

Many Voices Combined-Grade Correlation Package



Grade One/Grade Two



Teaching Combined Grades

Linkages and Sequencing

The materials in *Many Voices* reflect the following linkages and sequencing inherent in the Alberta Social Studies program of studies. These provide continuity that assists teachers in planning a combined-grades program. (Please see table below.)

The following strategies reflect ways some teachers approach teaching Social Studies in a combined-grades classroom.

Separate Programming

- Use teaching assistants and parent volunteers whenever possible.
- Use cross-grade “buddies” to assist with tasks.
- Place independent extension activities for both grades at centres.
- Partner with another teacher.

Integrated Programming

- Use peer modelling and cooperative learning.
- Alternate programs (e.g., for a Grade 1-2 classroom, teach the Grade 1 program one year and use the Grade 2 program the following year).
- Choose one grade’s program to use for the basic program and then modify up or down for the other grade.
- Use the core concepts of citizenship and identity as organizers and integrate the content of each grade where possible.
- Find some common strands or related outcomes and choose appropriate activities and support materials. See the related outcomes below as an example.

Grade 1 Outcomes	Grade 2 Outcomes
Outcome 1.2.2 <ul style="list-style-type: none">• How have changes affected my family over time (e.g., births, deaths, moves)?• In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)?• How have changes over time affected their families and communities in the present?	Outcome 2.2.7 <ul style="list-style-type: none">• In what ways has our community changed over time?• What caused changes in our community?• How has the population of our community changed over time?• How have the people who live in the community contributed to change in the community?

Scope and Sequence

The core concepts and six strands of the Alberta Social Studies Kindergarten to Grade 12 Program of Studies are reflected in each grade. The structure provides continuity and linkages from grade to grade. In addition, the General Outcomes in each grade are components of the one central theme reflected in the grade title.

Grade	Theme	Grade Title	Linkages and Sequencing
Kindergarten	Being Together	<p>K.1 I Am Unique Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural, and linguistic factors that contribute to an individual's unique identity.</p> <p>K.2 I Belong Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.</p>	Kindergarten emphasizes a strong sense of identity and self-esteem and is a student's introduction to citizenship.
Grade 1	Citizenship: Belonging and Connecting	<p>1.1 My World: Home, School, Community Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth, and vitality of their groups and communities.</p> <p>1.2 Moving Forward with the Past: My Family, My History, and My Community Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today.</p>	Grade 1 is an introduction to active and responsible citizenship and introduces the concept of community. The concept of historical thinking is applied to the study of community.
Grade 2	Communities in Canada	<p>2.1 Canada's Dynamic Communities Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics, and resources shape and change Canada's communities.</p> <p>2.2 A Community in the Past Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.</p>	Grade 2 expands on the concept of community through an examination of specific characteristics of communities in Canada. Building on the introduction of historical thinking in Grade 1, Grade 2 students will examine how a community changes over time.
Grade 3	Connecting with the World	<p>3.1 Communities in the World Students will demonstrate an understanding and appreciation of how geographic, social, cultural, and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine, and Peru.</p> <p>3.2 Global Citizenship Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine, and Peru.</p>	Grade 3 continues to build on the knowledge of community and citizenship by examining diverse communities in the world. Grade 3 students will be introduced to the concepts of global citizenship and quality of life.

Source: Alberta Learning, Alberta, Canada. Social Studies (K-9) Validation Draft - September 2003, p. 11.

Alberta Social Studies Outcomes Related to Skills and Processes

Skills and Processes	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Dimensions of Thinking</i>				
<i>Critical Thinking and Creative Thinking</i>	• consider ideas and information from varied sources	• examine ideas and information from varied sources	• distinguish between a fictional and factual account about Canadian communities	• evaluate ideas and information from different points of view
	• compare and contrast information provided	➤ compare and contrast information from similar types of electronic sources	➤ compare and contrast information from similar types of electronic sources, such as information collected on the Internet	
				• generate original ideas and strategies in individual and group activities
		• choose and justify a course of action		
<i>Historical Thinking</i>	• recognize that some activities or events occur at particular times of the day or year	• recognize that some activities or events occur on a seasonal basis	• correctly apply terms related to time (i.e., long ago, before, after)	• correctly apply terms related to time, including past, present, future
	• differentiate between events and activities that occurred recently and long ago		• arrange events, facts, and/or ideas in sequence	
<i>Geographic Thinking</i>	• recognize familiar places or points of reference in their surroundings	• use a simple map to locate specific areas within the school and community	• use a simple map to locate communities studied in Canada	• create and use a simple map to locate communities studied in the world
	• ask geographic questions, such as asking for directions		• determine distance on a map, using relative terms such as near/far, here/there	• use cardinal and intermediate directions to locate places on maps and globes
		• understand that globes and maps are visual representations of the world	• apply the concept of relative location to determine locations of people and places	
		• locate Canada on a globe or map	• use cardinal directions to locate communities studied in relation to one's own community	• apply the terms hemisphere, poles, equator

Skills and Processes	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Decision Making and Problem Solving</i>	• provide ideas and strategies to contribute to decision making and problem solving	• collaborate with others to devise strategies for decision making and problem solving	• apply ideas and strategies to decision making and problem solving	• apply new ideas and strategies to contribute to decision making and problem solving
		• apply ideas and strategies to contribute to decision making and problem solving	• propose new ideas and strategies to contribute to decision making and problem solving	• support proposed ideas, strategies, and options with facts and reasons
				• collaborate with others to devise strategies for dealing with problems and issues
				➤ use technology to organize and display data in a problem-solving context
<i>Social Participation as a Democratic Practice</i>				
<i>Cooperation, Conflict Resolution, and Consensus Building</i>	• consider the needs of others	• consider the ideas and suggestions of others	• consider the needs and ideas of others	• consider the needs and points of view of others
	• work and play in harmony with others to create a safe and caring environment			
	• demonstrate a willingness to share space and resources		• demonstrate the ability to deal constructively with diversity and disagreement	• demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate
				• demonstrate willingness to seek consensus among members of a work group
		➤ share information collected from electronic sources to add to a group task		
<i>Social Involvement</i>	• being a classroom helper	• behaviour in accordance with classroom, school, and community expectations	• participate in activities that enhance their sense of belonging within their school and community	• participate in projects that improve or meet the particular needs of their school or community

Skills and Processes	Kindergarten	Grade 1	Grade 2	Grade 3
Research for Deliberative Inquiry				
<i>Research Process</i>	• ask questions to make meaning of a topic		• participate in formulating research questions	• evaluate whether information supports an issue or a research question
	• gather information on a particular topic from a variety of sources, e.g., illustrations, photographs, videos, objects, auditory cues	• compare and contrast information gathered		• make connections between cause-and-effect relationships from information gathered from varied sources
		➤ access and retrieve appropriate information from electronic sources for a specific inquiry, when available	➤ access and retrieve appropriate information from electronic sources for a specific inquiry	
		➤ navigate within an electronic document	➤ navigate within a document, compact disc, or other software program that contains links	
			➤ develop questions that reflect a personal information need	
			➤ follow a plan to complete an inquiry	
			➤ organize information from more than one source	
		➤ process information from more than one source to retell what has been discovered		
		➤ draw conclusions from organized information		
		➤ make predictions based on organized information		
			➤ formulate new questions as research progresses	

Skills and Processes	Kindergarten	Grade 1	Grade 2	Grade 3
Communication				
<i>Oral, Written, and Visual Literacy</i>	• listen to others in a socially appropriate manner	• interact with others in a socially appropriate manner		
	• respond appropriately to comments and questions, using language respectful of human diversity	• respond appropriately, verbally and in written forms, using language respectful of human diversity	• respond appropriately to comments and questions, using respectful language	• listen to others in order to understand their points of view
		• listen to others in order to understand their points of view	• prepare and present information in their own words, using respectful language	• organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration
		➤ create visual images using paint and draw programs	➤ create visual images for particular audiences and purposes	
			➤ use technology to support a presentation	➤ use technology to support and present conclusions
			➤ display data in a problem-solving context	
<i>Media Literacy</i>	• determine the main points or ideas in a media presentation	• identify key words in a media presentation to determine the main idea	• identify key words from gathered information on a topic or issue	• identify key words from information gathered from a variety of media on a topic or issue
			• compare information on the same topic or issue from print media, television, and photographs	• compare information on the same issue or topic from print media, television, photographs, and the Internet

➤ Indicates **Information and Communication Technology (ICT)** Outcomes

Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 3.

Dimensions of Thinking	
critical thinking and creative thinking	evaluate ideas and information from different points of view
historical thinking	correctly apply terms related to time, including past, present, future
geographic thinking	create and use a simple map to locate communities studied in the world
decision making and problem solving	apply new ideas and strategies to contribute to decision making and problem solving
Social Participation as a Democratic Practice	
cooperation, conflict resolution, and consensus building	demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate
age-appropriate behaviour for social involvement	participate in projects that improve or meet the particular needs of their school or community
Research for Deliberative Inquiry	
research and information	make connections between cause-and-effect relationships from information gathered from varied sources
Communication	
oral, written, and visual literacy	organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration
media literacy	compare information on the same issue or topic from print media, television, photographs, and the Internet

Source: Alberta Learning, Alberta, Canada. Social Studies (K-9) Validation Draft - September 2003, p. 36.

Planning Template

Key Concepts or BIG IDEAS	GRADE Outcomes	Assessment
Resources	GRADE Outcomes	Strategies for Teaching and Learning

Planning with Many Voices K-3 in Combined-Grade Classrooms

Theme/Unit	Kindergarten	Grade 1	Grade 2	Grade 3
Uniqueness and Belonging	Unit 1: I Am Unique Unit 3: We Get Together	Unit 1: Belonging in My World		
My World: School and Community	Unit 3: We Get Together Unit 4: We Cooperate	Unit 1: Belonging in My World Unit 3: Looking at My World		
Citizenship: Rules, Respect, and Responsibility	Unit 4: We Cooperate	Unit 1: Belonging in My World Unit 2: Taking Part in a Community		
Citizenship in the Community	Unit 4: We Cooperate	Unit 2: Taking Part in a Community		
Our Community Changes	Unit 2: We Show Respect	Unit 4: Changes in My World		
Canadian Communities		Unit 1: Belonging in My World Unit 3: Looking at My World	Unit 1: Looking at Places Unit 3: Looking at Work	
Communities: Past and Present		Unit 4: Changes in My World	Unit 2: Looking at People Unit 4: Looking at You	
Citizenship in My World		Unit 1: Belonging in My World Unit 2: Taking Part in a Community	Unit 3: Looking at Work Unit 4: Looking at You	
Geography Influences Communities			Unit 1: Looking at Places	Unit 3: People and the Environment
Shaping Communities			Unit 2: Looking at People	Unit 1: Many Places, Many Lives Unit 2: How Communities Work
Natural Resources, Goods and Services, and the Environment			Unit 3: Looking at Work	Unit 3: Land and Resources
Changing Communities			Unit 4: Looking at You	Unit 4: Citizens of the World

Many Voices Combined-Grade Correlation

Grade One/Grade Two

Theme/Unit: Canadian Communities

Many Voices Components	Grade-One Outcomes	Grade-Two Outcomes
<p>Grade 1: <u>Unit 1: Belonging in My World</u> Our School and Community (Photo Cards)</p> <p><u>Unit 3: Looking at My World</u> <i>Changes, Changes</i> (BB) The World Outside Your Window (BB) Mapping My World (BB) <i>Postcards from Barnaby</i> (DB) Around Alberta (Poster) Urban or Rural or Both? (Poster) Belonging and Connecting: Explore (CD-ROM)</p> <p>Grade 2: <u>Unit 1: Looking at Places</u> <i>Looking at Places</i> (MT) <i>Maps and More</i> (BB) My Community, My Identity (Poster) <i>We Are All Connected</i> (DB) We Are All Connected (Audio Pack) Communities in Canada: Explore (CD-ROM) <i>A Song of Canada</i> (DB) A Song of Canada (Audio Pack) Landforms and Bodies of Water (Photo Cards)</p> <p><u>Unit 3: Looking at Work</u> <i>Looking at Work</i> (MT) <i>Land and Sea</i> (DB)</p>	<p>1.1.5 distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What are some familiar landmarks and places in my community? (CC, TCC) • Why are these landmarks and places significant features of the community? (CC, I, TCC) • What are some differences between rural and urban communities? (CC, LPP) <p>1.S.3 develop skills of geographic thinking:</p> <ul style="list-style-type: none"> • use a simple map to locate specific areas within the school and community • ask geographic questions, such as asking for directions • understand that globes and maps are visual representations of the world • locate Canada on a globe or map <p>1.S.8 demonstrate skills of oral, written, and visual literacy:</p> <ul style="list-style-type: none"> ➤ create visual images using paint and draw programs <p>1.S.9 develop skills of media literacy:</p> <ul style="list-style-type: none"> • identify key words in a media presentation to determine the main idea 	<p>2.1.1 appreciate the physical and human geography of the communities studied:</p> <ul style="list-style-type: none"> • appreciate how a community’s physical geography shapes identity (I, LPP) • appreciate the diversity and vastness of Canada’s land and peoples (CC, LPP) <p>2.1.2 investigate the physical geography of an Inuit, an Acadian, and a Prairie community in Canada by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • Where are the Inuit, Acadian, and Prairie communities located in Canada? (LPP) • How are the geographic regions different from where we live? (LPP) • What are the major geographical regions, landforms, and bodies of water in each community? (LPP) • What are the main differences in climate among these communities? (LPP) • What geographic factors determined the establishment of each community (e.g., soil, water, and climate)? (LPP, TCC) • How does the physical geography of each community shape its identity? (CC, I) • What is daily life like for children in Inuit, Acadian, and Prairie communities (e.g., recreation, school)? (CC, I, LPP) • How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP) <p>2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What kinds of natural resources exist in the communities (i.e., fishing, agriculture, mining)? (ER, LPP) • What are the occupations in each of the communities? (ER) • What kinds of goods and services are available in the communities? (ER) • What impact does industry have on the communities (i.e., agriculture, manufacturing)? (ER, LPP)

		<p>2.S.3 develop skills of geographic thinking:</p> <ul style="list-style-type: none"> • use a simple map to locate communities studied in Canada • determine distance on a map, using relative terms such as near/far, here/there • apply the concept of relative location to determine locations of people and places • use cardinal directions to locate communities studied in relation to one's own community <p>2.S.8 develop skills of oral, written, and visual literacy:</p> <ul style="list-style-type: none"> ➤ create visual images for particular audiences and purposes <p>2.S.9 develop skills of media literacy:</p> <ul style="list-style-type: none"> • identify key words from gathered information on a topic or issue
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Connecting Activities – Canadian Communities

1.1.5 distinguish geographic features in their own community from other communities by exploring and reflecting upon specific questions for inquiry:

Extend: Make a Mural - Cut out pictures to make a mural of Alberta (1 TG p. 39)

Explore: Sort pictures into urban or rural sections of a Venn diagram (1 TG p. 40, LM G-1, AM 3-1)

1.S.3 develop skills of geographic thinking:

Explore: Map of Our Classroom - Draw a simple map of the classroom floor plan (1 TG p. 9, LM 1-5)

Explore: Interactive writing using a Venn diagram to compare the map and model (1 TG p. 9, LM G-1)

Extend: Find Out About Another School - Exchange maps with another school and make comparisons (1 TG p. 9)

Explore: Children draw maps showing land, water, and mountains (1 TG p. 37)

1.S.8 demonstrate skills of oral, written, and visual literacy:

Extend: ➤ Look for Landmarks (1 TG p. 37)

1.S.9 develop skills of media literacy:

Extend: Make a Literature Map - Make a map using a Literature Link book (1 TG p. 9)

2.1.1 appreciate the physical and human geography of the communities studied:

Extend: ➤ Send E-Postcards - Visit a Web site to send postcards from one of the three communities studied (2 TG p. 101)

2.1.2 investigate the physical geography of an Inuit, an Acadian, and a Prairie community in Canada by exploring and reflecting upon specific questions for inquiry:

Explore: Write about and compare the climates of two communities (2 TG p. 11, LM 1-3)

Extend: ➤  Use Pie Graphs – Compare the lengths of seasons in Alberta and Nunavut (2 TG p. 21, LM 1-5)

Explore: Chart seasonal activities for the three children studied, and the class (2 TG p. 35)

2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon specific questions for inquiry:

Starting Up: Create want ads for jobs in the three communities studied (2 TG p. 79)

Explore: Record, then later recall, a list of goods produced by each community (2 TG pp. 90-91, LM 3-4)

Engage: Create a chart about “Caring for Canada’s Environment.” (2 TG pp. 92-93) LM 3-6 could also be modified to include all four communities.

2.S.3 develop skills of geographic thinking:

Explore: Decide whether things belong in rural or urban areas to show their understanding of the words (2 TG p. 25, LM 1-7)

2.S.8 develop skills of oral, written, and visual literacy:

Extend:  Use a Bar Graph - With a computer graphing program, create a graph of the snowfall in the communities studied (2 TG p. 13)

2.S.9 develop skills of media literacy:

Extend: Gather Information from Photographs - Observe changes in a community over time (2 TG p. 25)

Extend:  Track From Wheat to Bread (2 TG p. 91) Could also use as model to research and chart one of the goods from one of the three communities. (AM 3-1, AM 3-4)

Theme/Unit: Communities: Past and Present

Many Voices Components	Grade-One Outcomes	Grade-Two Outcomes
<p>Grade 1: <u>Unit 4: Changes in My World</u> <i>Changes, Changes</i> (BB) Peoples of Canada (BB) Kids, Families, and Changes (BB) Tell Me a Story (BB) One Family's Story (BB) Painting the Past (BB) How the Mouse Got Brown Teeth (BB) <i>Voices from Lac La Biche</i> (DB) Voices from Lac La Biche (Audio Pack) <i>My Community: Then and Now</i> (DB) Learning About the Past (Poster) A Community Changes (Poster) Alberta Place Names (Poster) Contributors to the Community (Photo Cards) Special Ways, Special Days (Photo Cards)</p> <p>Grade 2: <u>Unit 2: Looking at People</u> <i>Looking at People</i> (MT) How Can I Find Out? (Poster) <i>Making a Difference</i> (DB)</p> <p><u>Unit 4: Looking at You</u> <i>Looking at You</i> (MT) My Community, My Identity (Poster) Inuit Ways: Nunavut Today; Early Saskatchewan History (CD-ROM) Population: Nunavut Today; Early Saskatchewan History (CD-ROM)</p>	<p>1.2.1 appreciate how stories and events of the past connect their families and communities to the present:</p> <ul style="list-style-type: none"> recognize how their families and communities might have been different in the past than they are today (CC, TCC) appreciate how the languages, traditions, celebrations, and stories of their families, groups, and communities contribute to their sense of identity and belonging (CC, I, TCC) recognize how their ancestors contribute to their sense of identity within their family and communities (TCC, I) appreciate people who have contributed to their communities over time (CC, I, TCC) recognize how diverse Aboriginal and Francophone communities are integral to Canada's character (CC, I) acknowledge and respect symbols of heritage and traditions in their family and communities (CC, I, TCC) <p>1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> How have changes affected my family over time (e.g., births, deaths, moves)? (CC, TCC) What is my family's past in our community? (CC, I, TCC) In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)? (CC, TCC) How have changes over time affected their families and communities in the present? (I, TCC) What connections do we have to the Aboriginal, Francophone, and diverse cultures found in our communities? (CC, I, TCC) What are some examples of traditions, celebrations, and stories that started in the past and continue today in their families and communities? (CC, I, TCC) <p>1.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> recognize that some activities or events occur on a seasonal basis differentiate between activities and events that occurred recently and long ago 	<p>2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)</p> <p>2.2.6 analyze how their community emerged, by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> What characteristics define their community? (CC, I) What is unique about their community? (CC, I) What are the origins of their community? (TCC) What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)? (CC, TCC) <p>2.2.7 examine how their community has changed, by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> In what ways has their community changed over time (e.g., changes in transportation, land use)? (CC, TCC) What has caused changes in their community? (CC, TCC) How has the population of their community changed over time (e.g., ethnic mix, age, occupations)? (CC, LPP, TCC) How have the people who live in the community contributed to change in the community? (CC, LPP, TCC) How is the presence of Aboriginal and/or Francophone origins reflected in the community today? (CC) <p>2.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> correctly apply terms related to time (i.e., long ago, before, after) arrange events, facts, and/or ideas in sequence <p>2.S.8 demonstrate skills of oral, written, and visual literacy:</p> <ul style="list-style-type: none"> prepare and present information in their own words, using respectful language create visual images for particular audiences and purposes use technology to support a presentation

	<p>1.S.8 demonstrate skills of oral, written, and visual literacy:</p> <p>respond appropriately, verbally and in written forms, using language respectful of human diversity</p> <p>1.S.9 develop skills of media literacy:</p> <ul style="list-style-type: none"> • identify key words in a media presentation to determine the main idea 	<p>2.S.9 develop skills of media literacy:</p> <p>identify key words from gathered information on a topic or issue</p>
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Connecting Activities - Communities: Past and Present

1.2.1 appreciate how stories and events of the past connect their families and communities to the present:

Engage: Painting the Past - Read about murals depicting historical events and community contributors (1 TG p. 58)

Extend: ➤  Go on a Murals Hunt - Watch for and chart murals in your community or other communities, or research them on the Internet (1 TG p. 59)

Explore: Create an invitation for a family member or friend to attend a multicultural celebration (1 TG p. 65, LM 4-9)

1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon specific questions for inquiry:

Explore: Create a class book of family celebrations or traditions (1 TG p. 57, LM 4-1, LM 4-4)

Explore: Interview a family member or an adult about the community's history (1 TG p. 55, LM 4-2)

Extend:  Create a History Box - Create individual boxes to contain family or community history information and pictures (1 TG p. 57)

Extend: ➤ Learn About a Different Language - Ask Aboriginal or Francophone guests, or other community members, about their traditions and/or language (1 TG p. 65)

Explore: Write about something in the community that has changed over time (1 TG p. 67, LM 4-10)

Extend:  Learn from a Speaker - Invite a speaker to tell how your community changed over time, and create a timeline about the changes (1 TG p. 67)

1.S.2 develop skills of historical thinking:

Set Up Learning Experiences: Set up a Discovery Centre using artifacts and photos from the past, and post questions about them (1 TG p. 46, LM 4-1a, LM 4-1b)

Explore: My Community: Then and Now - Complete an OWL Chart about items from the past (1 TG p. 66, LM G-2)

Extend: ➤ Visit a "Virtual Museum" - Discover objects and treasures from the past and do selected activities (1 TG p. 67)

1.S.8 demonstrate skills of oral, written, and visual literacy:

Explore:  Research your community's name, and write about and share your findings (1 TG p. 61)

1.S.9 develop skills of media literacy:

Extend: Research Your Community (1 TG p. 61, LM 4-7)

Explore: Act out the story "How the Mouse Got Brown Teeth" (1 TG p. 62)

2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)

Extend: Read Books - Read books about long ago and keep a reading log (2 TG p. 123)

Explore: Discuss Adèle's research about her community's past, and how she feels connected to its past (2 TG p. 130)

2.2.6 analyze how their community emerged, by exploring and reflecting upon specific questions for inquiry:

Explore: Learn about the flags of the three communities studied, and the significance of their colours and designs. Colour flag outlines. (1 TG pp. 48-49, LM 2-2, 2-3, 2-4) Could also include the Alberta flag.

2.2.7 examine how their community has changed, by exploring and reflecting upon specific questions for inquiry:

Extend:  Compare Past to Present - Make a computer T-chart to show how your community has changed over time (2 TG p. 123)

2.S.2 develop skills of historical thinking:

Extend: Make Predictions - Choose an aspect of the past and present, and draw predictions of the future (2 TG p. 131, LM 4-5)

Extend:  Develop a Class Museum - Bring in artifacts and pictures from long ago, make labels, and display items (2 TG p. 127)

2.S.8 demonstrate skills of oral, written, and visual literacy:

Extend: Create Photo Cards - Create photo cards about the language and traditions of individuals or cultural groups in your community (2 TG p. 121)

Explore: Research a historic location or event in your community, then create mini-posters to share (2 TG p. 123, AM 4-2, AM 4-3)

Explore:  Interview two grandparents about their origins, culture, and traditions (2 TG pp. 60-61, AM 2-4, LM 2-9)

Explore:  Research a person, place, item, or tradition from the past and create a slide-show presentation about it (2 TG pp. 130-131, AM 4-5)

2.S.9 develop skills of media literacy:

Extend:  Research Canadian Heroes - Use Literature Links to find out about Canadians who have made significant contributions (2 TG p. 51)

Theme/Unit: Citizenship in My World

Many Voices Components	Grade-One Outcomes	Grade-Two Outcomes
<p>Grade 1: <u>Unit 1: Belonging in My World</u> <i>My World</i> (BB) We All Belong (BB) How Can We Tell It's A Group? (BB) My Rights and Responsibilities (BB) The Blueberry Way (BB) Groups in My World (Poster) <i>My Rights and Responsibilities</i> (DB) Belonging (CD-ROM) Rights and Responsibilities (CD-ROM) Looking After Our World (CD-ROM) We Care (Photo Cards) Keys to Good Citizenship (Poster) How Can We Decide? (Poster)</p> <p><u>Unit 2: Taking Part in a Community</u> <i>My World</i> (BB) Let's Decide (BB) The Blueberry Way (BB) <i>We Look After Our World</i> (DB) Keys to Good Citizenship (Poster) We Care (Photo Cards) Being a Good Citizen (CD-ROM) Looking After Our World (CD-ROM)</p> <p>Grade 2: <u>Unit 3: Looking at Work</u> Taking Care of Our Environment (MT)</p> <p><u>Unit 4: Looking at You</u> <i>Looking at You</i> (MT) Growing to Be Good Citizens (Poster) Responsible Citizens (Photo Cards) Saskatoon Today (CD-ROM)</p>	<p>1.1.1 value self and others as unique individuals in relation to their world:</p> <ul style="list-style-type: none"> appreciate how belonging to groups and communities enriches an individual's identity (I) appreciate multiple points of view, languages, cultures, and experiences within their groups and communities (C, CC) <p>1.1.2 value the groups and communities to which they belong:</p> <ul style="list-style-type: none"> demonstrate a willingness to share and cooperate with others (C, PADM) appreciate how their actions might affect other people and how the actions of others might affect them (C) demonstrate a willingness to resolve issues and/or problems peacefully (C, PADM) assume responsibility for their individual choices and actions (CC, I) <p>1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> What different types of communities or groups do you belong to? (CC) What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC) In what ways do we belong to more than one group or community at the same time? (CC, I) In what ways do we benefit from belonging to groups or communities? (C, CC, I) What are our responsibilities and rights at home, at school, in groups, and in communities? (C, CC, I) <p>1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> In what ways do people cooperate in order to live together peacefully? (C, I) How do groups make decisions? (PADM) In what ways do people help one another at home, at school, and in groups to ensure vitality of their community? (C) How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM) 	<p>2.2.4 appreciate how connections to a community contribute to one's identity (I)</p> <p>2.2.5 appreciate how cultural and linguistic exchanges connect one community to another (CC)</p> <p>2.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> arrange events, facts, and/or ideas in sequence <p>2.S.4 demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> apply ideas and strategies to decision making and problem solving propose new ideas and strategies to contribute to decision making and problem solving <p>2.S.5 demonstrate skills of cooperation, conflict resolution, and consensus building:</p> <ul style="list-style-type: none"> demonstrate the ability to deal constructively with diversity and disagreement work and play in harmony with others to create a safe and caring environment consider the needs and ideas of others <p>2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:</p> <ul style="list-style-type: none"> participate in activities that enhance their sense of belonging within their school and community <p>2.S.7 apply the research process:</p> <ul style="list-style-type: none"> participate in formulating research questions <p>2.S.8 demonstrate skills of oral, written, and visual literacy:</p> <ul style="list-style-type: none"> respond appropriately to comments and questions, using respectful language interact with others in a socially appropriate manner create visual images for particular audiences and purposes display data in a problem-solving context

	<ul style="list-style-type: none"> • How does caring for the natural environment contribute to the well-being of our community? (C, LPP) <p>1.S.4 demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> • collaborate with others to devise strategies for decision making and problem solving • apply ideas and strategies to contribute to decision making and problem solving <p>1.S.5 demonstrate skills of cooperation, conflict resolution, and consensus building:</p> <ul style="list-style-type: none"> • consider the ideas and suggestions of others • work and play in harmony with others to create a safe and caring environment • demonstrate a willingness to share space and resources <p>1.S.8 demonstrate skills of oral, written, and visual literacy:</p> <ul style="list-style-type: none"> • interact with others in a socially appropriate manner • listen to others in order to understand their points of view • create visual images using paint and draw programs 	<p>2.S.9 develop skills of media literacy:</p> <ul style="list-style-type: none"> • compare information on the same topic or issue from print media, television, and photographs
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<p>1=Grade One LM=Line Master</p>	<p>2=Grade Two AM=Assessment Master</p>	<p>TG=Teacher's Guide BB=Big Book</p>	<p>MT=Mini Textbook DB=Discovery Book</p>
<p> Indicates Deliberative Inquiry Outcomes</p> <p> Indicates Information and Communication Technology (ICT) Outcomes</p>			

Connecting Activities - Citizenship in My World

1.1.1 value self and others as unique individuals in relation to their world:

Explore: Groups in My World - Explore what a group is and what it means to belong to one (1 TG pp. 6-7, LM 1-4)

1.1.2 value the groups and communities to which they belong:

Engage: "Earth detectives" spot irresponsible actions such as leaving the water running, and discuss what responsible citizens would do instead (1 TG p. 20)

1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon specific questions for inquiry:

Extend: ➤  Reflect on Benefits of Belonging to Groups - Brainstorm ways that belonging to groups makes life better (1 TG p. 7)

Explore: My Rights and Responsibilities - Determine the difference between rights and responsibilities (1 TG pp. 12-13, LM 1-7, AM 1-3)

Explore: How Can We Tell It's a Group? - Identify different groups and use webs to learn about rights and responsibilities (1 TG pp. 10-11, AM 1-1)

1.1.4 determine what makes their communities thrive by exploring and reflecting upon specific questions for inquiry:

Explore: Learn how communities can be responsible for the environment (1 TG pp. 20-21, LM 2-3, AM 2-1)

Explore: Let's Decide - Learn to use the decision-making process (1 TG pp. 22-23, LM 2-6)

Explore: Children role-play and interview community members working to fix The Blueberry Way (1 TG p. 27)

Engage: Brainstorm a list of special things (e.g., traditions, clothing, languages, celebrations) and people in your community (2 TG p. 120)

1.S.4 demonstrate skills of decision making and problem solving:

Extend: Dramatize Scenarios - Act out problems and solutions about rights and responsibilities (1 TG p. 13)

1.S.5 demonstrate skills of cooperation, conflict resolution, and consensus building:

Extend: Create a Game - Groups use the decision-making process to create a relay race or obstacle course for classmates (1 TG p. 23)

1.S.8 demonstrate skills of oral, written, and visual literacy:

Extend: ➤ Snapshots - Create photo cards about caring for the environment (1 TG p. 25)

2.2.4 appreciate how connections to a community contribute to one's identity (I)

Explore: Pairs research a historic location or event in your community, and tell why they feel connected to the past (2 TG p. 123)

2.2.5 appreciate how cultural and linguistic exchanges connect one community to another (CC)

Extend: Create a "Multicultural" Class Collage - Draw pictures of favourite traditions or family activities and arrange pictures in a big collage. (2 TG p. 63) Could also use *We Are All Related* by George Littlechild.

Engage: ➤ Create a mind map of the word "celebration" (2 TG p. 70)

Explore: Write about how performers from other cultures help communities to connect to one another (2 TG p. 73, LM 2-13a)

Explore:  Read a Discovery Book - Children read *Sharing Songs and Stories*. (2 TG p. 73, LM 2-14) They could also share their own stories or songs.

2.S.2 develop skills of historical thinking:

Explore: Create a school-history timeline (2 TG p. 123, LM 4-3)

2.S.4 demonstrate skills of decision making and problem solving:

Extend: Create and Act Out Scenarios - Community development problems and citizens cooperating to fix them (2 TG p. 127, AM 4-4)

2.S.5 demonstrate skills of cooperation, conflict resolution, and consensus building:

Explore: Pairs research a person, place, item, and tradition, then create a slide-show presentation to share their findings (2 TG p. 131)

Explore: Choose one community's "trouble" report, and discuss ways of solving the problem (2 TG p. 92)

2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

Explore: Children create citizenship certificates telling why they are responsible citizens (2 TG p. 121, LM 4-2)

2.S.7 apply the research process:

Extend: ➤  Take a Survey and Make a Graph - Develop three citizenship questions to survey friends and family, then discuss, sort, and graph the results (2 TG p. 121)

2.S.8 demonstrate skills of oral, written, and visual literacy:

Explore: ➤ Research how and why your community has changed over time, and chart and share the information (2 TG p. 127)

2.S.9 develop skills of media literacy:

Explore: Make a list of goods produced by each community and compare them (2 TG p. 90)