

Many Voices Combined-Grade Correlation Package



Kindergarten/Grade One



Teaching Combined Grades

Linkages and Sequencing

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

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

Separate Programming

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

Integrated Programming

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

Grade 1 Outcomes	Grade 2 Outcomes
<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.
Grade 3	Connecting with the World	<p>3.1 Communities in the World Students will demonstrate an understanding and appreciation of how geographic, social, cultural, and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine, and Peru.</p> <p>3.2 Global Citizenship Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine, and Peru.</p>	Grade 3 continues to build on the knowledge of community and citizenship by examining diverse communities in the world. Grade 3 students will be introduced to the concepts of global citizenship and quality of life.

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

Alberta Social Studies Outcomes Related to Skills and Processes

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

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

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

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

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

Benchmark Skills and Processes

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

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

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

Planning Template

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

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

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

Many Voices Combined-Grade Correlation Kindergarten/Grade-One

Theme/Unit: Uniqueness and Belonging

Many Voices Components	Kindergarten Outcomes	Grade-One Outcomes
<p>Kindergarten: <u>Unit 1: I Am Unique</u> <i>It's About Me, It's About You</i> (BB) My Name (BB) Hair (BB) What Are My Interests? (BB) My Name Is Bing Qing (BB) How Did We Get Our Names? (Poster)</p> <p><u>Unit 3: We Get Together</u> <i>My Groups</i> (DB) I Belong (Poster) <i>My Groups</i> (BB)</p> <p>Grade 1: <u>Unit 1: Belonging in My World</u> <i>My World</i> (BB) Belonging (BB) We All Belong (BB) Groups in My World (Poster) How Can We Tell It's a Group? (BB)</p>	<p>K.1.1 value their unique characteristics, interests, gifts, and talents (I)</p> <p>K.1.2 appreciate the unique characteristics, interests, gifts, and talents of others:</p> <ul style="list-style-type: none"> • appreciate feelings, ideas, stories, and experiences shared by others (C,I) • value oral traditions of others (C) • appreciate that French and English are Canada's official languages (C, I) <p>K.1.3 examine what makes them unique individuals by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What are my gifts, interests, talents, and characteristics? (I) • How do my gifts, interests, talents, and characteristics make me a unique individual? (I) • How do culture and language contribute to my unique identity? (I, C) • What is the origin and/or significance of my given names? (I) <p>K.2.4 examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What brings people together in a group? (CC) • What might we share with people in other groups? (CC) • Can we belong to several groups at one time? (I, GC) • How do we know that we belong to groups or communities? (CC, I) • Does everyone belong to a group or a community? (CC) • How does living and participating in your community affect your sense of belonging? (CC, I) <p>K.S.8 demonstrate skills of oral, written, and visual literacy:</p> <ul style="list-style-type: none"> • respond appropriately to comments and questions, using language respectful of human diversity 	<p>1.1.1 value self and others as unique individuals in relation to their world:</p> <ul style="list-style-type: none"> • appreciate how belonging to groups and communities enriches an individual's identity (I) • appreciate multiple points of view, languages, cultures, and experiences within their groups and communities (C, CC) • demonstrate respect for their individual rights and the rights of others (C, I) • recognize and respect how the needs of others may be different from their own (C) <p>1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What different types of communities or groups do you belong to? (CC) • What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC) • In what ways do we belong to more than one group or community at the same time? (CC, I) • In what ways do we benefit from belonging to groups or communities? (C, CC, I)


Connecting Activities – Uniqueness and Belonging

K.1.1 value their unique characteristics, interests, gifts, and talents (I)

Explore: I Am Unique – Children tell about or demonstrate a talent or gift they have (K TP p. 7)

Explore: Hair – Children create self-portraits showing their hair colour and style (K TP p. 13)


K.1.2 appreciate the unique characteristics, interests, gifts, and talents of others:

Extend:  Interview a Family Member – Children find out something unique about family members and draw pictures to share (K TP p. 7)


Extend: Enjoy the Culture and Talent of Others – Children clap and dance to songs and music from a variety of cultures (K TP p. 11)

K.1.3 examine what makes them unique individuals by exploring and reflecting upon specific questions for inquiry:


Explore: How Did We Get Our Names? – Chart ways of being named, find out how each child was named, and add them to the chart (K TP pp. 8-9, LM 1-4)

Extend:  Make a Graph – Take a tally and make a graph about favourite groups of interest (K TP p. 47)

K.2.4 examine the characteristics and interests that bring people together in groups by exploring and reflecting upon specific questions for inquiry:

Extend:  Conduct an Interview – Children gather information about equipment or materials used for certain group activities (K TP p. 49, LM 3-4)

Extend: Play a Sorting Game – Sorting objects into appropriate groups (K TP p. 49)

Extend:  Collect Information – Children identify groups they see on the playground, and ask individuals why they belong to them (K TP p. 47)

Explore: My Groups – Children discuss different types of groups and make booklets about groups they belong to (K TP pp. 46-47, LM 3-2a, LM 3-2b)


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

Extend: Make a Group – Children sort themselves into groups, and identify sorting rules (1 TP p. 7)


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

Set Up Learning Experiences: Me as a Group Member – Children decorate a cutout of themselves in one group they might belong to (1 TP p. 3, LM 1-2)

Explore: We All Belong – Children create mini-books about groups they belong to (1 TP p. 7, LM 1-3)

Extend:  Research a Community Group – Research to find out how and why a specific group helps others in your community (1 TP p. 7)

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

Extend:  Hold a Sharing Time – Children bring in items related to the culture, traditions, or special interests in their home (K TP p. 11, AM 1-1)

Theme/Unit: My World: School and Community

Many Voices Components	Kindergarten Outcomes	Grade-One Outcomes
<p>Kindergarten: <u>Unit 3: We Get Together</u> My Classroom (Poster)</p> <p><u>Unit 4: We Cooperate</u> Treasure Map (Poster) My Classroom (Poster)</p> <p>Grade 1: <u>Unit 1: Belonging in My World</u> Our School and Community (Photo Cards)</p> <p><u>Unit 3: Looking at My World</u> <i>Changes, Changes</i> (BB) Mapping My World (BB) <i>Postcards from Barnaby</i> (DB) Urban or Rural or Both? (Poster) Around Alberta (Poster) Belonging & Connecting: Explore (CD-ROM)</p>	<p>K.S.3 develop skills of geographic thinking:</p> <ul style="list-style-type: none"> • recognize familiar places or points of reference in their surroundings • ask geographic questions, such as asking for directions 	<p>1.1.5 distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What are some familiar landmarks and places in my community? (CC, TCC) • Why are these landmarks and places significant features of the community? (CC, I, TCC) • What are some differences between rural and urban communities? (CC, LPP) • Where is my community on a map or on a globe? (LPP) <p>1.S.3 develop skills of geographic thinking:</p> <ul style="list-style-type: none"> • use a simple map to locate specific areas within the school and community • ask geographic questions, such as asking for directions • understand that globes and maps are visual representations of the world • locate Canada on a globe or map <p>1.S.8 demonstrate skills of oral, written, and visual literacy:</p> <ul style="list-style-type: none"> ➤ create visual images using paint and draw programs <p>1.S.9 develop skills of media literacy:</p> <ul style="list-style-type: none"> • identify key words in a media presentation to determine the main idea

Connecting Activities – My World: School and Community

K.S.3 develop skills of geographic thinking:

Explore: Treasure Map - Children follow directions on a map for a treasure-hunt story (K TG p. 68, LM 4-4a, LM 4-4b)

Explore: Make a map of the classroom, and draw and label doors, windows, tables, and main centres (K TG p. 51)

Extend: Create a Classroom Model - Children use blocks or recyclable materials to make the model and label it (K TG p. 51)

Extend: Create a Community – Children use a variety of materials to construct a community, and use directions to move plastic people around (K TG p. 69)

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

Extend:  Take a Community Walk – Identify locations/features in the community (1 TG p. 9)


Explore: ➤ Use the library or Internet to learn about significant places or landmarks in the community (1 TG p. 39)

Explore: Children write postcards to Barnaby about local landmarks (1 TG pp. 38-39, LM 3-3, AM 3-2)

Extend: Make a Mural - Children cut out pictures from Alberta travel brochures and glue them onto an outline map in appropriate places (1 TG p. 39)

Explore: Use a Venn diagram to show similarities in and differences between urban and rural communities (1 TG pp. 40-41, LM G-1, AM 3-1)

1.S.3 develop skills of geographic thinking:

Engage:  Take children on a school tour, create a large floor map of the school, and label the main areas (1 TG p. 8)

Extend: Be a Tour Guide – Pairs of children take an older student or adult around the school, and use a map to show where they are (1 TG p. 9)


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

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

Extend: ➤ Look for Landmarks - Use a paint and draw program to create pictures of Alberta landmarks (1 TG p. 37)

Extend: Make a Class Alphabet Book - Children create books with a country or city theme (1 TG p. 41)

1.S.9 develop skills of media literacy:

Extend:  Research a Rural or an Urban Community - Use the library or Internet to research a nearby community with characteristics different from your community (1 TG p. 41)

Theme/Unit: Citizenship: Rules, Respect, and Responsibility

Many Voices Components	Kindergarten Outcomes	Grade-One Outcomes
<p>Kindergarten: <u>Unit 4: We Cooperate</u> Building Good Citizens (Poster) Who Helps? (DB) We Have Rules (DB) What Might Happen? (BB) Making a Change (BB)</p> <p>Grade 1: <u>Unit 1: Belonging in My World</u> My Rights and Responsibilities (DB)</p> <p><u>Unit 2: Taking Part in a Community</u> My World (BB) We Care (Photo Cards) Keys to Good Citizenship (Poster) Let's Decide (BB) How Can We Decide? (Poster)</p>	<p>K.2.2 value and respect significant people in their lives:</p> <ul style="list-style-type: none"> appreciate the important contributions of individuals at home, at school, and in the community (C, CC) <p>K.2.5 examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> What are the rules at home, at school, and in the community? (PADM) Are there similar rules at home, at school, and in the community? (PADM) What are the benefits of working cooperatively with others? (CC) What are the challenges that groups face in creating a peaceful atmosphere? (C, CC) In what ways can people contribute to a group or community? (CC) What actions show care and concern for the environment? (C, LPP) <p>K.S.4 demonstrate the skills of decision making and problem solving:</p> <ul style="list-style-type: none"> provide ideas and strategies to contribute to decision making and problem solving <p>K.S.5 demonstrate the skills of cooperation, conflict resolution, and consensus building:</p> <ul style="list-style-type: none"> consider the needs of others work and play in harmony with others to create a safe and caring environment demonstrate a willingness to share space and resources <p>K.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"> being a classroom helper <p>K.S.9 develop skills of media literacy:</p> <ul style="list-style-type: none"> determine the main points or ideas in a media presentation 	<p>1.1.1 value self and others as unique individuals in relation to their world:</p> <ul style="list-style-type: none"> demonstrate respect for their individual rights and the rights of others (C, I) recognize and respect how the needs of others may be different from their own (C) <p>1.1.2 value the groups and communities to which they belong:</p> <ul style="list-style-type: none"> demonstrate a willingness to share and cooperate with others (C, PADM) appreciate how their actions might affect other people and how the actions of others might affect them (C) demonstrate a willingness to resolve issues and/or problems peacefully (C, PADM) assume responsibility for their individual choices and actions (CC, I) <p>1.S.4 demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> collaborate with others to devise strategies for decision making and problem solving apply ideas and strategies to contribute to decision making and problem solving <p>1.S.5 demonstrate skills of cooperation, conflict resolution, and consensus building:</p> <ul style="list-style-type: none"> consider the ideas and suggestions of others work and play in harmony with others to create a safe and caring environment demonstrate a willingness to share space and resources <p>1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:</p> <ul style="list-style-type: none"> behaviour in accordance with classroom, school, and community expectations

Connecting Activities – Citizenship: Rules, Respect, and Responsibility

K.2.2 value and respect significant people in their lives:

Extend: Listen to a Guest Speaker – Invite guests to talk about how they cooperate with others at home, at school, and in their jobs (K TG p. 63)

Explore: Act Out a Story – Children act out a story about helping (K TG p. 61)

K.2.5 examine ways in which people create a climate of cooperation by exploring and reflecting upon specific questions for inquiry:

Explore: Building Good Citizens – Children role-play good-citizenship traits from the poster (K TG p. 29, LM 2-4)

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

Explore: Explore and create problem/solution picture webs (K TG pp. 64-65)

Extend: Make a Problem/Solution Web – Children work together to decide on a problem situation, and draw pictures of different solutions (K TG p. 65, LM G-1)

Explore: What Might Happen? – Children think of and role-play a solution for a problem/solution web, then self-assess their roles (K TG pp. 64-65, AM 4-1)

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

Extend: Play a Board Game – Children practise good-citizenship skills through playing board games (K TG p. 29)

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

Extend: Help Around the Classroom – List jobs that need to be done in the classroom or school, assign volunteers, and make work plans (K TG p. 61)

Explore: Make a chart of home, school, and community rules (K TG p. 66)

Explore: Make a list of rules children think are important (K TG p. 67, LM 4-2)

Extend: Explain a Rule - Interview someone at home about family rules (K TG p. 67, LM 4-3)

K.S.9 develop skills of media literacy:

Extend: Find Storybook Citizens – Read stories about characters who do/don't display good citizenship, and chart them and their qualities (K TG p. 29, LM 2-5)

Extend:  Look for Current Events – Children use radio, television, or newspaper to find a kind or helpful person, and report their findings (K TG p. 29)

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

Set Up Learning Experiences: Children decorate a cut-out of themselves in one group they might belong to (1 TG p. 3)

Set Up Learning Experiences: Children write about or draw current events in their home, outside groups, or school and share with the class (1 TP p. 3)

1.1.2 value the groups and communities to which they belong:

Extend: Reflect on Benefits of Belonging to Groups – Children brainstorm ways that belonging to groups makes life better, and illustrate their ideas (1 TG p. 7)

Extend: Create a Community Benefits Mural – Children brainstorm a list of benefits they get from their community and illustrate their favourite (1 TG p. 11)

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

Explore: Children brainstorm problems, and partners choose a problem to solve together (1 TG p. 23, AM 2-2)

Explore: Children create a comic-strip or mini-book about solving a problem (1 TG p. 23, LM 2-5, AM 2-2)

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

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

Extend: Dramatize Scenarios - Brainstorm possible home, school, or community problem situations, then act out the situations and solutions (1 TG p. 13)

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

Extend: Take a Survey – Children create questions about responsibilities, then survey their classmates and combine the results (1 TG p. 13)

Extend: Help Others - Make a decision to help solve/improve a classroom situation (1 TG p. 23, LM 2-6)

Theme/Unit: Citizenship in the Community

Many Voices Components	Kindergarten Outcomes	Grade-One Outcomes
<p>Kindergarten: <u>Unit 4: We Cooperate</u> Building Good Citizens (Poster) Making a Change (BB) On the Playground (Poster)</p> <p>Grade 1: <u>Unit 2: Taking Part in a Community</u> Being a Good Citizen (CD-ROM) Looking After Our World (CD-ROM) Keys to Good Citizenship (Poster) <i>We Look After Our World</i> (DB) We Care (Photo Cards) The Blueberry Way (BB)</p>	<p>K.2.3 appreciate how their participation in their communities affects their sense of belonging (CC, I)</p> <ul style="list-style-type: none"> • develop an awareness of the importance of sharing the responsibility for caring for the environment (C, LPP) • appreciate the impact that group members have on each other (C, CC) • demonstrate respect for the diverse ways individuals cooperate, work, and play together (C, PADM) • assume responsibility for personal actions, words, and choices (C) <p>K.S.4 demonstrate the skills of decision making and problem solving:</p> <ul style="list-style-type: none"> • provide ideas and strategies to contribute to decision making and problem solving <p>K.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"> • being a classroom helper <p>K.S.8 demonstrate skills of oral, written, and visual literacy:</p> <ul style="list-style-type: none"> • listen to others in a socially appropriate manner 	<p>1.1.2 value the groups and communities to which they belong:</p> <ul style="list-style-type: none"> • appreciate how their actions might affect other people and how the actions of others might affect them (C) <p>1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • How does caring for the natural environment contribute to the well-being of our community? (C, LPP) • How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM) <p>1.S.8 demonstrate skills of oral, written, and visual literacy:</p> <ul style="list-style-type: none"> • interact with others in a socially appropriate manner • listen to others in order to understand their point of view ➤ create visual images using paint and draw programs

Connecting Activities – Citizenship in the Community

K.2.3 appreciate how their participation in their communities affects their sense of belonging (CC, I)

Explore: Play a Board Game - Be good citizens and cooperate with others to play a game (K TG p. 29)

Explore: Share ideas for school and community improvements, and draw pictures of themselves helping (K TG p. 71, AM 4-2)

Extend: Hold a Garbage-Free Lunch - Make posters for the school promoting a garbage-free lunch day (K TG p. 71)

Explore: Children use a computer slide show/drawing program to draw one way of helping our world (K TG p. 73)

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

Extend: Make a Problem/Solution Web - Make a web of different strategies children can use to solve a problem (K TG p. 65, LM G-1)


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

Extend: Make Paper Recycling Boxes - Decorate recycling boxes to be given to all classrooms, then partners collect and empty them (K TG p. 73)

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


Extend: Listen to a Guest Speaker - Find out how people cooperate with others at home, school, and in their jobs (K TG p. 63)

1.1.2 value the groups and communities to which they belong:

Set Up Learning Experiences:  Set up a Current Events and Community Affairs corner with newsletters, posters, photos, and articles about "Taking Part in Our Community" (1 TG p. 18)

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

Set Up Learning Experiences: Set up a Citizen "Ship" Bulletin Board to recognize good citizens in the class and school (1 TG p. 18, LM 2-2)

Extend:  Go on a Nature Walk - Look at local natural resources, discuss what people and animals use them, and how they can be protected (1 TG p. 21)

Extend:  Clean Up! – Playground or community cleanup (1 TG p. 27)

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


Explore: ➤ Learn About Seasonal Changes - Create a slide show of how The Blueberry Way would change with the seasons (1 TG p. 27)

Theme/Unit: Our Community Changes

Many Voices Components	Kindergarten Outcomes	Grade One Outcomes
<p>Kindergarten: <u>Unit 2: We Show Respect</u> Bonjour, Hello! (BB and Audio Pack) <i>It's About Me, It's About You</i> (BB) Understanding Origins (Photo Cards) <i>We Say, We See, We Hear</i> (DB) We Say, We See, We Hear (BB and Audio Pack)</p> <p>Grade 1: <u>Unit 4: Changes in My World</u> <i>Changes, Changes</i> (BB) Tell Me a Story (BB) One Family's Story (BB) Peoples of Canada (BB) Special Ways, Special Days (Photo Cards) Kids, Families, and Changes (BB) How the Mouse Got Brown Teeth (BB) Painting the Past (BB) Contributors to the Community (Photo Cards) <i>Voices from Lac La Biche</i> (DB) Learning About the Past (Poster) A Community Changes (Poster) <i>My Community: Then and Now</i> (DB) Time and Change (CD-ROM)</p>	<p>K.1.4 explore how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What are the origins of the people in our school, groups, or communities? (C, LPP) • How can we show interest and sensitivity toward social, physical, cultural, and linguistic diversity in the school, groups, and communities? (CC, I) • Why is speaking French and/or English important in our school, groups, or communities? (C, CC) • How can we show respect and acceptance of people as they are? (C, I) <p>K.2.1 value how personal stories express what it means to belong (I)</p> <p>K.S.1 develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> • consider ideas and information from varied sources • compare and contrast information provided <p>K.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> • recognize that some activities or events occur at particular times of the day or year • differentiate between events and activities that occurred recently and long ago 	<p>1.2.1 appreciate how stories and events of the past connect their families and communities to the present:</p> <ul style="list-style-type: none"> • recognize how their families and communities might have been different in the past than they are today (CC, TCC) • appreciate how the languages, traditions, celebrations, and stories of their families, groups, and communities contribute to their sense of identity and belonging (CC, I, TCC) • recognize how their ancestors contribute to their sense of identity within their family and communities (TCC, I) • appreciate people who have contributed to their communities over time (CC, I, TCC) <p>1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • How have changes affected my family over time (e.g., births, deaths, moves)? (CC, TCC) • What is my family's past in our community? (CC, I, TCC) • In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)? (CC, TCC) • How have changes over time affected their families and communities in the present? (I, TCC) • In what ways have Aboriginal, Francophone, and diverse cultural groups contributed to the origins and evolution of their communities over time? (CC, I, TCC) • What connections do we have to the Aboriginal, Francophone, and diverse cultures found in our communities? (CC, I, TCC) • What are some examples of traditions, celebrations, and stories that started in the past and continue today in their families and communities? (CC, I, TCC) <p>1.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> • recognize that some activities or events occur on a seasonal basis • differentiate between activities and events that occurred recently and long ago <p>1.S.8 demonstrate skills of oral, written, and visual literacy:</p> <ul style="list-style-type: none"> • respond appropriately, verbally and in written forms, using language respectful of human diversity


Connecting Activities: Our Community Changes

K.1.4 explore how we demonstrate respect for ourselves and others by exploring and reflecting upon specific questions for inquiry:

Extend:  Take a Language Survey - Survey languages spoken at home and share their findings (K TG p. 25)


Extend: Research Greetings - Find out how to say "Hello" in different languages (K TG p. 25)

Explore: Learn about origins, and create a class scrapbook of people in the school community (K TG pp. 34-35)


Extend:  Research Family Origins - Find out information about family origins and share with classmates (K TG p. 35)

Explore: Locate places where both English and French are used (K TG p. 37, LM 2-7)

K.2.1 value how personal stories express what it means to belong (I)

Extend:  Listen to a Story - Find out what life was like for grandparents or elders when they were young (K TG p. 31)

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

Explore:  Create a map to show places of study, and origins of people in the class or school community (K TG p. 35)

K.S.2 develop skills of historical thinking:


Explore: Tell Me a Story - Children tell about something that happened when they were younger (K TG p. 31, AM 2-2)


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

Extend: Go on a Murals Hunt – Look for historical murals in communities, such as Stony Plain and/or Legal (1 TG p. 59)

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

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


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

Extend:  Research Your Community – Find out about your community, past and present and create a K-W-L chart (1 TG p. 61, LM 4-7)

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


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

1.S.2 develop skills of historical thinking:

Set Up Learning Experiences:  Set up a Discovery Center with artifacts or photos from the past and post questions about them (1 TG p. 46)

Extend: Research and Create a History Book - Draw or paint pictures of children and schools from the early 1900s, mid-1900s, and today (1 TG p. 55)

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

Extend:  Learn About George Littlechild - Research his artwork and books, and groups create a web about him (1 TG p. 63)

Extend: Coincide above activity with Multicultural Day June 27 or Aboriginal Day June 21

K=Kindergarten
LM=Line Master

1=Grade One
AM=Assessment Master

TG=Teacher's Guide
BB=Big Book

DB=Discovery Book



Indicates **Deliberative Inquiry** Outcomes



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