

Many Voices Combined-Grade Correlation Package



Grade Three / Grade Four



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 in which some teachers approach the teaching of 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 as the basic program and then modify up or down for the other grade.
- Use the core concepts of citizenship and identity and the program strands 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.
- Examine the skills within each grade level. Combine the skills when planning instructional activities for both classes. This supports planning for Differentiated Instruction. For example, when presenting mini-lessons on a particular skill such as geographical thinking, highlight the outcomes in both grades to the entire class. Some students will be able to work at grade level and others will have the opportunity to work on this skill below or above grade level.

Grade 1 Outcomes	Grade 2 Outcomes
<p>Outcome 1.2.2</p> <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? 	<p>Outcome 2.2.7</p> <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.

<p>Grade 3</p>	<p>Connecting with the World</p>	<p>3.1 Communities in the World Students will demonstrate an understanding and appreciation of how geographical, 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>	<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.</p>
<p>Grade 4</p>	<p>Alberta: The Land, Histories, and Stories</p>	<p>4.1 Alberta: A Sense of the Land Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology, and paleontology are integral to the landscapes and the environment of Alberta.</p> <p>4.2 The Stories, Histories, and People of Alberta Students will demonstrate an understanding and appreciation of the role of stories, history, and culture in strengthening communities and contributing to identity and a sense of belonging.</p> <p>4.3 Alberta: Celebrations and Challenges Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically, and socially since 1905.</p>	<p>Grade 4 introduces specific geographical skills through an examination of Alberta and its cultural and geographical diversity. Linkages to literature and the continued development of historical thinking are reinforced through stories and legends. Archaeology and paleontology are also introduced in Grade 4 to further develop historical thinking skills.</p>

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	Grade 4
<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	• evaluate significant local and current affairs, distinguishing between fact and opinion
	• 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		• critically evaluate ideas, information and positions from multiple perspectives
				• generate original ideas and strategies in individual and group activities	• re-evaluate opinions to broaden understanding of a topic or an issue
		• choose and justify a course of action			• generate original ideas and strategies in individual and group activities
					➤ seek responses to inquiries from various authorities through electronic media
<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	• use photographs and interviews to make meaning of provincial historical information
	• differentiate between events and activities that occurred recently and long ago		• arrange events, facts, and/or ideas in sequence		• use historical and community resources to understand and organize the sequence of local historical events
					• explain the historical context of key events of a given time period

Skills and Processes	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Geographical Thinking</i>	<ul style="list-style-type: none"> recognize familiar places or points of reference in their surroundings 	<ul style="list-style-type: none"> use a simple map to locate specific areas within the school and community 	<ul style="list-style-type: none"> use a simple map to locate communities studied in Canada 	<ul style="list-style-type: none"> create and use a simple map to locate communities studied in the world 	<ul style="list-style-type: none"> use a scale to determine the distance between places on maps of Alberta
	<ul style="list-style-type: none"> ask geographical questions, such as asking for directions 		<ul style="list-style-type: none"> determine distance on a map, using relative terms such as near/far, here/there 	<ul style="list-style-type: none"> use cardinal and intermediate directions to locate places on maps and globes 	<ul style="list-style-type: none"> construct graphs, tables, charts and maps to interpret information
		<ul style="list-style-type: none"> understand that globes and maps are visual representations of the world 	<ul style="list-style-type: none"> apply the concept of relative location to determine locations of people and places 		<ul style="list-style-type: none"> use historical maps to make meaning of historical events and issues
		<ul style="list-style-type: none"> locate Canada on a globe or map 	<ul style="list-style-type: none"> use cardinal directions to locate communities studied in relation to one's own community 	<ul style="list-style-type: none"> apply the terms hemisphere, poles, equator 	<ul style="list-style-type: none"> use cardinal and intermediate directions to locate places on maps and globes
					<ul style="list-style-type: none"> identify the location of non-renewable resources (e.g., fossil fuels, minerals)
<i>Decision Making and Problem Solving</i>	<ul style="list-style-type: none"> provide ideas and strategies to contribute to decision making and problem solving 	<ul style="list-style-type: none"> collaborate with others to devise strategies for decision making and problem solving 	<ul style="list-style-type: none"> apply ideas and strategies to decision making and problem solving 	<ul style="list-style-type: none"> apply new ideas and strategies to contribute to decision making and problem solving 	<ul style="list-style-type: none"> contribute and apply new ideas and strategies to problem solving and decision making, supported with facts and reasons
		<ul style="list-style-type: none"> apply ideas and strategies to contribute to decision making and problem solving 	<ul style="list-style-type: none"> propose new ideas and strategies to contribute to decision making and problem solving 	<ul style="list-style-type: none"> support proposed ideas, strategies, and options with facts and reasons 	<ul style="list-style-type: none"> identify situations where a decision needs to be made and a problem requires attention
				<ul style="list-style-type: none"> collaborate with others to devise strategies for dealing with problems and issues 	<ul style="list-style-type: none"> select and use technology to assist in problem solving
				<ul style="list-style-type: none"> use technology to organize and display data in a problem-solving context 	<ul style="list-style-type: none"> use data gathered from a variety of electronic sources to address identified problems

Skills and Processes	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	
					<ul style="list-style-type: none"> ➤ solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology 	
					<ul style="list-style-type: none"> ➤ use graphic organizers, such as mind mapping/ webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment 	
<i>Social Participation as a Democratic Practice</i>						
<i>Cooperation, Conflict Resolution, and Consensus Building</i>	<ul style="list-style-type: none"> • consider the needs of others 	<ul style="list-style-type: none"> • consider the ideas and suggestions of others 	<ul style="list-style-type: none"> • consider the needs and ideas of others 	<ul style="list-style-type: none"> • consider the needs and points of view of others 	<ul style="list-style-type: none"> • demonstrate an awareness of the skills required for compromise and consensus building 	
	<ul style="list-style-type: none"> • work and play in harmony with others to create a safe and caring environment 				<ul style="list-style-type: none"> • demonstrate the ability to deal constructively with diversity and disagreement 	
	<ul style="list-style-type: none"> • demonstrate a willingness to share space and resources 		<ul style="list-style-type: none"> • demonstrate the ability to deal constructively with diversity and disagreement 	<ul style="list-style-type: none"> • demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate 	<ul style="list-style-type: none"> • work collaboratively with others to complete a group task 	
				<ul style="list-style-type: none"> • demonstrate willingness to seek consensus among members of a work group 	<ul style="list-style-type: none"> • consider the needs and points of view of others 	
				<ul style="list-style-type: none"> ➤ share information collected from electronic sources to add to a group task 		

Skills and Processes	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Social Involvement</i>	<ul style="list-style-type: none"> being a classroom helper 	<ul style="list-style-type: none"> behaviour in accordance with classroom, school, and community expectations 	<ul style="list-style-type: none"> participate in activities that enhance their sense of belonging within their school and community 	<ul style="list-style-type: none"> participate in projects that improve or meet the particular needs of their school or community 	<ul style="list-style-type: none"> initiate projects that meet the particular needs or expectations of their school or community
Research for Deliberative Inquiry					
<i>Research Process</i>	<ul style="list-style-type: none"> ask questions to make meaning of a topic 		<ul style="list-style-type: none"> participate in formulating research questions 	<ul style="list-style-type: none"> evaluate whether information supports an issue or a research question 	<ul style="list-style-type: none"> develop the skills of skimming and scanning to gather relevant information
	<ul style="list-style-type: none"> gather information on a particular topic from a variety of sources, e.g., illustrations, photographs, videos, objects, auditory cues 	<ul style="list-style-type: none"> compare and contrast information gathered 		<ul style="list-style-type: none"> make connections between cause-and-effect relationships from information gathered from varied sources 	<ul style="list-style-type: none"> organize and synthesize information gathered from a variety of sources
		<ul style="list-style-type: none"> access and retrieve appropriate information from electronic sources for a specific inquiry, when available 	<ul style="list-style-type: none"> access and retrieve appropriate information from electronic sources for a specific inquiry 		<ul style="list-style-type: none"> use graphic organizers, such as webbing or Venn diagrams, to make meaning of information
		<ul style="list-style-type: none"> navigate within an electronic document 	<ul style="list-style-type: none"> navigate within a document, compact disc, or other software program that contains links 		<ul style="list-style-type: none"> draw and support conclusions based on information gathered to answer a research question
			<ul style="list-style-type: none"> develop questions that reflect a personal information need 		<ul style="list-style-type: none"> formulated new questions as research progresses
			<ul style="list-style-type: none"> follow a plan to complete an inquiry 		<ul style="list-style-type: none"> cite references as part of research

Skills and Processes	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	
			➤ organize information from more than one source	➤ access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)		
			➤ 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		
Communication						
<i>Oral, Written, and Visual Literacy</i>	• listen to others in a socially appropriate manner	• interact with others in a socially appropriate manner		• organize and present information, taking particular audiences and purposes into consideration		
	• 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	• respond appropriately to comments and questions, using language respectful of human diversity	
		• 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	• listen to others in order to understand their perspectives	
		➤ 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	➤ use selected presentation tools to demonstrate connections among various pieces of information	

			➤ display data in a problem-solving context		➤ communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes
<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 issue or topic from print media, television, photographs and the Internet
			• 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	• examine diverse perspectives regarding an issue presented in the media
					➤ identify and distinguish points of view expressed in electronic sources on a particular topic

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

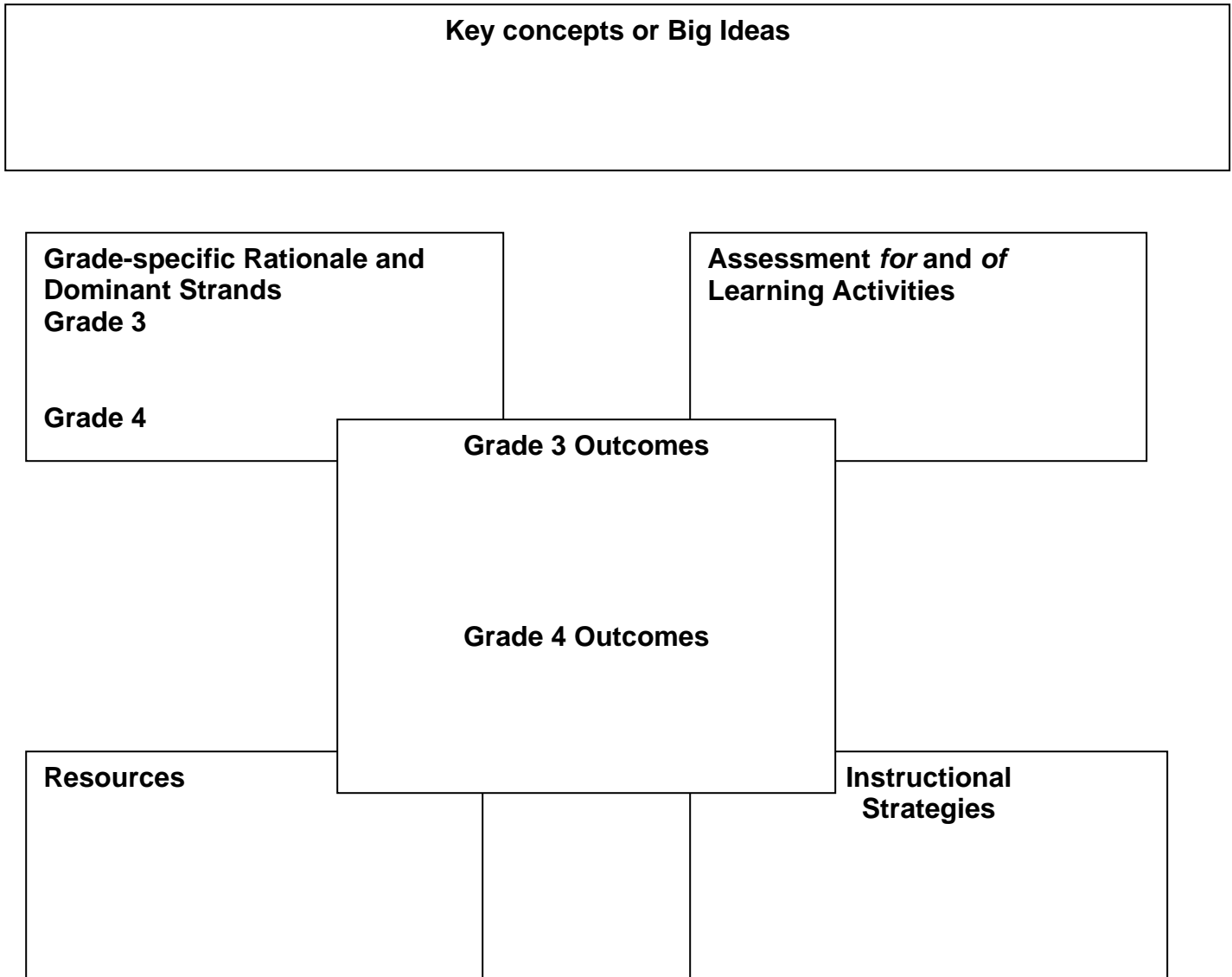
Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 6.

Dimensions of Thinking	
critical thinking and creative thinking	assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
historical thinking	use primary sources to broaden understanding of historical events and issues
geographical thinking	Construct and interpret various types of maps to broaden understanding of topics being studied (i.e. historical, physical, political maps)
decision making and problem solving	propose and apply new ideas, strategies and options to contribute to decision making and problem solving, supported with facts and reasons
Social Participation as a Democratic Practice	
cooperation, conflict resolution, and consensus building	demonstrate the skills of compromise in order to reach group consensus
age-appropriate behaviour for social involvement	demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed
Research for Deliberative Inquiry	
research and information	determine reliability of information, filtering for point of view and bias
Communication	
oral, written, and visual literacy	express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates
media literacy	detect bias present in the media

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

Planning Template



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

Theme/Unit	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Uniqueness and Belonging	Unit 1: I Am Unique (I, C) Unit 3: We Get Together (CC, I, GC, C)	Unit 1: Belonging in My World (CC, I, C)			
My World: School and Community	Unit 3: We Get Together (CC, I, GC, C) Unit 4: We Cooperate (CC, LPP, PADM)	Unit 1: Belonging in My World (CC, I, C) Unit 3: Looking at My World (CC, TCC, I, C, LPP)			
Citizenship: Rules, Respect, and Responsibility	Unit 4: We Cooperate (CC, LPP, PADM)	Unit 1: Belonging in My World (CC, I, C) Unit 2: Taking Part in a Community (I, C, LPP, PAD)			
Citizenship in the Community	Unit 4: We Cooperate (CC, LPP, PADM)	Unit 2: Taking Part in a Community (I, C, LPP, PAD)			
Our Community Changes	Unit 2: We Show Respect (CC, I, C, LPP)	Unit 4: Changes in My World (CC, TCC, I)			
Canadian Communities		Unit 1: Belonging in My World (CC, I, C) Unit 3: Looking at My World (CC, TCC, I, C, LPP)	Unit 1: Looking at Places (LPP, I, TCC) Unit 3: Looking at Work (EC, LPP, CC, C)		
Communities: Past and Present		Unit 4: Changes in My World (CC, TCC, I)	Unit 2: Looking at People (CC, LPP, TCC) Unit 4: Looking at You (CC, TCC, I)		
Citizenship in My World		Unit 1: Belonging in My World (CC, I, C) Unit 2: Taking Part in a Community (I, C, LPP, PAD)	Unit 3: Looking at Work (EC, LPP, CC, C) Unit 4: Looking at You (CC, TCC, I)		
Geography Influences Communities			Unit 1: Looking at Places (LPP, I, TCC)	Unit 3: Land and Resources (LPP, ER, CC, GC)	Chapter 1: Explore the Land (LPP) Chapter 9: Preserving the Land (ER, LPP)

Theme/Unit	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Natural Resources, Goods and Services, and the Environment			Unit 3: Looking at Work (EC, LPP, CC, C)	Unit 3: Land and Resources (LPP, ER, CC, GC)	Chapter 2: Alberta's Fossil Heritage (LPP, TCC, ER) Chapter 3: Natural Resources in Your Life (LPP, ER)
Shaping Communities			Unit 2: Looking at People (CC, LPP, TCC)	Unit 1: Many Places, Many Lives (ER, CC, GC, TCC, I) Unit 2: How Communities Work (ER, CC, GC, TCC, I)	Chapter 4: Living with the Land (LPP, CC) Chapter 5: New Roots for Alberta (LPP, I, TCC) Chapter 6: Preparing for New Settlers (TCC, I, PADM) Chapter 7: More Settlers Arrive (CC, TCC, I)
Changing Communities			Unit 4: Looking at You (CC, TCC, I)	Unit 4: Citizens of the World (C, GC, ER, PADM, I)	Chapter 8: Becoming a Province (PADM, TCC, CC) Chapter 10: Celebrate Our Past, Build Our Future (CC, TCC, C) Wrapping Up

Many Voices Combined-Grade Correlation Grade Three/Grade Four

Theme/Unit: Geography Influences Communities (LPP, ER, GC, CC)

1. What can be learned from studying the physical geography of a community?
2. How does the physical geography of a community directly shape the quality of life of the people who live in that particular community?
3. How does the physical geography affect how people in a community live?

<i>Many Voices</i> Components	Grade Three Specific Outcomes	Grade Four Specific Outcomes
<p>Grade 3: <u>Unit 3: People and the Environment</u> <i>Connecting with the World</i> (ST) People and the Land (ST) People and the Environment (ST) Peru's Environment (ST) Tunisia's Environment (ST) Ukraine's Environment (ST) India's Environment (ST) The World (ST Atlas) Atlas (ST) Peru: Land and Resources (ST Atlas) Tunisia: Land and Resources (ST Atlas) Ukraine: Land and Resources (ST Atlas) India: Land and Resources (ST Atlas) Goods and Services in Peru (ST) Goods and Services in Tunisia (ST) Goods and Services in Ukraine (ST) Goods and Services in India (ST)</p> <p>Grade 4: <u>Chapter 1: Explore the Land</u> What does Alberta look like? (ST) What is the story of the land? (ST) What are the natural regions? (ST) How does climate affect quality of life? (ST) Natural Resources (PC) Looking at the Land (CD-ROM) "Alberta" (CD 1:1) "Prairie Sky" (CD 1:5) "Under the Berry Moon" (CD 1:9)</p>	<p><u>Values and Attitudes:</u> 3.2.1 appreciate elements of global citizenship:</p> <ul style="list-style-type: none"> ■ recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC) <p><u>Knowledge and Understanding:</u> 3.1.3 examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ■ Where, on a globe and/or map, are the communities in relation to Canada? (LPP) ■ In what ways do the people in the communities depend on, adapt to, and change the environment in which they live and work? (ER, LPP) ■ In what ways do the communities show concern for their natural environment? (GC, LPP) ■ How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP) <p>3.1.4 examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p>	<p><u>Values and Attitudes:</u> 4.1.1 value Alberta's physical geography and natural resources:</p> <ul style="list-style-type: none"> ■ Appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta (LPP) ■ Appreciate the environmental significance of national and provincial parks and protected areas in Alberta (ER, LPP) ■ Demonstrate care and concern for the environment through their choices and actions (LPP) <p><u>Knowledge and Understanding:</u> 4.1.2 critically examine the physical geography of Alberta by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> ■ What are the major geographical and natural vegetation regions, landforms, and bodies of water in Alberta? (LPP) ■ What are the factors which determine climate in the diverse regions of Alberta? (LPP) ■ How are Alberta's provincial parks, protected areas, and the national parks in Alberta important to the sustainability of Alberta's natural environment? (ER, LPP) <p>4.1.3 critically examine how geography and paleontology contribute to knowledge of Alberta's physical geography by exploring and reflecting upon the following question:</p> <ul style="list-style-type: none"> ■ What geological features make Alberta unique? (LPP) <p>4.1.4 analyze how Albertans interact with their</p>

Chapter 9: Preserving the Land

Why do we need to protect the land? (ST)
What do our national parks preserve? (ST)
How can we preserve our parks? (ST)
The Calgary Zoo and the Swift Fox (CD-ROM)

- What are the main goods and services produced by the communities studied? (i.e., agricultural activities, manufacturing activities)? (ER, GC)
- What goods and services do the communities import from and export to other parts of the world? (ER, GC)
- What are the main forms of technologies, transportation and communication in the communities? (ER, GC)

3.2.2 explore the concept of global citizenship by reflecting upon the following question for inquiry:

- In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM)

Skills:

3.S.1 develop skills of critical thinking and creative thinking:

- Evaluate ideas and information from different points of view
- Compare and contrast information from similar types of electronic sources, such as information collected on the Internet

3.S.3 develop skills of geographical thinking:

- Create and use a simple map to locate communities studied in the world
- Use cardinal and intermediate directions to locate places on maps and globes
- Apply the concept of relative location to determine locations of people and places
- Apply the terms **hemisphere, poles, equator**

3.S.7 apply the research process:

- Develop questions that reflect a personal information need
- Follow a plan to complete an inquiry
- Access and retrieve appropriate information from electronic sources for a specific inquiry

environment by exploring and reflecting upon the following questions and issues:

- Why do we need to protect the land? (ER, LPP)
- What do our provincial parks preserve? (ER, LPP)
- How do Albertans deal with competing demands on land use in Alberta? (ER, LPP)

4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following question:

- In what ways have occupations and commerce been impacted by geography, climate and natural resources in Alberta? (ER, LPP, TCC)

4.3.4 examine recreation and tourism in Alberta by exploring and reflecting upon the following questions and issues:

- How do physical geography and climate affect seasonal activities throughout Alberta?
- To what extent do recreation and tourism foster appreciation of Alberta's natural regions and environment? (ER, LPP)
- In what ways do interests of tourism and the natural environment conflict? (ER, LPP)

Skills:

4.S.1 develop skills of critical thinking and creative thinking:

- Critically evaluate ideas, information and positions from multiple perspectives
- Re-evaluate opinions to broaden understanding of a topic or an issue

4.S.3 develop skills of geographical thinking:

- Use cardinal and intermediate directions to locate places on maps and globes

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

- Identify situations where a decision needs to be made and a problem requires attention


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


- Consider the needs and points of view of others
- Work collaboratively with others to complete a group task

	<ul style="list-style-type: none"> ➤ Navigate within a document, compact disc, or other software program that contains links ➤ 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 	<p>4.S.7 apply the research process:</p> <ul style="list-style-type: none"> ■ Use graphic organizers to make meaning of information ■ Formulate new questions for research <p>➤ Organize information using tools such as databases, spreadsheets or electronic webbing</p> <p>4.S.8 demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> ➤ Create visual images for particular audiences and purposes ➤ Use selected presentation tools to demonstrate connections among various pieces of information ➤ Communicate effectively through appropriate forms, such as speeches, reports, and multimedia presentations, applying information technologies that serve particular audiences and purposes <p>4.S.9 develop skills of media literacy:</p> <ul style="list-style-type: none"> ■ Compare information on the same issue or topic from print media, television, photographs, and the Internet
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Connecting Activities—Geography Influences Communities


3.1.3 examine the geographical characteristics that shape communities in other parts of the world:

Set Up Learning Experiences: ➤  Make a web and brainstorm ways people depend on, adapt to, and change the environment (3 TG pg. 69) (3.S.7)


Explore:  Write about what might happen to rain forest peoples and animals if land clearing and tree cutting isn't stopped (3 TG pg. 81) (3.S.7, 3.S.4, 3.S.8)

3.2.2 explore the concept of global citizenship:

Explore: ➤ Fill in the environment chart for Tunisia and use the atlas to complete an outline map (3 TG pg. 83, LM 3-3, LM 3-5) (3.S.3)


Extend: ➤  Create a Protection File—Research protected animals and environmental areas, and reasons for protecting them (3 TG pg. 85) (3.S.4, 3.S.7, 3.S.8)

3.3.3 develop skills of geographical thinking:

Engage: ➤  On a globe, locate Peru in relation Canada and Alberta, and discuss possible similarities and differences in the two countries/communities (3 TG pg. 80)


Explore: Colour and make a legend for an outline map of Peru and fill in the environment chart (3 TG pg. 81, LM 3-4, LM 3-3, AM 3-1)


Explore: ➤  Point out the relative location of Tunisia to Canada and Alberta, and to Peru. Discuss hemisphere, proximity to poles and the equator, and environmental similarities and differences (3 TG pg. 82)


Explore: ➤  Point out relative location of Ukraine to Canada and Alberta, and to Peru and Tunisia. Discuss hemisphere, and proximity to poles and the equator (3 TG pg. 84)

Explore: Point out relative location of India to Canada and Alberta, and to the other countries/communities studied (3 TG pg. 86)

3.5.7 apply the research process:

Explore: ➤  Research the effects of drought and present findings in a report, or cause-and-effects chart (3 TG pg. 83, LM 3-6) (3.S.8, 3.S.9)

Extend: ➤  Research Dam Building—Research dams in Alberta and their good and bad effects (3 TG pg. 83) (3.S.8)

Extend: ➤  Graph Temperature Extremes—Research extreme high and low temperatures for the four countries/communities studied and Alberta, and their effects on how people live and adapt (3 TG pg. 83) (3.S.3, 3.S.8, 3.S.9)

Explore: Show and discuss “Helping Animals in Their Environment” Photo Cards (3 TG pg. 86) (3.S.8)

Extend: ➤ Compare the Environments—Use completed environment charts to compare and discuss similarities and differences among the countries/communities studied, and your community (3 TG pg. 87, LM 3-3) (3.S.8, 3.S.9)

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4.1.2 critically examine the physical geography of Alberta:

Explore: Write class descriptions of the regions in Alberta using photo cards (4 TG pg. 73) (4.S.8)

Extend: On a map of Alberta, draw in the rivers and their origins (4 TG pg. 74, LM 1-1) (4.S.3)

Explore: Locate a variety of communities in different regions of Alberta (4 TG pg. 76, LM 1-2) (4.S.3)

Engage: Brainstorm possible reasons why we need to protect our land (4 TG pg. 309) (4.S.4, 4.S.7)

4.1.4 analyze how Albertans interact with their environment:

Look What You Have Learned! Gather and present information about a region other than your own (4 TG pg. 83, 451) (4.S.7, 4.S.8)

Explore: Create a set of rules for natural areas based on a variety of “viewpoints” (4 TG pg. 311) (4.S.1, 4.S.7)

4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development:

Explore: Discuss why park communities make rules about who can live there (4 TG pg. 322) (4.S.8)

4.3.4 examine recreation and tourism in Alberta:

Engage: Create an OWL chart to record observations made of national park photographs (4 TG pg. 313 LM 9-3) (4.S.8)

4.S.1 develop skills of critical thinking and creative thinking:

Explore: List various points of view, evaluations and opinions to form a personal point of view (4 TG pg. 76, LM G-2)

Explore: Create a set of rules for natural areas based on a variety of “viewpoints” (4 TG pg. 311)

4.S.3 develop skills of geographical thinking:

Extend: Use a map and scale to determine the distance between various communities (4 TG pg. 78)

Explore: Use a map to locate the places with extreme weather (4 TG pg. 80)

Set Your Skills in Motion: In a discovery centre, randomly select communities in Alberta using scale to determine distances (4 TG pg. 83)

Extend: Create clues for a partner to follow to find a provincial park on a map (4 TG pg. 320)

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

Extend: In a small group, choose a problem to solve that results from people and animals sharing a space (4 TG pg. 324)

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

Extend: In a small group, create a display about a region in Alberta (4 TG pg. 78) (4.S.8)

Extend: In a small group, choose a problem to solve that results from people and animals sharing a space (4 TG pg. 324) (4.S.4)

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Explore: Discuss three ways provincial parks protect Alberta's natural and cultural heritage (4 TG pg. 319, LM 9-6) **(4.S.7)**

4.S.7 apply the research process:

Extend: Research glacial erratics, keeping a list of resources used (4 TG pg. 74, LM IJP-9)

Explore: Find out about five national parks in Alberta (4 TG pg. 310)

Extend: Create research questions about an Alberta park or protected area of your choice (4 TG pg. 312) **(4.S.8)**

Extend: Imagine and plan a summer vacation and record the distances between destinations on a chart (4 TG pg. 316, LM 9-4) **(4.S.3)**

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

Extend: Create a brochure about the Columbia Ice Fields (4 TG pg. 74) **(4.S.7)**

Set Your Skills in Motion: Create a tourism brochure encouraging people to visit a national park (4 TG pg. 325) **(4.S.7)**

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Theme/Unit: Shaping Communities (CC, ER, GC, TCC, I, C, PADM)

1. What shapes a community's identity?
2. What makes each community special?
3. How do people in the present and the past shape a community's identity?

<i>Many Voices Components</i>	Grade Three Specific Outcomes	Grade Four Specific Outcomes
<p>Grade 3: Unit 1: Many Places, Many Lives <i>Connecting with the World</i> (ST) Someone (ST) At Home in Peru (ST) At Home in Tunisia (ST) At Home in Ukraine (ST) At Home in India (ST) The World (BB Atlas) Quality of Life (ST) <i>Wish You Were Here... Peru</i> (ST) <i>Wish You Were Here... Tunisia</i> (ST) <i>Wish You Were Here... Ukraine</i> (ST) <i>Wish You Were Here... India</i> (ST) Going to Market; Magnify Your Understanding; Urban and Rural Ukraine; Ukraine: A Time of Change; From Carhuanca to Ayacucho; India: A Nation of Contrasts; Tour Tunisia with Me (CD-ROM) Celebrating Culture in Peru (ST) Celebrating Culture in Tunisia (ST) Celebrating Culture in Ukraine (ST) Celebrating Culture in India (ST)</p> <p>Unit 2: How Communities Work Communities (ST) Services People Need (ST) Services in Peru (ST) Services in Tunisia (ST) Services in Ukraine (ST) Services in India (ST) Going to Market; Magnify Your Understanding; Urban and Rural Ukraine; Ukraine: A Time of Change; From Carhuanca to Ayacucho; India: A Nation of Contrasts (CD-ROM) Working Together (ST) Communities in Peru (ST) Communities in Tunisia (ST)</p>	<p>Values and Attitudes: 3.1.1 appreciate similarities and differences among people and communities:</p> <ul style="list-style-type: none"> ■ Demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC) 	<p>Values and Attitudes: 4.1.1 value Alberta's physical geography and natural environment:</p> <ul style="list-style-type: none"> ■ Appreciate how land sustains communities and quality of life (ER, LPP) <p>4.2.1 appreciate how an understanding of Alberta's history, people and stories contributes to their sense of belonging and identity:</p> <ul style="list-style-type: none"> ■ Recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC) ■ Recognize oral traditions, narratives, and stories as valid sources of knowledge about the land, culture, and history (CC, TCC) ■ Recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta's culture and identity (CC, I, TCC) ■ Recognize the history of the French language and the vitality of Francophone communities as an integral part of Alberta's heritage (CC, I, TCC) ■ Recognize British institutions and peoples as an integral part of Alberta's heritage (CC, I, TCC) ■ Demonstrate respect for places and objects of historical significance (I, LPP, TCC) ■ Recognize how stories of people and events provide multiple perspectives on events (I, TCC) ■ Recognize how the diversity of immigrants from Europe and other continents has enriched Alberta's rural and urban communities (CC, I, TCC) <p>4.3.1 appreciate the factors contributing to the quality of life in Alberta:</p> <ul style="list-style-type: none"> ■ Value and respect their own and other cultural identities (C, I)

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<p>Communities in Ukraine (ST) Communities in India (ST)</p> <p>Grade 4: Chapter 4: Living with the Land Who Were Alberta's First Peoples? (ST) How Did Land Shape Ways of Life? (ST) How Do We Know About the First Peoples? (ST) Art of Alex Janvier (PC) Working Together, the Glenbow Museum and the First Nations (CD-ROM) "Universe Song" (CD 1:10) Interviews (CD 1:12, 1:13, 2:6, 2:8, 2:10)</p> <p>Chapter 5: New Roots for Alberta What Drew People to Alberta? (ST) How Did the Fur Trade Change Alberta? (ST) How Did Alberta's New Roots Start to Grow? (ST) How Did Alberta's Métis Roots Begin? (ST) How Did Francophone Communities Grow? (ST) Who Were the Protestant Missionaries? (ST) What's in a Name? Places in Alberta (CD-ROM) "Path of the Paddle" (CD 1:4) "Red River Jig" (CD 1:6) "Ride, Gabriel, Ride" (CD 1:7) "V'la Bon Vent" (CD 1:11) Interviews (CD 1:14, 1:15, 2:2, 2:4)</p> <p>Chapter 6: Preparing for New Settlers How Did Alberta's British Roots Grow? (ST) How Did Life Change for the First Nations? (ST) How Was the Railway Built? (ST) My Story, Jiang Kun (PC) Alberta, A Land of Change (CD-ROM) Interviews (CD 1:12, 2:2, 2:6, 2:7, 2:8, 2:10)</p>	<p>Knowledge and Understanding: 3.1.2 examine the social, cultural, and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ■ What determines quality of life? (CC) ■ How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC) ■ What are the traditions, celebrations, stories, and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC) ■ How is identity reflected in traditions, celebrations, stories, and customs in the communities? (CC, I, TCC) ■ How is cultural diversity expressed within each community? (CC, I) ■ How does access to public services affect the communities (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM) ■ How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM) ■ How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM) ■ How do the individuals and groups in the communities maintain peace? (GC, PADM) ■ How do the individuals and groups in the communities cooperate and share with other group members? (C, CC) 	<ul style="list-style-type: none"> ■ Demonstrate respect for the rights, opinions, and perspectives of others (C, I) <p>Knowledge and Understanding: 4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> ■ How can ownership of a discovered artifact be determined? (C, ER, PADM) ■ In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP) <p>4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> ■ How is the diversity of Aboriginal peoples reflected in the number of languages spoken? (CC, I, LPP) ■ What do the stories of the Aboriginal peoples tell us about their beliefs and about the relationship between people and the land? (TCC) ■ In what ways did Francophones establish their roots in urban and rural Alberta? (CC, I, LPP, TCC) ■ How did the Métis Nation and Métis settlements contribute to Alberta's identity? (CC, I, LPP, TCC) ■ How did British institutions provide the structure for the settlement of newcomers to Alberta? (GC, I, PADM, TCC) ■ What movement or migration from within Canada contributed to the populating of Alberta? (LPP, TCC) ■ How did European immigrants contribute to the establishing of communities in Alberta in the late 19th century and early 20th century? (CC, GC, I, TCC) <p>4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> ■ How was the railway built? (ER, LPP, TCC) ■ Who were the settlers? (ER, LPP, TCC) ■ How was the land changed? (ER, LPP, TCC, I, CC) ■ What key events have impacted the economy of Alberta? (ER, LPP, TCC)
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Chapter 7: More Settlers Arrive

Who Were the Settlers? (ST)
How Was the Land Changed? (ST)
How Did Communities Grow? (ST)
My Story, Sylvie Dunnette (PC)
Alberta Artifacts (PC)
Wheat Connections (CD-ROM)
"Little Old Sod Shanty" (CD 1:3)
"Prairie Sky" (CD 1:5)
Interviews (CD 1:14, 1:15, 2:2, 2:3,
2:5, 2:7, 2:9)

Skills:

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

- Apply new ideas and strategies to contribute to decision making and problem solving

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

- 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
- Consider the needs and points of view of others

3.S.7 apply the research process:

- Develop questions that reflect a personal information need
- Follow a plan to complete an inquiry

- In what ways have occupations and commerce been impacted by geography, climate and natural resources in Alberta? (ER, LPP, TCC)
- In what ways have music, art, narratives and literature contributed to the vitality of the culture, language, and identity of diverse Alberta communities over time? (I,CC, LPP, TCC)

4.3.3 critically examine Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:

- How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta? (CC, I, LPP, TCC)
- How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places? (I, LPP, TCC)
- How does living in a particular community, region, or province help shape individual and collective identity?
- In what ways have Aboriginal peoples and communities changed over time? (CC, I, TCC)
- How has multiculturalism in Alberta evolved over time? (CC, I, GC, TCC)

Skills:

4.S.1 develop skills of critical thinking and creative thinking:

- Critically evaluate ideas, information and positions from multiple perspectives
- Generate original ideas and strategies in individual and group activities.

4.S.2 develop skills of historical thinking:

- Use photographs and interviews to make meaning of historical information
- Use historical and community resources to understand and organize the sequence of local historical events

4.S.3 develop skills of geographical thinking:

- Use a scale to determine the distance between places on a map of Alberta
- Construct graphs, tables, charts and maps to

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	<ul style="list-style-type: none"> ➤ Access and retrieve appropriate information from electronic sources for a specific inquiry ➤ Navigate within a document, compact disc, or other software program that contains links ➤ 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 	<p>interpret information</p> <ul style="list-style-type: none"> ■ Use historical maps to make meaning of historical events and issues ■ Use cardinal and intermediate directions to locate places on maps and globes <p>4.S.4 demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> ■ Contribute and apply new ideas and strategies to decision making and problem solving, supported with facts and reasons <p>4.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> ■ Work collaboratively with others to complete a group task <p>4.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:</p> <ul style="list-style-type: none"> ■ Initiate projects that meet the particular needs or expectations of their school or community <p>4.S.7 apply the research process:</p> <ul style="list-style-type: none"> ■ Develop the skills of skimming and scanning to gather relevant information ■ Use graphic organizers to make meaning of information ■ Formulate new questions for research ■ Access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations <p>4.S.8 demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> ■ Organize and present information, taking particular audiences and purposes into consideration ■ Respond appropriately to comments and questions, using language respectful of human diversity ■ Listen to others in order to understand their perspective ➤ Create visual images for particular audiences and purposes ➤ Communicate effectively through appropriate forms,
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such as speeches, reports, and multimedia presentations, applying information technologies that serve particular audiences and purposes

Connecting Activities—Shaping Communities

3.1.2 examine the social, cultural, and linguistic characteristics that affect quality of life in communities in other parts of the world:

Set Up Learning Experiences:  List six things people need for a good quality of life, and discuss the differences between wants and needs (3 TG pg. 4)

Explore: Make a chart or tell what they learned about María's family, house, school, food, etc. (3 TG pg. 11) (3.S.8)

Explore: Create a chart about things that are important to Ahmed and his family (3 TG pg. 13) (3.S.8)


Explore: Present a Book Review—Write about "Jha and His Donkey" and present orally (3 TG pg. 29) (3.S.8)

Explore: Make a T-chart of Irena's points about Easter and Christmas (3 TG pg. 30) (3.S.8)

Extend: Celebrate with Us—Discuss the symbolism of salt and bread and their significance to Ukrainians, and share this with their families (3 TG pg. 31) (3.S.8)


Starting Up: Create a current events bulletin board for your community's service occupations, and make connections between them and the four countries/communities studied (3 TG pg. 38)

Explore: Recall and fill in the blanks about services in Ukraine (3 TG pg. 49, LM 2-4)

Extend:  Illustrate Daily Life—Illustrate one day in Irena's life and include information about her day (3 TG pg. 49) (3.S.8)

Set Up Learning Experiences: Brainstorm qualities of a good leader and make a web (3 TG pg. 53) (3.S.1)

Set Up Learning Experiences: Make charts about how people work together in your community and in the communities studied (3 TG pg. 53) (3.S.8)

Explore:  Ask how people can work together in the school and community to preserve, clean, and beautify the environment (3 TG pg. 56)


Explore: As Mr. Naidu, write a story about helping others solve problems and keeping peace (3 TG pg. 63) (3.S.8)

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

Explore: Use a decision tree to discuss making choices in everyday events, and to identify consequences (3 TG pg. 61, LM 2-7)

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

Explore: In small groups, design and play a game using fact cards about Ravi's life (3 TG pg. 17, LM 1-3)

Explore:  Make a chart comparing services in Koya's village and María's community (3 TG pg. 44)

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Extend:  Make a Collage—Groups make a collage of the services in one of the four countries/communities (3 TG pg. 49)


3.S.7 apply the research process:


Extend:  Research Llamas—Use an OWL chart to record information learned about llamas and create a poster to share (3 TG pg. 11, LM G-1, LM G-2) (3.S.8)


Extend:  Research a Topic of Interest—Individuals/pairs find and share information about Tunisia's crops, camels, history, or foods (3 TG pg. 13, LM G-2) (3.S.8)


Extend:  Research a Topic of Interest—Individuals/pairs find and share information about Ukrainian recipes, gymnastics training, or the history of Kyiv (3 TG pg. 15, LM G-2) (3.S.8)


Extend:  Research a Topic of Interest—Individuals/pairs find and share information about the sport of cricket, Indian toys, or foods (3 TG pg. 17, LM G-2) (3.S.8)


Extend:  Research a Topic of Interest—Individuals/pairs find and share information about Peruvian clothing, dances, or mask-making (3 TG pg. 27, LM G-2) (3.S.8)

Explore:  Complete an OWL chart about Indian traditions and present findings to the class (3 TG pg. 33, LM G-1, AM 1-4)

Explore:  Compare and Contrast—Collect information and answer questions about the four characters' favourite festivals (3 TG pg. 33, LM 1-9)

Explore:  Research Official Languages—Find out about and list official languages and other languages spoken in the four countries (3 TG pg. 33, LM 1-10)

Explore:  Discuss traditional healers and write about the variety of health services in Peru (3 TG pg. 45) (3.S.8)

Extend:  Conduct a Research Experiment—Groups explore access-to-information through the use of various research methods (3 TG pg. 45)

4.1.4 analyze how Albertans interact with their environment:

Explore: Use a historical map to determine where forts were built (4 TG pg. 133)

4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time:

Explore: Locate on a map the First Nations mentioned. Remind students that some groups have alternative names. (4 TG pg. 158) (4.S.3)

Explore: Practise a variety of First Nation greetings (4 TG pg. 158)

Explore: Determine what Francophone missionaries gave to Alberta (4 TG pg. 204 Skill Smart)

Explore: In small groups, create a written response to the question: How would the end of the fur trade affect the First Nations and Métis? (4 TG pg. 225) (4.S.8)

Extend: Use a Venn diagram to answer: How was farming done by different communities? (4 TG pg. 252, LM G-1) (4.S.8)

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4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development:

Explore: Discuss the question: What changes did the railway bring? (4 TG pg. 233, LM 6-3)

Elaborate: Discuss the advantages of passing culture and language on to other generations (4 TG pg. 255) **(4.S.1)**

4.3.3 critically examine Alberta's changing cultural and social dynamics:

Explore: Answer "Think It Through" questions about Writing-On-Stone Provincial Park (4 TG pg. 166)

Engage: Sort community names into a list of French names and a list of English names (4 TG pg. 190)

Explore: Use a PMI chart to show the impact treaties had on the First Nations peoples. (4 TG pg. 229, LM LJP-8, LM 6-2) **(4.S.7)**

4.S.1 develop skills of critical thinking and creative thinking:

Explore: Examine an advertisement for the western settlements. Determine the point of view that was used. (4 TG pg. 250, Skill Power) **(4.S.1)**

4.S.2 develop skills of historical thinking:

Explore: Write a paragraph explaining the many uses of the buffalo (4 TG pg. 162, LM 4-3) **(4.S.7, 4.S.8)**

4.S.3 develop skills of geographical thinking:

Extend: Measure the distances between First Nations communities (4 TG pg. 159)

Explore: Use a historical map to see how some things have changed and how some things have stayed the same (4 TG pg. 133)

Explore: Compare a map of early First Nations peoples in Alberta to a map of the current reserves (4 TG pg. 229)

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

Extend: In a small group, think of a need in your community and create a service project that you could do to meet this need (4 TG pg. 205, LM IJP-19)

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

Extend: In a small group, think of a need in your community and create a service project that you could do to meet this need (4 TG pg. 205, LM IJP-19)

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

Extend: In a small group, think of a need in your community and create a service project that you could do to meet this need (4 TG pg. 205, LM IJP-19)

4.S.7 apply the research process:

Extend: Research the history of the horse—write notes about what you learned (4 TG pg. 164)

Extend: Research the origin of family names in their communities (4 TG pg. 193)

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Extend: Research the people of the Hudson's Bay Company—create a profile or biography for one person from its history (4 TG pg. 197) **(4.S.8)**

Set Your Skills in Motion: Research an important event—present it in an alternative manner (4 TG pg. 235) **(4.S.8)**

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

Extend: Read a book about First Nations peoples and write a book review (4 TG pg. 160, LM G-3)

Elaborate: Create a poster to advertise settlements in the West (4 TG pg. 234)

Explore: Find three facts about the communities in the chapter's pictures (4 TG pg. 251, Skill Smart)

Set Your Skills in Motion: Examine ads for your community. Determine what is being said about your community. (4 TG pg. 261) **(4.S.9)**

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Theme/Unit: Natural Resources, Goods and Services, the Environment, and Quality of Life (ER, GC, LPP, TCC, PADM, C, I, CC)

1. In what ways do the natural resources affect the quality of life in a community?
2. How do natural resources affect communities?
3. Why are natural resources important to communities?

Many Voices Components	Grade Three Specific Outcomes	Grade Four Specific Outcomes
<p>Grade 3: Unit 3: Land and Resources <i>Connecting with the World</i> (ST) Goods and Services (ST) Natural Resources (ST) Goods Move Between Countries (ST) Using Technology (ST) Goods and Services in Peru (ST) Goods and Services in Tunisia (ST) Goods and Services in Ukraine (ST) Goods and Services in India (ST) Atlas (ST) Peru: Land and Resources (ST Atlas) Tunisia: Land and Resources (ST Atlas) Ukraine: Land and Resources (ST Atlas) India: Land and Resources (ST Atlas) Camels: Built for the Desert; Indian Elephants (CD-ROM)</p> <p>Grade 4: Chapter 2: Alberta's Fossil Heritage What Do Fossils Tell About Alberta? (ST) Why Do We Find Fossils in Alberta? (ST) Where Are Fossils Found in Alberta? (ST) How Did Alberta Become Known for Fossils? (ST) What are Fossil Fuels? (ST) Coal: Mining a Fossil Fuel (CD-ROM)</p> <p>Chapter 3: Natural Resources in Your Life Why Was the Leduc Discovery Important? (ST) Why Is Agriculture Important? Alberta's Forests How Do Communities Form? Then & Now (PC) View Point on Alberta's Oil Development (CD-ROM)</p>	<p>Values and Attitudes: 3.2.1 appreciate elements of global citizenship:</p> <ul style="list-style-type: none"> ■ recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC) ■ respect the equality of all human beings (C, GC, I) <p>Knowledge and Understanding: 3.1.4 examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ■ What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC) ■ What goods and services do the communities import from and export to other parts of the world? (ER, GC) ■ What are the main forms of technology, transportation, and communication in the communities? (ER, GC) 	<p>Values and Attitudes: 4.1.1 value Alberta's physical geography and natural environment:</p> <ul style="list-style-type: none"> ■ Appreciate how Alberta's fossil heritage contributes to the province's unique character (LPP) ■ Appreciate the environmental significance of national and provincial parks and protected areas in Alberta (ER, LPP) ■ Appreciate the variety and abundance of natural resources in Alberta (ER, LPP) <p>4.2.1 appreciate how an understanding of Alberta's history, people and stories contributes to their sense of belonging and identity:</p> <ul style="list-style-type: none"> ■ Recognize oral traditions, narratives, and stories as valid sources of knowledge about the land, culture, and history (CC, TCC) <p>4.3.1 appreciate the factors contributing to the quality of life in Alberta:</p> <ul style="list-style-type: none"> ■ Value and respect their relationships with the environment (C, ER, LPP) <p>Knowledge and Understanding: 4.1.2 critically examine the physical geography of Alberta by exploring and reflecting upon the following question:</p> <ul style="list-style-type: none"> ■ What are the significant natural resources in Alberta, and where are they located? (ER, LPP) <p>4.1.3 critically examine the physical geography of Alberta by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> ■ What geological features make Alberta unique? (LPP) ■ How did archeologists and paleontologists discover the presence of dinosaurs in Alberta? (LPP, TCC)

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Indicates **Deliberative Inquiry** Outcomes

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

<p>“Under the Berry Moon” (CD 1:9) Roughest Neck Around” (CD 1:8) “Universe Song” (CD1:10)</p>	<p>Skills: 3.S.1 develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> ■ evaluate ideas and information from different points of view <p>3.S.4 demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> ■ support proposed ideas, strategies, and opinions with facts and reasons 	<p>4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> ■ How can ownership of a discovered artifact be determined? (C, ER, PADM) ■ In what ways does the Royal Tyrrell Museum contribute to scientific knowledge regarding Alberta’s fossil heritage? (ER, LPP, TCC) ■ How are natural resources used by Albertans? (ER, LPP) ■ How do Albertans deal with competing demands on land use in Alberta? (ER, LPP) <p>4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following question:</p> <ul style="list-style-type: none"> ■ In what ways have occupations and commerce been impacted by geography, climate, and natural resources in Alberta? (ER, LPP, TCC) <p>4.3.3 critically examine Alberta’s changing cultural and social dynamics by exploring and reflecting upon the following question:</p> <ul style="list-style-type: none"> ■ In what ways has Alberta changed demographically since 1905? (CC, I, LPP) <p>4.3.4 examine recreation and tourism in Alberta by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> ■ How do physical geography and climate affect seasonal activities throughout Alberta? ■ To what extent do recreation and tourism foster appreciation of Alberta’s natural regions and environment? (ER, LPP) ■ In what ways do interests of tourism and the natural environment conflict? (ER, LPP) <p>Skills: 4.S.1 develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> ■ Evaluate significant local and current events, distinguish between fact and opinion ■ Critically evaluate ideas, information and positions from multiple perspectives ■ Re-evaluate opinions to broaden understanding of a topic or an issue
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	<p>3.S.5 demonstrate skills of cooperation, conflict resolution, and consensus building:</p> <ul style="list-style-type: none"> ■ 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 ■ consider the needs and points of view of others <p>3.S.7 apply the research process:</p> <ul style="list-style-type: none"> ➤ develop questions that reflect a personal information need ➤ follow a plan to complete an inquiry ➤ access and retrieve appropriate information from electronic sources for a specific inquiry ➤ navigate within a document, compact disc, or other software program that contains links ➤ 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 	<ul style="list-style-type: none"> ➤ Seek responses to inquiries from various authorities through electronic media <p>4.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> ■ Use photographs and interviews to make meaning of historical information <p>4.S.3 develop skills of geographical thinking:</p> <ul style="list-style-type: none"> ■ Use a scale to determine the distance between places on a map of Alberta ■ Construct graphs, tables, charts and maps to interpret information ■ Use cardinal and intermediate directions to locate places on maps and globes ■ Identify the location of sources of non-renewable resources <p>4.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> ■ Work collaboratively with others to complete a group task ➤ Share information collected from electronic sources to add to a group task <p>4.S.7 apply the research process:</p> <ul style="list-style-type: none"> ■ Organize and synthesize information gathered from a variety of sources ■ Use graphic organizers to make meaning of information ■ Formulate new questions for research ■ Cite references as part of research ➤ Access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations ➤ Navigate within a document, CD or software application that contains links ➤ Organize information gathered from the Internet or electronic sources, selecting and recording the data in logical files and categories <p>4.S.8 demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> ■ Organize and present information, taking particular audiences and purposes into consideration ■ Respond appropriately to comments and questions, using language respectful of human diversity
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		<ul style="list-style-type: none"> ➤ Create visual images for particular audiences and purposes ➤ Use selected presentation tools to demonstrate connections among various pieces of information ➤ Communicate effectively through appropriate forms, such as speeches, reports, and multimedia presentations, applying information technologies that serve particular audiences and purposes <p>4.S.9 develop skills of media literacy:</p> <ul style="list-style-type: none"> ■ Compare information on the same topic from print media, television, photographs and the Internet ■ Examine diverse perspectives regarding an issue presented in the media
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Connecting Activities—Natural Resources, Goods and Services, and the Environment

3.1.4 examine economic factors that shape communities in other parts of the world:

Extend:  Make a Job List—Survey jobs, list them under Goods or Services, then make a bar graph or a pie chart of the results (3 TG pg. 97) (3.S.8)

Engage: Bring in dates, olives, and olive oil to try as examples of goods produced by Tunisia (3 TG p. 98)

3.S.1 develop skills of critical thinking and creative thinking:

Extend: Research Alpacas and/or Llamas—Use a variety of media to research and compare information on alpacas and/or llamas (3 TG pg. 81)

Explore: Draw from experience and what was learned about Peru to write two ways that providing goods and services makes people’s lives better. Share information and create a web. (3 TG pg. 97) (3.S.8)

Explore: Brainstorm and make a tally chart of ways people communicate with people in distant places. Compare information with “Keeping in Touch” and discuss similarities and differences. (3 TG pg. 100)

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

Explore: Write about what you think might happen to people and animals of the rain forest if the Peruvians continue to clear cut (3 TG pg. 81) (3.S.1, 3.S.8)

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

Extend: Create a Travel Brochure—Groups create an imaginary vacation place and make brochures and posters to interest tourists (3 TG pg. 85) (3.S.8)

Extend: Simulate a Factory—Groups organize themselves to create a factory assembly line to produce something, like a completed drawing or fruit kabobs (3 TG pg. 99)

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3.S.7 apply the research process:

- Explore:** ➤  Write and share ways that providing goods and services improves people's lives (3 TG pg. 97) (3.S.8)
- Extend:** ➤  Research olive oil producing countries and rank the countries on a pie graph (3 TG pg. 99)
- Extend:** ➤  Learn About Moving Goods—Research the costs of sending letters and parcels within and outside Canada (3 TG pg. 101)
- Extend:** ➤  Compare Goods and Services—Compare information collected in the Goods and Services charts (3 TG pg. 103, LM 3-12)
- Extend:** Research a Port City—Find a port city close to your community and research goods that come in and go out (3 TG pg. 97) (3.S.8)

4.1.2 critically examine the physical geography of Alberta:

Explore: Correctly label communities on a Fossil Map (4 TG pg. 97, LM 2-1) (4.S.3)


4.1.3 critically examine how geology and paleontology contribute to the knowledge of Alberta's physical geography:

Explore: On the Internet, search, sort and select information about the badlands (4 TG pg. 97, LM ILP-6, IJP-7) (4.S.7)

Explore: Create a short speech to explain why Dinosaur Provincial Park is important (4 TG pg. 101) (4.S.8)

4.1.4 analyze how Albertans interact with their environment:

Explore: Brainstorm ideas about how weather factors can influence where communities are established (4 TG pg. 80)

Explore:  How do people in Alberta use fossil fuels? (4 TG pg. 123) (4.S.7)

Elaborate:  How do forests and other natural regions help shape Alberta's identity? (4 TG pg. 133) (4.S.7)


Explore: Use a Venn diagram to contrast two communities and their natural resources (4 TG pg. 136) (4.S.8)

4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development:

Explore: In a T-chart, list forestry challenges and solutions (4 TG pg. 132) (4.S.7, 4.S.8)


4.3.3 critically examine Alberta's changing cultural and social dynamics:

Explore: Create a chain of fossil-fuel-related jobs (4 TG pg. 107) (4.S.8)

Explore:  How would your quality of life be different if scientists had not discovered a way to remove the oil from the oilsands? (4 TG pg. 124)

Explore:  In what ways do weather, land and resources affect jobs and activities of farmers? (4 TG pg. 128)

4.3.4 examine recreation and tourism in Alberta:

Extend:  Create interview questions for a park ranger about how people use the forests in Alberta (4 TG pg. 133, LM G-5) (4.S.8, 4.S.9)

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4.S.1 develop skills of critical thinking and creative thinking:

Elaborate:  Do you think it is important to conserve our fossil fuels? (4 TG pg. 106)

Explore: Brainstorm some challenges that might occur when people use fossil fuels (4 TG pg. 135, LM 3-1)

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

Explore: Discuss with a partner how a map made by Joseph Tyrrell may be different from current maps (4 TG pg. 104)

Explore: In small groups, create a commercial encouraging people to conserve fossil fuels (4 TG pg. 107) **(4.S.8)**

4.S.7 apply the research process:

Extend: Research a career as a paleontologist (4 TG pg. 99, LM IJP-9)

Extend: Research to find three interesting facts about Joseph Tyrrell or Barnum Brown (4 TG pg. 105)

Extend: Research and write a report on fossil fuels (4 TG pg. 106)4.S.8

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

Explore: In small groups, create a commercial encouraging people to conserve fossil fuels (4 TG pg. 107)

Explore: Create a poster encouraging people to conserve energy (4 TG pg. 124)

Extend: Create interview questions about farming and ranching (4 TG pg. 129) **(4.S.7)**

Explore: Create a job advertisement for a tree planter (4 TG pg. 132, LM 3-2) **(4.S.7)**

4.S.9 develop skills of media literacy:

Explore: On the Internet, search, sort and select information about the badlands (4 TG pg. 97, LM ILP-6, IJP-7)

Explore: Have students take an on-line energy efficiency quiz at the EcoKids Web site (4 TG pg. 107)

Explore: Have students take an on-line oilsands quiz at the Oilsands Discovery Centre (4 TG pg. 124)

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Theme/Unit: Changing Communities (C, GC, PADM, LPP, TCC, I, ER)

1. What influences change within communities?
2. How do communities connect with communities from the past or in the world today?
3. How do your daily actions affect people elsewhere in your community, Alberta or the world?
4. In what way(s) can you positively contribute to the quality of life in your community?

Many Voices Components	Grade Three Specific Outcomes	Grade Four Specific Outcomes
<p>Grade 3: Unit 4: Citizens of the World Rights and Responsibilities (ST) People's Rights (ST) Rights of the Child (ST) Respecting Rights (ST) For Our World (ST) Being a Global Citizen (ST) A Flood in Tunisia (ST) Helping Children (ST) Staying Healthy (ST) Helping People Get Better (ST) Protecting the World We Share (ST) You Are a Global Citizen (ST)</p> <p>Grade 4: Chapter 8: Becoming a Province How Did Alberta Become a Province? (ST) How Did Alberta Begin to Change? (ST) How Did Alberta Become More Diverse? (ST) Then & Now (PC) Alberta Photo Album (CD-ROM) Interviews (CD 1:14, 1:15, 2:1, 2:3, 2:5, 2:8, 2:11)</p> <p>Chapter 10: Celebrate Our Past, Build Our Future. What Makes Alberta's People So Diverse? (ST) How Do We Celebrate the Past? (ST) How Can We Build for the Future? (ST) I Wonder? (CD-ROM) "Alberta" (CD 1:1) "Goodnight Song" (CD 1:2) "Prairie Sky" (CD 1:5) Interview (CD 1:12)</p>	<p>Values and Attitudes: 3.2.1 appreciate the elements of global citizenship:</p> <ul style="list-style-type: none"> ■ Recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC) <p>Knowledge and Understanding: 3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ■ In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM) ■ How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)? (C, GC) 	<p>Values and Attitudes: 4.1.1 value Alberta's physical geography and natural environment:</p> <ul style="list-style-type: none"> ■ Demonstrate care and concern for the environment through their choices and actions (LPP) <p>4.2.1 appreciate how an understanding of Alberta's history, people and stories contributes to their sense of belonging and identity:</p> <ul style="list-style-type: none"> ■ Demonstrate respect for places and objects of historical significance (I, LPP, TCC) <p>4.3.1 appreciate the factors contributing to the quality of life in Alberta:</p> <ul style="list-style-type: none"> ■ Value and respect their own and other cultural identities (C, I) ■ Demonstrate respect for the cultural and linguistic diversity in Alberta (C, I) ■ Demonstrate respect for the rights, opinions and perspectives of others (C, I) <p>Knowledge and Understanding: 4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following issue:</p> <ul style="list-style-type: none"> ■ How do Albertans deal with competing demands on land use in Alberta (e.g., conservation, solar and wind power, recreation, agriculture, oil exploration, forestry)? (ER, LPP) <p>4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:</p>

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<p>Wrapping Up "Alberta" (CD 1:1)</p>		<ul style="list-style-type: none"> ■ How is the diversity of Aboriginal peoples reflected in the number of languages spoken? (CC, I, LPP) ■ What movement or migration from within Canada contributed to the populating of Alberta? (LPP, TCC) ■ In what ways did Francophones establish their roots in rural and urban Alberta (i.e., voyageurs, missionary work, founding institutions, media, politics, commerce)? (CC, I, LPP, TCC) ■ How did the Métis Nation and Métis settlements contribute to Alberta's identity (i.e., languages, accomplishments)? (CC, I, LPP, TCC) ■ How did French and English become the two languages most used in business and politics in Alberta during the 19th and early 20th centuries? (CC, I, PADM) ■ How did British institutions provide the structure for the settlement of newcomers to Alberta (i.e., NWMP, schools, lieutenant-governor, Assembly of the Northwest Territories)? (GC, I, PADM, TCC) ■ How did European immigration contribute to the establishment of communities in Alberta in the late 19th century and early 20th century? (CC, GCG, I, TCC) ■ How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP) ■ How are agriculture and the establishment of communities interconnected? (ER, LPP) <p>4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> ■ What key events have impacted the economy of Alberta (i.e., discovery of oil, drought of the 1930s)? (ER, LPP, TCC) ■ In what ways have occupations and commerce been impacted by geography, climate and natural resources in Alberta (i.e., forestry, agriculture, aviation, seasonal activities, tourism)? (ER, LPP, TCC) <p>4.3.3 critically examine Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:</p>
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	<p>Skills:</p> <p>3.S.1 develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> ■ evaluate ideas and information from different points of view ■ generate original ideas and strategies in individual and group activities ➤ compare and contrast information from similar types of electronic sources, such as information collected on the Internet <p>3.S.4 demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> ■ apply 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 <p>3.S.5 demonstrate skills of cooperation, conflict resolution, and consensus building:</p> <ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ How has the Alberta Francophonie become increasingly multicultural? (CC, I, GC) ■ How has multiculturalism in Alberta evolved over time? (CC, I, GC, LPP) ■ How do buildings, historic sites, and institutions reflect the establishment and cultural diversity of communities in Alberta? (CC, I, LPP, TCC) ■ In what ways have music, art, narratives and literature contributed to the vitality of the culture, language, and identity of diverse Alberta communities over time? (I, CC, LPP, TCC) <p>4.3.4 examine recreation and tourism in Alberta by exploring and reflecting upon the following question:</p> <ul style="list-style-type: none"> ■ How do recreational sites and activities reflect Alberta's heritage and strengthen communities? (C, I, CC, ER) <p>Skills:</p> <p>4.S.1 develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> ■ Evaluate significant local and current events, distinguish between fact and opinion ■ Critically evaluate ideas, information and positions from multiple perspectives ■ Re-evaluate opinions to broaden understanding of a topic or an issue <p>4.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> ■ Use photographs and interviews to make meaning of historical information ■ Use historical and community resources to understand and organize the sequence of local historical events ■ Explain the historical context of key events of a given time period <p>4.S.3 develop skills of geographical thinking:</p> <ul style="list-style-type: none"> ■ Use a scale to determine the distance between places on a map of Alberta ■ Construct graphs, tables, charts and maps to interpret information ■ Use historical maps to make meaning of historical events and issues
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	<ul style="list-style-type: none"> ■ consider the needs and points of view of others <p>3.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 projects that improve or meet the particular needs of their school or community <p>3.S.7 apply the research process:</p> <ul style="list-style-type: none"> ■ develop questions that reflect a personal information need ■ follow a plan to complete an inquiry ■ access and retrieve appropriate information from electronic sources for a specific inquiry ■ navigate within a document, compact disc, or other software program that contains links ■ 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 	<p>4.S.4 demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> ■ Contribute and apply new ideas and strategies to decision making and problem solving, supported with facts and reasons ■ Identify situations where a decision needs to be made and a problem requires attention <p>4.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> ■ Demonstrate an awareness of the skills required for compromise and consensus building ■ Work collaboratively with others to complete a group task ➤ Share information collected from electronic sources to add to a group task <p>4.S.7 apply the research process:</p> <ul style="list-style-type: none"> ■ Develop the skills of skimming and scanning to gather relevant information ■ Draw and support conclusions based on information gathered to research question ➤ Access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations ➤ Navigate within a document, CD or software application that contains links <p>4.S.8 demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> ■ Organize and present information, taking particular audiences and purposes into consideration ■ Respond appropriately to comments and questions, using language respectful of human diversity ■ Listen to others in order to understand their perspective ➤ Create visual images for particular audiences and purposes ➤ Communicate effectively through appropriate forms, such as speeches, reports, multimedia presentations, applying information technologies that serve particular audiences and purposes <p>4.S.9 develop skills of media literacy:</p> <ul style="list-style-type: none"> ■ Compare information on the same topic from print
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		media, television, photographs and the Internet ■ Examine diverse perspectives regarding an issue presented in the media
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Connecting Activities—Changing Communities

3.2.1 appreciate the elements of global citizenship:

Explore: Debate why we should or should not buy goods made by children (3 TG p. 119) (3.S.8)

Extend: Create a Mural—Show what volunteers in an organization do and the results of their work (3 TG pg. 131) (3.S.8)

3.2.2 explore the concept of global citizenship:

Extend: View the Photo Cards—View and discuss “Organizations That Help” Photo Cards (3 TG gp. 119)

Set Up Learning Experiences: Set up a “Groups and Organizations” discovery centre with books, brochures, and articles about organizations studied (3 TG pg. 121)

Explore: Display “Contributing to the World” Photo Cards and discuss encouraging and inspiring others, and cooperating to get things done (3 TG pg. 132)

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

Explore: ➤ Brainstorm fundraising activities, and other ways organizations raise money to help people (3 TG pg. 129) (3.S.4)

Explore: Groups debate why we should or should not buy goods made by children (3 TG pg. 119) (3.S.8)

Explore: Groups write and present a commercial for the Red Cross to encourage volunteers and donations (3 TG pg. 127) (3.S.8)

3.S.7 apply the research process:

Explore: ➤ Brainstorm and make a chart about disaster situations and types of help needed (3 TG pg. 127) (3.S.8)

Explore: Think of a problem that exists in your community and write steps you would take to solve the problem (3 TG pg. 133) (3.S.4)


4.1.4 analyze how Albertans interact with their environment:

Explore: Write a journal entry about life in Alberta’s dust bowl (4 TG pg. 288) (4.S.8)

4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time:

Explore: Determine what communities in Alberta were named by the CPP. Use a map and read pg. 216 for information (4 TG pg. 286) (4.S.3)


Explore: Chart a list of the countries of origin, reasons for moving and kind of work wanted by settlers (4 TG pg. 291)

Explore:  What makes Alberta a multicultural province? (4 TG pg. 292) (4.S.7)


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

4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development:

Elaborate:  In what ways has Alberta's past influenced how we live today? (4 TG pg. 353) (4.S.7)

4.3.3 critically examine Alberta's changing cultural and social dynamics:

Elaborate:  In what ways do you think a diverse population makes Alberta unique? (4 TG pg. 345) (4.S.1)

Elaborate:  How can learning about other cultures help me understand more about Alberta? (4 TG pg. 366) (4.S.7)

4.S.1 develop skills of critical thinking and creative thinking:

Explore: Read pg. 211 as a class and discuss the four perspectives on where the Alberta border should be. Vote to reach a decision. (4 TG pg. 282) (4.S.8)

Explore: Come up with reasons for and against preserving a grain elevator (4 TG pg. 348) (4.S.7)

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

Explore: Find a problem in your school or community and develop a solution (4 TG pg. 352) (4.S.5, 4.S.6)

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

Extend: Have students discuss the book *Boy of the Deep*, focusing on the different perspectives (4 TG pg. 289)

4.S.7 apply the research process:

Extend: Research grasshoppers to form a conclusion about the best way to handle a grasshopper problem (4 TG pg. 289) (4.S.4)

Explore: Determine the difference between Alberta's ethnic makeup before and after 1905 (4 TG pg. 292)

Extend: Research a historic event in Alberta and write a day-in-the-life account of what happened (4 TG pg. 350) (4.S.8)

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

Extend: Create a mural depicting an event from Alberta's past (4 TG pg. 350)

4.S.9 develop skills of media literacy:

Extend: While researching, use information from a variety of sources (4 TG pg. 289)

Note:

- Grade 4 Specific Learner Outcomes are outlined at the beginning of each chapter under chapter overview in the Teacher Guide.
- Outcomes not mentioned in the combined-grade document should be covered with the individual-grade groupings in small-group instruction.

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