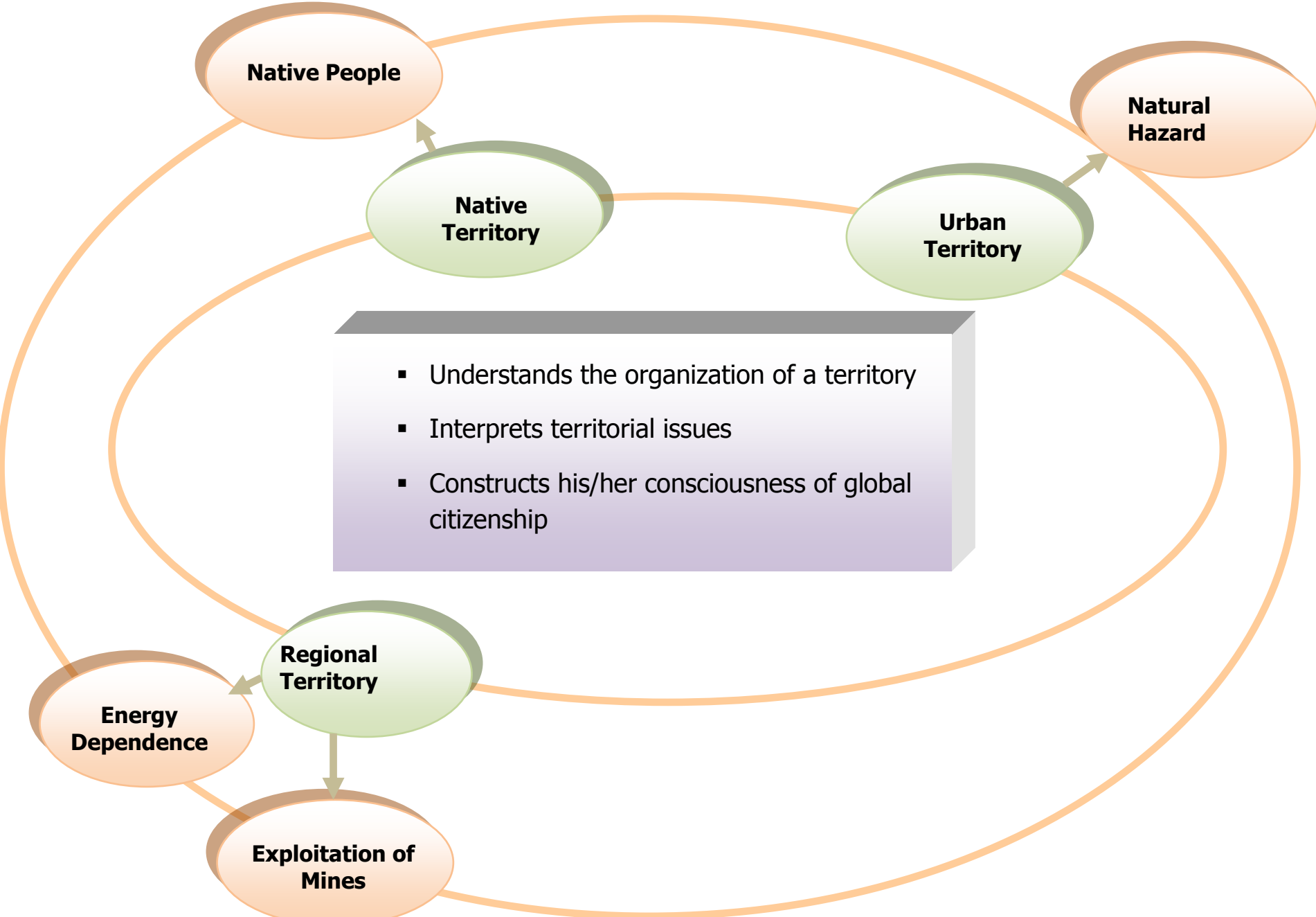
Protected Territory: Protected territories are related to present-day threats to the world's ecosystem and the consequent need to protect them.

Cultural Reference: These references help students enrich their world-views. It is vital that the exploited references be relevant to the study of the particular territory. Their purpose is to enable students to broaden their understanding of a territory.

Secondary 1.0 Program Content



Secondary 1.1 Program Content



SUMMARY TABLE OF PROGRAM CONTENT, CYCLE ONE, YEAR 1 AND 2

Type of Territory	Common Concepts	Central Concept based on the designated focus	Specific Concepts	Competency 1	Competency 2	Competency 3
Agricultural	Environment, farming practices, marketing, productivity, rurality	Environment at risk	Artificial risk Natural catastrophe Natural hazard Soil degradation	Agricultural territory in an arid environment: the Sahel	Finding balance between agriculture and the environment	Agricultural activity and increasing numbers of environments at risk throughout the world
Native		Native people	Agreements, culture, nordicity, land claims	Nunavik	Sharing a territory and developing in harmony with a particular way of life	Native peoples and their claims throughout the world
Protected		Natural Park	Conservation/preservation, environment, natural heritage, planning and development, regulations	Kuururjuaq Park	Seeking a balance between use and protection	The protection of spaces and the world's natural heritage
Regional	Commercialization, development, globalization, multinational, resource	Energy dependence	Autonomy, energy source, global warming, greenhouse effect	James Bay	Meeting people's energy needs	Growing energy consumption and the global environment
		Exploitation of mines	Prospecting, concentration, development, export processing zone, multinational, relocation (outsourcing)	Mining regions in Nunavik	Harmonizing industry and the environment	Growing energy consumption and the global environment
		Tourism	Acculturation, tourist destination, tourist flow	The Lagoon of Venice	Developing tourism while preserving the characteristics of a region	Mass tourism and attitudes, values, and beliefs
Urban	Concentration, density, development, planning, suburbs, urbanization, urban sprawl	Metropolis	Growth, imbalance, multiethnicity, slums	Cairo	Finding Housing	Heavily populated areas and the world's water supply
		Natural Hazard	Environment, instability, level of development, prevention	Manila	Dealing with a natural hazard	A territory's level of economic development and the consequences of a natural disaster.

Agricultural Territory:
*Environment, farming practices,
 marketing, productivity, rurality*

Some of the world's agricultural territories develop on land that is subject to natural hazard. They are fragile, and their development should take into account these particular conditions. Sometimes farming practices may increase the risk and have a detrimental effect on the territory.

Agricultural territory in an arid environment: the Sahel

Environment at risk

- Artificial risk
- Natural catastrophe
- Natural hazard
- Soil degradation

Finding a balance between agriculture and the environment

Agricultural activity and increasing numbers of environments at risk throughout the world

<p>Cultural References:</p>	<p>The Sahel</p> <ul style="list-style-type: none"> ▪ The Sahara ▪ Lake Chad ▪ The countries of the Sahel ▪ The sub-Saharan region ▪ The Peuls ▪ The Touaregs 	<p>Bangladesh</p> <ul style="list-style-type: none"> ▪ The Ganges, Brahmaputra and Meghna rivers ▪ The mouths of the Ganges ▪ The Chittagong plain ▪ Monsoons ▪ The Himalayas ▪ The Gulf of Bengal
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Native Territory

A Native territory is occupied by citizens descended from a First Nation who claim autonomy over this territory. As a result of agreement reached between the Canadian or Quebec government and some Native peoples, these territories are now subject to Native jurisdiction in almost all domains.

Nunavik

Native People

Artificial risk
Natural catastrophe
Natural hazard
Soil degradation

**Sharing a territory and
Developing in harmony with a
particular way of life**

**Native peoples and their claims
throughout the world**

Cultural References:	<p style="text-align: center;">Nunavik</p> <ul style="list-style-type: none">▪ Hudson Bay▪ The Arctic▪ Kuujjuaq▪ Ungava Bay▪ N.F.L.D. and Labrador▪ The Canadian Shield▪ Bering Strait
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Protected Territory

A protected territory is a natural space organized according to a plan designed to ensure the protection of the natural heritage, its management, and its economic development.

Kuurujuaq Park

Natural Park

Conservation/preservation
Environment
Natural heritage
Planning and development
Regulations

**Seeking a balance between
use and protection**

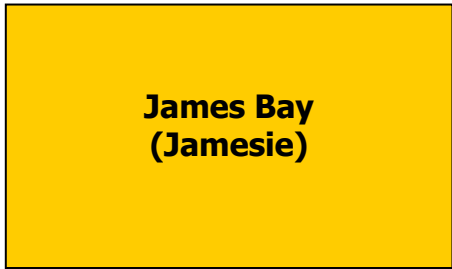
**The protection of spaces and the
world's natural heritage**

Kuurujuaq Park	
Cultural References:	<ul style="list-style-type: none">▪ Natural attraction▪ Fauna▪ Flora (tree line, lichen, moss, tundra)▪ Quebec Parks▪ Nunavik Parks (KRG)▪ Arctic Climate

Regional Territory:

Commercialization, development, globalization, multinationals, planning, resources

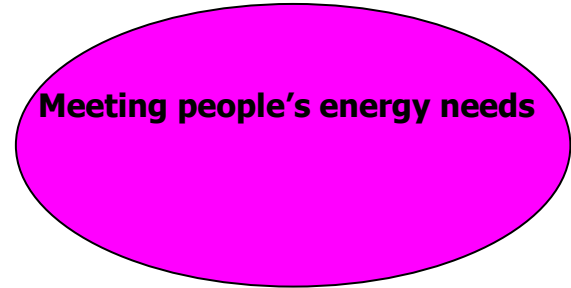
An energy-producing region, regardless of location, is organized around the exploitation and commercialization of a natural resource. It is important to promote the long-term development of the resources through responsible management that shows respect for the environment.



**James Bay
(Jamesie)**

Energy dependence

- Autonomy
- Energy source
- Global warming
- Greenhouse effect



Meeting people's energy needs



Growing energy consumption and the global environment

Cultural References:	<p style="text-align: center;">James Bay</p> <ul style="list-style-type: none"> ▪ James Bay ▪ The Riviere La Grande ▪ The Grande Riviere de la Baleine ▪ The Robert Bourassa Reservoir ▪ Robert Bourassa ▪ Charlie Watt ▪ Relocated villages : Umiujaq and Kuujjuaraapik
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Regional Territory:

Commercialization, development, globalization, multinationals, planning, resources

A mining territory contributes to a region’s economic development. The production associated with this mining territory has an impact on the environment, regardless of the scale under consideration. It must be taken into account that the territory is part of global, social, and economic contexts.

Mining Regions in Nunavik

Mining

- Prospecting
- Concentration
- Development
- Export processing zone (EPZ)
- Multinational
- Relocation (outsourcing)

Harmonizing industry and the environment

Growing energy consumption and the global environment

Cultural References:	<p style="text-align: center;">Mining Regions in Nunavik</p> <ul style="list-style-type: none"> ▪ Salluit and Kangiqsujuaq ▪ Raglan Mines/ Xstrata/ Falcon Bridge Ltd. ▪ Nickel and Copper ▪ Makivik Society ▪ Natural Resources Canada (policy to promote first-nation participation in mining) ▪ Canadian Shield
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Regional Territory:

Commercialization, development, globalization, multinationals, planning, resources

A tourist region is organized around a major attraction. It is important to observe how tourist activities are established in a region and to consider the impact of modern-day tourism on that region.

The Lagoon of Venice

Tourism

Acculturation
Tourist destination
Tourist flow

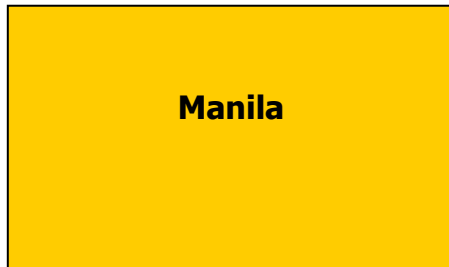
Developing tourism while preserving the characteristics of a region

Mass tourism and attitudes, values and behaviours

Cultural References:	<p style="text-align: center;">The Lagoon of Venice</p> <ul style="list-style-type: none">▪ The Adriatic▪ The Lido▪ The Grand Canal▪ The Doge’s Palace▪ St. Mark’s Square▪ Gondolas and vaporettos▪ Canaletto
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Urban Territory: *Concentration, density, development, planning, suburbs, urbanization, urban sprawl*

A city subject to natural hazards should be organized in such a way as to ensure the population's safety. Certain measures should be taken to limit damage resulting from natural disasters. This is not the case in some parts of the world.



Natural Hazard

Environment
Instability
Level of development
Prevention



A territory's level of economic development and the consequences of a natural disaster

Cultural References:	<p style="text-align: center;">Manila</p> <ul style="list-style-type: none">▪ The South China Sea▪ The Philippine archipelago▪ The Ring of Fire▪ Mount Pinatubo▪ The mouth of the Pasig River
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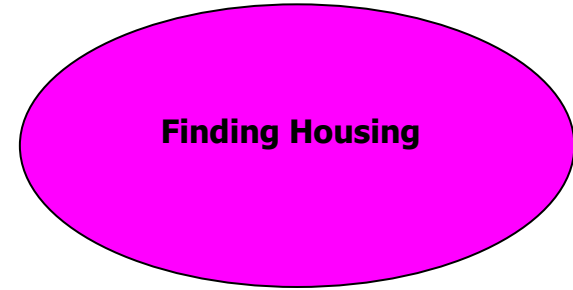
Urban Territory: *Concentration, density, development, planning, suburbs, urbanization, urban sprawl*

A metropolis is a major urban centre where power and services are concentrated and where issues abound. People in the surrounding region and even in the national territory as a whole are drawn to it. Today, metropolises are increasingly powerful, which has repercussions for the entire planet.



Metropolis

Growth
Imbalance
Multiethnicity
Slums



Heavily populated areas and the world's water supply

Cultural References:	<p style="text-align: center;">Cairo</p> <ul style="list-style-type: none">▪ Citadel of Sladin▪ Al-Azhar Mosque▪ Old Cairo▪ The ramparts▪ The Nile▪ The Mediterranean
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The Nature and Purposes of Evaluation

Evaluation of learning is defined as a process that leads to a judgment on the knowledge acquired by a student and the competencies developed. This judgment serves as a basis for decisions and actions and must be founded on a sufficient amount of pertinent information.

Evaluation serves two purposes:

- Support for learning;
- Recognition of competencies.

Evaluation as Support for Learning

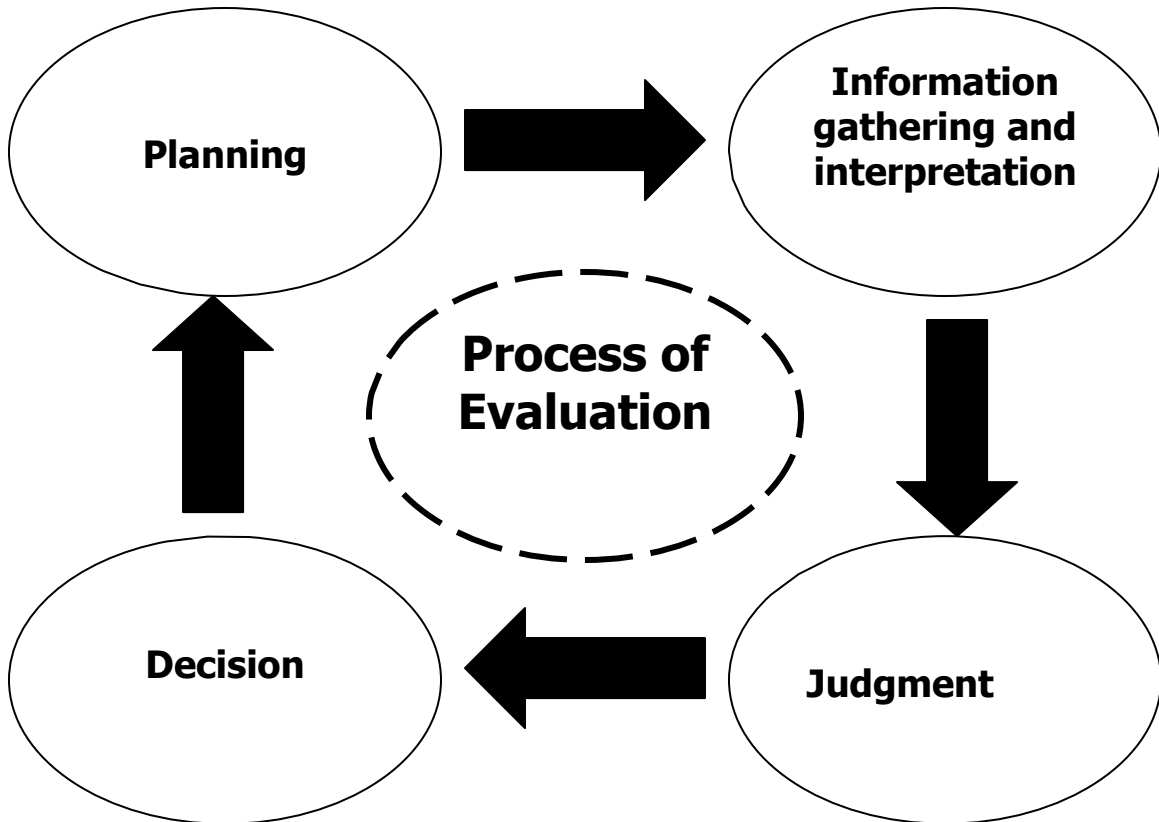
Evaluation serves to support learning whenever the goal of evaluation is to **support the student** in acquiring knowledge and developing competencies. To fulfill this function, evaluation must be **integrated into the teaching and learning** process and be used to **monitor both student learning and teaching practices**.

Evaluation for the Recognition of Competencies

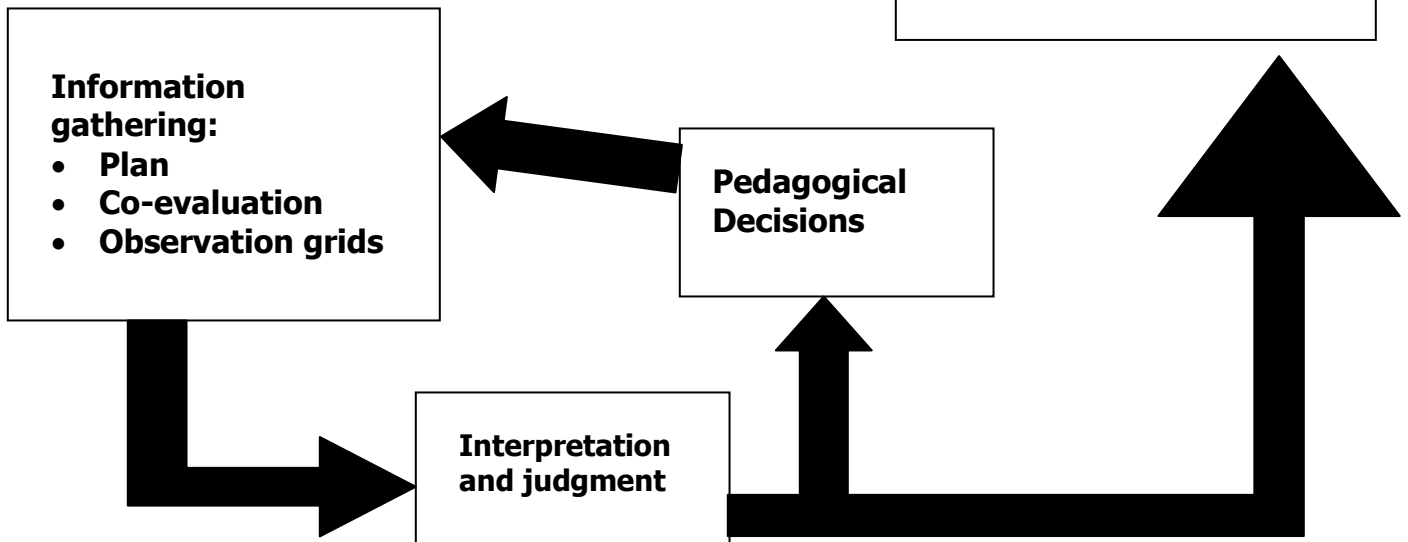
Evaluation for the recognition of competencies occurs when evaluation is used to **determine the degree to which a competency has been developed**, which is generally the case at the **end of each year**.

The **provided rubrics** play a role in **supporting learning** and not in the recognition of competencies that will take place at the end of the year. The schemas on the following page explain the procedure of evaluation of learning.

Process of Evaluation



Evaluation Procedure
(Evaluation FOR learning)



Intellectual Operations

In order to assist students with their progression of learning, evaluation must sometimes be based on knowledge and other times on a student's capacity to use his/her competencies in various contexts.

The intellectual operations have two objectives with regard to evaluation of learning:

- Verify the knowledge acquired by the student;
- Evaluate the student's ability to apply the knowledge acquired.

Intellectual Operations	What is involved
Situate a territory	The student's ability to situate geographic elements or facts or territories in space. OR The student's ability to refer to geographic reference points, including cardinal and intermediate compass points.
Establish elements of a territory's organization or of an issue	The student's ability to identify relevant and accurate facts.
Describe a territory	The student's ability to identify characteristics.
Determine the explanatory factors and consequences	The student's ability to identify facts that explain a phenomenon. OR The student's ability to identify facts resulting from a phenomenon.
Establish connections among the facts	The student's ability to interrelate facts.
Establish causal connections	The student's ability to establish a logical connection between explanatory factors and consequences.
Establishes Facts	The student's ability to identify pertinent facts. OR The student's ability to illustrate a statement by citing relevant and accurate facts.

Competency Scales Explained

What is a competency scale?

The scales of competency levels were designed to enable teachers to determine the competency levels attained. Each level describes concrete achievements that are typical for the students who have attained them. The purpose of this description is to provide a succinct picture of the competency level, not to propose an exhaustive list of the elements to be verified (*p.6 and 7 of Scales of Competency Levels: Secondary, MELS*).

Why use competency scales?

In order to provide common points of reference that enable teachers to determine the competency levels attained by students at the end of the year.

Using the scales

An appropriate evaluation process has been put in place to ensure that the scales are used properly. Since the competencies are actualized and developed within learning and evaluation situations. In general, the final situations in a given cycle are the most indicative of the student's level of competency development when it comes time to prepare a final report card.

Different evaluation tools apart from the competency scales (e.g. evaluation grids, checklists) are needed to gather more specific, complete information in order to give student feedback during the learning process and to provide a foundation for teachers' end-of-year assessments.

Analysis of the observations made during the year makes it possible to obtain a portrait of the student's competency development. At the end of the year, this portrait is matched with one of the levels on the scale. Keep in mind that this act constitutes a global assessment and that the scales are not designed for analytical use. Teachers should not, therefore, carry out a point-by-point comparison of the statements for a given level with the record of what the student has learned. It is more a matter of determining the level that most closely corresponds to the student's competency. At Kativik School Board, the report card is the result of a mathematical calculation made on the basis of results recorded during the year.

Outline of the Scales of Competency Levels

Level	Competency	Comprehensive end-of-year Assessment
5	ADVANCED	Competency development is above the requirements.
4	THOROUGH	Competency development clearly meets the requirements.
3	ACCEPTABLE	Competency development meets the requirements to a limited extent .
2	PARTIAL	Competency development is below the requirements.
1	MINIMAL	Competency development is well below the requirements.

The competency scales must be used by teachers in order to assist in making judgments on the competency levels of their students. They are most often associated with the recognition of a student's competency level, but in the context of formative assessment they can also be used for **assessment for learning**. In essence, they can be used to help adapt pedagogical interventions throughout the academic year in order to assist the student in attaining the highest possible level.

Main practices to be established for preparing report cards

- Familiarize the students with the scales and invite the students to use them as guideposts for adapting their actions in ways that foster the optimum development of their competencies.
- Keep relevant records of student learning in sufficient quantity to constitute a basis for assessment.
- Construct each assessment gradually and update it using the latest learning and evaluation situations.
- Make a general association between a student's competency and one of the levels on the scale, without carrying out a point-by-point comparison between the observations made and each of the statements for a given level.

Using the Rubrics

Each learning and evaluation situation presented within the framework of this program is accompanied by rubrics. A rubric can be defined as a tool used to assess student learning. They are constructed using the criteria found in the scales of competency and are, therefore, tied directly to the expected competency development and progression thereof.

The rubrics found with each LES are constructed in 5 points. That is, written descriptions are provided for numbers 1 to 5, 1 being the weakest and 5 being the highest. Teachers must use these rubrics in addition to anecdotal notes taken while assessing students' competency development throughout each learning and evaluation situation. Due to the fact that these rubrics are constructed based on the scales of competency, teachers can consider the rubrics when locating their students on the scales during the course of learning to see progression or for end of year evaluation.

In order to obtain a grade appropriate to be entered into the report card, teachers' must convert the number from the 5 point rubric into a percentage. It should be noted that though only numbers 1-5 appear on the rubrics, the teacher can use his/her professional judgment to nuance between, for example, a 5 and 5+. When preparing competency reports, teachers can qualify their assessments of the levels of competency their students have attained by adding a '+' to the level that best corresponds to the overall competency development exhibited. By assessing a 4+, for example, the teacher attests to the fact that the student has demonstrated a competency level of 4, while some aspects of what he or she has accomplished stand slightly above the description for this level without, however, placing the student's performance at level 5. Such qualifications must be backed up by recorded observations that reflect what was learned. *(p.10,11,12 of Scales of Competency Levels: Secondary, MELS)*

Each point on the rubric, and those optional at the discretion of the teacher's professional judgement, is equivalent to percentage:

Number attained on the rubric	Percentage
5+	100%
5	92%
4+	84%
4	76%
3+	68%
3	60%
2	50%
1	40% or below

Competency Development Geography

Student: _____ Permanent Code: _____

Cycle: Year: Teacher: _____

Community: _____ School: _____

Term 1

Competency 1	1	2	3	4	5
Competency 2	1	2	3	4	5
Competency 3	1	2	3	4	5

Comments: _____

Term 2

Competency 1	1	2	3	4	5
Competency 2	1	2	3	4	5
Competency 3	1	2	3	4	5

Comments: _____

Term 3

Competency 1	1	2	3	4	5
Competency 2	1	2	3	4	5
Competency 3	1	2	3	4	5

Comments: _____



Competency Development Geography

Student: _____	Permanent Code: _____
Cycle: <input type="text" value="1"/> Year: <input type="text"/>	Teacher: _____
Community: _____	School: _____

Term 1

Competency 1 — — — — —

Competency 2 — — — — —

Competency 3 — — — — —

Term 2

Competency 1 — — — — —

Competency 2 — — — — —

Competency 3 — — — — —

Term 3

Competency 1 — — — — —

Competency 2 — — — — —

Competency 3 — — — — —

Calculation Sheet Geography

Student: _____ **Permanent Code:** _____

Cycle: **Year:** **Teacher:** _____

Community: _____ **School:** _____

	Term 1	Term 2	Term 3
<p>Competency One: Examines social phenomena from a historical perspective</p> <p>Evaluation Criteria: Appropriate use of knowledge Critical use of his/her process</p>	<input type="text"/> X .60 = <input type="text"/> ↓	<input type="text"/> X .60 = <input type="text"/> ↓	<input type="text"/> X .60 = <input type="text"/> ↓
<p>Competency Two: Interprets social phenomena using the historical method</p> <p>Evaluation Criteria: Appropriate use of knowledge Rigour of his/her historical reasoning Critical analysis of hi/her process</p>	<input type="text"/> X .30 = <input type="text"/> ↓	<input type="text"/> X .30 = <input type="text"/> ↓	<input type="text"/> X .30 = <input type="text"/> ↓
<p>Competency Three: Strengthens his/her exercise of citizenship through the study of history</p> <p>Evaluation Criteria: Appropriate use of knowledge Expression of a well-founded opinion Consideration of community life and the pluralistic nature of a society Critical analysis of his/her process</p>	<input type="text"/> X .10 = <input type="text"/> ↘	<input type="text"/> X .10 = <input type="text"/> ↘	<input type="text"/> X .10 = <input type="text"/> ↘
TERM GRADE	= <input type="text"/>	= <input type="text"/>	= <input type="text"/>

FINAL GRADE

Term 1	X.20=
Term 2	X.20
Term 3	X.40=
Exam Mark	X.20
FINAL MARK	

Metacognition Tools



Improving my use of Strategies

- Record the strategies you tried during the tasks.
- Check (✓) if the strategy was effective or not (did it help you?)
- Provide an alternative and explain what you will do next time when you get stuck.

The strategy I used was...	Was it effective?		Next time, I will try...
	Yes	No	

Was it easy or difficult?

Tasks that were easy



Tasks that were difficult



Was it easy or difficult?

Tasks that were easy



Tasks that were difficult



Reason(s):



Reason(s):



Reason(s):



Reason(s):



Reason(s):



Reason(s):

Interview Worksheet Possible Questions

1- What did you learn?

2- Which resources did you use?

3- Where did you find them?

4- Which strategies did you use?

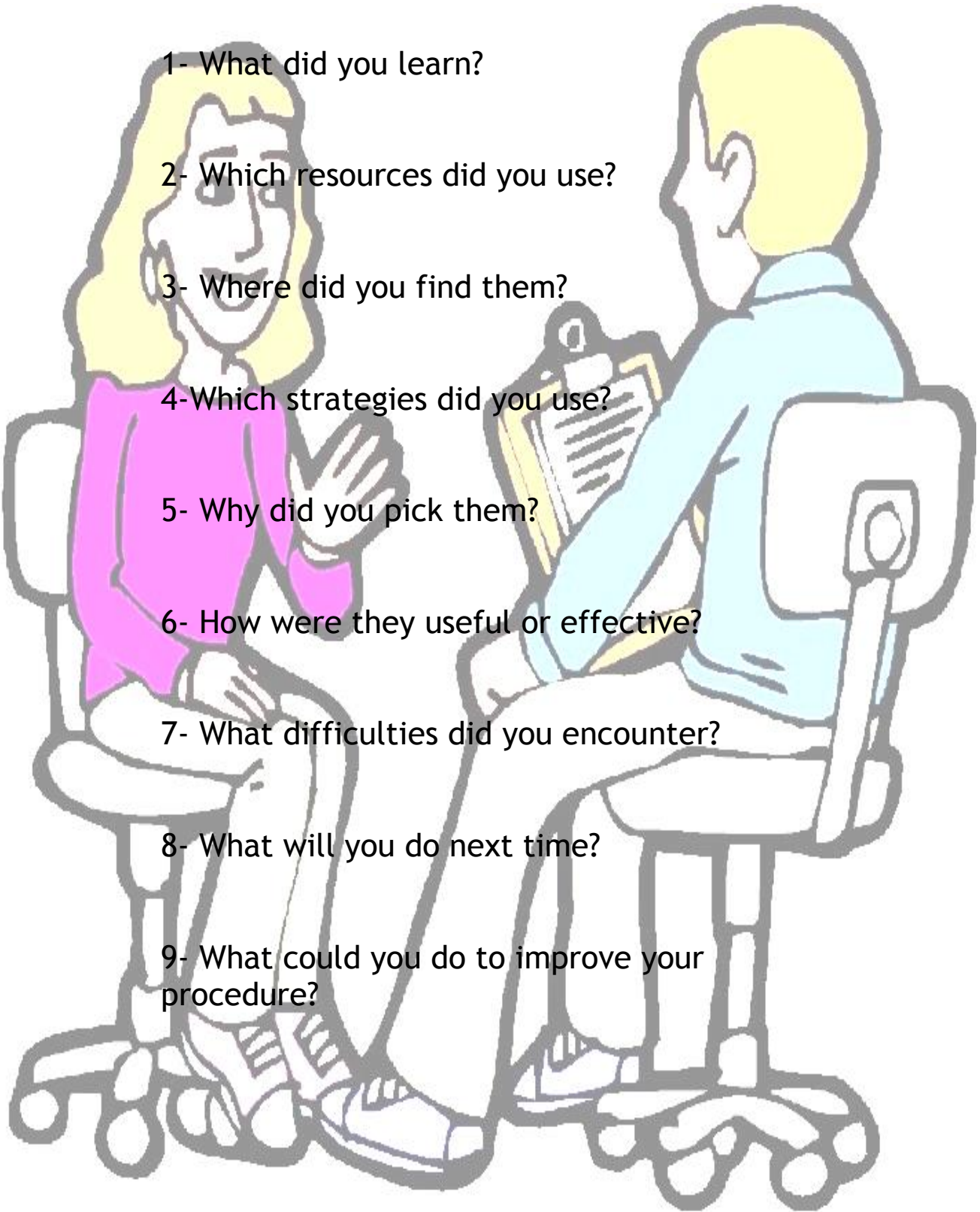
5- Why did you pick them?

6- How were they useful or effective?














7- What difficulties did you encounter?

8- What will you do next time?

9- What could you do to improve your procedure?



Resources

-  Document file;
-  Your teacher;
-  Your friends;
-  A dictionary;
-  A thesaurus;
-  Your first language;
-  The Internet;
-  Newspapers;
-  The media;
-  The library;
-  Elders;
-  Regional organizations;.
-  ...

Strategies



Think about what you already know about the subject;



Make links between the subject and what you already know;



After reading a text, take a moment to write a summary, it will help your comprehension;



Associate new information with printed or mental images;



Use graphic organizers, take notes;



Organize or plan your process;



Use a variety of resources;



Make predictions;



Cooperate;



Talk things out with yourself;



Be confident;



Try brainstorming;



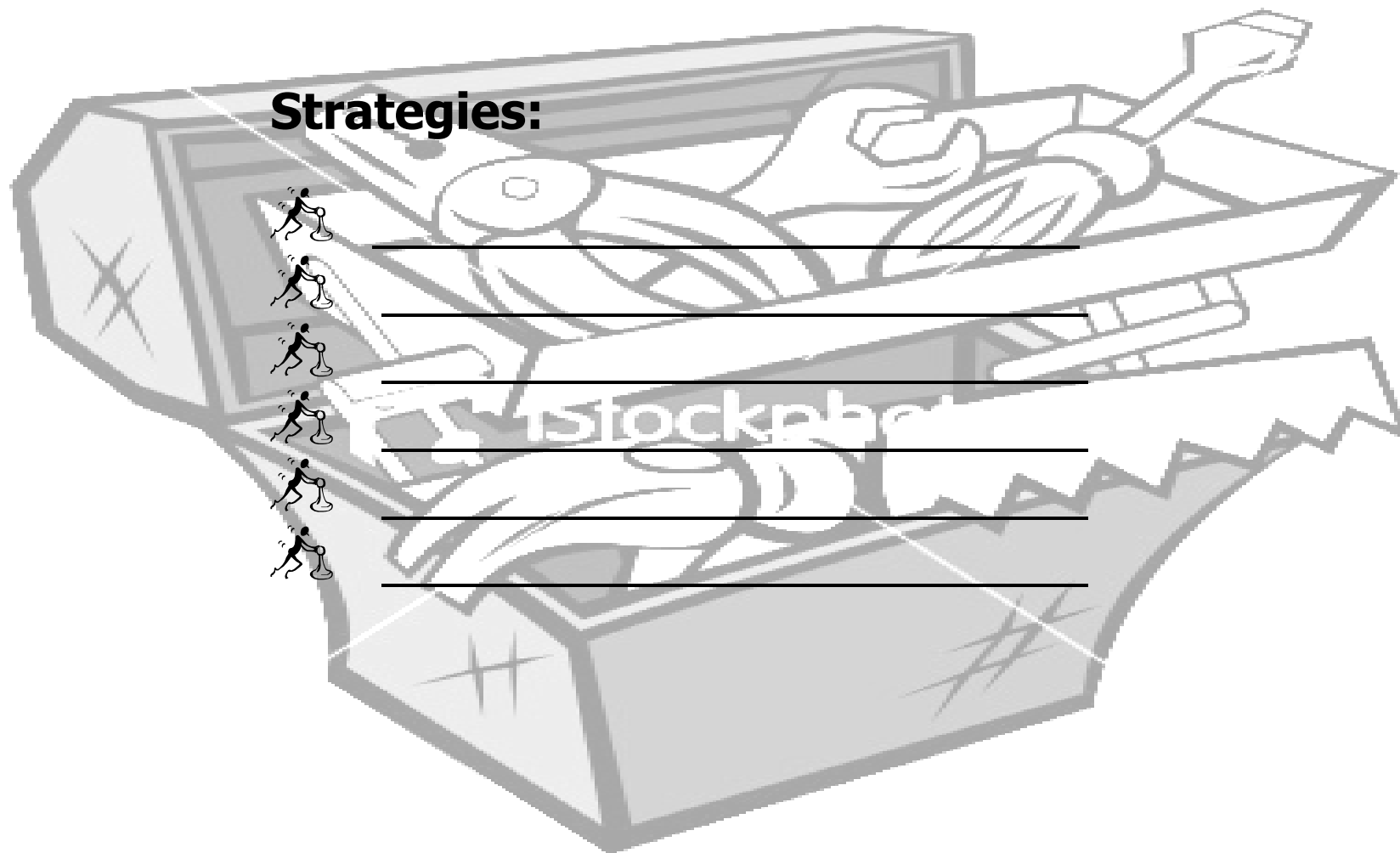
Ask questions;



Use context clues;

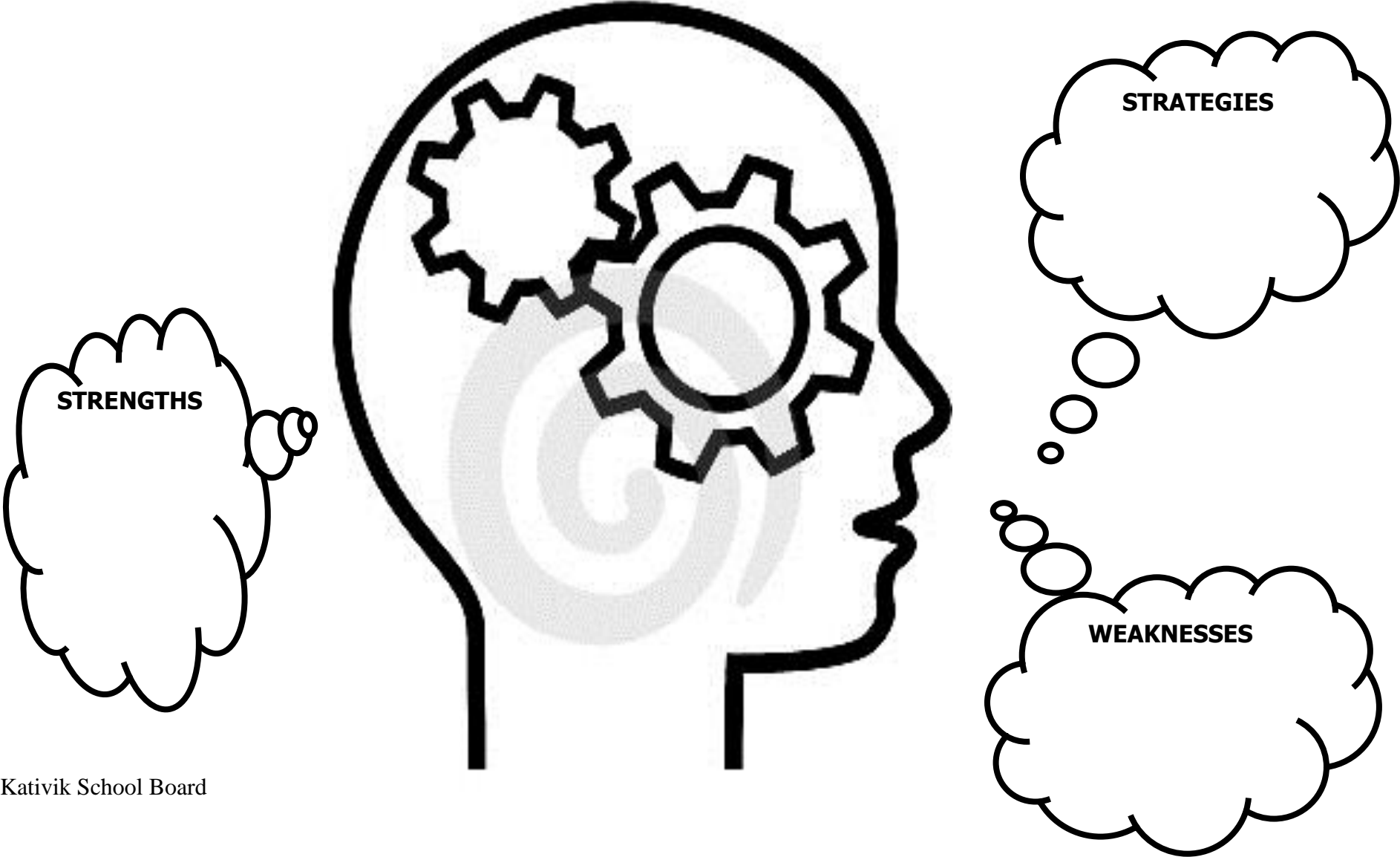
MY STRATEGIES

- Strategies can be seen as tools that help you accomplish your tasks. In the tool box below, list the strategies that you used during the learning and evaluation situation (LES).

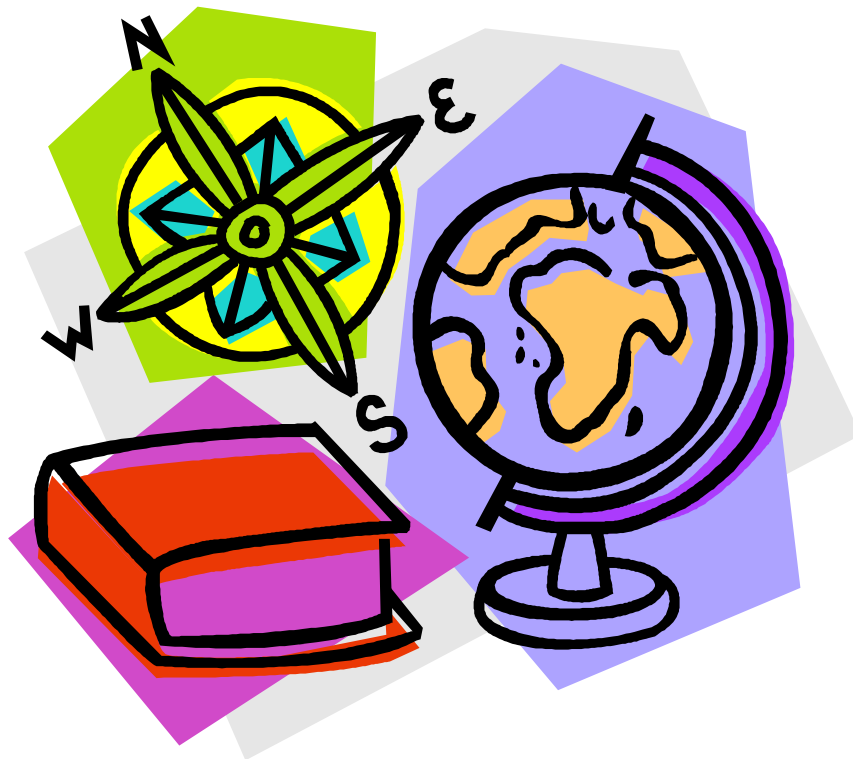


Thinking about my process....

Write words, sentences, or draw symbols describing your strategies, your strengths and your weaknesses.



Techniques used in Geography



Decoding a Landscape

A landscape is a visible and limited portion of a given territory. In geography, a landscape is a source of important information and helps us visually identify the characteristics of a territory.

In the classroom, a photo image of a landscape allows students to visually examine portions of a given territory. This is why it is important to have your students decode a number of landscapes of a given territory, to give them a comprehensive view of all the different vantage points.

Example of a Landscape: Old Cairo



Source: Wikimedia Commons

Not everyone will observe the same things when they examine a landscape. Different elements will emerge based on our intention. As such, an artist and a doctor could each examine the same landscape of Old Cairo seen above from very different perspectives. The artist will notice the beauty of the domes and the buildings while the doctor will notice the overcrowded housing and think of the health problems this could cause.

Throughout the decoding process, students are able to not only **see** the landscape, but **feel** it as well. This experience will trigger **emotions** that might influence a student's observations. It is important to help students become aware of their emotions while analyzing the landscapes in order to discourage them from drawing hasty conclusions.

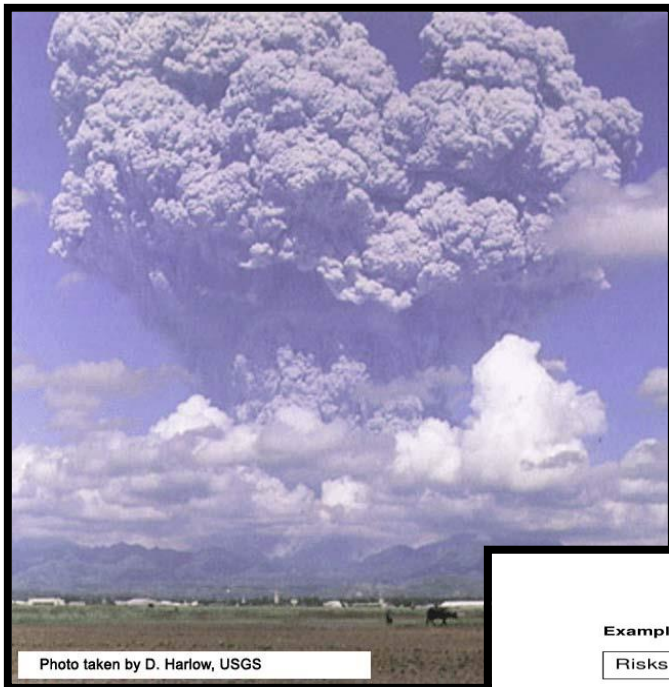
Steps to Decoding a Landscape

- 1- The first step to decoding a landscape involves **locating** the landscape. For example, students must be able to determine that the landscape represents a district in Cairo. At first, students might not be able to accurately locate the landscape aside from the fact that it is a district in Cairo. However, after reading the Document File, they should be able to specify that it is located on the right side or eastern bank of the Nile River.
- 2- The second step to decoding a landscape involves **establishing an intention**. The eye will observe different elements depending on the intention, which helps determine what is essential and what is inconsequential. For example, a student whose intention is to identify information about housing in Cairo should not be looking for evidence of commercial transport along the Nile.
- 3- The third step to decoding a landscape involves **observing** the natural and human elements as they appear in the space being represented in the photo.
- 4- The fourth step to decoding a landscape involves **extracting information that responds to the intention**.
- 5- The last step involves drawing a sketch, which is not obligated, but still serves as an interesting geographic tool. Sketching involves creating an illustrated representation of a landscape to highlight the elements that figure in the foreground, the middle and the background.

The Geographical Sketch

A geographical sketch is a freehand schematic drawing of the main elements that make up a landscape. It supports the interpretation of an actual landscape or photo of a landscape. It is based on the geographical features of that landscape: buildings, landforms, major rivers, highways, etc.

The sketch can also be used as a diagram illustrating one's ideas in order to understand the organization of a territory or interpret a territorial issue.

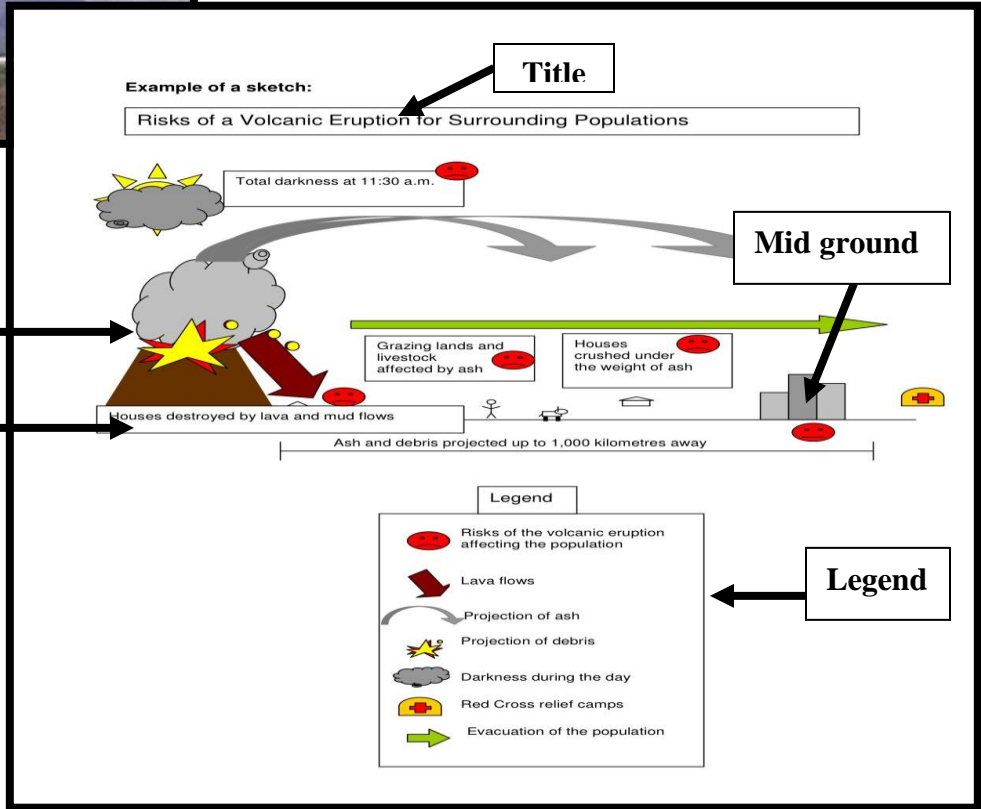


Original image of a landscape

Student's reproduction

Background

Foreground



Legend

Creating a Geographical Sketch

A geographic sketch must have a purpose. The title to the sketch must introduce an issue related to the type of territory being studied. Geographic sketches must be simple. If too many elements are included in the sketch, it will be overwhelming and lead to confusion. Therefore, it is important to only include elements that are useful or relevant to the purpose or issue being studied.

The Procedures

1-Establish a purpose. For example, finding elements concerning an agricultural territory in a landscape. Examine the landscape or image that will be the focus of your sketch.

2-Identify the elements to be represented (e.g. buildings, landforms, major rivers, highways, vegetation, etc.)

3-Select the essential elements.

4-Define the three planes: foreground, middle ground, and background.

5-Make a simplified representation.

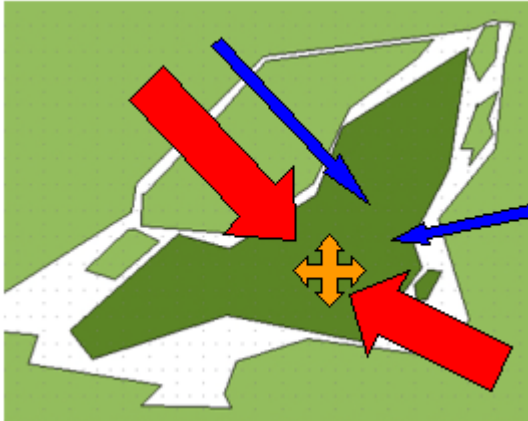
6-Provide a title that expresses the purpose.

7-Create a legend.

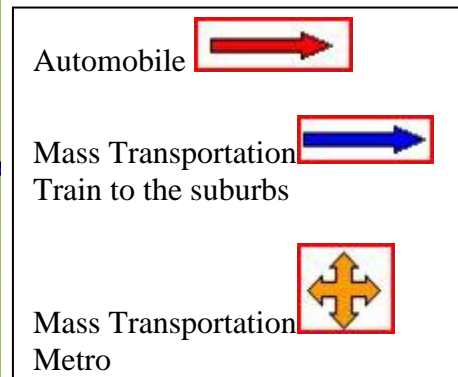
The Simple Map

A simple map is a basic representation of reality. It represents the essential components of a territory, a phenomenon, a movement, etc. It can be used as a tool to communicate observations made by the students.

Getting around in a Metropolis



Montreal, a city, a metropolis



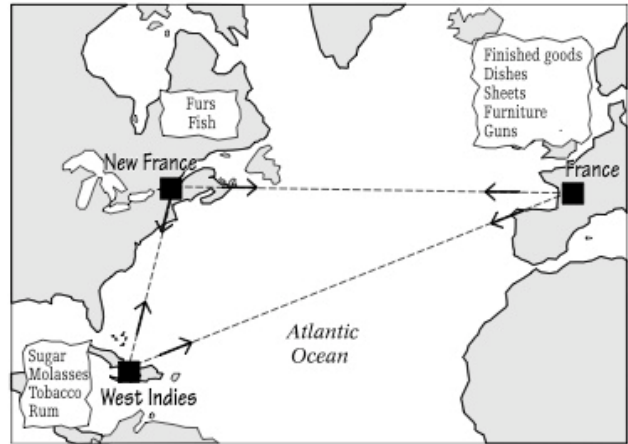
Creating a Simple Map

A simple map must have purpose. The title of the sketch must introduce a problem related to the type of territory being studied. A simple map must be supported by texts and/or statistics that confirm the observations of the students. In essence, a simple map is a synthesis that requires both observation and research.

The Procedures

- 1-Establish the purpose.
- 2-Consult different sources of information: maps, tables, documents, etc.
- 3-According to the purpose, select the important elements.
- 4-Draw the simple map.
- 5-Give the map a title.
- 6-Add an appropriate scale.
- 7-Represent the essential elements on the map using signs and symbols.
- 8-Add a legend.

Triangular trade in the 18th century



Interpreting a map

1- decoding the title

2- decoding the legend

3- identifying the scale

4- reading the orientation

5- identifying dynamic or static data, if any

6- determining the nature of the information presented

Strategies for Developing Cooperative Learning



Cooperative learning is a learning/teaching strategy with a focus on group work. The strategy assigns specific tasks to students with different strengths and abilities and requires that they work together to achieve a common goal. Cooperative learning is an interactive approach to organizing group work and can be adapted to any type of classroom management.

Simply placing students into groups is not enough to ensure that cooperative learning will occur. Many teachers do not allow their students to work in small groups because past experience has brought negative and problematic results. However, if the essential elements and prioritized values are well organized, cooperative work can prove to be a highly effective and advantageous learning/teaching strategy.

The Advantages

There are advantages to team work for both teachers and students. Not only does cooperative learning foster a cooperative environment, bolster a student's natural motivation, and cultivate their appreciation for differences, it also encourages students to assume greater responsibility and commitment and helps them retain knowledge. Teachers who use cooperative learning notice an improvement in comprehension, self-management, procedural knowledge, and determination among their students. Cooperative learning can be an effective strategy and can also be used as an intervention tool.

The Values

The values promoted by cooperative group work must be clearly defined. Among these values are ***equality, mutual respect, solidarity, commitment, and open-mindedness*** towards others and the world. Below is a list of incentives for implementing these practices in the classroom:

- Establishes constructive, interpersonal relationships with a focus on cooperation, trust, friendship, and support;
- Develops a positive self-image;
- Uses information gathered with their peers more effectively;
- Practices better cognitive and social skills, and develops critical thinking skills.

Essential Components of Cooperative Work

Cooperative learning activities require thoughtful and meticulous planning. Students must be taught to work cooperatively while focusing on the following components:

- Positive interdependency;
- Responsibility to other members of the group;
- Diversity of members within the group;
- Awareness and utilization of cooperative skills;
- Reflection and assessment of procedures.

Positive Interdependency

Encouraging cooperation within a group requires structured activities in which each student has a role in achieving a common objective. Each member of the group must be responsible for a part of the task. In short, the task cannot be completed without the participation of all group members.

Individual Responsibility

In order to fulfill the common objective, each student must be responsible for contributing to the task. Cooperation is essential; and if the group is to succeed, everyone must participate.

Diversity Within the Group

There must be diversity within the group for cooperative learning to be beneficial and for each student to have the opportunity to show their strengths and gain from the strengths of their teammates.

Cooperative Skills

The task must help students become aware of the cooperative skills they are using. If they are to work cooperatively, they need to be taught how to respect themselves and those around them, to wait their turn, to listen to and to trust their fellow students, to make decisions, to resolve conflicts, to offer ideas, and accept the ideas of others.

Reflection and Assessment of Procedures

It is important that students have time to reflect on their behaviour for each phase of the task and to assess the procedures involved in the activity. They must be able to evaluate their performance, especially their use of cooperative skills. Providing students with the opportunity to gradually develop their cooperative skills enables them to successfully complete the activities and tasks they are assigned.

The Teacher's Role

The teacher is responsible for planning activities while focusing on the essential components of cooperative learning. They must ensure that the classroom is organized to facilitate cooperation (arranging desks in groups that place students

face-to-face). They must provide students with an explanation of cooperative work and the task at hand (steps involved, timeframes, etc.) Teachers must also specify each student's role within the group.

How to Structure Activities

Even if students have already developed cooperative working habits, their experience and conception of the learning and evaluation situation and responsibilities are not necessarily those of their teacher's, especially at the beginning of the school year. Activities must, therefore, be carefully structured from the start:

- Explain the task and specify the pedagogical objective;
- Create an interdependent environment by allocating roles to all members of the group;
- Describe the responsibilities of the group and those of its individual members and make sure the students understand what is expected of them;
- Explain the skills you want them to develop and make sure they understand by having them describe ways in which they can help each other.

Possible Roles within the Group

You can make a cooperative learning kit that includes cue cards specifying the responsibilities of each role.

- Encourager
 - Ensures everyone gets the opportunity to speak.
 - Monitors the tone of voice being used by members of the group.
- Manager
 - Ensures all members understand the task.
 - Keeps the group focused on the task at hand.
 - Helps divide the workload.
 - Keeps track of necessary materials.
 - Gets the group to agree on how the work will be presented.
- Reporter
 - Writes down and organizes the group's ideas.
 - Ensures the quality of the presentation.
- Time keeper
 - Helps the group manage the time needed for each task.
 - Keeps track of time limits.

Organizational Models for Cooperative Work

There are many models for cooperative work, and each aims to develop a number of cooperative skills. No matter which model you use, it is important that students assume a different role for each activity so that they get the opportunity to develop a variety of cooperative skills.

1. The "jigsaw" method

The "jigsaw" method is a cooperative learning structure that works effectively for longer, more complex tasks. This method divides tasks such that students become "experts" in a particular area of study.

First step: explain the activity to the whole class, providing step-by-step instructions.

Second step: divide the class into diverse groups of four to five students. These groups are the "original groups" or "base groups."

Describe the task to be carried out and explain that each group member will also be joining a temporary "expert group" to collect and acquire information on a specific topic that will become their area of "expertise." Next, explain that they will then rejoin their original group (or base group) to report what they have learned. Therefore, each group member is responsible for lending his or her expertise to the completion of the task.

Assign each student from the original groups to an "expert group." Follow one of the methods described below according to the type of task to be carried out.

1. Assign each member of the original groups a number from 1 to 4 (or from 1 to 5 if there are 5 students in the original group). All students assigned to the number 1 will be members of expert group 1, all those assigned number 2 will be in expert group 2 and so on.
2. Consider each student's natural abilities or the abilities they need to develop when assigning them to an area of expertise that corresponds to a specific aspect of the overall group project.
3. Get the students to help choose the areas of expertise they will be focusing on for the duration of the project. These choices will assist students in reflecting on their abilities and/or weaknesses and will motivate them to achieve their personal objectives.

Step three: Have students join their expert groups and participate in activities that focus on a given topic and the acquisition of knowledge or abilities.

Next, for their group members, have them prepare a report on their newly acquired knowledge or a demonstration of their newly acquired abilities.

Step four: Have them rejoin their original groups to work on their project and organize the work involved in the task at hand.

Step five: This step is to be carried out with the entire class. Have the original groups present their final product. Once the presentations are done, lead a discussion concerning the cooperative work process and possible improvements to the process for any similar future activities.

2. Communication Cube

First, divide the class into teams and give each team a communication cube (a small cube made of paper with a topic or question written on each side).

Next, have each member of the team roll the cube in turn and discuss the topic that 'comes up'. The other members of the team must listen attentively and ask questions if they need clarification.

Each team member will then relate to the group what he or she learned that was interesting from listening to their teammate.

3. Circular Graffiti

Divide the class into teams. Using a shared graffiti space, have all the team members write down as many ideas as possible on a given topic in their allotted section. Have each student use a different colored marker to promote individual responsibility.

When the allotted time for the task is up, have them rotate the paper so each member of the team gets to read each section. This way everyone's ideas are enriched through the experience. If a student agrees with another teammate's idea, get them to sign their initials as a sign of consent.

Once everyone has had the opportunity to read each section, have them review the essential question as a team. You can designate a

spokesperson for each team who will use colored markers to identify the ideas in each section for which most students are in agreement.

4. Four Corners

Place a poster in each corner of the classroom, each dealing with a different topic, and ask students to stand next the poster that interests them the most.

Once everyone has chosen their corner, ask them to discuss their chosen topic. You can ask them to choose a reporter to take notes on their discussion. When the allotted time has run out, ask a spokesperson to share the ideas with the rest of the group.

Resources for Cooperative Work

- ***Pedagogical resource kit for cooperative learning***

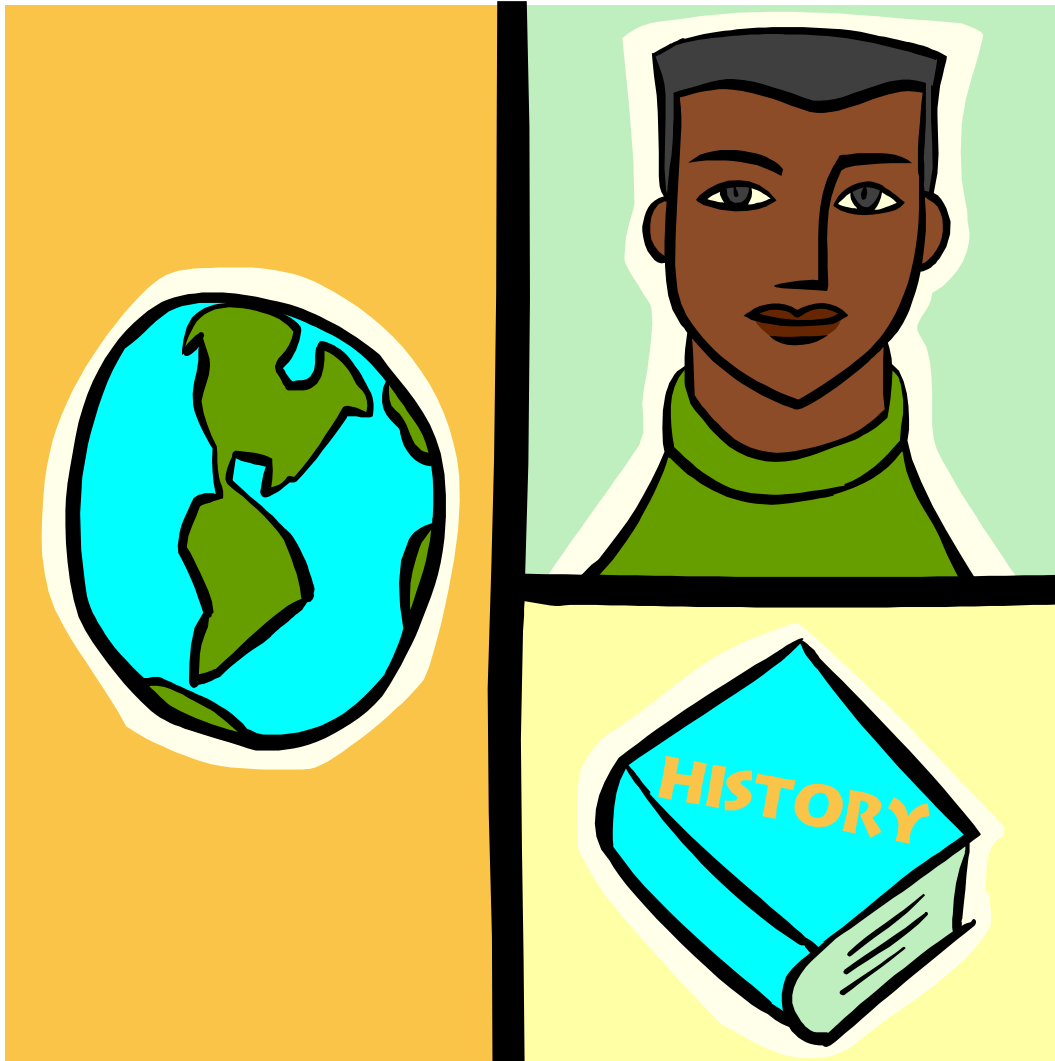
Includes files for download on: different roles, possible cooperative activities, cooperative skills to be developed, discussion and observation/evaluation worksheets and outlines for developing a cooperative learning activity, etc.

Source : <http://asp.csdeschenes.qc.ca/snaps/trousseapp.htm>

- HOWDEN, Jim et MARTIN, Huguette, La coopération au fil des jours, des outils pour apprendre à coopérer, Chenelière/McGraw-Hill, Montréal-Toronto, 1997.

<http://www.sasked.gov.sk.ca/docs/francais/frlang/inter/dirap>

Reading Strategies for Social Studies



Reading Strategies for Social Studies

Social Studies Reading

“The goal of literacy in social studies is to develop students’ curiosity about the people and the world around them to promote effective citizenry in a culturally diverse world” (Macceca, p.4). Part of the role of social studies teachers is to bring students to understand and see the importance of relationships between human beings and their environment. By doing this, teachers encourage students to create links between the past and the present and develop a better understanding of the world in which they live and participate. This is not necessarily easily done. Teachers cannot simply ask students to make these links and understand the world in which they live. Students must acquire a skill set that allows them to question, investigate, and reflect on the various aspects of society. Traditionally, in the social sciences, teachers have asked students to turn to textbooks in order to develop an understanding of the world and to seek answers to the questions they may have. Generally speaking, with this type of approach students use the book to answer questions or take notes while never really learning to read effectively. Also, this type of reading generally does not encourage students to develop a thirst for knowledge or create a desire in the students to further their learning on a given matter. This is why it is crucial that social studies teachers not only teach students how to be effective social studies readers, but that they also motivate students to read.

Motivating Students to Read

As we know, students who read outside of the classroom and who read a variety of genres are students who have better reading comprehension. This being said, the reality is that many students do not read outside of the wall of the classroom. It is for this reason that it is particularly important for teachers to provide students with opportunities to read **often** and to read a **variety** of text types. Teachers must not forget that comic strip, posters, charts, political cartoons, lists, etc., are text types that contain rich vocabulary and content.

The Reading Process

Breaking reading down into three steps-**before**, **during**, and **after**-can be very beneficial for students. Each stage of the reading process is equally important and should be treated as such by the teacher.

- **Before Reading**

Before students begin reading, the teacher should attempt to create interest about the topic, build and activate prior knowledge, and set the purpose for reading (Mecceca, p.9). This will assist students with the next step in the process and will remove some of the insecurities that students may have about the reading. "Social studies teachers, who motivate students and create interest prior to assigning the reading, improve their students' overall comprehension. Further, students who are motivated are "more likely to have better long-term recall of what they read" (p. Mecceca, p.9).

Teachers can motivate students by assessing their **prior knowledge**. When reading, we use what we already know as a foundation. In other words, we attach new information that we extract from a text to existing information. As a teacher, if you are able to assess students' prior knowledge before reading, you can better decide what texts to use and what approach to take to ensure that students have some existing knowledge to which to link the new knowledge.

Setting a **purpose for reading** can also increase student motivation. Possible purposes include: predict what will happen, learn new vocabulary, summarize, evaluate a point of view, etc. (Mecceca, p. 9). It is essential that students know why they are reading. It will help them focus their attention and make the task more meaningful.

In social studies, it is essential that teachers introduce **key concepts** and **vocabulary**. Doing so will assist the students in reading with greater fluency which will ultimately lead to increased comprehension.

Teachers should also encourage the **development of metacognition**. It is important that students become aware of the reading task. If students learn to identify what strategies they employ while reading, they will be in a position where they will be able to take better control of their learning and become more independent readers.

Possible Pre-Reading Activities

- Scan visual documents (maps, diagrams, etc.)
- Use titles to guess at content
- Skim
- Review vocabulary
- A class discussion on the topic of the text
- Brainstorm
- Create questions
- Make predictions

- **During Reading**

While students are reading, they should be engaged and answering questions, self-monitoring their understanding, visualizing information, and building connections. In social studies, it is essential that the teacher helps students in creating objectives for their reading. Students need to know the **purpose** of their reading and what information they should be looking for. Social studies teachers should also help students learn how to create mental images when reading. This will assist students in comprehending material as they read. It also encourages a greater recall of information. As students read, their brain connects the new information to existing knowledge; therefore, it is vital that social studies teachers assist students in making connections between what they know and what they are learning while they read (Macceca, p.10-11).

Possible During-Reading Activities

- **Reread for clarification** *e.g. I don't understand the difference between sedentary and nomadic, so let's reread document 15.*
- **Solve words** *e.g. What is inanimate? Which parts of the word do you recognize?*
- **Monitor and regulate reading** *e.g. Am I ready to locate where the Iroquois lived around 1500?*
- **Self-question to monitor understanding** *e.g. What is 'circle of life'?*
- **Seek answers to questions** *e.g. I'll look for the answer to my question about 'circle of life' in the section called "Learning about Aboriginal Beliefs".*
- **Observe the text structure** *e.g. What do the titles and subtitles tell us about the topic?*
- **Build on prior knowledge** *e.g. I already know that the Inuit in Nunavik today are descendants of people who crossed the Bering Strait.*
- **Stimulate discussion** *e.g. Why did the Europeans and Inuit disagree over the use of land?*
- **Focus objectives** *e.g. Let's explain the differences between sedentary and nomadic.*
- **Infer author's intentions** *e.g. What does the author want us to understand about the 'Declaration on the Rights of Indigenous People'?*
- **Generalize about specific details** *e.g. The three families practiced oral tradition.*
- **Visualize content** *e.g. Let's stop and picture what an Iroquois village looked like around 1500. What do you "see" in your minds?*
- **Adjust purpose for reading** *e.g. this section focuses on animism, so let's focus on spirituality.*

Adapted from Macceca, p.11

- **After Reading**

“During the final stage of the reading process, students build connections among the bits of information about which they have read, enabling them to deepen their understanding and reflect on what they have learned” (Macceca, p.12).

It is important that after reading teachers provide students with opportunities to reflect on what they learned from the text. This will help them clarify their ideas, make connections and synthesize new information. Also, “teachers should spend time revisiting the text with students to demonstrate that the reading experience is not a single event” (Macceca, p.12). Students should be encouraged to summarize, find the main idea, and synthesize information they have just read. Social studies teachers should “take advantage of additional activities after reading to deepen students’ comprehension of the text” (Macceca, p.12).

Possible After-reading Activities

- **Reread to review information and locate specific information** *e.g. What were the Europeans’ views on sharing of land?*
- **Confirm predictions** *e.g. My prediction that the Algonquin were an agricultural people was incorrect.*
- **Discuss what was understood; share information** *e.g. There are many ways to be a good citizen. I can follow rules, be honest, be brave, or be responsible.*
- **Clarify meaning** *e.g. Explain the difference between a sedentary lifestyle and a nomadic lifestyle.*
- **Relate the reading to the reader** *e.g. How can I participate in society?*
- **Summarize what was read** *e.g. Who can summarize the relationship between the Europeans and the Algonquin family?*
- **Synthesize new information** *e.g. Now I understand why my great grandparents, who traded with the HBC, became dependant on products like flour, tea, and tobacco.*
- **Analyze different elements of the text** *e.g. How can this map of North America around 1000 help us understand migration?*
- **Generate new questions** *e.g. How did the European’s way of sharing land change North America?*
- **Assess what was learned** *e.g. Describe the Inuit around 1500.*

Adapted from Macceca, p.11

Explicit Instruction of Reading Comprehension Strategies

“Good teachers use many strategies to enhance students’ reading comprehension, and it is helpful to identify which strategies they use in order to explain why the technique successfully improves their students’ skills. Even more important is the explicit instruction of the individual strategies, including modeling, guided practice, and independent practice. These steps ensure that students learn to independently and consistently use a wide variety of reading comprehension strategies for a broad range of reading experiences” (Macceca, p.13).

Students benefit from explicit instruction of reading strategies. Taking the time to teach reading strategies to your students will help increase your students’ comprehension of texts. In addition to strategies, it is important that you help your students develop their metacognitive skills. Metacognition will assist the students in monitoring their own comprehension when reading and to self-regulate. It will assist them in becoming more strategic and better equipped readers with any text they encounter, and regardless of the context.

It is important that you teach a variety of strategies to your students. Like anything, different models will appeal and be more effective for different students, depending on their learning style. Also, we need to bring students to understand that different strategies need to be used for different types of texts and reading tasks.

If we want our students to be engaged when they read, we must prepare them to be strategic readers.



STEPS INVOLVED IN EXPLICIT INSTRUCTION OF READING COMPREHENSION STRATEGIES

1-Provide an exact description of the strategy and explain when and how it should be used. Teachers need to explain what the strategy is called, why students use it, what it helps them understand, and how often students should use it.

2-Provide modeling of the strategy. Teachers should model how to use the strategy when students are in the process of reading. Students can also model the strategy, while the teacher reinforces an explanation of how the strategy is being used.

3-Provide opportunities for collaborative use of the strategy in action. Teachers and students should work together and share their use of the strategy while they are reading.

4-Lead guided-practice sessions using the strategy, and allow for a gradual release of responsibility from the teacher to the student. At this stage, teachers can remind students how to use the strategy and of the steps involved, but teachers should allow students to work on the technique independently.

5-Encourage students' independent use of the strategy. In the final stage, teachers might gently remind students of the name of the strategy, but the students should be using the technique automatically and independently.

Research shows that students only master the use of reading comprehension strategies when instruction follows the five steps listed above.

Taken from Reading *Strategies for Social Studies*, Macceca(2007), p. 14.



WHAT GREAT TEACHERS DO

Research by Keene (2002) identifies four traits that effective teachers seem to possess. They are as follows:

1-They take the time to understand each strategy in their own reading. By doing this, the teacher becomes more aware of the strategy, increases his/her metacognitive knowledge of it, and is therefore better able to explain it to his/her students.

2-They incorporate reading comprehension strategy instruction into predictable, daily, weekly, and monthly activities. Teachers who are effective at teaching reading strategies set goals with regard to when strategies need to be learned. They ensure that these goals are met. They make a schedule that reflects these goals and that allows time for follow-up with struggling students.

3-They ask students to apply each comprehension strategy to a wide variety of texts and text levels in different contexts.

4-They vary the size of groupings for strategy instruction. Changing the size of the group helps a teacher focus on different goals.

Large Groups	Small Groups
<ul style="list-style-type: none">▪ Introducing a new strategy▪ Modeling think-alouds to show children how good readers use the strategy▪ Practicing think-alouds with new genres and allowing students to share their experiences using the strategy	<ul style="list-style-type: none">▪ Providing more intensive instruction for students who need it▪ Introducing gifted students to the strategy so that they can apply it independently to more challenging texts and to new genres▪ Introducing new activities that enable students to share their thinking (new maps, charts, thinking notebooks, sketches, logs, etc.)▪ Allowing students to discuss books and comprehension strategies without teacher involvement

5-They gradually release the responsibility for the application of a comprehension strategy to the students. Great teachers follow the explicit instruction steps and overtime transition from modeling, to group work, to independent student use of the strategy.

Adapted from Reading *Strategies for Social Studies*, Macceca (2007), p. 15-16.

STRATEGY 1: DEVELOPING VOCABULARY IN SOCIAL STUDIES

It is vital to assist students in developing their vocabulary. It is well established that vocabulary knowledge is critical to text comprehension. Students with larger vocabularies have better reading comprehension and are more equipped to deal with new vocabulary when they encounter it because they are able to refer back to and make links to similar words that they already know.

Vocabulary instruction is particularly important in social studies because the students are more often exposed to new terms in history and geography courses than in other content courses.

Research by Beck and McKeown (1991) has established that there are three different levels of word knowledge: unknown, acquainted, and established.

Unknown	Words that the student does not recognize and that the student does not understand
Acquainted	Words that the student might recognize but has to work hard at to determine the meaning
Established	Words that students recognize and can define easily

The goal of a teacher is to move 'unknown' vocabulary encountered by a student to 'established'. Once the word is 'established' the student should be able to use it freely in his or her speech and written productions. It also implies knowing what the word means, synonyms of the word, and nuances of the word. In order to get to this point, the teacher must expose the student to the word multiple times and in a variety of contexts (Macceca, p.22).

EFFECTIVE VOCABULARY INSTRUCTION

"Typically, teachers focus on teaching specific words and their definitions in vocabulary instruction, but this is not the most effective method because of the complexity of word knowledge. Instead, students should be invited to build on their previous understandings of words to learn new meanings and nuances, to connect words to greater concepts, to associate words with other related words [and], to categorize words in unique and useful ways..." (Macceca, p. 24).

The Four Main Principles to Guide Vocabulary Instruction:

Students should be:

- 1-Active in developing their understanding of words and ways to learn them
 - 2-Personalize word learning
 - 3-Be immersed in words
 - 4-Build on a variety of resources to learn words through multiple exposures
- (Macceca, p. 24)

Selecting Vocabulary to Teach

During their preparation, it is essential that teachers read the texts that they will present to their students. While previewing the text, the teacher should make a list of vocabulary words that he/she thinks might be difficult for the students. Prior to exposing the students to the text, the teacher should present the students with a list of vocabulary that will be in the text and ask them to identify words that are new. This will help the teacher decide what vocabulary to tackle.

Ryder and Graves (2003), present the following guidelines to help teachers select vocabulary to teach in class:

- 1-The words are important to the understanding of the reading selection.
- 2-The students cannot use context or their structural knowledge to determine the general meaning.
- 3-The words are useful outside of the assigned reading selection. If students are likely to encounter the word in another task, it should be taught (Macceca, p. 25).

STRATEGY 1: DEVELOPING VOCABULARY IN SOCIAL STUDIES

Knowledge Rating Scale
Rating Vocabulary
Roots/Prefixes/Suffixes Chart
Definition Map
Fruyer Model
Semantic Word Map
Vocabulary Diagram

Knowledge Rating Scale

Activity

Before beginning a unit or lesson, scan the social studies material that students will be reading. Locate ten words that are essential to understanding the main concepts. Place the words in the Knowledge Rating Scale form and distribute the survey to the students. Ask students to complete the form independently. Before collecting the surveys, teachers can review each term with the students and ask them for a show of hands. Allowing for class discussion about the words will permit the students to make connections between the words and ideas that are shared (Macceca, p.29).

Rating Vocabulary

Activity

Prior to assigning a reading selection, choose the most essential words in the lesson or unit. Create a Rating Vocabulary sheet with the selected words. Give the students a copy of the Rating Vocabulary sheet and explain that they will be thinking about their understanding of particular words at three different points: before reading, after reading, and after discussing the words with the class. Explain the rating values: (+) indicates students know the word; (-) indicates students do not know the word; and (?) indicates students are not sure of the meaning of the word (Macceca, p.32).

Roots/Prefixes/Suffixes Chart

Activity

Distribute copies of the *Roots/Prefixes/Suffixes Chart* to the students prior to beginning a reading section from the social studies material. Ask students to pay attention to words they do not know as they read. Have students work independently or in pairs to record unknown words. Ask them to look up the roots, prefixes, suffixes, and record these as well. Encourage the students to guess at the meaning of the unknown word based on the word parts' definitions. When the students have completed the sheet, meet as a class to discuss the unknown words and what the students think they mean. Encourage students to discuss how they arrived at their guesses. Review the true definitions of the words and compare and contrast them to their guesses (Macceca, p.43).

Definition Map

Activity

Prior to assigning a reading selection, choose a word that is key to comprehending the text. Write the term on the board and at the centre of the Concept Definition Map Guide the students in adding to the map by asking them the following questions:

- What is it?
- What are some things you know about it?
- What is it like?
- What is an example of it?

Encourage students to then read the text and add information to the map. For stronger students, ask them to think of an original analogy to explain what the concept is like. After completing the map, ask the students to use their maps as guidelines to write a definition of the concept. Meet as a class to discuss student answers, and write examples of good definitions on the board to model for the students (Macceca, p.49).

Framer Model

Activity

Instruct the students to write down the word for a new concept they are learning on the Framer Model graphic organizer. First, the teacher and the students must define the concept and list its attributes. The students may refer to their document files, using information in the glossary, the text itself, consult other resources to find the definition, or use the definition provided by the teacher.

Next, distinguish between the concept and similar concepts with which it might be easily confused. When doing this, help the students to understand the

concept in some depth. This can easily be accomplished through question and answer during a short discussion. Also, provide the students with examples of the concept and explain why they are examples. Next, provide the students with non-examples. Discuss the examples and non-examples at length. Encourage students to generate their own examples and non-examples, and allow them to discuss their findings with the class. Once students are skilled at using the strategy, the entire class can work in pairs to complete a Frayer Model graphic organizer for different essential concepts and then present their findings to the class (Macceca, p.53).

Semantic Word Map

Activity

Determine the central concept in a social studies reading selection prior to assigning it to the students. It is important to think about important related ideas, events, characteristics, and examples to effectively prepare for a healthy discussion. After introducing the concept to students, ask them to brainstorm words relating to the concept. Record their ideas on the board. Expand the discussion around the words that suggest larger related categories, ideas, events, characteristics, and examples. Point out those words on the list that are likely to be most useful for organizing the main concept. Have students work independently to determine which words belong under the appropriate categories. Once students have completed their Semantic Word Map, allow them to present them and explain their reasons for choosing each word from the appropriate category (Macceca, p.56).

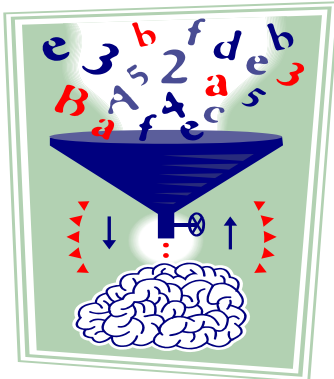
Vocabulary Diagram

Activity

As students are reading a selection from the document file, locate a dynamic word that is essential to understanding the text. Display a blank overhead transparency of the Vocabulary Diagram as a reference guide. Instruct students to place the selected word in the diamond at the center of the graphic organizer and identify its part of speech. Ask students to write the sentence from the text that contains the word in the rectangle at the bottom left. Have them locate any synonyms and antonyms for the word and place those in the oval on the left. Next have students break down the word to identify the prefixes and suffixes. Place these in the oval to the right. Instruct students to include words that have the same Greek or Latin root as the selected word in the trapezoid. Ask them to draw a picture illustrating the meaning of the word in the square. Instruct them to think of a person or thing that exemplifies the word, and add this to the circle. Require students to write one or two sentences that clearly demonstrate the word's definition in the rectangle at the bottom right. As a class, share ideas on the blank overhead, and discuss each word as needed.

Name: _____

Date: _____



Knowledge Rating Scale

Word	Know it well	Have heard or seen it	No clue	Definition
1-				
2-				
3-				
4-				
5-				
6-				
7-				
8-				
9-				
10-				

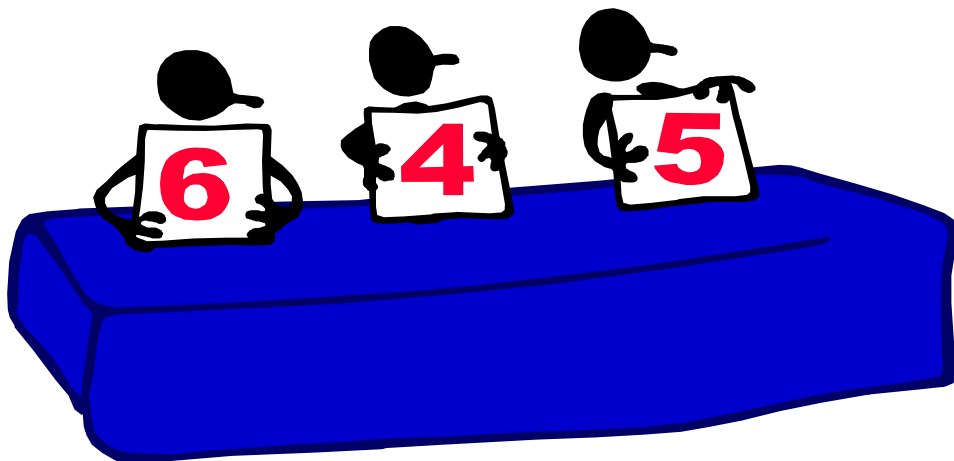
Name: _____

Date: _____

Rating Vocabulary

- Fill out each column at each stage of your reading.
- (+)=I know the word
- (-)=I do not know the word
- (?)=I am not sure of the meaning of the word

Word	Before Reading	After Reading	After Discussion
1-			
2-			
3-			
4-			
5-			
6-			
7-			
8-			
9-			
10-			



Name: _____

Date: _____

Root, Prefix, Suffix Chart

- Identify the words that you do not know
- Look up the roots, prefixes and suffixes.
- Based on the roots, prefixes and suffixes, guess at the meaning of the word.

Unknown Word	Root	Prefix	Suffix	Guess Definition
<i>EXAMPLE:</i> Contribution	<i>Trib (to give)</i>	<i>Con-(with)</i>	<i>-tion (state or quality)</i>	<i>State of giving</i>

Name: _____

Date: _____

Concept or Definition Map

What is it?

What is it like?

CONCEPT

Examples and Illustrations

Name: _____

Date: _____

FRAYER MODEL

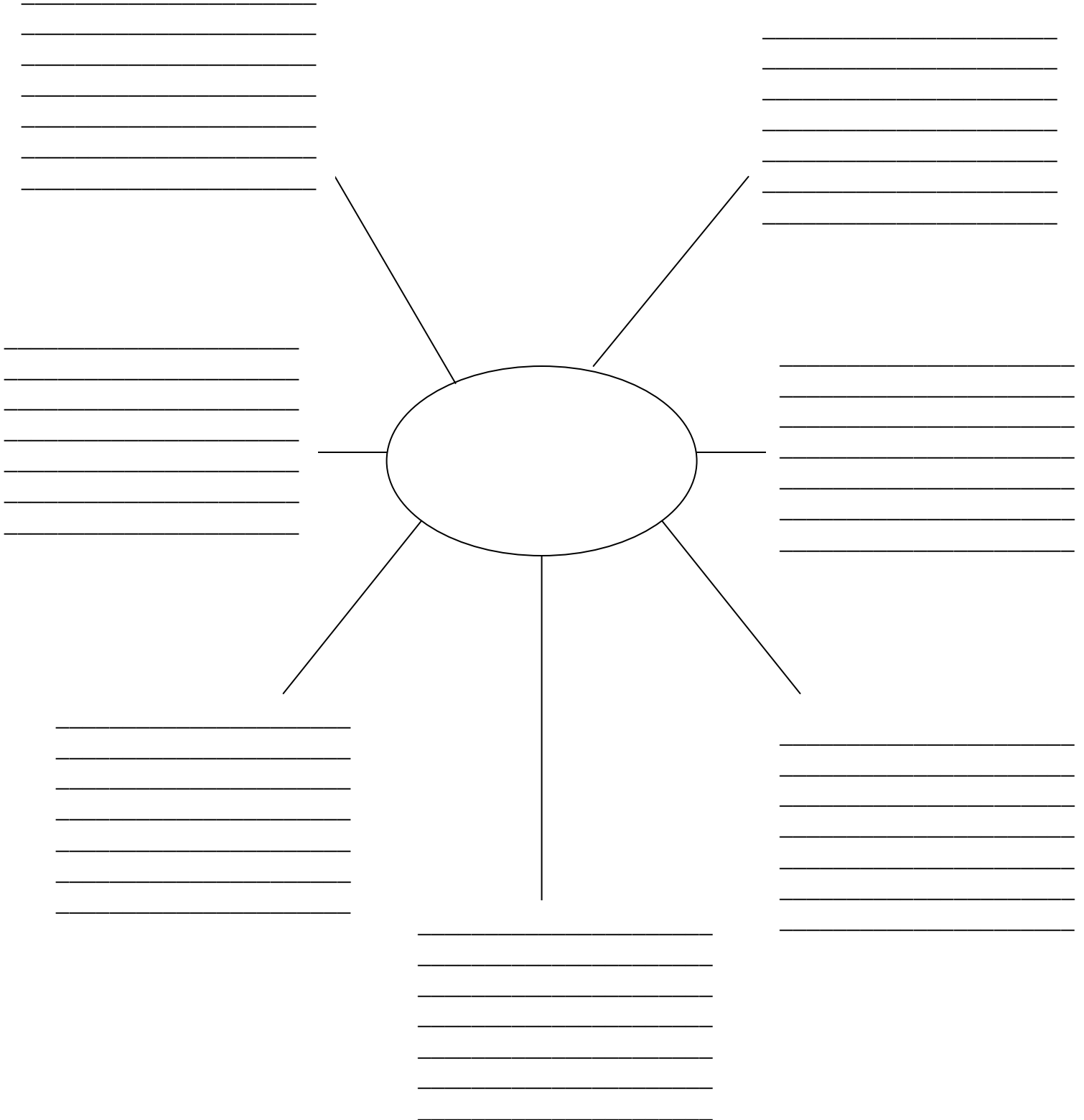
Definition	Characteristics
Examples	Non-examples

WORD

Name: _____

Date: _____

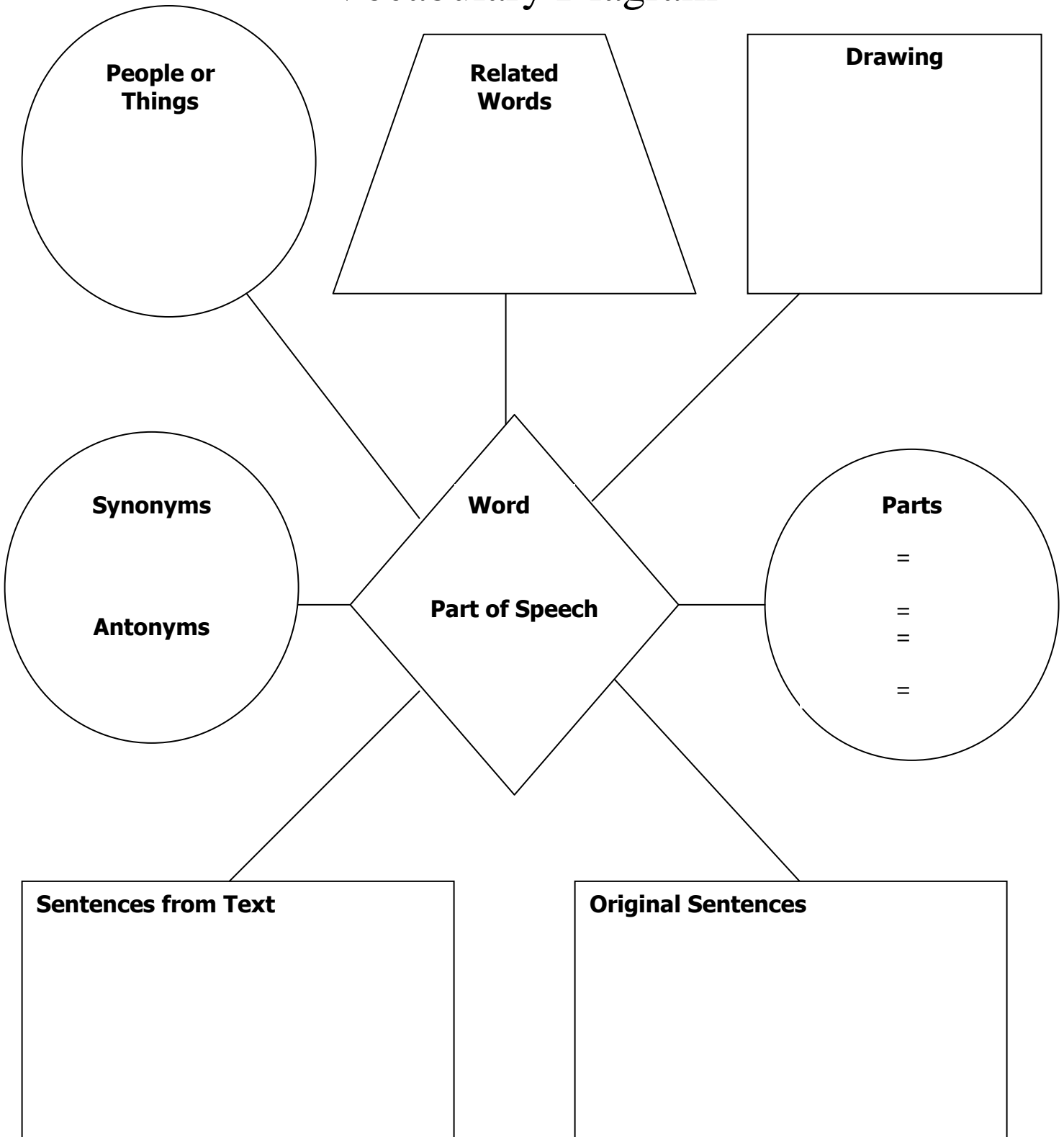
Semantic Word Map



Name: _____

Date: _____

Vocabulary Diagram



STRATEGY 2: Using and Building Prior Knowledge in Social Studies

“Students learn more effectively when they already know a little something about a topic and when the concepts involved in the topic mean something to them. Research on enriching background knowledge has demonstrated that activating such knowledge increases comprehension” (Macceca, p. 64).

If you are able to successfully help students link new information with prior knowledge, you are helping them understand the purpose of their learning, peaking their interest, and encouraging curiosity. You will also assist them in connecting the program and accompanying material to their real lives, which can help make the learning situation more concrete and relevant for the students.

What great teachers do to help their students link to prior knowledge

“Researchers (Readence, Bean, and Baldwin, 2000) have developed guidelines for teachers to help students actively link new knowledge to existing knowledge. Following these guidelines also increases student motivation.

To help students actively link new knowledge to existing knowledge:

- Provide a supportive, well-structured, classroom environment.
- Give assignments that are meaningful and challenging but not frustrating.
- Break up complex, lengthy tasks into manageable increments.
- Teach students to set realistic goals.
- Provide explicit, immediate feedback.
- Reward success through pleasurable activities, points, or praise.
- Provide opportunities for active student responses to text.

It is important to remember that prior knowledge is not only related to content. It is also related to the students’ attitudes, experiences, and knowledge.

Attitudes:

- Beliefs about themselves as learners/readers

- Awareness of their individual interests and strengths
- Motivation and their desire to read

Experiences:

- Everyday activities that relate to reading
- Events in their lives that provide background understanding
- Family and community experiences that they bring to school with them

Knowledge:

- Of the reading process itself
- Of content (literature, science, and math)
- Of topics (fables, photosynthesis, fractions)
- Of concepts (main idea, theory, numeration)
- Of different types of style and form (fiction and nonfiction)
- Of text structure (narrative or expository)
- Of academic and personal goals

(Macceca, p.66)

The depth of a student's prior knowledge is strongly related to his or her success in the classroom, in particular their achievement in reading. As such, it is important that you get to know your students and that you informally assess them so that you have an idea of their prior knowledge. This will help you know what you can link into and how to approach new texts with them.

One effective way to build on prior knowledge is to create shared learning experiences. This allows students to express what they know and activate their background knowledge. It provides all students with information to then be able to effectively read about new concepts. Students can benefit from the experiences of their peers which may help them activate prior knowledge or find new ways to relate information.

Examples of shared learning experiences:

- **Demonstrations** *e.g. Make bread as the Iroquois may have.*
- **Role playing or theatrical performances** *e.g show how the Iroquois lived.*
- **Hands on activities** *e.g. Make a relief map showing the physiographic regions of Canada.*
- **Independent research** *e.g. Conduct research about the life of the Algonquin.*
- **Debates** *e.g Debate the pros and cons of European contact with the Inuit*
- **Visuals** *e.g. Analyze pictures or movies*
- **Read alouds** *e.g. Read personal journals from the HBC employees*
- **Free writing** *e.g. Create imaginary diaries of the First Occupants around 1500(adapted from Macceca, p.67).*

STRATEGY 2: USING ANDD BUILDING ON PRIOR KNOWLEDGE ACTIVITIES

Frame
List-Group-Label
Think Sheet

Frame

Activity

After carefully reviewing the student reading materials, determine the topics for the columns and rows, and complete each slot of the Frame. Distribute blank copies of the Frame and draw on students' previous experiences to help build their prior knowledge on the topic. After reviewing the Frame, have students complete the reading. They can use the Frame to help them review what they have read (Macceca, 77).

List-Group-Label

Activity

Write the word or phrase that describes the lesson topic on the board or a transparency. Ask students to generate words or phrases they associate with the topic, and write their responses in a list. If students give a word that is seemingly unrelated to the topic, encourage them to make stronger connections. Once students have generated 20-30 words or phrases, divide the class into small groups and distribute List-Group-Label graphic organizers. Have students organize those words that will fit into categories and eliminate any words that do not belong. The category labels should be determined by evaluating the different attributes, characteristics, and features that the words may have in common. Students may generate additional words for the categories and reorganize the categories and words by combining categories or deleting categories (Macceca, 80).

Think Sheet

Activity

Determine the main topic of the reading passage. Distribute copies of the *Think Sheet* to the students or recreate one on an overhead transparency or on the board. Present the main issue to the class, and ask students to write down questions that they have about the topic. Ask them to explain what they hope to

learn from reading. Write their questions down in the first column, "My Questions". Next, ask students to explain what they already know about the main issue, and encourage them to share even if they are not sure if their information is correct. Write their information in the second column, "My Thoughts". Explain to students that they should read the text to locate the answers to their questions and also to determine if their thoughts were supported or countered by the information in the text. As students read, they record the important ideas from the text in the last column on the Think Sheet, "Text Ideas". After reading, students share what they have learned from the reading and make connections between their questions, their thoughts, and the information presented in the text (Macceca, 84).

Name: _____

Date: _____

FRAME EXAMPLE

Location	People	Abode	Work	Served
Life in town	Peasants	Very small, rough, wooden houses within town walls	Craftsmen, tradesmen in guilds	Themselves
Life in country	Peasants, serfs	Castle or feudal manor	Farming the fiefdom	Lord

Name: _____

Date: _____

FRAME

Name: _____

Date: _____

List-Group-Label EXAMPLE

Topic: My Community

List

houses	tundra	community gym	path	Co-op	hunting
Northern	park	town	walking	friends	volleyball
school	visit	Arena	church	fishing	teachers

Categories

Buildings

Houses
Community gym
Co-op
Northern
School
Park
Arena
Church

Activities

Hunting
Park
Walking
Volleyball
Visiting
Church

People

Friends
Teachers

Name: _____

Date: _____

List-Group-Label

Directions: Write in the topic, and then make a list of words about the topic. Look at the list and create categories or related words. Be sure to label each category.

Topic: _____

List

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Categories

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

Date: _____

Think Sheet

Directions: Write down the main topic of the reading. Next, write questions about the topic in the My Questions column. Write what you already know about the question in the My Thoughts column. After reading, record important ideas in the Text Ideas column.

Main issue: _____

My Questions	My Thoughts	Text Ideas

Strategy 3: Using Prediction and Inference in Social Studies

Asking students to make predictions before reading a text helps them tap into pre-existing mental structures. This helps them later recall the information. Research has shown that students who are encouraged to predict have increased interest in what they are reading and have better memory after reading. Perhaps, most importantly, predicting skills “helps them set their purpose for reading, increases their motivation to read, instills curiosity, and heightens their motivation to learn” (Macceca, p. 89).

In addition to making predictions, it is important to encourage students to infer. “Inferential thinking requires readers to read the text carefully, evaluate the information presented in order to determine general facts or minute details, emotions and feelings of characters, information about the author (his/her opinions, point of view, personal history), and implications for and connections to other information” (Macceca, p. 89).

STRATEGY 3: USING PREDICTION AND INFERENCE IN SOCIAL STUDIES

Picture prediction
Text and subtext
Anticipation guide

Picture Prediction

Activity

After carefully examining the reading selection, create or gather three to six images directly related to and relevant to the content and arrange them in the desired order. Either place the images on the *Picture Prediction Sheet* (see annex) and distribute them to small groups or individual students, or project the images on a large screen for the class to view. As students view the images, ask them to consider how the images are related to one another and predict the content of the reading. Place students in small groups, and ask them to generate a list of words and concepts as you write them on the board. Ask students to look over all of the words and try to generate any words that were not mentioned. As students tackle the reading selection, ask them to consider how the pictures are related to content and the new information they encounter. As an extended activity to encourage metacognitive skills, the students can write reflectively about their predictions and what they learned from the reading. They should consider the process as a whole (Macceca, p.90).

Text and Subtext

Activity

Begin the activity with teacher modeling and demonstration. Conduct a read aloud of the reading selection for the students. When finished, locate a quote that will enable the students to infer and interpret its meaning. Write the quote on the board and ask students to write it on their *Text and Subtext graphic Organizers Model* for the students how to restate the information in the text in their own words by thinking aloud and write your thoughts on the board. Ask the students to study the two statements and then explain what information they can infer. The students should look at word choice, sentence structure, and details. When the students use inference, they are also identifying the subtext. After students identify the subtext, hold a class discussion to further explore meaning and implications of the subtext (Macceca, p. 93).

Anticipation Guide

Activity

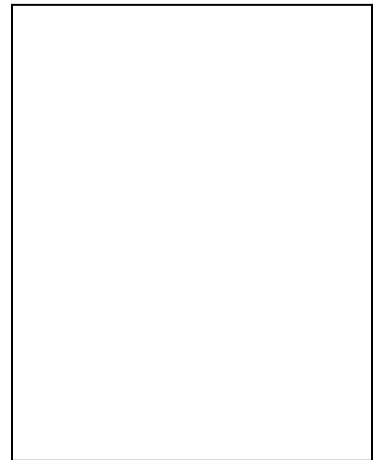
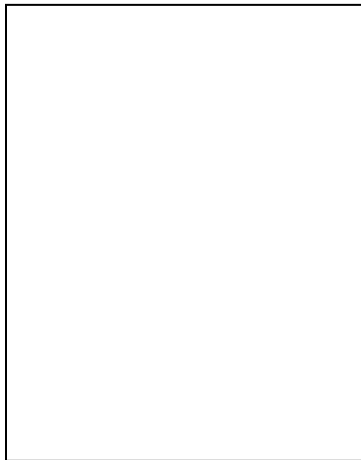
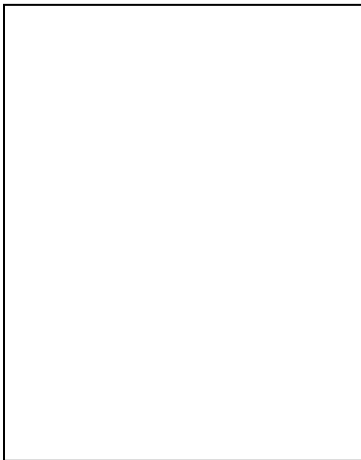
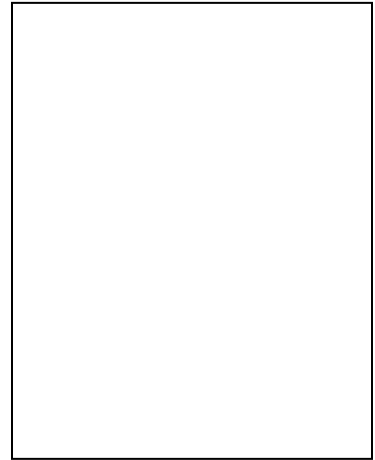
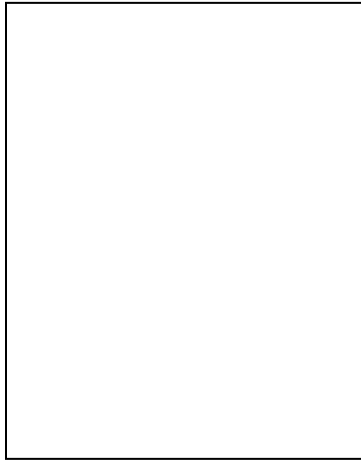
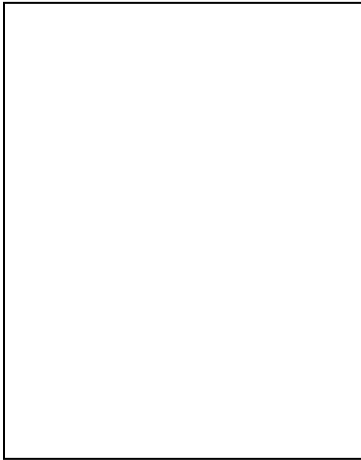
After distributing the prepared *Anticipation Guides* ask students to respond to the statements individually. Discuss their responses either as a class or in small groups, so students have an opportunity to talk about their ideas at length. Ask probing questions and challenge students' ideas, but remain open to a wide range of responses. As students read the assigned selection, tell them to contrast their predictions with the author's intended meaning. After the students complete the reading, ask them to consider what they just learned in contrast to their initial opinions. The activity can be extended by having the students write reflectively about their initial attitudes and about how the discussion and reading altered or reaffirmed their attitudes toward the ideas (Macceca, p.96).

Name: _____

Date: _____

Picture Prediction

Directions: Write down any words that you think of when you look at the pictures. Think about what you will be reading, and write down what you think the reading will be about.



Words

My Prediction

Name: _____

Date: _____

Text and Subtext

Directions: After completing the reading, explain what the selection says in your own words. Find a quote that supports your explanation. Then write down what the subtext is.

Restate the reading selection in your own words

Quote from the reading

Subtext

Name: _____

Date: _____

Anticipation Guide

Directions: Carefully read the statements below. Think about the statements and determine if you generally agree or disagree with it by marking an X next to your answer. Be sure to provide an explanation for your response by writing it next to the "Why?"

EXAMPLE:

The Iroquois were sedentary because of the environment that they lived in.
Agree: YES Disagree _____ Why? The Iroquois lived in a part of Quebec that had rich fertile soil, where there was water, and where plants could grow.

1. _____

Agree _____ Disagree _____ Why? _____

2. _____

Agree _____ Disagree _____ Why? _____

3. _____

Agree _____ Disagree _____ Why? _____

4. _____

Agree _____ Disagree _____ Why? _____

5. _____

Agree _____ Disagree _____ Why? _____

Strategy 4: Think-Alouds and Comprehension-Monitoring in Social Studies

Think-alouds and monitoring one's own comprehension help build metacognition. As established earlier in this document, metacognition plays a vital role in reading comprehension. Research has established that "highly skilled readers monitor their comprehension while they are reading" (Block and Pressley, 2003 as cited in Macceca, p.105). Good readers are aware of the thinking process of reading; they establish goals, adjust them while reading, and select appropriate strategies when they encounter certain problems while reading. Good readers are able to talk about or describe their actions when reading. In essence, good readers are self-aware (Macceca, p. 105).

What is a Think-Aloud?

"Think-alouds, also known as mental modeling (Ryder and Graves 2003), are strategies to verbalize a teacher's thoughts aloud to students while reading a selection orally" (Macceca, p. 106). The teacher reads and explains what he/she is doing, the strategies he/she is using, etc. This provides students with a concrete example of the reasoning involved in reading. "Teachers use this technique to help students verbalize their thoughts while reading so that they can duplicate the process later when reading independently. Research demonstrates that the metacognitive awareness involved in think-aloud strategies significantly increases students' scores on comprehension tests, adds to the students' ability for comprehension monitoring, and improves students' skill in selecting fix-up strategies to overcome comprehension struggles while they read (Block and Israel 2004 as cited in Macceca, p. 106).

How to Construct a Think-Aloud

The steps are as follows:

- Select a short passage. The passage should be somewhat difficult so that when you explain your thinking and reasoning, it will make sense and be useful to the students. If the passage is too easy, the students will lose interest.
- Think about the comments you can make for think-aloud based on the students' experiences. Since the material is not difficult for you, you need to prepare the think-aloud to model the metacognitive skills that will benefit the students.
- Prior to beginning the think-aloud, explain to the students what you will be doing. Be explicit so that they know what to expect and what they should be learning from listening to you.
- As you read the passage to the students, pause and insert your comments as necessary. Pause after you make each comment so that students have

enough time to process your thinking strategies. It may be difficult for them to follow another person's train of thought, so allow adequate time for processing.

- When you are finished, encourage the students to ask you questions about how you think or about the think-aloud strategy.

(Macceca, p. 107)

Monitoring Comprehension

It is important that you teach and encourage your students to monitor their understanding when they are reading; this is an important part of the reading process. Students need to get to a point where they are able to ask themselves questions to check their own understanding. For example, *Do I understand what I just read? What parts were confusing or unclear?* (Macceca, p. 107).

THINK ALOUD AND COMPREHENSION MONITORING ACTIVITIES

Overview the text think-aloud
Look for important information think-aloud
Activate prior knowledge think-aloud
Determine word meanings think-aloud
Predict think-aloud

Overview the text think-aloud

Activity

Present a selection of text that you enjoyed personally and describe to the students what attracted you to it; how you knew you would like the topic, how many times you have read something on the subject or by the same author, etc. Explain the use of visuals and the qualities of this author's writing style, such as the genre, the density of the language or ideas, the sentence and paragraph length, the level of vocabulary, the organization, etc., that made the reading memorable. Hold up the reading selection and say:

The first time you look at something to read, consider how much you want to learn about a topic. Read the title and author to see if you have enjoyed reading anything about that subject or by that author. Skim the reading to see if it contains too many difficult words for you to understand and read comfortably. Also, decide if the reading has too many pictures, too little information, or information you already know. Check over the table of contents, headings, and subheadings. Try to predict what will be covered in the selection (Macceca, p. 110-111).

Looking for important information think-aloud

Activity

Hold up the social studies textbook and turn to a chapter the students have not yet read. Say aloud:

At the beginning of a chapter or book, the author reveals clues to help you locate and understand the most important information. The author repeats certain words and restates some ideas more frequently than others. Another clue is that the most important idea is often followed by a sentence that gives an example or contains the words for example, for instance, or to illustrate. Also, when you identify where the author places the main ideas in paragraphs, you can find the most important points more quickly. For instance, in this reading selection the author's most important points appear here in this paragraph (point to a sentence containing a key idea and describe how you know it is important).

Ask the students to follow along as you read the next paragraph. Have them work in pairs to identify the clues that point out the most important idea or sentence in that paragraph. Continue asking the students to perform Look for Important Information Think-Alouds as a whole group, in small groups, in pairs, and individually until the class can do it independently. Monitor the students individually as they read silently (Macceca, p.114-115).

Activate prior knowledge think-aloud

Activity

Select a section of text for the students to read. After they have read a portion, interrupt the students. Say:

What you know about a topic prior to reading about the topic is very important. After you begin reading, it is very important to think about your experiences and knowledge that are related to the information in the reading. You could just let your mind wander instead of concentrating on the words and details, but that wouldn't help you much. Good readers follow the author's words closely, and they pause to recall their background knowledge or similar experiences they've had in their lives. Let me show you the connections I make to what I already know as we continue to read the next page.

Using a transparency of a single page of social studies text, point to specific sentences in which you connect relevant prior knowledge. Demonstrate how you activate your similar personal experiences and how you eliminate irrelevant or inaccurate prior knowledge. Read a sentence and describe an event from your personal experiences that contributes to the new information of that statement. Make the connections perfectly clear to students. Ask the class to practice and discuss activating prior knowledge. Have each student perform the think-aloud in small groups, then pairs, and, finally, in one-on-one conferences (Macceca, p.116-117) .

Determine word meanings think-aloud

Activity

Prior to the reading of a selection from the document file, ask the students to locate any words they do not recognize or do not understand. Write the words on the board. Read the text aloud with the students. When you come to the word in question, say the following:

This is a word I don't know. There are a few things I can do to help me figure out what this word means. First, I need to reread the sentence to see if I can figure it out. No, that didn't help. I'll try to read some sentences before and after the word to see if that might give me some clues. Are there any context clues? If not, maybe I can figure out the meaning by looking at the root word. Have I ever seen this word in another situation or book? What do I remember about it? I have read about this topic before. Let me think of things I remember about this topic to give me some clues.

Be sure to let the students know that they do not have to go through all of the questions you model for them as you try to figure out the meaning of the word. They need to question themselves until they find a possible answer. Allow the students to use the clues to identify the meaning of the words they have selected. Encourage them to check the dictionary to determine if they were right. This will give them more confidence in using context clues (Macceca, p. 119).

Predict think-aloud

Activity

Read a small section of text. Make some predictions about what might happen. To explain how to make accurate predictions, pause and describe what was in the text that helped you to make your prediction. Keep reading, and deliver a Predict think aloud. Say:

My predication is X. I have come to this prediction because the author left clues to tell me what would happen. The author used certain words and repeated phrases. Here are the questions that I asked myself while I was reading so that I could make predictions:

- *What clues did the author give me?*
- *What did I already know that helped me to make a correct prediction?*
- *What did I miss that caused my prediction to be wrong*

Over the course of a few weeks, ask students to practice adding to, or changing, what they think to make predictions while they read.

STRATEGY 5: THE ROLE OF QUESTIONING IN SOCIAL STUDIES

"Socrates said, 'I have no answers, only questions.' Thinking and learning are essentially extensions of questioning. Questioning is an integral part of the thinking process, and therefore, it is an essential element of learning. Students must develop their abilities to question in order to become successful problem-solvers, critical thinkers, and decision-makers (Macceca, p.124).

Questioning should:

- **Develop interest and motivate students to learn** *e.g.: what would our country be like without laws?*
- **Highlight lesson content** *e.g. why was the location of Montreal a good place for a city?*
- **Integrate lesson content with what students have studied and what they already now** *e.g. considering what you have studied about the Iroquois, how are they different from the Inuit?*
- **Structure high-level understanding** *e.g. What role does agriculture play in the lives of sedentary groups?*

Adapted from Macceca, p. 124.

Research on questioning has demonstrated that **think time** and **wait time** have an impact on student achievement. Think time refers to the time a teacher provides before the students answer, while wait time refers to the amount of time a teacher waits after a student has stopped speaking before saying anything. It has been shown that increasing both of these times improves student achievement, retention of information, and length of student's answers (Macceca, p. 124-127).

STRATEGY 5: THE ROLE OF QUESTIONING IN THE SOCIAL STUDIES

Previewing the text through questioning
Scaffolding reader questions
Coding the text
Question journal
Beat the teacher

Previewing the text through questioning

Activity

Determine the reading selection to be introduced to the students. Invite students to preview the reading by looking at all of the pictures as a class. Model the strategy by thinking aloud as you examine the pictures and encourage students to share their thoughts. Ask students to choose the picture that they believe is most important and have them explain their choice. Have students develop questions about the picture and the reading selection, and write these on sticky notes. Point out moments during the question generating when students are relying on their prior knowledge. Encourage them to predict the answers to their questions. Summarize the questions and students' answers for the class, and then ask students to read the selection. Have students reflect on their pre-reading questions and answers by asking them to identify which questions they answered correctly during the preview, why they were able to answer the questions, and which questions they discovered answers to.

Students can preview the reading in small groups and then independently by using the *Previewing Text Through Questioning Handout*. Stop the students before they complete the reading to share and discuss their questions and the possible answers. Ask them to justify and explain their predictions (Macceca, p.128).

Scaffolding reader questions

Activity

Distribute copies of the *Scaffolding Reader Questions Handout*. Before students begin reading a particular selection, ask them to conduct a preview in which they

look at the title, table of contents, headings, key vocabulary, pictures, diagrams, and other elements. Have students create questions based on the preview.

They must be specific about how the preview leads them to the questions. Have students share their questions with the entire class, and explain how the preview led them to the questions. Next, instruct students to begin reading the selection. During guided reading, pause and ask them to record important items worthy of noting. Before students continue reading they must record questions that will allow them to further their understanding and learning on the topic. Finally, ask students to record questions that the reading did not address but that they want to find the answers to (Macceca, p. 131).

Coding the text

Activity

Write the codes on the board that students should use to make notes about the reading. Emergent readers should be limited to the first two codes while more fluent readers can use more codes. Distribute sticky notes to the students and instruct them to place the notes in the text and code the text as they read. After students code the text, instruct them to generate questions based on the codes they have created. Share the questions in a classroom discussion in which the students attempt to answer the questions and generate more (Macceca, p135)

?	I am confused/I don't understand.
M	I want to learn more about this.
*	This is important.
N	New information.
TH	Theme of the text.
AHA	Big idea in the text.

Question journal

Activity

Distribute small, paperbound journals to the students and explain to them that the *Question Journals* will be used for reading assignments throughout the term. Instruct students to record the title of the reading selection and the date, and then record questions they have about the reading. Instruct students to leave adequate room to answer their own questions and any other questions that may arise from the reading. Have the students share their questions during a whole class discussion. Use the discussion to solicit possible answers from the students and discuss other ways to ask the same question (Macceca, p. 138).

Beat the teacher

Activity

Assign a reading selection to the students to complete in small groups or paired reading. Instruct the students to read the selection with great care. Explain that the goal is to generate very challenging questions that the teacher cannot answer about the reading. Read the selection silently as the students are reading and writing questions, and stop often to write your own questions about the text. When the time for reading and question generation is complete, take a seat in the front of the room, and have the students ask their questions about the text in an orderly fashion. Ask one student to record the questions and answers so that you can give them to students to review later (Macceca, p.141).

Name: _____

Date: _____

Previewing the Text Through Questioning

Directions: Before you begin reading, preview the text and write down your questions and possible answers. After reading, write your answers to the reflection questions.

Previewing Questions	
As I previewed the images, my questions were:	Possible answers:
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
After-Reading Reflections	
What were the questions I answered correctly during the preview about?	
<hr/> <hr/> <hr/>	
Why was I able to answer the questions correctly?	
<hr/> <hr/> <hr/>	
What questions can I now answer after reading?	
<hr/> <hr/> <hr/>	

Name: _____

Date: _____

Scaffolding Reader Questions

Directions: Before you read, preview the text and write down your questions. While you read, take notes of what you notice in the text and write down your questions. After reading, write down what questions you still have about the topic.

Before-Reading Questions

Based on my preview of...

My questions are:

During-Reading Questions

While I was reading, I noticed...

My questions are:

After-Reading Questions

I still wonder about...

My questions are:

Name: _____

Date: _____

Question Journal

Reading Selection _____

Before-Reading Questions	Possible Answers
During-Reading Questions	Possible Answers
After-Reading Questions	Possible Answers

STRATEGY 6: Summarizing in Social Studies

Summarizing is a difficult skill for students to learn. It is, however, very important that we take the time to teach them this strategy as it helps them: locate main and supporting ideas, identify and omit redundant material, remember what is read, analyze text structure, clarify meaning, take notes, and think about what they read.

In order to summarize students must learn how to differentiate important information from unimportant information. Summarizing can act as a way for students to monitor their own comprehension. Asking students to summarize helps them retain information. "Reading research indicates that students are more successful at synthesizing information if they put the information in their own words. When students translate the ideas they have read into their own words, they can more easily retrieve that information to accomplish a learning task. Students must use their own words to form connections across concepts and relate the concepts to their own prior knowledge and experiences" (Macceca, p. 144).

The Steps in Summarizing

Having students follow these steps when summarizing will provide them with a framework. It will also help them increase their overall comprehension of the texts they read.

- Delete unnecessary material.
- Delete redundant material.
- Provide a name for categories or list of details.
- Identify and use the author's main ideas.
- Select or construct a topic sentence.

STRATEGY 6: SUMMARIZING IN SOCIAL STUDIES

Read, Cover, Remember, Retell
Rank-Ordering Retell
GIST

Read, Cover, Remember, Retell

Activity

Model the Read, Cover, Remember, Retell strategy by using the think-aloud technique. Place students in pairs, and assign a selection of text for them to read. Instruct one student to begin reading a small portion of the text silently, using the size of the hand to determine how much information to read.

After reading, the student covers the text, turns to the partner, and tries to retell it using his/her own words. The partner should evaluate the quality of the retelling and fill in any missing information. The students switch roles for the next section of reading. When the partners have completed the reading, they can write a summary of the entire reading selection and share them with the class. Use an overhead projector to evaluate and elaborate on how the summaries can be more effective (Macceca, p.147).

Rank-Ordering Retell

Activity

Distribute strips of paper. As students begin a reading selection, ask them to write down phrases they consider important to the topic. The phrases can be either taken directly from the reading or inferred by the students and should describe the information in the reading. Ask students to use the Rank-Ordering Retell handout to begin evaluating and sorting the strips into three categories: most important, moderately important, and least important. Instruct them to work with the most important and least important first, as this is the easiest way to evaluate the information. Have students justify their decision to place the phrases in the different categories. Ask students to identify which ideas would be the most helpful if they had to write a summary (Macceca, p.149).

GIST

Activity

Provide students with a section of social studies text that is no more than three paragraphs long and is easy to read. Ask them to read the paragraphs silently. Tell them that, as they read, they should pay attention to the important ideas in the passage. When students are finished reading, distribute the GIST strategy sheets. Then, ask students to name the important ideas and write these on the board or on an overhead transparency. As a class, work together to condense the information into 20 words or less (Macceca, p. 152).

Name: _____

Date: _____

Rank-Ordering Retell

Directions: On separate slips of paper, write down important phrases from the text. Then sort the strips into these three categories: most important ideas, moderately important ideas, and least important ideas.

Most important ideas:

Moderately important ideas:

Least important ideas:

Name: _____

Date: _____

GIST

Directions: After reading the first section of a text, write down the important ideas and create a summary. Then read the second section of the text and write down the important ideas. Condense all the information into a combined summary.

Important Ideas from Section 1:

Summary:

Combined Summary:

STRATEGY 7: Using Visual Representations of Text and Mental Imagery

Visual Representation

Teaching students how to use visual representations can encourage them to construct mental images while they read. This will help students improve their reading comprehension. In addition to creating their own mental representation while reading, it is important that students learn how to use visual materials that accompany written text.

When students create mental images, they are creating an organizational model in their brain that will help them understand texts. The images they use become triggers for memory recall. "Several research studies on mental imagery construction demonstrate that the strategy increases readers' memory for text that they imaged and improves their identification of inconsistencies in the reading material" (Gambrell and Koskinen 2002).

Teaching this strategy can be difficult. It involves a great deal of creativity. You must model this strategy for your students. This can most effectively be done using a think-aloud process, where you would verbalize your thoughts while reading a text. As a next step, you could ask students to expand on the images you described. Gradually, you would invite the students to share their own images. The key, as with any other strategy, is to provide the students with time to practice (Macceca, p. 165).

Visuals

Students should learn that the images that accompany a text carry important information. They can be used to make reading easier and to get additional information.

Quick and Easy Activities with Visuals:

- Provide students with a variety of visuals that could possibly accompany the reading. Ask them to invent the captions for the visuals. In doing so, the students will synthesize and summarize key concepts and main ideas in a highly condensed form.
- Provide students with informational text with no accompanying visuals, and ask them to invent the visuals for the text. Have them consider the best size, location on the page, etc., to make the text more inviting and informative.
- Have students create comic strips about the content of the reading. Have them work together to explain information in a sequence. Adding humour helps students to engage in the activity.

- Introduce new concepts with a picture book. Many social studies teachers at the high school level have found that using picture books designed for much younger readers helps older students to retain new information. Picture books help activate prior knowledge before reading and prepare the student's schema for adding new information.
(Macceca, p. 166)

STRATEGY 7: USING VISUAL REPRESENTATIONS OF TEXT AND MENTAL IMAGERY

Guided Imagery
Talking Drawings
Imagine, Elaborate, Predict, and Confirm
Visual Presentations

Guided Imagery

Activity

After students have developed some skill in mental image construction, introduce the Guided Imagery script (a descriptive text that you have selected). Put a note on the classroom door to prevent interruptions, turn off the classroom lights, and close the curtains or blinds. Ask students to get comfortable (they may wish to sit on the floor), close their eyes, relax as much as possible, and listen carefully as you read the script. Suggest the image one sentence at a time and speak slowly, but clearly. Repeat words and phrases, and pause periodically to allow students the opportunity to develop and expand the images they are creating. When you have finished the script, allow the students to “wake up” slowly. Ask them to describe and explain their images. Ask students to tell what they heard, saw, felt. It may help to have the students complete a quick-write prior to sharing with the class to facilitate a more lively discussion. During the discussion, point out the similarities between their images and the content of the reading selection (Macceca, p.167).

Talking Drawings

Activity

Instruct students to close their eyes and allow their minds to form mental pictures on a topic you have selected. When students are finished picturing, ask them to draw what they see, using labels to depict parts, locations, people involved, and so on as necessary. After drawing, place students in pairs to share their drawings and talk about what they drew and why. Encourage them to ask their partners questions about their drawings. Meet as a whole class and use a transparency to gather all of the information students generated in the Talk Drawings semantic map. Instruct students to read the reading selection with

their pictures in mind. After reading, ask them to make another drawing to show what they have learned. Then have them discuss their pictures with their partners, and ask questions about their partner's picture (Macceca, p. 169).

Imagine, Elaborate, Predict, and Confirm

Activity

Instruct students to close their eyes and try to picture everything they can on the topic. Encourage them to use all of their senses to experience the images. Ask them to report on their mental images and record these on a transparency for the class to review. Next, model how to use their visual images to add more details and information and record this on the transparency. Encourage students to follow your lead. Again, using the think-aloud technique, make at least one prediction about what you expect to find in the reading based on the visual images, and ask students to do the same. Ask students to complete the reading task. After reading, have students review their predictions and see if they were correct. Model how to revise the predictions and integrate them with the new information being learned. It is important to model exactly how to go back to the text and locate the key parts to check predictions (Macceca, p. 173).

Visual Presentation

Activity

Assign students a selection of text to read that includes many visual aids (charts, illustrations, diagrams, maps, photos, captions). Have them read the selection and discuss how they could visually represent the text and why. Use questioning and discussion to help students see that there are multiple ways to represent the text visually. Have the students discuss what visual representations would work best to embody the information. Prompt the students through guided questioning as needed. Allow them to work in small groups to develop a visual presentation of the text. When the students are finished, have the groups share their presentations with the class (Macceca, p.177).

Name: _____

Date: _____

Talking Drawings

Before Reading	Close your eyes and think about the topic. Draw what you see. Talk about your drawing with your partner.
After Reading	Read the selection and then draw a new picture of what you learned.
What's Different?	Explain what is different about your before and after pictures.

Name: _____

Date: _____

Imagine, Elaborate, Predict, and Confirm

Imagine	Elaborate
Predict <hr/> <hr/> <hr/>	
Confirm <hr/> <hr/> <hr/>	

STRATEGY 8: Using Text Structure and Text Features in Social Studies

“Skilled readers automatically search for the underlying structure of a text to identify how the relationship of the ideas are hierarchically arranged and can readily differentiate important ideas from less important ideas in the selection” (Vacca and Vacca 2005 as cited in Macceca, p.179).

Text Structure

Research suggests that teaching the structure of information within a text helps improve reading comprehension and recall of information (Duke and Pearson 2002).

Direct instruction of structure will help students anticipate, monitor, and understand. “Students who are familiar and comfortable with a wide variety of text structures can read with greater fluency and can choose to write in the structure that best suits their needs” (Macceca, p. 179).

Text structure includes:

- Title
- Credits page
- Table of contents
- Preface
- Glossary
- Index
- Chapters
- Visuals
- Titles
- Headings
- Subheadings
- Etc...

Text Features

“The more students understand the format of textbooks and informational books, the better equipped they are to remember what they have read, construct meaning about the information, develop new understandings, and apply the ideas they have encountered to different situations” (Macceca, p. 179). You should focus your students’ attention to the different features of texts when they appear in your reading selections.

Words Specific to Text Structure

Description	for instance, to begin with, also, in fact, for example, in addition, characteristics of, above, as in, such as, appears to be, between, looks like, outside, under, across, behind, down, near, over, along, below, in back of, on top of, beside, in front of, onto, to the right/left
Sequence	on (date), not long after, now, as, before, after, afterward, as soon as, when, first, second, third, next, then last, finally, end, middle, beginning, during, initially, immediately, preceding, not long after, today, soon, until, following, meanwhile, when
Compare and Contrast	Although, as well as, as opposed to, both, but, compared with, different from, either...or, neither...nor, even though, however, instead of, in common, on the other hand, otherwise, similar to, similarly, still, yet
Cause and Effect and Problem and Solution	Accordingly, as a result of, because, beings with, consequently, effects of, finally, first, for this reason, how to, how, if...then, in order to, is caused by, lead/led to, maybe be due to, nevertheless, next, since, so that, steps involved, subsequently, therefore, this led to, thus, when...then.

STRATEGY 8: USING TEXT STRUCTURE AND TEXT FEATURE ACTIVITIES

Textbook Scavenger Hunt
Creating Captions

Textbook scavenger hunt

Activity

Activate the students' prior knowledge about text features through whole-class questioning. Review the different features of a textbook with the class while skimming through a book. Divide the class into groups of four students. Distribute copies of the *Textbook Scavenger Hunt handout* (see annex). Instruct the students to work together to complete the handout. As the students work on the handout, circle the room to provide assistance as necessary. When they have completed the handout, call on the different teams to share their findings. Place the students' findings on the board and discuss them further.

Textbook scavenger hunt

Activity

Introduce the importance of the captions that accompany visuals in textbooks and informational texts. Have students look through their textbooks to examine how the captions relate key concepts from the reading. After students have completed reading a section, gather together a number of visuals that could accompany the reading. Delete any titles or captions. Model how to construct a caption with one of the visuals (be brief, highlight important information). Encourage students to ask questions. Introduce another visual and ask the students to create the caption as a whole class. Discuss the process again. Next, place the students in small groups. Distribute sticky notes to each group. Distribute copies of the same visuals to each group, and instruct students to use the reading to create an appropriate caption for visual on the sticky note. As the students present their captions for the visual to the class, write them down on the board. When students are finished presenting, work together as a class to revise the captions into one that synthesizes all of the information from their captions (Macceca, p. 186)

Name: _____

Date: _____

Textbook Scavenger Hunt

Directions: Work with your team member and use the textbook to complete the following questions.

1-**Index** number of pages _____ location _____
Locate and write a key topic that has several pages of information.

2-**Table of Contents** number of pages _____ location _____
List three sections that interest you.

3-**Glossary** number of pages _____ location _____
What kind of information does it contain? How can a glossary help you?

4-**Chapters**
Look at the first page of a chapter. List the information here.

Look at the last page of a chapter. What do you find there? How can this help?

5-**Boldface Words** List three boldface words in the same chapter. What do they mean? In what ways can you use a textbook to find the meaning of words?

6-**Photographs** page number _____ description _____
Study the picture and the caption and write down what you learned.

7-**Visual Aids** page number _____ description _____
Locate a graph, chart, diagram, or map. Study it and read all of the print that accompanies it. Explain what this visual aid can teach you.

Geography / Géographie (1.0)

Yearly Plan / Plan Annuel

End of August-Mid October/ Fin août –mi-octobre				
LES 1-Urban Territory: Metropolis SAE 1-Territoire urbain: Métropole	Mid October-December/ Mi octobre-décembre			
Central Concept: Metropolis Competency 1: Cairo Competency 2: Finding housing Competency 3: Heavily populated areas and the world's water supply. Concept central: Métropole Compétence 1: Le Caire Compétence 2: Réussir à se loger Compétence 3: Les fortes concentrations de population et l'approvisionnement en eau à l'échelle planétaire	LES 2-Protected Territory: Natural Park SAE 2-Territoire protégé: Parc naturel	January-Mid March/ Janvier-mi mars		
	Central Concept: National Park Competency 1: Torngats National Park Competency 2: Seeking balance between use and protection Competency 3: The protection of spaces and the world's natural heritage Concept central: Parc naturel Compétence 1: Les Monts Torngats Compétence 2: Rechercher un équilibre entre fréquentation et protection Compétence 3: La protection d'espaces et le patrimoine naturel mondial	LES 3-Agricultural Territory: Environment at Risk SAE 3-Territoire agricole: Milieu à risque		Mid-March-May/ Mi-mars-mai
		Central Concept: Environment at risk Competency 1: Agricultural territory in an arid environment: Sahel Competency 2: Finding balance between agriculture and the environment Competency 3: Agricultural activity and increasing numbers of environments at risk throughout the world Concept central: Milieu à risque Compétence 1: Un territoire agricole dans un milieu aride: le Sahel Compétence 2: Concilier l'agriculture et l'environnement Compétence 3: Les activités agricoles et l'accroissement des milieux à risque dans le monde	LES 4-Regional Territory: Tourism SAE 4-Territoire region: Tourism	June / juin
			Central Concept: Tourism Competency 1: The Lagoon of Venice Competency 2: Developing tourism while preserving the characteristics of a region Competency 3: Mass tourism and attitudes, values, and beliefs Concept central: Tourisme Compétence 1: La lagune de Venise Compétence 2: Développer le tourisme en préservant les particularités de la région Compétence 3: Le tourisme de masse et les attitudes, valeurs et comportements	EXAM EXAMEN

Geography / Géographie (1.1) Yearly Plan / Plan Annuel

