

Dear Social Studies Teacher:

The following pages outline the Social Studies units of study for grades 1 through 4 in the Province of Saskatchewan. *Social Studies: A Curriculum Guide and Activity Guide for the Elementary Level* (Saskatchewan Education, June 1995), was used as a model in the development of this document. All provincial objectives for each grade are listed within. In addition, those relevant learning objectives taken from *Social Studies K-8: North American Division of Seventh-day Adventists* (2005) have been added for each grade level to enhance the provincial curriculum.

Please note - the pacing for each Unit / Module may vary between schools. It is up to the individual teacher to choose themes, and plan learning activities suited to each, while covering the curriculum objectives. Use this document as a guide in selecting your own individual classroom themes and units of study. Both curriculum guides (Saskatchewan and NAD) suggest activities to use in your classroom. You may purchase commercially prepared Theme Units available online or in Educational Supply stores. The Internet is also a great source for new ideas.

I hope this document proves helpful in planning for Social Studies each year.

Sincerely,

Chantelle Boisvert
Principal/Teacher Curtis-Horne Christian School, Regina, SK

GRADE ONE - FAMILIES

Quarter	Pacing	Unit of Study / Modules / Concepts
First Quarter	6 days	Unit 1: Identity Module One - “Me” · identity, self, similarities, differences
	4 days	Module Two - Belonging to Groups · identity, self, groups, similarities, differences, cooperation
	8 days	Module Three - Our Families · identity, self, groups, families
	6 days	Module Four - Mapping · identity, model, symbols
Second Quarter	15 days	Unit 2: Heritage Module One - Family Celebrations, Past and Present · family, culture, celebrations, traditions, past
	15 days	Module Two - Families in the Past · heritage, family, the past
Third Quarter	12 days	Unit 3: Interdependence Module One - Meeting Needs and Wants · interdependence, needs, wants
	8 days	Module Two - Responsibilities in the Family · interdependence, needs, wants, roles, cooperation
	10 days	Module Three - Conserving Resources · interdependence, resources, conservation
Fourth Quarter	6 days	Unit 4: Decision Making Module One - Family Changes · decision making, change, leadership, choices
	4 days	Module Two - Family Rules · decision making, change, rules, consequences
	4 days	Module Three - Making Decisions · decision making, choices, conflict, conflict resolution
	10 days	Module Four - A Summer Celebration · decision making, celebrations

GRADE ONE - FAMILIES

Unit of Study / Modules	Objectives
Unit 1: Identity Module One - “Me”	Knowledge Objectives Students will know that: <ul style="list-style-type: none">· each student is a unique and valued person.· people have similarities and differences. Skills/Abilities Objectives Students will: <ul style="list-style-type: none">· describe and compare individuals. Attitudes/Values Objectives Students will: <ul style="list-style-type: none">· appreciate themselves and others. Citizen Action Objectives Students may: <ul style="list-style-type: none">· participate cooperatively in group tasks. NAD Curriculum Objectives Students will: <ul style="list-style-type: none">· understand the importance of developing a personal relationship with Jesus Christ.· recognize each individual’s uniqueness and value to God.

GRADE ONE - FAMILIES

Unit of Study / Modules	Objectives
<p>Unit 1: Identity</p> <p>Module Two - Belonging to Groups</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · each student is a unique and valued person. · people belong to groups. · cooperation is an important part of group behavior. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · describe and compare groups. · graph information. · identify and practice cooperative behavior. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · value cooperative behavior. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · plan and participate cooperatively in a group project. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify how people show concern and respect for one another, behave responsibly in a group, and deal with conflict peacefully. · participate in age appropriate outreach/service projects.

GRADE ONE - FAMILIES

Unit of Study / Modules	Objectives
<p>Unit 1: Identity</p> <p>Module Three - Our Families</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · the family is a group. · people belong to families. · families have similarities and differences. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · describe and compare families. · organize information using graphs or charts. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate their own families and those of others. · value behavior that contributes to positive family relationships. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate in role-playing situations that emphasize positive family relationships. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · respect similarities and differences in individuals and families.

GRADE ONE - FAMILIES

Unit of Study / Modules	Objectives
Unit 1: Identity Module Four - Mapping	Knowledge Objectives Students will know that: <ul style="list-style-type: none">· objects and people exist in relationship to one another. Skills/Abilities Objectives Students will: <ul style="list-style-type: none">· create and interpret simple maps of familiar spaces. Attitudes/Values Objectives Students will: <ul style="list-style-type: none">· value maps as tools and sources of information. NAD Curriculum Objectives Students will: <ul style="list-style-type: none">· describe the basic differences between a map and a globe.· understand how to read a simple map.· identify the cardinal directions on maps and globes.· identify the relative location of school, home, etc.· differentiate between physical features and human made features.· learn home address: house number, city, province, country, and continent.

GRADE ONE - FAMILIES

Unit of Study / Modules	Objectives
<p>Unit 2: Heritage</p> <p>Module One - Family Celebrations Past and Present</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · families express their cultures through traditions, rituals, and celebrations. · traditions and celebrations have similarities and differences. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · use oral language to describe family celebrations. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate and value their own heritage and that of others. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate in experiences associated with celebrations. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify people and events observed in national celebrations and holidays. · understand the celebration of holidays. · identify family traditions. · understand that different religious beliefs exist. · understand the unique message and mission of the Seventh-day Adventist church.

GRADE ONE - FAMILIES

Unit of Study / Modules	Objectives
<p>Unit 2: Heritage</p> <p>Module Two - Families in the Past</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · lifestyles in the past were different from what they are today. · differences are related, in part, to resources and technology. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · use oral language and visual images to describe family lifestyles of the past. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate and value lifestyles of the past. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate in experiences associated with the past. · learn to be nonjudgmental when dealing with differences between the present and past. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · make a time line of personal family history. · compare past and present similarities and differences in the family and in daily life. · listen to and retell stories about people in the past who showed honesty, courage, and responsibility; include Biblical characters and church founders.

GRADE ONE - FAMILIES

Unit of Study / Modules	Objectives
<p>Unit 3: Inter-dependence</p> <p>Module One - Meeting Needs and Wants</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · all children have basic needs and wants. · that many of the basic needs and wants can be met within the family. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify and describe needs and wants and how they are met within the family. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · value their own contributions and those of others within families. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate cooperatively in various roles in group situations. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · demonstrate one's best effort in every task.

GRADE ONE - FAMILIES

Unit of Study / Modules	Objectives
<p>Unit 3: Inter-dependence</p> <p>Module Two-Responsibilities in the family</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · family members meet their needs and wants through interdependent relationships. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify roles and responsibilities within families. · practice cooperative behaviors. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · value their own contributions and those of others within families. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · set goals for cooperative behavior. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · recognize the contributions of those who work in the home. · recognize the role of useful work in personal development and maintaining self-worth. · acquire knowledge, attitudes, and skills essential to meeting family responsibilities. · describe and illustrate the value of tithing and returning offerings. · discover the importance of managing one's personal finances.

GRADE ONE - FAMILIES

Unit of Study / Modules	Objectives
<p>Unit 3: Inter-dependence</p> <p>Module Three- Conserving Resources</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · family members can conserve resources while meeting their needs and wants. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify various ways to practice conservation in the home. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate the principle of conservation. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · set personal goals and assess their progress. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · recognize that positive actions contribute to the common good of the community. · list examples of natural resources. · describe how natural resources are used to meet basic needs in the home, school, community. · explain the responsibility for conservation and care of natural resources. · tell how resources are gifts from God.

GRADE ONE - FAMILIES

Unit of Study / Modules	Objectives
<p>Unit 4: Decision Making</p> <p>Module One - Family Changes</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · change is an integral part of life. · individuals and families make decisions in various ways. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify and practice appropriate decision-making techniques. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · value change as an opportunity for growth. · value peaceful decision-making processes. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · make decisions. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · understand the importance of developing a personal relationship with Christ.

GRADE ONE - FAMILIES

Unit of Study / Modules	Objectives
<p>Unit 4: Decision Making</p> <p>Module Two - Family Rules</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · people make decisions to establish rules. · breaking rules may have consequences. · rules may be changed. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify various family and school rules · make connections among rules, their purposes, and the possible consequences of breaking them. · organize rules according to categories. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate the importance of having and obeying rules. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · give examples of people who have the authority to make and enforce rules, i.e., God, parents, teachers, and principals. · categorize rules and laws followed by the members of a family, school, and community. · categorize rules and laws and why they exist; describe the consequences of not having rules and laws.

GRADE ONE - FAMILIES

Unit of Study / Modules	Objectives
<p>Unit 4: Decision Making</p> <p>Module Three - Making Decisions</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · all people make decisions. · decisions are made in various ways and serve various purposes. · some decisions lead to change. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify and practice effective decision making techniques. · identify and practice peaceful conflict resolution techniques. · make connections between decisions and their consequences. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate effective decision making processes. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate in decision making situations. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · understand that voting is a way of making choices and decisions. · identify civic virtues that are needed to be a good citizen, i.e. fairness, honesty, compassion, and responsibility.

GRADE ONE - FAMILIES

Unit of Study / Modules	Objectives
Unit 4: Decision Making Module Four - A Summer Celebration	Knowledge Objectives Students will know that: · people make decisions regarding celebrations. Skills/Abilities Objectives Students will: · plan and organize a celebration. Attitudes/Values Objectives Students will: · value ethnic and national celebrations. Citizen Action Objectives Students may: · plan for and participate in a celebration. NAD Curriculum Objectives Students will: · understand the celebration of holidays.

GRADE TWO -LOCAL COMMUNITIES

Quarter	Pacing	Unit of Study / Modules / Concepts
First Quarter	6 days	Unit 1: Identity Module One - Classroom and School Community · identity, group, school, roles
	10 days	Module Two - Our Community · identity, group, community, maps, symbols
	8 days	Module Three - Weather and Seasons in Our Community · location, weather, seasons, community
Second Quarter	15 days	Unit 2: Heritage Module One - School Then and Now · heritage, the past, diversity
	15 days	Module Two - The Local Community Then and Now · heritage, the past, change, community, heroes, technology, transportation
Third Quarter	10 days	Unit 3: Interdependence Module One - Needs and Wants · interdependence, needs, wants, rights, responsibilities
	10 days	Module Two - Schools Meet Needs and Wants · interdependence, needs, wants, school, disabilities
	10 days	Module Three - Communities Meet Needs and Wants · interdependence, needs, wants, roles, services, resources
Fourth Quarter	5 days	Unit 4: Decision Making Module One - Making Decisions · decision making, processes
	5 days	Module Two - Rules · decision making, change, rules, leadership, choices
	10 days	Module Three - Community Government · decision making, government, election
	4 days	Module Four - Our Changing World · decision making, change, consequences

GRADE TWO - LOCAL COMMUNITIES

Unit of Study / Modules	Objectives
<p>Unit 1: Identity</p> <p>Module One - Classroom and School Community</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · people belong to groups such as schools. · that schools have similarities and differences. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify the components of a school community. · identify and describe the roles of people within the school community. · compare schools. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · value the contributions of all the people working in the school community. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · conduct interviews. · demonstrate actions that reflect positive attitudes toward the school community. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · discuss the rights and responsibilities of citizens in the school and community. · understand responsibilities that individuals have in the family, neighborhood, and church. · tell how the Seventh-day Adventist church helps in neighborhoods. · participate in age appropriate outreach/service projects.

GRADE TWO - LOCAL COMMUNITIES

Unit of Study / Modules	Objectives
<p>Unit 1: Identity</p> <p>Module Two - Our Community</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · communities have natural and constructed features. · people belong to groups like neighborhoods and communities. · communities have similarities and differences. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify the components of a local neighborhood and community. · access information from various resources including maps. · organize and present information using maps and charts. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate the similarities and differences of communities. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · work cooperatively in group tasks. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · define absolute and relative location of the school and homes in the community using a simple grid map. · identify map symbols. · identify places on a local community map. · demonstrate an understanding of map symbols for natural physical features, and human made features. · work independently and cooperatively to accomplish goals.

GRADE TWO - LOCAL COMMUNITIES

Unit of Study / Modules	Objectives
<p>Unit 1: Identity</p> <p>Module Three - Weather and Seasons in Our Community</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · weather and seasonal changes influence a community. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · describe weather and seasons of local communities. · identify ways that weather and the seasons influence the local community. · use a chart to organize information. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate the relationship between weather/seasons and lifestyles. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · set personal goals regarding responsible behavior required by specific weather. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · show how seasonal changes occur due to Earth's rotation around the sun. · explain how climate and seasons affect the environment and its inhabitants.

GRADE TWO - LOCAL COMMUNITIES

Unit of Study / Modules	Objectives
<p>Unit 2: Heritage</p> <p>Module One - School Then and Now</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · school has evolved over time. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify and describe school experiences and technologies of the past. · access information from various sources including people. · organize and present information using charts, books or displays. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate the heritage of their school. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · conduct interviews or surveys. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · use vocabulary related to chronology, including past, present, and future. · develop a simple time line of events important in each student's life.

GRADE TWO - LOCAL COMMUNITIES

Unit of Study / Modules	Objectives
<p>Unit 2: Heritage</p> <p>Module Two - The Local Community Then and Now</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · the community has evolved over time. · the community consists of people and places with interesting stories to tell. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify and describe experiences and technologies of the past that contributed to the development of their community. · access information from a variety of sources, including primary sources. · organize and present information in a Then/Now format. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate and value the heritage of their community. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify changes that have occurred in the local neighborhood. · identify changes that have occurred in technology, i.e. tools and transportation. · identify individuals who impacted the local neighborhoods. · identify the history of local celebrations and traditions. · listen to historical stories and compare daily life in the past and present; include stories of Biblical characters, Ellen and James White, early church pioneers, etc.

GRADE TWO - LOCAL COMMUNITIES

Unit of Study / Modules	Objectives
<p>Unit 3: Inter-dependence</p> <p>Module One - Needs and Wants</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · all people have basic needs. · all people have rights and responsibilities. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify basic needs and wants, rights and responsibilities. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate human needs and wants, rights and responsibilities. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · develop a “Character of Classroom Rights and Responsibilities”. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · discuss the rights and responsibilities of citizens in the school and community. · explain uses of God’s gift of natural resources for meeting human needs.

GRADE TWO - LOCAL COMMUNITIES

Unit of Study / Modules	Objectives
<p>Unit 3: Inter-dependence</p> <p>Module Two - Schools Meet Needs and Wants</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · the school provides services and the work of various people to help meet basic human needs and wants. · schools may have to make changes to meet the needs of people with disabilities. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify the ways in which the school meets human needs and wants. · identify ways the local school might have to change in order to meet the needs of people with various disabilities. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · value their school experiences. · appreciate the needs of people with disabilities. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · design and follow action plans to make their school a better place for all students. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · recognize that we are all God's children and He loves everyone equally. · demonstrate cooperation, respect, and honesty. · demonstrate respect for people of different ages, backgrounds, and ethnicity.

GRADE TWO - LOCAL COMMUNITIES

Unit of Study / Modules	Objectives
<p>Unit 3: Inter-dependence</p> <p>Module Three - Communities Meet Needs and Wants</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · the community provides services and the work of various people to help meet basic human needs and wants. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify the ways in which the community meets human needs and wants. · access information through interviews. · organize and present information using profiles and charts. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · value rights and responsibilities related to human needs and wants. · value their contributions and those of others within the community who help meet needs and wants. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · establish action plans for responsible behavior involving public property. · make plans for saving energy at school and in the home. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · recognize how groups and organizations, including the church, encourage unity and work with diversity. · understand responsibilities that individuals have in the family, neighborhood, and church. · understand the unique message and mission of the Seventh-day Adventist church. · tell how the Seventh-day Adventist church helps in neighborhoods. · participate in age appropriate outreach/service projects.

GRADE TWO - LOCAL COMMUNITIES

Unit of Study / Modules	Objectives
<p>Unit 4: Decision Making</p> <p>Module One - Making Decisions</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · making decisions is an integral part of life. · decisions may be made in various ways. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify ways of making decisions. · role play and make decisions. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · value peaceful decision making processes. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · make decisions using various processes. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · recognize how groups and organizations, including the church, encourage unity and work with diversity.

GRADE TWO - LOCAL COMMUNITIES

Unit of Study / Modules	Objectives
<p>Unit 4: Decision Making</p> <p>Module Two - Rules</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · making decisions is an integral part of life. · groups make decisions to establish rules. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify various rules and laws. · make connections between rules and meeting human needs/wants. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate the necessity of rules. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate in decision making situations. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · explain the roles people have in making and changing laws. · identify leaders in the church, and government community, province, and nation. · explain the meaning of national and patriotic symbols in Canada.

GRADE TWO - LOCAL COMMUNITIES

Unit of Study / Modules	Objectives
<p>Unit 4: Decision Making</p> <p>Module Three - Community Government</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · elected people have specific roles. · that people in local governments make decisions. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify some decisions made by local government. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · value responsible citizenship. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate in decision making situations. · plan and conduct a citizen action project. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · explain how governments establish order, provide security, and manage conflict. · explain how community leaders are selected. · explain the roles people have in making and changing laws. · identify civic virtues that are needed to be a good citizen, i.e., fairness, honesty, compassion, and responsibility. · participate in age appropriate outreach/service projects.

GRADE TWO - LOCAL COMMUNITIES

Unit of Study / Modules	Objectives
<p>Unit 4: Decision Making</p> <p>Module Four - Our Changing World</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · making decisions often result in change. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify various changes within the school and community that occurred during the year. · make predictions about the future. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · value positive changes. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · set some personal goals. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify ways the environment is damaged by pollution and recognize the responsibility of conservation. · understand the importance of developing a personal relationship with Christ.

GRADE THREE - COMMUNITY COMPARISONS

Quarter	Pacing	Unit of Study / Modules / Concepts
First Quarter	8 days	Unit 1: Identity Module One - Comparing Canadian Families · identity, self, family
	6 days	Module Two - Comparing Canadian Schools · identity, group, school, map
	10 days	Module Three - Comparing Canadian Communities · identity, group, community, natural environment
Second Quarter	15 days	Unit 2: Heritage Module One - Communities Then and Now · heritage, history, diversity
	15 days	Module Two - Culture as Reflected in Folktales · culture, folktales, legends, diversity
Third Quarter	4 days	Unit 3: Interdependence Module One - Human Needs and Wants · interdependence, needs, wants, rights, responsibilities, diversity, peace, conflict resolution
	10 days	Module Two - Communities Around the World · interdependence, diversity, community, language, games
	8 days	Module Three - Meeting Needs Through Industry and Services · interdependence, needs, resources, industry, services, sustainable development
	8 days	Module Four - Meeting Needs through Agriculture · interdependence, agriculture, production, distribution, hunger, choices
Fourth Quarter	8 days	Unit 4: Decision Making Module One - Making Decisions · decision making, choices, conflict resolution
	8 days	Module Two - Groups Make Decisions · decision making, rules, laws, change, leadership, choices
	8 days	Module Three - Our Changing World · decision making, change, choices, future

GRADE THREE - COMMUNITY COMPARISONS

Unit of Study / Modules	Objectives
<p>Unit 1: Identity</p> <p>Module One - Comparing Canadian Families</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · people belong to groups such as families. · families have similarities and differences. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify common characteristics of families. · compare families. · access print and non-print resources. · organize and present information using charts, Venn diagrams, or webs. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate the similarities and differences of various families. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate cooperatively in group tasks. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify how the local community is made up of individuals and groups.

GRADE THREE - COMMUNITY COMPARISONS

Unit of Study / Modules	Objectives
<p>Unit 1: Identity</p> <p>Module Two - Comparing Canadian Schools</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · people belong to groups like schools. · schools have similarities and differences. · people within schools have roles, rights, responsibilities. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify common characteristics of schools. · compare schools. · use maps to access, organize, and present information. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate the similarities and differences of schools. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate cooperatively in group tasks. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · understand the importance of cooperation and sharing information when working in a group.

GRADE THREE - COMMUNITY COMPARISONS

Unit of Study / Modules	Objectives
<p>Unit 1: Identity</p> <p>Module Three - Comparing Canadian Communities</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · the natural environment helps shape the community. · the constructed environment is a part of the community. · various reasons determine the differences and similarities between communities. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify characteristics of various communities. · identify and explain some similarities and differences between communities. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate that communities have similarities and differences. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate cooperatively in group tasks. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify that people are citizens of their community, province, nation and explain the importance of good citizenship. · identify how the local community is made up of individuals and groups. · understand how God works through people to help make a community a better place. · identify how your community is connected with other communities through cultural exchanges and technology. · identify factors that make the local community unique, including how the community is enriched through foods, crafts, customs, languages, the arts, and the contributions of individual artists.

GRADE THREE - COMMUNITY COMPARISONS

Unit of Study / Modules	Objectives
<p>Unit 2: Heritage</p> <p>Module One - Communities Then and Now</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · the community has evolved over time. · experiences of the past help shape a community. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify and describe experiences of the past that helped shape a community. · compare past and present lifestyles of a community. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · value the past experiences of various communities. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate cooperatively in a variety of projects. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · understand and construct simple time lines of community events. · identify Native Peoples who originally lived in the local area. · understand the contributions and significance of historical figures in the church and community. · explain the history of community traditions and local celebrations. · give examples of people, events, and technological developments that brought important changes to the local community. · understand the unique message and mission of the message and mission of the Seventh-day Adventist church. · understand how the Seventh-day Adventist church helps communities. · participate in community service or mission projects.

GRADE THREE - COMMUNITY COMPARISONS

Unit of Study / Modules	Objectives
<p>Unit 2: Heritage</p> <p>Module Two - Culture as Reflected in Folktales</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · a communities culture is expressed in part through its stories. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify cultural perspectives in folktales and legends. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · value the culture of various communities. · appreciate the folktales and legends originated from various communities. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · select a folktale or legend that is personally relevant and present it to a group. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · read Bible and church history stories that portray how God works through people to help make the community a better place. · use community resources (museums, libraries, historic buildings, and other landmarks) to gather cultural information about your community.

GRADE THREE - COMMUNITY COMPARISONS

Unit of Study / Modules	Objectives
<p>Unit 3: Inter-dependence</p> <p>Module One - Human Needs and Wants</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · all people have basic needs and wants. · all people have rights and responsibilities. · various agencies assist children whose rights are not met. · people's needs are met in different ways. · conflicts may be resolved using peaceful means. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify and evaluate basic needs and wants. · identify and evaluate rights and responsibilities. · learn to resolve conflicts using peaceful means. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate human needs and wants, rights and responsibilities. · value the work of agencies that help children. · value peaceful means of conflict resolution. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · assist the work of a helping agency. · apply principles of peaceful conflict resolution. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · describe and illustrate the value of tithing and giving offerings. · develop principles of pursuing excellence, respecting rights and property of others, and practicing fairness. · understand how God works through people to make the community a better place. · understand how the Seventh-day Adventist church helps communities.

GRADE THREE - COMMUNITY COMPARISONS

Unit of Study / Modules	Objectives
<p>Unit 3: Inter-dependence</p> <p>Module Two - Communities Around the World</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · communities around the world have features that are interdependent. · language, celebrations, and games are integral to a community. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify and compare some components of various communities. · learn to identify and describe interdependent links within various communities. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · value the interdependent links within various communities. · appreciate that communities have differences and similarities. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · make comparisons without being judgmental. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify how your community is connected with other communities through cultural exchanges and technology. · identify factors that make the local community unique, including how the community is enriched through foods, crafts, customs, languages, the arts, and the contributions of individual artists.

GRADE THREE - COMMUNITY COMPARISONS

Unit of Study / Modules	Objectives
<p>Unit 3: Inter-dependence</p> <p>Module Three - Meeting Needs Through Industry and Services</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · industries and services help meet the needs and wants of a community. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · make connections among needs, wants, industries, services, and sustainable development. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate the different ways communities meet needs and wants. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate in simulation activities. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify and describe examples in which science and technology have led to changes in the physical environment. · identify sources of pollution and explain the results of pollution of land, water, animal/bird populations, and air. · show how pollution is the result of sin. · identify sources of pollution from your community affecting your immediate environment. · suggest ways to monitor science and technology in order to protect the environment. · describe the differences between renewable and nonrenewable resources and our responsibility to care for both.

GRADE THREE - COMMUNITY COMPARISONS

Unit of Study / Modules	Objectives
<p>Unit 3: Inter-dependence</p> <p>Module Four - Meeting Needs Through Agriculture</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · interdependent relationships within and between communities help meet many basic human needs and wants. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify ways in which agriculture helps meet human needs and wants. · make comparisons. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate the role of agriculture in meeting human needs and wants. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate in simulation activities. · set personal goals regarding food choices. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · explain that buyers and sellers interact to determine the prices of goods and services. · describe the ways in which local producers use natural, human, and capital resources to produce goods and services. · understand that goods are made locally, in other parts of the country, and the world. · understand that Canada trades goods and services with other countries.

GRADE THREE - COMMUNITY COMPARISONS

Unit of Study / Modules	Objectives
<p>Unit 4: Decision Making</p> <p>Module One - Making Decisions</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · making decisions is an integral part of life. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify and practice various effective decision making strategies. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · value peaceful decision making processes. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate in decision making situations. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · understand the importance of developing a personal relationship with Christ. · understand the importance of cooperation and sharing information when working in a group. · develop principles of pursuing excellence, respecting rights and property of others, and practicing fairness.

GRADE THREE - COMMUNITY COMPARISONS

Unit of Study / Modules	Objectives
<p>Unit 4: Decision Making</p> <p>Module Two - Groups Make Decisions</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · rules and laws are made for specific reasons. · rules and laws may be changed. · making decisions is an integral part of life. · groups make decisions in different ways for various reasons. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify various rules/laws. · make connections between rules/laws and their purposes. · learn to work with a group to make decisions. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · value rules/laws. · appreciate decision making processes. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate in decision making situations. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · show how the Ten Commandments relate to the laws of the country. · explain the consequences of violating laws. · describe how laws are made, applied, and enforced. · understand the importance of cooperation and sharing information when working in a group.

GRADE THREE - COMMUNITY COMPARISONS

Unit of Study / Modules	Objectives
<p>Unit 4: Decision Making</p> <p>Module Three - Our Changing World</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · decisions often result in change. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify and compare decisions that resulted in change. · make decisions. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate decisions for positive change. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · plan and create a community for the future. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · develop principles of pursuing excellence, respecting rights and property of others, and practicing fairness.

GRADE FOUR - SASKATCHEWAN

Quarter	Pacing	Unit of Study / Modules / Concepts
First Quarter	10 days	Unit 1: Identity Module One - Saskatchewan the Province · identity, province, geographic features, map, scale, direction, grid, weather, climate, vegetation, symbols
	8 days	Module Two - Saskatchewan Places · identity, rural, urban, work, recreation
	6 days	Module Three - Saskatchewan Heroes · heroes, volunteers, contributions, achievements
Second Quarter	12 days	Unit 2: Heritage Module One - Saskatchewan's First Peoples · history, First Peoples, oral tradition, diversity
	12 days	Module Two - Explorers, Fur Traders, the Métis Peoples, Early Immigrants, and Treaties · history, explorers, traders, immigrants, push/pull factors
	6 days	Module Three - Immigrants and Settlers · multiculturalism, immigrant, refugee, push/pull factors, change
Third Quarter	8 days	Unit 3: Interdependence Module One - Meeting Needs and Wants Through Technology · interdependence, needs, wants, technology, inventing, discovering
	14 days	Module Two - Resources and Industry · interdependence, resources, industries, economy, entrepreneurship
	8 days	Module Three - Agriculture and Related Issues · interdependence, resources, agriculture
Fourth Quarter	8 days	Unit 4: Decision Making Module One - Decision Making, Rules, Laws · decision making, rules, laws, change
	8 days	Module Two - Provincial Government Makes Decisions · government, capital city, taxes, revenues, expenditures
	8 days	Module Three - Making Decisions for Change · decision making, change, choices

GRADE FOUR - SASKATCHEWAN

Unit of Study / Modules	Objectives
<p>Unit 1: Identity</p> <p>Module One - Saskatchewan the Province</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · Saskatchewan is a province in the country of Canada. · it has regions that may be defined by land forms, climate, and vegetation. · maps of the province provide a variety of information. · various symbols have been identified to represent the province and its regions. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · interpret and create maps of local communities and the province. · learn to see relationships between/among climate, land forms, and vegetation. · identify provincial and regional symbols and describe their significance. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate and value the province's diversity. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · work cooperatively in group tasks. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · demonstrate how to use a map scale to measure distances and map symbols to locate natural and artificial features. · define and be able to identify the following natural regions and features on a map: mountains, oceans, continents, peninsulas, bays, etc. · study thematic maps to gather information about provinces. · explain why different natural resources, plants, and animals are found in various regions of the earth and how they are used.

GRADE FOUR - SASKATCHEWAN

Unit of Study / Modules	Objectives
<p>Unit 1: Identity</p> <p>Module Two - Saskatchewan Places</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · various kinds of communities exist in northern/southern, and rural/urban areas of the province. · where people choose to live is related to various factors including opportunities for work. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · learn to interpret and create maps and graphs that show distribution of population, climate, and vegetation. · learn to see relationships between population distribution and opportunities for work. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate and value the province as a desirable place to live and work. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · practice seeing things from various points of view. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · recognize from maps where major population centers are and give reasons for the development of those centers. · explain how natural resources contribute to regional and local settlements.

GRADE FOUR - SASKATCHEWAN

Unit of Study / Modules	Objectives
<p>Unit 1: Identity</p> <p>Module Three - Saskatchewan Heroes</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · many Saskatchewan women, men, and children may be recognized as heroes. · people in many areas of work and recreation may be heroes. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · access, organize and present information. · identify and apply criteria for heroism. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate and value the achievements and contributions of people in their own community and province. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · nominate, assess and induct people into a local Hall of Fame. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · understand the importance of developing a personal relationship with Christ.

GRADE FOUR - SASKATCHEWAN

Unit of Study / Modules	Objectives
<p>Unit 2: Heritage</p> <p>Module One - Saskatchewan 's First Peoples</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · First Nations peoples have inhabited this region for many thousands of years. · past experiences of First Nations peoples have helped shape this province. · First Nations peoples developed language, traditions and technologies appropriate for their lifestyles. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify and describe past experiences, traditions, and technologies of Aboriginal peoples in Saskatchewan. · use a variety of resources to assess, organize, and present information. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · emphasize with the experiences of peoples in the past. · value and appreciate the past experiences of Saskatchewan's Aboriginal peoples. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate cooperatively in a variety of projects. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · Study the Native Peoples of each region of Canada and know the food, clothing, transportation, and homes of each. · explore the cultures of the Native Peoples in each region prior to European exploration.

GRADE FOUR - SASKATCHEWAN

Unit of Study / Modules	Objectives
<p>Unit 2: Heritage</p> <p>Module Two - Explorers, Fur Traders, the Métis Peoples, Early Immigrants, and Treaties</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · explorers, fur traders, and early immigrants came to this province for a variety of reasons. · immigrants brought with them their own cultures. · interactions of Aboriginal and immigrants resulted in new identities. · immigrants adapted and/or created technology within a new environment. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · access, organize and present information. · identify various changes that took place during this time period. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate and value the cultures and traditions of various people. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · plan and participate in simulation activities. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify early explorers to Canada and understand the reasons that brought them. · understand the influence of technological developments and inventions. · explore the impact of early immigration.

GRADE FOUR - SASKATCHEWAN

Unit of Study / Modules	Objectives
<p>Unit 2: Heritage</p> <p>Module Three - Immigrants and Settlers</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · immigrants came to this province for a variety of reasons. · immigrants brought with them their own cultures. · interactions among peoples resulted in change. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · access, organize and present information. · identify various changes that occurred during this time. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate and value the cultures and traditions of various people. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate in a simulation activity. · plan and conduct an interview. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · know the impact of early settlers in Canada. · identify the important historical events of each region of Canada. · understand the influence of technological developments and inventions. · identify the accomplishments of notable Seventh-day Adventists in the history of each region of Canada. · identify challenges of the different cultural groups throughout the history of the province. · begin to identify the major religions of the world. · understand the influence of religious heritage on culture. · understand the unique message and mission of the Seventh-day Adventist church.

GRADE FOUR - SASKATCHEWAN

Unit of Study / Modules	Objectives
<p>Unit 3: Inter-dependence</p> <p>Module One - Meeting Needs and Wants Through Technology</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · people invent and discover technologies to meet needs and wants. · changes in technology often cause other changes. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · access, organize and present information and opinions. · identify and evaluate technologies and technological changes. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate the changes caused by the introduction of new technologies. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · plan and create an invention. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · know the impact of early settlers in Canada. · understand the influence of technological developments and inventions. · describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge.

GRADE FOUR - SASKATCHEWAN

Unit of Study / Modules	Objectives
<p>Unit 3: Inter-dependence</p> <p>Module Two - Resources and Industry</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · Saskatchewan has a variety of resources. · industry depends on resources. · resources should be used responsibly. · entrepreneurial ventures are important to the economy of the province. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · access, organize and present information. · make connections among resources, industry, employment, economy, conservation, and meeting needs. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · value the province's resources. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate in an economic venture. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · explain how natural resources contribute to regional and local settlements. · explain how technology might contribute to the exploitation of natural resources. · explain how technology might contribute to the conservation of natural resources. · give examples of the kinds of goods and services produced in the province in different historical periods. · tell how natural resources from your region are used and how they contribute to the economy of your region. · identify entrepreneurs who have influenced the province and the local community.

GRADE FOUR - SASKATCHEWAN

Unit of Study / Modules	Objectives
<p>Unit 3: Inter-dependence</p> <p>Module Three - Agriculture and Related Issues</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · Saskatchewan produces a variety of agricultural products. · both men and women are food producers. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · access, organize and present information. · make connections among resources, agriculture, and meeting needs. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate the significance of agriculture within this province. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate in a simulation activity. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · understand the influence of technological developments and inventions. · explain how natural resources contribute to regional and local settlements. · explain how technology might contribute to the exploitation of natural resources. · explain how technology might contribute to the conservation of natural resources. · understand how different people in the same region maintain different ways of life.

GRADE FOUR - SASKATCHEWAN

Unit of Study / Modules	Objectives
<p>Unit 4: Decision Making</p> <p>Module One - Decision Making, Rules, Laws</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · rules are made by groups and organizations and are enforced in various ways. · laws are made by governments and enforced by the justice system. · rules and laws may change in response to changing needs and wants. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · categorize rules and laws and link them with their purpose. · identify and use various methods of decision making. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · value rules and laws as necessary components of society. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · participate in decision making processes. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · show how the Ten Commandments relate to governmental laws. · define and provide examples of civic virtues in a democracy, i.e., self-discipline/self-governance, respect for the rights and dignity of all individuals, respect for the law, courage, reasoned patriotism, commitment to the common good.

GRADE FOUR - SASKATCHEWAN

Unit of Study / Modules	Objectives
<p>Unit 4: Decision Making</p> <p>Module Two - Provincial Government Makes Decisions</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · the provincial government makes laws, finances projects, provides services, and collects taxes. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify some roles and responsibilities of the provincial government. · identify the relationship between taxes and services. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · appreciate and value the role of the provincial government. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · host an MLA. · visit the legislature. · participate in a simulation activity. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · show how the Ten Commandments relate to governmental laws. · define and provide examples of civic virtues in a democracy, i.e., self-discipline/self-governance, respect for the rights and dignity of all individuals, respect for the law, courage, reasoned patriotism, commitment to the common good. · identify and explain the major responsibilities of the premier.

GRADE FOUR - SASKATCHEWAN

Unit of Study / Modules	Objectives
<p>Unit 4: Decision Making</p> <p>Module Three - Making Decisions For Change</p>	<p>Knowledge Objectives</p> <p>Students will know that:</p> <ul style="list-style-type: none"> · decisions often result in change. · change is an integral part of our lives. <p>Skills/Abilities Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · identify decisions that resulted in change. · make decisions. <p>Attitudes/Values Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · value decisions made for positive changes. <p>Citizen Action Objectives</p> <p>Students may:</p> <ul style="list-style-type: none"> · make decisions for change. · apply learnings to creating a province. <p>NAD Curriculum Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> · give examples of how citizens can participate in their province. · explain the rights and responsibilities of voting. · discuss the value of tithing and giving offerings. · explain how saving money allows people to return gifts to God and plan for future purchases.

August 2006

Dear Social Studies Teacher:

The following pages are a combination of the Seventh-day Adventist Social Studies Curriculum and the Saskatchewan Social Studies Curriculum.

This was put together to integrate the two programs to give a fuller and more extensive Social Studies programs for grades 5 to 8.

This is only a guide and outline. All the objectives and further instructions are found in the appropriate curriculum guides. These should be found in your school and if not please contact your local Saskatchewan school board and your conference office.

Along with this outline of the curriculums are lists of books that are a suggestion to use and a list of the publishers.

I hope that this will help with your Social Studies program at your school.

God Bless you in your teaching,

Sincerely,

Corinne Mazier

Principal/Teacher of the Seventh-day Adventist Christian School, Saskatoon, SK

**Saskatchewan & Seventh-day Adventist
Social Studies Curriculum
Grade Five**

Quarter	Pacing*	Cycle Information
First Quarter	2 days	Map Skills – <ul style="list-style-type: none"> - Globe: Continents, Hemispheres, Distortion - Parts of a map - Political/Physical Maps - Topography/Elevation Maps - Map Scale
	2 days	Geography – <ul style="list-style-type: none"> - Western Asia - Eastern Asia & Oceania
	7 days	Ancient Middle East <ul style="list-style-type: none"> - Origins of Man - Mesopotamia - Egypt - Israel
	8 days	Asia and the Pacific <ul style="list-style-type: none"> - India: History & Culture - China: History & Economics; Government & Culture - Japan: History & Culture - Pacific: History <p>{More detailed objectives/lesson plans found in the NAD Social Studies Multi-grade Curriculum Guide Quarters 1 & 2 of Cycle One Upper}</p>
Second Quarter	2 days	Map Skills – <ul style="list-style-type: none"> - Longitude & Latitude - Charts & Graphs - Temperature/Precipitation Maps - Time Zones
	2 days	Geography – <ul style="list-style-type: none"> - Africa
	7 days	Africa <ul style="list-style-type: none"> - History & Culture - Modern
	8 days	Greece & Rome <ul style="list-style-type: none"> - Ancient Greece - Classical Greece - Roman Empire - Fall of the Roman Empire <p>{More detailed objectives/lesson plans found in the NAD Social Studies Multi-grade Curriculum Guide Quarters 3 & 4 of Cycle One Upper}</p>

*NOTE: The pacing is based on one & half-hour day period

Quarter	Pacing*	Cycle Information
Third Quarter	9 days	Canada – Identity <ul style="list-style-type: none"> - Location - Climate - Landforms - Resources - Vegetation - Population - National & Regional Symbols - Provinces & Territories - Contemporary Canadian People (important) {More detailed objectives/lesson plans found in the Saskatchewan Grade 5 Social Studies Curriculum Guide pages 104-116}
	10 days	Canada – Heritage <ul style="list-style-type: none"> - Learning about the past, point of view - First Nations Peoples - Explorers - Fur Traders, - The Metis People - Immigrants - Confederation - Canadian Pacific Railway - Treaties - Wars {More detailed objectives/lesson plans found in the Saskatchewan Grade 5 Social Studies Curriculum Guide pages 203-227}
Fourth Quarter	9 days	Canada – Interdependence <ul style="list-style-type: none"> - Resources - Industries - Technology - Agriculture - Food Production - Conservation - Economy - Entrepreneurship {More detailed objectives/lesson plans found in the Saskatchewan Grade 5 Social Studies Curriculum Guide pages 303-319}
	10 days	Canada – Decision Making <ul style="list-style-type: none"> - Rules & Laws - Decision-making Processes - Federal Government - Women in Government - Making decisions for change - Rights & Responsibilities

		<p style="text-align: right;">Page 3</p> <p>{More detailed objectives/lesson plans found in the Saskatchewan Grade 5 Social Studies Curriculum Guide pages 403-417}</p>
--	--	---

***NOTE:** The pacing is based on one & half-hour day period

Objectives and resources that are needed to help with the Grade Five Seventh-day Adventist Curriculum may be found in the North American Division Curriculum Guide (published by the Office of Education of the North American Division of Seventh-day Adventists 2005) and the North American Division Social Studies Multi-Grade Implementation/Organizational Notebook Cycle 1 of the Upper Levels

Objectives and resources that are needed for the Saskatchewan Curriculum can be found in the Social Studies Curriculum Guide for Grades 1-5. It also can be found on the website <http://www.sasked.gov.sk.ca/docs.social.html>

Unit resources that can be used:

Most of these books can be found or ordered through a local teacher's store or can be ordered through the company.

From Exclusive Educational Products

- #B6315 Canada Map Skills
- #B6675 Ancient Rome
- #B6678 Ancient Greece
- #B6680 China
- #B6663 Canada's Natives Long Ago
- #B6664 Geography, Province to Province
- #B6683 Japan

From Classroom Essentials/ Scholastic

- 679748 Canadian Provinces & Territories
- 679714 Let's Look at Canada
- 1189506 Canada's Geographical Regions
- 679938 Native People of North America
- 1189522 Canada's Aboriginal Peoples
- 1240043 Ancient Egypt
- 1240051 Ancient Rome
- 1240069 Ancient Greece

From Teacher Created Materials

- Ancient Egypt ISBN 1-55734-292x
- TCM297 Ancient Greece

From Supreme Learning

L0548-00 Canadian Provinces & Territories
L6905-00 Canada's Capital Cities
L4859-00 Canada Geography Workbook
L4867-00 Our World Workbook
L4864-00 Prehistoric Canada Workbook
L4865-00 Explorers of Canada Workbook
L6903-00 Let's Look at Canada
L4845-00 Amazing Facts in Canadian History
L3045-00 Moments in Canadian Black History
L4826-00 Famous Canadians
L3449-00 Ancient Egypt
L3469-00 Ancient Greece
L3470-00 Ancient Rome
L3363-56 Understanding Text Passports Book 2

From Mind Resources

MR#024548 Map Book 3 – Canada & the World
MR#030508 Map Book 4 – Canada Through Maps
MR#032097 Map Book 5 – Exploring Canada's Geography
MR#032098 Map Book 6 – Exploring Canada's History
MR#020958 Development of Western Canada
MR#027216 Canada's Landmarks
MR#034626 Canada's First Nations – 3 book set
MR#024438 Mexico
MR#034929 Greece
MR#013241 China Today
MR#013238 Japan Land of the Rising Sun
MR#013234 All About Mexico
MR#024254 Multimedia CD Ancient Rome
MR#024255 Multimedia CD Ancient Egypt
MR#024256 Multimedia CD Ancient Greece
MR#013395 Multimedia CE Discovery Ancient China

From Rainbow Horizons

Canada EH

From Rodeo Chaps

SS13 Canada: Its Geography and People
SS14 Canada: Exploration and Settlement
SS15 Canada: Canada's Links with Other Countries
SS16 Local Government
SS17 Greece: An Ancient Civilization
SS18 China: A Pacific Rim Nation

From Good Apple

Japan – Traditions and Trends ISBN 0-86653-684-1

From S & S Learning Materials

SSJ1-48 Canada's Landmarks

SSJ1-50 Amazing Facts in Canadian History

SSJ1-46 Canadian Industries

From Scholastic

The Roman News ISBN 0-590-05661-1

The Greek News ISBN 0-590-05660-3

From Scholars Choice

105-542 Canada

105-557 Northwest Indians

105-541 Woodland Indians

104-545 Plains Indians

ISBN 016-968678831 Geography by Province to Province

ISBN 400-19541487x Discovering Canada

024-J155 Exploring Canada

**Saskatchewan & Seventh-day Adventist
Social Studies Curriculum
Grade Six**

Quarter	Pacing*	Cycle Information
First Quarter	2 days	Map Skills – <ul style="list-style-type: none"> - Globe: Continents, Hemispheres, Distortion - Parts of a map - Political/Physical Maps - Topography/Elevation Maps - Map Scale
	2 days	Geography – <ul style="list-style-type: none"> - Northeastern United States - Southeastern United States
	8 days	Pre-Columbian to 1763 – <ul style="list-style-type: none"> - European Explorers - Early American Civilizations - Early Settlements - Founding of the Colonies - Life in the Colonies - French/Indian War - Natural Resources & Environment
	7 days	1763-1783 – <ul style="list-style-type: none"> - American Revolution - Declaring Independence - Winning Independence New Government <ul style="list-style-type: none"> - Constitution - Bill of Rights - Citizenship <p>{More detailed objectives/lesson plans found in the NAD Social Studies Multi-grade Curriculum Guide Quarters 1 & 2 of Cycle Two Upper}</p>
Second Quarter	2 days	Map Skills – <ul style="list-style-type: none"> - Longitude & Latitude - Charts & Graphs - Temperature/Precipitation Maps - Time Zones
	2 days	Geography – <ul style="list-style-type: none"> - Midwestern United States - Western/Southwestern United States
	8 days	1783-1865 <ul style="list-style-type: none"> - Louisiana Purchase - War of 1812 - Westward movement - Mexican/American War - Founding of SDA Church

	7 days	<p>1820-1865</p> <ul style="list-style-type: none"> - The Road to War - Civil War - Women's Rights Movement - Ethical Issues <p>{More detailed objectives/lesson plans found in the NAD Social Studies Multi-grade Curriculum Guide Quarters 3 & 4 of Cycle Two Upper}</p>	Page 2
--	--------	--	--------

Quarter	Pacing*	Cycle Information	
Third Quarter	8 days	<p>Identity –</p> <ul style="list-style-type: none"> - Globes & Earth: Sphere, Axis, Direction, Rotation, Revolution - Atlases: Maps, Charts, Graphs, Tables, Timelines, Photographs, Diagrams. - Location & Natural Geography: Continents & Oceans, Islands, Mountain Ranges, River Systems, Coast, Ice Caps, Minerals, Arable Land, Elevation, Ocean Depth, Mountain Ranges, Lowlands, Plains, River Systems - Location & Grid: Grid, Direction, Hemisphere, North & South Poles, Equator, Map Symbols. - Boundaries: Countries, Provinces, States - Location & Climate: Temperature, Precipitation, Humidity, Storms. - Climate & Vegetation: Desert, Grasslands, Forests (mixed, deciduous, coniferous), Rainforest, Tropical Forest, Temperate Forest, Tundra, Savannah. <p>{More detailed objectives/lesson plans found in the Saskatchewan Grade 5 Social Studies Curriculum Guide pages 101-117}</p>	
	9 days	<p>Interaction –</p> <ul style="list-style-type: none"> - Learning About History: Artifacts, Fossils, Legends, Myths. - Indigenous Peoples of the Americas (Pre-1500): Arctic – Inuit; Newfoundland – Beothuk; Northeastern – Huron, Algonquian, Micmac, Shawnee, iroquois, Mohoawk, Oneida, Cayuga; Mississippi/Ohio River Basins – Hopewell, Adena; Southeastern USA – Cherokee, Creek, Choctaw,atchez, Caddo, Delaware; Mexico – Anasazi Aztec, Toltec, Olmec, Zapotec, Maya; Brazil – Amazon Tribes – kayapo, Atroari, Caraja, Mura, Omagua; Caribbean – Arawak; Argentina – Araucanian Indians. - Indigenous People of Europe & Africa (Pre-1500): Spain, France, England. - Peoples of Africa – Nigeria, Ghana, Benin, Cameroon, Morocco; Cultural Groups – Ashanti, Akan, Ewe, Fulani. - Western Europe Exploring the Americas (Post 1500): Spain, France, England; Trade Routes, Resources, Christianity, Colonization. - Europeans Immigrate the Americas: Religious rules, Poverty, Famine, Wars, Governments, Land Agreements, Adventure, Spread of Christianity, Resources. - African People Taken to the Americas as Slaves (1500-1800): Cheap Labour, Huge Plantations, Creation of two classes of people, Their struggles and Freedom. 	

		<p style="text-align: right;">Page 3</p> <ul style="list-style-type: none"> - Cultures within the Atlantic Region (Post 1850's): Immigration because of WWI, WWII, Vietnam War, Civil Wars in Haiti & Cuba, Persian Gulf. <p>{More detailed objectives/lesson plans found in the Saskatchewan Grade 6 Social Studies Curriculum Guide pages 201-219}</p>
<p>Fourth Quarter</p>	<p>9 days</p>	<p>Identity – National {Done as a Student Project due at the end of the quarter}</p> <ul style="list-style-type: none"> - Have students choose one of the following countries to fulfill the list of items that are required for each country study: Mexico, Jamaica, Nicaragua, Brazil, Argentina, Great Britain, France, Spain, Morocco, Nigeria - Historical Timetable - Social Environment - Physical Environment: Geographic Location, climate, Vegetation, - Resources - Languages - National symbols: Flags, Anthems, Coat-of-Arms, etc. - Rituals - Sports - Aesthetics: Dance, Music, Drama, Art, Literature. - Religions - Currency - Monuments - Holidays - Dress - Standard of Living - Currency <p>Identity of Minority Groups:</p> <ul style="list-style-type: none"> - Social Condition - Minority Groups: Children, Aged, People lacking basic necessities, People with disabilities, Women, Ethnic minorities, Regional Minorities. <p>Social Organizations:</p> <ul style="list-style-type: none"> - Children: 4-H Clubs, Brownies, Native Friendship Centres, Save the Children, UNICEF, Foster Parents Plan - Aged: Churches, Senior Citizens Organizations, Health Organizations - People lacking Basic Necessities: Red Cross, Salvation Army, UNICEF, United Way, YW/YMCA, Food Bank, ACS - People with Disabilities: Health Organizations, Special Olympics, Abilities Council - Women: Saskatchewan Action Committee, Aboriginal Women's Council - Ethnic Minorities: Churches, Community Organizations - Regional Minorities: Governments, Assembly of First Nations, Amnesty International <p>Identity of an Organization:</p> <ul style="list-style-type: none"> - Purpose - Membership - Rules/Laws/Traditions

	9 days	<p style="text-align: right;">Page 4</p> <ul style="list-style-type: none"> - Change - Participation <p>Personal Identity:</p> <ul style="list-style-type: none"> - History: Cultural background, events. - Social Milieu: Family, Peers, Media, School - Physical Environment: Location, Climate - Needs & Wants <p>{More detailed objectives/lesson plans found in the Saskatchewan Grade 6 Social Studies Curriculum Guide pages 301-313}</p> <p>Interdependence –</p> <ul style="list-style-type: none"> - Global Village - Meeting Needs & Wants: (Links between Atlantic Region Countries): Goods/Services; Music; Dance; Literature; Art; Values; Beliefs; Religions; Celebrations; Games; Technologies. - Links between People & the Environment: Relationships between humans and the environment; Current interest and relevance to the students or community. - Human Rights & Responsibilities: Human Rights; Aboriginal Rights; Distribution of Resources; Immigrants & Refugees; Proverty, Disease, Famine, Chronic Hunger, Lack of Clean Water, Infant Mortality, Illiteracy, Homelessness; International Conflicts. - Canada, A World Player: UN Involvement; Involvement in WWI, WWII, Korean War, Middle East; Inventions; Literature; Entertainment; Sports; Trading Networks; Space Program; Receiving Refugees; Wealth of Resources; Capability & Practice of Surplus Food Production. - Trade Among Atlantic Neighbours. <p>{More detailed objectives/lesson plans found in the Grade 6 Saskatchewan Social Studies Curriculum Guide pages 401-416}</p>
--	--------	---

***NOTE:** The pacing is based on one & half-hour day period

Objectives and resources that are needed to help with the Grade Six Seventh-day Adventist Curriculum may be found in the North American Division Curriculum Guide (published by the Office of Education of the North American Division of Seventh-day Adventists 2005) and the North American Division Social Studies Multi-Grade Implementation/Organizational Notebook Cycle 2 of the Upper Levels

Objectives and resources that are needed for the Saskatchewan Curriculum can be found in the Social Studies Curriculum Guide for Grades 6. It also can be found on the website <http://www.sasked.gov.sk.ca/docs.social.html>

Unit resources that can be used:

Most of these books can be found or ordered through a local teacher's store or can be ordered through the company.

From Exclusive Educational Products

#B6676 Medieval Times

From Thomson Nelson

A Geography of Canada & the United States

Student 0-91-9913407

Teacher's Resource Package 0-91-991375-X

From Scholars Choice – Moyer

50 States

United States Government & Presidents

United States Geography

From Mind Resources

MR#035720 United States 2 book set

MR#012707 The 20th Century

MR#013420 The Klondike Rush

From Scholars Choice

024-N1237 The War of 1812

From Teacher's Created Materials

TCM290 Civil War

TCM293 Revolutionary War

TCM295 Transcontinental Railroad

TCM582 United States Constitution

TCM590 African Americans

TCM597 Colonial America

TCM285 Native Americans

TCM288 Explorers

From Incentive Publications

IP402-2 United States History

IP402-3 United States Government, Economics, and Citizenship

From Canadian International Development Agency

The Americas and the Caribbean ISBN 0-662-17409-7

From Rainbow Horizons Publishing

Project Geos – A Brave New World

From Milliken Publishing Company

- MTDH01 Colonies Move Toward Independence
- MTDH02 The Revolutionary War
- MTDH03 A New Nation Is Born
- MTDH04 A Young Nation Develops
- MTDH05 Westward Expansion
- MTDH06 The Growth of Democracy
- MTDH07 The Nation Divides
- MTDH08 The Civil War – Part 1 (1861-1863)
- MTDH09 The Civil War – Part 2 (1863-1865)
- MTDH10 A new Birth of Freedom
- MTCH11 America in the Gilded Age

From Education Department

You Can Make a Difference – Curricular Unit on Adventism

Saskatchewan & Seventh-day Adventist
Social Studies Curriculum
Grade Seven

Quarter	Pacing*	Cycle Information
First Quarter	2 days	Map Skills – <ul style="list-style-type: none"> - Globe: Continents, Hemispheres, Distortion - Parts of a map - Political/Physical Maps - Topography/Elevation Maps - Map Scale
	2 days	Geography – <ul style="list-style-type: none"> - Western Europe - Eastern Europe
	8 days	Middle Ages – <ul style="list-style-type: none"> - Byzantine Empire - Feudalism - Papacy/European Monarchs - Crusades
	7 days	Renaissance – Reformation – Age of Exploration – {More detailed objectives/lesson plans found in the NAD Social Studies Multi-grade Curriculum Guide Quarters 1 & 2 of Cycle Three Upper}
Second Quarter	2 days	Map Skills – <ul style="list-style-type: none"> - Longitude & Latitude - Charts & Graphs - Temperature/Precipitation Maps - Time Zones
	2 days	Geography – <ul style="list-style-type: none"> - Canada & Russia - South & Inter-America
	7 days	Modern Europe – <ul style="list-style-type: none"> - Industrial Revolution - World Wars - The Cold War - Current Events
	8 days	Latin America – <ul style="list-style-type: none"> - Maya & Aztec - Inca - Conquest & Colonization Modern Latin America & Canada The World & Me {More detailed objectives/lesson plans found in the NAD Social Studies Multi-grade Curriculum Guide Quarters 3 & 4 of Cycle Three Upper}

	9 days	<ul style="list-style-type: none"> - Religions - Currency - Monuments - Holidays - Dress - Standard of Living - Currency <p>Power –</p> <ul style="list-style-type: none"> - Power Play - Forms of Power - Sources of Power - Identifying Forms & Sources of Power - The Power of Individuals - Collective Power - The Power of Nations - Why Do We Need Authority? - Authority in Democracy - Basic Principles of Democracy - Authority in Oligarchies & Autocracies - Authority & International Organizations
	10 days	<p>{More detailed objectives/lesson plans found in the Grade 7 Saskatchewan Social Studies Curriculum Guide pages 153-176}</p> <p>Change –</p> <ul style="list-style-type: none"> - Personal Change - Beyond Personal Change - Change & Land Use - Agents of Change - Social & Economic change - Technology & Change - Industry & Change - Opposition to Change - Revolutionary Change - Planned Change <p>{More detailed objectives/lesson plans found in the Grade 7 Saskatchewan Social Studies Curriculum Guide pages 203-224}</p>

***NOTE:** The pacing is based on one & half-hour day period

Objectives and resources that are needed to help with the Grade Seven Seventh-day Adventist Curriculum may be found in the North American Division Curriculum Guide (published by the Office of Education of the North American Division of Seventh-day Adventists 2005) and the North American Division Social Studies Multi-Grade Implementation/Organizational Notebook Cycle 3 of the Upper Levels

Objectives and resources that are needed for the Saskatchewan Curriculum can be found in the Social Studies Curriculum Guide for Grades 7. It also can be found on the website <http://www.sasked.gov.sk.ca/docs.social.html>

Unit resources that can be used:

Most of these books can be found or ordered through a local teacher's store or can be ordered through the company.

From Teacher Created Materials, Inc.

TCM291 Medieval Times

TCM580 Renaissance

From Incentive Publications

World History ISBN 0-86530-372-x

From Milliken Publishing Company

MTDS11 Byzantine & Moslems

MTDS12 Medieval Period Book 1

MTDS13 Medieval Period Book 2

MTDS14 The Italian Renaissance

MTDS15 The Northern European Renaissance

From Exclusive Educational Products

#B6679 Inca, Aztec, Maya

From Thomson/Nelson

Physical Geography 7 Student Text 07715-82242

Teacher Resource Package 07715-82250

From Classroom Essentials

1045279 Explorers

1019795 Medieval Times

From Supreme Learning

L3363-78 Understanding Passports Book 3

From Mind Resources

MR#013243 South America

MR#000916 The Middle Ages

MR#021630 Discovering ancient Civilizations

MR#026518 Mayas, Aztecs, Incas

MR#024253 Industrial Revolution Multimedia CD

MR#030554 Medieval Times Multimedia CD

MR#035174 The Renaissance Multimedia CD

From Mind Resources - continued

MR#024251 World War I Multimedia CD
MR#024252 World War II Multimedia CD
MR#035173 Cold War Multimedia CD
MR#013394 Amazing Aztecs Multimedia CD

From Scholar's Choice

400-19541683x Early Civilizations
440-10308 Exploring Ancient Civilization Medieval Times
440-10355 Exploring ancient Civilization Mayans & Aztecs
024-F130 Life in the Middle Ages
044-77871389x Manners & Customs in the Middle Ages (info book)
044-778713903 Medieval Medicine and the Plague (info book)
044-778713911 Medieval Myths, Legends & Songs (info book)
044-77871382x Medieval Law & Punishment (info book)
044-778713938 Medieval Projects You Can Do (info book)

Saskatchewan & Seventh-day Adventist
Social Studies Curriculum
Grade Eight

Quarter	Pacing*	Cycle Information
First Quarter	2 days	Map Skills – <ul style="list-style-type: none"> - Globe: Continents, Hemispheres, Distortion - Parts of a map - Political/Physical Maps - Topography/Elevation Maps - Map Scale
	2 days	Geography – <ul style="list-style-type: none"> - Western/Southwestern U.S. - Midwestern U.S.
	10 days	1865-1900 – <ul style="list-style-type: none"> - SDA Church Organization - Reconstruction - Citizenship - Industrial Revolution - Educational Systems
	5 days	1880-1920 – <ul style="list-style-type: none"> - Progressive Era: Economics, Social Reforms - A World Power <p>{More detailed objectives/lesson plans found in the NAD Social Studies Multi-grade Curriculum Guide Quarters 1 & 2 of Cycle Four Upper}</p>
Second Quarter	2 days	Map Skills – <ul style="list-style-type: none"> - Longitude & Latitude - Charts & Graphs - Temperature/Precipitation Maps - Time Zones
	2 days	Geography – <ul style="list-style-type: none"> - Southeastern U.S. - Northeastern U.S.
	7 days	1914-1947 – <ul style="list-style-type: none"> - World War I: Issues & Conflicts, Conclusion - Prosperity & Great Depression - World War II: The War Begins, Conflict & Resolution
	8 days	1945-Present – <ul style="list-style-type: none"> - Cold War - Korea & Vietnam Wars - Civil Rights Movements - Technology - Modern Politics - Ethical Issues

{More detailed objectives/lesson plans found in the NAD Social Studies Multi-grade Curriculum Guide Quarters 3 & 4 of Cycle Four Upper}

Quarter	Pacing*	Cycle Information
Third Quarter	9 days	Culture – <ul style="list-style-type: none"> - What is Culture? - Patterns of Culture - Economic Patterns: Meeting People's Needs - Political Patterns: Decision-making Structures - Kinship Patterns: The Structure of Families - Artistic Patterns: Creative Expression - Religious Patterns: Beliefs, Ceremonies, Rituals & Traditions - Educational Patterns: Lessons for Life - Recreation & Play Patterns: Socializing & Learning - Cultural patterns: Finding the Connections
	10 days	{More detailed objectives/lesson plans found in the Grade Eight Saskatchewan Social Studies Curriculum Guide pages 27-52} Citizenship – <ul style="list-style-type: none"> - Glorious & Free - Defining Citizenship - A Brief History of Canadian Citizenship - Decision Making in a Democracy - Rights & Responsibilities of Citizens in a Democracy - The History of Canadian Government Structure - Levels of Decision Making in Government - Active, Informed Citizenship - Reaffirm Your Citizenship {More detailed objectives/lesson plans found in the Grade Eight Saskatchewan Social Studies Curriculum Guide pages 75-89}
Fourth Quarter	9 days	Identity – <ul style="list-style-type: none"> - Who You Are - What's In a Name? - Societal Roles & Identity - The Media – shaping Identity - Family Influences on identity - Identity & Environment - Cultural identity - Canadian Culture - Canada – A Nation of Immigrants - Immigration Experiences
	10 days	{More detailed objectives/lesson plans found in the Grade Eight Saskatchewan Social Studies Curriculum Guide pages 123-143} Interdependence – <ul style="list-style-type: none"> - Interdependence & People - Interdependence & Our Basic Needs - Factors of Production & Interdependence - Labour & Interdependence

		<p style="text-align: right;">Page 3</p> <ul style="list-style-type: none"> - Resources, Land & Interdependence - Technology & Interdependence - Location & Interdependence - Production & Interdependence - Global Interdependence <p>{More detailed objectives/lesson plans found in the Grade Eight Saskatchewan Social Studies Curriculum Guide pages 161-180}</p>
--	--	---

***NOTE:** The pacing is based on one & half-hour day period

Objectives and resources that are needed to help with the Grade Eight Seventh-day Adventist Curriculum may be found in the North American Division Curriculum Guide (published by the Office of Education of the North American Division of Seventh-day Adventists 2005) and the North American Division Social Studies Multi-Grade Implementation/Organizational Notebook Cycle 4 of the Upper Levels

Objectives and resources that are needed for the Saskatchewan Curriculum can be found in the Social Studies Curriculum Guide for Grades 8. It also can be found on the website <http://www.sasked.gov.sk.ca/docs.social.html>

Unit resources that can be used:

Most of these books can be found or ordered through a local teacher's store or can be ordered through the company.

From Teacher Created Materials

TCM294 Industrial Revolution

TCM581 World War II

From Scholastic

Canadian Social Studies Homework ISBN 0-439-95233-6

Who Runs this Country Anyway ISBN 0-439-95730-3

From Citizenship & Immigration Canada

Belonging – an Activity Guide – Citizenship & Immigration Canada

From Crabtree Publishing Company

Canada from A to Z ISBN 0-86505-411-8

From Pembroke Publishers Limited

Resource book & Blackline Masters – Canada Confederation To Constitution

ISBN 0-921217-01-3

The Canadian Inventor Activity Book ISBN 0-921217-23-4

From Incentive Publications

Global Studies ISBN 0-86530-551-x

From Pearson Education Canada

Pathways – Civilizations Through Time

Student Edition – 0136754635

Teacher Guide – 0136938892

From Exclusive Educational Products

#B6887 Our Canadian Governments

#B8325 The Chinese in Canada

#B8326 The French in Canada

#B8327 Jewish People in Canada

#B8328 The Metis in Canada

#B8329 Skis in Canada

From Thomson/Nelson

Canada Revisited 8 Student Edition 0-91991349-0

Teachers 0-91991363-6

Human Geography 8 by Gage

Student Edition 07715-82269

Teachers Resource Package 07715-82277

From Classroom Essentials

1240027 Citizenship & Immigration

948581 Canada's Confederation

1189366 Canadian Government

679730 Our Canadian Governments

679756 Canada's Trading Partners

From Mind Resources

MR#029522 Elections in Canada

MR#018985 Life in the Middle Ages

MR#036338 Cultures of the World Set (3 books)

Extra List of Books

Books & Units that can be used by grades 5-8

From Classroom Essentials

1404491 World Geography
1260306 World Geography
1568940 The World
1312363 Country Report Projects for any Country
1396755 Outline Maps of the World
817827 Mapping Skills

From Mind Resources

MR#013239 Mapping Skills
MR#034576 Mapping Skills Activities & Outlines
MR#001529 Create a Culture

From J. Weston Walch Pub.

Where on Earth? Understanding Latitude & Longitude ISBN 0-8251-1512-4

From Good Apple

The Good Apple Outline Map Book of the World ISBN 0-86653-727-9

From Evan-Moor

The world Blank Map Forms ISBN 1-55799-277-0

From Milliken Publishing Company

Map Skills – The World Grades 7-9 ISBN 1-55863-126-7
Basic Map Skills – ISBN 1-55708-189-1