

Social Studies Kindergarten

Curriculum Guide 2023

Department of Education Vision Statement

Building an educational community in Newfoundland and Labrador that fosters safe, inclusive, and healthy learning environments for all educators and students in the early learning, K-12 and post-secondary education systems.

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Acknowledgements

The Department of Education for Newfoundland and Labrador gratefully acknowledges the contribution of the following members of the Social Studies Kindergarten curriculum, resource, and pilot working groups in the completion of this work:

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Section One: Newfoundland and Labrador Curriculum

Introduction

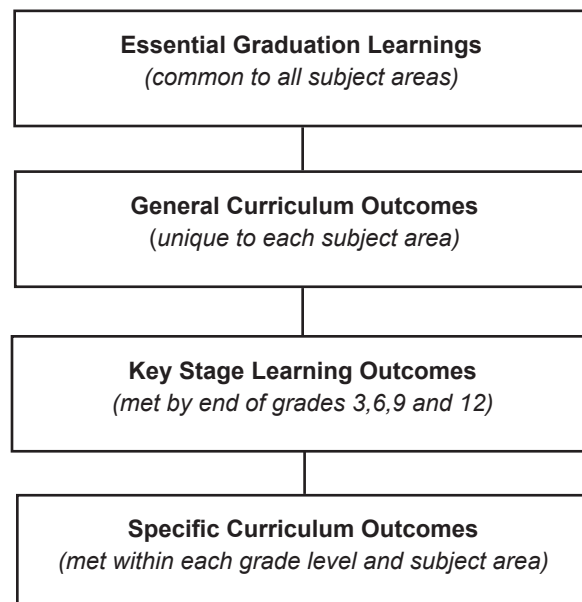
There are multiple factors that impact education: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education students receive.

The Newfoundland and Labrador Department of Education believes that curriculum design with the following characteristics will help teachers address the needs of students served by the provincially prescribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students' performance in relation to the curriculum outcomes.

Outcomes Based Education

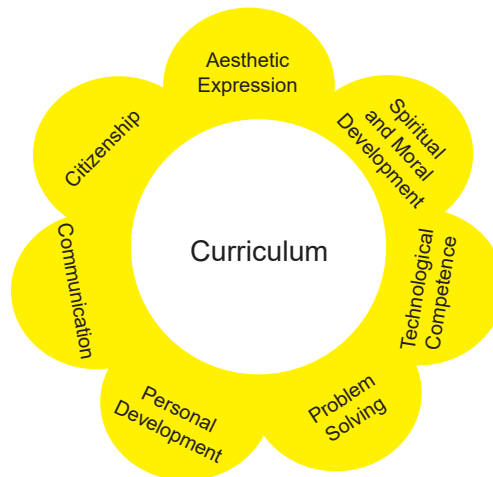
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learnings in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes (KSCOs) and Specific Curriculum Outcomes (SCOs).



Essential Graduation Learnings

EGLs provide vision for the development of a coherent and relevant curriculum. They are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes. EGLs describe the knowledge, skills, and attitudes expected of all

students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the K-12 curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.



Aesthetic Expression – Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

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

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

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

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

Spiritual and Moral Development – Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

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

Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each program area in terms of knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

General Curriculum Outcomes (GCOs)

Each program has a set of GCOs which describe what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Often, GCOs are further delineated into KSCOs.

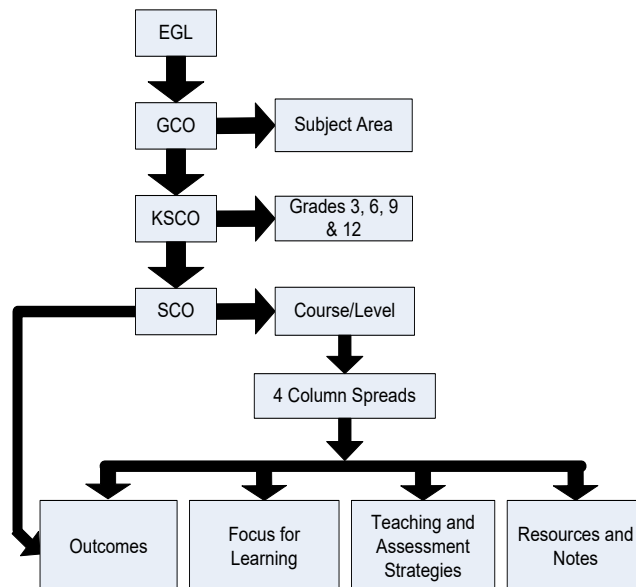
Key Stage Curriculum Outcomes (KSCOs)

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of grades three, six, nine, and twelve.

Specific Curriculum Outcomes (SCOs)

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. *It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.*

EGLs to Curriculum Guides



Context for Teaching and Learning

Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Several factors make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

Inclusive Education

Valuing Equity and Diversity

Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence, and opportunities to participate. (The Centre for Inclusive Education, 2009)

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences and abilities as well as social and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.



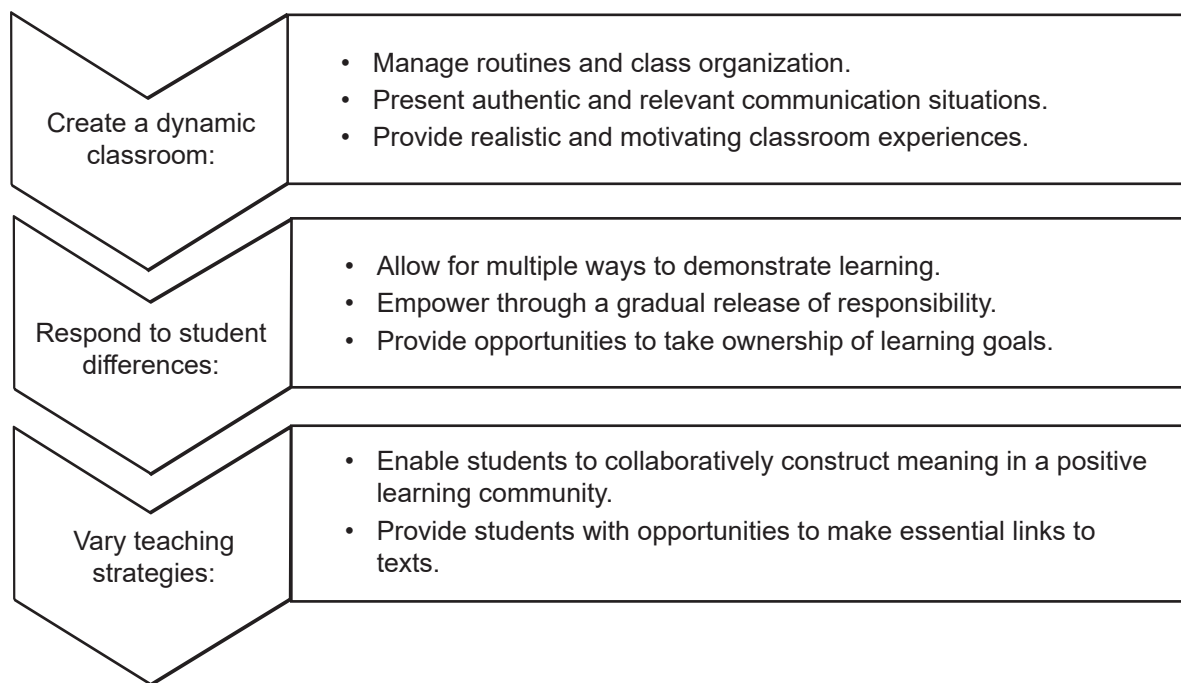
Differentiated Instruction

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning. (Carol Ann Tomlinson, 2008)

Curriculum is designed and implemented to provide learning opportunities for all students according to abilities, needs, and interests. Teachers must be aware of and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher's knowledge of whom he or she is interacting with. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities that provide all students with a safe and supportive place to learn and succeed.

Planning for Differentiation



Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require prerequisite instruction, as well as those who have already mastered the concept and may therefore apply strategies learned to new situations. Another way to differentiate content is to permit students to adjust the pace at which they progress through the material. Some students may require additional time while others will move through at an increased pace and thus create opportunities for enrichment or more indepth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- Meet with small groups to reteach an idea or skill or to extend the thinking or skills.
- Present ideas through auditory, visual, and tactile means.
- Use reading materials such as novels, websites, and other reference materials at varying reading levels.

Differentiating the Process

Differentiating the process involves varying learning activities or strategies to provide appropriate methods for students to explore and make sense of concepts. A teacher might assign all students the same product (e.g., presenting to peers) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher individually. The same assessment criteria can be used for all students.

Teachers should consider flexible grouping of students such as whole class, small group, or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and/or the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating the process:

- Offer hands-on activities for students.
- Provide activities and resources that encourage students to further explore a topic of particular interest.
- Use activities in which all learners work with the same learning outcomes but proceed with different levels of support, challenge, or complexity.

Differentiating the Product

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should give students options to demonstrate their learning (e.g., create an online presentation, write a letter, or develop a mural). This will lead to an increase in student engagement.

Differentiating the Learning Environment

The learning environment includes the physical and the affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, or how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently and in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students.

Teachers should consider the following examples of differentiating the learning environment:

- Develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention.
- Ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration.
- Establish clear guidelines for independent work that match individual needs.
- Provide materials that reflect diversity of student background, interests, and abilities.

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

Meeting the Needs of Students with Exceptionalities

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. For details of these exceptionalities see www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html

Supports for these students may include

1. Accommodations
2. Modified Prescribed Courses
3. Alternate Courses
4. Alternate Programs
5. Alternate Curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at www.cdli.ca/sdm/

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

*Meeting the Needs
of Students who are
Highly Able
(includes gifted and
talented)*

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able.

Teachers may

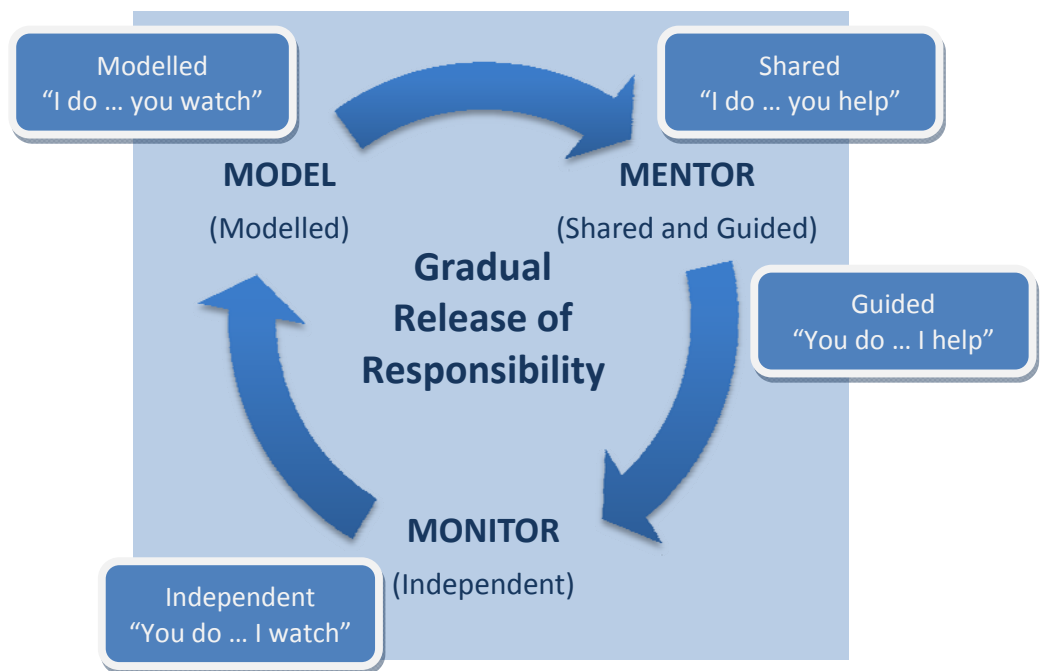
- assign independent study to increase depth of exploration in an area of particular interest;
- compact curriculum to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge;
- group students with similar abilities to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic; and
- tier instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge.

Highly able students require the opportunity for authentic investigation to become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.

Gradual Release of Responsibility

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension, and metacognition that is just beyond the students' independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.

Gradual Release of Responsibility Model



Literacy

“Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society”. To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning. (The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13)

Literacy is

- a process of receiving information and making meaning from it; and
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds.

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Individuals use literacy skills in paper, digital, and live interactions to engage in a variety of activities:

- Analyze critically and solve problems.
- Comprehend and communicate meaning.
- Create a variety of texts.
- Make connections both personally and inter-textually.
- Participate in the socio-cultural world of the community.
- Read and view for enjoyment.
- Respond personally.

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools* (CAMET).

With modelling, support, and practice, students’ thinking and understandings are deepened as they work with engaging content and participate in focused conversations.

Reading in the Content Areas

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students as they develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features, and navigate through information presented in a variety of ways including, but not limited to

| | | |
|-------------------|------------------|-------------|
| Advertisements | Movies | Poems |
| Blogs | Music videos | Songs |
| Books | Online databases | Speeches |
| Documentaries | Plays | Video games |
| Magazine articles | Podcasts | Websites |

Students should be able to interact with and comprehend different texts at different levels.

There are three levels of text comprehension:

- Independent level – Students are able to read, view, and understand texts without assistance.
- Instructional level – Students are able to read, view, and understand most texts but need assistance to fully comprehend some texts.
- Frustration level – Students are not able to read or view with understanding (i.e., texts may be beyond their current reading level).

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet their needs. For example, print texts may be presented in audio form, physical movement may be associated with synthesizing new information with prior knowledge, or graphic organizers may be created to present large amounts of print text in a visual manner.

When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts:

- Analyze and think critically about information.
- Determine importance to prioritize information.
- Engage in questioning before, during, and after an activity related to a task, text, or problem.
- Make inferences about what is meant but not said.
- Make predictions.
- Synthesize information to create new meaning.
- Visualize ideas and concepts.

Learning Skills for Generation Next

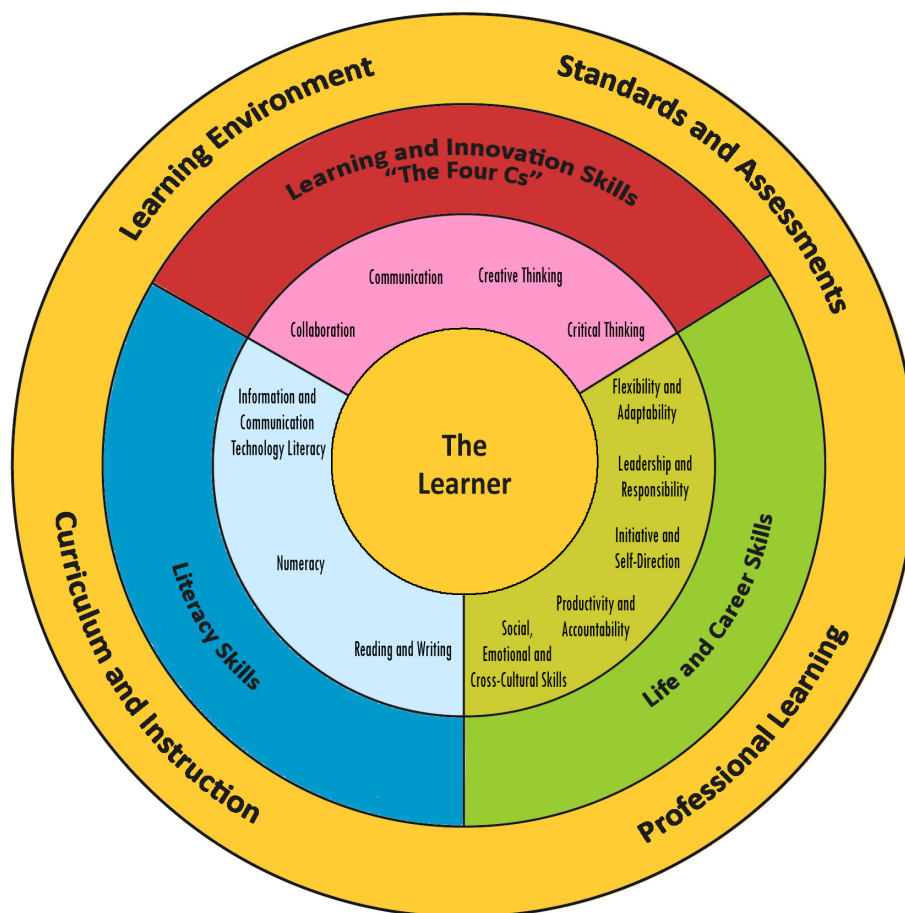
Generation Next is the group of students who have not known a world without personal computers, cell phones, and the Internet. They were born into this technology. They are digital natives.

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

- Learning and Innovation Skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate.
- Life and Career Skills address leadership, and interpersonal and affective domains.
- Literacy Skills develop reading, writing, and numeracy, and enhance the use of information and communication technology.

The diagram below illustrates the relationship between these areas. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.



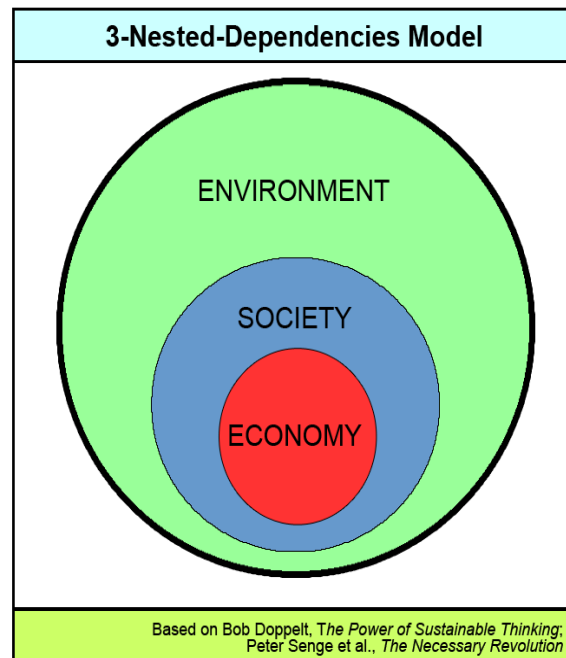
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and Internet-based technologies.

All programs have a shared responsibility in developing students' capabilities within all three skill areas.

Education for Sustainable Development

Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. (Our Common Future, 43)

Sustainable development is comprised of three integrally connected areas: economy, society, and environment.



As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future that supports environmental integrity and economic viability, resulting in a just society for all generations.

ESD involves teaching *for* rather than teaching *about* sustainable development. In this way students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans an understanding of the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.

Assessment and Evaluation

Assessment

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:

1. Assessment *for* learning guides and informs instruction.
2. Assessment *as* learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next.
3. Assessment *of* learning makes judgements about student performance in relation to curriculum outcomes.

1. Assessment for Learning

Assessment *for* learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly.

Assessment *for* learning is not about a score or mark; it is an ongoing process of teaching and learning:

- Pre-assessments provide teachers with information about what students already know and can do.
- Self-assessments allow students to set goals for their own learning.
- Assessment *for* learning provides descriptive and specific feedback to students and parents regarding the next stage of learning.
- Data collected during the learning process from a range of tools enables teachers to learn as much as possible about what a student knows and is able to do.

2. Assessment as Learning

Assessment *as* learning involves students' reflecting on their learning and monitoring their own progress. It focuses on the role of the student in developing metacognition and enhances engagement in their own learning. Students can

- analyze their learning in relation to learning outcomes,
- assess themselves and understand how to improve performance,
- consider how they can continue to improve their learning, and
- use information gathered to make adaptations to their learning processes and to develop new understandings.

3. Assessment of Learning

Assessment *of* learning involves strategies designed to confirm what students know in terms of curriculum outcomes. It also assists teachers in determining student proficiency and future learning needs. Assessment *of* learning occurs at the end of a learning experience and contributes directly to reported results. Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, assessment *of* learning is strengthened. Teachers can

- confirm what students know and can do;
- report evidence to parents/guardians, and other stakeholders, of student achievement in relation to learning outcomes; and
- report on student learning accurately and fairly using evidence obtained from a variety of contexts and sources.

Involving Students in the Assessment Process

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather than asking teachers, "What do you want?", students should be asking themselves questions:

- What have I learned?
- What can I do now that I couldn't do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

Assessment Tools

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment tools teachers will choose:

| | |
|--------------------|----------------------------|
| Anecdotal Records | Photographic Documentation |
| Audio/Video Clips | Podcasts |
| Case Studies | Portfolios |
| Checklists | Presentations |
| Conferences | Projects |
| Debates | Questions |
| Demonstrations | Quizzes |
| Exemplars | Role Plays |
| Graphic Organizers | Rubrics |
| Journals | Self-assessments |
| Literacy Profiles | Tests |
| Observations | Wikis |

Assessment Guidelines

Assessments should measure what they intend to measure. It is important that students know the purpose, type, and potential marking scheme of an assessment. The following guidelines should be considered:

- Collect evidence of student learning through a variety of methods; do not rely solely on tests and paper and pencil activities.
- Develop a rationale for using a particular assessment of learning at a specific point in time.
- Provide descriptive and individualized feedback to students.
- Provide students with the opportunity to demonstrate the extent and depth of their learning.
- Set clear targets for student success using learning outcomes and assessment criteria.
- Share assessment criteria with students so that they know the expectations.

Evaluation

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher interprets the assessment information, makes judgements about student progress, and makes decisions about student learning programs.

Section Two: Curriculum Design

Rationale

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

The social studies curriculum integrates concepts, processes, and ways of thinking drawn from diverse disciplines, such as anthropology, economics, geography, history, political science, psychology, and sociology, as well as appropriate content from the humanities, mathematics, and the natural sciences. Social studies recognizes and validates the importance of individual disciplines in providing avenues and perspectives to help students understand issues and problems.

This curriculum is designed to help each learner construct a blend of personal, academic, pluralistic, and global perspectives. Social studies helps students construct a personal perspective as they consider the implications of events and issues for themselves, their families, and their communities. Students construct an academic perspective through the study and application of the social studies disciplines. Students construct a pluralistic perspective as they learn to listen, understand, and respect diversity of identity, beliefs, and practices and incorporate diverse points of view into their understanding of issues. Students construct a global perspective as they seek just, sustainable, and peaceful solutions to issues facing our diverse world.

Principles Underlying the Social Studies Program

The social studies program is intended to be both empowering and effective. The following principles should be used to guide instruction and assessment.

Meaningful – social studies discourages the memorization of disconnected pieces of information and encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes.

Significant – social studies is student-centred and age-appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students should know and be able to apply in their lives.

Challenging – social studies is effective when teachers model high expectations for their students and themselves, promote a thoughtful approach to inquiry, and demand well-reasoned arguments.

Active – social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.

Integrative – social studies crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate, meaningful, and evident connections to the human disciplines and to the concepts of time, space, continuity, and change.

Issues-based – social studies considers the ethical dimensions of issues and addresses controversial topics. It encourages consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

Curriculum Outcomes Framework

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

The general curriculum outcomes (GCOs) for the social studies program are organized around conceptual strands, which outline what students are expected to know and be able to do upon completion of the K-12 social studies program. Key stage curriculum outcomes (KSCOs) align with the GCOs and further specify what students are expected to know and be able to do by the end of Grades 3, 6, 9, and 12. The GCOs and examples of related KSCOs by Grade 3 are provided below.

General Curriculum Outcomes

GCO 1 – Civic Engagement

Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

KSCOs for this strand are included below. By the end of Grade 3, students will be expected to

- identify how civic ideals influence actions taken by citizens to make changes in their local communities,
- select examples of actions taken by citizens that affect their personal lives and the lives of others in their local communities,
- demonstrate how individuals and groups can make changes in their local communities and influence decision-making within systems of government, and
- take age-appropriate actions to demonstrate their understanding of the importance of gathering information as the basis for effecting change in their local communities.

GCO 2 – Inquiry and Research

Students will be expected to demonstrate the ability to apply inquiry and research skills to analyze, synthesize, and share information.

KSCOs for this strand are included below. By the end of Grade 3, students will be expected to

- generate and ask questions to gain information and verify understanding; reflect upon what they want to know and the types of questions that would be effective in leading them to the information they need;
- choose the most useful visual, textual or human source of information from a simple set of options; identify a number of obvious and less obvious details in simple visual, oral and written sources; reflect upon what is important to know, and what research approaches have been most useful;
- offer one or more simple interpretations of information based on direct clues gathered from a range of relevant sources; reflect upon focus of inquiry, organisation of ideas, and how to know when work is finished; and
- use simple preparation strategies (e.g., edit, practice, draft versions) to plan and produce a simple oral, written or graphic

presentation to communicate findings on important, interesting, or relevant ideas; reflect upon how to make a product most appropriate for an audience.

GCO 3 – Citizenship, Power, and Governance

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance.

KSCOs for this strand are included below. By the end of Grade 3, students will be expected to

- identify examples of their rights and responsibilities as citizens,
- select examples of decisions made by local governments that affect their personal lives, rights, and responsibilities,
- recognize that laws influence their personal lives, and
- recognize that individuals and groups have different ideologies pertaining to government involvement in public issues.

GCO 4 – Culture and Diversity

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

KSCOs for this strand are included below. By the end of Grade 3, students will be expected to

- identify elements of culture, the diversity of these elements, and ways in which cultures meet human needs and wants,
- give examples of how culture is transmitted,
- give examples of how information and experiences may be interpreted differently by people from different cultural perspectives, and
- give examples of how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups.

GCO 5 – Individuals, Societies, and Economic Decisions

Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

KSCOs for this strand are included below. By the end of Grade 3, students will be expected to

- distinguish between needs and wants and give examples of economic decisions made by individuals,
- recognize that types of goods and services produced, the types of skills workers need, and the effects of rapid technological change are driven by economic principles,
- identify factors that may prompt agencies to change current practices and that producers have to consider what they will provide, how they will produce it and who will buy it, and
- identify ways in which consumers react to changes in the availability of products from other parts of the world.

GCO 6 – Interdependence

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

KSCOs for this strand are included below. By the end of Grade 3, students will be expected to

- identify simple connections (e.g., local, provincial, national) that influence their local community,
- identify examples of how cultural elements and technological developments have influenced global connections,
- identify examples of the positive and negative implications that arise from increasing global connections, and
- identify examples of current and emerging global issues, conflict, and cooperation among individuals, groups, and nations.

GCO 7 – People, Place, and Environment

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

KSCOs for this strand are included below. By the end of Grade 3, students will be expected to

- identify some physical, cultural and environmental characteristics of specific places,
- identify ways in which the earth's physical characteristics may be altered,
- identify factors that influence human populations, where people choose to live, and factors that contribute to differences among people locally and globally, and
- identify how people in different types of communities use local and distant environments to meet their daily needs.

GCO 8 – Time, Continuity, and Change

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

KSCOs for this strand are included below. By the end of Grade 3, students will be expected to

- identify and use primary and secondary sources to learn about the past,
- demonstrate an understanding of what life was like in the past,
- demonstrate an understanding of the concept of cause and effect, and
- understand that past decisions were based on values and that these decisions influence the future.

Specific Curriculum Outcomes

Specific curriculum outcomes (SCOs) align to KSCOs and GCOs and describe what students should know and be able to do at the end of each course. They are intended to serve as the focus for the design of learning experiences and assessment tasks.

Course Overview

The kindergarten social studies curriculum is intended to develop students' social literacy, whereby opportunities are provided to promote a healthy sense of self and identity, both as individuals and members of their community. As such, the course focuses on connections students have to their communities and the spaces in which they live. As much of this curriculum is based in students interacting with each other and their environments, these opportunities are integrated throughout the school year in a range of contexts.

There are four units present in this course:

- Unit 1 – Integrated Concepts and Process Skills (ICPS)*
- Unit 2 – Identity and Belonging
- Unit 3 – Time
- Unit 4 – Place

* This unit focuses on skills and concepts that are central to the social studies and help students explore and make sense of the world around them. **It is not to be taught in isolation, but rather to be integrated, where appropriate, throughout the course as students engage with the specific curriculum outcomes (SCOs).**

Suggested Yearly Plan

Throughout the year, students will engage in a variety of activities and experiences within an inquiry- and play-based learning environment. Wherever appropriate, it is suggested that cross-curricular connections be made to allow for a variety of learning experiences in a range of contexts. While course units may be followed sequentially, there is no expectation that this be the case, as a number of outcomes involve continued or returned engagement throughout the year, as students develop related skills and understandings over time.

| September | October | November | December | January | February | March | April | May | June |
|-------------|---------|----------|----------|---------|----------|-------|-------|-----|------|
| Connections | | | | | | | | | |

How to Use the Four Column Curriculum Layout

Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order.

Delineations are indented and numbered as a subset of the originating SCO.

All outcomes are related to general curriculum outcomes.

Focus for Learning

Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.

This may include

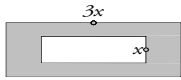
- cautionary notes
- clarity in terms of scope
- common misconceptions
- depth of treatment
- knowledge required to scaffold and challenge student's learning
- references to prior knowledge

Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

| SPECIFIC CURRICULUM OUTCOMES | |
|---|--|
| <i>GCO 1: Represent algebraic expressions in multiple ways</i> | |
| Outcomes | Focus for Learning |
| <p>Students will be expected to</p> <p>1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]</p> <p>1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.</p> <p>1.3 apply a personal strategy for multiplication and division of a given polynomial expression</p> | <p>From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.</p> <p>Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.</p> <p>Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.</p> |
| | <p>Sample Performance Indicator</p> <p>Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:</p> <ul style="list-style-type: none"> The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression $2x^2 + 4x$ and the area of the large rectangle, including the walkway and the flower garden, is $3x^2 + 6x$.  |

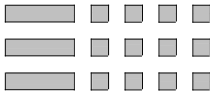
SPECIFIC CURRICULUM OUTCOMES

GCO 1: Represent algebraic expressions in multiple ways

Sample Teaching and Assessment Strategies

Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:

Modeling division using the sharing model provides a good transition to the symbolic representation. For example, $\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}$. To model this, students start with a collection of three x -tiles and 12 unit tiles and divide them into three groups.



For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.

Activation

Students may

- Model division of a polynomial by a monomial by creating a rectangle using four x^2 -tiles and eight x -tiles, where $4x$ is one of the dimensions.

Teachers may

- Ask students what the other dimension is and connect this to the symbolic representation.

Connection

Students may

- Model division of polynomials and determine the quotient

- $(6x^2 + 12x - 3) \div 3$
- $(4x^2 - 12x) \div 4x$

Consolidation

Students may

- Draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible.

Teachers may

- Discuss why there are so many different possible dimensions.

Extension

Students may

- Determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$.
- Determine the length of an edge of the cube.

Resources and Notes

Authorized

- Math Makes Sense 9*
- Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant
- Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial
- ProGuide: pp. 35-42, 43-51
- CD-ROM: Master 5.23, 5.24
- See It Videos and Animations:
 - Multiplying and Dividing a Polynomial by a Constant, Dividing
 - Multiplying and Dividing a Polynomial by a Monomial, Dividing
- SB: pp. 241-248, 249-257
- PB: pp. 206-213, 214-219

Resources and Notes

Column four references supplementary information and possible resources for use by teachers.

These references will provide details of resources suggested in column two and column three.

Suggestions for Teaching and Assessment

This column contains specific sample tasks, activities, and strategies that enable students to meet the goals of the SCOs and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

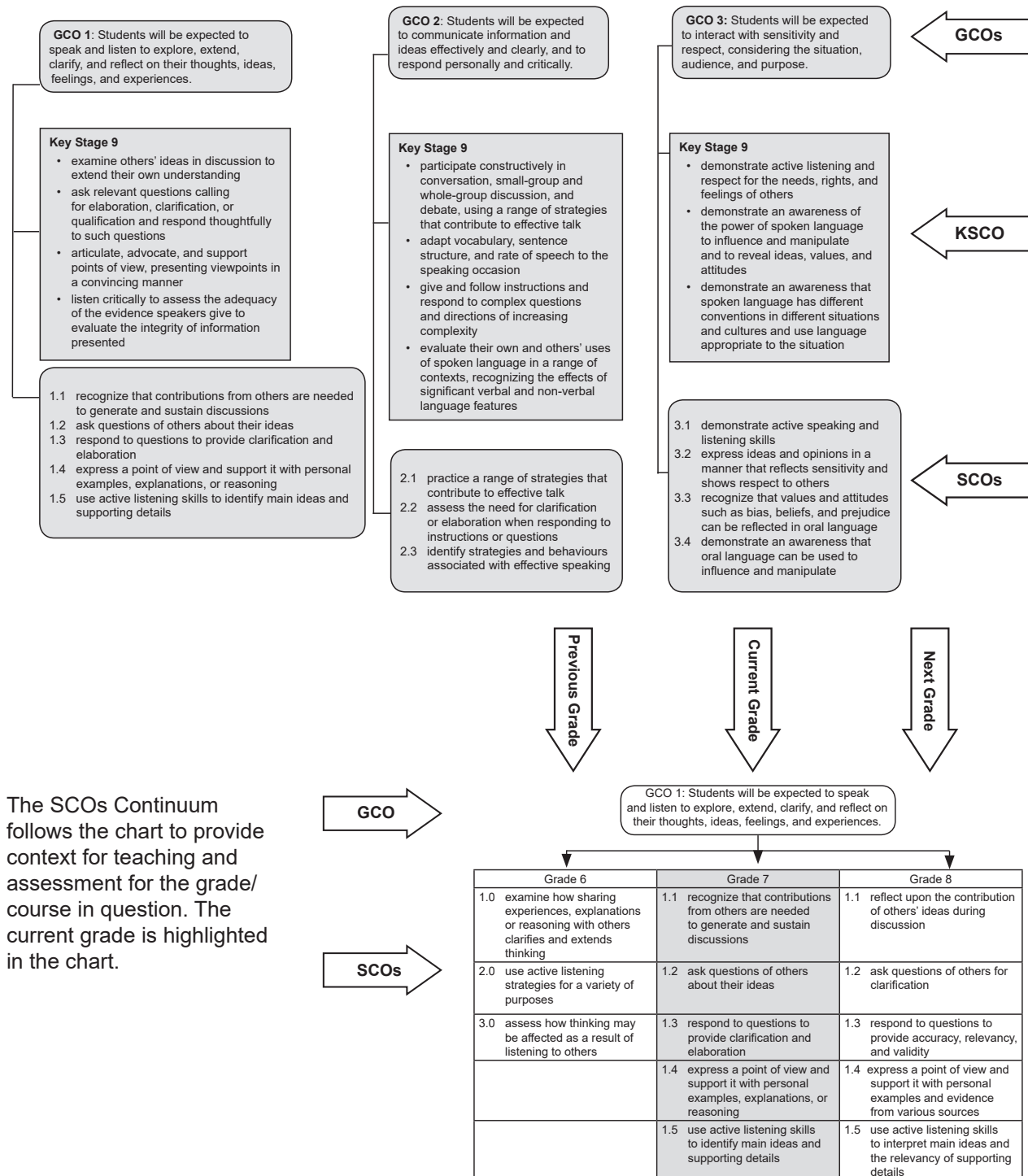
Suggestions for instruction and assessment are organized sequentially:

- Activation – suggestions that may be used to activate prior learning and establish a context for the instruction
- Connection – linking new information and experiences to existing knowledge inside or outside the curriculum area
- Consolidation – synthesizing and making new understandings
- Extension – suggestions that go beyond the scope of the outcome

These suggestions provide opportunities for differentiated learning and assessment.

How to use a Strand overview

At the beginning of each strand grouping there is explanation of the focus for the strand and a flow chart identifying the relevant GCOs, KSCOs and SCOs.



Section Three: Specific Curriculum Outcomes

Unit 1: Integrated Concepts and Process Skills (ICPS)

Focus

The aim of social studies education is to provide students with the knowledge, skills, and attitudes necessary to interact as competent and contributing citizens within their communities and the wider world. While Canadian society may be diverse in its composition, there is nonetheless a foundation of common values and principles that guides how we live together and serves as the means by which we seek to create positive change for all. In the Canadian context, these civic ideals are necessarily democratic.

To encourage civic competence, the social studies curriculum (K-12) is organized around a conceptual framework which enables students to explore the content of various disciplines that constitute the social sciences, such as economics, geography, history, and political science.

Associated with these disciplines are concepts and processes which are used in the social sciences as a whole. While these concepts and processes are implicit within the outcomes of each course, it is important that teachers consciously organize their teaching to provide students opportunities to become proficient in applying these concepts and processes as they progress through the K-12 social studies program and to develop the ability to transfer these understandings and abilities to other settings – in particular, real life situations.

Note: This unit is not to be taught in isolation, but rather it is designed to be incorporated, where appropriate, during the teaching of each specific curriculum outcome in the course. It should serve as a guide to inform how teachers and students engage with subsequent units and outcomes.

Outcomes Framework

GCO 1 Civic Engagement – Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

GCO 2 Inquiry and Research – Students will be expected to demonstrate the ability to apply inquiry and research skills to analyze, synthesize, and share information.

Students will be expected to

- 1.0 develop the ability to interact effectively as members of Canadian society
- 2.0 use concepts and skills common to the social sciences
- 3.0 use inquiry processes to investigate and respond to issues

SCO Continuum

| Social Studies Kindergarten | Social Studies 1 | Social Studies 2 |
|---|---|---|
| <ul style="list-style-type: none"> • develop the ability to interact effectively as members of Canadian society • use concepts and skills common to the social sciences • use inquiry processes to investigate and respond to issues | <ul style="list-style-type: none"> • develop the ability to interact effectively as members of Canadian society • use concepts and skills common to the social sciences • use inquiry processes to investigate and respond to issues | <ul style="list-style-type: none"> • develop the ability to interact effectively as members of Canadian society • use concepts and skills common to the social sciences • use inquiry processes to investigate and respond to issues |

As the outcomes in this unit develop skills and understandings integral to social studies, they are addressed throughout the primary program in corresponding units of study.

Effective Interaction

Outcomes

Students will be expected to

- 1.0 develop the ability to interact effectively as members of Canadian society
[GCO 1]

Cross-Curricular Links

English Language Arts

- SCO 2.1 participate in conversations

Health

- SCO 2.0 identify one's roles and the role of others in creating a positive learning environment
- SCO 12.0 identify and practice ways to work and play respectfully with others

SEL

- GCO 8 understand that social and ethical norms in home, school and community are relevant to culture (Social Awareness)
- GCO 9 use relationship skills to interact with others in all environments (Relationship Skills)

Focus for Learning

A fundamental part of social studies education involves encouraging students to develop knowledge, skills and values that will help them interact with others in ways that improve experiences in their own lives and within their communities. In kindergarten, students begin to develop an awareness of key democratic principles, the value of collaboration, and the importance of promoting positive change in their school and community.

Democratic Principles

In kindergarten, children develop an early understanding of democratic ideals as they play, work and learn together. Classroom communities provide opportunities to co-create norms and a structure within which all group members can participate and contribute.

Establish rules, norms and routines that help children understand how to interact effectively with others in positive and respectful ways. Engage students in co-creating norms, for example, around sharing toys, taking turns, making group decisions (e.g., voting by a show of hands), and using kind words to communicate with one another.

Collaboration

Provide opportunities for students to collaborate and co-create throughout the school year, with the aim of developing the following skills and attitudes:

- contributing their fair share,
- interacting respectfully and peacefully with others,
- sharing responsibility and ownership for group work,
- being open-minded and flexible, and
- learning from the perspectives of others.

Model these skills for students and engage them in related decision-making.

Promoting Positive Change

Promoting positive change begins with identifying ways to care for one another, the environment, and the world around us. Provide opportunities for students to talk about, view, and role play ways to be a good citizen in individual and group contexts (e.g., participating as a class in a food drive, cleaning up and maintaining classroom centres, sharing with others). Where possible, prompt students to generate ideas related to how they can help others.

Note: Integrate the above principles and concepts throughout the year in a variety of contexts and learning experiences.

Effective Interaction

Sample Teaching and Assessment Strategies

The following strategies have been compiled as examples from elsewhere in this curriculum guide.

Activation

Teachers may

- Include titles in the classroom library that represent diverse groups and cultures. (Democratic Principles)
- Read aloud children's literature selections that promote acceptance and respect for others. (Promoting Positive Change)

Students may

- Work together in small groups to create a treasure map, using symbols to represent natural and human features. (Collaboration)

Connection

Teachers may

- Engage students in role play activities to demonstrate respect for others, showing expected and unexpected behaviours in various situations (e.g., a new student joining the class, engaging in and celebrating various family, cultural or other special occasions). (Democratic Principles)

Students may

- Participate in conversations and contribute to problem-solving as challenges or disputes arise in their groups. (Promoting Positive Change)
- As a group, work together to compile examples of short-term and long-term goals. (Collaboration)

Consolidation

Teachers may

- Invite representatives of a local organization that addresses issues of inequity (e.g., food bank, toy drive) to visit the class and discuss their work. (Promoting Positive Change)

Students may

- Collaborate to achieve a common goal (i.e., maintain the writing centre over a series of days). (Collaboration)
- Plan, with teacher guidance, a special day to celebrate class accomplishments or a special event. Students can consider what things they need or want for this celebration. Additionally, they can consider how much of an item is needed or wanted. (Democratic Principles)

Resources and Notes

Authorized

K-12 Professional Learning
Newfoundland and Labrador
(www.k12pl.nl.ca):

- Integrated Concepts and Process Skills (ICPS):
[https://www.k12pl.nl.ca/curr/k-6/soc/social-studies-kindergarten/integrated-concepts-and-process-skills-\(icps\).html](https://www.k12pl.nl.ca/curr/k-6/soc/social-studies-kindergarten/integrated-concepts-and-process-skills-(icps).html)

Suggested

Other Curriculum Resources

- *THINQ Kindergarten: inquiry-based learning in the kindergarten classroom* (Teachers Resource [TR]) (Science Kindergarten):
 - 1.2 How can we support inquiry dispositions in kindergarten?, pp. 4-7
 - 1.6 What is the relationship between play-based and inquiry-based learning?, pp. 15-16
 - 3.2 What kind of culture best supports an effective inquiry-based classroom?, pp. 44-46

Forms of Analysis

Outcomes

Students will be expected to

- 2.0 use concepts and skills common to the social sciences
[GCO 2]

Cross-Curricular Links

English Language Arts

- SCO 1.7 reflect upon a variety of oral texts
- SCO 2.3 respond personally to information, ideas and opinions
- SCO 2.4 respond critically to information, ideas and opinions
- SCO 6.1 explore text connections to self, other texts and to the world

Mathematics

- KSS1 use direct comparison to compare two objects based on a single attribute

Science

- SCO 2.0 explore, investigate, and solve problems
- SCO 7.0 make observations

SEL

- GCO 6 develop the ability to take the perspective of and empathize with others (Social Awareness)

Focus for Learning

The social studies program K-12 provides opportunities for students to engage in the work of social scientists (i.e., geographers, historians, political scientists and economists), as they learn about how people interact in and with the world around them. In kindergarten, students should use forms of analysis common to the social sciences, in particular using evidence, making comparisons, understanding causality, and considering perspectives.

Using Evidence

Students are continuously observing and questioning the world around them. Create opportunities for students to make detailed observations as they learn about the environment and their interactions within it through play, exploration, investigation, and problem solving. Sources of evidence that can support these interactions include, art works, audio recordings, stories, interviews, maps, photographs, etc.

Making Comparisons

When engaged in play and inquiry, comparisons can be made between people, places, events, times, or decisions. Making comparisons can help children understand how to be part of a community and navigate social situations in positive and respectful ways. Model and encourage students to reflect, ask questions, and make comparisons between a range of items, ideas, and information familiar to them.

Understanding Causality

As kindergarten students begin to understand interactions within the world around them, they begin to make connections. Sometimes these interactions have a cause and consequence relationship. Encourage students to observe cause and effect, when apparent, and notice and name them.

Considering Perspectives

Through learning about perspective-taking and empathy, students can develop a better understanding of their own feelings and the feelings of others, which will aid in building positive relationships with their peers. Modeling and encouraging empathy will foster students' development of perspective-taking. Encourage students to think about experiences through the perspectives of others by means of role play, diverse children's literature, and group conversations.

Note: The above concepts and processes should be used to guide decisions around how to engage students with curriculum outcomes throughout kindergarten and the social studies program.

Forms of Analysis

Sample Teaching and Assessment Strategies

The following strategies have been compiled as examples from elsewhere in this curriculum guide.

Activation

Teachers may

- Provide students with a range of items (or pictures of items) and have them sort these into two groups: needs and wants. To help guide discussion, use questions such as *What are things we all want? What are things we all need? What do we need to live? What do we want to have fun?* (Using Evidence)

Students may

- Play movement games (e.g., moving to one location if they like oranges, but another if they dislike oranges). Any foods, colours, sports, activities, interests, etc. can be used. (Considering Perspectives)

Connection

Teachers may

- Explore with students a range of cause and effect relationships that can be observed through daily experiences:
 - *Yesterday we forgot to water this plant, so today the leaves are wilted.*
 - *The plant's leaves are wilted, so we will water the plant and tomorrow the leaves will perk up.* (Understanding Causality)

Students may

- Make lists of things they need or want at the store. They can use play money or debit cards to purchase items themselves during time spent at play stores. (Considering Perspectives)

Consolidation

Teachers may

- When viewing examples of environmental features, encourage student discussion through questions, such as, *How are natural and human features similar? How are they different?* (Making Comparisons)

Students may

- Create a class book entitled, *We Are Unique*, using stories, photographs, crafts and other student products to be shared with the class and stored in the reading corner. Initially, individual pages may be displayed on the wall prior to the book's creation. Additional books can be added or pages updated throughout the year. (Using Evidence)

Resources and Notes

Authorized

K-12 Professional Learning
Newfoundland and Labrador
(www.k12pl.nl.ca):

- Integrated Concepts and Process Skills (ICPS):
[https://www.k12pl.nl.ca/curr/k-6/soc/social-studies-kindergarten/integrated-concepts-and-process-skills-\(icps\).html](https://www.k12pl.nl.ca/curr/k-6/soc/social-studies-kindergarten/integrated-concepts-and-process-skills-(icps).html)

Suggested

Other Curriculum Resources

- *THINQ Kindergarten: inquiry-based learning in the kindergarten classroom* (TR) (Science Kindergarten):
 - 2.2 What is my role in an inquiry-based classroom?, pp. 23-24
 - 2.5 What types of provocations can I use?, pp. 29-38
 - The Inquiry Process, p. RE3

Inquiry Processes

Outcomes

Students will be expected to

- 3.0 use inquiry processes to investigate and respond to issues
[GCO 1/2]

Cross-Curricular Links

English Language Arts

- SCO 1.3 ask questions to seek more information
- SCO 2.2 share information, ideas, and opinions orally

Science

- SCO 1.0 demonstrate curiosity and wonder
- SCO 3.0 pose questions that lead to exploration and investigation
- SCO 11.0 explore and select different ways to represent ideas, actions, and experiences and to communicate with other

SEL

- GCO 11 apply decision making skills to decisions about personal behaviour and social interactions (Responsible Decision Making)

Focus for Learning

An inquiry model is a useful guide to help students ask questions and find answers in a range of contexts, including those that require making decisions or responding to problems or issues. Provide collaborative opportunities for students to practice asking questions, gathering and organizing information, interpreting information, drawing conclusions, and communicating ideas.

Asking Questions

Inquiry begins with meaningful questions that connect to the world around us, build upon prior knowledge, and excite curiosity. Questioning should be modeled for the class and, as students become more experienced with inquiry, they should be encouraged to pose their own questions to guide learning explorations.

Gathering and Organizing Information

As students ask questions and gain new knowledge, they should become familiar with gathering and organizing information. Where appropriate, modelling this process for students should include making use of a variety of sources, making use of primary and secondary sources, and selecting sources based on usefulness.

Interpreting Information

Making sense of observations leads to deeper understandings and sparks new wonderings. For students in kindergarten, interpreting information is an ongoing process that involves identifying obvious details and restating or indicating these where appropriate. Provide opportunities for students to make use of the forms of analysis (Outcome 2.0), which support the interpreting of information.

Drawing Conclusions

Engage students in open-ended tasks as part of their learning experiences, as this will increase the likelihood that they will reach their own conclusions and make decisions that are well-reasoned and based on evidence. In kindergarten, conclusions may involve restating very simple information observed or learned that indicates general understanding of an idea, concept, or other information.

Communicating Ideas

In kindergarten, appropriate communication skills may include selecting simple drawings or key words that communicate basic ideas to the class. Encourage students to communicate their wonderings and learnings in ways that help them do so effectively (e.g., orally or visually).

Inquiry Processes

Sample Teaching and Assessment Strategies

The following strategies have been compiled as examples from elsewhere in this curriculum guide.

Activation

Teachers may

- When co-creating a simple map of a familiar place, model asking questions to guide the process (e.g., *What symbols will we use to show where buildings are? Where should we place trees on our map?*). (Asking Questions)

Students may

- With teacher help, create a class book that includes topics about their favourite things: foods, sports, activities, people, and places. (Gathering and Organizing Information)
- Create a handprint in paint and identify it by printing their name and affixing a photo. (Communicating Ideas)

Connection

Teachers may

- Prompt students to suggest why it is important to share and look after communal supplies. This can lead to opportunities for students to practice problem-solving skills. (Drawing Conclusions)

Students may

- Compile a class book of photographs or illustrations of their needs and wants. (Interpreting Information)
- Use coding robots to practice giving and following directions to reach a specific location on a grid. (Interpreting Information)

Consolidation

Teachers may

- Revisit with students documentation that is displayed regularly around the classroom or learning environment and model discussing events using language that relates to change over time. (Communicating Ideas)

Students may

- Self-select and discuss pieces of documentation that they want to include in their portfolios. (Gathering and Organizing Information)
- Ask questions as they engage in activities throughout the year (e.g., *How am I different from when I was two years old? Why do we use maps? What things make me unique?*) (Asking Questions)

Resources and Notes

Authorized

K-12 Professional Learning
Newfoundland and Labrador
(www.k12pl.nl.ca):

- Integrated Concepts and Process Skills (ICPS):
[https://www.k12pl.nl.ca/curr/k-6/soc/social-studies-kindergarten/integrated-concepts-and-process-skills-\(icps\).html](https://www.k12pl.nl.ca/curr/k-6/soc/social-studies-kindergarten/integrated-concepts-and-process-skills-(icps).html)

Suggested

Other Curriculum Resources

- *THINQ Kindergarten: inquiry-based learning in the kindergarten classroom* (TR) (Science Kindergarten):
 - 1.3 What does the inquiry process look like in kindergarten?, pp. 8-9
 - 1.4 How does inquiry differ from a traditional kindergarten program?, pp. 10-12
 - 2.3 What are the best kinds of questions for inquiry?, pp. 25-26
 - Chapter 3 Creating an Inquiry Environment: The context for learning, pp. 42-56
 - The Inquiry Process, p. RE3

Notes

When modelling questions for students, consider those that

- lead to ample information;
- are specific to a particular person, task or topic;
- are open-ended;
- guide new learning; and
- verify and further develop understanding.

Section Three: Specific Curriculum Outcomes

Unit 2: Identity and Belonging

Focus

The intent of this unit is to promote foundational social skills and understandings among students as they begin their formal schooling. Students will experience opportunities to develop their sense of identity and belonging as valued members of their community. This begins with consideration of themselves as unique individuals of with their own interests and characteristics and expands to consider ways which they are similar to and different from others in the immediate environment and wider community. Next, students will also be introduced to the concept of needs and wants, and that materials and resources must be shared and managed responsibly for the benefit of all. Finally, students will develop skills and the use of strategies that promote positive group interactions and conflict resolution.

Outcomes Framework

GCO 1 Civic Engagement – Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

GCO 4 Culture and Diversity – Students will be expected to demonstrate an understanding of culture, diversity, and world view, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

GCO 5 Individuals, Societies, and Economic Decisions – Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

GCO 6 Interdependence – Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

Students will be expected to

- 4.0 demonstrate an understanding of community
- 5.0 understand that all people have needs and wants
- 6.0 demonstrate positive group interactions

SCO Continuum

| Social Studies Kindergarten | Social Studies 1 | Social Studies 2 |
|---|---|--|
| <ul style="list-style-type: none">• demonstrate an understanding of community• understand that all people have needs and wants• demonstrate positive group interactions | <ul style="list-style-type: none">• recognize that social and cultural diversity are features of communities• recognize that respecting rights and responsibilities of community members is mutually beneficial• recognize that people depend on each other to meet their needs and wants | <ul style="list-style-type: none">• investigate changes brought about by individuals and groups• recognize the importance of a variety of occupations and types of work |

Community Membership

Outcomes

Students will be expected to

- 4.0 demonstrate an understanding of community
[GCO 1/4/6]

Cross-Curricular Links

English Language Arts

- SCO 1.2 listen respectfully to experiences and feelings shared by others

Health

- SCO 1.0 identify likes and dislikes
- SCO 5.0 demonstrate respect for self and others
- SCO 13.0 understand that we are all members of a family

Religious Education

- SCO 4.1 demonstrate awareness that celebrations are one way to recognize how people are similar and unique
- SCO 4.2 acknowledge and celebrate that they belong to various groups

SEL

- GCO 1 demonstrate an awareness of one's interests, values and strengths that contribute to a positive self-concept (Self Awareness)
- GCO 7 demonstrate an understanding that all individuals belong and have inherent worth (Social Awareness)

Focus for Learning

Encourage students to see themselves as unique individuals with inherent value and, through interacting with others, learn to appreciate the uniqueness and value of others. The idea of shared characteristics is a foundational concept that helps develop a shared sense of belonging as members of a community.

Students come to kindergarten with a wide range of experiences and backgrounds. Some may already have an understanding of themselves as an individual within a group, having learned to practice patience and the need to share with others. Others may not yet have developed this perspective. Still, others may feel marginalized within a group and be withdrawn. To help develop a sense of community, provide opportunities for students to participate as members of their classroom and school community.

Adapting to the formal school setting is an ongoing process and will take time to develop as students live, learn, and play together in groups. A common starting point may be to help students learn the names of others in their classroom.

Individual Characteristics

Encourage students to see themselves as unique individuals with likes and dislikes, habits, and family backgrounds. Explore a range of characteristics and experiences that form a part of identity at this age (e.g., name, birth date, favourite activities, foods, sports, colours, places, games, songs, and other likes or dislikes).

As students interact with their classmates, they will come to see that there are ways in which they are similar to and different from those around them. Convey to students that these are perfectly acceptable and contribute to their identities as unique individuals. Students should gain an understanding that though they share some characteristics with others and differ in other ways, they are still equal and valued members of their classroom community.

Classroom routines may reinforce the importance of respecting the uniqueness of others. Selecting a Student of the Day or Week, for example, provides an opportunity to highlight each student's unique traits and characteristics in an authentic context. Assigning individual Classroom Helpers, for example, provides students with opportunities to become responsible, learn ways in which they can contribute positively to their class, and develop social and emotional skills.

Continued

Community Membership

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Create a classroom display of the unique traits of students.
- Include titles in the classroom library that represent diverse groups and cultures.
- Use visuals such as large photo cards or digital images to introduce classroom expectations that are respectful of all individuals. Discuss what is observed about the visuals (e.g., listening, sharing, hygiene practising, following classroom norms, “being a good friend”).
- Read aloud *Whoever You Are* and *A Rainbow of Friends* and discuss how the characters are unique.
- Read aloud children’s literature selections that promote acceptance and respect for others.

Students may

- Create a handprint in paint and identify it by printing their name and affixing a photo.

Connection

Teachers may

- Conference with students (individually or in a small group setting) to scribe stories from each about their family.
- Outline each student’s body on paper for them to decorate with found objects (e.g., feathers, pine cones, wool, buttons). Upon completion, students may present their silhouette to the class describing the unique objects used to decorate themselves.
- Read aloud *No Two Alike* and discuss how all people are unique and different and that’s what makes them special.
- Engage students in role play activities to demonstrate respect for others showing expected and unexpected behaviours in various situations (e.g., new student joining the class, engaging in and celebrating family, cultural or other special occasions).
- Facilitate movement games, for example, moving to one location if they like oranges, but another if they dislike oranges. Any foods, colours, sports, activities, interests, etc. can be used.

Resources and Notes

Authorized

K-12 Professional Learning
Newfoundland and Labrador
(www.k12pl.nl.ca):

- Resources: <https://www.k12pl.nl.ca/curr/k-6/soc/social-studies-kindergarten/resources.html>

Supplementary

Social Studies Kindergarten
Children’s Literature

- *Doug the Pug and the Kindness Crew*
- *First Times*
- *I Am Canada: A Celebration*
- *I Can, Too!*
- *I Hope*
- *Journey of the Midnight Sun*
- *Kind*
- *Nibi’s Water Song*
- *One Little Bag: An Amazing Journey*
- *The Little Red Shed*
- *You Are Enough*

Suggested

Other Curriculum Resources

- English Language Arts Kindergarten
 - *Beautiful Stuff*
 - *Willow’s Whispers*
 - *Yoko Writes Her Name*
- Health Kindergarten
 - *A Rainbow of Friends*
 - *Franklin’s New Friend*
 - *I Like Myself*
 - *My Dog is as Smelly as Dirty Socks*
 - *No Two Alike*
 - *The Family Book*
 - *Whoever You Are*

Continued

Community Membership

Outcomes

Students will be expected to

- 4.0 demonstrate an understanding of community**
[GCO 1/4/6]

Cross-Curricular Links

English Language Arts

- SCO 1.2 listen respectfully to experiences and feelings shared by others

Health

- SCO 1.0 identify likes and dislikes
- SCO 5.0 demonstrate respect for self and others
- SCO 13.0 understand that we are all members of a family

Religious Education

- SCO 4.1 demonstrate awareness that celebrations are one way to recognize how people are similar and unique
- SCO 4.2 acknowledge and celebrate that they belong to various groups

SEL

- GCO 1 demonstrate an awareness of one's interests, values and strengths that contribute to a positive self-concept (Self Awareness)
- GCO 7 demonstrate an understanding that all individuals belong and have inherent worth (Social Awareness)

Focus for Learning

Group Characteristics

For most children group identity will focus on family or small friend groups. An understanding of groups, their composition, and membership is essential to help children develop an appreciation of community relationships. In kindergarten, students should recognize that their family and friend groups form part of their community.

Students should develop an understanding that families vary in their composition and traditions (e.g., family size, how special occasions are observed, how music, food, or entertainment are experienced). Explore with students examples of cultural and family diversity that exist locally and in Canada. Discuss similarities and differences among group members to help students understand that diversity exists in all groups. Knowing each person is unique, with their own family practices and celebrations, encourages the development of positive and accepting attitudes towards others – a key part of community-building.

Examples of how concepts from Unit 1 may be integrated into this section include:

- Democratic principles – Vote as a class to choose a group activity.
- Collaboration – Work together to create a display that highlights the names of everyone in the class.
- Promoting positive change – Develop ideas for possible roles as class helper

Examples of prompts that integrate the forms of analysis (Unit 1) include:

- Evidence – *What things make me unique? What things make a classmate unique?*
- Comparison – *In what ways are _____ the same as _____? In what ways are they different?*
- Causality – *How do you feel when you share with a friend?*
- Perspective – *What special occasion or time of year does _____ like best?*

Terms to use

- equal, identity, respect, special, unique, community

By completion of this section, students should understand that they are unique and special as individuals and to respect the uniqueness of others as members of a community.

Community Membership

Sample Teaching and Assessment Strategies

Connection

Students may

- Share photos and videos representing something they like, an interest, sport, or a special memory that contributes to their uniqueness.
- Listen to others describe what makes them unique.
- Take part in a show and share activity to provoke discussion about an artifact or photo that represents something that is important to them or their family.
- Tell a story about themselves that includes things they enjoy (e.g., favourite objects, foods, events, sports, activities). This can be recorded by the teacher and used to complete a class display.
- Create a self-portrait using found objects and materials.
- Use puppets to demonstrate showing respect for others.
- Make sandwiches or pizzas in the kitchen area that use toppings that represent things they like or dislike.

Consolidation

Teachers may

- Create a class book entitled, *We Are Unique*, using stories, photos, crafts and other student products to share with the class and store in the reading corner. Initially, individual pages may be displayed on the wall prior to the book's creation. Additional books can be added or pages updated throughout the year.

Students may

- Display stories, crafts, photos, and other creations on the classroom wall and share them with the class.
- Participate in activities that promote awareness and celebrate the rich diversity of cultures and peoples (e.g., Multiculturalism Week, Orange Shirt Day, Provincial Francophonie Day, World Autism Awareness Day).

Resources and Notes

Authorized

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Newfoundland and Labrador
(www.k12pl.nl.ca):

- Resources: <https://www.k12pl.nl.ca/curr/k-6/soc/social-studies-kindergarten/resources.html>

Supplementary

Social Studies Kindergarten
Children's Literature

- *Doug the Pug and the Kindness Crew*
- *First Times*
- *I Am Canada: A Celebration*
- *I Can, Too!*
- *I Hope*
- *Journey of the Midnight Sun*
- *Kind*
- *Nibi's Water Song*
- *One Little Bag: An Amazing Journey*
- *The Little Red Shed*
- *You Are Enough*

Suggested

Other Curriculum Resources

- English Language Arts Kindergarten
 - *Beautiful Stuff*
 - *Willow's Whispers*
 - *Yoko Writes Her Name*
- Health Kindergarten
 - *A Rainbow of Friends*
 - *Franklin's New Friend*
 - *I Like Myself*
 - *My Dog is as Smelly as Dirty Socks*
 - *No Two Alike*
 - *The Family Book*
 - *Whoever You Are*

Needs and Wants

Outcomes

Students will be expected to

- 5.0 understand that all people have needs and wants [GCO 1/5/6]

Focus for Learning

Explore with students universal economic concepts of needs, wants, and scarcity. An understanding of these ideas develops an awareness of the importance of managing resources, both for themselves and others.

Needs and Wants

Introduce the terms needs and wants and explore relevant examples. It may be helpful to use synonyms (e.g., “I am thirsty and I *have* to drink,” “I would *like* to play on the swings”).

Through discussion, students should begin to consider the fact that while we all have needs and wants, some of our needs and wants may be different. The needs of a family, who lives in a northern region, for example, may include warm winter clothing, shovels, and home heating, while the needs of a family living in a location that is hot all year long may include ample access to water, sunscreen, and lighter clothing.

Students should also consider how people meet their needs and wants. In some cases, people will make their own items using accessible resources (e.g., growing vegetables, knitting a sweater); in other cases people will use money to purchase goods and services. Since money is a common resource, students should consider how money is acquired (e.g., earned by doing something useful or helpful, or given as a gift). Additionally, some needs or wants (e.g., companionship, group membership) may be satisfied through developing relationships and friendships and through sharing with others.

Cross-Curricular Links

Health

- SCO 11.0 identify ways to make friends

Religious Education

- SCO 6.1 demonstrate an appreciation for their immediate environment
- SCO 8.1 recognize how celebrations influence people to respond to the needs of others

SEL

- GCO 4 regulate emotions, thoughts and behaviours (Self-Management)

Scarcity

As students explore needs and wants and how these are satisfied, note that most resources are limited, or scarce. This can be illustrated with common items students use, such as classroom supplies or certain toys, for which there may not always be enough for everyone. Students should understand that scarcity creates inequity among individuals or groups that result in the need to share what we have with others.

The concept of sharing should not be new to students, however, some may struggle in situations when they are asked to share with a classmate, friend, or family member. Where possible, sharing should be practiced throughout the year.

Continued

Needs and Wants

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Have discussions with students around special occasions or birthdays that involve things children want. Differences among student responses can lead to further inquiry.
- Read aloud and discuss selections such as *Last Stop on Market Street* (FDK resources), or *Too Many Toys* (Scholastic). These are examples of selections that depict diverse backgrounds, or the possibility of having more than what one might be able to use.
- Provide students with a range of items (or pictures of items) and have them sort these into two groups: needs or wants. To help guide discussion and student sorting, use questions such as:
 - *What are things we all want?*
 - *What are things we all need?*
 - *What do we need to live?*
 - *What do we want to have fun?*

Students may

- Share moments when they needed to replace an item because it was no longer useable (e.g., a new coat because their old one is too small).
- List things they would like (want) for a birthday or special occasion.
- Talk about times they got things for a birthday or special occasion because they needed them.
- Bring an item for show and share and explain why it is a need or a want. Alternatively, students can suggest whether an item is a need or a want and explain their choice.

Connection

Teachers may

- Set up play stores (e.g., grocery stores, pet stores, bookstores, toy stores, and clothing stores) and incorporate them into a home area/kitchen area for student use.
- Establish that there are particular supplies that are for communal use (e.g., a small number of glue sticks in a basket). Whenever students make use of these supplies at their tables or centres, they must share with others, as there will not be enough for everyone.
- Prompt students to suggest why it is important to share communal supplies, and to look after them. This can lead to opportunities for students to practice problem-solving skills.

Resources and Notes

Authorized

K-12 Professional Learning
Newfoundland and Labrador
(www.k12pl.nl.ca):

- Resources: <https://www.k12pl.nl.ca/curr/k-6/soc/social-studies-kindergarten/resources.html>

Supplementary

Social Studies Kindergarten
Children's Literature

- *Be a Good Ancestor*
- *Doug the Pug and the Kindness Crew*
- *I Can, Too!*
- *I Hope*
- *Nibi's Water Song*
- *One Little Bag: An Amazing Journey*
- *To Change the Planet*

Suggested

Other Resources

- *Something from Nothing*, by Phoebe Gilman
- *The Last Stop on Market Street*, by Matt de la Pena
- *Too Many Toys*, by David Shannon

Continued

Needs and Wants

Outcomes

Students will be expected to

5.0 *understand that all people have needs and wants*
[GCO 1/5/6]

Cross-Curricular Links

Health

- SCO 11.0 identify ways to make friends

Religious Education

- SCO 6.1 demonstrate an appreciation for their immediate environment
- SCO 8.1 recognize how celebrations influence people to respond to the needs of others

SEL

- GCO 4 regulate emotions, thoughts and behaviours (Self-Management)

Focus for Learning

Resource Management

The term “resource management” is not one that kindergarten students should be expected to use, however encourage them to see the importance of looking after what they have. Whether scarce or plentiful, use of a resource over time can result in it being damaged or lost, and at times it may not be possible to replace it.

Encourage students to consider the durability of common resources (e.g., a bicycle is sturdy and can be regularly ridden, a block structure can be easily toppled). Students may also compare how long certain resources last (e.g., food items must be consumed relatively quickly to avoid spoiling, other items like a soccer ball do not have this issue). Finally, help students understand that a cost is usually associated with replacing an object, making it a difficult decision, and that there may be times when a replacement cannot be found, meaning they may have to do without.

♥ *Note: Students come from a range of socio-economic backgrounds. Take care to use examples that will not leave some students feeling uncomfortable.*

Examples of how concepts from Unit 1 may be integrated into this section include:

- Democratic principles – Taking turns so that everyone can enjoy an item or experience.
- Collaboration – Work together to figure out how to best share an item.
- Promoting positive change - Demonstrate and practice caring for classroom resources.

Examples of prompts that integrate the forms of analysis (Unit 1) include:

- Evidence – *What things in our classroom are needs?*
- Comparison – *What things do you want? What things does _____ want?*
- Causality – *What might happen if we _____?*
- Perspective – *If we break something that belongs to someone else, how might they feel?*

Terms to Use

- need, scarce, share, want

By the completion of this section, students should understand that it is important to look after their own items and those used communally.

Needs and Wants

Sample Teaching and Assessment Strategies

Connection

Students may

- Make lists of things they need or want at the store. They can use play money or debit cards to purchase items themselves during time spent at play stores.
- Collaboratively compile a class book of photos or illustrations showing students with items they consider needs or wants.
- Participate in the setup of classroom centres. This can involve planning the centre and what is needed there, how many of a given item should be included, and managing material cleanup.
- List items from the communal supplies that need to be replaced (i.e., broken, used up, lost).

Consolidation

Teachers may

- Ask students to suggest ways to ensure others have the things they need or want. This may include involvement with community groups or organizations.
- Notice and name occurrences of students playing, sharing, or working together in groups.
- Invite representatives of a local organization that addresses issues of inequity (e.g., food bank, toy drive) to visit the class and discuss their work.
- Take students on a field trip to a local food bank or organization that addresses issues of inequity to see how they operate.
- Revisit during class discussion items that were purchased at the play store and discuss how money was allotted or spent. Share shopping lists with the whole group.

Students may

- Plan, with teacher guidance, a class project that addresses local issues of inequity and focuses on sharing of resources (e.g., plan a food bank or a winter clothing drive).
- Plan, with teacher guidance, a special day to celebrate class accomplishments or a special event. Students can consider what things they need for this, or what things they want for this. Additionally, they can consider how much of an item is needed or wanted.
- Collaborate to achieve a common goal (e.g., maintaining the writing centre over a series of days in order to achieve the goal of adding a new set of stamps to the centre).

Resources and Notes

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- *To Change the Planet*

Suggested

Other Resources

- *Something from Nothing*, by Phoebe Gilman
- *The Last Stop on Market Street*, by Matt de la Pena
- *Too Many Toys*, by David Shannon

Positive Group Interactions

Outcomes

Students will be expected to

- 6.0 demonstrate positive group interactions
[GCO 1/6]

Cross-Curricular Links

English Language Arts

- SCO 3.1 demonstrate an awareness of social conventions

Health

- SCO 15.0 develop an awareness of one's responses to conflict
- SCO 16.0 use strategies to manage emotions, behaviour impulses and conflict

SEL

- GCO 8 understand that social and ethical norms in home, school and community are relevant to culture (Social Awareness)
- GCO 10 demonstrate the ability to build, maintain and restore relationships (Relationship Skills)

Focus for Learning

Students should build on their understanding of community and collaboration through an exploration of the nature of groups and how to contribute positively as a group member.

Many children will have some experience with being members of a group, however, this experience will not be the same for everyone. For some, becoming a member of a group will appear natural, while others may find the experience challenging. Learning to function as part of a group requires children to adapt to group norms or rules, and develop collaborative skills that help them feel valued as contributing members. Provide ongoing guidance to help students make the most of group experiences, while being sensitive to their needs.

Revisit this section as you monitor student progress in the development of attitudes, skills, and values that facilitate group interactions.

Group Membership

Students will have some experience with groups, whether these be family and friendship-related or associated with clubs, sports programs, or other activities. To help students identify groups to which they belong, notice and name when students are working as part of a group or discussing group-based activities (e.g., groups at learning centres, recreational activities, language areas).

There are two types of groups, based on reasons for their formation:

- Formal groups – established for a particular structural purpose (e.g., classroom, sporting team); and
- Informal groups – based around social activities or interests (e.g., friendship or activity-centered groups).

Group Rules and Norms

When interacting in groups, it is not uncommon for some actions to have negative impacts on others. In kindergarten, for example, pushing may occur as children move about the room. Rules or group norms are developed to limit, or prevent negative interactions, and promote safety. Regularly address norms and rules for groups to which students may belong:

- Norms refer to behavioural expectations that help groups function effectively. Foundational group norms include kindness and fairness. To help students understand group behavioural expectations, encourage them to consider how, in a given situation, they would want to be treated by others.
- Rules refer to group expectations that are designed to promote safety by preventing potentially harmful behaviours. While students are not expected to distinguish between rules and norms, they should provide examples of rules, such as “hands and feet to self”, or “walk in the hallways”.

Where appropriate, prompt students to explore why a norm or rule exists. Additionally, students may consider the purpose of other rules that exist in the wider community.

Continued

Positive Group Interactions

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Initiate discussion about groups by explaining that the children now belong to a school group and a class group.
- Establish fluid groups within the classroom based on group conversations and expressions of student interests (e.g., Kind and Caring Committee, Recycling Team, Block Builders, Art Creators, Tidy Team).
- Read aloud and discuss *Our Class is a Family*.

Students may

- Share groups of which they are apart by considering their interests and related activities. This may be done through drawing or scribed dialogue.

Connection

Teachers may

- Establish group norms and rules within groups as they form in the classroom and school environment.
- Invite guest speakers, organize field trips, or have students participate in activities related to the work of a variety of school or community groups.

Students may

- Participate in conversations and contribute to problem-solving as issues or disputes arise in their groups.
- Describe the groups they are a part of outside of school and how they participate in these groups.

Consolidation

Teachers may

- Allow various classroom groups space and time to display their work and ideas related to a range of topics throughout the year.
- Prompt students to suggest why people choose to join or not to join groups and why it is okay to leave groups or join later.
- Display norms and rules around the classroom for regular review with students. Encourage them to reflect upon their own behaviours.

Resources and Notes

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- *Kind*
- *The Little Red Shed*
- *To Change the Planet*
- *You Are Enough*

Suggested

Other Resources

- *A Family is a Family is a Family*, by Sara O'Leary
- *Happy in Our Skin*, by Fran Manushkin
- *Mixed: A Colorful Story*, by Arree Chung
- *Our Class is a Family*, by Shannon Olsen
- *Stick and Stone*, by Beth Ferry
- *Why Am I Me?*, by Paige Butt

Continued

Positive Group Interactions

Outcomes

Students will be expected to

6.0 demonstrate positive group interactions
[GCO 1/6]

Cross-Curricular Links

English Language Arts

- SCO 3.1 demonstrate an awareness of social conventions

Health

- SCO 15.0 develop an awareness of one's responses to conflict
- SCO 16.0 use strategies to manage emotions, behaviour impulses and conflict

SEL

- GCO 8 understand that social and ethical norms in home, school and community are relevant to culture (Social Awareness)
- GCO 10 demonstrate the ability to build, maintain and restore relationships (Relationship Skills)

Focus for Learning

Preventing and Resolving Conflict

As students engage in groups, they should begin to become aware of their own actions and how these actions affect others. Regularly monitor student behaviour in relation to classroom and school norms. Use positive reinforcement, as children learn and begin to adapt their behaviour to meet clearly stated expectations.

When conflict arises within a group, it is important that students develop skills that help them address the issue. If conflict arises in a class centre, for example, guide students in proposing or developing rules that might prevent the issue from occurring again. The goal is for students work together and collaborate to propose a response that is effective and realistic; thus developing age-appropriate critical and creative thinking skills.

Examples of how concepts from Unit 1 may be integrated into this section include:

- Democratic principles – Explain why it is helpful to follow rules.
- Collaboration – Work with others to suggest helpful rules for the school or classroom.
- Promoting positive change – What can we do to get along better as a class?

Examples of prompts that integrate the forms of analysis (Unit 1) include:

- Evidence – *What groups am I a part of?*
- Comparison – *What can you do when playing soccer that you can't do in class?*
- Causality – *Why do we form groups?*
- Perspective – *How might someone else feel if we don't follow rules?*

Terms to Use

- conflict, cooperate, group, rules

By the completion of this section, students should understand that group membership involves working together for a common purpose.

Positive Group Interactions

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Reflect on and discuss their experiences within participating groups. Additionally, they can consider norms that are important for their groups to work well together.
- Reflect on the groups in which they participate outside of the classroom and their experiences within these groups. They can consider the norms that are important for these groups and discuss how they may be alike or different from group norms within the classroom.

Resources and Notes

Authorized

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Suggested

Other Resources

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- *Happy in Our Skin*, by Fran Manushkin
- *Mixed: A Colorful Story*, by Arree Chung
- *Our Class is a Family*, by Shannon Olsen
- *Stick and Stone*, by Beth Ferry
- *Why Am I Me?*, by Paige Butt


Section Three: Specific Curriculum Outcomes

Unit 3: Time

Focus

Two important concepts in social studies are continuity and change. This unit provides opportunity for students to increase their awareness of the passage of time and how it is marked through use of language. Additionally, students will engage with goal-setting within individual and group contexts and planning for achievement of these goals through step-by-step processes.

Outcomes Framework



GCO 8 Time, Continuity, and Change – Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Students will be expected to

7.0 demonstrate an awareness of the passage of time.

SCO Continuum

| Social Studies Kindergarten | Social Studies 1 | Social Studies 2 |
|---|---|---|
| <ul style="list-style-type: none">• demonstrate an awareness of the passage of time | <ul style="list-style-type: none">• recognize that features of the local community change over time• identify changes that occur in how people interact within communities | <ul style="list-style-type: none">• investigate changes that influence people's lives• identify how the nature of work has changed over time |

Passage of Time

Outcomes

Students will be expected to

- 7.0 demonstrate an awareness of the passage of time [GCO 8]

Focus for Learning

Students should increase their awareness of the passage of time through use of language and thinking in terms of short- and long-term goal-setting.

Communicating the Passage of Time

There are many ways we reference time, including specific terms used on a regular basis. Help students develop a working understanding of language used to mark the passage of time through modelling and noticing and naming usage (i.e., day, week, month, year, morning, afternoon, evening, night, yesterday, today, and tomorrow).

Make the passage of time as concrete as possible, wherever appropriate. A classroom schedule, for example, can be a visual way to note and reinforce when activities take place, record daily weather conditions, and mark special occasions throughout the year. As student understanding of numbers and their use grows, they will find it easier to communicate the passage of time accurately and effectively. As such, this expectation can be reinforced through other program areas, such as language arts, mathematics, and science.

Documentation of time-related references can be used to highlight continuity and change. Encourage students to note, for example, the consistent timing of school bells or bussing, and additionally, changes that occur in seasonal weather patterns or the time it takes for certain plants to grow.

Cross-Curricular Links

Health

- SCO 27.0 understand ways to solve a problem

Mathematics

- KPR1 demonstrate an understanding of repeating patterns

Science

- SCO 9.0 detect consistency and pattern in objects and events

SEL

- GCO 5 set and work toward personal and learning goals (Self-Management)

Short- and Long-Term Goal-Setting

Help students develop their sense of time and its scale (e.g., the length of a day as compared to a week) through goal-setting and planning. In kindergarten, the intent is not for students to develop formal or elaborate, multi-step plans, but rather to gain experience managing their use of time for the purpose of achieving goals.

Goals should be short- or long-term, age appropriate and easy for students to understand (e.g., set a short-term goal of building a particular type of block structure or completing a craft, set the long-term goal of being able to ride a bike). Goals may be realized individually or as part of a group.

Some goals may require multi-step planning in order for students to achieve them. While it is not expected that students develop and work through these plans independently, they should explore this process with the support of teacher modeling in a group setting. In this way, students can gain some early experience in this process upon which they can later build.

Continued

Passage of Time

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Take photos of each student at different times throughout the year to help them see changes that have occurred over time.
- Read aloud *When I Was Little: A Four Year-Old's Memoir of Her Youth*, and *And Then It's Spring* and discuss how the passage of time is apparent in these titles.
- Display a visual schedule to guide students through the passage of time during the school day (e.g., before, after, later).

Students may

- Initiate an inquiry based on interests or naturally occurring events that change over time (e.g., planting a seed, seasonal changes).

Connection

Teachers may

- Include references to time in daily conversations and interactions with students (e.g., when things are happening, when they have happened, when they will happen).
- Explore with students a range of cause and effect relationships that can be observed through daily experiences:
 - *Yesterday we forgot to water this plant, so today the leaves are wilted.*
 - *The plant's leaves are wilted now, so we will water the plant and tomorrow the leaves will perk up.*
- Use a calendar to show special days that are important to the class (e.g., someone's birthday, a class field trip). Revisit this regularly to help students gain a sense of the passage of time (e.g., noticing the decrease in number of days until a particular event occurs).
- Throughout the school year, count each school day as it occurs until reaching the 100th day, then count down until the end of the school year.
- Set a timer to show the length of a particular activity in the school day.
- Model language in everyday conversations and interactions with students that indicates a sequence of events (e.g., yesterday, today, tomorrow, morning, afternoon, evening, earlier, now, later, first, next; before, after).
- Document growth and change noted by students throughout the year (e.g., measuring their height, first day of kindergarten versus the last, recording skill development, something they can do now that they could not do when they first joined the class).

Resources and Notes

Authorized

K-12 Professional Learning
Newfoundland and Labrador
(www.k12pl.nl.ca):

- Resources: <https://www.k12pl.nl.ca/curr/k-6/soc/social-studies-kindergarten/resources.html>

Supplementary

Social Studies Kindergarten
Children's Literature:

- *Be a Good Ancestor*
- *First Times*
- *I Can, Too!*
- *Journey of the Midnight Sun*
- *One Little Bag: An Amazing Journey*
- *To Change the Planet*

Suggested

Other Resources:

- *And Then It's Spring*, by Julie Fogliano
- *And Then the Seed Grew*, by Marianne Dubuc
- *When I Was Little: A Four-Year-Old's Memoir of Her Youth*, by Jamie Lee Curtis

Continued

Passage of Time

Outcomes

Students will be expected to

7.0 demonstrate an awareness of the passage of time [GCO 8]

Cross-Curricular Links

Health

- SCO 27.0 understand ways to solve a problem

Mathematics

- KPR1 demonstrate an understanding of repeating patterns

Science

- SCO 9.0 detect consistency and pattern in objects and events

SEL

- GCO 5 set and work toward personal and learning goals (Self-Management)

Focus for Learning

Examples of how concepts from Unit 1 may be integrated into this section include:

- Democratic principles – Take turns recording daily weather conditions for the class.
- Collaboration – As a group, work together to compile examples of short-term and long-term goals.
- Promoting positive change – Develop a plan to improve something about the classroom (e.g., display, organization, rules for sharing at different centres).

Examples of prompts that integrate the forms of analysis (Unit 1) include:

- Evidence – *What can we use to help us know what we looked like when we were very young?*
- Comparison – *How are you different today from when you were two years old? How are you the same?*
- Causality – *What do we need to do to be ready to go on a field trip?*
- Perspective – *How did you feel about starting school this year? How do you feel about school now?*

Terms to Use

- day, week, month, year;
- morning, afternoon, evening, night;
- after, before, first, next, soon, earlier, later;
- yesterday, today, tomorrow;
- goal.

By the completion of this section, students should understand that the passage of time can be referenced in a variety of ways and this can help us organize what we plan and do.

Passage of Time

Sample Teaching and Assessment Strategies

Connection

Teachers may

- Make reference to age when interacting with students (e.g., *How old are you? How old are your siblings? Who in your family is younger than you? Who in your family is older?*).
- Use authentic daily experiences as opportunities to discuss when things will happen or how long students will have to wait for something to occur.

Students may

- With teacher guidance, set goals for a project and document related steps, individually or as a class, using timelines that include days of the week, numbers, photos, drawings, or text (i.e., scribed dialogue or student writing). Display timelines on the wall so children can see them being constructed and note the sequence of events.

Consolidation

Teachers may

- Create a binder or portfolio to document individual student growth (e.g., writing samples, photos, artwork).
- Revisit regularly with students documentation that is displayed around the classroom associated with change over time and, where appropriate, model using language that references the passage of time.

Students may

- Create digital stories or books that document projects occurring over a period of time.
- Self-select and discuss specific pieces that they want to include in their portfolios that show their progress in particular areas or skill development.
- Create a timeline to show their growth from birth to present.
- Create a book or journal entry of things they have learned in kindergarten that they could not do before they started school.

Resources and Notes

Authorized

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Newfoundland and Labrador
(www.k12pl.nl.ca):

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Suggested

Other Resources:

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- *When I Was Little: A Four-Year-Old's Memoir of Her Youth*, by Jamie Lee Curtis


Section Three: Specific Curriculum Outcomes

Unit 4: Place

Focus

An understanding of place and developing spatial awareness are key geographic concepts addressed in this unit. Students will begin by identifying natural and human features of their community and communicating spatial relationships using relational and directional language. Additionally, students will use and begin to create their own simple maps to represent familiar places.

Outcomes Framework



GCO 7 People, Place, and Environment – Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

Students will be expected to

8.0 demonstrate the an awareness of place and spatial relationships

SCO Continuum

| Social Studies Kindergarten | Social Studies 1 | Social Studies 2 |
|---|--|---|
| <ul style="list-style-type: none">• demonstrate the an awareness of place and spatial relationships | <ul style="list-style-type: none">• recognize that local, national, and global environments have natural and human features• identify ways people interact with and depend upon the environment | <ul style="list-style-type: none">• demonstrate an understanding of environmental change• describe how people's interactions with the environment have changed over time |

Awareness of Place

Outcomes

Students will be expected to

- 8.0 demonstrate an awareness of place and spatial relationships [GCO 7]

Focus for Learning

The purpose of this section is to provide students with an introductory understanding of place and to foster an awareness of this in their own lives. This will be achieved through exploration of features within the local community, use of language, and representing place by means of symbols and maps.

Natural and Human Features of the Environment

Students may already be familiar with a variety of physical features that comprise the local environment:

- Natural features include those formed by natural processes, usually over a long period of time. Examples include landforms (e.g., plains, mountains, valleys), water forms (e.g., rivers, lakes, oceans), and ecosystems (e.g., forests, tundra).
- Human features are those that are usually unmovable and have been constructed by humans to meet a particular need or want. Examples may include houses, shops, roads, bridges, farms, parks, and ditches.

Provide students opportunities to identify features as natural or human when prompted. Examples should focus on those that are local in nature, building upon students' familiarity with their community.

Communicating Spatial Relationships

A common way to identify a specific location is through reference to relative position. Relative position is stated using relational terms (e.g., "Zaid's house is next to the playground", "Juan's house is across the street from Sadiya's house").

Students are expected to understand and use the following relational or directional terms:

- close to, far from;
- front, back, behind;
- left, right, beside;
- next to, across from; and
- up, down, top, bottom.

Using or Creating Simple Maps

To help students develop spatial awareness, provide experiences with spatial representations. A range of resources may be used to support this learning (e.g., photographs, paintings, sketches, satellite images, manipulatives), however, maps should be a primary focus.

Cross-Curricular Links

English Language Arts

- SCO 2.5 give directions with more than one step
- SCO 2.6 follow directions with more than one step

Mathematics

- KSS1 use direct comparison to compare two objects based on a single attribute

Science

- SCO 8.0 develop vocabulary and use language to bring meaning to observations

Continued

Awareness of Place

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Reference a resource such as Google Earth, a globe, or a map of the community or country to locate specific locations when places are discussed in current happenings around the world or in students' daily lives.
- Examine with students the classroom fire escape route that should be followed in the event of a fire emergency or practice drill. This is an opportunity to reference relational language as the class discusses directions.
- Present a variety of authentic local maps as text selections and post these in learning areas of the classroom. Samples may include local tourist attractions, community parks, familiar walking trails, etc.
- Name and discuss the use of particular signs (e.g., exit signs, street signs, and directional signs) that students will encounter during daily activities.
- Model relational and directional language in authentic contexts, such as moving forward and backward, in front of and behind, right and left and lining up to move outside the classroom.
- Select and use sections of the text *Follow That Map* to discuss the nature of landmarks and their importance in our surroundings.

Students may

- Create maps of familiar places, such as the classroom, school, their house, backyard, or school yard.
- Create a concrete model of places they are familiar with at school or in their community.
- Work together in small groups to create a treasure map, using appropriate symbols to represent natural and human features.
- Play Simon Says using directional and relational language.

Connection

Teachers may

- Encourage students to construct a specific place (e.g., a farm) at the building centre. Ask them where things and places are located. Incorporate writing materials into the building centre, so that children may construct signs, symbols and directional arrows themselves and place these appropriately. Photographs or drawings of their creations can be posted in the centre, so children can revisit these at a later time.
- Provide students with a class mascot or special visitor to take home for a weekend adventure. A journal may accompany the visitor, so that the student can record (with an adult's help) specific locations and events experienced over the weekend.

Resources and Notes

Authorized

K-12 Professional Learning
Newfoundland and Labrador
(www.k12pl.nl.ca):

- Resources: <https://www.k12pl.nl.ca/curr/k-6/soc/social-studies-kindergarten/resources.html>

Supplementary

Social Studies Kindergarten
Children's Literature

- *Be a Good Ancestor*
- *I Am Canada: A Celebration*
- *Journey of the Midnight Sun*
- *One Little Bag: An Amazing Journey*
- *The Little Red Shed*
- *To Change the Planet*

Suggested

Other Resources

- *Follow That Map: A First Book of Mapping Skills*, by Scot Ritchie
- *Look Where We Live!: A First Book of Community Building*, by Scot Ritchie
- *My Canada: An Illustrated Atlas*, by Katherine Dearlove
- *Rosie's Walk*, by Pat Hutchins
- *We're Going on a Bear Hunt* by, Michael Rosen
- *We're Going on a Nature Hunt*, by Steve Metzger

Continued

Awareness of Place

Outcomes

Students will be expected to

- 8.0 demonstrate an awareness of place and spatial relationships**
[GCO 8]

Focus for Learning

While using or creating simple maps, students will likely have difficulty with scale and accurately referencing or representing real world places. The intent is to build students' understanding of spatial relationships, therefore accuracy should not be expected until students have gained sufficient experience.

Maps often make use of signs and symbols to show the location of natural and human features. Invite students to suggest shapes or colours that can be used to represent features on a map. Where possible, including features and locations within the local community environment (e.g., school, playground, forested areas, farmer's field, wharf, shopping centre) will help students draw connections between a physical form and what might appropriately represent that form on a map. Regardless of the chosen location, it should be familiar to students. (Note: students may have experience creating representations through imaginative play, but will require teacher guidance or prompting if attempting to represent an actual place).

Any simple maps used or constructed should avoid elements that may cause confusion or introduce undue difficulty for students (e.g., grid lines, lines of latitude or longitude, contour lines depicting elevation).

Examples of how concepts from Unit 1 may be integrated into this section include:

- Democratic principles – Take turns identifying natural and human features in the community.
- Collaboration – Work together to create symbols to be used on a map.
- Promoting positive change – When prompted, give directions to a particular location.

Examples of prompts that integrate the forms of analysis (Unit 1) include:

- Evidence – *What symbols did we use to create our map?*
- Comparison – *How are natural and human features similar? How are they different?*
- Causality – *Why do we use maps?*
- Perspective – *What features do you pass on your way to school? What features does a friend pass on their way to school?*

Terms to Use

- across from, back, behind, beside, bottom, close to, down, far from, front, human feature, left, natural feature, next to, right, symbol, top, up

By completion of this section, students should understand that there are different ways to refer to the natural and human features of our communities.

Cross-Curricular Links

English Language Arts

- SCO 2.5 give directions with more than one step
- SCO 2.6 follow directions with more than one step

Mathematics

- KSS1 use direct comparison to compare two objects based on a single attribute

Science

- SCO 8.0 develop vocabulary and use language to bring meaning to observations

Awareness of Place

Sample Teaching and Assessment Strategies

Connection

Students may

- Participate in a detective walk in the school to search for signs and symbols that are posted to help people find specific locations. Examples may be captured and shared to initiate discussion.
- Contribute their ideas about special places and locations that are meaningful to them during sharing time. Teachers may record their dialogue and encourage students to draw or bring photos of these places to class.
- Use coding robots to practice giving and following directions to reach a specific location on a grid.
- Attend a field trip to a place of interest. They can notice and discuss the uniqueness of different places, including observed human and natural features.

Consolidation

Teachers may

- Create a book or presentation featuring student contributions of photos, drawings, and writing about students' favourite places and locations.

Students may

- Create oral language rhymes such as, 'Location, location, where could I be? I'm on the playground and next to a tree.' Student-generated rhymes may be recorded and compiled as a class book or video-clip.
- Hide an object for others to find in a specific location. Clues can be used from student generated rhymes or simple directions (e.g., ten steps forward).
- Work with an adult to create a fire drill route map for their home.
- Set up an obstacle course and code a coding robot to go through it.
- Work in groups to create directions to a hidden treasure in the classroom, school, or school yard.

Resources and Notes

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September 2023
ISBN: 978-1-55146-753-5