

## Appendix C Curriculum Correlation Chart

<b>Specific Outcomes for Grade 1</b>								
<b>1.1 My World: Home, School, and Community</b>								
<u>Specific Outcome</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Big Books	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*	Internet Research CD-ROM
<b>VALUES AND ATTITUDES</b>								
<b>1.1.1 value self and others as unique individuals in relation to their world:</b> <ul style="list-style-type: none"> <li>appreciate how belonging to groups and communities enriches an individual's identity (I)</li> </ul>	3	Mapping My World, page 36	<i>Changes, Changes: Mapping My World</i>				<i>See Audio Pack for appropriate Unit 3 music selections</i>	Belonging
	<ul style="list-style-type: none"> <li>appreciate multiple points of view, languages, cultures, and experiences within their groups and communities (C, CC)</li> </ul>	1	We All Belong/Groups in My World, page 6	<i>My World: We All Belong</i>		Groups in My World		
3		Postcards from Barnaby/Around Alberta, page 38		Postcards from Barnaby	Around Alberta		Postcards from Barnaby	
<ul style="list-style-type: none"> <li>demonstrate respect for their individual rights and rights of others (C, I)</li> </ul>	1	My Rights and Responsibilities, page 12	<i>My World: My Rights and Responsibilities</i>	My Rights and Responsibilities			My Rights and Responsibilities	Rights and Responsibilities
<ul style="list-style-type: none"> <li>recognize and respect how the needs of others may be different from their own (C)</li> </ul>	3	Urban or Rural or Both? page 40			Urban or Rural or Both?			Rights and Responsibilities
<b>1.1.2 value the groups and communities to which they belong:</b> <ul style="list-style-type: none"> <li>demonstrate a willingness to share and cooperate with others (C, PADM)</li> </ul>	1	My Rights and Responsibilities, page 12	<i>My World: My Rights and Responsibilities</i>	My Rights and Responsibilities			My Rights and Responsibilities  <i>See Audio Pack for appropriate Unit 1 music selections</i>	Looking After Our World
	2	Let's Decide/How Can We Decide? page 22	<i>My World: Let's Decide</i>		How Can We Decide?		<i>See Audio Pack for appropriate Unit 2 music selections</i>	Looking After Our World

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<ul style="list-style-type: none"> <li>appreciate how their actions might affect other people and how the actions of others might affect them (C)</li> </ul>	1	My Rights and Responsibilities, page 12	<i>My World: My Rights and Responsibilities</i>	My Rights and Responsibilities			My Rights and Responsibilities	Looking After Our World
	2	We Care, page 24				We Care		Looking After Our World
<ul style="list-style-type: none"> <li>demonstrate a willingness to resolve issues and/or problems peacefully (C, PADM)</li> </ul>	2	Let's Decide/How Can We Decide? page 22	<i>My World: Let's Decide</i>		How Can We Decide?			
<ul style="list-style-type: none"> <li>assume responsibility for their individual choices and actions (CC, I)</li> </ul>	1	My Rights and Responsibilities, page 12	<i>My World: My Rights and Responsibilities</i>	My Rights and Responsibilities			My Rights and Responsibilities	
	2	We Look After Our World/Keys to Good Citizenship, page 20		We Look After Our World	Keys to Good Citizenship		We Look After Our World	
<b>KNOWLEDGE AND UNDERSTANDING</b>								
<b>1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:</b> <ul style="list-style-type: none"> <li>What different types of communities or groups do you belong to? (CC)</li> </ul>	1	We All Belong/ Groups in My World, page 6	<i>My World: We All Belong</i>		Groups in My World		<i>See Audio Pack for appropriate Unit 1 music selections</i>	Belonging
<ul style="list-style-type: none"> <li>What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC)</li> </ul>	1	How Can We Tell It's a Group? page 10	<i>My World: How Can We Tell It's a Group?</i>					Belonging
<ul style="list-style-type: none"> <li>In what ways do we belong to more than one group or community at one time? (CC, I)</li> </ul>	1	We All Belong/ Groups in My World, page 6	<i>My World: We All Belong</i>		Groups in My World			Belonging

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<ul style="list-style-type: none"> <li>In what ways do we benefit from belonging to groups or communities? (C, CC, I)</li> </ul>	1	We All Belong/ Groups in My World, page 6; How Can We Tell It's a Group? page 10	<i>My World:</i> Belonging; We All Belong; How Can We Tell It's a Group?		Groups in My World			Belonging
<ul style="list-style-type: none"> <li>What are our responsibilities and rights at home, at school, in groups, and in communities? (C, CC, I)</li> </ul>	1	My Rights and Responsibilities, page 12	<i>My World:</i> My Rights and Responsibilities	My Rights and Responsibilities			My Rights and Responsibilities	Being a Good Citizen; Belonging; Rights and Responsibilities
<p><b>1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:</b></p> <ul style="list-style-type: none"> <li>In what ways do people cooperate in order to live together peacefully? (C, I)</li> </ul>	2	Let's Decide/How Can We Decide? page 22	<i>My World:</i> Let's Decide		How Can We Decide?		<i>See Audio Pack for appropriate Unit 2 music selections</i>	Being a Good Citizen; Looking After Our World; Rights and Responsibilities
<ul style="list-style-type: none"> <li>How do groups make decisions? (PADM)</li> </ul>	2	Let's Decide/How Can We Decide? page 22; The Blueberry Way, page 26	<i>My World:</i> The Blueberry Way; Let's Decide		How Can We Decide?			Being a Good Citizen; Looking After Our World
<ul style="list-style-type: none"> <li>In what ways do people help one another at home, at school, and in groups to ensure vitality of their community? (C)</li> </ul>	2	We Look After Our World/Keys to Good Citizenship, page 20; We Care, page 24; The Blueberry Way, page 26	<i>My World:</i> The Blueberry Way	We Look After Our World	Keys to Good Citizenship	We Care	We Look After Our World	Being a Good Citizen; Looking After Our World

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<ul style="list-style-type: none"> <li>How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM)</li> </ul>	2	We Look After Our World/Keys to Good Citizenship, page 20; We Care, page 24; The Blueberry Way, page 26	<i>My World: The Blueberry Way</i>	We Look After Our World	Keys to Good Citizenship	We Care	We Look After Our World	Being a Good Citizen; Looking After Our World
<ul style="list-style-type: none"> <li>How does caring for the natural environment contribute to the well-being of our community? (C, LPP)</li> </ul>	2	We Look After Our World/Keys to Good Citizenship, page 20; We Care, page 24; The Blueberry Way, page 26	<i>My World: The Blueberry Way</i>	We Look After Our World	Keys to Good Citizenship	We Care	We Look After Our World	Being a Good Citizen; Looking After Our World
<p><b>1.1.5 distinguish geographic features of their own community from other communities by exploring and reflecting upon the following questions for inquiry:</b></p> <ul style="list-style-type: none"> <li>What are some familiar landmarks and places in my community? (CC, TCC)</li> </ul>	3	Mapping My World, page 36; Postcards from Barnaby/Around Alberta, page 38	<i>Changes, Changes: The World Outside Your Window; Mapping My World</i>	Postcards from Barnaby	Around Alberta	Postcards from Barnaby  <i>See Audio Pack for appropriate Unit 3 music selections</i>	Belonging and Connecting: Explore	
<ul style="list-style-type: none"> <li>Why are these landmarks and places significant features of the community? (CC, I, TCC)</li> </ul>	3	Postcards from Barnaby/Around Alberta, page 38		Postcards from Barnaby	Around Alberta	Postcards from Barnaby	Belonging and Connecting: Explore	
<ul style="list-style-type: none"> <li>What are some differences between rural and urban communities? (CC, LPP)</li> </ul>	3	Urban or Rural or Both? page 40			Urban or Rural or Both?		Belonging and Connecting: Explore	

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<ul style="list-style-type: none"> <li>Where is my community on a map or on a globe? (LPP)</li> </ul>	3	Mapping My World, page 36	<i>Changes, Changes: Mapping My World</i>					Belonging and Connecting: Explore
<b>1.2 Moving Forward with the Past: My Family, My History, and My Community</b>								
<b>VALUES AND ATTITUDES</b>								
<b>1.2.1 appreciate how stories and events of the past connect their families and communities to the present:</b> <ul style="list-style-type: none"> <li>recognize how their families and communities might have been different in the past than they are today (CC, TCC)</li> </ul>	4	Kids, Families, and Changes, page 54; One Family's Story/A Community Changes, page 56; My Community: Then and Now, page 66	<i>Changes, Changes: Kids, Families, and Changes; One Family's Story</i>	My Community: Then and Now	A Community Changes		My Community: Then and Now  <i>See Audio Pack for appropriate Unit 4 music selections</i>	Time and Change
<ul style="list-style-type: none"> <li>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)</li> </ul>	4	One Family's Story/A Community Changes, page 56	<i>Changes, Changes: One Family's Story</i>		A Community Changes			
<ul style="list-style-type: none"> <li>recognize how their ancestors contribute to their sense of identity within their family and communities (TCC, I)</li> </ul>	4	One Family's Story/A Community Changes, page 56	<i>Changes, Changes: One Family's Story</i>		A Community Changes			
<ul style="list-style-type: none"> <li>appreciate people who have contributed to their communities over time (CC, I, TCC)</li> </ul>	4	Painting the Past/Contributors to the Community, page 58; Voices from Lac La Biche/Alberta Place Names, page 60	<i>Changes, Changes: Painting the Past</i>	Voices from Lac La Biche	Alberta Place Names	Contributors to the Community	Voices from Lac La Biche	

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<ul style="list-style-type: none"> <li>recognize how diverse Aboriginal and Francophone communities are integral to Canada's character (CC, I)</li> </ul>	4	Voices from Lac La Biche/Alberta Place Names, page 60; Peoples of Canada/Special Ways, Special Days/Learning About the Past, page 64	<i>Changes, Changes:</i> Peoples of Canada	Voices from Lac La Biche	Learning About the Past; Alberta Place Names	Special Ways, Special Days	Voices from Lac La Biche	
<ul style="list-style-type: none"> <li>acknowledge and respect symbols of heritage and traditions in their family and communities (CC, I, TCC)</li> </ul>	4	Peoples of Canada/Special Ways, Special Days/Learning About the Past, page 64	<i>Changes, Changes:</i> Peoples of Canada		Learning About the Past	Special Ways, Special Days		
<b>KNOWLEDGE AND UNDERSTANDING</b>								
<b>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:</b> <ul style="list-style-type: none"> <li>How have changes affected my family over time (e.g., births, deaths, moves)? (CC, TCC)</li> </ul>	4	Kids, Families, and Changes, page 54; My Community: Then and Now, page 66	<i>Changes, Changes:</i> Kids, Families, and Changes	My Community: Then and Now			My Community: Then and Now  <i>See Audio Pack for appropriate Unit 4 music selections</i>	Time and Change
<ul style="list-style-type: none"> <li>What is my family's past in our community? (CC, I, TCC)</li> </ul>	4	One Family's Story/A Community Changes, page 56	<i>Changes, Changes:</i> Tell Me a Story; One Family's Story		A Community Changes			

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<ul style="list-style-type: none"> <li>In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)? (CC, TCC)</li> </ul>	4	One Family's Story/A Community Changes, page 56; Voices from Lac La Biche/Alberta Place Names, page 60; Peoples of Canada/Special Ways, Special Days/Learning About the Past, page 64; My Community: Then and Now, page 66	<i>Changes, Changes: One Family's Story; Peoples of Canada</i>	My Community: Then and Now; Voices from Lac La Biche	A Community Changes; Learning About the Past; Alberta Place Names	Special Ways, Special Days	Voices from Lac La Biche; My Community: Then and Now	
<ul style="list-style-type: none"> <li>How have changes over time affected their families and communities in the present? (I, TCC)</li> </ul>	4	Kids, Families, and Changes, page 54; One Family's Story/A Community Changes, page 56; My Community: Then and Now, page 66	<i>Changes, Changes: Kids, Families, and Changes; One Family's Story</i>	My Community: Then and Now	A Community Changes		My Community: Then and Now	
<ul style="list-style-type: none"> <li>In what ways have Aboriginal, Francophone, and diverse cultural groups contributed to the origins and evolution of their communities over time? (CC, I, TCC)</li> </ul>	4	Painting the Past/Contributors to the Community, page 58; Voices from Lac La Biche/Alberta Place Names, page 60	<i>Changes, Changes: Painting the Past</i>	Voices from Lac La Biche	Alberta Place Names	Contributors to the Community	Voices from Lac La Biche	
<ul style="list-style-type: none"> <li>What connections do we have to the Aboriginal, Francophone, and diverse cultures found in our communities? (CC, I, TCC)</li> </ul>	4	How the Mouse Got Brown Teeth, page 62; Peoples of Canada/Special Ways, Special Days/Learning About the Past, page 64	<i>Changes, Changes: How the Mouse Got Brown Teeth; Peoples of Canada</i>		Learning About the Past	Special Ways, Special Days		

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<ul style="list-style-type: none"> <li>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)</li> </ul>	4	One Family's Story/A Community Changes, page 56; How the Mouse Got Brown Teeth, page 62	<i>Changes, Changes: Tell Me a Story; One Family's Story; How the Mouse Got Brown Teeth</i>					
<b>Skills and Processes for Grade 1</b>								
<b>Skill/Process</b> <i>Students will:</i>	<b>Unit</b>	<b>Teacher Resource/Teaching Plan</b>	<b>Big Books</b>	<b>Discovery Books</b>	<b>Posters</b>	<b>Photo Cards</b>	<b>Audio Pack Reading/Music*</b>	<b>Internet Research CD-ROM</b>
<b>DIMENSIONS OF THINKING</b>								
<b>1.S.1 develop skills of critical thinking and creative thinking:</b> <ul style="list-style-type: none"> <li>examine ideas and information from varied sources</li> </ul>	2	We Look After Our World/Keys to Good Citizenship, page 20; We Care, page 24				We Care	We Look After Our World  <i>See Audio Pack for appropriate Unit 2 music selections</i>	Being a Good Citizen
	3	Mapping My World, page 36; Urban or Rural or Both? page 40					<i>See Audio Pack for appropriate Unit 3 music selections</i>	Being a Good Citizen
	4	Kids, Families, and Changes, page 54; One Family's Story/A Community Changes, page 56; Voices from Lac La Biche/Alberta Place Names, page 60; My Community: Then and Now, page 66					Voices from Lac La Biche; My Community: Then and Now  <i>See Audio Pack for appropriate Unit 4 music selections</i>	Being a Good Citizen

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<b>Skill/Process</b> <i>Students will:</i>	<b>Unit</b>	<b>Teacher Resource/Teaching Plan</b>	<b>Big Books</b>	<b>Discovery Books</b>	<b>Posters</b>	<b>Photo Cards</b>	<b>Audio Pack Reading/Music*</b>	<b>Internet Research CD-ROM</b>
<ul style="list-style-type: none"> <li>choose and justify a course of action</li> </ul>	1	My Rights and Responsibilities, page 12	<i>My World: My Rights and Responsibilities</i>	My Rights and Responsibilities			My Rights and Responsibilities	
	2	Let's Decide/How Can We Decide? page 22	<i>My World: Let's Decide</i>		How Can We Decide?			
<ul style="list-style-type: none"> <li>compare and contrast information from similar types of electronic sources</li> </ul>	4	My Community: Then and Now, page 66				Contributors to the Community	My Community: Then and Now	
<b>1.S.2 develop skills of historical thinking:</b> <ul style="list-style-type: none"> <li>recognize that some activities or events occur on a seasonal basis</li> </ul>	4	Peoples of Canada/Special Ways, Special Days/Learning About the Past, page 64				Special Ways, Special Days	<i>See Audio Pack for appropriate Unit 4 music selections</i>	Belonging and Connecting: Explore; Time and Change
<ul style="list-style-type: none"> <li>differentiate between activities and events that occurred recently and long ago</li> </ul>	4	One Family's Story/A Community Changes, page 56; Voices from Lac La Biche/Alberta Place Names, page 60; Peoples of Canada/Special Ways, Special Days/Learning About the Past, page 64	<i>Changes, Changes: One Family's Story; Peoples of Canada</i>	Voices from Lac La Biche			Voices from Lac La Biche	Time and Change

➤ **NOTE:** This bullet indicates an ICT (Information and Communication Technology) outcome.

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<b>1.S.3 develop skills of geographic thinking:</b> <ul style="list-style-type: none"> <li>use a simple map to locate specific areas within the school and community</li> </ul>	1	Our School and Community, page 8				Our School and Community	<i>See Audio Pack for appropriate Unit 1 music selections</i>	Belonging and Connecting: Explore
	3	Postcards from Barnaby/Around Alberta, page 38		Postcards from Barnaby	Around Alberta		Postcards from Barnaby  <i>See Audio Pack for appropriate Unit 3 music selections</i>	Belonging and Connecting: Explore
	4					Special Ways, Special Days		
<ul style="list-style-type: none"> <li>ask geographic questions, such as asking for directions</li> </ul>	1	Our School and Community, page 8				Our School and Community		Belonging and Connecting: Explore
	3	Postcards from Barnaby/Around Alberta, page 38		Postcards from Barnaby	Around Alberta		Postcards from Barnaby	Belonging and Connecting: Explore
<ul style="list-style-type: none"> <li>understand that globes and maps are visual representations of the world</li> </ul>	1	Our School and Community, page 8				Our School and Community		Belonging and Connecting: Explore; Looking After Our World
	3	Mapping My World, page 36; Postcards from Barnaby/Around Alberta, page 38	<i>Changes, Changes: Mapping My World</i>	Postcards from Barnaby	Around Alberta		Postcards from Barnaby	Belonging and Connecting: Explore; Looking After Our World
<ul style="list-style-type: none"> <li>locate Canada on a globe or map</li> </ul>	3	Mapping My World, page 36	<i>Changes, Changes: Mapping My World</i>					Belonging and Connecting: Explore

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<b>1.S.4 demonstrate skills of decision making and problem solving:</b> <ul style="list-style-type: none"> <li>collaborate with others to devise strategies for decision making and problem solving</li> </ul>	2	Let's Decide/How Can We Decide? page 22	<i>My World: Let's Decide</i>		How Can We Decide?		<i>See Audio Pack for appropriate Unit 2 music selections</i>	
<ul style="list-style-type: none"> <li>apply ideas and strategies to contribute to decision making and problem solving</li> </ul>	2	Let's Decide/How Can We Decide? page 22	<i>My World: Let's Decide</i>		How Can We Decide?			
<b>SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE</b>								
<b>1.S.5 demonstrate skills of cooperation, conflict resolution, and consensus building:</b> <ul style="list-style-type: none"> <li>consider the ideas and suggestions of others</li> </ul>	2	Let's Decide/How Can We Decide? page 22	<i>My World: Let's Decide</i>		How Can We Decide?		<i>See Audio Pack for appropriate Unit 2 music selections</i>	Being a Good Citizen; Belonging; Looking After Our World
<ul style="list-style-type: none"> <li>work and play in harmony with others to create a safe and caring environment</li> </ul>	1	My Rights and Responsibilities, page 12	<i>My World: My Rights and Responsibilities</i>	My Rights and Responsibilities			My Rights and Responsibilities	Belonging; Looking After Our World
	2	We Care, page 24; The Blueberry Way, page 26	<i>My World: The Blueberry Way</i>			We Care		Belonging; Looking After Our World
<ul style="list-style-type: none"> <li>demonstrate a willingness to share space and resources</li> </ul>	1	How Can We Tell It's a Group? page 10; My Rights and Responsibilities, page 12	<i>My World: How Can We Tell It's a Group?; My Rights and Responsibilities</i>	My Rights and Responsibilities			My Rights and Responsibilities	Belonging; Looking After Our World
	2	Let's Decide/How Can We Decide? page 22; The Blueberry Way, page 26	<i>My World: The Blueberry Way; Let's Decide</i>		How Can We Decide?			Belonging; Looking After Our World

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<b>1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:</b> <ul style="list-style-type: none"> <li>behaviour in accordance with classroom, school, and community expectations</li> </ul>	1	My Rights and Responsibilities, page 12	<i>My World: My Rights and Responsibilities</i>	My Rights and Responsibilities			My Rights and Responsibilities  <i>See Audio Pack for appropriate Unit 1 music selections</i>	
	2	We Look After Our World/Keys to Good Citizenship, page 20; We Care, page 24; The Blueberry Way, page 26	<i>My World: The Blueberry Way</i>	We Look After Our World	Keys to Good Citizenship	We Care	We Look After Our World  <i>See Audio Pack for appropriate Unit 2 music selections</i>	Looking After Our World
<b>RESEARCH FOR DELIBERATIVE INQUIRY</b>								
<b>1.S.7 apply the research process:</b> <ul style="list-style-type: none"> <li>ask questions to make meaning of a topic</li> </ul>	3	Mapping My World, page 36	<i>Changes, Changes: Mapping My World</i>				<i>See Audio Pack for appropriate Unit 3 music selections</i>	Being a Good Citizen; Belonging; Belonging and Connecting; Explore; Looking After Our World; Rights and Responsibilities
	4	Kids, Families, and Changes, page 54; Peoples of Canada/Special Ways, Special Days/Learning About the Past, page 64	<i>Changes, Changes: Kids, Families, and Changes; Peoples of Canada</i>		Learning About the Past	Special Ways, Special Days	<i>See Audio Pack for appropriate Unit 4 music selections</i>	Being a Good Citizen; Belonging; Belonging and Connecting; Explore; Looking After Our World; Rights and Responsibilities

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<u>Skill/Process</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Big Books	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*	Internet Research CD-ROM
<ul style="list-style-type: none"> <li>• compare and contrast information gathered</li> </ul>	2	We Care, page 24				We Care		Being a Good Citizen; Belonging and Connecting: Explore
	3	Urban or Rural or Both? page 40			Urban or Rural or Both?			Being a Good Citizen; Belonging and Connecting: Explore
	4	One Family's Story/A Community Changes, page 56			A Community Changes			Being a Good Citizen; Belonging and Connecting: Explore
<ul style="list-style-type: none"> <li>➤ navigate within an electronic document</li> </ul>	1	We All Belong/Groups in My World, page 6						Being a Good Citizen; Belonging; Belonging and Connecting: Explore; Looking After Our World; Rights and Responsibilities
	2	Let's Decide/How Can We Decide? page 22; We Care, page 24						Being a Good Citizen; Belonging; Belonging and Connecting: Explore; Looking After Our World; Rights and Responsibilities
	3	Mapping My World, page 36; Urban or Rural or Both? page 40						Being a Good Citizen; Belonging; Belonging and Connecting: Explore; Looking After Our World; Rights and Responsibilities

➤ **NOTE:** This bullet indicates an ICT (Information and Communication Technology) outcome.

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## Appendix C Curriculum Correlation Chart

<b>Skill/Process</b> <i>Students will:</i>	<b>Unit</b>	<b>Teacher Resource/Teaching Plan</b>	<b>Big Books</b>	<b>Discovery Books</b>	<b>Posters</b>	<b>Photo Cards</b>	<b>Audio Pack Reading/Music*</b>	<b>Internet Research CD-ROM</b>
➤ access and retrieve appropriate information from electronic sources, when available, for a specific inquiry	1	We All Belong/Groups in My World, page 6						Being a Good Citizen; Belonging and Connecting: Explore; Looking After Our World
	2	We Look After Our World/Keys to Good Citizenship, page 20; We Care, page 24				We Care	We Look After Our World	Being a Good Citizen; Belonging and Connecting: Explore; Looking After Our World
	4	Painting the Past/Contributors to the Community, page 58						Being a Good Citizen; Belonging and Connecting: Explore; Looking After Our World
➤ process information from more than one source to retell what has been discovered	1	How Can We Tell It's a Group? page 10						Being a Good Citizen
	2	We Care, page 24				We Care		Being a Good Citizen
	3	Mapping My World, page 36; Urban or Rural or Both? page 40						Being a Good Citizen
	4	Voices from Lac La Biche/Alberta Place Names, page 60					Voices from Lac La Biche	Being a Good Citizen
➤ draw conclusions from organized information	4	How the Mouse Got Brown Teeth, page 62				Contributors to the Community		Being a Good Citizen; Looking After Our World; Rights and Responsibilities
➤ make predictions based on organized information	4	How the Mouse Got Brown Teeth, page 62						Being a Good Citizen; Rights and Responsibilities

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## Appendix C Curriculum Correlation Chart

<u>Skill/Process</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Big Books	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*	Internet Research CD-ROM
<b>COMMUNICATION</b>								
<b>1.S.8 demonstrate skills of oral, written, and visual literacy:</b> <ul style="list-style-type: none"> <li>listen to others in a socially appropriate manner</li> </ul>	1	My Rights and Responsibilities, page 12	<i>My World: My Rights and Responsibilities</i>	My Rights and Responsibilities			My Rights and Responsibilities  <i>See Audio Pack for appropriate Unit 1 music selections</i>	Belonging; Belonging and Connecting; Explore; Looking After Our World; Rights and Responsibilities; Time and Change
<ul style="list-style-type: none"> <li>respond appropriately, verbally and in written forms, using language respectful of human diversity</li> </ul>	4	Painting the Past/Contributors to the Community, page 58; Voices from Lac La Biche/Alberta Place Names, page 60; Peoples of Canada/Special Ways, Special Days/Learning About the Past, page 64				Contributors to the Community; Special Ways, Special Days	Voices from Lac La Biche	Being a Good Citizen; Belonging; Belonging and Connecting; Explore; Looking After Our World; Rights and Responsibilities; Time and Change
<ul style="list-style-type: none"> <li>listen to others in order to understand their point of view</li> </ul>	2	Let's Decide/How Can We Decide? page 22	<i>My World: Let's Decide</i>		How Can We Decide?			Being a Good Citizen; Belonging; Belonging and Connecting; Explore; Looking After Our World; Rights and Responsibilities; Time and Change

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## Appendix C Curriculum Correlation Chart

<b>Skill/Process</b> <i>Students will:</i>	<b>Unit</b>	<b>Teacher Resource/Teaching Plan</b>	<b>Big Books</b>	<b>Discovery Books</b>	<b>Posters</b>	<b>Photo Cards</b>	<b>Audio Pack Reading/Music*</b>	<b>Internet Research CD-ROM</b>
	4	Peoples of Canada/Special Ways, Special Days/Learning About the Past, page 64						Being a Good Citizen; Belonging; Belonging and Connecting: Explore; Looking After Our World; Rights and Responsibilities; Time and Change
➤ create visual images using paint and draw programs	2	Let's Decide/How Can We Decide? page 22; The Blueberry Way, page 26						Being a Good Citizen; Belonging; Belonging and Connecting: Explore; Looking After Our World; Rights and Responsibilities; Time and Change
	3	Mapping My World, page 36; Urban or Rural or Both? page 40						Being a Good Citizen; Belonging; Belonging and Connecting: Explore; Looking After Our World; Rights and Responsibilities; Time and Change
<b>1.S.9 develop skills of media literacy:</b> • identify key words in a media presentation to determine the main idea	4	Peoples of Canada/Special Ways, Special Days/Learning About the Past, page 64					<i>See Audio Pack for appropriate Unit 4 music selections</i>	Being a Good Citizen; Belonging; Belonging and Connecting: Explore; Rights and Responsibilities

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