



About Nelson Socials

Grades K-7

Nelson Socials is a new, comprehensive series that helps students become active, engaged citizens with the ability to think and communicate critically, historically, and geographically. To gain a deeper understanding of their world, students are encouraged to ask questions to discover content through Curricular and Core Competencies. Authentic First Peoples voices are also infused through a variety of sources and perspectives to build ways of knowing and learning from the past and present.

Key Features

- Customized, engaging content provides complete curriculum coverage of all Learning Standards
- Active learning is encouraged through the use of a variety of sources and inquiry-based activities
- Embedded Curricular and Core Competencies support Social Studies skills and processes
- Authentic First Peoples voices focuses on learning through the First Peoples and Principles of Learning
- Comprehensive teaching support has been developed for easy implementation





Resource Component Overview

This sampler provides a preview of the components available in the Grade 3 classroom set. Each component works together to achieve complete curriculum alignment.



Inside the Classroom Set

For Students

Student Cards

- 12 single sided student cards (8 copies of each), stored in a sturdy box
- Offered in a flexible-use format which can be sorted in different ways, including; theme, or individual curricular competencies

For Teachers

Teacher Cards

- Embedded teaching support is provided on all
 Teacher Cards to support teachers during lessons
- Cards include prompts to help guide discussions and provide background information

Teacher's Resource (Print Version)

- A robust planning tool that supports the entire lesson and includes how to facilitate learning through First Peoples perspectives
- Includes comprehensive lesson plans and assessment tools

Online Teaching Centre

- Provides a PDF version of the print Teacher's Resource, as well as the following additional material:
 - Image bank
 - Modifiable Blackline Masters
 - Videos with teaching support
 - Weblinks
 - RSS feed

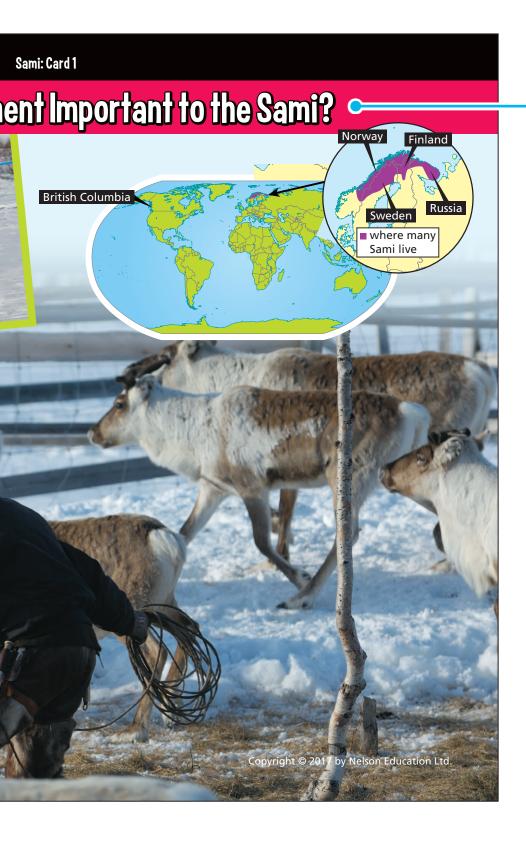


Student Card



Highly engaging visual to promote discussion, and encourage students to ask questions.





Each lesson begins with a question tied to a curricular competency.



Teacher Card (front)

SOCIALS

How Is the Environm

Gathering Evidence to Explain Geographic Significance

- What features of the environment do you see?
- What inferences can you make about the environment the Sami live in?
- What similarities and differences do you notice in the photos?
- How do you think the Sami use the environment in their work and play?

Questions to help guide students in their discussions and evidence gathering.

Recreation: Reindeer racing is a popular sport in the part of the world where the Sami live. Reindeer pull skiers or people on sleds.

Livelihood: Sami have herded reindeer for thousands of years. Reindeer are used for their meat, milk, fat, hides, fur, and antlers, as well as for transportation.



Nelson Socials 3: Sami (Lesson 1)



onment and Way of Life

ent Important to the Sami?

Formative Assessment: Collecting and Using Information

- Listen for students' detailed observations that address different environmental features, including climate, natural features, and human-made features.
 - **Descriptive Feedback:** "You have noticed the reindeer; now, try digging deeper in your observations. What other natural features do you see?"

ent Important to the Sami?

British Columbia

Sweder

Sami Ive

Sweder

Sami Ive

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Location: The countries in which the Sami live have similar climate and natural resources to some places in Canada. Sami people (and their reindeer) historically travelled across this whole region. Now, national borders restrict their ability to follow the reindeer.

Clothing: Traditionally,
Sami used reindeer fur and
leather to make clothing
such as hats, coats, boots,
and leggings. Many Sami
still wear clothing made
from reindeer fur or
leather, especially when
they are celebrating their
cultural heritage.

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Formative assessment prompts help teachers collect information about students' understanding of content and application of competencies by offering opportunities for observation, conversation, descriptive feedback, and adjustments for instruction.



Teacher Card (back)

SOCIALS

How Is the Environm

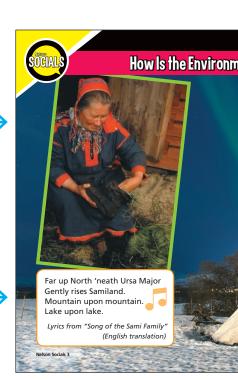
Envir

Gathering Evidence to Explain Geographic Significance

- What can you infer about the built features you see? What do you think the built features are made of?
- What clues tell you how the Sami use different features of the environment?
- How does where they live affect how the Sami live?

Clothing: In addition to reindeer fur and skin, Sami people traditionally used plant materials as insulation. This woman is stuffing a boot with a plant called sedge grass.

Culture: The Sami have their own anthem. *Samiland* (also *Sápmi*) refers to the areas where the Sami have traditionally lived.



Nelson Socials 3: Sami (Lesson 1)



onment and Way of Life

ent Important to the Sami?

Formative Assessment: Collecting and Using Information

Listen for students' use of inferences based on evidence; for example,
"I think it is probably very cold where the Sami live."
 Descriptive Feedback: "Tell me what evidence you used to make your inference. How can you find out whether your inference is correct?"



Snow: Reindeer herding is deeply connected to snowfall. Snow affects when reindeer migrate and which foods they eat. The Sami language has over 300 words related to snow and ice. An understanding of these words is vital for Sami herders.

Shelter: Sami herders travel with their reindeer as they move to and from seasonal pastures. Herders use tents as temporary shelters. Traditional Sami *lavvu* are built using branches from trees and reindeer skin. Modern *lavvu* are constructed using wooden poles and canvas. The *lavvu* is a stable structure designed to withstand high winds on the tundra.

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Embedded, point-of-use teaching support is provided in call-out boxes on all Teacher Cards. These annotations guide teachers in helping students apply their learning, as it relates to the curriculum competencies.



Teacher's Resource

Lessons are divided into 3 themes which reflect the Big Ideas and learning standards.

Emphasizes perspective rather than knowledge of the parts, when introducing students to First Peoples learning.

Background information is included to provide teachers with support on topics and ideas presented in each lesson.

Sami

Environment and Way of Life

🔒 Big Ideas

- Learning about Indigenous peoples nurtures multicultural awareness and respect for diversity.
- Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.

You Will Need

- . Student Card: How Is the Environment Important to the Sami?
- Teacher Card: How Is the Environment Important to the Sami?
- · chart paper

Online Teaching Centre Resources

BLM 1: Important Features of My Environment

BLM 2: Important Features of the Sami's

BLM 3: Explaining Geographic Significance Tool 1: Explaining Geographic Significance

- ▲ Tool 8: Communication
- ▲ Tool 9: Critical Thinking
- ▲ Tool 13: Social Responsibility Weblinks

How Is the Environment Important to the Sami?

Core Competencies: Students will communicate their ideas, both orally and in writing, about the environment in which they live. They will also employ critical thinking skills and social responsibility as they consider how various features of the environment are important to the Sami and to themselves.

Curricular Competencies and Content Standards: Students will gather evidence to help them draw conclusions about the significance of the environment and how different features affect the Sami's way of life.

Learning from First Peoples: Indigenous peoples around the world share many basic fundamental principles. Like British Columbia's First Peoples, the Sami would take only what was needed from the land to ensure there were remaining resources for future generations. Protocols were followed in order to ensure respectful and sustainable treatment of an environment that was crucial for their survival.

Sami Background

The Sami people have lived in the Arctic region of Northern Europe for thousands of years. They are recognized by the United Nations as an Indigenous people and occupy an area that stretches across the northern part of Finland, Norway, and Sweden, and Russia's Kola Peninsula. Traditionally, the Sami were nomads and based their living on reindeer herding, hunting, and fishing. Today, the reindeer industry is still an important livelihood for some Sami, and many combine reindeer husbandry with tourism, fishing, crafts, and other trades.

Activate and Inquire

- Explain to students that they will be learning about a few of the many Indigenous groups around the world. Ask students to think about some of the local Indigenous (Aboriginal) groups they know of in British Columbia or in Canada. What do they know about how these groups live? Ask students to think about how the local environment affects how people live. Then, read aloud the Big Question on the Student Card: How Is the Environment Important to the Sami? Provide students with some background information about the Sami, and discuss any predictions or questions students have. Display the Big Question for reference throughout the lesson.
- Discuss the meaning of the words feature and environment. If necessary, explain that a feature can include landscape features (e.g., lake), humanmade features (e.g., school), plants, animals, and climate (e.g., rain, cold).
- · Organize students into small groups and have them list examples of these features in their local environment.

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- Ask students to sort their features into two groups: features that are significant or important to them and features that are not. Discuss how students decided whether a feature was significant.
- Use students' responses to record questions for determining geographic significance. For example, *Does this feature affect a lot of people? Does this feature influence my activities? Does this feature play a part in my past or culture?*
- Distribute BLM 1: Important Features of My Environment. If necessary, model some examples, making sure to highlight responsible interactions with these features. Have students complete the BLM.

Acquire and Apply

- Distribute the Student Card to small groups.
- Direct students' attention to the locator map. Ask: Where do the Sami live?
 Discuss the location relative to Canada. Ask students to share what they know about this part of the world.
- Discuss different strategies students can use for analyzing the information on the Student Card, for example, sorting the photos and graph into different types of features, writing titles for each piece of evidence, or studying each quadrant of a photo. Encourage students to choose a strategy and to take turns leading the group discussion.
- Use the questions on the Teacher Card to further students' discussion about the environment and its significance.
- Circulate among the groups and use the background information on the Teacher Card to corroborate students' observations and inferences.
- Once each group has made observations and inferences about each piece
 of evidence on the Student Card, ask students to decide which features
 of the environment are important to the Sami. Remind them to use the
 questions the class developed earlier in the lesson.
- Students can complete BLM 2: Important Features of the Sami's Environment.
- Invite students to share what they know about the Inuit who live in Canada's Arctic region and their traditional way of life. Ask: What do you know about how different aspects of the environment, such as climate, weather, and landscape, affect the way the Inuit live?

Respond and Reflect

• Students can answer the lesson's Big Question by choosing one feature on the Student Card and explaining to the class how it is significant to the Sami. Distribute Tool 1: Self-Assessment: Explaining Geographic Significance to help students reflect on their application of this curricular competency. Discuss: Which strategy for analyzing information helped you the most? How could you find out more about the Sami and their environment?



See Significance on page 8.

✓ Blackline Master

Social Responsibility

Formative Assessment

Collecting and Using Information

Observe students' use of examples that illustrate the criteria for geographic significance.

Descriptive Feedback: "You've identified that reindeer are important to the Sami because they play a role in different aspects of their lives, for example, their work (herding) and their recreation (reindeer races)."

If students need support determining significant features, distribute BLM 3: Explaining Geographic Significance to help them apply the criteria for significance.

A thumbnail of each Student Card is shown to quickly locate the lesson cards.

Formative
Assessment boxes
provide teachers
with support
for monitoring
student learning.
Descriptive
feedback prompts
give teachers
suggestions
on how to give
feedback to further
student learning.

Core Competency icons highlight where and which core competencies are embedded in the lesson.

Critical Thinking

▲ Communication

Assessment Tool

Assessment loor

NEL Teacher's Resource 23



BLM 1

Embedded instructions to provide support on how to use the BLM in each lesson.

BLM 1	
Namo:	Date

Important Features of My Environment

- 1. In the first column below, list or draw important features in your environment.
- 2. Circle one feature.
- 3. In the second column, write or show something you do because of that feature. Include natural and human-made features.

Feature of My Environment	What I Do

4.	Write one sentence about how your environment affects you. Write one sentence about how you affect your environment.



Nelson Socials 3



BLM 2

 In the first column below, list or dra of the Sami's environment. Circle one feature. In the second co something the Sami do because of 	lumn, write or show	
Feature of the Sami's Environment	What the Sami Do	Engaging activities
		lesson ar promote learning to a curricul compete lens.
3. Write 1 or 2 sentences about how t affects the Sami people.	heir environment	



NEL

Rubric

	I've got it!	I'm getting the hang of it.
l can decide		
if a feature is		
significant.		
I can tell who		
a feature is		
important to.		
I can explain		
why a feature is		
important to a		
group of people.		



Date: _	······································
ograpnic S	ignificance
acher to fill in.	
n still figuring it out.	One question I have is
escriptive Feedback	
	Nelson Sc



Order Information

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