

# **LOCALLY DEVELOPED COURSE**

## **ESL INTRODUCTION TO SOCIAL STUDIES LEVELS 2 AND 3 GRADES 7, 8, 9**

Calgary Board of Education

2008



## **ACKNOWLEDGEMENTS:**

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# **ESL SOCIAL STUDIES (LEVELS 2 AND 3)**

## **GRADES 7, 8, 9**

### **Board Motion**

The Board of Trustees approved this course for use in Calgary Board of Education by Board Motion on May 20, 2008. (Attachment)

### **Implementation Date**

September 1, 2008 to August 31, 2011

### **Philosophy and Rationale**

A significant number of English as a Second Language (ESL) students enter the Calgary Board of Education with such limited language proficiency, limited knowledge of Canada, and limited understanding of Social Studies concepts and skills that they are unable to fully participate in the Alberta Program of Studies for Social Studies at the Junior High level.

ESL students face language-related difficulties in Social Studies due to the use of extensive subject specific vocabulary and the complexity of the discourse, grammatical structures, language functions and thinking skills required. Another difficulty that ESL students from other educational backgrounds face is that they may lack prior cultural knowledge upon which an understanding of Canadian identity and citizenship is built. In particular, because they have not lived in Canada and attended Canadian schools, they lack knowledge of Canadian geography, history, social structures, and government. The Learning Outcomes focus on high-priority knowledge, skills, and attitudes of earlier grades, and deliberately mirror curriculum from the Elementary and Junior High Program of Studies. Students at Levels 2 and 3 language proficiency require specially-designed content-based language instruction which prepares them to enter “mainstream” classes. They require explicit instruction in specific vocabulary, structures and discourse patterns associated with the academic “ways of thinking” required in the Social Studies Program of Studies. The intent of this course is to provide the pre-requisite background knowledge of Canada, to address explicit and implicit cultural values and to offer instruction in the language, skills and approach of the Alberta Social Studies Program of Studies for students to be successfully integrated into Social Studies 7, 8 and 9.

The instructional approach will:

- Build background knowledge of Canada and its place in the world
- Provide explicit instruction in oral skills, vocabulary, grammar, and discourse
- Focus on the basic knowledge, skills and attitudes needed to be responsible citizens
- Use themes which help students understand relationships among self, community and society

- simultaneously develop communicative and academic language skills and conceptual content knowledge
- Use resources, devices and techniques that give meaning to abstract concepts
- Engage students in authentic collaborative and interactive classroom activities that model Canadian classroom expectations and democratic processes
- Enhance critical thinking skills necessary for decision making and problem solving in a complex and diverse country
- Use modified and adapted content that makes Social Studies content accessible to language learners
- Deliberately focus on learning and literacy strategies
- Use activities and simulations that help students connect personal experience and world events

Programming of ESL students in this course should be based on the following guidelines.

- Once a student has achieved the outcomes of this course, regardless of the time of year, he/she should be transitioned into the grade appropriate Social Studies Program of Studies where he or she would need continued support through differentiated instructional practices.
- Junior High schools within the Calgary Board of Education have diverse ESL populations requiring diverse models of program delivery. This course provides the framework for an ESL “self-contained class” as described in Alberta Education’s ESL Guide to Implementation (K-9): <http://education.alberta.ca/media/507659/eslkt09gi.pdf> . At 100 hours, this course has been designed to replace, for all or part of a school year, a Social Studies class. However, this course can also be divided into three 37.5 hour sections to be used as an ESL option or adjunct class. Alternatively, this course could also be used for programming and reporting purposes for teachers who wish to modify their program for students within their mainstream classroom setting.
- This course should be offered to students in grades 7, 8 and 9 with similar language learning needs, regardless of grade level, since its focus is on language acquisition. This cross-grade organization of the class is described in Alberta Education’s ESL Guide to Implementation (K-9). It states, “Self-contained programs are typically across two or three grades working together for all or part of the school day.”

### **Credit Allocation / Instructional Hours**

This course is designed to be flexibly offered, depending on the schools’ organization or students’ needs. It may take from one to three thematic modules to provide the requisite skills and background.

Level 2  
 Full year = 100 hours  
 One module = 37.5 hours

Level 3  
 Full year = 100 hours  
 One module = 37.5 hours

## Pre-Requisites

### Level 2

No prerequisite.

### Level 3

Students in the Level 3 (intermediate program) should have basic communication skills as measured through their mastery of the Level 2 ESL Benchmark descriptors.

## Learner Outcomes

### General Learner Outcomes

Students will:

General Outcome 1	Demonstrate the personal traits and behaviors underlying the dimensions of thinking critically, creatively, historically, geographically and cooperatively for decision making and problem solving
General Outcome 2	Engage in purposeful inquiry procedures and research processes
General Outcome 3	Communicate basic knowledge and concepts of Canadian and world history, geography and government
General Outcome 4	Demonstrate expressive and receptive language skills appropriate for Social Studies text and media

### Specific Learner Outcomes

**General Outcome 1: Demonstrate the personal traits and behaviors underlying the dimensions of thinking critically, creatively, historically, geographically, and cooperatively for decision making and problem solving.**

<b>Specific outcomes (the student will...)</b>	<b>2</b>	<b>3</b>
Demonstrate awareness of the diversity of languages and cultures represented in the school and local community	√	
Demonstrate awareness of the diversity of languages and cultures represented in Canada (city, province, country)		√
Be familiar with the traditions, concepts and symbols of Canadian identity (flag, anthem, observances and holidays)	√	
Be familiar with the traditions and concepts of democracy and responsible citizenship (elections, government processes)		√
Appreciate the rights, privileges and responsibilities of Canadian citizenship		√
Be familiar with patterns associated with Canadian diversity (e.g. FNMI and founding nations, immigration )	√	√
Compare and contrast social and economic structures within selected cultural groups (e.g. The Ainu within Japan : The Inuit within Canada)		√

<b>Specific outcomes (the student will...)</b>	<b>Outcome 1, cont'd</b>	<b>2</b>	<b>3</b>
Be familiar with topical current events (local, provincial, national and international)		√	√
Examine controversial issues in current events to identify and evaluate multiple points of views and suggest alternative solutions			√
Compare and contrast elements of Canadian culture to American culture and/or to one's home culture		√	√
Explore one's personal identity as influenced by membership in various cultural groups		√	√
Participate in collaborative learning tasks and contribute to group projects		√	√
Investigate social participation efforts such as social action or community projects (e.g. Ducks Unlimited, Aga Khan Foundation)			√
Create personal historical narratives		√	
Compare and contrast historical narratives and identify reasons for similarities and differences			√
Explain the sequence, correlations and causes and effects of selected historical events in one's own country			√
Construct and interpret information presented in maps and other visual forms to understand places and people of Canada		√	
Create and interpret thematic maps to analyze economic, historical and political issues			√

**General Outcome 2: Students will engage in research processes and purposeful inquiry**

<b>Specific outcomes (the student will...)</b>	<b>2</b>	<b>3</b>
Locate, extract and organize key facts from informational texts designed or adapted for beginning English Language Learners	√	
Locate, extract and organize information from adapted and authentic resources		√
Contrast information from different sources, identifying differences in presentation and point of view		√
Select and identify information sources	√	
Identify sources in correct bibliographical style		√
Use models for problem solving and decision making (e.g. PMI charts, if/then strategies)	√	√
Use the skills of skimming and scanning to find main ideas and factual support	√	√
Organize, interpret and present information in a variety of formats (maps, charts, tables, graphic organizers, etc.)	√	√
Organize and synthesize information gathered from a variety of sources by using tools such as spreadsheets or electronic webbing		√
Generalize topic sentences and theme statements from information	√	√
Express opinions and present perspectives and information in a variety of forms, such as oral or written presentations, speeches or debates		√
Develop and express an informed position on an issue that is supported by information gathered through research		√
Reflect on and describe the processes involved in completing a project	√	√

<b>Specific outcomes (the student will...)</b>	<b>Outcome 2, cont'd</b>	<b>2</b>	<b>3</b>
Describe how an idea is altered as a result of gathering information (e.g. using KWL charts, anticipation charts, etc.)			√
Listen to classmates' discussions or short media presentations and paraphrase the content and perspective		√	√
Outline diverse perspectives regarding an issue presented in the media (e.g. the pros and cons of resource development, opinions about immigration policy)			√
Distinguish between facts and opinions, and recognize bias			√

**General Outcome 3: Students will communicate basic knowledge and concepts of Canadian and World history, geography and government.**

<b>Specific outcomes (the student will...)</b>	<b>2</b>	<b>3</b>
Name and describe common Canadian pastimes, attractions, flora and fauna	√	√
Describe historical lifestyles of selected Aboriginal groups prior to settlement	√	
Provide reasons for the exploration and settlement of Canada	√	
Explain the impact of European settlement on First Nations	√	
Explain the influence of the founding nations (Aboriginal, British and French) as inherent to Canada's culture and identity		√
Identify and describe selected historic sites and monuments	√	
Identify key personalities in Canadian events	√	√
Identify and explain key events in Canada's history that determined Canadian identity (settlement, British/French influences and conflicts, Confederation and expansion of provinces, World Wars)		√
Describe the structure and roles of the three levels of government		√
Summarize the content and impact of key constitutional documents (BNA Act, Constitution, Charter of Rights and Freedoms)		√
Label and interpret maps with basic features of Alberta geography (cities, towns, water bodies, natural regions, resources, etc.)	√	
Label and interpret maps of Canada (physical features, provinces and territories, capitals, economic and demographic representations)	√	√
Show how geographical conventions help explain global phenomena (globes and atlases as representations; countries in relation to Canada; map legends, symbols and scale; longitude, latitude and time zones; climate regions; political vs. physical maps, etc.)	√	√
Identify and describe the physical regions and natural environment of Alberta	√	
Identify and describe the physical regions and natural environment of Canada	√	√

<b>Specific outcomes (the student will...)</b>	<b>Outcome3, cont'd</b>	<b>2</b>	<b>3</b>
Explain geographical and societal similarities and differences among provinces and territories, and among Canada and other countries		√	√
Identify how Albertans make use of their natural resources		√	
Explain processes involved in extracting, developing and marketing selected Canadian resources and products			√
Explain how a community's physical geography influences human activity and shapes identity (employment opportunities, climate effects, etc.)			√
Analyze how people in various communities depend on, adapt to, and change the environment in which they live and work			√
Describe the physical and political characteristics of the major regions of Canada			√
Describe the effects of cultural isolation and intercultural contact between groups (such as the students' own cultural and historical groups)			√
Recognize how students' cultural beliefs are shaped by time, geographic location and societal contact		√	√

**General Outcome 4: Students will demonstrate expressive and receptive language skills appropriate for Social Studies text and media.**

<b>Specific Listening and Speaking Outcomes (the student will...)</b>	<b>2</b>	<b>3</b>
Demonstrate comprehension of the vocabulary and phrases common to Social Studies text	√	√
Demonstrate comprehension of main ideas from short presentations on Social Studies concepts with contextual and visual support	√	
Demonstrate comprehension of specific information from more detailed presentations on Social Studies concepts with moderate or reduced contextual and visual support		√
Engage in simple, structured spoken interactions on Social Studies topics	√	
Engage in more complex spoken interaction on Social Studies topics with support		√
Present Social Studies ideas and information orally in simple, highly structured situations (e.g. structured interviews, dialogues)	√	
Present Social Studies ideas and information in rehearsed oral presentations or prepared debates		√
Listen to others in order to understand their perspectives	√	
Elicit, clarify and respond appropriately to questions and opinions in group and class discussions		√
Use correctly the grammatical structures of spoken English appropriate for this level (See the Language Reference Chart in Appendices D and E )	√	√

<b>Specific Reading Outcomes (the student will...)</b>	<b>2</b>	<b>3</b>
Read, understand and identify the features of a number of different types of simplified texts on Social Studies topics designed for ESL learners	√	
Read, understand and identify the text features of a number of different types of authentic and adapted Social Studies texts		√
Respond personally and analytically to simple texts in a variety of linguistic and visual representations	√	√
Utilize a number of reading comprehension strategies to understand simple text	√	
Use a variety of reading comprehension strategies before, during and after reading to understand adapted and authentic texts		√
Identify connecting devices and transition words that are used to show relationships among ideas in texts	√	√
Use a number of vocabulary building and word recognition strategies and resources to understand Social Studies texts	√	√
Use knowledge of the grammatical structures appropriate for this level to assist in understanding written English (See the Language Reference Chart in Appendices)	√	√

<b>Specific Writing Outcomes (the student will...)</b>	<b>2</b>	<b>3</b>
Correctly use the vocabulary and phrases common to Social Studies text in their written work	√	√
Write sentences and basic paragraphs to convey information and express opinions about Social Studies topics	√	√
Convert visual or numerical information into sentences and paragraphs	√	√
Organize information in chronological, sequential or spatial order in scaffolded text using connecting devices to show simple chronological, sequential, spatial and causal relationships		√
Write text about Social Studies topics using a variety of forms (e.g. position papers, business letters, paragraphs and short essays of description, cause and effect, explanation or persuasion) using structured text forms		√
Use the writing process (pre-write, draft, revise, edit and publish) to complete assignments	√	√
Use correctly the grammatical structures of written English appropriate for this level (See the Language Reference Chart in Appendix D and E)	√	√

<b>Specific Viewing and Representing Outcomes (the student will...)</b>	<b>2</b>	<b>3</b>
Use selected presentation tools to convey information (e.g. power point, multimedia)		√
Identify ideas presented in electronic sources on a particular topic	√	
Synthesize various topics and present them in an alternative form		√
Extend the scope of a project beyond classroom collaboration by using communication technologies	√	√
Analyze the impact of television, the Internet, radio and print media on a particular current affairs issue		√
Examine the techniques used to enhance the authority and authenticity of media messages		√
Demonstrate understanding of the need to verify accuracy and relevance of information	√	√
Create visual images for different purposes and audiences	√	√

### **Facilities or Equipment Necessary**

- access to computer lab with internet connection
- reading books on the chosen themes appropriate for students at ESL Levels 1, 2 and 3
- globe and wall maps
- video/DVD player

It is recommended that field trips to appropriate sites be incorporated. These might include Glenbow Museum, Fort Calgary, Heritage Park, City Hall, Head Smashed In Buffalo Jump Interpretive Centre, Blackfoot Crossing Interpretive Centre, and other government facilities, or community agencies and services.

All Off-site activities must be organized according to Calgary Board of Education Administrative Regulation 3027 – *Off-Site Activities*.

External resources such as guest speakers must be approved by school administration and may be subject to independent contract agreement as per Calgary Board of Education guidelines and Administrative Regulation 1014 – *School Participation in Programs – Outside Services*

### **Teacher Qualifications**

This course should be taught by a certified ESL teacher or Social Studies teacher who has understanding of the pedagogy of teaching language through content.

## Identification of Controversial or Sensitive Course Components

Some students will have experienced political and military upheaval in their home countries. Discussion of current events or of historical conflicts must be sensitively handled to avoid re-traumatizing students or engendering negative stereotypes. Some expected classroom behaviours will be outside of the experience of students from other cultural traditions and must be strategically addressed and supported; for example, expressing personal opinions, engaging in discussion with members of the opposite sex, and disagreeing with the teacher.

## Learning Resources

### ESL Introduction to Social Studies - Level 2

Stanford, Quentin (2003). Canadian Oxford School Atlas, Eighth Edition. Oxford University Press

Kaskens, Anne-Marie (2003). A Beginning Look at Canada. Longman

McDermott, Barb and McKeown, Gail. The All About Series, Nelson  
*Note: When using this series, judge the images for age-appropriateness*

- All About.... Canadian Animals
- All About.... Provinces and Territories
- All About.... Capital Cities of Canada
- All About.... Canadian Sports
- All About.... Canadian Geographical Regions
- All About.... Canadian Attractions
- All About.... Famous Canadians
- All About.... Canadian Citizenship
- All About.... Canadian symbols

Enchanted Learning: Miscellaneous Geography Activities  
<http://www.enchantedlearning.com/geography/>

Enchanted Learning: Zoom School Canada  
<http://www.enchantedlearning.com/school/Canada/>

ABC Teach: Canada Theme Unit  
[http://www.abcteach.com/directory/basics/social\\_studies/places/north\\_america/canada/](http://www.abcteach.com/directory/basics/social_studies/places/north_america/canada/)

Kalman, Bobbie (2001). Life in a Plains Camp, Crabtree Publishing

White, Joan Roberta (1997). Listen to the Loon: An Intermediate Listening Program, Oxford University Press

### **ESL Introduction to Social Studies - Level 3**

Stanford, Quentin (2003). Canadian Oxford School Atlas, Eighth Edition, Oxford University Press

The Nystrom Atlas of Canada & The World. (2003)

Cameron, Judy and Derwing, Tracy (2004). Being Canadian (Second Edition). Longman

Hughes, Susan (2005). Coming to Canada: Building a Life in a New Land. Maple Tree Press

Flaig, Lynn, A. A. and Galvin, Kathryn (1997). Finding Your Voice... You and your government, Reidmore Books

Sauve, Virginia L., Sauve, Monique (1997). Gateway to Canada. Oxford University Press

Jamieson, Marshall (1996). Beginnings: From the First Nations to the Great Migration. Reidmore Books

Shields-Ramsay P. and Ramsay D. (2007). Our Land and People. Thomson Nelson

Arnold, P. (2006) Tools for Learning for Kids 1 Doing Research Thomson Nelson

Exploration: The Fur Trade and Hudson's Bay Company  
[http://www.canadiana.org/hbc/intro\\_e.html](http://www.canadiana.org/hbc/intro_e.html)

Well-Known People Who Happen to be Canadian  
<http://particle.physics.ucdavis.edu/Canadians/>

A History of the Native People of Canada (Civilization.ca)  
<http://www.civilization.ca/archo/hnpc/npint01e.html>

### **Projected Enrolment**

Projected enrolment in Calgary Board of Education schools is estimated to be 200. An informal survey indicated 16 schools interested in offering this course.

### **Significant Overlap with Provincial Curriculum**

This course is designed to address the conceptual and linguistic gaps that newcomer ESL students have when they enter Junior High School Social Studies classes. The Learning Outcomes focus on high-priority knowledge, skills, and attitudes of earlier grades, and deliberately mirror curriculum from the Elementary and Junior High Program of Studies.

## **Assessment Standards**

Student assessment of learning will be based on a variety of techniques including projects, presentations, journals and learning logs, observation check-lists, and quizzes and tests. The language level of the tasks would align with the indicators of Language Proficiency Level 2 and 3 as identified in the Calgary Board of Education Language Proficiency Benchmarks.

## **Course Evaluation and Monitoring**

The school's principal will ensure the objectives of the course are being met. The teachers will evaluate themselves to ensure that they are meeting the guidelines under which the course was intended. Curriculum Support will regularly review the course.

## **Appendices**

Appendix A – Cognitive Academic Language Proficiency

Appendix B – Learning Strategies for Social Studies

Appendix C – Supplementary Resources

Appendix D – Language Reference Chart for Introduction to Social Studies 2

Appendix E – Language Reference Chart for Introduction to Social Studies 3

## Appendix A

### Cognitive Academic Language Proficiency

<p><b>Vocabulary</b></p> <ul style="list-style-type: none"><li>• subject specific</li><li>• word families</li><li>• context defined vocabulary</li><li>• suffixes and prefixes</li><li>• synonyms and antonyms</li><li>• adjectives and adverbs</li></ul>	<p><b>Linguistic Functions</b></p> <ul style="list-style-type: none"><li>• hypothesize</li><li>• inquire</li><li>• explain</li><li>• recount</li><li>• persuade</li><li>• discuss</li><li>• report</li><li>• describe</li><li>• make judgments</li></ul>
<p><b>Discourse</b></p> <ul style="list-style-type: none"><li>• sequence</li><li>• comparison/contrast</li><li>• cause and effect</li><li>• reportage</li><li>• description/definition</li><li>• persuasion</li></ul>	<p><b>Linguistic Structures</b></p> <ul style="list-style-type: none"><li>• word order</li><li>• verb tenses</li><li>• interrogative</li><li>• prepositions</li><li>• conditionals</li><li>• subject verb agreement</li><li>• connectors</li><li>• relative clauses</li></ul>

Following are examples of activities that develop academic language for Social Studies.

**Listening:** listening and taking notes from various sources including historical narratives, news reports or editorials; understanding explanations without concrete referents; listening for specific information; identifying, explaining and using social studies vocabulary; listening for implied attitudes or bias

**Speaking:** discussing current and past events; posing questions and formulating answers; conducting surveys; working cooperatively to conduct research or develop models; presenting a report; role-playing important historical events; expressing personal opinions and values; debating political and economic issues; arguing a point of view

**Reading:** classifying words into special categories; interpreting graphs, charts, tables and maps; finding information in a variety of textual material including biographies, geographical descriptions, newspaper articles, or historical documents; reading and following directions; adjusting reading rate for different purposes; finding information in reference material; organizing information using graphic organizers

**Writing:** drawing and labeling maps, charts and diagrams; writing study questions; writing answers to questions posed by the teacher or classmates; labeling maps, graphs and charts; completing learning logs; writing a report about a social studies topic; writing persuasive texts, scripts, ads, puzzles; writing stories about people in other times and places

**Technology:** locating information from online resources; working collaboratively on multimedia presentations; using common word processing and presentation software; engaging in “virtual” interactive online experiences

## **Appendix B**

### **Learning Strategies for Social Studies**

The students will use Meta-cognitive Strategies for planning, monitoring and evaluating their learning of concepts and skills.

- Preview
- Skim and scan
- Set a purpose for reading, listening, speaking or writing
- Listen or read for specific information
- Attend to text features
- Manage time and environment for learning
- Monitor one's own comprehension and production
- Reflect on what has been learned and any necessary revisions

The students will use Cognitive Strategies for interacting with concepts and skills, changing or organizing the material to understand and learn it.

- Use reference materials
- Activate and elaborate prior knowledge
- Use graphic organizers and visuals to organize information
- Take notes in abbreviated form
- Summarize
- Use mental or real images to learn new information or visualize events or places
- Use context clues and linguistic transfer to acquire new vocabulary

Students will use Social/Affective Strategies for interacting with others to assist learning.

- Use personal attitudes and feelings to assist learning
- Ask questions for clarification
- Work cooperatively with others to complete a task or improve what has been written or presented
- Reduce anxiety through self-talk

## Appendix C

### Supplementary Resources

#### Print Resources

The Kids Book of..... (series) Kids Can Press.

Aboriginal Peoples in Canada (2005)

Canadian History (2002)

Canadian Immigration (2006)

Canada's Railway (2000)

Canada (1997)

Canadian Firsts (2001)

Great Canadians (2001)

The Far North (2000)

Canadian Prime Ministers (1998)

Great Canadian Women (2006)

Morrow, Robert (2004). Pearson School Atlas.

#### Teaching Approaches

Chamot, Anna Uhl, and O'Malley, J. Michael (1994). The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach, Addison-Wesley.

Chamot, Anna Uhl, O'Malley, J. Michael, and Kupper, Lisa (1992). Building Bridges: Content and Learning Strategies for ESL, Books 1, 2 and 3. Heinle and Heinle.

Teaching and Learning Strategies (TKI ESOL Online)

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/background\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/background_e.php)

In the Classroom: A Toolkit for Effective Instruction of English Language Learners

<http://www.ncela.gwu.edu/practice/itc/secondary.html>

Short, Deborah, 1991. Integrating Language and Content Instruction: Strategies and Techniques

<http://www.ncela.gwu.edu/pubs/pigs/pig7.htm>

#### Online Student resources

Interactive Map of Canada

[http://www.yourchildlearns.com/canada\\_map.htm](http://www.yourchildlearns.com/canada_map.htm)

Get the Facts about Canada

<http://www.saskschools.ca/~gregory/canada/facts.html>

Canadian Geographic: CG Kids Atlas Online  
[http://www.canadiangeographic.ca/cgkidsatlas/default\\_en.asp](http://www.canadiangeographic.ca/cgkidsatlas/default_en.asp)

Enchanted Learning: Landforms  
<http://www.enchantedlearning.com/geography/landforms/>

Alberta, Naturally  
<http://www.abheritage.ca/abnature/resources.htm>

Wildlife of the Rocky Mountains  
<http://www.raysweb.net/wildlife/>

Canada Electronic Passport  
<http://www.mrdowling.com/709canada.html>

Teaching and Learning About Canada  
<http://www.canadainfolink.ca/teach.htm>

This Week in History  
[http://www.pc.gc.ca/apps/cseh-twih/index\\_e.asp](http://www.pc.gc.ca/apps/cseh-twih/index_e.asp)

Literacy Net: Abridged News Stories, Archives  
<http://literacynet.org/cnnsf/archives.html>

Government of Canada: About Canada  
<http://canada.gc.ca/acanada/ViewCategory.htm?lang=eng>

The Atlas of Canada  
<http://atlas.nrcan.gc.ca/site/english/index.html>

Biomes of the World  
<http://www.mbgnet.net/>

Biomes of the World: Tundra  
<http://www.mbgnet.net/sets/tundra/index.htm>

Biomes of the World: Taiga  
<http://www.mbgnet.net/sets/taiga/index.htm>

Culture Online: Made in Canada  
<http://www.culture.ca/english.jsp>

The Canada Page  
<http://www.thecanadapage.org/>

Canadian Geographic Online: The Canadian Atlas Online  
[www.canadiangeographic.ca/atlas/](http://www.canadiangeographic.ca/atlas/)

## Appendix D

### Language Reference Chart for Introduction to Social Studies – Level 2

This chart outlines some of the grammatical structures that are likely to be suitable for students at this level. Instruction of grammatical structures should be reinforced with opportunities for students to apply their growing understanding of the English language through participation in Social Studies activities.

#### I. Grammatical Structures

<b>Nouns</b>	<ul style="list-style-type: none"> <li>• Count: singular and plural of regular and irregular forms</li> <li>• Non-count (e.g., <i>peace, history, education, news</i>)</li> <li>• Possessive forms of singular and plural nouns (e.g., <i>Canada's natural resources, the provinces' natural resources</i>)</li> <li>• Articles: <i>a, an, the</i> or <i>no article</i></li> <li>• Gerunds for activities and pastimes (e.g., <i>skating, skiing</i>)</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>• Subject: <i>I, you, he, she, it, we, they</i></li> <li>• Object: <i>me, you, him, her, it, us, them</i></li> <li>• Possessive: <i>mine, yours, his, hers, its, ours, theirs</i></li> <li>• Reflexive: <i>myself, yourself, himself, herself, ourselves, yourselves, themselves</i></li> <li>• Impersonal expressions: It + be (e.g., <b><i>It is cold in the Arctic.</i></b>)</li> </ul>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>• Be (e.g., <i>Canada is the largest country in the world.</i>)</li> <li>• There is/are</li> <li>• Modals which express degrees of certainty: may, might, could, must (e.g., <i>The government may call an election.</i>)</li> <li>• Simple present: (e.g., <i>Alberta exports oil.</i>)</li> <li>• Simple past of regular and irregular verbs: (e.g., <i>The Cree found berries to dry for the winter.</i>)</li> <li>• Simple future: (e.g., <i>Immigration will increase.</i>)</li> <li>• Present Progressive: (e.g., <i>Calgary is growing.</i>)</li> <li>• Past Progressive: (e.g., <i>The first settlers were farming and ranching when the railroad came.</i>)</li> <li>• Infinitive forms after verbs such as <i>want, start, would like, ask, tell</i> (e.g., <b><i>I would like to go to the Maritimes.</i></b>)</li> <li>• simple use of gerunds: go + ing (e.g., <i>They are going skating.</i>); gerund with verbs of like/dislike (e.g., <b><i>He likes speaking with students from different cultures.</i></b>)</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>• Comparative/ Superlative (e.g., <i>richer/ richest; better/ (the) best</i>)</li> <li>• Noun + two adjectives (e.g., <i>the agricultural, prairie region</i>)</li> <li>• <i>Some, any, every, all, a little, a lot of, much, many</i></li> </ul>

<b>Adverbs</b>	<ul style="list-style-type: none"> <li>• Adverbs of frequency, time and manner (<i>today, always, never, sometimes, then, quickly, quietly</i>)</li> <li>• <i>Too, very</i></li> </ul>
<b>Transition Words and Phrases</b>	<ul style="list-style-type: none"> <li>• Conjunctions: <i>and, but, or, so, because, since</i> (e.g., <i>Both Alberta and Saskatchewan are prairie provinces.</i>)</li> <li>• Like/ unlike; <i>similar to/ different from</i></li> <li>• Sequence: <i>First, second(ly), in the beginning, as well, next, finally</i></li> </ul>
<b>Question Forms</b>	<ul style="list-style-type: none"> <li>• Yes/ no questions: (e.g., <i>Do you know the capital city of Saskatchewan?</i>)</li> <li>• “Wh” questions</li> </ul>
<b>Negation</b>	<ul style="list-style-type: none"> <li>• Be in simple present and past (e.g., <i>There aren't a lot of buffalo now.</i>)</li> <li>• Do and will: (e.g., <i>Prince Edward Island doesn't have any mountains.</i>)</li> </ul>
<b>Prepositions</b>	<ul style="list-style-type: none"> <li>• Of location (<i>beside</i>), direction(<i>from</i>) and time (<i>before</i>)</li> <li>• With phrasal verbs (e.g., <i>talk over, wait for</i>)</li> </ul>
<b>Sentences</b>	<ul style="list-style-type: none"> <li>• Simple sentences: subject + verb + object or prepositional phrase (e.g., <i>The Bow River flows east.</i>)</li> <li>• Compound sentences with <i>and, but, or, so</i>: (e.g., <i>Ontario has a lot of industry so pollution is a problem.</i>)</li> <li>• Simple forms of direct and indirect Speech: (e.g. <i>The teacher told us to label the map.</i>)</li> </ul>

## II. Conventions of Print

<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Final punctuation: period, question mark, exclamation mark</li> <li>• Comma: for items in a list</li> <li>• Quotation marks</li> <li>• Apostrophe: contractions and possessive forms</li> <li>• Period with abbreviations (e.g. <i>AB, B.C., P.E. I., the U.S.</i>)</li> </ul>
<b>Capitalization</b>	<ul style="list-style-type: none"> <li>• First word in a sentence</li> <li>• Proper nouns (e.g., names of people and places)</li> </ul>

## Appendix E

### Language Reference Chart of Introduction to Social Studies – Level 3

This chart outlines some of the grammatical structures that are likely to be suitable for students at this level. Instruction of grammatical structures should be reinforced with opportunities for students to apply their growing understanding of the English language through participation in Social Studies activities. Students may require reinforcement and repetition of language structures from Canadian Studies 15 as well.

#### I. Grammatical Structures

<b>Nouns</b>	<ul style="list-style-type: none"> <li>collective nouns (e.g., <i>government</i>, <i>public</i>, <i>crowd</i>, <i>group</i>, <i>family</i>, <i>police</i>, <i>committee</i>) + verb agreement</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>indefinite: <i>some</i>, <i>none</i>, <i>any</i>, <i>every</i> + body/thing</li> <li>relative: <i>who</i>, <i>that</i>, <i>which</i>, <i>whose</i> in defining relative clause (e.g., <i>Newfoundland, which joined Canada in 1949, is the newest province.</i>)</li> </ul>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>simple past of low-frequency irregular verbs (e.g., <i>sweep/swept</i>, <i>rise/rose</i>, <i>light/lit</i>, <i>shine/shone</i>)</li> <li>present perfect (e.g., <i>I have visited Banff.</i>)</li> <li>past perfect (e.g., <i>They had studied English before they arrived in Canada.</i>)</li> <li><i>used to</i> (e.g., <i>Bears used to live on the prairie.</i>)</li> <li>modals: <i>should</i>, <i>could</i>, <i>would</i> (e.g., <i>The federal government <b>should</b> have a national childcare policy. We <b>could</b> build a high speed train between Edmonton and Calgary.</i>)</li> <li>simple passive (e.g., <i>The Prime Minister is elected. The senators are appointed by the government.</i>)</li> <li>simple use of infinitives after certain verbs (e.g., <i>claim to have</i>, <i>demand to speak</i>, <i>chose to take</i>)</li> <li>gerund as subject (e.g., <i>Voting is every Canadians' right and responsibility.</i>)</li> <li>sentence structures with reporting verb patterns (e.g., <i>I agree that; He instructed us to; He promised to be; I wondered why</i>)</li> <li>Real and unreal conditionals (e.g., <i>If we break the law, we might go to jail. If the government had reduced the GST, we could have bought a new car sooner.</i>)</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>irregular comparative/superlative (e.g., <i>better/best</i>, <i>worse/worst</i>, <i>more/most</i>)</li> <li>comparative/superlative (e.g., <i>oldest of the group</i>, <i>most mountainous in the country</i>)</li> <li>comparative using <i>as ... as</i> (e.g., <i>Prince Edward Island's vote is as important as Ontario's.</i>)</li> <li>adjective phrases (e.g., <i>The man in the red coat is a Mountie.</i>)</li> <li><i>other</i>, <i>another</i>, <i>each</i></li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>adjective + <i>ly</i> (e.g., <i>unfortunately</i>, <i>truly</i>, <i>extremely</i>, <i>generously</i>)</li> <li><i>somewhere</i>, <i>nowhere</i>, <i>anywhere</i>, <i>everywhere</i></li> </ul>

<b>Transition Words and Phrases</b>	<ul style="list-style-type: none"> <li>time and sequence (eg. before, after, when, then, while)</li> <li>comparison and contrast (both ... and, similarly, differs from, in contrast, on the other hand, despite, in spite of, etc.)</li> <li>cause and effect (therefore, as a result, since, etc.)</li> <li>conclusion (in conclusion, to conclude, to summarize, etc.)</li> <li>example (for example, to illustrate, etc.)</li> <li>addition (in addition, another, likewise, etc.)</li> </ul>
<b>Question Forms</b>	<ul style="list-style-type: none"> <li>information questions + some variety of tenses (e.g., <i>When did that happen? What caused that event?</i>)</li> <li>negative yes/no questions (e.g., <i>Don't you ever..., Doesn't the Prime Minister...?</i>)</li> <li>tag questions (e.g., <i>We should have troops in ..., shouldn't we?</i>)</li> </ul>
<b>Negation</b>	<ul style="list-style-type: none"> <li>negation + some variety of tenses (e.g., <i>Canadians haven't always had Universal Health Care. The Premiers of the provinces don't investigate the police.</i>)</li> </ul>
<b>Prepositions</b>	<ul style="list-style-type: none"> <li>phrasal verbs (e.g., <i>give up, look after, bring up, get along, clear up, go through, hang around, hold on, point out, put down</i>)</li> </ul>
<b>Sentences</b>	<ul style="list-style-type: none"> <li>some variety of compound sentences</li> <li>main clause + one subordinate clause (e.g., <i>Fur traders had fairer trading practices <b>after the RCMP arrived</b></i>)</li> <li>direct speech + correct punctuation (e.g., <i>The Prime Minister announced, "All Canadians should pay less taxes."</i>)</li> <li>indirect speech + present tense (e.g., <i>The RCMP reports that crime in rural areas is decreasing.</i>)</li> <li>indirect speech + say, tell, ask + some variety of tenses (e.g., <i>The Ontario Premier said that many of Ontario's industries need to be upgraded.</i>)</li> </ul>

## II. Conventions of Print

<b>Punctuation</b>	<ul style="list-style-type: none"> <li>colon before a list (e.g., <i>Alberta has the following industries: oil and gas, agriculture, and forestry.</i>)</li> <li>parentheses (e.g., for additional information)</li> </ul>
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