

Ross Farm Curriculum Map for Teachers – Grade 5

Grade Level / Concepts	Ross Farm Experiential Workshop: Can a Society Be Created?	Suggested Evaluation or Follow up Activities	Specific Curricular Outcomes Met	Teacher Check Completed
<p>Demonstrate an understanding of the concept of rural society, and explain its geographically advantageous location. Develop an understanding of interdependence and community and the importance of empathy, cooperative and collaborative citizenship in a rural society.</p> <p>ELA:</p>	<p>Students will be challenged to live as early rural settlers might, and to experience the first rural society through the use of artefacts and props. Students will work cooperatively, discovering how rural societies became so resourceful, tied to the land, interdependent and welcoming. They come to appreciate the skills and knowledge developed over the years. Learners will simulate the experience of building a pole house while adopting the persona of a founding member of the rural society or Mi'kmaw individual. Students will be tasked with locating their assigned plot, assessing its suitability, and using various tools to construct a model shelter. Students will discover the skills and talents various individuals bring to the collective effort. Through discussion, learners will discover the impact of status, gender, geographical factors on a rural society and the implication for First Nations people.</p>	<p>Use your school's internet to Blog day to day activities and thoughts of assigned personas to demonstrate the impact and/or influence of individuals' gender and status to a rural society.</p> <p>Share experiences with other schools through Weebly or other blog.</p> <p>Peer teaching: Students create and present a pictorial record of their experiences at Ross Farm Museum to fellow students. The presentation might include a brief question/ answer forum.</p> <p>Quick write (10</p>	<p>S.S. - 5.1.1 Define society as it applies to a rural society</p> <p>5.2.1 Explain how place and geographic feature(s) influenced the development of society -locate the society using geographic skills and technologies -identify, describe and explain how the significant geographic feature(s) influenced the development of the society</p> <p>5.2.2 Identify the lifestyles within the society and describe how place and environment affected lifestyles -explain how lifestyles affected the environment -locate the selected society using geographical skills and technologies -explain how social structure influenced the society</p> <p>5.5.1 -examine interactions between First Nations and Europeans in what later became Atlantic Canada</p> <p>5.6.1 Illustrate an understanding that societies share common features</p>	

<p>Demonstrate an ability to communicate effectively; to clarify, extend, explore and reflect on thoughts and learned experiences. Use a range of strategies to develop writing and other forms of representing and to use their imaginations.</p> <p>Health Develop critical thinking to make informed decisions to enhance health of self, those around oneself, and within a global context and demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and others</p> <p>Information and Communication</p>		<p>minutes) with prompt: It is the first night in our new pole house. Papa had just blown out the candle when suddenly there was a knock on the door...</p> <p>Create a story board</p>	<p>E.L.A. - 1.2 ask and respond to questions to seek clarification or explanation of idea and concepts 2.1 recognize roles and responsibilities as speakers and listeners 2.3 give and follow precise instructions and respond to questions and directions 8.1 use a range of strategies in writing and other ways of representing to record, develop, and reflect on ideas, attitudes and opinions</p> <p>Health - 2.4 describe the role of physical activity in enhancing social experiences and managing thoughts, feelings and behaviours</p> <p>I.T.C. – BOC 6.1,</p>	
---	--	---	--	--

<p>Technology Integration: Demonstrate safe, appropriate and effective use of computer equipment and the internet</p> <p>Physical Education : Demonstrate an understanding of adaptability, effective body mechanics and positive attitudes</p> <p>Science- Develop an understanding of the nature of life, physical and earth science and apply such to extend, interpret and integrate knowledge</p>		<p>depicting experiences at Ross Farm (steps to building pole hut)</p> <p>Complete a web quest to identify trees and plants with medicinal properties that are native to Atlantic Canada</p> <p>Venn diagram comparing historical building tools to tools of today</p>	<p>6.3, 6.5 practice safe and appropriate use of computer and internet SEH16.3 develop concern for accuracy of information PTS 6.4 conduct research and plan and create a story board</p> <p>Physical Education 2.1 take part in an activity utilizing a community resource 2.3 identify potentially harmful wildlife, insects and plants 2.4 identify early signs and implications of not dressing properly for weather conditions</p> <p>Science- 204-1, 204-5, 303-15 compare the effect of friction on the movement of objects over a variety of surfaces 105-5,107-8,205-8 Describe examples of how simple machines have improved living conditions and identify machines that have been used in the past and that have developed over time.</p>	
--	--	--	---	--