

Appendix C Curriculum Correlation Chart

Specific Outcomes for Grade 1								
1.1 My World: Home, School, and Community								
<u>Specific Outcome</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Big Books	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*	Internet Research CD-ROM
VALUES AND ATTITUDES								
1.1.1 value self and others as unique individuals in relation to their world: • appreciate how belonging to groups and communities enriches an individual's identity (I)	3	Mapping My World, page 36	<i>Changes, Changes: Mapping My World</i>				<i>See Audio Pack for appropriate Unit 3 music selections</i>	Belonging
	1	We All Belong/Groups in My World, page 6	<i>My World: We All Belong</i>		Groups in My World			
• appreciate multiple points of view, languages, cultures, and experiences within their groups and communities (C, CC)	3	Postcards from Barnaby/Around Alberta, page 38		Postcards from Barnaby	Around Alberta		Postcards from Barnaby	
	1	My Rights and Responsibilities, page 12	<i>My World: My Rights and Responsibilities</i>	My Rights and Responsibilities			My Rights and Responsibilities	Rights and Responsibilities
• recognize and respect how the needs of others may be different from their own (C)	3	Urban or Rural or Both? page 40			Urban or Rural or Both?			Rights and Responsibilities
1.1.2 value the groups and communities to which they belong: • demonstrate a willingness to share and cooperate with others (C, PADM)	1	My Rights and Responsibilities, page 12	<i>My World: My Rights and Responsibilities</i>	My Rights and Responsibilities			My Rights and Responsibilities <i>See Audio Pack for appropriate Unit 1 music selections</i>	Looking After Our World
	2	Let's Decide/How Can We Decide? page 22	<i>My World: Let's Decide</i>		How Can We Decide?		<i>See Audio Pack for appropriate Unit 2 music selections</i>	Looking After Our World

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

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

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

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

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

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

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

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

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

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

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

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<ul style="list-style-type: none"> compare and contrast information gathered 	2	We Care, page 24				We Care		Being a Good Citizen; Belonging and Connecting: Explore
	3	Urban or Rural or Both? page 40			Urban or Rural or Both?			Being a Good Citizen; Belonging and Connecting: Explore
	4	One Family's Story/A Community Changes, page 56			A Community Changes			Being a Good Citizen; Belonging and Connecting: Explore
<ul style="list-style-type: none"> navigate within an electronic document 	1	We All Belong/Groups in My World, page 6						Being a Good Citizen; Belonging; Belonging and Connecting: Explore; Looking After Our World; Rights and Responsibilities
	2	Let's Decide/How Can We Decide? page 22; We Care, page 24						Being a Good Citizen; Belonging; Belonging and Connecting: Explore; Looking After Our World; Rights and Responsibilities
	3	Mapping My World, page 36; Urban or Rural or Both? page 40						Being a Good Citizen; Belonging; Belonging and Connecting: Explore; Looking After Our World; Rights and Responsibilities

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➤ access and retrieve appropriate information from electronic sources, when available, for a specific inquiry	1	We All Belong/Groups in My World, page 6						Being a Good Citizen; Belonging and Connecting: Explore; Looking After Our World
	2	We Look After Our World/Keys to Good Citizenship, page 20; We Care, page 24				We Care	We Look After Our World	Being a Good Citizen; Belonging and Connecting: Explore; Looking After Our World
	4	Painting the Past/Contributors to the Community, page 58						Being a Good Citizen; Belonging and Connecting: Explore; Looking After Our World
➤ process information from more than one source to retell what has been discovered	1	How Can We Tell It's a Group? page 10						Being a Good Citizen
	2	We Care, page 24				We Care		Being a Good Citizen
	3	Mapping My World, page 36; Urban or Rural or Both? page 40						Being a Good Citizen
	4	Voices from Lac La Biche/Alberta Place Names, page 60					Voices from Lac La Biche	Being a Good Citizen
➤ draw conclusions from organized information	4	How the Mouse Got Brown Teeth, page 62				Contributors to the Community		Being a Good Citizen; Looking After Our World; Rights and Responsibilities
➤ make predictions based on organized information	4	How the Mouse Got Brown Teeth, page 62						Being a Good Citizen; Rights and Responsibilities

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

**Music selections are grouped by unit in the Audio Pack, and reflect the values and attitudes, knowledge and understanding, and skills and processes outcomes referenced in the Grade 1 program of studies.*

Appendix C Curriculum Correlation Chart

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

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

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