



Kindergarten–Grade 7



Agenda



1. Series Overview
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3. Grade 3 Sampler
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5. Our BC Team
6. Publication Schedule
7. Competition Update
8. Purchasing Options
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Series Overview



Nelson Socials is a comprehensive suite of resources for grades K-7.

-Developed ground up, - not an adaptation, by BC Educators



Student Component Overview



Kindergarten–Grade 3	Print Format	Digital Format
Student Cards Kindergarten–Grade 2 <ul style="list-style-type: none"> 12 single sided Student Cards (8 copies of each) in a durable cardboard box for each grade Grade 3 <ul style="list-style-type: none"> 18 double-sided Student Cards (8 copies of each) in a durable cardboard box 	✓	
Grades 4–7		
Student Resource <ul style="list-style-type: none"> 1 Student Resource per grade 	✓	
Activity Cards <ul style="list-style-type: none"> 18 double-sided Activity Cards (8 copies each) in a durable cardboard box 	✓	
Online Student Centre An Online Student Centre for each grade provides access to an eBook with audio		✓



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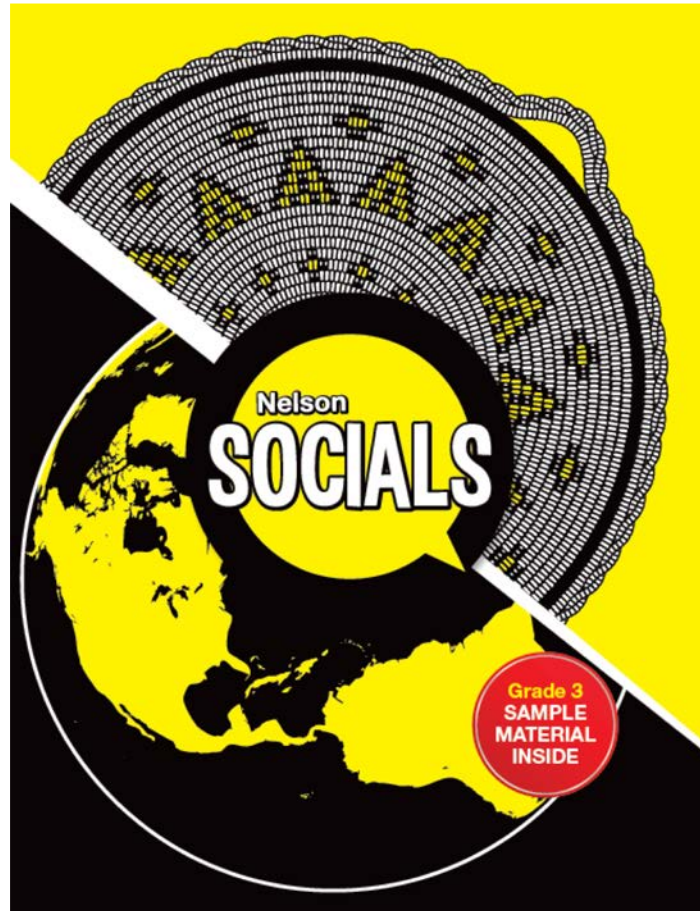
Teacher Component Overview

Kindergarten–Grade 7	Print Format	Digital Format
Teacher's Resource Each Teacher's Resource includes access to the Online Teaching Centre	✓	✓
Teacher Cards Each grade offers a teacher set of the Student/Activity Cards with embedded point-of-use teaching support	✓	



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Grade 3 Sampler



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Grade 3 Sampler Components



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 Nelson Socials Grade 3. You will find a sample of each of the following components:

Student Cards

Nelson Socials Student Cards are the core student resource for students in Kindergarten-Grade 3. These cards provide sources of evidence and cover the curriculum content standards and curricular competencies by providing highly engaging visuals to promote discussion, and encourage students to ask questions.

Grade 3 consists of 18 Student Cards developed to explore Global Indigenous Peoples, as well as local BC communities. The following outlines the people and places students will have the opportunity to explore:

Sami (Northern Europe)	Maori (New Zealand)	Bedouin (Northern Africa and Middle East)	Mapuche (Chile/Argentina)	Local BC Communities (several groups by region)
3 cards	3 cards	3 cards	3 cards	6 cards

Teacher Cards

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

Teacher's Resource

The Teacher's Resource is a robust planning tool that supports the entire lesson and includes how to facilitate learning through First People's perspectives.

This sampler provides the following pages from the Teacher's Resource:

- One Lesson Plan
- Criteria for Geographical Significance
- Two accompanying Blackline Masters
- One Assessment Tool



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Grade 3 Sampler Components



Student Card

The Sami: Traditional Way of Life

Sami population: 68 000
Finland: 40 000
Norway: 20 000
Sweden: 6 000
Russia: 2 000

The Sami: Traditional Way of Life

Average Monthly Temperatures in Finland, Norway, Russia, and Sweden

Month	January	February	March	April	May	June	July	August	September	October	November	December
Temperature (°C)	-15	-12	-8	-4	0	4	8	12	10	6	2	-2



Grade 3 Sampler Components



Teacher Card

The Sami: What features of the environment are significant to the Sami's way of life?

General Prompts to Guide Discussion

- Who or what is in the image?
- Where does the image take place?
- What is happening in the image?
- Why do you think this is happening?

Prompts for Deeper Discussion

- What type of environment is this?
- What feature of the environment do you see?
- How does the environment affect what these people are doing?
- Does this environment seem the same or different from where you live?

A Sami man from Norway is fishing. Fishing is a common livelihood for the Sami who live along coastal regions. He is using a traditional hand line to reel a fish.

A Sami man from Finland is herding a reindeer calf. Reindeer herding has been the traditional of the Sami people for thousands of years. Today, approximately 10% of Sami people still herd reindeer for a living.

The Sami: Traditional Way of Life

A Sami boy is reindeer herding in Sweden. Most reindeer are wild, however, many are used as draft animals and for leisure activities such as sledding and riding. Many of the activities that the Sami participate in for leisure (e.g., lasso throwing competitions, reindeer sledding, reindeer skiing) are connected to the activities they do for their livelihood.

A Sami woman is stuffing reindeer grass into a boot. The grass is collected from clear meadows and then it is dried. Once it is completely dried, it is placed inside winter boots for insulation. You may ask students: Why do you think she is stuffing grass into a boot?

A traditional Sami tent is set up in Troms region of Norway. The tents (known as lavvu) are made of reindeer skin. The tents are stable in high winter winds due to their unique design. They are used as a temporary living shelter for reindeer herders and their families while following reindeer herds.

This graph shows the average monthly temperature across Finland, Norway, Russia, and Sweden. The x-axis shows months from January to December. The y-axis shows temperature in degrees Celsius from -30 to 10. The graph shows that the temperature is lowest in January and highest in July. The average temperature is above 0°C only three months of the year. You may ask students: Is the temperature hot or cold for most of the year?



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Grade 3 Sampler Components



Lesson Plan

What features of the environment are significant to the Sami's traditional way of life?

What We Read
• study notes or steps of paper

Big Ideas
Sami Card The Sami's Traditional Way of Life
Sami Card What features of the environment are significant to the Sami's traditional way of life?
BLM 1: Mandala
BLM 2: Analyzing Images
Check for Geographical Significance
Table 1: Significant Land Assessment

Big Ideas (continued)
Throughout the world, values the well-being of the land.

Online Teaching Centre

From Matter
See Significance on page 33.

Core Competency: Students will communicate their ideas, both orally and in writing, about the environment in which they live. They will also employ critical thinking skills to formulate a meaningful response to what features of the environment (e.g., landscapes, places, flora and fauna, and aspects such as climate) are significant to the Sami's traditional way of life.

Curricular Competency and Content: In this lesson, students will learn about the traditional way of life of the Sami. Students will gather evidence to help them explain the significance of some features of the environment (e.g., landscapes, places, flora and fauna, and aspects such as climate) to the Sami's traditional way of life.

First Peoples Principles of Learning: First Peoples traditional ways of learning recognize that learning is holistic, relational, and experiential. In *Activate and Question*, students will examine their way of life. How it is affected by the environment, and their relationship to that environment.

Sami Background
The Sami are a northern-European indigenous group. Originally a nomadic people, the Sami traditionally herded reindeer for a living. Those who lived in coastal regions relied on a living in inland regions, the Sami made their livelihoods through farming, forestry, freshwater fishing, or mining. Today, most Sami live in urban environments. Approximately 10% of Sami people still engage in reindeer herding. Some Sami are still deeply involved in their traditional culture. Work, family, recreation, and spirituality are all tied in some way to the land on which the Sami live.

Activate and Question
• In small groups, have students list on sticky notes or strips of paper the landscape (e.g., forest, lake, plain (e.g., home, school), flora and fauna (e.g., plants, deer), and aspects of the climate (e.g., hot, cold, rain, snow) in their local environment. Once completed, explicitly teach the word *significance*. Then, ask students to determine which features of their local environment are significant to their way of life and which are not. Use *Criteria for Geographical Significance* to help develop the criteria as a class. Use the criteria to determine the significance or insignificance of a few local features of the environment. Ask: *Which features of your environment influence your activities? Have students sort their lists into two groups: significant and insignificant.*
• Encourage students to expand on their initial lists by describing the activities they or many other people do in each environment (e.g., live, work/help out,

play, learn, etc.) Model the following as examples. In the answers, I note in the lists. When the teacher is done, I go for lists in the first.

• Model how to begin the activity in BLM 1: Mandala. Then have students individually complete the inner circle to organize the words and descriptions of their environments and the activities they or many other members of the community do there or the because of their features. Ask: *If a feature of the environment is used for more than one type of activity or way of life, does it increase its significance?*

Acquire and Apply
• Inform students that they will now look for clues about what features of the environment are significant to the traditional way of life for an indigenous people called the Sami. They will consider the following question: *What features of the environment are significant to the Sami's traditional way of life?* Organize students into small groups, and distribute Student Card: The Sami's Traditional Way of Life. Model how to lead the discussion by asking the questions and background information in Teacher Card: What features of the environment are significant to the Sami's traditional way of life? Use the facts provided for each Student Card image to corroborate the evidence that students will gather about the significance of the environment to the Sami's traditional way of life.

• Organize students into small groups and give each group one Student Card. Invite students to take turns directing the task of gathering information for each image. Distribute BLM 2: Analyzing Images to help guide students with their observations. Once they have made observations and inferences about each image, invite students to fill in the outer circle of BLM 1 with features of the environment that are significant to the Sami's traditional way of life.

Respond and Reflect
• In small groups, ask students to discuss the following question: *What features of the environment are significant to the Sami's traditional way of life? Invite them to choose one image on the Student Card and explain to their group how the features of the environment are significant to the Sami's traditional way of life. They can use BLM 1 to help them with their discussion.*
• For deeper reflection, have students work with a partner to compare the parts of the mandala. Ask: *Is the environment more important to the Sami way of life than your local environment is in your way of life? Why? Is the environment more important to the Sami way of life than your local environment is in your community's way of life? Why?*

Assessment:
Student Rubric 1: Significant Land Assessment
This assessment evaluates how students explain, analyze, and apply their understanding of the land.

Secondary Lesson
Ask students how might Sami people from different generations view their relationship with the environment? Asking students to identify the difference in world views in respect to different generations will allow students to gain a deeper understanding of historical (and personal) perspectives.

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Grade 3 Sampler Components



Criteria

Criteria for Geographical Significance

The following list is a good starting point for establishing whether or not a feature of the environment (e.g., landscapes, places, flora and fauna, and climate) are significant to a group of people.

1. The feature of the environment has an influence on many people in the geographic area.
2. The feature of the environment has an influence over a long period of time.
3. The feature of the environment has cultural or historical value.
4. The feature of the environment has strategic value.
5. The feature of the environment has a deep impact and is not easily changed.

You can help students arrive at the above criteria by asking the following questions:

1. What features of the environment are important/significant to you?
2. What features of the environment are important/significant to your community?
3. What features of the environment influence your activities and way of life?
4. How do we decide if a place or feature is significant?

Nelson Socials 3

10



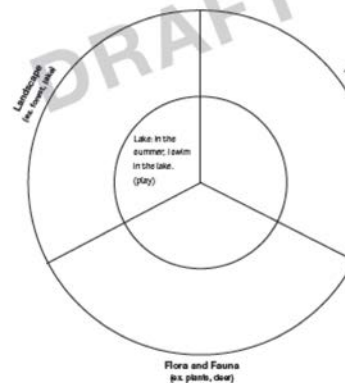
BLM 1

Name: _____ Date: _____

BLM 1: Mandala

Step 1: In the inner circle, write down features of your environment. Then, write an activity you or many other people from your community do in or because of that feature (e.g., play, help out/work, live). Include an aspect of the climate (e.g., cold, rain, snow) or time of year (e.g., summer, winter) when you do that activity.

Step 2: Repeat the process for the same people in the outer circle.



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Rubric

Rubric 1: Significance Self-Assessment

Read each question and place a check mark (✓) in the appropriate box.

	Outstanding!	Good Work!	Could Do Better	Need to Improve
I was able to identify three or more significant features of my environment.				
I was able to write a sentence or two about each feature and explain its significance.				
I was able to describe the activities I do in or because of each feature of the environment.				
I was able to identify three or more significant features of the same environment.				
I provided evidence to support my conclusions about the significance of a feature of the same environment.				

Nelson Socials 3

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Grade 3 Student Cards

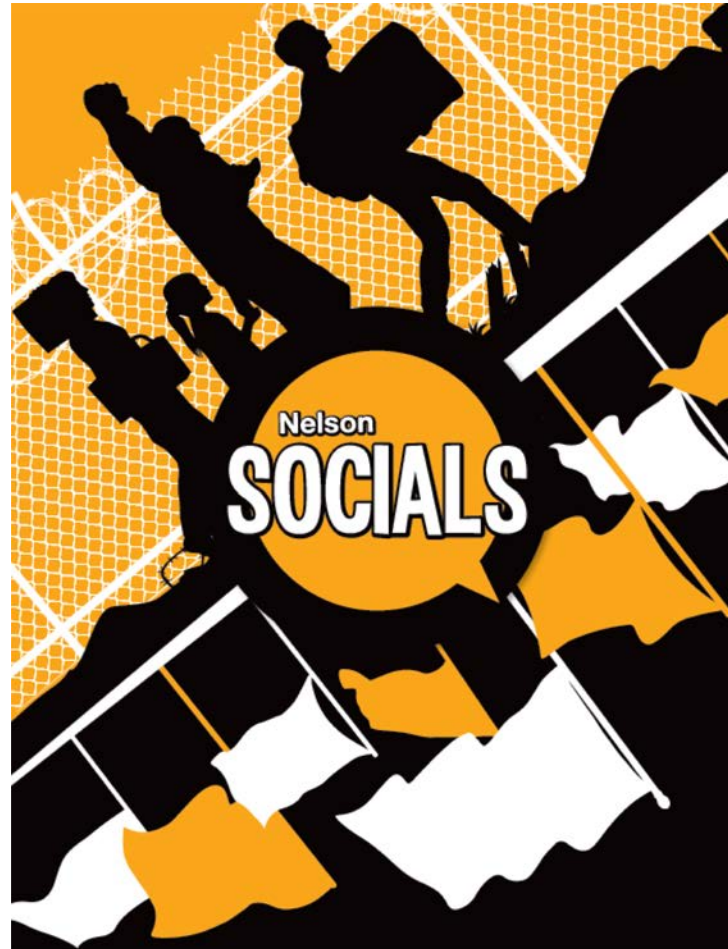


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Grade 6 Sampler



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2



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Grade 6 Sampler



Theme 4: Conflict and Cooperation, Lesson 1

HOW DO DIFFERENT CAUSES INFLUENCE CONFLICT?

Analyze Causes of Conflict

- 1) **Connect:** Which causes of conflict presented in the Student Module can you identify in this case study?
- 2) **Categorize:** Sort the causes you have identified into long-term or underlying causes versus short-term or immediate causes.
- 3) **Represent:** Create a visual to show how these causes are connected to each other.
- 4) **Determine Influence:** Identify the cause of this conflict that you think is most influential. Share your answer with supporting evidence.

Syria and Neighbouring Countries

WHAT CAUSED THE SYRIAN CONFLICT?

The region where Syria lies has been conquered and divided by many different powers. It was once part of the Ottoman Empire, but was taken over by France in 1920. Syrians objected to French rule and fought for independence. In 1946, the French left Syria, but struggle for control of the country continued.

The Assad family has governed Syria since 1970. The family established a dictatorship under a one-party political system. No other political groups were allowed in this system. The Assad family are Alawites, a small group of Shia Muslims in Syria. The majority of Syrians are Sunnis, a different group of Muslims.

In the early 2000s, President Bashar al-Assad began making economic changes. These changes benefited those closely connected to the government, but did not improve quality of life for other Syrians.

In December 2010, protests against governments began in countries in Africa and the Middle East. These protests were called the Arab Spring. They inspired Syrians to take action, starting in the city of Deraa. The government sent troops to stop them. Violence soon broke out across the country. As of 2016, fighting continues between several different groups.

Reuters Top News, March 17, 2013

CITY PROTESTS ARREST OF TEENAGERS

Dominic Evans and Suleiman Al-Khalidi

On the night of February 22, 2011, 16-year-old Mohammad and five friends gathered to scrawl graffiti demanding the overthrow of President Bashar al-Assad, whose family had ruled the country for 40 years.

One student scribbled on the school wall: "No teaching. No School, Till the end of Bashar's Rule."

"We did not expect the school guard to see us," said the youth.

Their detention and abuse brought long-buried anger in Deraa boiling to the surface. It erupted in protest on March 18, 2011.

The New York Times Magazine, August 11, 2016

ASSAD WARNS PROTESTERS

Scott Anderson

On March 30, 2011, Assad delivered a speech to the Syrian Parliament, carried live by state television and radio. While protests had spread to a number of Syrian cities, they were still largely peaceful, with dissenters calling for changes in the regime rather than for its overthrow.

Syria's secret police were still everywhere, and the country's permanent ruling class remained firmly in the hands of the Alawite minority.

The Alawites, along with many in Syria's Christian minority, feared that any compromise with the protesters was to invite a Sunni revolution and, with it, their demise [end].

Assad used his parliamentary speech to issue a stern warning. "Burying sedition [rebellion] is a national, moral and religious duty, and all those who can contribute to burying it and do not are part of it," he declared. "There is no compromise or middle way in this."

Ar-Raqqa Province, Syria, 2010: A man touches dry soil. Mismanagement of land and resources and lack of rain since 2006 have made it difficult for farmers to grow crops. Many farming families have been forced to move to cities to find work.



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HOW DO DIFFERENT CAUSES INFLUENCE CONFLICT?

UNDERSTANDING CONFLICT

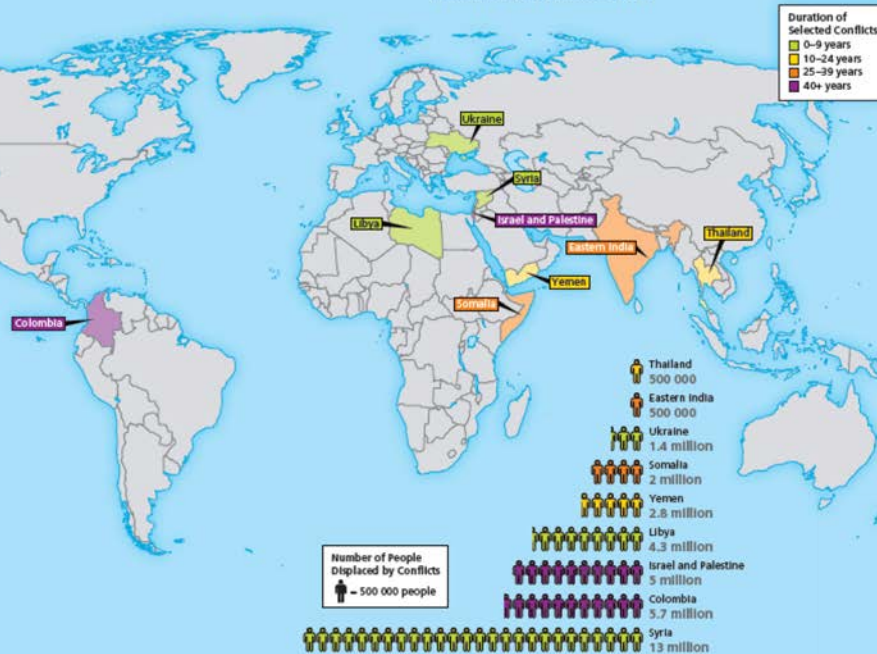
Conflict happens when people or groups have opposing ideas or interests and they struggle for power or control. Some conflicts are minor, such as disagreements with a friend.

Armed conflicts are major because they are violent and involve many people in large geographic areas. These conflicts often last a long time and have negative consequences for many people.

Look at pages 8 and 9 to learn about different causes of conflict. Use the map in this infographic to locate the two examples of conflict on those pages. **Q:** What differences and similarities do you notice between the two examples?

This infographic shows the duration of some armed conflicts and the number of people displaced (or forced to move permanently) by these conflicts. **Q:** What causes some conflicts to last longer than others? Why do some conflicts displace more people than other conflicts?

Selected Armed Conflicts, 2016



Grade 6 Sampler



CAUSES OF CONFLICT

ENVIRONMENTAL CAUSES: Droughts, floods, and other natural disasters destroy resources and force people to move. Conflict can happen when people compete for basic necessities such as food, water, living spaces, and jobs in the places affected by these environmental changes. Some scientists predict that continued climate change will increase the number of armed conflicts.

Somalia, 2016: Displaced Somalis receive food and water from international aid workers. **Q2** Identify potential causes that could create conflict in this situation and then explain what steps are being taken to prevent conflict.



CULTURAL CAUSES: Culture describes people's beliefs, values, customs, and knowledge. Conflict can happen when people are intolerant of other cultures or when groups force their culture on other groups. Tensions can also arise when people of the same religion have different viewpoints on religious teachings. For example, the two main groups in the Islamic religion are Sunni and Shia. These groups have some different religious practices and they select religious leaders differently. This can cause disagreements.

TERRITORIAL CAUSES: Competition between different groups for land and resources can cause conflict. Territorial causes include border disputes, spying, armed invasions, and actions that ignore a group's land and borders. In response, people may take up arms to defend their territory.

Colombia, 2012: A group of Nasa people protests the actions of the Colombian government and a rebel group. The Nasa are an indigenous people in Colombia. **Q3** What inferences can you make from this photo about the causes of this conflict?



ECONOMIC CAUSES: Conflict can happen when a small group of people has great wealth while most people have little wealth. In some countries, most people have low-paying jobs or are unemployed. They cannot afford basic necessities such as food, water, and shelter. Economic inequalities like these can cause those with little wealth to use violence to bring about change. Sometimes, conflict happens when a wealthy group takes action to control the resources of a less wealthy group.

POLITICAL CAUSES: Conflict can occur between political groups competing for power. Groups may have opposing policies or ideas about how to govern and the values people should live by. A government that provides poor services, is dishonest, or runs unfair elections can cause people to take violent action to create change.

Lesson 1: Causes of Conflict



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Grade 6 Student Resource



A 96-page Student Resource is divided into 4 Themes with 4-5 lessons in each theme.

The Themes are:

1. Equality and Urbanization
2. Decision Making and Representation
3. Global Economics
4. Conflict and Cooperation

Each theme in the student module works together with the Activity Cards to develop Core and Curricular competencies through an Inquiry based approach.



Our BC Team



Name	Location
Lisa Schwartz	Richmond
Ellen Simmons	Penticton
Shari Warsfold	Yukon
Romy Cooper	Vancouver
Keely Flannigan	Kelowna
Jean Bowman	Saanich
Bryce Owens	Kelowna
Lindsay Gibson	Kelowna
Mark Lowry	Sunshine Coast
Anne Tenning	Nanaimo
Maureen Dockendorf	Superintendent of the Early Years
John Lyall	Sooke
James Miles	Vancouver
Julia Brister	Surrey
Karen Coumont	Surrey
Laura Lui	Deer Lake
Karen Frederickson	Peace River



Publication Schedule



Grade	Pub Date
K	August 2017
1	August 2017
2	August 2017
3	February 2017
4	August 2018
5	April 2018
6	April 2017
7	August 2017

