



# Connecting and Belonging



**A CURRICULUM AND GUIDE TO IMPLEMENTATION**

**2009**

### Cover Photos:

File: The Earth seen from Apollo 17.jpg. "The Blue Marble" is a famous photograph of the Earth taken on December 7, 1972 by the crew of the Apollo 17 spacecraft en route to the Moon at a distance of about 29,000 kilometers (18,000 statute miles). It shows Africa, Antarctica, and the Arabian Peninsula. Photo taken by either Harrison Schmitt or Ron Evans (of the Apollo 17 crew). This file is in the public domain because it was created by NASA.

File: This "Traditions Wallhanging" was created by the Grade 1 and 2 of Chief T'Selehye School, Fort Good Hope, NWT during the 2007-2008 school year. Photo Credit: Anne Meaney.



CLUSTER **1. I Belong**

LEARNING EXPERIENCES (TITLES)

- 1.1.1 Personal Identity
- 1.1.2 Cultural Expressions
- 1.1.3 Connections to the Past
- 1.1.4 Remembrance Day

**13--SLO's**

CLUSTER **2. My Environment**

LEARNING EXPERIENCES (TITLES)

- 1.2.1 Globes and Maps
- 1.2.2 My Territory and Country
- 1.2.3 My Address
- 1.2.4 My Community
- 1.2.5 The Natural Environment
- 1.2.6 Needs and Wants

**19--SLO's**

CLUSTER **3. Connecting with Others**

LEARNING EXPERIENCES (TITLES)

- 1.3.1 Diversity
- 1.3.2 Respect, Responsibility, and Rights
- 1.3.3 Living with Others
- 1.3.4 Getting Along
- 1.3.5 Conflict Resolution
- 1.3.6 Global Connections

**22--SLO's**

**16 LEARNING EXPERIENCES**

Total = 54--SLO's





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Appendix G: Resources Organized by Learning Experiences
Appendix H: Recommended Learning Resources Short List
Appendix I: Long Range Planning
Appendix J: Learning Experience Poster Series

## Introduction

### **SOCIAL STUDIES AND THE CREATION OF A DEMOCRATIC LEARNING COMMUNITY**



**W**elcome to the world of social studies, where students have opportunities to interact with each other in democratic groups and communities, and to acquire the knowledge, values, and skills they need to become active, responsible citizens within our Canadian society. As they grow and learn the skills of citizenship, they not only contribute to their learning communities, but also contribute to the betterment of our society.

What do active, responsible citizens look like? They are aware of the world in which they live, and they care about people around them—the people with whom they share this planet, both near and far away. They know that their actions affect others. They have informed opinions, and think critically about issues that concern themselves and others. They have the confidence to make their voices heard, to take a stand on issues, and to engage in social action when necessary. They are concerned with the well-being of the environment, and live their lives in ways that reflect that concern.

### **Background**

This document was produced originally by Manitoba Education, Citizenship and Youth, in collaboration with Manitoba educators. The document was well-suited for a base of Social Studies learning in the Northwest Territories. The document has been adapted for use in the Northwest Territories after a lengthy input, advisory and consultation process between Northern educators, administrators, and stakeholders and Early Childhood & School Services. The nature and quantity of the adaptation has been collaboratively determined by Northwest Territorial Advisory Committees and Departmental staff.

This document includes the core concept citizenship, and identifies general and specific learning outcomes. It integrates the four foundation skill areas of literacy and communication, problem solving, human relations, and technology, and provides ideas and strategies to support the implementation of social studies. It is mandated for use in all schools in the Northwest Territories.



### **A Brief History of the Social Studies Curriculum**

In 1997, the NWT joined the Western and Northern Canadian Protocol (WNCP)<sup>1</sup> Common Curriculum Framework for Social Studies K-9 project. This was the first multi-jurisdictional curriculum project to include Aboriginal and francophone representatives as full and equal partners in a curriculum project designed for all students.

<sup>1</sup> In November 2003 the name was changed to the Western and Northern Canadian Protocol (WNCP) for Collaboration in Basic Education.

The NWT became the lead jurisdiction responsible for infusing Aboriginal perspectives within the Framework of learner outcomes. Consultations were undertaken in all parts of the NWT, and widely in all WNCPC jurisdictions, with educators, cultural advisors, Elders and curriculum writers. The final WNCPC Framework was published in 2002. Teacher advisory groups in the NWT recommended the Manitoba Foundations for Implementation documents as having the best fit for the NWT. An agreement was reached between the Department of Education, Culture and Employment and the Department of Education, Citizenship and Youth in Manitoba to adapt these documents in order to provide curriculum support documents that would be helpful to northern educators in their actual teaching of the learning outcomes that had been agreed to in the WNCPC project.

Adaptation of the Manitoba documents began in 2006, with experienced educators from across the NWT. Ongoing consultation with a variety of stakeholders, including particularly those concerned with the infusion of Dene Kede and Inuuqatigiit has been undertaken as these documents have been adapted for use in the NWT.

## Contents of the Document

This document contains the following sections:

- **Introduction:** The introduction describes the purpose, background, and contents of this document.
- **NWT Document Adaptations:** Culture-Based Education (CBE); Career Development (CD); Information and Communication Technology (ICT)
- **Social Studies in NWT- A Kindergarten to grade 4 Overview:** This section presents an overview of the kindergarten to grade 4 social studies program in the NWT.
- **Document Components and Structure:** This section presents the components of the Northwest Territories social studies curriculum and explains how the learning outcomes and strategies for teaching, learning, and assessment are organized within this document.
- **Grade 1: *Connecting and Belonging*:** This section contains the grade and cluster overviews, with Aboriginal perspectives; skills, knowledge and values learning outcomes; CBE and CD correlation charts; suggested strategies for assessment; and strategies to activate, acquire, and apply learning.
- **References**
- **Appendices:** This section contains the following appendices: A: Skills Assessment; B: Blackline Masters; C: Charts and Checklists; D: Vocabulary Strategies; E: Kindergarten to Grade 4 Cumulative Skills Chart; F: Recommended Learning Resources; ;G: Resources Organized by Learning Experiences; H: Recommended Learning Resources Short List; I: Long Range Planning; J: Learning Experience Poster Series



## Document Adaptations

### Document Adaptations

The *Grade 1 Social Studies **Connecting and Belonging**: A Curriculum and Guide to Implementation* has been adapted from Manitoba for use in the Northwest Territories. Although this document was chosen in part for the many similarities between the NWT and Manitoba, significant adaptations have been made to the document in order for it to meet the needs and reflect the realities of our territory. These adaptations embody pedagogical, philosophical and practical orientations that exist in the NWT. There are four main areas of adaptation that are reflected in this NWT document:

- English Language Arts (ELA)
- Culture-Based Education (CBE)
- Career Development (CD)
- Information and Communication Technology (ICT)

### English Language Arts (ELA)

Many of the skills and processes employed in the NWT ELA curriculum parallel the skills described in social studies, often with a great degree of detail and direction to the student and teacher. These skills are primarily related to communication in its many forms. The NWT ELA curriculum describes this in the following way:

Language is the basis of all communication and the primary instrument of thought... As well as being a defining feature of culture, language is an unmistakable mark of personal identity, and is essential for forming interpersonal relationships, extending experience, reflecting on thought and action, and contributing to a democratic society.

Social Studies has very similar goals for itself, and the relationship between these two subject areas can provide rich opportunities for integration which foster student learning in ways that each subject area cannot achieve alone. As teachers become familiar with the connections between many ELA and social studies outcomes, it is anticipated that student learning will be more cohesive, and the overall class time needed to explore these outcomes will be significantly reduced as they are addressed in an integrated way instead of separately.

Appendix A and C in this document list the correlations of these ELA outcomes with those of social studies. In Appendix A of this document, the English Language Arts outcomes are listed below a type of social studies learning activity such as brainstorming or persuasive writing or making a presentation. In Appendix C, the English Language Arts outcomes appear within a skills checklist. In both instances, the outcomes are signaled by the “ELA” acronym. The ELA outcomes in the Appendices illustrate how and where relevant ELA outcomes can be most usefully integrated into social studies learning activities.

### **Culture-Based Education (CBE)**

Culture-Based Education reflects the understanding that all education exists within a cultural context, and that student learning occurs most powerfully when this context is recognized and integrated in curriculum and teaching resources used in schools. In the NWT, CBE is particularly mandated to reflect our territory's Aboriginal perspectives. You will find overarching descriptions of these perspectives in the pages immediately below. There are also brief orienting statements from both Dene and Inuvialuit perspectives relating to social studies in the Northwest Territories on the 'Grade Overview' page. These statements are similar in intent but unique in format.

These perspectives are invitations to move toward whole experiences that make relationships with the land and people possible and meaningful in our northern context.

At the beginning of each cluster in this document, the Culture-Based Education outcomes are listed on a correlation table in columns to the right of the most appropriate social studies learning experience under the titles "Dene Kede" and "Inuuqatigiit". The purpose of including these Culture-Based Education outcomes on a correlation page is to illustrate how and where relevant CBE outcomes can be most usefully brought into social studies learning activities.

### **Career Development (CD)**

A correlation has been made between social studies outcomes and Career Development outcomes as articulated by NWT's adopted Career Development (CD) Curriculum, the Blueprint of Life/Work Designs. The intent of this 'matching' is that educators will be able to address CD outcomes that are well aligned with social studies in the same lessons. Some competencies from the three main areas of Career Development (Personal Management, Learning and Work Exploration and Life/ Work Building) are well aligned with social studies outcomes. This is particularly true for outcomes that relate to identity building, assessing the impact of change, decision-making, and understanding informal and formal 'economies'. Addressing CD outcomes within SS will support student learning and capacity to negotiate the pathway toward his/her 'preferred future'.

At the beginning of each cluster in this document, the Career Development outcomes are listed on a correlation table in column to the right of the most appropriate social studies learning experience under the title "Careers". The purpose of including these CD outcomes on a correlation page is to illustrate how and where relevant CD outcomes can be most usefully brought into social studies learning activities.

**Document Adaptations****Information Communication Technology (ICT)**

We live in an increasingly information-rich environment. Learners in the NWT need to be familiar with the processes, tools and techniques necessary to navigate in this environment. Information Communication Technology (ICT) provides a vehicle for communication, representing, inquiring, making decisions and solving problems.

Curriculum documents in the NWT reflect an alignment with the ICT outcomes contained in Alberta's ICT Framework. These outcomes are meant to be infused through the core curriculum subject areas in the NWT, including social studies. Manitoba's social studies curriculum documents contain ICT outcomes similar to Alberta's, but often use different language and examples to express the outcomes. The writers of this NWT social studies document have made every effort to bring into harmony these different approaches and to make them coherent within this curriculum document and to NWT teachers.

In Appendix A and C of this document, the Alberta ICT outcomes are indicated by the “➤” icon and are placed with the most appropriate NWT skill outcome. The purpose of including these ICT outcomes in these appendices is to illustrate how and where relevant ICT outcomes can be most usefully brought into social studies learning activities.

Social Studies is the study of people in relation to each other and to their world. Social Studies helps students become active and responsible citizens within their communities, locally, nationally, and globally, in a complex and changing world. <sup>1</sup>

We the Dene believe:

- that education is holistic and must be founded upon the Dene worldview;
- that children are born with integrity, holding the land, and must be valued and respected for their worth in order to become the unique people they are meant to be;
- that the drum is to be the center of Dene existence; representing the self, in unity with the people, the land and the spirit. For one to grasp the drum is to be in tune with one's self, neighbors and the land as a means to keep the people together. The voice of the drum is used with integrity to speak the language of our Ancestors as we reinforce our way of life;
- that the drum dance is a powerful spiritual expression of self knowledge, interdependence and survival as a group;
- that the tipi is the representation of the holistic education of children on their journey to becoming capable adults. This is achieved through spiral learning where children are repeatedly exposed to the Dene teachings through the guidance of the Elders and the support of the community;
- and that in order to survive, humankind must maintain a respectful and harmonious relationship with one's self, others, the spiritual world and the land.

*Dene Kede* and the Social Studies curriculum focus on people in relation to each and the their world. The history of the Northwest Territories necessitates that Dene Kede is the foundation for teaching and learning Social Studies. This is best done through the guidance of elders and the support of the community.

<sup>1</sup> Adapted from *Western and Northern Canadian Protocol, 2002*.



## The Inuvialuit and Inuinait Perspective

Social Studies is the study of people in relation to each other and their world. Social Studies helps students become active and responsible citizens within their communities, locally, nationally, and globally, in a complex and changing world.<sup>2</sup>

Changes to the lifestyles of the Inuvialuit and Inuinait have occurred quickly since schooling began in the Northwest Territories. Since the school system has played a role in making some of these changes, Inuvialuit and Inuinait have an expectation that the school system today will provide support for their cultural and linguistic priorities. Social Studies is one of the subject areas that can.

The Inuvialuit and Inuinait's worldview and perspectives are supported through *Inuuqatigiit*. The front matter and the Relationship to People sections of *Inuuqatigiit* provide a unique and enriching study for Inuvialuit and Inuinait students in Social Studies. It can also capitalize on the Relationship to the Environment section to enhance Social Studies topics as they relate to the environment.

*Inuuqatigiit* has articulated what is important to Inuvialuit and Inuinait to study, enhance, enrich and preserve. Some of the key elements from *Inuuqatigiit* that Social Studies can support are:

- Local histories of the Inuvialuit and Inuinait;
- Traditional knowledge;
- Inuvialuit and Inuinait values and beliefs from their worldview;
- Stories and ways of storytelling;
- Sewing and hunting techniques;
- Land activities and knowledge of the environment;
- Childrearing;
- Names and naming;
- Elders;
- Family relationships;
- Kinship;
- Leadership;
- Relationship with people and the land.

<sup>2</sup> Adapted from Western and Northern Canadian Protocol, 2002

## SOCIAL STUDIES IN THE NORTHWEST TERRITORIES--A KINDERGARTEN TO GRADE 4 OVERVIEW



### Definition

**S**ocial studies is the study of people in relation to each other and their world. It is an interdisciplinary subject that draws upon history, geography, economics, law, political science and other disciplines. Social studies focuses on peoples' relationships with their social, physical, spiritual, cultural, economic, political, and technological environments. Social studies helps students become active and responsible citizens within their communities locally, nationally, and globally, in a complex and changing world. Social studies in the NWT is particularly informed by the foundational documents Dene Kede and Inuuqatigiit.



### Vision

**S**ocial studies in the NWT is part of an overall educational program intended to meet the needs and reflect the nature of 21st century learners and has at its heart the concepts of citizenship and identity in the Canadian and global contexts. It is reflective of the diverse cultural perspectives, including Aboriginal and francophone, that contribute to the evolving realities in Canada. Social studies will ultimately contribute to a Canadian spirit—a spirit that will be fundamental in creating a sense of belonging for each one of

our students as she or he engages in active and responsible citizenship locally, nationally, and globally, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic country.

### Goals of Social Studies

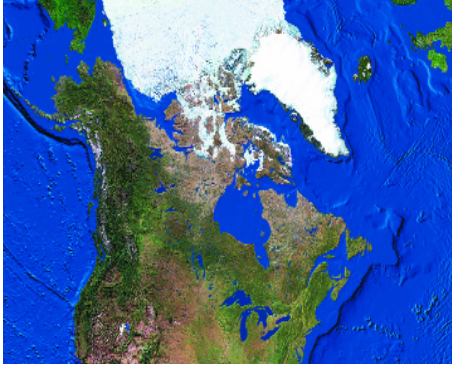
Social studies enables students to acquire the skills, knowledge, and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

The goals of social studies learning span Kindergarten to Grade 4, and are divided into five categories:

- Canada
- The World
- The Environment
- Democracy
- General Skills and Competencies



## Overview



With respect to **Canada**, social studies enables students to

- acquire knowledge and understanding of Canadian history and geography
  - appreciate the achievements of previous generations whose efforts contributed to the building of Canada
  - critically understand Canadian political structures and processes and the institutions of Canadian society
  - fulfill their responsibilities and understand their rights as Canadian citizens
- understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
  - analyze Canadian public issues and take rationally and morally defensible positions
  - develop a sense of belonging to their communities and to Canadian society
  - respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, past and present



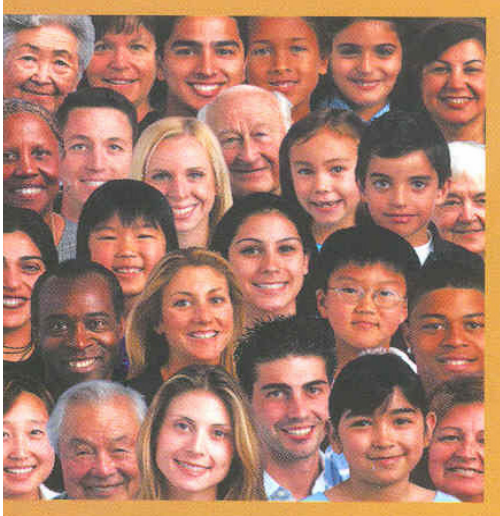
With respect to the **world**, social studies enables students to

- acquire knowledge and understanding of world history and geography
  - respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
  - develop global awareness and a sense of global citizenship
  - understand and appreciate the role of international organizations
  - analyze global issues and take rationally and morally defensible positions
- develop a commitment to social justice and quality of life for all the world's peoples
  - assess questions of national self-interest and the interests of other countries and the world as whole



With respect to the **environment**, social studies enables students to

- acquire and apply geographic skills, knowledge, and understanding
- recognize that a sustainable natural environment is essential to human life
- assess the impact of human interaction with the environment
- propose possible solutions to environmental problems
- live in ways that respect principles of environmental stewardship and sustainability



With respect to **democracy**, social studies enables students to

- critically understand the history, nature, and implications of democracy
  - assess alternatives to democracy, past and present
  - understand the history and foundations of parliamentary democracy in Canada
  - demonstrate a commitment to democratic ideals and principles, including respect for human rights, principles of social justice, equity, freedom, dissent and differences, and willingness to take action for the public good
  - participate in public affairs in accordance with democratic principles
  - critically understand the role of various institutions in civil society
- recognize that democracy involves negotiation and that political and social problems do not always have simple solutions
  - identify ways in which Canadian democracy could be improved, and work to improve it
  - participate as informed citizens in the ongoing debates that characterize democracy in Canada and the world
  - take a stand on matters of fundamental principle or individual conscience



With respect to **general skills and competencies**, social studies enables students to

- engage in disciplined inquiry, applying research skills, critical thinking, and decision making
  - think historically and geographically
  - critically analyze and research social issues, including controversial issues
  - work collaboratively and effectively with others
  - solve problems and address conflicts in creative, ethical, and non-violent ways
  - develop openness to new ideas and think beyond the limits of conventional wisdom
- apply effective communication skills and enhance media literacy
  - use and manage information and communication technologies



## Overview

### CITIZENSHIP AS A CORE CONCEPT IN SOCIAL STUDIES



Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the knowledge, values, and skills that students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges they will face in the future. Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate. Achievement of learning outcomes related to citizenship will prepare students to participate in the public dialogue that characterizes any democracy and that plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities, locally, nationally, and globally.

#### Rationale for Citizenship Education

Citizenship education is fundamental to living in a democratic society. The concept of citizenship takes on meaning in specific contexts and is determined by time and place. Diverse notions of citizenship have been used in the past and are being used in the present, for both good and ill. Throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist. In Canada, for instance, First Nations parents were forced to send their children to residential schools in the interests of citizenship.

The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to explore the complexities of citizenship in four areas:

- Active Democratic Citizenship in Canada
- Canadian Citizenship for the Future
- Citizenship in the Global Context
- Environmental Citizenship

#### Active Democratic Citizenship in Canada

Since citizenship issues are rooted in the past, Canadian history occupies an important place in the social studies curriculum. Canada is regionally diverse and geographically expansive. It is organized as a federal parliamentary monarchy, with a mixed, albeit largely capitalist, economy. It is a bilingual and multicultural country committed to pluralism, human rights, and democracy. Globally, Canada is regarded as a prosperous, peaceful, and democratic country, although it still has its share of economic and social injustices and inequities.

Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include:

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs



- respect for human rights and democratic ideals and principles
- a commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- a willingness to live with ambiguity and uncertainty
- civility and tolerance for dissension and disagreement
- a willingness to balance the pursuit of private interests with concern for the public good
- the ability to balance personal claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with realization that Canadian identity is multi-faceted, open to debate, and not exclusive of other identities

### Canadian Citizenship for the Future

For the foreseeable future, Canadian citizens will likely continue to face issues such as

- balancing the jurisdictional claims of the provinces, territories, and the federal government
- redressing past and present injustices inflicted on Aboriginal peoples and other groups in Canada
- coming to terms with the complexities of Quebec's place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities related to race, gender, sexual orientation, age, class, and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy

### Citizenship in the Global Context

Canada is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing our world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy.

The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War, terrorism, and violence continue to be a means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

## Overview

### Environmental Citizenship

Underlying both national and global realities, and the responsibilities they impose on citizens, is the increasing fragility of our natural environment. Quality of life depends upon the sustainability of our environment. This places a particularly important responsibility on citizens, who must ultimately balance the demands of economic growth and high living standards against respect for the environment and the needs of future generations.

### **IDENTITY AS A CORE CONCEPT IN SOCIAL STUDIES**

A strong sense of identity is a necessary foundation for interpersonal relationships, and contributes to students' abilities to participate in their communities as active and responsible citizens. Identities are shaped by many factors,

including culture, language, spirituality, beliefs, socio-economic situation, gender, personal characteristics, and time and place. Identity formation is an ongoing process that involves observation, reflection and interaction with others. Individuals affirm who they are by becoming aware of what distinguishes themselves from others as well as what connects them to others.

Social studies learning provides opportunities for students to develop self-awareness, and to enrich their personal identities and self-esteem. The core concept of identity provides a foundation for students to understand who they are as individuals and as social beings. As they reflect on and express who they are, they build upon their identities as contributing members of groups and communities.

(See previous "Culture-Based Education" statement in Document Adaptation section, and sections Dene Perspective and Inuvialuit / Inuinait Perspective. Note the forthcoming sections, Grade Overview and Cluster Descriptions.)



Photo courtesy of Anne Meaney, Fort Good Hope

### **DIVERSE PERSPECTIVES AS A CORE CONCEPT IN SOCIAL STUDIES**

Diversity is a fundamental aspect of human interaction. Living together as members of society requires understanding and appreciation of human diversity and diverse perspectives. Diverse perspectives are reflected throughout the social studies curriculum and enable students to develop an awareness of differing interpretations and worldviews. As they critically consider contemporary and historical ideas, events, and issues from diverse perspectives, students will gain a richer understanding of the complexity of cultures, communities, and societies. This understanding will allow them to interact with others with sensitivity and open-mindedness, and to respect their own and others' ways of seeing the world. As students consider diverse perspectives in their choices, decisions, and actions, they will be better able to live with others in a pluralistic society.



## GENERAL LEARNING OUTCOMES

The following six general learning outcomes provide the conceptual structure for social studies from Kindergarten through Grade 6. They are the basis for the specific learning outcomes for each grade.



Photo courtesy of Lea Lamoureux, Fort Simpson

### Culture and Community

Students will explore the influences of culture and community on individuals and societies.

Culture and community play an important role in the development of citizenship and identity. Many factors contribute to a sense of belonging to a culture or community, including shared values, beliefs, traditions, and language. Students will explore the concepts, symbols, and expressions of their own and others' cultural, linguistic, and social communities. They will enhance their understanding of diverse perspectives through an exploration of the ways in which people live together in cultures, groups, communities, and societies. They will explore the connections between culture, community, citizenship, and identity, and will reflect upon their roles as members of groups and communities. Learning outcomes will include concepts such as human interaction, interdependence, and cultural diversity.



Photo courtesy of Magalhaes, Wikipedia article "Philippines"

### The Land: Places and People

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. An exploration of people's relationships with places and environments enables students to understand human dependence and human impact upon the natural environment. Students will explore diverse ways in which spatial and physical characteristics of the environment affect human life, cultures, and societies. They

will consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally. Learning outcomes will focus on geographic understanding and skills, and will include concepts such as the relationship between people and the land, sustainability, and stewardship.

## Overview



Photo credit: Busse/NWT Archives/N-1979-052-1753

### Time, Continuity, and Change

Students will explore how people, relationships, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of history enables students to appreciate the past, to understand the present, and to live with regard for the future. An important aspect of this process is the investigation and interpretation of Canadian and world history. Students will develop historical consciousness through a consideration of people, relationships, events, ideas, stories, and historical interpretations. They will reflect upon diverse perspective, parallel accounts, oral and social histories and personal narratives through historical inquiry. Through this inquiry students will develop historical understanding, which provides a foundation for citizenship and identity. Learning outcomes will focus on

historical thinking and will include concepts such as progress, decline, continuity, causality and change.



Photo courtesy of Blake Wile

### Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence will enhance students' global consciousness and encourage them to develop empathy with respect to the human condition. Students will critically consider diverse perspectives and the connections that link local, national, and global issues. This exploration of global connections will enable students to enrich their identities and to engage in active and

responsible citizenship. Learning outcomes will focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.



CHAPTER 7

## Tłı̨chǫ Government Powers

The Tłı̨chǫ Government will be responsible for:

- Managing Tłı̨chǫ lands and resources
- Managing fish and wildlife harvesting on Tłı̨chǫ lands
- Education in Tłı̨chǫ language and culture

The Tłı̨chǫ Government will have the power to pass and enforce laws that protect Tłı̨chǫ language and culture. It can also pass and enforce laws about business, marriage, adoption, weapons and intoxicants on Tłı̨chǫ lands.

Canada is still responsible for pensions, Employment Insurance and welfare, criminal law and collecting taxes. The GNWT is still responsible for health care, primary education, housing and enforcing criminal law.

The laws of all the governments must be designed to work together. If there is conflict between the laws, the Agreement says what is to be done.



Photo courtesy of Dogrib Treaty 11 Council



Photo courtesy of Doug Ashbury, Diavik Diamond Mines

### Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens. The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

### Economics and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and

quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization

## Overview

### SOCIAL STUDIES SKILLS

Social studies skills are grouped into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills



Photo credit: PW&S/NWT Archives/G-1995-001-0338

#### Skills for Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.



#### Skills for Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking





### Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and using a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.



### Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.



## Overview

### GUIDING PRINCIPLES FOR SOCIAL STUDIES LEARNING, TEACHING, AND ASSESSMENT

#### Social Studies and the Learning Process

Learning in social studies is an active process. Active learning involves the construction of meaning through the interaction of prior knowledge, motivation and purpose, and new experiences. The process of learning varies from one individual to another, and is shaped by a multitude of factors, including personal, social, and cultural influences. Social studies learning is more meaningful when students are

- encouraged to broaden their perspectives through informed and focused interaction with others
- provided with opportunities to reflect critically on their own ideas and attitudes
- valued, respected, and acknowledged as individuals, whatever their situation or background

Social studies *knowledge*, *values*, and *skills* are interdependent aspects of learning, and need to be integrated in the learning process. Meaningful learning in social studies requires both depth and breadth of understanding. This includes the incorporation of basic general knowledge, as well as opportunities for more intensive study of selected topics.

#### Strategies to support student inquiry and interaction:

- cooperative and peer learning
- interviews
- project-based learning
- structured controversy or debate
- teacher- and student-initiated inquiry and research
- role-play
- sharing circles

#### Instructional Strategies for Active Learning

Social studies learning can be enhanced by using a variety of settings both in and outside of school, flexible student groupings, and numerous other strategies. A well-balanced social studies program includes individual, collaborative, and teacher-directed learning experiences, and provides students with a variety of conceptual tools and advance organizers.

Effective social studies instruction includes the use of strategies that promote student inquiry and interaction. These strategies include cooperative and peer learning, interviews, project-based learning, structured controversy or debate, teacher- and student-initiated inquiry and research, role-play, and sharing circles.

These types of strategies make learning meaningful by encouraging critical reflection, questioning, and the consideration of diverse points of view.

It is through guided inquiry and interaction—within the school and in the community—that students construct meaning from their individual experiences. Students require opportunities to engage in authentic and relevant community issues and events. It is important that these experiences be integral to social studies learning, and not be contrived.

Active learning is encouraged through resource-based and experiential learning. These include on-the-land experiences, field studies, guided tours, and participation in diverse cultural activities. Social studies teaching offers the ideal opportunity to integrate literature and the arts, and to use information and communication technologies.

Effective practices in social studies actively engage students in democratic processes such as consensus building, collective decision making, student government, class meetings, student-generated topics of study, and school event planning. As well, social studies provides authentic opportunities for home and community involvement.

**Active learning includes**

- resource-based and experiential learning
- on-the-land experiences
- field studies
- guided tours
- participation in diverse cultural activities
- integrating literature and the arts
- using information and communication technologies

**Activities that engage students in democratic processes:**

- consensus building
- collective decision making
- student government
- class meetings
- student-generated topics of study
- classroom/school event planning

**Resource-based learning**

- primary sources
- magazines and journals
- books
- television, radio
- DVDs and CDs
- audio/video tapes
- the Internet
- computer software and databases
- art and artifacts
- simulations and games
- maps
- neighbourhood walks
- museums
- art galleries
- cultural centres
- community sites
- guest speakers
- Elders
- live performances

**Resource-Based Learning**

Social studies addresses a wide range of issues and topics at every grade. It is a subject that is particularly well-suited to resource-based learning, which moves beyond the single textbook approach and provides students with a variety of information sources. (See Appendix F for a list of recommended learning resources.)

There is a plethora of social studies resources available to teachers and students. These include primary information sources, print media, electronic media, art and artifacts, simulations and games, maps, field trips, as well as knowledgeable individuals from the local community.

Resource-based learning is a student-centred approach that adapts to student needs, interests, abilities, learning styles, and prior knowledge. An environment that is rich in resources allows students to explore and discover as they learn, and to make personal learning choices that are relevant and meaningful.

As our society continues to evolve, so do the roles of teachers and learners. The “sage on the stage” model is giving way to a more flexible model—one in which teachers facilitate the learning process, and students make decisions and assume responsibility for their learning. A resource-based learning approach ultimately helps students manage the information overload that typifies today’s society, and teaches them how to continue their learning outside of the school setting. While the development of fundamental knowledge is still essential

## Overview

### Role of the Social Studies Teacher

Social studies accommodates a variety of teaching styles. Given the political nature of social studies issues and topics, a teacher's personal beliefs and convictions may influence the presentation of content, as well as the selection of teaching strategies and learning resources. Complete neutrality is not always possible, nor necessarily desirable; however, teachers need to be aware of the implications of presenting their own beliefs and perspectives as fact rather than opinion.

Social studies is rich in opportunities to detect and analyze bias through the critical exploration of diverse points of view. When a classroom climate is open and fair, teachers and students together will establish a learning culture that integrates democratic principles and encourages active citizenship. It is important to note that student-centred classrooms are not necessarily democratic classrooms. Even activities that are democratic in nature, such as cooperative learning, can be undemocratic in practice, depending upon how they are used.

Finally, it is essential that teachers be well informed about social studies content and issues, and that they be prepared to provide students with guidance in selecting reliable information sources.

### Dealing with Controversial Issues

A fundamental aspect of social studies learning and teaching—at all grade levels—is the consideration of controversial issues—issues that involve ethics, principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs and values, disagreement, and dissension are all part of living in a democratic society. Furthermore, discussion and debate concerning ethical or existential questions serve to motivate students and make learning more personally meaningful.

The following guidelines will assist teachers in dealing with controversial issues in the classroom:

- approach all issues with sensitivity
- clearly define the issues
- establish a clear purpose for discussions
- establish parameters for discussions
- ensure that the issues do not become personalized or directed at individual students
- protect the interests of individual students by finding out in advance whether any student would be personally affected by the discussion
- exercise flexibility by permitting students to choose alternative assignments
- accept that there may not be a single “right answer” to a question or issue
- respect everyone's right to voice opinions or perspectives
- help students clarify the distinction between informed opinion and bias
- help students seek sufficient and reliable information to support the various perspectives
- allow time to present all relevant perspectives fairly and to reflect upon their validity

## SOCIAL STUDIES AS A CURRICULUM OF AND FOR DIVERSITY AND EQUITY



Photo credit: PW&S/NWT Archives/G-1995-001-8589

### Inclusive Social Studies Classrooms

The NWT social studies classroom plays an important role in helping students become engaged and caring citizens, locally, nationally, and globally. To do so requires teachers to use social studies classrooms as living laboratories for a more equal and just society than the one in which we now live. Schools in general, and the social studies classroom specifically, support the continued development of the multicultural, multiracial, and pluralist democracy that is Canada—a democracy that is capable of addressing the serious social and ecological challenges that face us now, and which threaten our collective future.

The events that take place in our classrooms both shape, and are shaped by larger social currents that define who we are and where we are headed as a society. To be successful, schools, and social studies classrooms in particular, must be guided by democratic social goals and values that celebrate our human diversity and demonstrate a quest for greater equity in our institutions and in society as a whole.

Social studies curriculum and instruction must be both *visionary* and *practical*: *visionary* because we need to go beyond narrow educational goals and look toward our collective future with hope; *practical* because the work of reshaping educational practice and countering negative social forces and conditions requires daily effort.

Teaching practices, educational activism, and dedication and creativity on the part of teachers and other educational partners are all part of this process. Efforts to transform the social studies classroom need to grow from a common social and pedagogical vision that strives for an inclusive classroom focused on social justice. Curriculum and practice must reflect certain essential characteristics, which are described below.

#### Inclusive classrooms that are focused on social justice are

- multicultural, equity-focused, anti-biased in nature
- grounded in the lives of students
- culturally sensitive
- critical
- participatory and experimental
- hopeful, joyful, caring, visionary
- academically rigorous
- supportive of students as social activists and engaged citizens

#### 1. Multicultural, equity-focused, and anti-bias in nature

A curriculum grounded in social justice and awareness of social diversity must be inclusive of every student in every classroom. With the increasingly diverse population in our territory and nation, the social studies classroom needs to directly address issues related to race, class, gender, and other aspects of educational equity. We need to do more than simply celebrate diversity. We need to take on the “hard stuff” of exploring why some differences translate into wealth and power, while others become the basis for discrimination and injustice. Social studies classrooms exist in a multicultural and multiracial society, and need to honestly face the truth about our past and present. The often exclusionary, traditional stories

## Overview

of history need to be revised to include the experiences and voices of Aboriginal peoples and people of colour, women, working peoples, and other diverse groups in our society.

### 2. Grounded in the lives of students

Good teaching begins with respect and concern for children, their innate curiosity, and their capacity to learn. Curriculum needs to be rooted in the real lives and contexts of the students in the classroom. Creating effective learning environments requires that the lives of the students, as well as the topics they are exploring, provide the content of the classroom experience. Students in the NWT also need opportunities to consider and inquire how their lives connect to people, places and events beyond their community.

### 3. Culturally sensitive

Classrooms that are places for critical teaching and learning are built on the premise that teachers “don’t know it all.” In the NWT many classroom teachers have come to this territory from another part of Canada or the world. Life in the classroom and the community they are now part of presents opportunities for teachers to learn from students and community members, and requires teachers to be good researchers and listeners. Teachers may need to call upon their colleagues, parents and others, including Elders, in order to understand the needs of their students and the communities they seek to serve

### 4. Critical

The social studies curriculum should help equip students to engage in dialogue and to challenge the world. From Early Years onwards, students need to develop skills and insights that allow them to pose essential questions. Who makes decisions in society? Who is left out? Who benefits and who suffers? What is fair practice? What is discriminatory or unfair practice? How is change created? Students should have opportunities to examine and question social reality through critiques of media, public policy decisions, foreign policy choices, newspapers, historical accounts, and school life itself. Wherever possible, student learning should encompass issues and problems in the world outside the classroom walls

### 5. Participatory and experiential

Student involvement and initiative need to be emphasized; students should not be passive learners. Exploratory and experiential learning approaches, in which students are involved in planning and decision making, allow students to take responsibility for, and to manage, their own learning. Projects, role-plays, mock trials, and other learning activities involve students physically and cognitively. These are all essential to provoke students to develop democratic capacities: to question, to challenge, to make real decisions, and to solve problems collectively.

### 6. Hopeful, joyful, caring, and visionary

Classrooms in which children feel significant and cared for are at the heart of an inclusive school. Unless students feel safe—emotionally and physically—they will not reveal their true selves or their real thoughts and feelings, and discussions will be artificial and dishonest. Teachers need to design learning experiences that help students learn to trust and care for each other.

## 7. Academically rigorous

An inclusive classroom focused on social justice equips students with the skills they need to navigate in the world, and to take action to change the world. When students create products for real audiences about significant issues, and discuss big ideas with compassion and intensity, academics come to life.

## 8. Supportive of students as social activists and engaged citizens

If we want students to see themselves as voices for justice and agents of change, it is important to encourage them to critique the world, and to be willing to act in ways that are meaningful. Part of the role of the social studies teacher is to reinforce the fact that ideas have real consequences and need to be acted upon. Students can draw inspiration from historical and contemporary individuals who struggled for social justice, peace, and human rights. A critical curriculum and classroom should reflect the diversity of people from all cultures and both genders who acted to make a difference, many of whom did so at great sacrifice. Students should feel connected to this legacy of resistance and social justice.

Creating inclusive and critical classrooms is not easy. It is complex and demanding work that requires vision, support, and resources. Sharing experiences with other educators, establishing support networks, and amassing diverse resources are critical components of inclusive classrooms.<sup>3</sup>

## Towards a Pedagogy for Social Justice

A social studies curriculum that advocates social justice is built upon the integration and exploration of issues related to inclusion, diversity, and racism. This approach requires a clear and well-developed understanding of multicultural/anti-racist teaching approaches. It should not be assumed that simply providing students with learning resources that are “multicultural” or that deal with issues of inequality or diversity is sufficient to create an inclusive social studies classroom. To have a positive effect, as well as an anti-racist/anti-bias impact on the classroom, multicultural materials need to be part of meaningful learning experiences that encourage students to critically explore and analyze the significance of the issues discussed or information presented, personally and collectively.

The quotation that follows illustrates the importance of anti-racism pedagogy in the use of multicultural resources in the classroom, and in the planning and implementation of learning activities. It is critical that educators be clear how a specific learning resource and related activities fit into their plan for the year and the anti-racism objectives that have been established.

*“It should be remembered that multicultural curriculum can be taught in a traditional and racist way. The way out of this dilemma is through the intervention of anti-racist teaching. Anti-racist teaching would incorporate ‘education’ which is multicultural while the ‘teaching’ would be anti-racist. In this context, anti-racist teaching is seen as coming about through a teacher with the ‘right’ attitude, the appropriate knowledge, and the necessary skills to bring about learning that that will challenge racism and change the bias of the traditional ethnocentric and biased education to which we are accustomed in Canada.” (Black Learners Advisory Committee [BLAC] Report on Education, December 1994, Nova Scotia)*

<sup>3</sup>Adapted from “Rethinking Our Classrooms: Teaching for Equity and Justice” from *Rethinking Schools* magazine (Fall 2003) by permission of Rethinking Schools Ltd. <[www.rethinkingschools.org](http://www.rethinkingschools.org)>. All rights reserved.

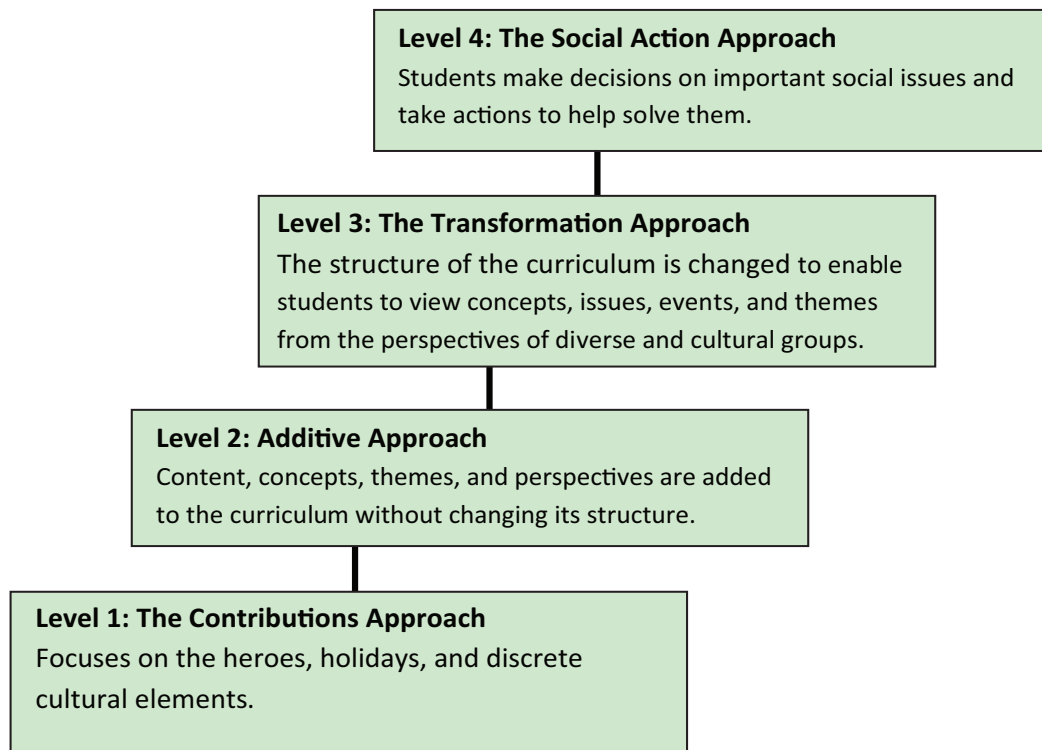


## Overview

### The Transformative Curriculum: Education for Social Justice

An anti-racist pedagogy may be conceptualized as being education for change, social justice, or action. James Banks provides a conceptual model for analyzing the level of integration of multicultural content into the curriculum, which highlights the importance of a social action approach. In his perspective, a Transformation or Social Action Approach is essential if we wish to meaningfully address issues of diversity and inequality in the social studies classroom and in our schools.

#### Levels of Integration of Multicultural Content



**Figure 1:** From “Approaches to Multicultural Curriculum Reform” by James A. Banks. In *Multicultural Education: Issues and Perspectives*, J. Banks and C. Banks (Eds.).

### Diversity and Inequity: The Historical Context

It is important that educators develop an informed understanding of the historical development of Canadian society and the history of diversity and inequality. Traditional approaches to Canadian history have often excluded or marginalized the experiences and perspectives of many diverse groups. Therefore, it is critical that educators broaden their understanding of history in a Canadian and international context.



The experiences of marginalized groups in Canada share many similarities with marginalized groups in other places. It is important to explore and critically consider these parallels. Furthermore, it is important to connect historical experiences to contemporary social conditions, such as continued inequities in employment, evidence of bias in medical research, attitudes towards interracial or same-sex marriages, the prevalence of negative stereotypes in media, and so on.

### Identity, Culture, and Race

Educators also need to consider the social dynamics and patterns of intercultural interaction in the classroom in developing inclusive, multicultural, and pro-social justice learning experiences. The ethnocultural identity and self-concept of students play an important role in determining their response and willingness to engage in meaningful learning experiences related to diversity. Social and ethnocultural identity is characterized by a number of factors, including the following:

An individual's identity is complex and composed of various dimensions.

- Every individual has multiple identities, with ethnicity, class, gender, language, religion, racial origins, political beliefs, and other factors defining who we are.

- Not all factors have the same impact on our identity, and their relevance may change according to personal and social conditions and social context.
- Race, while it is a socially constructed concept, forms part of our sense of identity.
- Racial identity development is the result of the racialization of society, and is a complex and dynamic phenomenon.

Theories regarding the process of achieving an anti-racist group identity are a useful tool to guide exploration of the impact of race and racism in our classrooms. These theories also serve to guide educators in defining the objectives of anti-racism education. Ideally, schools should facilitate the movement of students to the highest level of anti-racist group identity. (see below)



## Overview

### Towards an Inclusive and Anti-Bias Identity

The process of undoing the profound impact of racism and other forms of discrimination and marginalization is a complex journey—a journey towards an inclusive and anti-bias identity. Psychologists researching race and identity issues have theorized that this journey may take different paths or stages of development for different groups, as members of these groups have been affected in differing ways by racism and discrimination.

Research suggests that people undergo a series of life transformations or stages of identity formation in terms of their self-concept and group identity. These stages of social identity formation are not inevitable, static, nor are they achieved for life. Life circumstances and experiences precipitate and support change either *towards* or *away* from anti-racism consciousness and behaviour. Alternatively, individuals may remain fixated at a particular stage of ethnic and group consciousness. (Derman-Sparks *et al.*, 1997)



### Towards an Anti-Bias/Anti-Racist Identity

William Cross's (1991) model for the stages of Black identity development reflects the African American experience, but is relevant in a Canadian and NWT context. His model of the *resocialization experience* has five distinct stages of identity development: Pre-encounter, Encounter, Immersion/Emersion, Internalization, and Internalization-Commitment.

In Cross's conceptual framework, individuals move from a state of unawareness of racism and discrimination to one of total awareness and social activism, known as the

*Internalization-Commitment* stage. This final stage parallels Banks' idea of the *global* ethnic identity, and is a fully developed anti-racist group identity. An individual at this stage is a social activist who recognizes the need for continuous efforts to challenge inequality in society on several fronts, and seeks to collaborate with others in meaningful social action.

Helms (1990) has taken a similar and comprehensive examination of the stages of white/dominant group identity development. Helms identifies the tendency of dominant group members in society to deny that their racial identity has any significance, preferring to view themselves as individuals and, consequently, not responsible for the perpetuation of a racist system.

Helms' model of identity development is based on six distinct stages: Contact, Disintegration, Immersion/Emersion, Reintegration, Pseudo-Independent, Immersion/Emersion, and Autonomy. Individuals in this framework, like Cross's, move from a stage of total ignorance to one of total awareness and engagement in social activism. In the final stage of identity, Autonomy, individuals are self-directed and self-actualized activists who join with exploited groups to change the racist system.

Both researchers see the highest form of identity formation to be one where individuals are aware of the realities of inequities in society and the reality of racism, coupled with the desire to work with others for change and meaningful social action.

## Applying Racial Identity Development Concepts in the Classroom

There is a great deal of significance to identity formation for educators involved in anti-bias/anti-racism education within the social studies classroom. First, the two models detailed above present a framework for conceptualizing learning outcomes or objectives for anti-bias/anti-racist education in a school setting. Ideally, school experiences and learning activities will stimulate sustained exploration and development of students' sense of identity, and encourage movement towards an anti-racist racial identity for all students. To achieve this, there needs to be a good understanding of both racism and of anti-racist educational practices.

Secondly, the two models provide tools to assist teachers in planning educational experiences for students. The stages students are at in their racial identity development affect how they interact with other students, and how they respond to learning experiences dealing with diversity or racism. Teachers may wish to reflect on the cultural composition of their classrooms and individual student sense of identity when planning learning activities. This reflection will provide insight as to how students may respond to multicultural learning resources, or educational activities related to diversity issues. It may also identify potential problems that may arise as a result of students being at different stages of identity development.

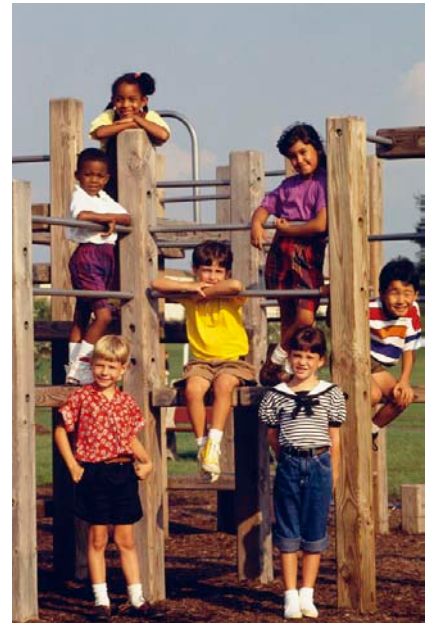
Finally, the models provide a tool for self-reflection and analysis, encouraging teachers to reflect on issues of race and power. For example, teachers may ask themselves:

- What stage am I at in my personal identity formation?
- How will my stage of identity formation affect my teaching of anti-bias/anti-racist content and issues?
- What is my pattern of interaction and relationships with people of diverse origins and disadvantaged groups, and how does this relate to my current stage of identity development?

### Isolation and Identity

The exploration of Canadian and world history, and issues related to discrimination may be particularly challenging for students of marginalized or minority groups. A student may find herself or himself as the only one, or one of a small group, in an otherwise relatively homogeneous classroom setting. Such students may be at different stages of social or ethnic identity, and the overall classroom attitude and awareness of racism will greatly affect the dynamics in the classroom. It is important for teachers to recognize that

- racism and other forms of discrimination adversely affect student involvement in the classroom.
- experiences with racism and other forms of discrimination affect students' lives and the lives of their family members.



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- dealing with issues of race and racism and other issues of bias and discrimination is a deeply personal and emotional experience that may stimulate recall of repressed memories or emotions.
- for many students of visible minority origins, and other students of diverse origins, a sense of isolation or alienation is not uncommon.
- in such situations, even if the intent is anti-bias in nature, raising issues of racism and inequality in a classroom presents a challenge for most students. Very often students will feel as if “all eyes” are on them when racial incidents occur, racist language is expressed, or other issues related to prejudice and discrimination are discussed.
- being of visible minority origins may be an experience in diversity itself. Students are often of interracial and intercultural backgrounds. Teachers need to be sensitive to students’ personal definitions of their “identity” and group membership.
- students may not be comfortable with the role of representing or “speaking for” their particular cultural group. Depending on personal circumstances and social conditions, students may just be beginning, or have yet to begin, to explore their cultural origins.

This discussion of issues related to identity illustrates the complexity of intercultural and interracial dynamics in the classroom and society. It points to the need to carefully consider these dynamics when introducing challenging learning experiences. Most importantly, it highlights the need to have a clear and well-defined anti-bias/anti-racist teaching approach. It is about education for empowerment; it is about turning dreams into reality.

### Strategies to Develop Positive Attitudes towards Diversity

- Initiate educational activities and discussions to build a positive racial and/or cultural self-identity.
- Initiate activities and discussions to develop positive attitudes toward diverse racial/cultural groups—encourage the exploration of groups different from students’ own reference groups.
- Always answer student questions about race, ethnicity, and cultures when questions are asked.
- Listen carefully and in a relaxed manner to student questions and comments. Be sure to understand what a student means and wants to know.
- Pay attention to feelings.
- Provide truthful information appropriate to students’ level of understanding.
- Help students recognize racial, cultural, social, and other stereotypes.
- Encourage students to challenge racism and other forms of discrimination by being a positive role model and displaying inclusive attitudes and behaviours.
- Cultivate understanding that racism and other forms of discrimination do not have to be a permanent condition—that people are working together for positive change.
- Remember that learning about racial and cultural identities is a lifelong process.

(Council for Interracial Books for Children, 1980)

## Points to Consider When Using Multicultural Resources in the Classroom

- 1. Remember that context is important when using literature or media that deal with issues of diversity and of inequality.**
  - How does the resource fit into the yearly plan or the curriculum?
  - Is the school environment positive and open to diversity?
  - What is the classroom composition in terms of diversity? How may this affect classroom dynamics?
  - Are students from the cultural backgrounds that are featured in the resource represented in the classroom? Is there a history of positive interaction between students of diverse cultural and racial origins?
  - What is the relationship and pattern of interaction between the teacher and minority students in the classroom? How may this affect the use of the resource in a classroom setting?
  - Is multicultural literature frequently used in the school and throughout various subject areas?
  
- 2. What was the rationale for choosing the resources to be used?**
  - Were parents or community group members involved in the selection of the resources?
  - Has the impact of the resource on readers of different experiences and perspectives been considered?
  - Have questions of voice and authenticity been considered?
  - Have supplementary or complementary materials been considered?
  
- 3. Has the stage been set for the introduction of the resource, including its content and major themes?**
  - Is the teacher sufficiently knowledgeable about the content and the historical context of the resource?
  - Are students sufficiently knowledgeable of the historical and social context addressed in the resource?
  - Have students explored issues related to the use of problematic terms and references made in the resource?
  - Have minority students and parents been consulted with respect to planned learning activities? Have they been given an opportunity to participate or to suggest strategies for the effective use of the resource?
  
- 4. Does the classroom experience lend itself to anti-bias/anti-racist learning?**
  - Are students encouraged to critically analyze the resource and its significance in a contemporary setting?
  - Have arrangements been made to monitor the impact of the resource on students in the classroom, and to deal with issues as they arise?
  - Do the classroom activities allow students to voice their experiences, feelings, and ideas? Are minority students' experiences, feelings, and ideas validated, or are they ignored and silenced?
  - Are students encouraged to explore the significance of the resource in terms of their own lives and social action?
  - Do classroom experiences provide an opportunity for students to interact and connect with the people or groups featured in the resource?



## Overview

- Do students have a voice in the classroom? Are connections made to other groups and their experiences in a way that encourages students to understand similarities and differences?
- Has the use of additional resources that give a more complete picture been considered?

### 5. How does the resource or issue studied relate to other aspects of the curriculum and school experience?

- Have provisions been made to connect the issues and experiences explored to curricular learning outcomes?
- Is the impact of the resource on students, and on their interactions in the classroom, being monitored?
- Have students been given opportunities to reflect on learning experiences, and to share their thoughts and feelings?
- Have plans been made to provide students with opportunities to celebrate their diversity and unity with each other, their parents, and their community?

## SOCIAL STUDIES AND CLASSROOM-BASED ASSESSMENT



### Purpose of Assessment

The purpose of classroom-based assessment is to enhance student learning. Research continues to demonstrate that ongoing formative assessment contributes more significantly to learning than the more traditional focus on summative assessment, which is often referred to as assessment *of* learning. Formative assessment, also described as assessment *for* learning and/or assessment *as* learning, is most effective when it involves both the student and the teacher, and takes place throughout the learning process.

Each type of assessment serves its own purpose and contributes to student success in social studies. Classroom-based assessment *for* learning allows students and teachers to determine what students have learned, and what they need to learn next. Students need frequent opportunities for meaningful and relevant feedback. Descriptive or narrative feedback—that which includes analytical questions and constructive comments—provides information to students that they may use to adjust their learning processes, and is more helpful to them than a numerical or alphabetical grade. Assessment that is ongoing and meaningful provides opportunities for students to become reflective learners—to synthesize their learning, to solve problems, to apply their learning in authentic situations, and to better understand their learning processes—as well as opportunities for teachers to become reflective practitioners. Assessment *of* learning that takes place at the end of a cluster, or at the end of a year, provides important information about student progress and achievement, as well as instructional effectiveness. This information is usually shared with parents via report cards.

It is important that the purpose of assessment (*for* or *of*), as well as how assessment information will be used, is clear to both teachers and students. With a clearly understood purpose, students are encouraged to take more responsibility for their learning, and are better able to focus their efforts, while teachers can better select the instruction and assessment strategies and student learning resources that will improve student achievement.

**Activating:** How will students be prepared for learning?

**Acquiring:** What strategies facilitate learning for groups and individuals?

**Applying:** How will students demonstrate their understanding?

### Assessment and the Stages of Learning

Much of what goes on in classrooms can be described as assessment, and assessment takes place in each stage of learning, including activating, acquiring, and applying. Assessment at each stage benefits both students and teachers.

Assessment during the **activating** stage prepares both teachers and students for the learning process, identifying gaps and strengths in student prior knowledge, and informing future instruction.

Assessment during the **acquiring** stage provides feedback as learning takes place, and allows teachers and students to make adjustments to strategies and activities. Well-timed, meaningful feedback as they are learning helps students improve the quality of their work and reach their learning goals. Assessment at this stage also allows for the gathering of evidence of student learning.

Assessment during the **applying** stage focuses on students using new understandings in meaningful and authentic ways. Authentic tasks are those that have worthwhile purposes and replicate as closely as possible the context in which knowledge, values, or skills will be applied beyond the classroom. Ideally, students should demonstrate their learning, and the relevance and importance of their learning, for real audiences and real purposes.

Information gathered at each of the three stages of learning is useful for teacher and student reflection regarding changes and adaptations to learning strategies, and in the selection of student learning resources. (See Figure 2: *Assessment at Different Stages of Learning*.)

## Overview

Assessment at Different Stages of Learning		
	Students	Teachers
<b>Activating Stage</b>	<p>Assessment in the activation stage helps <b>students</b></p> <ul style="list-style-type: none"> <li>• “set the stage” and to mentally plan and prepare for new learning</li> <li>• identify the focus of new learning</li> <li>• identify what they already know about a topic</li> <li>• gain interest in a new topic</li> </ul>	<p>Assessment in the activation stage helps <b>teachers</b></p> <ul style="list-style-type: none"> <li>• identify gaps, strengths, misconceptions, and faulty information in student prior knowledge</li> <li>• identify student interests</li> <li>• provide a focus for planning instructional strategies and the selection of student learning resources</li> <li>• determine which instructional approaches or resources need to be implemented or adapted</li> </ul>
<b>Acquiring Stage</b>	<p>Assessment during the acquiring stage helps <b>students</b></p> <ul style="list-style-type: none"> <li>• become aware of the progress and the degree of understanding they are achieving</li> <li>• experience and adapt different approaches and strategies that facilitate their learning</li> <li>• identify what further learning they need to undertake</li> <li>• improve as they practise</li> </ul>	<p>Assessment during the acquiring stage helps <b>teachers</b></p> <ul style="list-style-type: none"> <li>• revise learning strategies to meet evolving student needs</li> <li>• monitor student growth and progress, and determine whether students are achieving/have achieved specific learning outcomes</li> <li>• determine if individual students need additional support or further learning opportunities</li> <li>• identify which learning outcomes need to be the focus of subsequent instruction and assessment</li> </ul>
<b>Applying Stage</b>	<p>Assessment during the applying stage helps <b>students</b></p> <ul style="list-style-type: none"> <li>• become aware of their growth and achievement, and celebrate their successes</li> <li>• identify their strengths, as well as areas needing further growth</li> <li>• deepen their understandings as they make connections and reflect on their learning, and apply new ideas in meaningful and authentic ways</li> </ul>	<p>Assessment during the applying stage helps <b>teachers</b></p> <ul style="list-style-type: none"> <li>• be fully aware of student understanding and achievement of learning outcomes</li> <li>• identify student strengths and areas needing further learning</li> <li>• provide evidence of student growth and achievement for reporting to parents and administrators</li> <li>• reflect on their teaching practices in order to identify changes and revisions to learning strategies</li> </ul>

Figure 2: Assessment at Different Stages of Learning



Photo courtesy of Laura Smith, Whati

## Collecting Assessment Information

Assessment of student learning is a complex and interactive process. At various times it involves teacher and/or student decision making, student self- and peer assessment, teacher observation of students, student-teacher dialogue, student reflection, and teacher reflection. Each stage of learning and assessment generates information about student needs, growth, and achievement, as well as information related to teaching and learning strategies and the appropriateness of student learning resources.

Collecting information about student learning helps build a positive learning environment and contributes to positive classroom relationships. Teachers use information they gather about their students to scaffold instruction, and to make decisions about the strategies and learning resources that will contribute to successful student learning. When assessment information is shared with students, they are better able to manage and take responsibility for their own learning—setting goals and identifying how they will achieve those goals.

Teachers learn about student progress through moment-by-moment observation of students in action, as well as through more formal activities, including projects, performances, tests, and examinations. Teachers cannot possibly assess all students, all of the time, and should consider a number of factors when determining how to focus their assessment observations. These factors include, among others, the nature of the learning outcomes, the structure of the learning activity (e.g., individual, small group, whole class), the time of year, and the stage of student development. Teachers may choose to focus assessment observation on one or two students or a small group at any one time to monitor their growth and progress at different stages of their learning.

No matter what the type, an assessment activity should be based on criteria that are shared with students *before* they engage in learning. As well, having students participate in constructing assessment criteria further contributes to their success. When students know in advance what is to be assessed, and when their performances are compared to pre-determined criteria (and to their prior performances), students are better able to concentrate their efforts and focus their learning.

Additionally, students need to be aware of what success looks like. Providing students with exemplars from previous years provides them with a model to strive toward, and assists them in reaching their learning goals



## Overview

### Assessment Tools and Strategies

Just as diverse instructional strategies are important, so too are a variety of assessment tools and strategies. There are three types of learning outcomes in social studies—knowledge, values, and skills—and assessment needs to be congruent with each type of learning.

- **Assessing Knowledge:** Social studies places significant emphasis on the acquisition of knowledge. True understanding and appreciation of social studies issues does not occur if students simply memorize and recall information. Rather, students are encouraged to use the knowledge they acquire to synthesize and apply new understandings, and to demonstrate evidence of their learning.
- **Assessing Skills:** The assessment of social studies skills and processes requires different strategies than the assessment of knowledge. Since skill development is ongoing, students continue to practise skills from cluster to cluster and throughout the year. Skills are best assessed by observing students in action, by discussing their learning strategies during conferences and interviews, and by gathering data from student reflections and self-assessments.
- **Assessing Values:** Values are implicit in what students say and do, and are not always measurable in the same way that knowledge outcomes are measurable. Similar to skills, values are best assessed by observing students in action, looking for behavioural indicators as expressions of student values, and engaging students in critical dialogue.

A significant aspect of social studies is the development of values related to active democratic citizenship. The values related to citizenship do not apply solely within the confines of the classroom; a number of social studies learning outcomes refer to student attitudes and behaviours in groups and communities beyond the school. In those cases, assessment will include not only student self-assessment, but self-reporting.

In general, there are three main sources for teachers to gather student assessment evidence:

- observations of student learning (including student's interactions with peers)
- observation and evaluation of student products and performances
- one-to-one conversations with students about their learning, including information gathered from self- and peer assessment

A broad range of tools and strategies are available to teachers to assess social studies learning. These include student portfolios, interviews, individual and group inquiry and research, journals, role-play and oral presentations, tests, hands-on projects, teacher observation checklists, peer assessment, and self-assessment.

#### Assessment tools and strategies:

- student portfolios
- interviews
- individual and group inquiry and research
- journals
- role-play
- oral presentations
- tests
- hands-on projects
- teacher observation checklists
- peer assessment
- self-assessment

The most important aspect of each of these strategies is regular dialogue with students about their learning: asking them questions about their observations and conclusions *as they learn*, and stimulating and prompting them to higher levels of thinking and learning.

When teachers use a variety of assessment tools and strategies over a period of time, student learning patterns begin to emerge. Observation and knowledge of these patterns is necessary for planning effective instruction and for successful learning.



**Student portfolios** are a particularly useful approach in the assessment of social studies learning. Portfolios help teachers determine the degree to which students have mastered learning. The contents of student portfolios represent student growth and progress, and, when they are accompanied by interviews with students about their learning, provide valuable assessment information for communication to students, parents, and administrators.

#### Language to encourage self-assessment

##### Students

- I think I need to...
- I also want to...
- I was thinking that...
- I wonder...
- Next time I would...

##### Teachers

- Why did you choose to...?
- What options did you consider...?
- What changed in your thinking?

Assessment *of* learning is also important. However, it must be noted that assessment information that is gathered at the end of a cluster will not always be completely summative in nature. Social studies learning outcomes—particularly skills outcomes that continue to develop through the year—are often interconnected, practised, and reinforced throughout every cluster. Therefore, the level of growth that students demonstrate at various times during the year may not adequately reflect their progress at the end of the year. Student achievement may need to be reviewed at year's end, and “summative” assessments that were made earlier may need to be revised.

Teachers may wish to consider end-of-cluster assessments as *progress reports* rather than final assessments, and decide to provide students with additional opportunities to demonstrate their learning. End-of-year assessment, similar to assessment that takes place at the end of every cluster, should allow students to make connections in their learnings and to reflect on the applications of this new knowledge and understanding in their lives.

## Self-Assessment and Reflection

Classroom-based assessment provides opportunities for both students and teachers to reflect on, and to enhance, the learning process.

When students are empowered to engage in self-assessment and reflection, they make better choices and assume more responsibility for their learning. Self-assessment significantly increases learning by promoting critical thinking and by allowing students to take ownership of their learning. They are better able to observe and

Overview

**Student autonomy and responsibility is enhanced when students**

- identify their learning goals
- help create assessment criteria
- select products and performances for their portfolios to demonstrate their learning
- engage in peer assessment
- are provided with self-assessment tools (e.g., checklists, learning logs, reflection journals, portfolios)

analyze patterns in their thinking, to appraise their strengths, and to set realistic goals for themselves.

As teachers engage in regular conversations with students about their learning, teachers gain essential information to plan for the needs of individual learners.

Assessment, including student self-assessment, is facilitated when students are made to feel safe, secure, involved, and that their individual learning needs are being met. When assessment is equitable (i.e., focused on student growth and progress instead of student deficits, and **not** used for discipline or classroom

control), student autonomy, responsibility, and motivation greatly increase. Students need to be encouraged to do their best as they learn, but also to take risks, and to not be afraid of making mistakes.

Self-assessment depends on student empowerment. Empowerment needs to begin before any actual learning takes place, and continue through to the summative assessment stage.

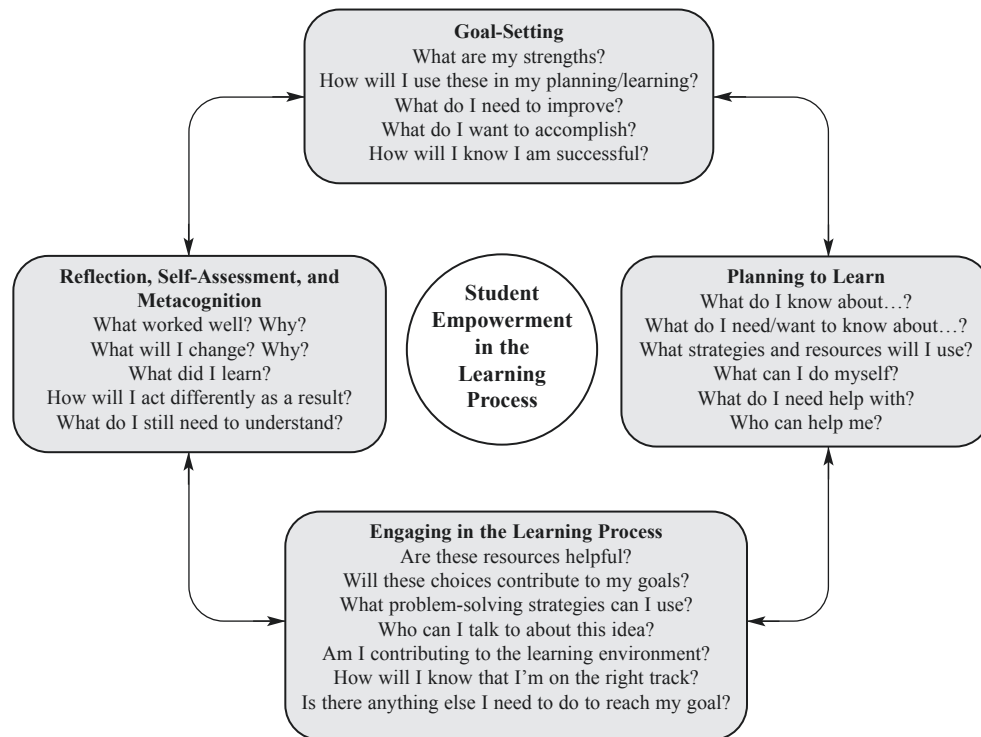


Figure 3: Student Empowerment in the Learning Process

Students who are empowered and autonomous learners are involved in the initial decision making about learning, expressing ideas about what and how they will learn. They plan their personal learning goals, decide how they will demonstrate their learning, and select products and performances for their portfolios, all in collaboration with their peers and/or teachers. Throughout the process, teachers engage students in critical dialogue about their decisions and their progress. Figure 3: *Student Empowerment in the Learning Process* illustrates this critical dialogue.

### Teacher Reflection

Teacher reflection is also essential to effective pedagogy, and there is no teaching tool or strategy more important than critical consciousness. As teachers assess and reflect on their instructional practices, and as they engage students in dialogue about learning, they become aware of student needs and are better able to adjust planning and teaching—*before, during, and after* learning.

*Before learning begins*, teachers engage students in strategies to activate learning. This provides opportunities for teachers to observe students, to assess their prior knowledge, and to make initial adjustments to the learning process that is about to begin.

#### Teacher as reflective practitioner

- Which strategies best met the needs of the group? Of individuals?
- How did the students respond?
- What will I change? add? delete?

*Once learning is underway*, teachers continuously observe students and engage them in dialogue about their learning. They are aware of changing student needs, and adapt and adjust learning strategies as needed.

Finally, *when all of the learning and assessing activities have been completed*, teachers critically reflect on the whole learning process, evaluating their strategies and approaches, and deciding what changes need to be made for next time.

### A Social Studies Model for Classroom-Based Assessment

The assessment model presented in this document provides a series of processes and tools to facilitate classroom-based assessment.

In each grade, the knowledge, values, and skills learning outcomes have been organized into thematic groups referred to as **clusters**; there are three to five clusters in each grade. Each cluster is further divided into **learning experiences**, where a small number of related learning outcomes are grouped together. Each learning experience provides a series of activating, acquiring, and applying strategies.

In this model, assessment tools and strategies have been created for use

- at the **beginning** of each cluster
- **within** each learning experience
- at the **end** of each cluster



## Overview

The following assessment strategies and tools are referenced at the **beginning of each cluster**. The reproducible charts are found in Appendix C.

- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student or classwide progress related to skills in each cluster and throughout the grade. (Appendix C)
- **Student Portfolio Tracking Chart:** This chart is intended for student use, and lists the titles of each learning experience within a cluster. Students use the chart to track the portfolio selections from each learning experience they will use to demonstrate their learning at the end of the cluster. (Appendix C)
- **Engaging Students in the Cluster:** This section provides suggestions to teachers to activate a cluster, prior to engaging students in learning experiences. These activities are intended to stimulate student interest, and to provide opportunities for teachers to assess student prior knowledge.

The following assessment tools are included **within every learning experience**:



**Skills Set:** This icon is attached to every strategy in a learning experience, and includes an appendix reference. Appendix A lists the skills learning outcomes that may be targeted for assessment, and provides assessment suggestions.



**Suggested Portfolio Selections:** Selected strategies in each learning experience are identified with this icon, indicating that the strategy may result in the creation of products, processes, or performances for inclusion in student portfolios. (See the description of **Student Portfolio Tracking Chart** above.)

A portfolio is a purposeful collection of work over time that shows the evidence of a student's knowledge and understanding. Selection is made with regard to student learning goals and/or criteria, and involves self-assessment and reflection. Portfolios show growth and the achievement of learning outcomes.

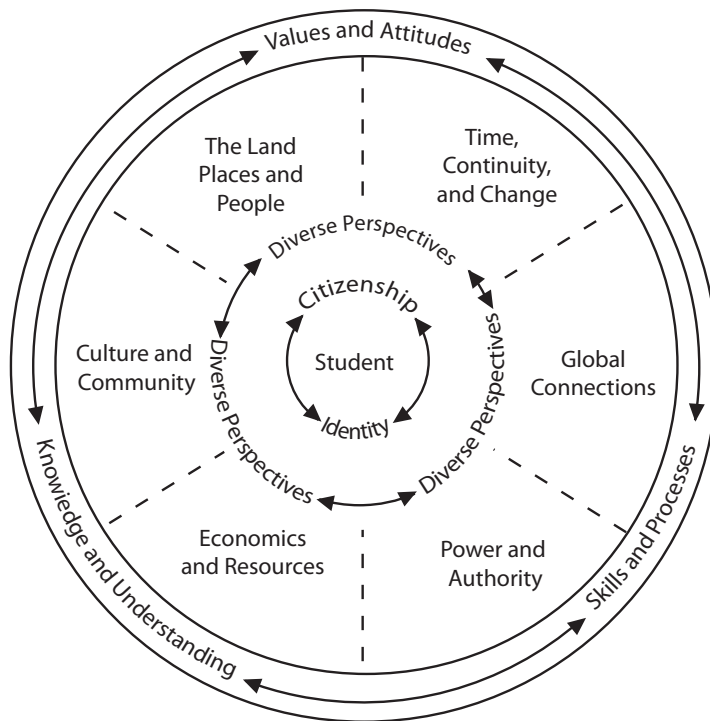
**The following assessment tool appears at the end of every cluster:**

- **Connecting and Reflecting:** Every cluster ends with an assessment activity entitled *Connecting and Reflecting*. During this activity, students review their cluster portfolio selections to synthesize their learnings throughout the cluster, and reflect on the implications of those learnings in their daily lives as citizens of their school, their local community, of Canada, or the world. This end-of-cluster activity is an important culminating step. It provides information to both teachers and students about student achievement regarding the essential ideas and understandings of the cluster.

**DOCUMENT COMPONENTS AND STRUCTURE**

**Conceptual Map**

The student learning outcomes presented in this document address the foundation skill areas and essential elements common to all NWT social studies curricula. The following conceptual map illustrates the foundation skill areas, essential elements, and other key components upon which the NWT social studies curriculum is based.



**Essential Elements to Be Integrated into NWT Curricula**

- Resource-Based Learning
- Differentiated Instruction
- Anti-Racist/Anti-Bias Education
- Information Communication Technology
- Career Development
- Culture-Based Education
- English Language Arts

**General Learning Outcomes**

**Specific Learning Outcomes**

**Skills**

- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills

**Knowledge and Values**

(Organized into Clusters)

**Figure 4: Conceptual Map**

## Overview

### DOCUMENT COMPONENTS

#### Core Concepts

As illustrated in the preceding Conceptual Map, the core concepts of citizenship and identity provide a focus for social studies learning at all grades. Citizenship and Identity knowledge, values, and skills learning outcomes are included in each grade.

#### Diverse Perspectives

The concept of diversity is integrated throughout the social studies curriculum. Knowledge and values learning outcomes are inclusive of diverse perspectives, and encourage critical consideration of differing viewpoints as students engage in purposeful dialogue with others.

#### General and Specific Learning Outcomes

This document contains both general and specific learning outcomes. The **general learning outcomes** are broad statements that provide a conceptual structure for social studies, and are the basis for the specific learning outcomes in each grade. **Specific learning outcomes** are statements that describe the **skills, knowledge, and values** that students are expected to achieve in each grade. These three types of specific learning outcomes are interdependent and are intended to be integrated throughout the social studies learning process.

The six general learning outcomes, which are the basis for the specific learning outcomes in each grade, are:

- **Culture and Community:** Students will explore the influences of culture and community on individuals and societies..
- **The Land: Places and People:** Students will explore the dynamic relationships of people with the land, places, and environments.
- **Time, Continuity, and Change:** Students will explore how people, relationships, events, and ideas of the past shape the present and influence.
- **Global Interdependence:** Students will explore the global interdependence of people, communities, societies, nations, and environments.
- **Power and Authority:** Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.
- **Economics and Resources:** Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

## Skills Learning Outcomes

Social studies involves the development of discipline-related skills, including inquiry and research skills and methods, historical thinking, and geographic thinking. Social studies provides students with opportunities to refine the skills and competencies developed in other subject areas, such as skills in communication and media literacy, collaboration and cooperation, critical and creative thinking, problem solving, and decision making. As students apply these skills to complex social studies problems that may or may not have solutions, they develop competencies integral to active democratic citizenship.

**Skills learning outcomes are organized into four categories:**

- Skills for Active Democratic Citizenship
- Skills for Managing Information and Ideas
- Critical and Creative Thinking Skills
- Communication Skills

In this document, a list of grade-specific skills appears at the beginning of the grade description. The skills are also integrated in each learning activity in every grade.

A continuum of social studies skills for Kindergarten to Grade 4 is found in Appendix E.

## Knowledge and Values Learning Outcomes

Knowledge learning outcomes and values learning outcomes are intended to complement one another. Both are presented under each of the six general learning outcomes at the beginning of a grade, and are also grouped according to essential ideas within the learning experiences.

## Distinctive Learning Outcomes

Some specific learning outcomes are designated as distinctive learning outcomes for Aboriginal (First Nations, Inuit, and Métis) or francophone students. Distinctive learning outcomes complement the specific learning outcomes. They are intended to enhance the development of language, identity, culture, and community for Aboriginal and francophone students.

- Distinctive learning outcomes for **Aboriginal students** are intended for First Nations, Inuit, or Métis students in educational settings that include locally controlled First Nations schools, or settings where there are Aboriginal students, and where the school or school division has agreed that the distinctive learning outcomes be addressed. It is advisable that teachers selected to address the distinctive learning outcomes have a background in Aboriginal culture.
- Distinctive learning outcomes for **francophone students** are intended for students enrolled in schools where francophone programming has been developed within the context of Section 23 of the *Charter of Rights and Freedoms*.



## Overview

### **DOCUMENT STRUCTURE**

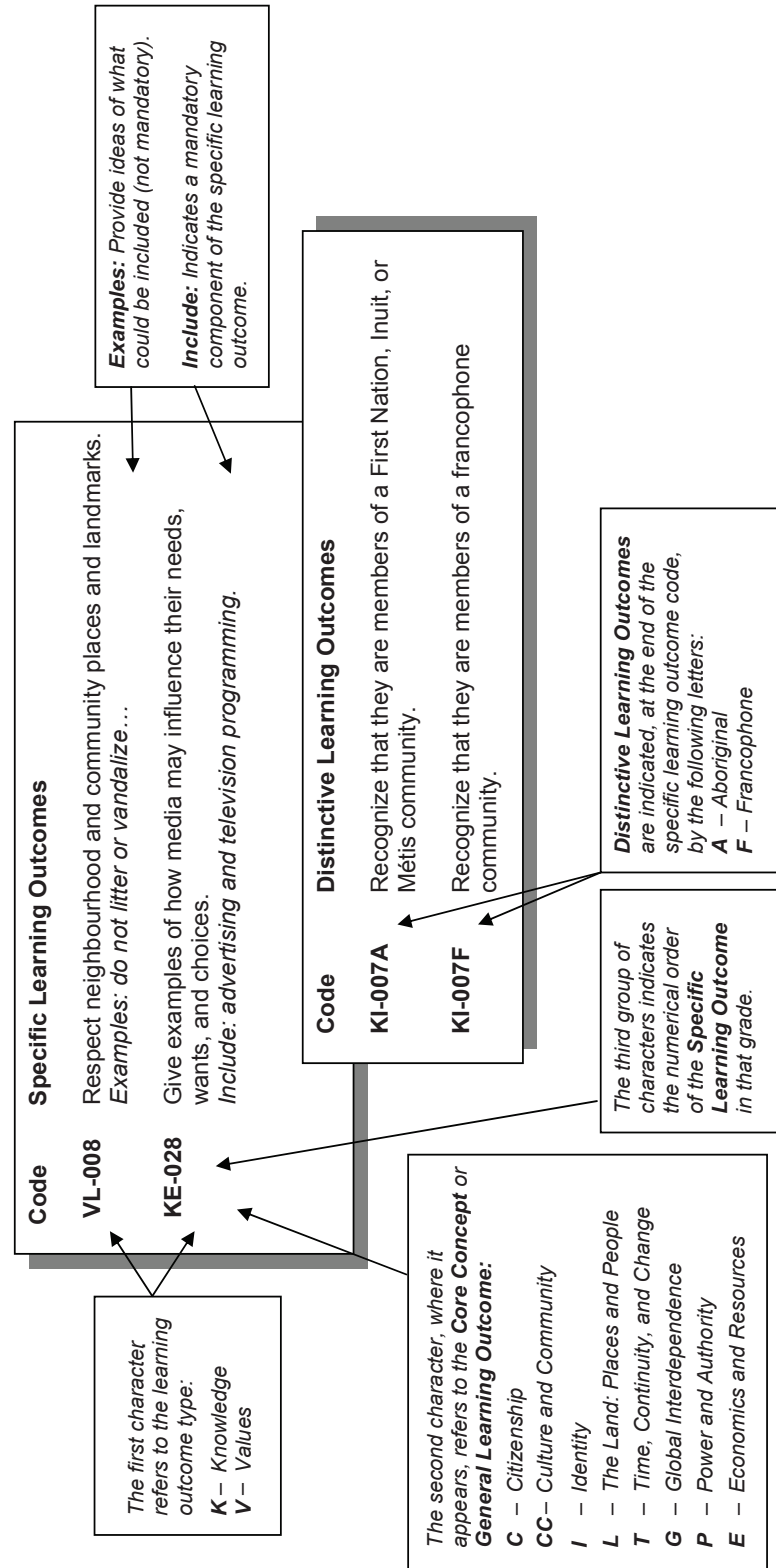
#### **This document contains the following components:**

- **Grade Overview:** A brief description of the content and focus of a given grade is presented in the grade overview.
- **Cluster Descriptions:** The knowledge and values learning outcomes are organized into thematic groups referred to as clusters. The focus of each cluster is briefly described in the cluster descriptor.
- **Specific Learning Outcomes:** Skills, knowledge, and values specific learning outcomes are presented in the following order:
  - **Skills:** The skills learning outcomes are organized in four categories, and intended to be integrated through each cluster.
  - **Knowledge and Values:** The knowledge and values specific learning outcomes are presented under the Core Concept: Citizenship, and under each of the six general learning outcomes.
  - **Cluster/Learning Experiences Overview:** The knowledge and values learning outcomes within each cluster have been divided into smaller groups of related outcomes, referred to as learning experiences. The overview page presents each learning experience with the related knowledge and values learning outcomes.
- **Learning Experiences:** Each learning experience provides a series of activating, acquiring, and applying strategies to address related knowledge and values learning outcomes, and contains the following components:
  - **Skills Progress Chart** (teacher tracking tool)
  - **Student Portfolio Tracking Chart** (student tool)
  - **Engaging Students in the Cluster** (strategies to activate the cluster)
  - **Skills Set** (an icon indicating the skills targeted in the learning activity)
  - **Suggested Student Portfolio Selections** (an icon indicating that a strategy may result in the creation of products, processes, or performances for inclusion in student portfolios)
  - **Knowledge and Values Learning Outcomes** (targeted outcomes)
  - **Description of the Learning Experience**
  - **Vocabulary List**
  - **Connecting and Reflecting** (end-of-cluster summative assessment activity)

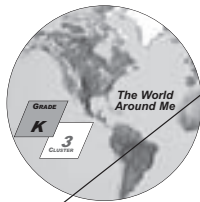
Kindergarten to Grade 4 Social Studies: Skill Categories and Cluster Titles					
Grade	Kindergarten <i>Being Together</i>	Grade 1 <i>Connecting and Belonging</i>	Grade 2 <i>Communities in Canada</i>	Grade 3 <i>Communities in the World</i>	Grade 4 <i>The NWT: Our Places, Stories and Traditions</i>
Skill Categories	Active Democratic Citizenship Critical and Creative Thinking		Managing Information and Ideas Communication		
Knowledge and Value Outcomes	Organized by Clusters Include the Core Concept of Citizenship				
Cluster 1	Me	I Belong	Our Local Community	Connecting with Canadians	Canada and the NWT – The Land and People
Cluster 2	The People around Me	My Environment	Communities in Canada	Exploring the World	Beginnings and Traditions
Cluster 3	The World around Me	Connecting with Others	The Canadian Community	Communities of the World	Continuity and Change in the NWT
Cluster 4				Exploring an Ancient Society	Living in the NWT

Overview

# Guide to Reading the Learning Outcome Code



Guide to Reading a Learning Experience



Learning Experience: K.3.5 Basic Needs in Other Places

KG-020 Recognize that people all over the world have the same basic needs.  
*Examples: food, clothing, shelter...*

KG-021 Recognize that they may have different ways of meeting their basic needs than people in other parts of the world.

A description of the focus of the learning experience

Title of the learning experience

Description of the Learning Experience

People everywhere have the same needs, although they may have different ways of meeting them. Students review the concept of needs and explore how people meet their needs in other places.

Note: Students focussed on basic needs in K.1.2, Cluster 1, Learning Experience 2. (See page 62.)

Note: Some of the activities in this learning experience may require teacher sensitivity to student cultural background and/or family situations.

Vocabulary: need, want, world, shelter (See Appendix D for Vocabulary Strategies.)

Suggested vocabulary

Targeted specific learning outcomes

K.3.5 Basic Needs in Other Places

Assessment	Outcomes	Strategies
Skill 6a	KG-020 KG-021	<p><b>Activate</b></p> <p>Students review the concept of needs. They discuss the difference between the term need and want, and sort pictures to distinguish needs and wants. Tip: Students learn about needs and wants in Cluster 1.</p>
	K.3.5 a	<p>BLM: Basic Needs in Other Places—Picture Sort</p>
Skill 3a	KG-020 KG-021	<p>Students browse a variety of pictures of people in other places. They each select one picture to share with peers and identify the basic need being met in the picture. Using clues in the picture, students brainstorm where in the world the picture may have been taken. Tip: Select a variety of “people in other places” pictures that show people meeting their needs (e.g., carrying water, shopping in an outdoor market, harvesting food by hand...) and if possible, featuring identifiable geographic features and landmarks, as well as cultural images and icons.</p> <p style="text-align: right;"><i>(continued)</i></p>
	Teacher Reflections	

Suggested student portfolio selection

Blackline masters (Appendix B)

Skills set and classroom-based assessment (Appendix A)

Indicates stage of learning



KC-006 Students plan a class Remembrance Day ceremony and invite parents, community members, and school staff to attend. Activities might include the display of student work from this learning experience in a Gallery Walk, opportunities for students to publicly share their thoughts on Remembrance Day, performance of the “Peace March” or other dramatizations, etc.



Supporting websites can be found at <<http://www3.edu.gov.mb.ca/cn/links/ss>>

Supporting websites



*Connecting and Belonging*

**GRADE**

**1**

*Grade Overview*

*Specific Learning Outcomes*

*Learning Experiences*

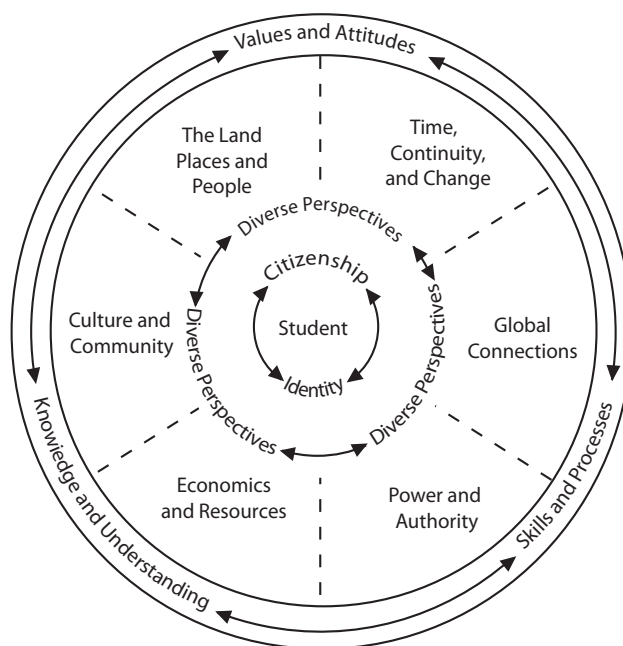
## Grade Overview

**GRADE 1** students explore connections and relationships that exist in groups and communities. They become aware of their responsibilities and rights and discover how they can contribute to the well-being of the groups and communities to which they belong. Students enhance their awareness of Canada as a country and consider the connections that bring people together in communities, past and present. As they learn about human diversity and interdependence, students begin to appreciate the importance of connecting and belonging.

*There is a saying: "By living with a child your hands will stretch into the future." For the grandparent it ensures that their knowledge, skills and values will live on in new generations. For the youngsters the nurturing and loving relationships will give them a strong sense of identity and self-worth.*

—The Elders

**With great pride Dene grandparents** take on a very important role of helping to raise a child. Usually the first born lived with her or his grandparents for an extended period of time. During this period, the grandchild was immersed in training through oral history, oral traditions, observation, demonstration, experiential learning and social interaction. The grandchild learned to become more aware of his or her senses and how those linked him or her spiritually to self, the land, family and others. As well, the child learned to respect and value the interdependence with others and other cultures.



**For Inuvialuit and Inuinait** Grade 1 students, this means they will explore their connections and relationships with their families and namesake/s. Through these connections, the students articulate their roles and responsibilities to better understand contributions they can make to their family and community. They learn their cultural group is diverse and depend on each other, with a strong sense of belonging and connecting. Through these explorations, students enhance their understanding of connections within their community, other communities, the land, and NWT, past and present. This will allow them to better understand their sense of belonging to Canada.

## Cluster Descriptions

### Cluster 1: I Belong

Students examine their relationships with others as they explore groups in communities. They discover family and community expressions of culture and identity, and explore how traditions, celebrations, and personal stories connect them to the past.

#### Inuvialuit and Inuinnaït Students

##### Cluster 1: I Belong With Others

Students examine their relationships with their families and others in their community and other communities. They learn and profile their culture and their connections and understanding of that culture. Through activities, stories, songs, chants and dance, they understand their connections to previous generations and to the land.

### Cluster 3: Connecting with Others

Students explore their responsibilities and rights as members of communities and learn various ways people help and depend upon one another. They consider diverse and similar ways people live, meet their needs, express themselves, and influence each other. They also explore the purpose of rules and the causes of and solutions to conflict.

#### Inuvialuit and Inuinnaït Students

##### Cluster 3: Connecting With Others

Students understand they have responsibilities in all parts of their community. They learn various ways they help people and how people help them. They understand they depend on others for various needs and reasons and that others depend on them. They connect with diverse people in their daily lives and understand they can be influenced by them. This exploration will enhance their understanding that they can enrich people's lives but also understand that there are consequences to some of their actions. This will provide opportunities for them to explore their ancestor's methods of problem solving and finding solutions and how they can relate to them.

### Cluster 2: My Environment

Students explore their environment. They study maps and globes, locate themselves in their community, in Manitoba, and in Canada, and discover various aspects of their community, including the natural environment and important landmarks and places. They also explore the national aspects of official languages, and Canada's national anthem. In addition, students distinguish between needs and wants, and explore how the media influence choices.

#### Inuvialuit and Inuinnaït Students

##### Cluster 2: My Environment

Students find connections to their environment. They listen to stories and information regarding landmarks, land and water formations and where their families hunt and hunted. They enrich their knowledge that they take part in caring for the land. They understand their language is rich and full of information about their environment. They begin to understand their language is one of many in their territory and in Canada. They explore various media methods to begin understanding that they can be influenced in what they feel they need and what their families say they need. This will enhance their ability to discuss with their families that media can affect choices.

## Grade 1 Skills

## Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Grade 1 students will...

S-100	Cooperate and collaborate with others. <i>Examples: share space and resources, assume responsibilities, seek agreement...</i>
S-101	Consider others' needs when working and playing together.

S-102	Interact fairly and respectfully with others.
S-103	Make decisions that reflect care, concern, and responsibility for the environment.

## Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Grade 1 students will...

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-201	Categorize information using selected criteria.
S-202	Use appropriate terms or expressions to describe periods of time.
S-203	Use tools and technologies to accomplish given tasks.
S-204	Use simple timelines to organize information chronologically.

S-205	Construct simple maps to represent familiar places and locations.
S-206	Interpret simple maps as representations of familiar places and locations.
S-207	Use relative terms to describe familiar locations.

## Grade 1 Skills

### Critical and Creative Thinking

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Grade 1 students will...

S-300	Use comparison in investigations.
S-301	Identify consequences of their decisions and actions.

S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.

### Communication

Communication skills enable students to interpret and express ideas clearly and purposefully, using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Grade 1 students will...

S-400	Listen actively to others.
S-401	Use language that is respectful of others.
S-402	Express reasons for their ideas and opinions.

S-403	Present information and ideas orally, visually, concretely, or electronically.
S-404	Relate events and stories in chronological order.



## Core Concept: Citizenship

**Core Concept: Citizenship**

*Students will develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.*

Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

Grade 1 students will...

KC-001	Identify the Northwest Territories as their territory and Canada as their country.
KC-002	Recognize English and French as the two official languages of Canada and that there are nine official Aboriginal languages of the Northwest Territories.
KC-002A	Identify the languages spoken in their First Nation, Inuit, or Métis community.
KC-003	Sing along with the words to Canada's national anthem in English or French.
KC-003A	Sing along with the words to Canada's national anthem in one of the nine official Aboriginal languages of the Northwest Territories.
KC-004	Identify Remembrance Day as a time to think about peace and war.
KC-005	Describe their responsibilities and rights in the school and community.
KC-006	Describe various ways in which people depend upon and help one another.

VC-001	Respect the needs and rights of others.
VC-002	Be willing to contribute to their groups and communities.

## Core Concept: Identity

### Core Concept: Identity

*The core concept of identity provides a foundation for students to understand who they are as individuals and as social beings. As they reflect on and express who they are, they build upon their identities as contributing members of groups and communities.*

A strong sense of identity is a necessary foundation for interpersonal relationships, and contributes to students' abilities to participate in their communities as active and responsible citizens. Identities are shaped by many factors, including culture, language, spirituality, beliefs, socio-economic situation, gender, personal characteristics, and time and place. Identity formation is an ongoing process that involves observation, reflection, and interaction with others. Individuals affirm who they are by becoming aware of what distinguishes themselves from others as well as what connects them to others.

Social studies learning provides opportunities for students to develop self-awareness, and to enrich their personal identities and self-esteem.

Grade 1 students will...

KI-007	Give examples of groups with which they identify. Examples: cultural, linguistic, community...	VI-004	Identify the importance of relationships and connections to others
KI-007A	Recognize that they are members of a First Nation, Inuit, or Métis community	VI-005	Value the stories, languages, traditions, and celebrations of their families and communities.
KI-007F	Recognize that they are members of a francophone community		
KI-009	Describe ways in which their family expresses its culture and identity		

## General Learning Outcomes

**Culture and Community**

*Students will explore the influences of culture and community on individuals and societies..*

Culture and community play an important role in the development of citizenship and identity. Many factors contribute to a sense of belonging to a culture or community, including shared values, beliefs, traditions, and language. Students will explore the concepts, symbols, and expressions of their own and others' cultural, linguistic, and social communities. They will enhance their understanding of diverse perspectives through an exploration of the ways in which people live together in cultures, groups, communities, and societies. They will explore the connections between culture, community, citizenship, and identity, and will reflect upon their roles as members of groups and communities. Learning outcomes will include concepts such as human interaction, interdependence, and cultural diversity..

Grade 1 students will...

KCC-008 Identify characteristics of communities.

KCC-010 Give examples of diverse ways in which people live and express themselves.  
*Examples: language, clothing, food, art, celebrations...*

KCC-011 Identify similarities between diverse communities.  
*Examples: cultural, social, geographic...*

VCC-003 Respect the stories, traditions, and celebrations of others.

VCC-006 Value diversity among their peers and community members.

## General Learning Outcomes

### The Land: Places and People

*Students will explore people's dynamic relationships with the land, places, and environments.*

People exist in dynamic relationships with the land. An exploration of people's relationships with places and environments enables students to understand human dependence and human impact upon the natural environment. Students will explore diverse ways in which spatial and physical characteristics of the environment affect human life, cultures, and societies. They will consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally. Learning outcomes will focus on geographic understanding and skills, and will include concepts such as the relationship between people and the land, sustainability, and stewardship.

Grade 1 students will...

KL-012 Recognize that people depend on the environment for survival.

KL-013 Identify their address or describe the relative location of their home in their community, town, or city.

KL-014 Recognize globes and maps as representations of the surface of the Earth.

KL-015 Distinguish land and water masses on globes and maps.

KL-016 Identify and locate landmarks and significant places using relative terms.  
*Examples: the statue is in the park beside the river...*

KL-016A Identify local Aboriginal landmarks and significant places.

KL-016F Identify local francophone landmarks and significant places.

VL-007 Appreciate the beauty and benefits that the natural environment brings to their lives.

VL-007A Value the special relationships Aboriginal people have with the natural environment.

VL-008 Respect neighbourhood and community places and landmarks.  
*Examples: do not litter or vandalize...*

**General Learning Outcomes**

**Time, Continuity, and Change**

*Students will explore how people, relationships, events, and ideas of the past shape the present and influence the future.*

The past shapes who we are. An exploration of history enables students to appreciate the past, to understand the present, and to live with regard for the future. An important aspect of this process is the investigation and interpretation of Canadian and world history. Students will develop historical consciousness through a consideration of people, relationships, events, ideas, stories, and historical interpretations. They will reflect upon diverse perspective, parallel accounts, oral and social histories and personal narratives through historical inquiry. Through this inquiry students will develop historical understanding, which provides a foundation for citizenship and identity. Learning outcomes will focus on historical thinking and will include concepts such as progress, decline, continuity, causality and change.

Grade 1 students will...

- KT-017 Give examples of traditions and celebrations that connect them to the past.

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- KT-017A Recognize that stories, traditions, and celebrations of their Aboriginal community connect them to previous generations.  
*Examples: Chief Jimmy Bruneau—Behchoko; Chief Julius—Fort McPherson)*

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- KT-017F Recognize that stories, traditions, and celebrations of the francophone community connect them to previous generations.

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- KT-018 Identify family connections to previous generations.  
*Examples: grandparents, parents, aunts, uncles...*

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- KT-019 Describe how the repeating patterns of the seasons influence their lives.

- VT-009 Value stories of the past as an important way to learn about the present.

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- VT-009A Value oral histories of the past as an important way to learn about the present



**General Learning Outcomes**

**Global Interdependence**

*Students will explore the global interdependence of people, communities, societies, nations, and environments.*

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence will enhance students' global consciousness and encourage them to develop empathy with respect to the human condition. Students will critically consider diverse perspectives and the connections that link local, national, and global issues. This exploration of global connections will enable students to enrich their identities and to engage in active and responsible citizenship. Learning outcomes will focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Grade 1 students will...

- KG-020 Recognize that people all over the world have similar concerns, needs, and relationships.
- KG-021 Identify relationships or connections they have with people in other places in the world.

- VG-010 Be willing to consider the needs of people elsewhere in the world.  
*Examples: Project Love, UNICEF...*

## General Learning Outcomes

**Power and Authority**

*Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.*

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

Grade 1 students will...

KP-022	Give examples of decision making in their daily lives. <i>Examples: families, schools, communities...</i>	VP-011	Respect rules and laws in their school and community.
KP-023	Describe how other people may influence their lives and how they may influence the lives of others.	VP-011A	Respect the traditional laws of their Aboriginal community. <i>Examples: Dene and Inuvialuit Laws</i>
KP-024	Explain purposes of rules and laws in the school and community.	VP-012	Be willing to help resolve interpersonal conflicts peacefully.
KP-025	Give examples of causes of interpersonal conflict and solutions to interpersonal conflict in the school and community.		
KP-026	Identify ways to deal with bullying.		

## General Learning Outcomes

### Economics and Resources

*Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.*

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Grade 1 students will...

KE-027	Give examples to distinguish needs from wants.	VE-013	Respect differences between their own and others' needs and wants.
KE-028	Give examples of how media may influence their needs, wants, and choices. Include: advertising and television programming.	VE-014	Respect their own and others' property.
KE-029	Describe ways in which work may be shared in families, schools, and communities.		
KE-030	Recognize the need to care for personal property.		



Connecting and Belonging

I Belong

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# **Cluster 1**

## **Learning Experiences: Overview**

### **1.1.1 Personal Identity**

KI-007 Give examples of groups with which they identify.

*Examples: cultural, linguistic, community...*

KI-007A Recognize that they are members of a First Nation, Inuit, or Métis community.

KI-007F Recognize that they are members of a francophone community.

### **1.1.2 Cultural Expressions\***

KI-009 Describe ways in which their family expresses its culture and identity.

VCC-003 Respect the stories, traditions, and celebrations of others.

VI-005 Value the stories, languages, traditions, and celebrations of their families and communities.

### **1.1.3 Connections to the Past**

KT-018 Identify family connections to previous generations.

*Examples: grandparents, parents, aunts, uncles...*

KT-017 Give examples of traditions and celebrations that connect them to the past.

KT-017F Recognize that stories, traditions, and celebrations of the francophone community connect them to previous generations.

KT-017A Recognize that stories, traditions, and celebrations of their Aboriginal community connect them to previous generations

Examples: Chief Jimmy Bruneau—Behchoko; Chief Julius—Fort McPherson)

VT-009 Value stories of the past as an important way to learn about the present.

VT-009A Value oral histories of the past as an important way to learn about the present

### **1.1.4 Remembrance Day**

KC-004 Identify Remembrance Day as a time to think about peace and war.

**SOCIAL STUDIES Correlations Chart: Dene Kede; Inuuqatigiit; Careers Development**

**Grade 1: “Connecting and Belonging”**  
**Cluster 1: I Belong**

SOCIALS STUDIES <b>Learning Experiences:</b>	DENE KEDE (places to start) <b>theme/perspective/page</b>	INUUQATIGIIT (places to start) “K-3” <b>theme/page</b>	CAREERS (places to start) <b>Competency/level</b>
<p>Note: the learning experiences listed below (eg., K.1.1) are comprised of SLO’s (specific learning outcomes) and DLO’s (distinct learning outcomes) <i>that are not shown.</i></p> <p>Please refer to the SLO’s and GLO’s in the <i>adjacent pages</i> to make the connections with these three documents</p>	<p>Note: Read the introduction to the theme of your study for the larger picture</p>	<p>Note: Read the introductions to the “Relationships” on pg. 37 and 91 to note the call for creative combining of topics, as well as the topic introductions</p>	<p>Competencies 1-11 <i>Level 1</i></p>
1.1.1 “Personal Identity”	<u>Tribes</u> <i>The People</i> (158) <u>Family</u> <i>The Spiritual World</i> (139)	<u>Names and Naming</u> <u>Rationale</u> (43)	2.1.1 Discover the unique character of individuals
1.1.2 “Cultural Expressions”	<u>Drum</u> (15-17) <u>Traditional Games</u> (192-194) <u>Tribes</u> (157-159) <u>Eating and Food</u> <i>The People</i> (202)	<u>Chanting and Drumming</u> (80) <u>Traditional Games and Recreation</u> (84) <u>Fish</u> (126)	2.1.8 Demonstrate openness to the diversity of cultures, lifestyles as well as mental and physical abilities
1.1.3 “Connections to the Past”	<u>Elders</u> <i>The Land, The People</i> (176, 177) <u>Family</u> <i>The Land</i> (140) <u>Grandparents</u> (143-146) <u>Dogs</u> <i>The Land</i> (89) <u>Moose</u> <i>The Spiritual World</i> (101)	<u>Elders</u> (48) <u>Names and Naming</u> <u>Rationale</u> (43) (44)	10.1.2 Discover the changing life roles of men and women in work and family settings (eg. Men at home, women in high administrative functions)
1.1.4 “Remembrance Day”	<u>Family</u> <i>The Spiritual World</i> (139) <u>Fire</u> <i>The Spiritual World</i> (18) <u>Birth and Death</u> <i>The Spiritual World</i> (161), <i>The Self</i> (165)		

## Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.



- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.



- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.

- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.

- **Connecting and Reflecting:** This is the end-of-cluster assessment activity.

## Cluster Description

Students examine their relationships with others as they explore groups in communities. They discover family and community expressions of culture and identity, and explore how traditions, celebrations, and personal stories connect them to the past.



## Engaging Students in the Cluster

- Students share pictures and describe themselves as part of a group (e.g., family, teams, clubs...).
- Students illustrate examples of their participation in groups and communities.
- Students display items that represent their membership in a group (e.g., cultural, linguistic, community...).
- Invite community members to share cultural traditions and expressions with students (e.g., dance, art, food...).
- Create a bulletin board display of people participating in various groups and communities.
- Take a field trip to a community cultural event (Spring Games; Return of the Sun; Aboriginal Day).
- Students dress in attire representing groups to which they belong (e.g., cultural, sports, dance...).
- Create a display of books related to groups and communities and stories of the past.

## Learning Experiences Summary

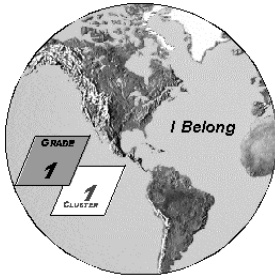
1.1.1 Personal Identity

1.1.3 Connections to the Past

1.1.2 Cultural Expressions

1.1.4 Remembrance Day





### Learning Experience: 1.1.1 Personal Identity

- KI-007 Give examples of groups with which they identify.  
*Examples: cultural, linguistic, community...*


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  - KI-007A Recognize that they are members of a First Nation, Inuit, or Métis community.
 

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  - KI-007F Recognize that they are members of a francophone community.
 

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- Note: Aboriginal and Francophone distinctive learning outcomes are not intended for all students (see Overview section on DLO's)*

#### Description of the Learning Experience






Every person in every society identifies with a variety of groups. Belonging to groups helps connect us to others. Students identify various groups within the school and the local community. They explore their own participation in the groups with which they identify, and come to understand and appreciate their many group connections.

NOTE: Students in Grade 1 may not all be in the same stage of personal identity formation. Some students do not belong to “groups” (sports teams, clubs, etc.) and may not recognize their families are members of an Aboriginal community.

**Vocabulary:** group, belong, tradition (See Appendix D for Vocabulary Strategies.)







Assessment	Outcomes	Strategies
<b>Activate</b>		
<p>Appendix A Skill 2</p>	KI-007 KI-007A	Students brainstorm various groups in their school and community, and discuss why groups are important to them. Students illustrate examples of groups with which they identify, describe their pictures to the class, and post the pictures on a bulletin board.  NOTE: If few volunteer the idea of belonging to a language/cultural group, perhaps follow up with visitors (staff members or community members) who could come and talk about their backgrounds (language instructors, French monitors, business people from other cultural settings in Canada). This could spark a good discussion about various language and cultural groups within your community.
or		
<p>Appendix A Skill 3a</p>	KI-007 KI-007A	Students read or listen to stories about identifying or connecting with others. Students discuss ways in which various characters identify with groups, and give examples of similar groups with which they identify at home, in school, and in the community.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.1.1 Personal Identity

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	<p>KI-007 KI-007A</p>	<p>As an Admit Slip, students submit a picture or artifact representing a group with which they identify (e.g., team photograph, uniform, musical instrument, cultural item...). Students describe the group to peers, write the name of the group on an index card, and display both the artifact and index card in a “Groups We Belong To” centre. Students take turns matching the pictures/artifacts with the index cards.</p>
<b>Acquire</b>		
	<p>KI-007 KI-007A</p>	<p>Students use a W-5 strategy (who, what, where, when, and why) to describe groups with which they identify (e.g., Who belongs to the group(s)? What activities do they do? Where do they meet? When do they meet? Why do they meet? How am I connected with this group?). Students describe to peers the groups with which they identify.</p> <p>NOTE: the BLM could be modified with a blank center circle for the student’s group. If the BLM was modified to chart paper size, the students could attach yellow stickies for more of an interactive writing experience</p> <p> BLM: Personal Identity - My Groups</p>
or		
	<p>KI-007 KI-007A</p>	<p>Using concept mapping, collaborative groups of students list examples of groups with which they identify (e.g., family, friends, language, clubs, activities, sports, community, culture, school...). Students discuss their participation in various groups and describe why groups are important to them. Students share examples of groups with which they identify and describe their importance.</p> <p>NOTE: If it is too early in the year for your students to work successfully and productively in such groupings, perhaps create a concept map together. A set of circles could be made with all the examples of groups that the children came up with. The children could sign their names on the circles that apply to them. They could see what groups they had in common and where they differed. Pair the students off to talk to each other about the groups they belong to.</p> <p> BLM: Personal Identity - I Belong</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		



## I Belong

### 1.1.1 Personal Identity

Assessment	Outcomes	Strategies
	KI-007 KI-007A	<p><b>Acquire</b> <i>(continued)</i></p> <p>Over the course of a week, students use pictures and/or words to record the daily activities they participate in as individuals and as part of a group. At the end of the week, students reflect on their participation in different groups, make a list of groups with which they identify, and share the list with their peers.</p> <p>TIP: Make several photocopies of the Activity Journal page to make a weekly journal for recording.</p> <p>NOTE: This BLM eliminates the possibility of recording involvement in weekend groups (such as Sunday School). Column titles could be modified to read “Morning”; “Noon” or “Middle of the Day”; “Evening” etc.</p> <p> BLM: Personal Identity - Activity Journal</p> <hr/> <p style="text-align: center;">or</p>
	KI-007 KI-007A	<p>Students participate in a Sharing Circle, describing their experiences in groups with which they identify.</p> <hr/>
	KI-007 KI-007A	<p><b>Apply</b></p> <p>Students draw pictures to illustrate their participation in groups with which they identify. Students share their pictures and explain why belonging to different groups is important to them.</p> <p>NOTE: This BLM could be adapted by having the children cut the master to make a little booklet. An “I Belong” title page could be created and the booklets could be read to their reading buddies in another grade where they could explain why their groups were important. Or, the master could be made more open-ended with all 4 boxes having the title include a cloze opportunity “I belong to _____”. This could provide a better picture of each student’s understanding.</p> <p> BLM: Personal Identity - Illustrations</p> <hr/> <p style="text-align: center;">or</p>
	KI-007 KI-007A	<p>Collaborative groups of students role-play examples of their participation in the groups with which they identify. They may use appropriate props (e.g., baseball and glove, musical instruments, Brownie tam and sash...) that help identify the nature of the group. Peers guess the type of group being dramatized and describe how groups help them connect with others.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p><b>Teacher Reflections</b></p>		

I Belong

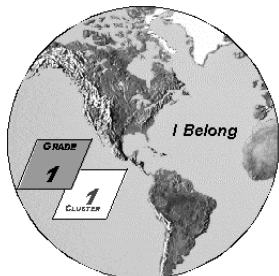
1.1.1 Personal Identity

Assessment	Outcomes	Strategies
	<p>KI-007 KI-007A</p>	<p><b>Apply</b> <i>(continued)</i></p> <p>Students prepare an oral presentation describing their participation in groups with which they identify. Students describe various ways in which they participate in groups, share examples of items and/or practices that are important to the group, and explain why the group is important and how it connects them to others. Peers ask questions to learn more about the presenter’s participation in the group.</p> <p>TIP: As an extension to accompany their oral presentations, have students prepare personal posters that illustrate their participation in groups.</p>
<p> BLM: Personal Identity - Oral Presentation</p>		
<p>Teacher Reflections</p>		

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### Learning Experience: 1.1.2 Cultural Expressions\*



KI-009	Describe ways in which their family expresses its culture and identity.
VCC-003	Respect the stories, traditions, and celebrations of others.
VI-005	Value the stories, languages, traditions, and celebrations of their families and communities.

#### Description of the Learning Experience

Families have unique ways of expressing their culture and identity. Students explore the traditions of their own families and those of their peers, and come to appreciate the importance of stories, languages, traditions, and celebrations in expressing culture and identity.







**NOTE:** In this document, the term “family” is used with the recognition that students may be part of different types of families (e.g., foster, nuclear, blended...).

**Vocabulary:** tradition, culture, identity, respect (See Appendix D for Vocabulary Strategies.)

### 1.1.2 Cultural Expressions

Assessment	Outcomes	Strategies
<b>Activate</b>		
<p>Appendix A Skill 3a</p>	KI-009 VCC-003 VI-005	Students draw pictures of members of their family and describe their pictures to a partner, explaining what is special about their family. Students must listen closely to their partner’s description, and then describe one or two special features of their partner’s family to the class. Students discuss ways in which different families express their culture and identity.  NOTE: Likely students will speak quite a bit about “what and with whom.” The challenge will be to provide differentiated opportunities to address “how and why?”
	or	
<p>Appendix A Skill 6f</p>	KI-009 VCC-003 VI-005	Students view pictures representing diverse families (e.g., large, urban, rural, single-parent...) in various settings (e.g., at home, on vacation, during celebrations...), and discuss ways in which different families express their culture and identity.
	<i>(continued)</i>	
<p><b>Teacher Reflections</b></p>		







1.1.2 Cultural Expressions

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
_____ or _____		
	KI-009 VI-003 VI-005	Students brainstorm familiar celebrations and traditions (e.g., family traditions, holiday celebrations, community events., such as Aboriginal Day...), and discuss ways in which stories, traditions, and celebrations are expressions of family and community culture and identity.  NOTE: If a few students tend to dominate the brainstorming, perhaps pair off and generate celebration ideas on file cards to make certain all students are engaged in the process. Combining their ideas with the annual celebrations activity in Hands on Social Studies (p. 53), for instance, could lead to the sectioning off of a large circle (hula hoop) into twelve months and the students helping to place all the ideas on the circular “calendar.”
_____ or _____		
	KI-009 VCC-003 VI-005	Students read or listen to stories that describe different families, and discuss ways in which the families in the stories express their culture and identity.
<b>Acquire</b>		
	KI-009 VCC-003 VI-005	Using Think-Pair-Share, students share family stories, traditions, and celebrations, and describe what is special about each and how they are observed. Students discuss various ways families and communities express their culture and identity.
_____ or _____		
	KI-009 VCC-003 VI-005	Students read or listen to stories about families and communities from different cultures. Students compare the stories, traditions, and celebrations described in the stories with similar ones from their own family and community. Students discuss various ways families and communities express their culture and identity.  NOTE: Challenge the students to make a calendar with the months showing the various celebrations they learned about
_____ or _____		
	KI-009 VCC-003 VI-005	Students interview parents/caregivers to learn about the origins of various family stories, traditions, and celebrations, and what makes them important in their family. Students share information with peers and discuss ways different families express their culture and identity.  NOTE: This activity packaged just the right way could become a very memorable one. Each student could be given a “dressed up” folder with the BLM (below) included and a parent letter explaining why the class is doing the activity, asking for their help. With a few frequent, friendly phone calls, the folders should come back with illustrations and evidence the parents had been involved.
 BLM: Cultural Expressions - My Family		





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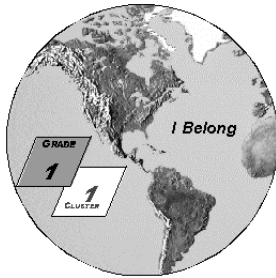
1.1.2 Cultural Expressions

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KI-009 VCC-003 VI-005	In a Sharing Circle, students describe a family story, tradition, or celebration and explain why it is special to their family. After the Sharing Circle, students describe other ways in which their family expresses its culture and identity.  TIP: In a Sharing Circle, students sit in a circle and take turns sharing. An item from nature (e.g., rock, stick, feather...) is passed to the left and only the person with the item is allowed to speak, giving everyone an equal opportunity to express ideas.
or		
	KI-009 VCC-003 VI-005	Collaborative groups of students create a “Culture and Identity” multimedia presentation. Students include images illustrating ways in which different families express their culture and identity through stories, traditions, and celebrations, and a sound clip or written description explaining what is special about each. Compile group presentations in a class presentation.
or		
	KI-009 VCC-003 VI-005	Working with a partner, students compare and contrast family traditions and celebrations. Students describe and illustrate a family tradition or celebration, and discuss and identify the similarities and differences. Students share the similarities and differences in how families express their culture and identity.   BLM: Cultural Expressions - Family Tradition Comparison
or		
	KI-009 VCC-003 VI-005	Students illustrate ways in which their family and a family or community they have learned about express culture and identity through stories, language, traditions, or celebrations. Compile student illustrations in a class “Cultural Expressions Book.” Students take turns reading the class book and describing ways in which families and communities express their culture and identity.   BLM: Cultural Expressions - Mine and Others
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.1.2 Cultural Expressions

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
	KI-009 VCC-003 VI-005	Collaborative groups of students create a mural illustrating ways in which their families express culture and identity through stories, traditions, and celebrations. Students include pictures illustrating the stories, traditions, and celebrations of other families and communities. Students share their murals with peers.  NOTE: A systematic way of creating a mural could be to use a “quilt square”, shown for instance on page 51 of Hands on Social Studies, as a way to have each student make a contribution. Any story that a student shared in a sharing circle, for instance, could be published and somehow incorporated into the mural.
	_____ or _____	
	KI-009 VCC-003 VI-005	Collaborative groups of students plan and conduct a “Cultural Expressions” celebration. Students include examples of stories, traditions, and celebrations (e.g., family artifacts or heirlooms, special foods, traditional clothing, music, dance...), and describe how each is important in expressing a family’s or community’s culture and identity.  TIP: Invite family or community members to share in the “Cultural Expressions” celebration.
	_____ or _____	
<p><b>Teacher Reflections</b></p>		

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### Learning Experience: 1.1.3 Connections to the Past

- KT-018 Identify family connections to previous generations.  
*Examples: grandparents, parents, aunts, uncles...*
- 
- KT-017 Give examples of traditions and celebrations that connect them to the past.
- 
- KT-017F Recognize that stories, traditions, and celebrations of the francophone community connect them to previous generations.
- 
- KT-017A Recognize that stories, traditions, and celebrations of their Aboriginal community connect them to previous generations.  
*Examples: Chief Jimmy Bruneau Day—Behchoko; Chief Julius—Fort McPherson)*
- 
- VT-009 Value stories of the past as an important way to learn about the present.
- 
- VT-009A Value oral histories of the past as an important way to learn about the present

*Note: Aboriginal and Francophone distinctive learning outcomes are not intended for all students (see Overview section on DLO's)*

### Description of the Learning Experience

Family stories, traditions, and celebrations help connect us to previous generations and to the past. Students describe important family traditions and celebrations, and learn about similar experiences of their classmates.








**Note:** In this document, the term “family” is used with the recognition that students may be part of different types of families (e.g., foster, nuclear, blended...).

**Vocabulary:** generations, celebrations, connections, past, present (See Appendix D for Vocabulary Strategies.)

### 1.1.3 Connections to the Past

Assessment	Outcomes	Strategies
<b>Activate</b>		
	KT-018	As an Admit Slip, students share an example of a family tradition or celebration that has its origin in the past (e.g., “We always have a special food during the holidays because my grandmother and great-grandmother always made it and passed on the recipe...”), and describe why it continues to be observed. Students discuss how it makes them feel to recognize these special traditions and celebrations.  NOTE: If an interview type sheet is prepared and set home to gather this information, the returned sheets can be made into a class book that can be read and discussed as a class. The students could be encouraged to “interview” each other after each one’s particular tradition is shared.
	KT-017	
	KT-017 F	
	KT-017 A	
	VT-009	
	VT-009 A	<i>(continued)</i>
<hr/> <p><b>Teacher Reflections</b></p>		





1.1.3 Connections to the Past

Assessment	Outcomes	Strategies
	KT-018 KT-017 KT-017 F KT-017 A VT-009 VT-009 A	<p><b>Activate</b> <i>(continued)</i></p> <p>Students listen to community members (e.g., parents, grandparents, principal...) tell stories from the past, and share examples from their lives of traditions and celebrations that connect them to the past.</p> <p>NOTE: Check ahead of time to learn whether the grandparents are also Aboriginal elders. If they serve the community as an Aboriginal “storytelling” elder, they may be accustomed to exchanging their experience and knowledge for an honorarium, usually cash. This needs to be arranged previous to the event in a matter-of-fact manner. It is recommended that you try to work through either the school’s culture/language coordinator or the principal. Either of these people would be aware of the board initiated funding available for such classroom visits and the possible resulting honorariums.</p>
	or	
	KT-018 KT-017 KT-017 F KT-017 A VT-009 VT-009 A	<p>Using Think-Pair-Share, students describe family traditions and celebrations, using a W-5 strategy. In pairs, students share their family traditions and celebrations, describe why it is special to have relatives and friends participate, and identify the similarities and differences in their family celebrations.</p> <p> BLM: Connections to the Past - Family Celebrations</p>
	or	
	KT-018 KT-017 KT-017 F KT-017 A VT-009 VT-009 A	<p>Students read or listen to stories or watch a video about family traditions and celebrations or connections with previous generations, and discuss ways in which the characters are connected to the past. Students describe similar experiences they have had.</p>
	or	
	KT-018 KT-017 KT-017 F KT-017 A VT-009 VT-009 A	<p><b>Acquire</b></p> <p>Using concept mapping, students identify members of their immediate and extended families. Students share their maps with peers and describe traditions that involve their family members.</p> <p> BLM: Connections to the Past - Family Connections</p>
	or	
	KT-018 KT-017 KT-017 F KT-017 A VT-009 VT-009 A	<p>Students compose questions and interview immediate and/or extended family members to learn about the origins of family traditions and celebrations and their connections to previous generations. Students share traditions, celebrations, and stories with the class, and describe why they are special to them.</p>

(continued)



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1.1.3 Connections to the Past

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KT-018 KT-017 KT-017 F KT-017 A VT-009 VT-009 A	Students profile a family member who helps them feel connected to the past. Students illustrate or share items that remind them of the family member (e.g., grandmother—knitting needle, picture of a family celebration, apron, bobby pin...) and join them on a “Story Vine/Story Braid.” Students use the Story Vine to describe how the family member connects them to previous generations.  TIP: Information on the Story Vine/Story Braid strategy can be found in <i>Kindergarten to Grade 8 English Language Arts: Strategies That Make a Difference</i> , p. 212. Information on this strategy may also be found at the following URLs: <a href="http://www.reading.org/downloads/regional_handouts/m_mckay_omaha.doc">http://www.reading.org/downloads/regional_handouts/m_mckay_omaha.doc</a> This website includes pictures of story vines: <a href="http://www.ihms.mb.ca/News%20&amp;%20Events/News%20&amp;%20Events%201999-2000/story_vines.html">http://www.ihms.mb.ca/News%20&amp;%20Events/News%20&amp;%20Events%201999-2000/story_vines.html</a>
or		
	KT-018 KT-017 KT-017 F KT-017 A VT-009 VT-009 A	Students create a family tree identifying their connections with previous generations (e.g., parents, grandparents, aunts, uncles...). Students include illustrations of traditions and celebrations involving family members that connect them to the past.  TIP: Students may put family members’ names on colour-coded leaves (e.g., red for grandparents, orange for aunts and uncles...).  NOTE: The BLM 1.1.3c could be an enrichment opportunity for some students who understand that “they have” great-great grandparents..., even though they are deceased. Many students do not know much beyond their grandparents; taking this BLM home will help them begin to know more of their history. It may help to modify this sheet with fewer blanks if it become obvious to you that it would be more developmentally appropriate.
 BLM: Connections to the Past – Family Tree		
<b>Apply</b>		
	KT-018 KT-017 KT-017 F KT-017 A VT-009 VT-009 A	Students create a poster or mural illustrating a family tradition or celebration. Students include photographs or pictures of family members involved in the celebration, and describe how participating in the tradition or celebration helps connect them to the past.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

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1.1.3 Connections to the Past

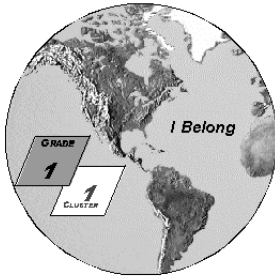
Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
 <p>Appendix A Skill 7d</p>	KT-018	Collaborative groups of students create a timeline of traditions and celebrations.
	KT-017	Students illustrate important traditions and celebrations and place them on a timeline.
	KT-017 F	Students share their timelines with the class, describing ways in which the traditions and celebrations connect them to previous generations and to the past.
	KT-017 A	
	VT-009 VT-009 A	
_____ or _____		
 <p>Appendix A Skill 10</p>	KT-018	Students illustrate a tradition and/or celebration on a uniform-sized piece of paper or fabric. Students join the squares together to create a “Traditions and Celebration Classroom Quilt.” Students describe ways in which their tradition or celebration helps connect them to the past and to previous generations.
	KT-017	
	KT-017 F	
	KT-017 A	
	VT-009 VT-009 A	NOTE: Another variation of this is to ask the children to think of something a grandparent has taught/shared with them. Their illustrated ideas could be collected into a class book (egs., showing a special lullaby, a story, traditional fishing/hunting knowledge, recipes, etc.).
<p><b>Teacher Reflections</b></p>		



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### Learning Experience: 1.1.4 Remembrance Day



KC-004 Identify Remembrance Day as a time to think about peace and war.

#### Description of the Learning Experience

Students explore Remembrance Day as an important day for Canadians, a time to think about peace and war, and the contributions of Canada’s military to helping maintain peace in Canada and around the world. Students brainstorm and discuss ideas related to Remembrance Day, listen to and read books related to the topic, and attend a Remembrance Day ceremony.








**Note:** Please be aware of students who may be refugee victims of war and who will require sensitivity during this learning experience. Another nuance to be aware of may be in class discussions, when sometimes even young children go beyond a vague notion of war and peace, to the mentioning of the names of the “enemy.” If this should happen in a WWI/WWII/ Korean War context or in some other more contemporary context such as terrorism, be aware of possible use of generalized and simplistic language such as the word “German” or “Islamic.” For instance, if “Germans” are framed as the enemy during the World Wars in the hearing of a student of German ancestry, the child may be disturbed and a call could be forthcoming to you from parents. Explain to students that when war is happening, good people who are on opposite sides suddenly become “enemies”—against their will. Avoid misunderstandings and stereotyping that can come from using collective terms by using other words more descriptive of the wars such as “Germany’s leader, Adolf Hitler” or “Germany’s government (‘bosses’ for Gr. 1) known as Nazis.” For instance in WWII, explain that a few powerful people in Germany with a bad idea in the 1930-40’s hurt many people around the world—even their own “German” people; in modern contexts today, a few rich and powerful people with wrong ideas can cause “terr[ible]” things to happen.

**Vocabulary:** Remembrance Day, peace, war, remember, memory, poppy, veteran, war memorial (See Appendix D for Vocabulary Strategies.)

### 1.1.4 Remembrance Day






Assessment	Outcomes	Strategies
	<p>KC-004</p>	<p><b>Activate</b></p> <p>Several weeks in advance of Remembrance Day, students review important dates on the calendar, including holidays, birthdays, and Remembrance Day. They discuss and select a symbol to represent Remembrance Day (e.g., cross, poppy, dove, picture of a soldier...) to mark the upcoming date on the class calendar.</p> <p>TIP: Count down the days to Remembrance Day as part of the preparation for attendance at a school Remembrance Day service. One way to do this is to place a poppy on each child’s desk tag on Nov 1st to start the thinking about Remembrance Day. Also place a poppy on the classroom calendar to conduct a countdown to the 11th. Another way to reinforce the pattern of Nov. 11 as an annual event is to compare it to a their birthday or the coming of Christmas every year.</p>
		<p style="text-align: right;"><i>(continued)</i></p>
<p><b>Teacher Reflections</b></p>		

1.1.4 Remembrance Day








Assessment	Outcomes	Strategies
 	KC-004	<p><b>Activate</b> <i>(continued)</i></p> <p>Students listen to or read a story related to the concept of peace. They brainstorm and discuss what the term peace means to them. Collaborative groups of students create a concept map related to peace.</p> <p>NOTE: Use a story called Mark’s First Poppy to activate the topic as well. The story is found on the Royal British Legion’s website: (<a href="http://www.britishlegionusa.com/BranchIndex.htm">http://www.britishlegionusa.com/BranchIndex.htm</a>)</p>
 	KC-004	<p>Students listen to or read a story about war. They discuss what they know about the idea of war as learned through viewing or listening to media, from personal experiences in other countries, or through discussions with family or friends. Collaborative groups of students create a concept map or anchor chart related to war, illustrated with words and/or images. An anchor is often a poster/chart size paper on which students/teachers collect pictures/write words around a central theme/word—in this case “war.” An anchor chart’s real benefit is as a station or collecting/reviewing device as ideas/the unit develop(s)).</p> <p>NOTE: The book, <i>A Poppy is to Remember</i>, presents an “anchor chart opportunity” whereby the students can add more words on removable self-stick notes over the course of the learning experience.</p>
	KC-004	<p><b>Acquire</b></p> <p>Students prepare questions and listen to invited guests from the community speak about their experiences related to peace and war (e.g., war veteran, peacekeeper, someone who has visited a country involved in conflict...). Following the discussion, students brainstorm important ideas related to peace and war which are recorded on a class chart. Students also individually record words and images related to “Peace and War.”</p> <p>TIP: Consult a local legion for contact information for veterans or peacekeepers.</p> <p> BLM: Remembrance Day - Peace and War</p> <p>or</p>
	KC-004	<p>Students listen to or read books related to the concept of memory. Loved ones who have passed on could be remembered and discussed. In some appropriate instances, a trip to the graveyard could be made (there will be cemetery etiquette/protocols to be learned from an elder or community leader before going. Consider factors such as group size, adult supervision, and gifts to show respect for the deceased).. They discuss similarities between the words <i>memory</i>, <i>remember</i>, and <i>remembrance</i>, and discuss why November 11th is called Remembrance Day. Ideas are recorded on a class chart.</p> <p>NOTE: Another way to develop the concept of memory is to bring photos from home and explain the memories and connections of the past that the image evokes. Especially useful would be the teacher modeling the meaning of war memories by bringing an old war medal or photo borrowed/inherited from a family member.</p>

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1.1.4 Remembrance Day






Assessment	Outcomes	Strategies
	<p>KC-004</p>	<p><b>Acquire</b> <i>(continued)</i></p> <p>Students listen to or read the poem “In Flanders Fields” by John McCrae, a Canadian veteran from Guelph, Ontario. They listen for and identify important Remembrance Day words related to peace and war in the poem (e.g., poppy, cross...), which are recorded on a class chart. They discuss how and why a poppy is worn on Remembrance Day, and create an illustration to accompany the poem “In Flanders Fields.”TIP: A poppy is worn on the left, over the heart.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> BLM: In Flanders Fields</p> <p>NOTE: For some students, the poem may not mean much. The poem, “Why Wear a Poppy” (available in “Remembrance Day” by S&amp;S Learning Materials) may help explain the importance. Perhaps the words are too difficult and removed from their context and need pre-teaching (eg. using a game of matching symbols/pictures with words such as in materials available in “Remembrance Day” by S&amp;S Learning Materials). Perhaps the poem needs to be dramatized the first time by the teacher as it is being recited. Perhaps the poem needs to be heard in the musical form of a song such as Anthony Hutchcroft’s word for word rendition of McCrae’s poem (<a href="http://broadband.bnn.ca/bnn/?vid=22002">http://broadband.bnn.ca/bnn/?vid=22002</a>) (or google his name). Perhaps the children may not have an appreciation or experience with the form of expression we call “poetry.” Poetry may have to be first introduced as a “very nice way of saying something in just a few words.” Perhaps using an animal poem about a cat such as, “Cats Sleep Anywhere”, explaining how cats act, may display the lovely use of words in poetry:</p> <p><b>Cats Sleep Anywhere</b>  Cats sleep anywhere, any table, any chair.  Top of piano, window-ledge, in the middle, on the edge.  Open draw, empty shoe, anybody’s lap will do.  Fitted in a cardboard box, in the cupboard with your frocks.  Anywhere! They don’t care! Cats sleep anywhere.</p> <p style="text-align: center;">Eleanor Farjeon (1881 - 1965) <a href="http://www.catquotes.com/catssleepanywhere.htm">http://www.catquotes.com/catssleepanywhere.htm</a></p> <p>Part of the effectiveness of this poem is the music of the rhythm that makes the poem “stick”; another part is how it tells so much truth about cats, easily understood by many people, in a few brief lines. A poem like this can provide the example of what “In Flanders Fields” is doing to the reader—“showing” a lot of truth (“poppies blow between the crosses row on row”; “larks still bravely singing; scarce heard amid the guns below”), albeit sad and challenging, in a few short lines. The poem is calling out to the student and will begin to “stick”. What is the call about? Perhaps using the Cloze Procedure (BLM 1.1.4b-2) for another poem entitled, “Remembrance Day” will also be helpful. Using the song-poem, “Poppies”, (to the tune of Frere Jacques”) may also be effective.</p> <p> BLM: “Remembrance Day”</p> <p> BLM: “Poppies”</p>

1.1.4 Remembrance Day

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 	KC-004	<p>Students visit a local cenotaph or war memorial or view images of cenotaphs or memorials. There are cenotaphs in Hay River (Royal Canadian Legion Branch #250, 7 Veterans Road, Hay River, NT, X0E 0R8) and in Yellowknife between City Hall and the RCMP Headquarters (this cenotaph may be viewed at Google; images; type in “Yellowknife cenotaph.”)They discuss various aspects of the cenotaphs/memorials (e.g., who or what they commemorate, date built, location, why people build cenotaphs and memorials...) and the relationship between cenotaphs and Remembrance Day as a time to think about peace and war. Students’ ideas are recorded on a class chart as they discuss the topic, and students individually record their ideas about Remembrance Day as a time to think about peace and war.</p> <p> 1.1.4 c BLM: Remembrance Day Cenotaphs</p> <p> 1.1.4 d BLM: Remembrance Day Cenotaphs 2</p> <p>NOTE: Perhaps this lesson could be extended to include the exploration and playing of the games available on the Veterans Affairs website (<a href="http://www.vac-acc.gc.ca/">http://www.vac-acc.gc.ca/</a>). Goto: “Youth and Educators”; Kid’s Zone.</p>
or		
 	KC-004	<p>Students prepare questions and invite people from within the school (e.g., principal, older students, other teachers...) who have attended a Remembrance Day service. They discuss Remembrance Day as a time to think about peace and war, and to make preparations to attend an upcoming Remembrance Day service in the school. They also discuss and record on a class chart appropriate behaviour for a Remembrance Day service (e.g., no clapping, respectful behaviour, silence at appropriate times...), and record in their journals ideas related to their own behaviour at a Remembrance Day service.</p> <p>NOTE: If and when the teacher or the class becomes involved in a Remembrance Day ceremony, be aware of the local and varying attitudes toward the traditional Remembrance Day symbols. For instance, some communities may be sensitive to the use of a wooden cross in this particular context.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		


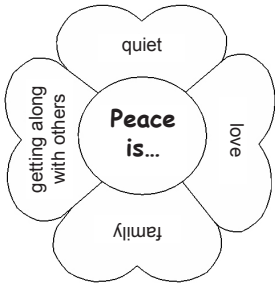




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1.1.4 Remembrance Day

Assessment	Outcomes	Strategies
<b>Apply</b>		
	KC-004	<p>Students create an alphabetized “Poppy Book.” They brainstorm ideas or images related to Remembrance Day and peace or war (e.g., one idea for each letter of the alphabet...), which are recorded on a class chart (e.g., “A is for Accept others, B is for Best behaviour...”). Students choose a different letter to illustrate and write about, and their work is collated in a class book.</p> <p> BLM: Remembrance Day Poppy Book</p> <hr style="width: 80%; margin: 0 auto;"/> <p style="text-align: center;">or</p>
	KC-004	<p>Students demonstrate their understanding of Remembrance Day as a time to think about peace and war by participating in a class or school Remembrance Day service or participating in a school walk for peace. Students create poems, reflections, or images related to Remembrance Day and present them at the service.</p> <hr style="width: 80%; margin: 0 auto;"/> <p style="text-align: center;">or</p>
	KC-004	<p>Collaborative groups of students create “Peace Wreaths” to display at a Remembrance Day service. Each group colours an outline image of the Earth, and students trace their hands on construction paper and cut out the tracings. Students write messages on the hands related to Remembrance Day as a time to think about peace and war, and glue them around the circular Earth.</p> <p> BLM: Remembrance Day - Peace Wreath</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

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1.1.4 Remembrance Day

Assessment	Outcomes	Strategies
		<b>Apply</b> <i>(continued)</i>
	KC-004	<p>Students create “Peace Poppies” to demonstrate their understanding of Remembrance Day as a time to think about peace and war. Using the frame “Peace is...,” students’ ideas are recorded on a class chart. Each student writes four words/phrases on four red heart-shaped petals. The red petals are glued around a green circle that has the words “Peace is...” in the centre, forming a poppy. Students display and/or share their “Peace Poppies” at a Remembrance Day service.</p> <p>Example:</p> 
		or
	KC-004	<p>Using print and electronic sources, students write reflections and draw and/or electronically import pictures regarding Remembrance Day as a time to think about peace and war. Student writings/illustrations can be compiled in a class electronic or print book.</p> <p>TIP: Images are available at the Veterans Affairs Canada website.</p>  <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
		or
	KC-004	<p>Students listen to songs that relate to peace (e.g., “What a Wonderful World” by Louis Armstrong...). While listening to the songs, they draw pictures and/or write reflections that relate to Remembrance Day as a time to think about peace and war.</p> <p>TIP: Consider sending student illustrations/reflections to members of the Canadian military. The Veterans Affairs Canada website provides details on how to do so.</p>  <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>

Cluster 1 — Connecting and Reflecting

Student:

Using their “I Belong” portfolio, students describe the groups they belong to and explain how belonging to a group helps them.



BLM: Cluster 1–Connecting and Reflecting



*Connecting and Belonging*

**My Environment**

**2**  
CLUSTER

**GRADE**  
**1**





# **Cluster 2**

## **Learning Experiences Overview**

### **1.2.1 Globes and Maps**

KL-014 Recognize globes and maps as representations of the surface of the Earth.

KL-015 Distinguish land and water masses on globes and maps.

### **1.2.2 My Province and Country**

KC-001 Identify the Northwest Territories as their territory and Canada as their country.

KC-002 Recognize English and French as the two official languages of Canada.

KC-002A Identify the language spoken in their First Nation, Inuit, or Métis community.

KC-003 Sing along with the words to Canada's national anthem in English or French

KC-003A Sing along with the words to Canada's national anthem in one of the nine official Aboriginal languages of the Northwest Territories.

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### **1.2.4 My Community**

KCC-008 Identify characteristics of communities.

KL-016 Identify and locate landmarks and significant places using relative terms.

*Examples: the statue is in the park beside the river...*

KL-016A Identify local Aboriginal landmarks and significant places.

KL-016F Identify local francophone landmarks and significant places.

VL-008 Respect neighbourhood and community places and landmarks.

*Examples: do not litter or vandalize...*

### **1.2.5 The Natural Environment**

KL-012 Recognize that people depend on the environment for survival.

KT-019 Describe how the repeating patterns of the seasons influence their lives.

VL-007 Appreciate the beauty and benefits that the natural environment brings to their lives.

VL-007A Value the special relationships Aboriginal people have with the natural environment.

### **1.2.6 Needs and Wants**

KE-027 Give examples to distinguish needs from wants.

KE-028 Give examples of how media may influence their needs, wants, and choices.

*Include: advertising and television programming.*

VE-013 Respect differences between their own and others' needs and wants.

**My Environment**

**SOCIAL STUDIES Co-relations Chart: Dene Kede; Inuuqatigiit; Careers Development**

**Grade 1: “Connecting and Belonging”**

**Cluster 2: My Environment**

SOCIALS STUDIES Learning Experiences:	DENE KEDE (places to start) theme/perspective/page	INUUQATIGIIT (places to start) “K-3” theme/page	CAREERS (places to start) Competency/level
<p><u>Note:</u> the learning experiences listed below (eg., K.1.1) are comprised of SLO’s (specific learning outcomes) and DLO’s (distinct learning outcomes) <i>that are not shown.</i></p> <p>Please refer to the SLO’s and GLO’s in the <i>adjacent pages</i> to make the connections with these three documents</p>	<p>Note: Read the introduction to the theme of your study for the larger picture</p>	<p>Note: Read the introductions to the “Relationships” on pg. 37 and 91 to note the call for creative combining of topics, as well as the topic introductions</p>	<p>Competencies 1-11</p> <p><i>Level 1</i></p>
1.2.1 “Globes and Maps”			
1.2.2 “My Province and Country”			
1.2.3 “My Address”			
1.2.4 “My Community”	<p><u>Geography and Land Use</u> (27-31) <u>Water and Rivers</u> (32-36) <u>Fish</u> <i>The Land</i> (92, 93)</p>	<p><u>Laws and Leadership</u> (75-76)</p>	<p>6.1.8. Engage in work experiences that satisfy one’s needs as well as contribute to one’s community (e.g., family, school)</p> <p>9.1.5 Experience work related activities in the home, community and school</p>
1.2.5 “The Natural Environment”	<p><u>Geography and Land Use</u> (27-31) <u>Water and Rivers</u> (32-36) <u>Plants</u> (64-66) <u>Beaver</u> (74-77) <u>Caribou</u> <i>The Land</i> (84)</p>	<p><u>Land</u> (94) <u>Water</u> (98) <u>Ice</u> (102) <u>Sky</u> (106) <u>Weather and Weather Predicting</u> (110) <u>Caribou</u> (114)</p>	<p>6.1.5 Explore the impact of work on personal, social, economic and environmental problems</p> <p>6.1.6 Demonstrate how work might solve personal, social, economic and environmental problems</p>
1.2.6 “Needs and Wants”	<p><u>Eating and Food</u> <i>The People</i> (202)</p>	<p>Use <u>Sewing Rationale</u> (67) to discuss the difference between needs and wants</p>	<p>6.1.8 Engage in work experiences that satisfy one’s needs as well as contribute to one’s community (e.g., family, school)</p>

## Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.
- **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, Processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
- **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each Cluster and throughout the grade. It is located in Appendix .
- **Connecting and Reflecting:** the end of cluster summative assessment activity.



## Cluster Description

Students explore their environment. They study maps and globes, locate themselves in their community, in the Northwest Territories, and in Canada, and discover various aspects of their community, including the natural environment and important landmarks and places. They also explore the national aspects of official languages, and Canada’s national anthem. In addition, students distinguish between needs and wants, and explore how the media influence choices.

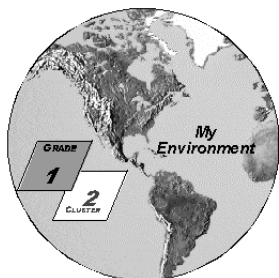


**My Environment****Engaging Students in the Cluster**

- Create a display of various maps, globes, and atlases.
- Go on a community walk and sketch images of natural or constructed landmarks.
- Create a bulletin board display of pictures from the local community.
- Students discuss what they want to explore and discover about their community.
- Students play an abstract version of “I Spy” using landmarks and places in their community.
- Create mystery pictures (e.g., extreme detailed close-ups, partial photos...) of community landmarks and places and have students guess the location.
- Students explore their community website.
- Create a display of The Northwest Territories and Canada maps.
- Students browse print and electronic media and identify examples of needs and wants.

**Learning Experiences Summary****1.2.1 Globes and Maps****1.2.4 My Community****1.2.2 My Territory and Country****1.2.5 The Natural Environment****1.2.3 My Address****1.2.6 Needs and Wants**





**Learning Experience: 1.2.1 Globes and Maps**

- KL-014 Recognize globes and maps as representations of the surface of the Earth.
- KL-015 Distinguish land and water masses on globes and maps.

**Description of the Learning Experience**

Students explore ways in which globes and maps represent their environment and the world around them, and identify how features of the Earth are represented on globes and maps.

**Vocabulary:** world, globe, map, Earth, land mass, water mass (See Appendix D for Vocabulary Strategies.)

**1.2.1 Globes and Maps**






Assessment	Outcomes	Strategies
<p>Appendix A Skill 6f</p>	<p>KL-014</p> <p>KL-015</p>	<p><b>Activate</b></p> <p>Students view satellite images of the Earth, and identify recognizable features of the Earth, including land and water masses.</p> <p>NOTE: This is done by attaching a computer to a digital projector and logging on to Google Earth. There the class can examine the earth from 62,000 kilometres away and by rotating it, move in closer and identify continents, oceans, and mountains under the oceans. If you zoom in to Canada, then NWT, finally your town, you may even be able to see streets and your school. The image can be tilted to switch from a top-down perspective to an airplane’s cockpit view.</p> <p style="text-align: center;">or</p>
	<p>KL-014</p> <p>KL-015</p>	<p>Students turn a map of the world into a globe by cutting and taping it onto a ball. Students discuss ways in which maps and globes differ, and challenges they encountered in changing a flat representation of the Earth into a sphere.</p> <p>NOTE: If the concept of flat representations of the earth still require more work, try assembling a puzzle such as a 300 piece National Geographic puzzle of Canada.</p> <p>                      BLM: Globes and Maps - World Outline Map                 </p>

*(continued)*

**Teacher Reflections**







## My Environment

## 1.2.1 Globes and Maps


Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KL-014 KL-015	<p>Students listen to stories that include references to mapping, and discuss ways in which characters in the stories used maps.</p> <p>NOTE: Dehcho is a good book to show how explorers and Aboriginals used maps. Encourage the children to note differences in the depictions of the Dehcho River compared with other maps studied in prior lessons. Note for instance, how the color of the river water varies. Also, point out the use of Inuksuits and pictures as a way to map the land. Similarly, “Denendeh: Trails of Our Ancestors” is an effective map showing the myriad of hunting trails covering the NWT. This map can be obtained from the Dene Nation.</p>
— or —		
	KL-014 KL-015	<p>Students discuss the term “bird’s-eye view” and give examples of what various objects look like from a bird’s perspective. Students create “bird’s-eye view” maps of the classroom and/or playground, using colours to represent different surfaces. Students share their maps with peers and describe their representations.</p>
<b>Acquire</b>		
	KL-014 KL-015	<p>Collaborative groups of students explore a variety of globes and maps, and identify recognizable features, including land and water masses. Students compare and contrast globes and maps, and discuss ways in which each represents the surface of the Earth.</p> <p>NOTE: To accent this interest in maps, a centre with different globes, maps, and atlases could be set up. Copies of the BLM 1.2.1 a and b could be included for the children to use. The children can bring maps and globes from home to put in the centre; this will generate much interest and discussion since the children will be the “experts” about their own items. Note that “talking globes” can be quite distracting; perhaps limit their showing to one day.</p>
— or —		
	KL-014 KL-015	<p>Students play “Globe Beach Ball” and “Map Touch.” Using an inflatable globe, students sit in a circle and toss the globe to a peer, who identifies whether her or his right thumb lands on land or water. Using a large wall map, a blindfolded student touches the map with his or her finger, removes the blindfold, and identifies whether the finger landed on land or water. Using a spreadsheet, students tally and graph the results, and discuss what they can tell about the surface of the Earth from their results.</p> <p>TIP: Seventy-one percent of the Earth’s surface is covered by water.</p>
— or —		
	1-KL-014 1-KL-015	<p>Students draw maps to represent an imaginary community. Students include areas of land and water masses, and describe the main features of each.</p>

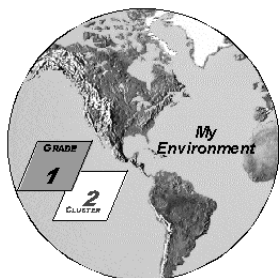
*(continued)*

1.2.1 Globes and Maps

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KL-014 KL-015	Using an outline map of the world, students distinguish and colour the land and water masses. Consider enlarging the map (1.2.1a or 1.2.1b) to 11 x 17 .   BLM: Globes and Maps - World Outline Map
<b>Apply</b>		
	KL-014	Collaborative groups of students create a three-dimensional model of the school playground. Students draw or list the main features of the playground and create three-dimensional representations of each feature. Students arrange the individual pieces on a table or on the floor to represent their relative positions, and describe how their model represents a portion of the Earth’s surface.
or		
	KL-014 KL-015	Students create and paint papier mâché globes to represent water and land masses of the Earth’s surface. Tip: Use beach balls and cover with papier mâché.  NOTE: One way to do this is to use white glue and water, small balloons and student-ripped up newspapers. When the globes are still wet, wrap them in green or blue tissue paper (student’s choice). Then have the students glue on the continents. Finally, paint the water or land masses depending on their globe’s background colour. Another way to represent the Earth’s surface is through the use of Lego. If the class does not have enough Lego pieces for each student to create a flat world map depiction, perhaps the activity could be an individual, differentiated activity.
or		
	KL-014 KL-015	Students cover an outline map of the world with acetate and, using thick paint mixed with glue, paint the land and water masses. After the acetate has dried, students make a frame for their acetate map and hang it in a sunny area.  NOTE: Enlarging the BLM will help small hands work on the details of the map. Another way to make the map is to use coloring leads and wax crayons to color in land areas only. Then mix baby oil and blue paint to create a wash for over the map—yielding a beautiful translucent map of the earth.   BLM: Globes and Maps - World Outline Map
		<i>(continued)</i>
<b>Teacher Reflections</b>		

1.2.1 Globes and Maps

Assessment	Outcomes	Strategies
	<p>KL-014 KL-015</p>	<p><b>Apply</b> <i>(continued)</i></p> <p>Collaborative groups of students create a playground scavenger hunt. Students hide an object and mark its location on a student-created map. Students challenge peers to use the map to find the object. Students discuss ways in which their mapped representations of the Earth’s surface helped the groups locate the hidden object. Tip: Consider using seasonal treats (e.g., Halloween treats...) as the objects that are hidden.</p> <p>NOTE: If the outdoor scavenger hunt is not suitable for winter weather conditions, adapt the idea with the children working in pairs to create a treasure map for the classroom. Each pair draws a red X to mark the location of their treasure and tells the teacher where the treasure would be. The teacher hides little bags in those spots over recess. Each pair received a map after recess and proceed to hunt down the treasure. Such careful involvement with a classmate’s work--with incentives such as “treasure” --could lead to sincere peer assessment. Evaluations could include two “hurrahs” and one “hint” (suggestion for improvement) for each map and be shared with the creators in a teacher conference.</p>
<p><b>Teacher Reflections</b></p>		



### Learning Experience: 1.2.2 My Territory and Country

- KC-001 Identify the Northwest Territories as their territory and Canada as their country.
- KC-002 Recognize English and French as the two official languages of Canada and that there are nine official Aboriginal languages of the Northwest Territories.
- KC-002A Identify the languages spoken in their First Nation, Inuit, or Métis community.
- KC-003 Sing along with the words to Canada’s national anthem in English or French
- KC-003A Sing along with the words to Canada’s national anthem in one of the nine official Aboriginal languages of the Northwest Territories.

Note: Aboriginal distinctive learning outcomes are not intended for all students (see the DLO section of the Overview)

### Description of the Learning Experience

Students focus on various aspects of citizenship in the Northwest Territories and Canada. They memorize the words to the national anthem in English or French, and, additionally for Aboriginal students, in a First Nation, Inuit, or Métis language. Students come to understand that they live in a a territory called the Northwest Territories and a country called Canada, and that we have two official languages in this country. and that there are nine official Aboriginal languages of the Northwest Territories.




**Vocabulary:** country, Canada, province, territory, the Northwest Territories, official language, English, French, national anthem (See Appendix D for Vocabulary Strategies.)

### 1.2.2 My Territory and Country

Assessment	Outcomes	Strategies
	<p>KC-001</p>	<p><b>Activate</b></p> <p>Students examine a political map of Canada and discuss various aspects of the map (e.g., What is this a picture of? What is the name of our country? Why are different areas of Canada separated by lines? What are the separate areas called? [province or territory] What is the name of our territory? Can you name any other other territories or provinces? Can you find the Northwest Territory on the map?).</p> <p>NOTE: Another effective way of emphasizing the ‘situation’ and area size of geographic/political designations is to use several sized lids/bottle caps. Label caps from smallest to largest in this order: room 120 (exact location), Weledeh (school), Yellowknife, NT (community/town/city), Canada (country). Used these concrete items to help students understand where they live. This will lead to “map talk.”</p> <ul style="list-style-type: none"> <li> BLM: My Territory and Country: Outline Map of Canada (unlabelled)</li> <li> BLM: My Territory and Country: Outline Map of Canada (labelled)</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>
		<p><b>Teacher Reflections</b></p>






**My Environment**

**1.2.2 My Territory and Country**

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KC-003 KC-003A	Following the singing of the national anthem during opening exercises or at a school assembly, students brainstorm and discuss reasons for singing the national anthem. Ideas may be recorded on chart paper and posted for future reference.
or		
	KC-001	Students explore various maps of the Northwest Territory and Canada. Using a carousel brainstorming approach, collaborative groups of students circulate through a series of mapping centres. Using a recording sheet that stays with the centre, they list the different things they notice on the map at a particular centre. As students visit each centre, they look at the items identified by previous students and add to the list. After each group has been to each centre, students discuss similarities and differences they observed in the various maps.
or		
	KC-002 KC-002A	Students bring in household items that have labels and/or writing (e.g., cereal boxes, soup cans, instruction booklets, games...). Collaborative groups of students identify words in any languages that they recognize on the items. As a large group, students discuss the use of language on household items (e.g., What languages did they find? Why do so many items have only French and English words on them? Did they find other languages on any of the items? Why or why not?).  TIP: Supplement students' items with items from other countries that have writing in languages other than English and/or French (e.g., Chinese soup, East Indian spice, German chocolate...).
<p><b>Teacher Reflections</b></p>		









1.2.2 My Territory and Country






Assessment	Outcomes	Strategies
<b>Acquire</b>		
	KC-002 KC-002A KC-003 KC-003A	Students learn the words to “O Canada” in the first language of the local community. Students listen to the words to see if they can identify words they know and practise reading the anthem like a poem.   BLM: My Territory and Country - Anthem Translations
or		
	KC-001 KC-002 KC-002A KC-003 KC-003A	Using a large map of Canada with the provinces indicated, collaborative groups of students create a visual display of Canada and the Northwest Territory, using words, objects, and pictures that represent the country or province (e.g., national and provincial symbols, photographs, words in the official languages, translations of the national anthem...).  TIP: To create a large map of Canada, project an overhead transparency of an outline map on a large piece of paper for tracing.
or		
	KC-002 KC-002A	As an Admit Slip, students share words from languages other than English or French that they speak at home, or that friends or neighbours may speak. The names of the various languages may be recorded on a chart entitled “Languages of the World and Canada.” As a large group, students discuss and respond to questions related to the various languages used in Canada (e.g., What language are we speaking now to have this discussion? What other language[s] do you learn in school? Out of school? What language do you hear on the radio? On television? In video games? Why?). Through guided brainstorming, students come to recognize English and French as the two official languages of Canada, and this idea is recorded on the “Languages of the World and Canada” chart.
or		
	KC-003	Students discuss the protocol used when singing the national anthem (e.g., removing hats, standing, not talking, acting respectfully, singing or listening quietly...). Ideas are recorded on a class chart and posted.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

My Environment

1.2.2 My Territory and Country

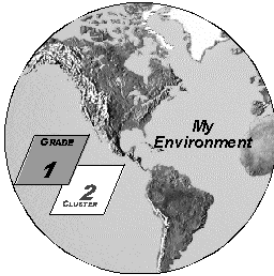
Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KC-001 KC-002 KC-003	Students listen to or read books and/or view videos in both official languages about Canada and the Northwest Territory. They discuss and list different aspects of Canada and the Northwest Territory. (e.g., national, territorial, and provincial symbols, words in the official languages, images, people they associate with Canada or the Northwest Territories...)  TIP: The video <i>Glorious and Free</i> , produced by Heritage Canada, shows various images of Canada over the music of the National Anthem. (Manitoba Text Book Bureau stock number 6267)
or		
	KC-002 KC-002A	Students create illustrated bilingual word cards (e.g., Hello/Bonjour, Apple/Pomme, Dog/Chien...) to contribute to an “Official Languages of Canada” bulletin board. (Aboriginal students may create trilingual word cards and include the language of their local community.) Students share and describe their word cards with the class before they are posted on the bulletin board.  NOTE: Another way to approach this is to create a large map of Canada using an overhead projector. Pictures could be collected from magazines and newspapers that represent the NWT and placed on/near our territory. The first line of ‘O Canada’ could be written out in all 11 official languages of the NWT and placed in speech bubbles that can be placed on/near the NWT. The NWT flag could be draped nearby.
<b>Apply</b>		
	KC-001 KC-002 KC-002A	Students colour and label a map of Canada to indicate the name of their country and their territory, and complete sentences to indicate those names, the name of their community, and the two official languages of Canada.   BLM: My Territory and Country - Canada/the Northwest Territories Map
or		
	KC-003 KC-003A	Collaborative groups of students complete an “O Canada” cloze.   BLM: My Territory and Country - O Canada Cloze
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.2.2 My Territory and Country

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
	KC-003 KC-003A	Using a mixed-up version of “O Canada,” collaborative groups of students cut apart the anthem phrases on the dotted line and arrange them in the correct order.   BLM: My Territory and Country - O’ Canada Mix & Fix
_____ or _____		
	KC-002 KC-002A KC-003 KC-003A	Collaborative groups of students prepare a choral reading of the national anthem in one of the official languages of Canada. Aboriginal students may choose to prepare a choral reading in their local Aboriginal language. The choral presentations may be presented at a school assembly as an alternative to singing the national anthem.   BLM: My Territory and Country - Anthem Translations
_____ or _____		
	KC-001 KC-002 KC-002A KC-003 KC-003A	Students host a “Happy to Live in the Northwest Territories and Canada” celebration. They create invitations for students in other classes or grades, staff members, and/or family and community members to share their learning about Northwest Territories and Canada. Activities might include the preparation and serving of appropriate foods; individuals or small groups performing the national anthem; choral readings of the national anthem; the sharing of words in both official languages; dressing in the colours of the NWT tartan or the provincial or national flag; as well as Gallery Walks of student work from this learning experience.  NOTE: for information about the NWT tartan see the following site: <a href="http://www.nwtpipeband.ca/nwt_tartan.html">http://www.nwtpipeband.ca/nwt_tartan.html</a>
<p style="text-align: center;"><b>Teacher Reflections</b></p>		

My Environment

Learning Experience: 1.2.3 My Address



KL-013 Identify their address or describe the relative location of their home in their community, town, or city.

Description of the Learning Experience







Knowing one's address is an important safety skill. Students learn and practise the use of their address.

**Vocabulary:** address, city/town, community (See Appendix D for Vocabulary Strategies.)

1.2.3 My Address

Assessment	Outcomes	Strategies
<b>Activate</b>		
	KL-013	Students read or listen to stories featuring characters who get lost. They discuss why the characters got lost, and what they might have done to find their way home.
_____ or _____		
	KL-013	As an Admit Slip, students bring in an envelope that was delivered to their home. Students write their names on the envelope and trade with a partner. Students pretend they are postal carriers and describe the route they would take and the community places they would see as they delivered the envelope to their partner.  NOTE: To increase the value of this activity, send home a blank envelope with the request that the parent and child address the envelope together with the child's first and last name, street address, community and postal code.
_____ or _____		
	KL-013	Students play a game of "What Am I Thinking?" to practise the use of relative location. One student chooses an item in the classroom, and gives relative location clues for the other students to guess the item (e.g., "I'm thinking of something that is near the whiteboard, on the teacher's desk, beside the stapler." "The dictionary."). TIP: Play an abstract version of this game, where students think of a landmark in the school or local community and give relative location clues.
<i>(continued)</i>		
<b>Teacher Reflections</b>		






1.2.3 My Address

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
	KL-013	<p>Invite a postal carrier to the class to distribute prepared envelopes bearing the name of each student and the full mailing address of the school. Students discuss the information shown on the envelope (e.g., number, street name, post office box, city, province, postal code...). As a homework assignment, students find out the full address of their home.</p> <p>TIP: The teacher or another adult can wear a pretend uniform and act as the postal carrier.</p> <p>NOTE: Many students know their phone numbers but not their addresses. This activity needs to build on their prior knowledge of knowing landmarks or relative locations (area of town), and the number on their house or apartment door.</p>
<b>Acquire</b>		
	KL-013	<p>Students set up a classroom post office. They decorate a box to resemble a Canada Post mailbox, and create a system to sort and deliver the mail. They practise their own and others' addresses by writing letters and postcards to each other, explaining the importance of knowing one's address.</p> <p>NOTE: A department store multi-shoe pocket holder can serve as a postal box. Also, this strategy could be a teachable moment to explain (using the ELA outcome 2.2.1 "Explore a variety of oral, print, and other media texts") the various kinds of mail including letters, postcards, magazines, bills, statements, personal letters, large envelopes, small parcels, and "junk mail" (flyers) etc.. Explain that some mail goes to everyone and is not addressed.</p> <p> BLM: My Address - Postcard</p>
	KL-013	<p>Students create a "Class Address Directory." Students write their names and addresses, and draw pictures of themselves on individual directory pages. Compile individual pages to create a class directory.</p> <p> BLM: My Address - Class Directory</p>
	KL-013	<p>Collaborative groups of students take turns reciting their home addresses and describing the relative location of their home (e.g., "My house is beside the park.").</p> <p>TIP: If the class has created a class address directory, students can read the addresses as students practise saying their address aloud. Discuss with students the idea that not all people have mail delivered to their homes, (e.g., post office boxes).</p>

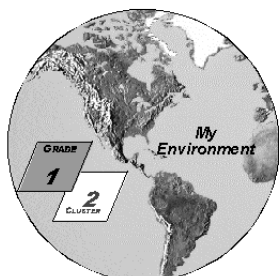
(continued)

**My Environment**

**1.2.3 My Address**

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KL-013	Post a map of the local community using different symbols to indicate different types of buildings. Students indicate where their homes are located on the map and describe the relative location of their home.  TIP: Take a community walk to establish the correct placement of the address tags.
<b>Apply</b>		
	KL-013	Students go on a community walk to take photos of their homes, or they bring in pictures of their homes. Students glue the photo of their home to a template, and write their address and the relative location of their home. Individual pages are compiled to create a class book.   BLM: My Address - Class Booklet
or		
	KL-013	Students write and mail letters to friends or family members, explaining in the letter the importance of knowing one's address. Students include the address of the recipient, as well as their return address.  NOTE: Another alternative is to put all the envelopes that students have written their own address on, in a bag. Each student will pull an envelope and write a letter (ELA 4.1.3) to the person whose name is on the envelope (Christmas and Valentines Day provide seasonal opportunities to write letters). They will have to write their own return address on the envelope before the letter is mailed.
or		
	KL-013	Students take a field trip to a local post office. Students generate questions in advance and observe the workings of the local postal system. Students write and mail individual follow-up thank-you letters, using the address of the local post office and their return address.
<b>Teacher Reflections</b>		





## Learning Experience: 1.2.4 My Community

- \_\_\_\_\_  
KI-008 Identify characteristics of communities.
- \_\_\_\_\_  
KL-016 Identify and locate landmarks and significant places using relative terms.  
*Examples: the statue is in the park beside the river...*
- \_\_\_\_\_  
KL-016A Identify local Aboriginal landmarks and significant places.
- \_\_\_\_\_  
KL-016F Identify local francophone landmarks and significant places.
- \_\_\_\_\_  
VL-008 Respect neighbourhood and community places and landmarks.  
*Examples: do not litter or vandalize...*


Note: Aboriginal distinctive learning outcomes are not intended for all students (see the DLO section of the Overview)

### Description of the Learning Experience

Although every community is unique, all communities share similar characteristics. Students explore the characteristics of communities, and identify significant community places and landmarks. Students discuss ways in which they can, as community members, demonstrate respect for their neighbourhood.





**Vocabulary:** community, landmarks, characteristics, neighborhood (See Appendix D for Vocabulary Strategies.)

### 1.2.4 My Community





Assessment	Outcomes	Strategies
	<p><b>Activate</b></p> <p>KI-008 KL-016 KL-016A VL-008</p>	<p>Students brainstorm places in their community (e.g., homes, schools, parks, landmarks...), and discuss the meaning of community and ways in which they can demonstrate respect for community places.</p> <p>TIP: A community is a group with a common interest. A community may consist of a town or village, a group of people who have similar interests or regularly participate in an activity, or it may simply be the immediate area around the school (e.g., the catchment area or the neighborhood—“uptown” or “downtown”). For some students in larger communities/towns, it may come as a surprise that there are many different neighborhoods, each with their own landmarks and distinctions. An American resource such as the DVD “Neighborhoods, Understanding Where We Live” from the Communities Collection (schoolvideos.com) has very relevant support material for this topic. This topic is well supported with guided reading texts about people and communities in Reading A-Z.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p><b>Teacher Reflections</b></p>		

My Environment

1.2.4 My Community





Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KI-008 KL-016 KL-016A	Students brainstorm different types of communities (e.g., urban, rural, northern...), and describe characteristics of and landmarks in communities they have visited. and lived in.
— or —		
	KI-008 KL-016 KL-016A	Post pictures of significant places and landmarks in the local community. Each day, provide clues about one of the pictures, describing its relative position in the community (e.g., I am thinking about a landmark on the grass; I am thinking about a landmark in the park...). Students guess the landmark being described and, once it is identified, describe its relative position.
— or —		
	KI-008 KL-016 KL-016A VL-008	As an Admit Slip, students describe their trip from home to school, including landmarks and significant places they see on their way. Students describe ways to demonstrate respect for community places.
— or —		
	KI-008 KL-016 KL-016A VL-008	Students view pictures or videos of different communities and identify landmarks and significant places illustrated in the pictures. Students discuss similarities and differences in the communities and ways in which the people living there might demonstrate respect for their neighbourhoods and community places.  TIP: Travel guides, community websites, and magazines provide good sources of pictures of various communities.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.2.4 My Community





Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
_____ or _____		
	KI-008 KL-016 KL-016A VL-008	Collaborative groups of students create a tableau to illustrate a landmark or significant place in their community. Using relative dramatic positional words (e.g., inside, outside, under, over, beside, in, on, underneath...), peers describe the relative location of the landmark and explain ways that they can demonstrate respect for the landmark.  TIP: Create a “Word Wall.” As new positional vocabulary words are identified, students add word cards to the “Word Wall.”   BLM: My Community - Positional Vocabulary
_____ or _____		
	KI-008 KL-016 KL-016A VL-008	In partners, students play an abstract version of “I spy,” describing a community landmark’s location in relation to other significant places (e.g., “I spy something that is beside _____.”). Students provide more clues about the landmark and its location until partners correctly guess the landmark. When the partners correctly guess the landmark, they describe actions they can take to demonstrate respect for the landmark.
_____ or _____		
	KI-008 KL-016 KL-016A VL-008	Students take turns describing where they live in the community relative to other landmarks and significant places. Students describe actions they can take to demonstrate respect for their neighbourhoods.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

My Environment

1.2.4 My Community







Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KL-016 KL-016A	Students play “Jelly Bean Hunt” to practise mapping skills and locate objects, using relative terms. TIP: a description of “Jelly Bean Hunt” can be viewed at <a href="http://www.wsd1.org/LTCActivities/K3%20Freeware/Jellybean%20Hunt.htm">www.wsd1.org/LTCActivities/K3%20Freeware/Jellybean%20Hunt.htm</a> The software will run under Windows 95/98 or later and can be gotten through membership at the following website: <a href="http://www.riverdeep.net/edmark/">http://www.riverdeep.net/edmark/</a> .
<b>Acquire</b>		
	KI-008 KL-016 KL-016A VL-008	On a community walk, students take digital photographs or sketch and label landmarks and significant places. Students post their images in the classroom, and discuss ways in which they can demonstrate respect for their neighbourhoods and community places and landmarks. This strategy could take another angle with the students becoming travel agents and organizing a trip for some “mythical visitors” from abroad. After becoming familiar with the known landmarks (see your communities website), students could select one of them to highlight in a brochure they create featuring sketches, descriptions and ways to show respect. TIP: If you would like to take a virtual trip to a library, see the following website: <a href="http://www.hud.gov/kids/field1.html">http://www.hud.gov/kids/field1.html</a>
or		
	KI-008 KL-016 KL-016A VL-008	Using a word processor, students create a clip art collage of landmarks and places in their community. Students describe the relative location of landmarks represented in their collage, and ways in which they can demonstrate respect for community places.
or		
	KI-008 KL-016 KL-016A VL-008	Students write about and draw pictures of places they have visited in their community. Students identify the relative location of the places, explain why the places are significant, and describe ways in which they can demonstrate respect for the various places.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.2.4 My Community

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
_____ or _____		
	KI-008 KL-016 KL-016A VL-008	Students compose questions and interview, email, or fax community members to learn about the significance of community places and landmarks. Students record the relative location of the place(s) they learned about, explain why each place is significant, and describe ways in which they can demonstrate respect for the place(s).
_____ or _____		
	KI-008 KL-016 KL-016A VL-008	Create an interactive bulletin board matching game to explore community landmarks. Post pictures of significant community places and landmarks, and word cards identifying their names and locations. Students take turns matching the picture with its name, describing its relative location, and suggesting actions they can take to demonstrate respect for community places.
_____ or _____		
	KI-008	Students read or listen to stories that describe different types of communities. Using a Venn diagram, they compare and contrast the characteristics of communities.
_____ or _____		
	KI-008 KL-016 KL-016A VL-008	Post a community map including major streets and roads. Students create symbols to represent their homes and significant community places and landmarks, and attach them to the map using push-pins. Using the completed map, students describe the route they take from home to school, identifying community places and landmarks they see along the way. Students describe actions they can take to and from school to demonstrate respect for their neighbourhood and community places.
<p><b>Teacher Reflections</b></p>		



My Environment

1.2.4 My Community

Assessment	Outcomes	Strategies
<b>Apply</b>		
_____ or _____		
	KI-008 KL-016 KL-016A VL-008	<p>Students create “Significant Community Places and Landmarks Postcards.” Students illustrate a community place or landmark and write a postcard to a peer describing the relative location of the place and how they can demonstrate respect for community places. Students deliver the postcards to peers.</p> <p>Note: The presentation of their postcard to the class (or to the teacher) and explanation of why a certain building or landmark is important to the community could be a good source of assessment.</p> <p> BLM: My Community - Significant Places and Landmarks Postcard</p>
_____ or _____		
	KI-008 KL-016 KL-016A VL-008	<p>Students plan and conduct a “Community Dress-up Day.” Students assume the role of a community helper (e.g., police officer, librarian...) and come to school dressed as that person. Students set up stations in the classroom representing the place where each person works. Students describe ways in which they contribute to their community as that community helper and ways each community member can demonstrate respect for their neighbourhood and community.</p>
_____ or _____		
	KI-008 KL-016 KL-016A VL-008	<p>Using laminated community maps and overhead markers, students locate significant community places and landmarks and challenge partners to identify them. In pairs, each with their own map, students sit back to back. One student uses positional vocabulary to instruct his or her partner on where to draw different community places and landmarks they have illustrated on their own map (e.g., draw a statue in front of the town hall...). Once complete, students compare their maps and give examples of ways in which they can demonstrate respect for community places.</p>
_____ or _____		
	KI-008 KL-016 KL-016A VL-008	<p>Students illustrate significant places and landmarks in their community, and describe ways in which they can demonstrate respect for their neighbourhood and community. Compile individual student pages to create a class “Community Characteristics Book.”</p> <p> BLM: My Community - Characteristics Book</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

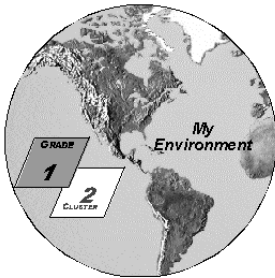


1.2.4 My Community

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
	<p>KI-008 KL-016 KL-016A VL-008</p>	<p>Collaborative groups of students create a multimedia presentation illustrating significant places and landmarks in their community. Using a map of the community as the main slide, students create links to additional slides with images and descriptions of significant community places and landmarks. Students insert sound clips describing ways that community members can demonstrate respect for their neighbourhood. Compile group presentations in a class presentation.</p>
or		
	<p>KI-008 KL-016 KL-016A VL-008</p>	<p>Collaborative groups of students create a diorama of their community. Students include models of significant community places and landmarks, models of their homes, and posters/billboards promoting ways in which community members can demonstrate respect for their neighbourhood. Using their community model, students perform role-plays of community life for peers or parents in settings such as brown bag lunch days.</p> <p>NOTE: Another layer of challenge with the diorama is to invite/require the creating of the inside and outside of a chosen building.</p>
<b>Teacher Reflections</b>		

**My Environment**

**Learning Experience: 1.2.5 The Natural Environment**



- KL-012 Recognize that people depend on the environment for survival.

---

- KT-019 Describe how the repeating patterns of the seasons influence their lives.

---

- VL-007 Appreciate the beauty and benefits that the natural environment brings to their lives.

---

- VL-007A Value the special relationships Aboriginal people have with the natural environment.

Note: Aboriginal distinctive learning outcomes are not intended for all students (see the DLO section of the Overview)



**Description of the Learning Experience**

The natural environment helps fulfill our needs. Students explore their natural environment, identifying characteristics of the seasons, and ways in which the seasons and the natural environment bring beauty and benefits to their lives.






Note: NWT Science outcomes (e.g., Seasons: Changes All Around Me; Living Things) can be integrated with this Learning Experience.

**Vocabulary:** environment, natural environment, survival, seasons (See Appendix D for Vocabulary Strategies.)

**1.2.5 The Natural Environment**

Assessment	Outcomes	Strategies
<b>Activate</b>		
 <p>Appendix A Skill 3a</p>	KL-012 KT-019 VL-007 VL-007A	<p>Students brainstorm elements of the natural environment (e.g., plants, animals, weather...), and discuss ways in which the elements influence their lives and help fulfill their needs. Students sort the elements according to those they can see, hear, touch, smell, or taste, and select and describe one item from each category that is personally important. To differentiate/extend this strategy, have students revisit these lists discussing the effect it would have on them if a particular element was removed from their environment.</p> <p>NOTE: Dene Kede provides excellent pictures and a Dene perspective on many northern animals</p> <p style="text-align: center;">or</p>
 <p>Appendix A Skill 1</p>	KL-012 KT-019 VL-007 VL-007A	<p>Students read or listen to stories about the natural environment and weather. They illustrate ways in which their lives are dependent upon or influenced by elements of the natural environment. Students share their illustrations with peers, describing why they appreciate the natural environment.</p> <p>NOTE: Each region in the NWT has unique weather occurrences (e.g., flood threats in Fort Good Hope and Hay River; school closures in some communities such as Ulukhaktok for blizzards or extreme temperatures)</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		





1.2.5 The Natural Environment

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KL-012 KT-019 VL-007 VL-007A	Students brainstorm different events that occur over the course of a year (e.g., summer break, skating, raking leaves, celebrations...). Record the responses according to the season in which they occur. When a representative sample has been collected, students identify criteria for the teacher’s grouping (i.e., summer, fall, winter, and spring), and discuss seasonal characteristics of the natural environment, and ways in which the repeating patterns of the seasons influence their lives and help fulfill their needs.  NOTE: To differentiate/extend this strategy, the teacher could glue the celebration cards from Hands on Social Studies to four bristol board sheets according to the season in which they occurred. In pairs the students could analyse the list for the rule that determined the groupings. Once “seasons” is identified as the rule, each student chooses a season and receives two stickies, yellow and blue ones. On the yellow they draw a characteristic of the natural environment from their chosen season and on the blue the way the season affects what they do or wear. These ideas are presented to the class.
— or —		
	KL-012 KT-019 VL-007 VL-007A	Invite a volunteer to visit the class dressed as a season. Students guess what season the volunteer represents, and describe features of the natural environment during that season. Students create thank-you letters describing ways in which the natural environment influences their lives and fulfills their needs. Students email or fax letters to the volunteer.
— or —		
	KL-012 KT-019 VL-007 VL-007A	Students brainstorm seasonal characteristics and events (e.g., harvest, blizzards, opening of fishing season, baseball...). Students identify how seasonal elements influence their lives and help fulfill their needs.
<b>Acquire</b>		
	KL-012 KT-019 VL-007 VL-007A	Students explore Internet sites or print media, comparing and saving/cutting out images of the four seasons. Students identify the characteristics of the natural environment in each season, and describe ways in which it influences their lives and helps fulfill their needs.
— or —		
	KL-012 KT-019 VL-007 VL-007A	Using a word processor, students create a clip art collage of everyday items (e.g., paper, bread, milk...) and elements of the natural environment (e.g., tree, cranberries, caribou...). Students match everyday items to the elements of the natural environment. The items are derived from, and describe how the natural environment helps fulfill their needs. Students share collages with peers and identify their favourite elements and ways in which they influence their lives.






(continued)

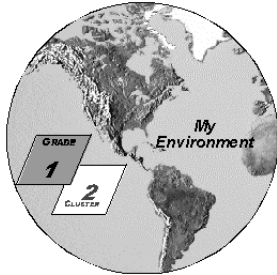
## My Environment

## 1.2.5 The Natural Environment

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
_____ or _____		
	KL-012 KT-019 VL-007 VL-007A	<p>Collaborative groups of students record events on a seasonal chart according to the time of year in which they occur (e.g., animals get thicker fur, buds appear on the trees, harvest, longer days...). Students discuss ways in which the events influence their lives and help fulfill their needs, and describe the beauty and benefits the natural environment brings to their lives.</p> <p>NOTE: To differentiate this strategy, use a calendar produced about your region as a visual aid to record in words on sentence strips one activity from each month of the year. Using a Hands on Social Studies (p. 141) type of large circle divided into four season quadrants, to decide in what season each of the twelve activities should be glued. Attach an arrow with a paper fastener to the center of the chart so it can be moved as the seasons change.</p>
_____ or _____		
	KL-012 KT-019 VL-007 VL-007A	<p>Students plan and conduct experiments (e.g., plant growth, seasonal changes in plants and animals, heat absorption, length of day...) related to the seasons and the natural environment. Students record their observations and explain how the seasons and natural environment influence their lives and help fulfill their needs.</p>
_____ or _____		
	KL-012 KT-019 VL-007 VL-007A	<p>Students discuss how seasonal changes and events influence their lives and help fulfill their needs. Students illustrate a season and describe the beauty and benefits the natural environment brings to their lives.</p>
<b>Apply</b>		
	KL-012 KT-019 VL-007 VL-007A	<p>Students plan and conduct a campaign to promote environmental stewardship and sustainability. Students create posters identifying elements of the natural environment, and describing ways in which the natural environment brings beauty and benefits to their lives.</p> <p>TIP: Display the posters in a public area of the school or present the posters to other classes to promote respect for the natural environment.</p> <p>Note: Whether the following activities become themes for the posters or experiences to inspire artistic expressions, these suggestions match this Learning Experience well:</p> <p>a) spend quiet and reflective time on the land during changes in seasons/weather so the students can see, taste, feel, hear and smell the land and its subtle changes b) have students keep a record of all that they see that comes from the land over a period of time c) have each person express their feelings for the land in their own way through music, dance, story, and art.</p>
<i>(continued)</i>		

1.2.5 The Natural Environment

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
 <p>Appendix A Skill 7d</p>	KL-012 KT-019 VL-007 VL-007A	Students create seasonal timelines illustrating features of the natural environment, and identifying ways the seasons and the natural environment influence their lives and help fulfill their needs. Students share timelines with peers and describe the beauty and benefits the natural environment brings to their lives.
_____ or _____		
  <p>Appendix A Skill 10</p>	KL-012 KT-019 VL-007 VL-007A	Students create seasonal collages with images of the natural environment. Students share collages with peers and describe ways in which the seasons and the natural environment influence their lives and help fulfill their needs.  Note: Using the same skill set (Skill 10), each child could make a mobile. On an oval piece of paper, they write I care about my environment. Hanging from this oval could be little circles for each element—plants, animals, water, weather, etc.. The student illustrates each element and shows how it influences them.
_____ or _____		
  <p>Appendix A Skill 11g</p>	KL-012 KT-019 VL-007 VL-007A	Collaborative groups of students create a multimedia presentation illustrating the repeating patterns of the seasons and elements of the natural environment. Students choose a season and insert images representing elements of the natural environment. Students record and insert sound clips describing how each element influences their lives and helps fulfill their needs. Compile group presentations in a class presentation representing the complete cycle of the seasons.
<p><b>Teacher Reflections</b></p>		



**Learning Experience: 1.2.6 Needs and Wants**

- KE-027 Give examples to distinguish needs from wants.

---

- KE-028 Give examples of how media may influence their needs, wants, and choices.  
*Include: advertising and television programming.*

---

- VE-013 Respect differences between their own and others' needs and wants.


**Description of the Learning Experience**

Students explore the concepts of needs and wants, and discover how the media affects their needs, wants, and choices. Through this exploration, they come to understand the differences between needs and wants, and to think more critically about the influence of the media in their lives.

TIP: The concept of basic needs is introduced in Kindergarten, and may only need to be reviewed in Grade 1; the concept of wants is introduced to students in Grade 1.








**Vocabulary:** needs, wants, media, influence, choice, advertising (See Appendix D for Vocabulary Strategies.)

**1.2.6 Needs and Wants**

Assessment	Outcomes	Strategies
	KE-027 VE-013	<p><b>Activate</b></p> <p>Students listen to a story that is related to the concept of needs and wants, and discuss examples of needs and wants from the story.</p> <hr/> <p style="text-align: center;">or</p> <hr/>
	KE-027 KE-028 VE-013	<p>As an Admit Slip, students submit advertisements (e.g., magazine, flyer, newspaper, direct mail...) for various consumer items (e.g., food, toys, clothing...). The ads are posted on a bulletin board and students discuss how the advertisements may influence their needs, wants, and choices.</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		







1.2.6 Needs and Wants







Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
_____ or _____		
	KE-027 KE-028 VE-013	In a class discussion, students share ideas for items they would like to give or receive as a gift. They also share information related to how they know about the item and/ or what influenced their choice (e.g., a friend has the item, they saw it advertised on television or in a catalogue, they saw it at a store...). Ideas are recorded on a class T-chart (item/what influenced choice).
	<b>Acquire</b>	
	KE-027 VE-013	Using the “Using a Needs and Wants” Word Splash and “Traditional Needs and Wants” Word Splash,” students circle needs in one colour and wants in another colour. As a large group, they discuss and give additional examples to distinguish needs from wants.
		 BLM: Needs and Wants – Word Splash
		 BLM: Traditional Needs and Wants – Word Splash
_____ or _____		
	KE-027 VE-013	Students brainstorm and discuss what humans need to be healthy and happy (e.g., food, clothing, shelter, health, love...). As students give examples, create picture/word cards of the items and post them randomly on a chart. Students create their own illustrated word cards and sort/glue them onto a chart to distinguish needs from wants. TIP: Have the students use the sorted cards for creative writing related to needs and wants.
		 BLM: Needs and Wants - Chart
_____ or _____		
	1-KE-027 1-KE-028 1-VE-013	Collaborative groups of students cut pictures of various consumer items from magazines, catalogues, flyers, and pamphlets. They sort the pictures into needs and wants, and glue them onto a chart. Students discuss how print media may influence their needs, wants, and choices.
	<i>(continued)</i>	
	<b>Teacher Reflections</b>	

My Environment

1.2.6 Needs and Wants







Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
_____ or _____		
	KE-027 VE-013	<p>Prepare several “Mystery Boxes” that contain an assortment of items (or pictures of items) that can be identified as needs or wants (e.g., bottled water, can of pop, fruit, toys, clothing, bag of potato chips...). Working in collaborative groups, students take turns selecting an item from the “Mystery Box,” and explain to the group why they think their selection is a need or a want. As students complete their turns, they place their item in a needs/wants display area.</p> <p>TIP: Carousel Activity: When each group has completed sorting, discussing, and displaying the items in the “Mystery Box,” students may tour each other’s displays to compare the decisions made regarding how the items are sorted.</p>
_____ or _____		
	KE-027 KE-028 VE-013	<p>Students listen to or read books on the topic of nightmares, and share examples of times when television or movies have influenced their feelings and given them nightmares. Through guided questioning, students discuss how media may influence their feelings, as well as their needs, wants, and choices.</p>
_____ or _____		
	KE-027 KE-028 VE-013	<p>Students view a series of television commercials aimed specifically at children (e.g., toys, games, prepared foods, video games...). After viewing, and through guided questioning, students give examples from the commercials that made the product appear desirable (e.g., close-up images that make the item look better, colourful sets to enhance product appearance, sound/visual effects...), and discuss how advertising may influence their needs, wants, and choices.</p> <p>TIP: Have real samples of the products for students to examine and compare to the visual images/messages presented in the commercials. As well, allow students to view the commercials multiple times, pausing/rewinding where necessary, to discuss various techniques used by advertisers to influence children. Be aware of copyright regulations when recording and viewing materials from television.</p>
		 Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.2.6 Needs and Wants



Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
_____ or _____		
	KE-027 KE-028 VE-013	<p>Students listen to or watch an excerpt of a recorded story. After listening or viewing, they discuss various feelings they had during the experience, and give examples of what made them feel that way (e.g., music, sound effects, images...). Students give examples from a variety of media (e.g., movies, television shows, video games...) that have influenced their feelings and describe what aspect of the experience made them feel that way.</p> <p>TIP: Select a short excerpt for viewing from a popular video that has a particularly exciting scene. Be aware of copyright regulations with respect to prerecorded materials.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
_____ or _____		
	KE-027 KE-028 VE-013	<p>Students compare a variety of toys/games to determine how media may influence their needs, wants, and choices. Students are presented with examples (or pictures) of popular fad toys alongside traditional toys (e.g., Yo-yo®, Slinky®...). Students discuss how they heard about the popular toy, and discuss how media may influence their needs, wants, and choices.</p> <p>TIP: If possible, have students view and critically examine television commercials (or print advertisements) that target popular toys.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
_____ or _____		
	KE-027 VE-013	<p>Students pretend they are going on a camping trip and decide what they will need to survive. Using images of both necessary and fun camping items, students circle necessary items in order to distinguish needs from wants. They debrief their choices and provide additional examples of needs and wants.</p> <p> BLM: Needs and Wants - Let's Go Camping</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

My Environment

1.2.6 Needs and Wants

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KE-028	<p>As an Admit Slip, students complete a one-week television commercial viewing log to track the products they see advertised on television. Students record how many times they see particular products advertised (e.g., food, games, toys, movies, clothing, restaurants...). Student results are compiled on a class graph illustrating the products and number of commercials for the products. Students discuss how media influence their needs, wants, and choices.</p> <p> BLM: Needs and Wants - Television Commercials</p>
<b>Apply</b>		
	KE-027 VE-013	<p>Students create “Needs and Wants” booklets. Students provide examples to distinguish needs from wants, which are recorded on a class chart. Students select a number of needs and wants to illustrate and describe. Student work may be compiled in individual booklets, or collated in a class book.</p>
or		
	KE-027 KE-028 VE-013	<p>Students take a “blind” taste test. Provide students with unlabelled samples of a particular product for a taste-test comparison of more costly brand-name items with generic versions (e.g., Coke®, Pepsi®, and generic store brand). Students discuss the differences in flavour and prices, the impact of advertising, and how media may influence their needs, wants, and choices.</p>
or		
	KE-027 KE-028 VE-013	<p>Students play a “Needs and Wants” game. Each student is given a card with the word “Need” printed on one side and the word “Want” on the other. Hold up a variety of pictures that illustrate either needs or wants. As each picture is revealed, students respond by showing the appropriate side of the word card to distinguish needs from wants. Students give additional examples to distinguish needs from wants.</p> <p> BLM: Needs and Wants - Word Card</p>
		<i>(continued)</i>
<b>Teacher Reflections</b>		

1.2.6 Needs and Wants

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
 <p>Appendix A Skill 1</p>	<p>KE-027 KE-028 VE-013</p>	<p>Students play “TV Scavenger Hunt.” Students watch a series of videotaped television commercials aimed at children in order to identify and critically discuss techniques that advertisers use to influence their needs, wants, and choices (e.g., music, close-up images, smiling/happy faces, special sound/visual effects, inanimate objects such as dolls or cars that appear to be larger or capable of doing things they are not...).</p> <p>TIP: Have students raise their hands when they spot a technique, and pause/rewind the tape to focus the discussion. Be aware of copyright regulations when recording and viewing materials from television.</p>
_____ or _____		
 <p>Appendix A Skill 6e</p>	<p>KE-027 KE-028 VE-013</p>	<p>Students take a “Needs and Wants” field trip to a grocery store. In collaborative groups, students browse the aisles of a local grocery store and identify items to distinguish needs from wants. A parent volunteer records and tallies student observations on a T-chart. Group tallies are collated on a class data chart.</p> <p>TIP: If a grocery store field trip cannot be arranged, students may browse a variety of catalogues and flyers (e.g., grocery/department/toy stores) and identify items to distinguish needs and wants.</p>
<b>Teacher Reflections</b>		

**My Environment****Cluster 2: Connecting and Reflecting**

Using their “My Environment” portfolio, students describe features of the community and show how they can help make the community a better place.



BLM: Cluster 2–Connecting and Reflecting



*Connecting and Belonging*

**Connecting with Others**

**3**  
CLUSTER

GRADE  
**1**





# Cluster 3

## Learning Experiences: Overview

### 1.3.1 Diversity

KCC-010 Give examples of diverse ways in which people live and express themselves.

*Examples: language, clothing, food, art, celebrations...*

KCC-01 Identify similarities between diverse communities.

*Examples: cultural, social, geographic...*

VCC-006 Value diversity among their peers and community members.

### 1.3.2 Respect, Responsibility, and Rights

KC-005 Describe their responsibilities and rights in the school and community.

KE-030 Recognize the need to care for personal property.

VC-001 Respect the needs and rights of others.

VE-014 Respect their own and others' property.

### 1.3.3 Living with Others

KC-006 Describe various ways in which people depend upon and help one another.

KE-029 Describe ways in which work may be shared in families, schools, and communities.

VC-002 Be willing to contribute to their groups and communities.

VI-004 Appreciate the importance of relationships and connections to others.

### 1.3.4 Getting Along

KP-022 Give examples of decision making in their daily lives.  
*Examples: families, schools, communities...*

KP-023 Describe how other people may influence their lives and how they may influence the lives of others.

KP-024 Explain purposes of rules and laws in the school and community.

VP-011 Respect rules and laws in their school and community.

VP-011A Respect the traditional laws of their Aboriginal community  
*Examples: Dene and Inuvialuit Laws*

### 1.3.5 Conflict Resolution

KP-025 Give examples of causes of conflict and solutions to conflict in the school and community.

KP-026 Identify ways to deal with bullying.

VP-012 Be willing to help resolve conflicts peacefully.

### 1.3.6 Global Connections

KG-020 Recognize that people all over the world have similar concerns, needs, and relationships.

KG-021 Identify relationships or connections they have with people in other places in the world.

VG-010 Be willing to consider the needs of people elsewhere in the world.

*Examples: Project Love, UNICEF..*

**SOCIAL STUDIES Correlations Chart: Dene Kede; Inuuqatigiit; Careers Development**

**Grade 1: “Connecting and Belonging”  
Cluster 3: Connecting with Others**

SOCIALS STUDIES <b>Learning Experiences:</b>	DENE KEDE (places to start) <b>theme/perspective/page</b>	INUUQATIGIIT (places to start) “K-3” <b>theme/page</b>	BLUEPRINT (places to start) <b>Competency/level</b>
<p>Note: the learning experiences listed below (eg., K.1.1) are comprised of SLO’s (specific learning outcomes) and DLO’s (distinct learning outcomes) <i>that are not shown</i>.</p> <p>Please refer to the SLO’s and GLO’s in the <i>adjacent pages</i> to make the connections with these three documents:</p>	<p>Note: Read the introduction to the theme of your study for the larger picture</p>	<p>Note: Read the introductions to the “Relationships” on pg. 37 and 91 to note the call for creative combining of topics, as well as the topic introductions</p>	<p>Competencies 1-11 <i>Level 1</i></p>
1.3.1 “Diversity”	<u>Tribes</u> <i>The People</i> (158)	<u>Family and Kinship</u> (40)  <u>Traditional Games</u> (83, 84) ????	2.1.1 Demonstrate the unique character of individuals 2.1.8 Demonstrate openness to the diversity of cultures, lifestyles as well as mental and physical abilities 5.1.4. Discover how interests, knowledge, skills, beliefs and attitudes relate to work roles
1.3.2 “Respect, Responsibility, and Rights”	<u>Friends</u> <i>The People</i> (172)	<u>Elders</u> (48) <u>Traditional Responsibilities</u> of Women (52) and Men (56), Girls (60) and Boys (64)	2.1.10 Adopt behaviors and attitudes that contribute to positive and effective interactions with others in interpersonal and group settings

(Continued)

## Connecting with Others

### SOCIAL STUDIES Correlations Chart: Dene Kede; Inuuqatigiit; Careers Development

#### Grade 1: “Connecting and Belonging” Cluster 3: Connecting with Others

SOCIALS STUDIES Learning Experiences:	DENE KEDE (places to start) theme/perspective/page	INUUQATIGIIT (places to start) “K-3” theme/page	BLUEPRINT (places to start) Competency/level
1.3.3 “Living with Others”	<u>Eating and Food, The People</u> (202)  Family	<u>Family and Kinship</u> (40)	3.1.6 Explore the importance of asking for help and ways to do so 3.1.9 Ask for help when needed 3.1.11 Acknowledge the positive outcomes of asking for help 6.1.1 Understand how work can satisfy personal needs ?????? 6.1.2 Understand how work can contribute positively to society ?? 7.1.3 Understand how cooperation among workers can accomplish a task
1.3.4 “Getting Along”	<u>Elders The People</u> (177)	<u>Traditional Responsibilities of Girls</u> (60) and <u>Boys</u> (64)  <u>Family and Kinship</u> (40)	2.1.2 Explore sources and effects of peer pressure 8.1.2 Understand how choices are made 8.1.7 Understand how decisions affect self and others
1.3.5 “Conflict Resolution”	<u>Leaders The People</u> (180) <u>Elders The People</u> (177)	<u>Laws and Leadership</u> (75-76)	2.1.7 Demonstrate the appropriate behaviors and attitudes when peer pressures are contrary to one’s beliefs 7.1.4,7 Understand and demonstrate the ability to work with people who are different from oneself (eg. race, age, gender, people with [dis] abilities)
1.3.6 “Global Connections”			

## Connecting with Others

## Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.
- **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, Processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.
- **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each Cluster and throughout the grade. It is located in Appendix D.
- **Connecting and Reflecting:** the end of cluster summative assessment activity.



## Cluster Description

Students explore their responsibilities and rights as members of communities and learn various ways people help and depend upon one another. They consider diverse and similar ways people live, meet their needs, express themselves, and influence each other. They also explore the purpose of rules and the causes of and solutions to conflict.



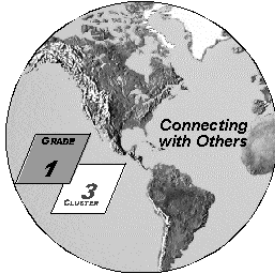


**Connecting with Others****3**  
CLUSTER**Engaging Students in the Cluster**

- Create a book display illustrating diverse ways in which people live and express themselves.
- Create a bulletin board display of people in the community (e.g., police officer, doctor, conservation officer...).
- Students contribute pictures to a collage illustrating connections with people in other places in the world.
- Play cooperative games and board games and discuss the importance of working together and getting along.
- Students view videos showing how people in other places live.
- Students read or listen to stories illustrating ways in which people depend upon one another.
- On a school or community walk students identify examples of rules and laws and discuss the importance of responsibilities and rights.
- Students view video clips of popular television shows and discuss examples of conflict resolution.

**Learning Experiences Summary****1.3.1 Diversity****1.3.4 Getting Along****1.3.2 Respect, Responsibility, and Rights****1.3.5 Conflict Resolution****1.3.3 Living with Others****1.3.6 Global Connections**

Connecting with Others



**Learning Experience: 1.3.1 Diversity**

KCC-010 Give examples of diverse ways in which people live and express themselves.  
*Examples: language, clothing, food, art, celebrations...*

KCC-011 Identify similarities between diverse communities.  
*Examples: cultural, social, geographic...*

VCC-006 Value diversity among their peers and community members.

**Description of the Learning Experience**

Students explore ways in which people live and express themselves. Through this exploration, they come to understand the many similarities among apparently different communities, and to appreciate diversity.







**Note:** Some of the activities in this learning experience may require teacher sensitivity to student cultural background and/or family situations.

**Vocabulary:** diversity, community, same, different, people (See Appendix D for Vocabulary Strategies.)

**1.3.1 Diversity**






Assessment	Outcomes	Strategies
<b>Acquire</b>		
<p>Appendix A Skill 2</p>	KCC-010 KCC-011 VCC-006	Students read or listen to stories about the many diverse ways in which people live and express themselves. Students brainstorm various ways that people are alike and ways they are different (e.g., appearance, tastes, experiences, heritage...). Record ideas on a class chart.
	or	
<p>Appendix A Skill 3a, 6f</p>	KCC-010 KCC-011 VCC-006	Students discuss the ways people are the same and different. The emphasis is beyond mere physical differences—although some students may respectfully offer unique physical characteristics of themselves or others. The examples given to get the thinking started are the ones that will set the tone. Try discussion around how varied likes and dislikes are among people. Create T-chart on white board and ask for student responses to The Ways People are Alike and the Ways People are Different. The BLM may be done as the class discusses, or later, individually or in groups.
	<p>NOTE: Another way to make this strategy engaging at the outset, is to collect picture books of countries (put these in a suitcase) and create mock airline tickets to these places. After pairing the students off and with eyes closed, they pick a book from the suitcase to be the country they will travel to. With their airline tickets “in hand”, they pretend to be tourists as they travel through the books and find ways people are the same and different (beyond physical characteristics).</p>	
<p>1.3.1 a</p>		
BLM: Diversity - Attributes		

## 1.3.1 Diversity








Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KCC-010	As an Admit Slip, students share personal artifacts from home that represent their family or culture (e.g., Metis sash and fiddle, Tlich drum or beaded mitts, Filipino Banduria, German clock, Canadian flag...). They use the artifact to describe ways their family lives and expresses itself (e.g., language, clothing, food, art, celebrations...) and, as a class, identify similarities between diverse communities (e.g., cultural, social, geographic...).
	KCC-011	
	VCC-006	
— or —		
	KCC-010	As an Admit Slip, students bring pictures from home that show their family celebrating an important family or cultural event (e.g., birthday, wedding, Aboriginal Day, Christmas...). They describe the event to their peers. As a class, students discuss similarities, differences, and diverse ways in which people live and express themselves (e.g., language, clothing, food, art, celebrations...), and identify similarities between diverse communities (e.g., cultural, social, geographic...).
	KCC-011	
	VCC-006	
<b>Acquire</b>		
	KCC-010	Students view images from a variety of sources (e.g., books, magazines, calendars...) of diverse ways in which people live and express themselves (e.g., language, clothing, food, art, celebrations...). They record their observations of four similarities among diverse communities.
	KCC-011	
	VCC-006	
 BLM: Diversity - Facts		
— or —		
	KCC-010	Students view videos that illustrate diverse cultures and communities. They discuss and identify similarities among diverse communities and ways in which people live and express themselves (e.g., language, clothing, food, art, celebrations...). Students create a Mind Map to illustrate their observations of similarities and differences.
	KCC-011	
	VCC-006	
 BLM: Diversity - People: Same or Different		
<i>(continued)</i>		
<b>Teacher Reflections</b>		

Connecting with Others

1.3.1 Diversity


Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
— or —		
	KCC-010 KCC-011 VCC-006	Students observe a variety of cultural artifacts or images of artifacts (e.g., clothing, food, art, celebrations...) to compare and contrast different ways in which people live and express themselves. Students discuss and sort the artifacts to identify similarities and differences among diverse communities (e.g., cultural, social, geographic...).
— or —		
	KCC-010 KCC-011 VCC-006	Students discuss diversity among their peers and community members, including abilities and disabilities (e.g., hearing impairments, visual impairments, physical differences, different ways of learning...). They participate in activities that simulate disabilities, and discuss how it felt to have each impairment.  TIP: Use sunglasses with the lens painted/taped over to simulate visual impairment, earplugs to simulate hearing impairments, and wheeled office chairs to simulate physical impairments.
— or —		
	KCC-010 KCC-011 VCC-006	Students prepare questions and listen to a guest speaker who has experience with a physical disability, or who is a representative of an organization (e.g., NWT Council of Persons with Disabilities, CNIB...), to learn about diversity among their peers and community members. Students compose thank-you letters to send to their guests, describing why they value diversity among their peers and community members.
<b>Apply</b>		
	KCC-010 KCC-011 VCC-006	Students create individual mini-booklets, called “A Book about Me,” to share with peers. They record special facts about themselves and illustrate how they live and express themselves.
		BLM: Diversity - Mini-Booklet
		<i>(continued)</i>
<b>Teacher Reflections</b>		

1.3.1 Diversity

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
 	KCC-010 KCC-011 VCC-006	Students identify similarities between diverse communities (e.g., cultural, social, geographic...), and discuss diverse ways in which people live and express themselves (e.g., language, clothing, food, art, celebrations...). They write “Similarity Poems” to illustrate diversity among their peers and community members.  TIP: Include diverse culture event/celebrations on the class calendar throughout the entire school year to continue to help students become aware of cultural similarities.   BLM: Diversity - Similarity Poem
_____ or _____		
 	KCC-010 KCC-011 VCC-006	Collaborative groups of students create a “Diversity Collage.” They use pictures from a variety of sources (e.g., magazines, calendars...) to illustrate diverse ways in which people live and express themselves. Students present their collages to their peers, describing examples of diversity and similarities among communities, and explaining why they value diversity among their peers and community members.
_____ or _____		
	KCC-010 KCC-011 VCC-006	Students record favourite things and personal feelings (e.g., “My favourite...” “I am afraid of...”), and find classmates with similar and/or different favourites and feelings. Students record common and distinct favourites and feelings with classmates. Students discuss why they value diversity among their peers and community members.   BLM: Diversity - Someone Like Me
		<i>(continued)</i>
<b>Teacher Reflections</b>		

Connecting with Others

1.3.1 Diversity

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
	<p>KCC-010</p> <p>KCC-011</p> <p>VCC-006</p>	<p>Students participate in a series of “Cultural Awareness Days” as an opportunity to value diversity among their peers and community members. Activities might include</p> <ul style="list-style-type: none"> <li>– inviting community guests who represent a particular culture to visit in traditional dress, and to share cultural stories, artifacts, music, and/or pictures</li> <li>– asking parents to prepare a class “taste treat” that represents a particular cultural group (e.g., pea soup, perogies, bannock...)</li> <li>– having students prepare simple foods, using culture-based recipes</li> <li>– inviting parents and other classes/staff members to take Gallery Walks of displayed student work and to listen to poetry and other readings from this learning experience</li> </ul> <p>TIP: Have several “Cultural Awareness Days” throughout the year (e.g., once a month), focusing on a different culture each time.</p>
<p><b>Teacher Reflections</b></p>		



*Connecting and Belonging*

**GRADE**

**1**

**Connecting with Others**

**3**  
**CLUSTER**

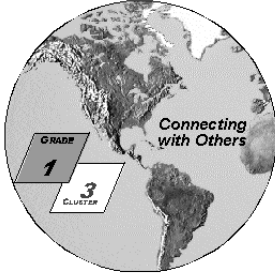
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**1.3.1 Diversity**

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Teacher Reflections

Connecting with Others



**Learning Experience: 1.3.2 Respect, Responsibility, and Rights**

- KC-005 Describe their responsibilities and rights in the school and community.
- KE-030 Recognize the need to care for personal property.
- VC-001 Respect the needs and rights of others.
- VE-014 Respect their own and others' property.

**Description of the Learning Experience**








Every individual in our society has responsibilities as well as rights. Students explore the relationship between their responsibilities and their rights, including the need to care for and respect their own and others' personal property.

**Vocabulary:** responsibility, right, care, personal, property (See Appendix D for Vocabulary Strategies.)

**1.3.2 Respect, Responsibility, and Rights**









Assessment	Outcomes	Strategies
<b>Activate</b>		
	KC-005 KE-030 VC-001 VE-014	Students read or listen to stories about <i>responsibility</i> . They identify responsibilities of the characters in the stories, and give examples of their own responsibilities in the school and community. <i>The Grasshopper and the Ant</i> clearly illustrates the concept of responsibility.
or		
	KC-005 KE-030 VC-001 VE-014	Given a simple definition of the term <i>responsibility</i> and through guided questioning, students identify the duties/responsibilities of selected community members (e.g., “The duties/responsibilities of a chief [school custodian, firefighter, mail carrier, pilot...] are...”).  TIP: <i>Responsibility</i> may be defined simply as the jobs or duties a person must do. Use pictures of various community members dressed in uniform to stimulate discussion about responsibilities.  NOTE: BLM 1.3.2g is useful here early in the Learning Experience in developing a vocabulary chart to reference throughout the cluster.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.3.2 Respect, Responsibility, and Rights

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KC-005 KE-030 VC-001 VE-014	Collaborative groups of students play “I Spy Personal/Public Property.” They choose items in the classroom that are either personal or public property, and give clues to help their peers identify the item (e.g., “I spy personal property that is blue...”).  NOTE: a critical challenge early on in this Learning Experience would be to develop a boys/girls “think tank” discussion to develop meanings for public and private property. The beliefs and values around the concept of “property” in the NWT present quite a philosophical range. The think tank may yield surprisingly differing ideas on this subject and resulting definitions.
<b>Acquire</b>		
	KC-005 KE-030 VC-001 VE-014	Students identify examples of rights and attendant responsibilities in the school and community. Ideas are recorded on a class chart, and students record ideas in individual charts.   BLM: Respect, Responsibility, and Rights - Chart   BLM: Respect, Responsibility, and Rights - Key
or		
	KC-005 KE-030 VC-001 VE-014	Students watch a video about responsibilities. They identify responsibilities discussed in the video, and give examples of their responsibilities and rights in the school and community.  TIP: Many school divisions and/or schools have identified specific students’ rights and responsibilities.
or		
	KC-005 KE-030 VC-001 VE-014	Students discuss the difference between personal property and public property. They brainstorm examples of both types of property in the school/community. Ideas are recorded on a class chart, and students select items to record and illustrate individually.   BLM: Respect, Responsibility, and Rights - Personal Property
<i>(continued)</i>		
<b>Teacher Reflections</b>		









Connecting with Others

1.3.2 Respect, Responsibility, and Rights

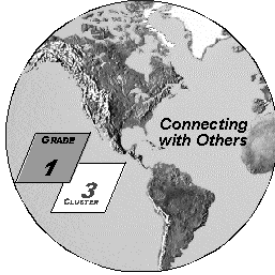
Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KC-005 KE-030 VC-001 VE-014	Students take a walking tour to identify responsibilities and rights in the school. They sketch, record, or take digital pictures of ideas and images related to responsibilities and rights. Students use the images or ideas gathered on the walk to illustrate pages in a “School Responsibilities and Rights Book.”
 BLM: Respect, Responsibility, and Rights - School		
or		
	KC-005 KE-030 VC-001 VE-014	Collaborative groups of students discuss places in the community they have a right to visit, and their responsibilities while they are at those places. Ideas are recorded on a group chart, and shared with the larger group.
 BLM: Respect, Responsibility, and Rights - Community		
or		
	KC-005 KE-030 VC-001 VE-014	Students generate questions and interview community members (e.g., police officers, peacekeepers, conflict managers, principal...) to learn about their responsibilities and rights in the school and community. Students share their interviews and discuss the importance of these people.
 BLM: Respect, Responsibility, and Rights - Interview		
<b>Apply</b>		
	KC-005 KE-030 VC-001 VE-014	Students create and participate in a classroom job board. They brainstorm a list of classroom responsibilities/jobs and discuss what needs to be done for each job. Students describe and illustrate individual job cards, which are posted on a central job board. Students discuss the expectations of each responsibility/job, and take turns doing various jobs.  TIP: This activity should continue throughout the year to emphasize the need for ongoing responsibility.
or		
	KC-005 KE-030 VC-001 VE-014	Students create a book, video, or presentation to illustrate their responsibilities and rights in the school and community.  NOTE: To increase the legitimacy and use of student-written books, ask the school librarian or designated keeper of the library to create a child/student author shelf where individual student/class published books are kept.

(continued)

1.3.2 Respect, Responsibility, and Rights

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
 	KC-005 KE-030 VC-001 VE-014	Collaborative groups of students create posters illustrating their responsibilities and rights in the school and community.  TIP: Consider displaying posters around the school to encourage responsible behaviour in all students.
_____ or _____		
	KC-005 KE-030 VC-001 VE-014	Students create a “Helping Hands, Not Hurting Hands Chart.” Each student places his or her hand in paint and makes a handprint on the chart. When the prints dry, students print/sign their name and recite “I will use helping hands, not hurting hands.”, and explain how they will use their helping hands to care for personal property.
_____ or _____		
 	KC-005 KE-030 VC-001 VE-014	Students create illustrated charts to define, compare, and contrast new vocabulary (e.g., responsibility, rights, personal, property, respect...). Students participate in a Gallery Walk to view each other’s charts and discuss their understandings of new vocabulary.   BLM: Respect, Responsibilities, and Rights - Vocabulary
_____ or _____		
 	KC-005 KE-030 VC-001 VE-014	Students prepare oral presentations describing their responsibilities and rights in the school and community, and the need to care for personal property. They give their presentations at a grade or school assembly.
<p><b>Teacher Reflections</b></p>		

Connecting with Others



**Learning Experience: 1.3.3 Living with Others**

KC-006	Describe various ways in which people depend upon and help one another.
KE-029	Describe ways in which work may be shared in families, schools, and communities.
VC-002	Be willing to contribute to their groups and communities.
VI-004	Appreciate the importance of relationships and connections to others.

**Description of the Learning Experience**

Every individual who lives within a society is a member of a variety of groups and communities and, as such, engages in relationships with others. Students explore how group members help one another, and ways in which people work together to accomplish tasks. Students come to appreciate the importance of the many relationships in their lives and the need to be a contributing member of society.

**Note:** In this document, the term “family” is used with the recognition that students may be part of different types of families (e.g., foster, nuclear, blended...).







**Vocabulary:** depend, give, work, share, cooperate, contribute, group (See Appendix D for Vocabulary Strategies.)

**1.3.3 Living with Others**

Assessment	Outcomes	Strategies
<b>Activate</b>		
<p>Appendix A Skill 2</p>	KC-006	Students brainstorm ways in which people depend upon and help one another (e.g., reading buddies, helping tie a friend’s shoes...), and work together to accomplish a task (e.g., raking leaves at home, tidying the classroom, community clean-up day...).  Students discuss how they feel when they help someone, and when someone helps them.
	KE-029	
	VC-002	
	VI-004	
or		
<p>Appendix A Skill 3a</p>	KC-006	Students draw pictures illustrating people helping one another and/or people working together to accomplish tasks. Students share pictures with peers and discuss how they feel when they help someone, and when someone helps them.
	KE-029	
	VC-002	
	VI-004	
<i>(continued)</i>		
<b>Teacher Reflections</b>		










## 1.3.3 Living with Others



Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KC-006 KE-029 VC-002 VI-004	Students participate in a variety of co-operative games. Students discuss ways in which they depended upon and helped one another in the games, and how it felt to contribute to the group and to help accomplish their goal.   Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
or		
	KC-006 KE-029 VC-002 VI-004	Using a word processor, students create a clip art collage of people depending upon and helping one another, and people sharing work in families, schools, and communities. Students exchange collages with peers, who sort the examples according to whether they occur at home, at school, or in the community. Students discuss why it is important for people to contribute to their groups and communities.  NOTE: An appropriate merger could be done between this strategy and Apply#1. On a large piece of mural paper, students could glue pictures from old magazines showing people helping each other. Over a one-week period, they could also be given strips of paper on which they could record ways they have helped others and then glue these onto the mural.
<b>Acquire</b>		
	KC-006 KE-029 VC-002 VI-004	Over the course of three days, students keep a record of ways in which they help others and share work at home, at school, and in the community. Students share their examples with the class. Using a spreadsheet, record and graph the number of times class members helped others at home, at school, and in the community. Students discuss why it is important to help others in their groups and communities.  NOTE: If their community column is sparse/bare, perhaps try to infuse a few community projects into the students' lives such as a schoolyard clean-up (try taking before and after photos) or planting flowers for the elders/seniors home (perhaps the students could be involved in the building of the flower boxes).
 BLM: Living With Others - Helping at Home, at School, and in the Community		
or		
	KC-006 KE-029 VC-002 VI-004	Students read or listen to stories describing people who depend upon and help one another and who work together to accomplish tasks. Students write or draw pictures to illustrate ways in which characters co-operate in the stories, and discuss why it is important for everyone to contribute to their groups and communities.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

Connecting with Others

1.3.3 Living with Others

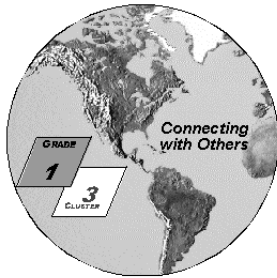
Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
_____ or _____		
 	KC-006 KE-029 VC-002 VI-004	Collaborative groups of students compose questions and interview people at school (e.g., support staff, custodians...) and in the community (e.g., neighbours, bus driver...) to learn about ways in which they help one another and share work. Students write or draw pictures to illustrate what they learned, and share their examples with the rest of the class. Students discuss the importance of relationships and connections with others.
_____ or _____		
	KC-006 KE-029 VC-002 VI-004	Collaborative groups of students discuss examples of work people do at home, at school, and in the community. With each example, students identify who is working together, who is being helped by the work, and ways in which the work contributes to their groups and communities. A reporter from each group shares their examples with the class, and students discuss why it is important to contribute to their groups and communities.
<b>Apply</b>		
 	KC-006 KE-029 VC-002 VI-004	Students create “Job Jar” cards, listing ways they can help others and share work in their families, schools, and communities (e.g., “I will help set the table.” “I will clean our class paintbrushes.” “I will pick up litter in the park”...). Students give cards to members of their family and groups, and help out accordingly. Students discuss how they felt about helping out and why it is important to contribute to their groups and communities.  NOTE: Consider the following emphasis to assist student metacognition of this task: if they have the time, and are able to do a task, they would make life a little bit/ considerably happier for others and would be a good role model for their younger siblings.
_____ or _____		
 	KC-006 KE-029 VC-002 VI-004	Collaborative groups of students create a mural illustrating ways in which people depend upon and help one another and work together to accomplish tasks in their families, school, and community. Students explain their murals to peers, and describe why it is important to contribute to their groups and communities.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.3.3 Living with Others

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
	KC-006 KE-029 VC-002 VI-004	Collaborative groups of students role-play working together to accomplish a task in their family, school, or community. Peers guess the job that is being dramatized and describe how people working together are important in their groups and communities.
_____ or _____		
	KC-006 KE-029 VC-002 VI-004	Students create a thank-you card to send to someone who has helped them and/or shared work in their family, school, or community. Students express why the help and co-operation was important to them.
<p><b>Teacher Reflections</b></p>		

Connecting with Others

Learning Experience: 1.3.4 Getting Along



- KP-022 Give examples of decision making in their daily lives.  
*Examples: families, schools, communities...*

---

- KP-023 Describe how other people may influence their lives and how they may influence the lives of others.

---

- KP-024 Explain purposes of rules and laws in the school and community.

---

- VP-011 Respect rules and laws in their school and community.

---

- VP-011A Respect the traditional laws of their Aboriginal community.  
*Examples: Dene and Inuvialuit Laws*

*Note: Aboriginal distinctive learning outcomes are not intended for all students (see the DLO section in the Overview)*

**Description of the Learning Experience**

When people live and work together in groups and communities they need to understand that their decisions and actions affect others around them. Students explore rules, laws, and decision making in their families, schools, and communities.

**Note:** In this document, the term “family” is used with the recognition that students may be part of different types of families (e.g., foster, nuclear, blended...).

**Vocabulary:** decision, influence, rules, laws (See Appendix D for Vocabulary Strategies.)






**Note:** As a simplified way of speaking about “laws” and “rules” consider defining a “law” as an important rule that everyone must follow everywhere. “Rule” could be defined as an agreed upon way of acting in certain places (home, school, community) and at certain times. However, the question of “who” has agreed upon the adoption of a “rule” could open critical questions and opportunities for challenges and differentiation in the “active citizenship” curricular context of this document (e.g.. a child generates one new rule for home, school, or community and explains why they chose this rule).

**1.3.4 Getting Along**

Assessment	Outcomes	Strategies
	<p>KP-022 KP-023 KP-024 VP-011 VP-011A</p>	<p><b>Activate</b></p> <p>Using concept mapping, students brainstorm various ideas related to rules, laws, and decision making (e.g., Why do we have rules? How are rules made? Who must follow rules? When are rules important? What happens if rules are not followed?). Students discuss ways in which rules influence their lives and why it is important to respect rules and laws in their school and community.</p> <p style="text-align: center;">                  BLM: Getting Along - Rules             </p> <p style="text-align: center;">or</p>
	<p>KP-022 KP-023 KP-024 VP-011 VP-011A</p>	<p>Students brainstorm examples of decisions and rules in their homes, school, and community. Students identify the purpose of each decision/rule, and give examples of consequences if people choose to go against the decisions and rules.</p>





*(continued)*

1.3.4 Getting Along

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
_____ or _____		
	KP-022	Students read or listen to stories about rules and decision making. Students discuss ways in which rules, decisions, and actions influence the characters in the story and why it is important to respect rules and laws.
	KP-023	
	KP-024	
	VP-011	
	VP-011A	
_____ or _____		
	KP-022	Students share an example of a time they made a decision that influenced others' lives, and a time when they were influenced by the decisions of other people. Students discuss why the decisions were made and why it is important to respect decisions.
	KP-023	
	KP-024	
	VP-011	
	VP-011A	
<b>Acquire</b>		
	KP-022	Collaborative groups of students compose questions and interview people responsible for making and/or enforcing rules, laws, and decisions (e.g., bus driver, principal, police officer, Aboriginal Elder...) to learn about ways in which rules and decisions influence people's lives, and the purposes of rules and laws in the school and community. Students write or draw about what they learned and share examples with the rest of the class. Students discuss the importance of rules, laws, and decisions, and ways in which rules, laws, and decisions influence their lives.
	KP-023	
	KP-024	
	VP-011	
	VP-011A	
<p>NOTE: Books, posters, websites, and quest speakers may be able to render a survey of and explain about Dene Laws, as an important set of guiding principles that improve the quality of life.</p>		
_____ or _____		
	KP-022	Students discuss the differences between rules, laws, and decisions. Post the words "rule," "law," and "decision" on different walls in the classroom, and read statements that are examples of each. Students listen to each statement, decide whether it represents a rule, law, or decision, and move to the appropriate wall. Once group consensus has been reached, students discuss the purpose of the rule, law, or decision, ways it influences students' lives, and whether the rule, law, or decision applies to the home, school, or community. Students write additional examples of rules in the home, school, and community.
	KP-023	
	KP-024	
	VP-011	
	VP-011A	
 BLM: Getting Along - Rules, Laws, and Decisions		
<i>(continued)</i>		
<b>Teacher Reflections</b>		






Connecting with Others

1.3.4 Getting Along

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
_____ or _____		
	KP-022	Collaborative groups of students develop sets of rules they believe to be important in homes, schools, and communities. Students share the rules with peers, and discuss who is affected, the purpose of the rules, and ways to encourage others to respect each rule.
	KP-023	
	KP-024	
	VP-011	
	VP-011A	
_____ or _____		
	KP-022	Students discuss the purpose and influence of rules and decisions on the playground, in the classroom, and in organized games and sports. They also discuss the consequences of ignoring rules and decisions. Students share examples of times when they influenced others or were influenced by others' decisions related to rules in games and sports. Students list reasons why it is important to respect rules, laws, and decisions.
	KP-023	
	KP-024	
	VP-011	
	VP-011A	
<b>Apply</b>		
	KP-022	Collaborative groups of students role-play scenarios involving rules, laws, and decisions in their families, schools, and communities. Peers identify the rule, law, or decision being dramatized and discuss how each character in the scene was influenced. Students propose alternative actions that would demonstrate respect for rules, laws, and decisions.
	KP-023	
	KP-024	
	VP-011	
	VP-011A	
_____ or _____		
	KP-022	Collaborative groups of students list and illustrate rules and decisions in their homes, school, or community. Students present the rules/decisions to the class, describing their purpose, possible consequences if they are not followed, and ways in which people may be encouraged to respect the rules in their schools and communities. Compile group rules in a class book.
	KP-023	
	KP-024	
	VP-011	
	VP-011A	
<i>(continued)</i>		
<b>Teacher Reflections</b>		

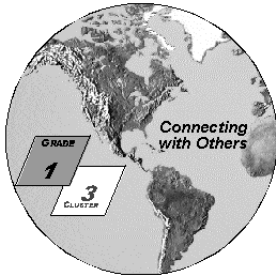


1.3.4 Getting Along

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
 	KP-022	<p>_____ or _____</p> <p>Students create posters illustrating examples of rules, laws, and decisions in their homes, school, and community. Students present their posters to their peers, describing the purpose of the rule and advocating respect for rules in their schools and communities.</p>
	KP-023	
	KP-024	
	VP-011	
	VP-011A	
	KP-022	<p>_____ or _____</p> <p>Students play “Rules and Decisions Beach Ball.” Mark the segments of a beach ball as representing either rules or decisions (e.g., yellow sections = rules, blue sections = decisions). Sitting in a circle, one student calls out a peer’s name, followed by the word “family”, “school”, or “community”, and throws the ball to that student. The student catching the ball gives an example of a rule or decision, based on the called-out word and the colour their right thumb was touching on the ball when they caught it. Students discuss the purpose of the rule and decisions, and why they need to be respected.</p>
	KP-023	
	KP-024	
	VP-011	
	VP-011A	
 	KP-022	<p>_____ or _____</p> <p>Students plan and conduct a “Citizenship Recognition Day”. Students illustrate stickers and badges and present them to other students in the classroom, school, or community whom they observe respecting rules and laws, and/or making decisions that have a positive influence on others. At the end of the day, students share examples of respect for rules and laws that they observed, and describe how those actions contributed to their school and community.</p> <p>NOTE: Another similar approach to this would be to talk about whom in their town they considered to be a good example of respecting rules and laws. Thank-you cards could be created for these individuals with illustrations drawn of them in a setting showing them being respectful.</p>
	KP-023	
	KP-024	
	VP-011	
	VP-011A	
<p><b>Teacher Reflections</b></p>		

Connecting with Others

Learning Experience: 1.3.5 Conflict Resolution



- KP-025 Give examples of causes of interpersonal conflict and solutions to interpersonal conflict in the school and community.

---

- KP-026 Identify ways to deal with bullying.

---

- VP-012 Be willing to help resolve interpersonal conflicts peacefully.

Description of the Learning Experience

Every student belongs to a number of groups and communities, and, as such, experiences differing levels of conflict in the natural course of engaging in relationships with others. Students explore issues related to conflict, including bullying, and focus on peaceful conflict resolution.

**NOTE:** Be sensitive to students who may be in bullying situations and may require individual counselling.







**Vocabulary:** conflict, solve, solution, bully, peace, feeling, emotion, victim, bystander (See Appendix D for Vocabulary Strategies.)

**Note:** A distinction should be made between an act (smiling) and a feeling (happy). Sometimes people chose not to show on their faces or with body language the actual feeling they are experiencing—they may use another expression that hides or covers how they truly feel.

1.3.5 Conflict Resolution







Assessment	Outcomes	Strategies
<b>Activate</b>		
	KP-025 KP-026 VP-012	Students sing songs that deal with feelings and emotions (e.g., “If You’re Happy and You Know it...”). They brainstorm different emotions, and give examples of what might cause particular emotions. Ideas are recorded on a class chart.
or		
	KP-025 KP-026 VP-012	Students read or listen to stories about conflict and bullying. They give examples of and solutions to conflict from the stories and identify ways to deal with bullying. TIP: Conflict is a disagreement between two or more people with differing ideas. Bullying occurs when a stronger person deliberately hurts or intimidates a weaker person—mentally, physically, and/or emotionally.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.3.5 Conflict Resolution





Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
		_____ or _____
	KP-025 KP-026 VP-012	Students share personal examples of a time they experienced conflict, and how the conflict was resolved. If the examples provided by students were not resolved peacefully, students discuss peaceful solutions.
		_____ or _____
	KP-025 KP-026 VP-012	Students brainstorm examples of conflict and bullying, and discuss how the terms differ.
		_____ or _____
	KP-025 KP-026 VP-012	Students read or listen to stories about bullying, and discuss the meaning of the terms “bully” and “victim.”
		_____ or _____
	KP-025 KP-026 VP-012	Students brainstorm places in the school and community where conflict or bullying might take place (e.g., school bus, play structure, on the way home from school...), and people who can help them deal with conflict or bullying (e.g., bus driver, teacher, neighbourhood watch parent...).
<b>Acquire</b>		
	KP-025 KP-026	Students share feelings they have experienced during situations involving conflict or bullying. The different feelings are recorded on a class chart. Students select one feeling and, using an upside-down Y-chart, draw a facial expression to describe what the emotion “looks like,” write words to describe what the feeling “sounds like,” and write a sentence about the feeling.
		 BLM: Conflict Resolution - Y-Chart
		<i>(continued)</i>
<b>Teacher Reflections</b>		

Connecting with Others

1.3.5 Conflict Resolution




Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
_____ or _____		
	KP-025	Using self-stick notes, students draw or write about a conflict they have experienced. They post them on a “Solving Problems” area of a class bulletin board. At a specific time each day (e.g., after opening exercises), one student selects one note for the daily discussion, and students discuss possible causes for the conflict, as well as alternate and peaceful ways of resolving the conflict.
	KP-026	
	VP-012	
_____ or _____		
	KP-026	Collaborative groups of students use a Word Splash to explore vocabulary related to bullying. They identify words they know and discuss words they do not know. In a large group, students discuss situations where bullying is involved, and identify ways to deal with bullying.
		 BLM: Conflict Resolution - Word Splash
_____ or _____		
	KP-025	Students brainstorm examples to complete the following sentences: “Conflict is _____.” “Bullying is _____.” Student ideas are recorded on a class chart. Using a Word Frame, students write sentences about conflict and bullying. They share their sentences with each other, and discuss solutions to conflict and ways to deal with bullying.
	KP-026	
	VP-012	
		 BLM: Conflict Resolution - Conflict and Bullying
_____ or _____		
	KP-025	Students read books or view videos that illustrate situations involving conflict or bullying. They identify different people involved in the conflict/bullying situations (e.g., bully, victim, bystanders...). Students discuss what a bully is and various ways to deal with bullies.
	KP-026	
	VP-012	
		<i>(continued)</i>
<p><b>Teacher Reflections</b></p>		

1.3.5 Conflict Resolution

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
_____ or _____		
	KP-025 VP-012	Students generate questions and invite a guest speaker to the class who is involved in conflict resolution (e.g., guidance counsellor, principal, student mediator...) to discuss causes of conflict and solutions to conflict in the school and community.  NOTE: To consolidate home, school, and community rules, perhaps ask a school board member or band member to discuss how Dene Laws could help maintain peace in a community and provide solutions to conflicts, bullying, and other problems.
<b>Apply</b>		
	KP-025 KP-026 VP-012	Students create anti-bullying or anti-conflict posters, which are posted around the school to encourage peaceful conflict resolution.
_____ or _____		
	KP-025 KP-026 VP-012	Collaborative groups of students select a situation that involves conflict or bullying, and present mini-role-plays to their peers, illustrating a peaceful way to resolve the conflict or to deal with the bullying. Peers suggest alternative ways of resolving conflict and dealing with bullying.  TIP: Present the role-plays to other classes/grades to encourage peaceful conflict resolution.
_____ or _____		
	KP-025 KP-026 VP-012	As a class or individually, students write letters to individuals involved in conflict resolution (e.g., police officer, guidance counsellor, principal, student mediator...), describing the importance of peaceful conflict resolution, and thanking them for their efforts to help others resolve conflicts peacefully. They may want to draw pictures with words depicting situations where these individuals were able to defuse potential conflicts.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

Connecting with Others

1.3.5 Conflict Resolution

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
	KP-025 KP-026 VP-012	Using index cards, students create “Conflict Cards.” Each student draws or illustrates a conflict situation, and the cards are placed in a box. One at a time, students draw a card and describe the conflict to the class, and present solutions to resolve the conflict peacefully.
_____ or _____		
	KP-025 KP-026 VP-012	Using a word processor, collaborative groups of students create “Conflict Resolution” brochures to identify causes of and solutions to conflict in the school or community, or “Bullying” brochures to identify ways to deal with bullying. Print multiple copies and have students share their brochures with other classes in the school to encourage peaceful conflict resolution.
_____ or _____		
	KP-025 KP-026 VP-012	Collaborative groups of students use pictures from various media (e.g., magazines, newspapers...) to create “Peaceful Conflict Resolution” posters. Students present and discuss their posters with peers.
<p><b>Teacher Reflections</b></p>		



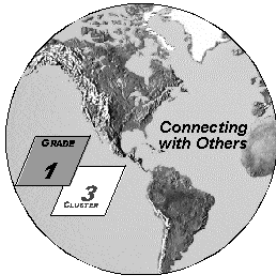
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**1.3.5 Conflict Resolution**

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Teacher Reflections

Connecting with Others



**Learning Experience: 1.3.6 Global Connections**

- KG-020 Recognize that people all over the world have similar concerns, needs, and relationships.

---

- KG-021 Identify relationships or connections they have with people in other places in the world.

---




- VG-010 Be willing to consider the needs of people elsewhere in the world.  
*Examples: Project Love, UNICEF...*

**Description of the Learning Experience**

No matter where people live, they all have the same basic concerns, needs, and relationships. Students explore the similarities among peoples, and discover the many connections they have with the rest of the world.

**Vocabulary:** world, relationships, connections, needs, concerns (See Appendix D for Vocabulary Strategies.)








**1.3.6 Global Connections**

Assessment	Outcomes	Strategies
<b>Activate</b>		
	KG-020	Using a simple frame such as “People everywhere need...,” students brainstorm examples to demonstrate that people all over the world have similar concerns, needs, and relationships. Ideas are recorded and posted.  NOTE: Consider listening to the lyrics of Raffi’s song, “All I Really Need” (Bananaphone album) as this activity is done.
	KG-021	
VG-010		
or		
	KG-020	Students read or listen to stories about people who live in other places. They identify events from the stories that demonstrate that people all over the world have similar concerns, needs, and relationships. Students also identify examples of relationships or connections they have with people in other places in the world.  NOTE: The free “Communities of the World” segment on the World Vision DVD is a very good match for this strategy ( <a href="https://www1.worldvision.ca/tabbed/WebsiteIncoming.nsf/OGCRequest04?OpenForm">https://www1.worldvision.ca/tabbed/WebsiteIncoming.nsf/OGCRequest04?OpenForm</a> )
	KG-021	
	VG-010	
or		
	KG-020	As an Admit Slip, students identify the country of birth of their ancestors. Using a world map, and with assistance if needed, students place a push-pin or self-stick note on a world map to identify the geographical location of their country of origin.
	KG-021	
	VG-010	

(continued)









**Teacher Reflections**

1.3.6 Global Connections




Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
_____ or _____		
	KG-020 KG-021 VG-010	Students view video clips of people in other places in the world. They discuss examples from the video that demonstrate that people all over the world have similar concerns, needs, and relationships.
<b>Acquire</b>		
	KG-020 VG-010	Students browse magazines and cut out pictures of people in other places in the world engaged in the activities of daily life. Students present their pictures to the class, and describe aspects of the pictures that demonstrate that people all over the world have similar concerns, needs, and relationships. Pictures may be posted on a class bulletin board.
_____ or _____		
	KG-020 VG-010	Collaborative groups of students play “Global Scavenger Hunt.” They browse travel magazines, brochures, and fiction and non-fiction books to identify examples demonstrating that people all over the world have common concerns, needs, and relationships. They record their ideas and share them with the class.
		 BLM: Global Connections - Scavenger Hunt
_____ or _____		
	KG-020 KG-021 VG-010	As an Admit Slip, students share an artifact from home that illustrates a connection they have with people in other places in the world (e.g., picture or letter from a friend or relative, food or clothing item from outside of Canada, travel souvenir...). Using a world map, and with assistance if needed, students place a push-pin or self-stick note on a wall map of the world to identify the geographical location of their connection.
_____ or _____		
	KG-020 VG-010	Students prepare questions and invite a community member involved in a helping project (e.g., local food bank, UNICEF representative...), to discuss why it is important to consider the needs of other people, locally and elsewhere in the world.
_____ or _____		
	KG-020 VG-010	Using CultureGrams Online Database, students browse the “Photo Gallery” of their choice of people in other places in the world engaged in activities of daily life. Students are tasked with downloading two/three pictures showing activities of interest to them. The pictures can be downloaded to the school’s integrated software (Appleworks; Microsoft products such as Word or Powerpoint) and with some prior preparation by the teacher, students can be taught to save their pictures on the server and later display their findings through a digital projector. At that time, they speak to the reasons they selected the pictures. As another strategy for mere reporting, one central computer could be used as each student quickly navigates the site to display their pictures and speak to them according to the pre-established criteria.  Culture Gram website: <a href="http://online.culturegrams.com/index.php?">http://online.culturegrams.com/index.php?</a> Username: govnorthwest Password: welcome
<i>(continued)</i>		

Connecting with Others

1.3.6 Global Connections

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
_____ or _____		
 	KG-020 KG-021 VG-010	Working individually or in collaborative groups, students complete a “Global Connections” Mind Map. As a large group, they discuss examples that demonstrate that people all over the world have similar concerns, needs, and relationships.   <b>1.3.6 b</b> BLM: Global Connections - Mind Map
_____ or _____		
	KG-020 KG-021 VG-010	Students generate questions and email people in other places in the world to discover similar concerns, needs, and relationships. Students share responses with peers and, using push-pins or self-stick notes, locate their email contact on a wall map of the world.   <b>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</b>
_____ or _____		
	KG-020 KG-021	Students view video clips from other parts of the world demonstrating people in need. Students identify concerns and discuss how they can make a difference in the world.
<b>Apply</b>		
 	KG-020 KG-021 VG-010	Through consensus, students select a local or world concern, and engage in a class project that demonstrates they are willing to consider the needs of people elsewhere in the world (e.g., Project Love, UNICEF, Coats for Kids, Christmas Cheer Board, a local Food Bank...).  TIP: Social action projects are most successful and meaningful when they arise naturally from authentic learning activities and reflect the true concerns of the students.  NOTE: Consider the many active citizenship projects happening in NWT schools. These kinds of projects can engage students especially when animals are involved. For instance, enough money could be raised to purchase a cow in a developing country. School-wide promotion and fundraising could bring music recorders to a school in Africa or reduce the student to textbook ratio in developing countries.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.3.6 Global Connections

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
	KG-020 KG-021	Students create a visual display illustrating that people all over the world have similar concerns, needs, and relationships.
_____ or _____		
	KG-020 KG-021	Students write letters to their E-pals elsewhere in the world. In their writing, they identify the concerns, needs, and relationships they have in common with their E-pals, and explain why it is important for everyone, everywhere, to consider the needs of people elsewhere in the world.
_____ or _____		
	KG-020 KG-021 VG-010	Students engage in a “Children Helping Children” project to demonstrate that they are willing to consider the needs of others. They regularly connect with younger students in the school or nearby community (e.g., Kindergarten, local daycare...) to help the younger students with various tasks (e.g., weekly recess buddies, monthly reading pals, daily walking to and from school...).
<p><b>Teacher Reflections</b></p>		

## Connecting with Others

## Cluster 3 — Connecting and Reflecting

**Student:**

Using their “Connecting with Others” portfolio, students describe ways in which people in communities help one another meet their needs and ways in which the students themselves can help others.



BLM: Cluster 3—Connecting and Reflecting

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**Teacher Reflections**



*References*

**Foundation for Implementation**

**GRADE**  
**K-3**

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*AppendiceS*

**GRADE**

**1**





## Skills Assessment

### Appendix A

**GRADE**

**1**

Social Studies skill outcomes (eg. “S-100”) and English Languages Arts skill outcomes (“ELA”) are contained in the following **skills progress chart**. The practical path toward use of Appendix A and the closely connected Appendix C would be as follows:

1. select a strategy in a Learning Experience
2. note the Appendix A Skill # under the teacher/student icon
3. go to that skill in Appendix A and design a rubric for your learning strategy from the skills listed-- *before* the activity starts
4. check-off the acquired skills using the Appendix C “skills progress chart” *during* and *after* the learning
5. when applicable, encourage students to record the project, artifact, etc. they created on their copy of the **student portfolio tracking chart** that follows the progress charts
6. continued use of the chart will reveal whether or not certain strategies are being over or underused resulting in gaps or repeats in skill use

Generally, Appendix A provides instructional support in the using of a skill set and Appendix C provides a teacher tool to track skills used in the class, or individual student growth *throughout the course* for the various kinds of learning assessments (“as”, “for, and “of”).

## Skills Assessment Key

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## Appendix A – Skills Assessment



## 1 – Active Listening

**1-S-102** Interact fairly and respectfully with others.

*ELA- 5.2.2* Explore own identity

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

➤ Navigate within an electronic document

*ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)

*ELA- 2.1.3* Use textual clues to construct and confirm meaning

*ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

*ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts

*ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts

*ELA- 3.1.4* Listen actively and follow directions for gathering information

*ELA- 3.2.1* Seek information about a topic from sources (including peers)

*ELA- 3.2.2* Recognize when information answers the questions asked

*ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-400** Listen actively to others.

*ELA- 4.2.1* Talk about own and others' draft and final representations

Active listening is an integral component of all learning. Students use active listening skills in a wide variety of classroom experiences including brainstorming, discussion, collaborative group activities, listening to instructions and presentations, and viewing media. To develop active listening skills, students need opportunities to practise the physical behaviours, positive attitudes, and cognitive skills that enable them to become effective learners. Information on specific active listening “outcome links” and “corresponding illustrative examples” can be found in the *NWT K-3 English Language Arts Curriculum* document (August 2006). Also, information on specific listening strategies is found on page 8 of “Strategies That Make a Difference”, in Manitoba’s *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. This document is in each NWT school and can also be ordered at Manitoba Text Book Bureau.

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does an active listener look/sound like?*
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Recording focused observations to monitor student growth over time as well as determine which students need differentiation
- Guiding self-assessment, using a Met/Not-Yet-Met strategy

**BLMs**

Note: The following publications provide helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*

([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference” (see last section entitled, “Blackline Masters Kindergarten to Grade 8”). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

- BLM 54: Assessing Active Listening

*Success for All Learners*. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

- P. 6.11: SLANT; HASTE; SWIM

## Appendix A – Skills Assessment



## 2 – Brainstorming

**1-S-100** Cooperate and collaborate with others.

*Examples: share space and resources, assume responsibilities, seek agreement....*

- ELA- 1.1.1* Talk about and/ or represent self and listen to others, and demonstrate curiosity
- ELA- 1.1.3* Choose to participate in classroom activities
- ELA- 1.2.2* Explore personal and others' opinions
- ELA- 2.1.2* Discuss anticipated meaning of print, symbols, and images; use comprehension strategies to construct, confirm, and revise understanding
- ELA- 2.2.3* Talk about personal connections with texts (oral, print, and other media) from various communities
- ELA- 3.1.1* Discuss personal knowledge of a topic to discover information needs
- ELA- 3.1.3* Ask and answer questions to help satisfy group curiosity and information needs on a specific topic
- ELA- 5.1.1* Work in partnerships and small groups to follow pre-established group processes by accepting responsibility for a task and corresponding role
- ELA- 5.2.3* Celebrate own and others' accomplishments in the classroom community
- ELA- 5.1.3* Help others and ask others for help

**1-S-102** Interact fairly and respectfully with others.

- ELA- 5.2.2* Explore own identity

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3* Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4* Listen actively and follow directions for gathering information
- ELA- 3.2.1* Seek information about a topic from sources (including peers)
- ELA- 3.2.2* Recognize when information answers the questions asked
- ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-400** Listen actively to others.

- ELA- 4.2.1* Talk about own and others' draft and final representations

**1-S-401** Use language that is respectful of others.

Brainstorming is an individual, small-group, or large-group strategy that encourages students to focus on a topic and contribute to a free flow of ideas to explore what they know or may want to know about a topic. The teacher or students may stimulate thinking by posing questions, reading

brief text excerpts, or displaying pictures or other media. All ideas that are contributed are accepted, and no efforts are made to judge or criticize their validity or appropriateness. Individual brainstorming allows the student to focus on what he or she knows about a topic and a variety of possible solutions to a problem. Similarly, group brainstorming allows students to focus on what they know about the topic, but also exposes the students to the ideas and knowledge of others. This allows individuals to piggyback on the ideas of others, and to extend, revise, and incorporate new ideas into their thinking. Essential behaviours in brainstorming include active listening, acceptance of others' contributions, temporary suspension of judgment, and openness to new ideas.

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Recording focused observations to determine prior knowledge, gaps, and starting points for instruction
- Adding on to the initial brainstorm using a different-colour marker/font to show growth of knowledge, skills, and attitudes over time
- Orally guiding/facilitating reflection on *What do we/I notice about our/my thinking; Evidence of our/my thinking is...*, using a Y-chart or journals



### BLMs

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*

([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

BLM 1: Reflection—Metacognition

BLM 5: Focused Observation Form

## Appendix A – Skills Assessment

## 3 - ORAL COMMUNICATION



## 3a – Discussion

**1-S-100** Cooperate and collaborate with others.

*Examples: share space and resources, assume responsibilities, seek agreement...*

- ELA- 1.1.1* Talk about and/ or represent self and listen to others, and demonstrate curiosity
- ELA- 1.1.3* Choose to participate in classroom activities
- ELA- 1.2.2* Explore personal and others' opinions
- ELA- 2.1.2* Discuss anticipated meaning of print, symbols, and images; use comprehension strategies to construct, confirm, and revise understanding
- ELA- 2.2.3* Talk about personal connections with texts (oral, print, and other media) from various communities
- ELA- 3.1.1* Discuss personal knowledge of a topic to discover information needs
- ELA- 3.1.3* Ask and answer questions to help satisfy group curiosity and information needs on a specific topic
- ELA- 5.1.1* Work in partnerships and small groups to follow pre-established group processes by accepting responsibility for a task and corresponding role
- ELA- 5.2.3* Celebrate own and others' accomplishments in the classroom community

**1-S-102** Interact fairly and respectfully with others.

- ELA- 5.2.2* Explore own identity

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3* Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4* Listen actively and follow directions for gathering information
- ELA- 3.2.1* Seek information about a topic from sources (including peers)
- ELA- 3.2.2* Recognize when information answers the questions asked
- ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-302** Use information or observation to form opinions.

- Draw conclusions from organized information

**1-S-303** Revise ideas and opinions based on new information.**1-S-400** Listen actively to others.

- ELA- 4.2.1* Talk about own and others' draft and final representations

**1-S-401** Use language that is respectful of others.



**1-S-402** Express reasons for their ideas and opinions.

Discussion provides students with opportunities to generate and share their questions and ideas related to a concept, issue, object, or experience. Vary the setting of discussions to include both large- and small-group activities to encourage participation by all students. In the exchange of ideas that occurs in discussion, students contribute ideas, listen carefully to what others have to say, think critically, and develop positions or relevant arguments. Emphasize active listening during discussion, and model both the affective and cognitive skills students need to become active participants in discussions that reflect higher-order thinking. Discussions provide teachers with valuable information to assess student understanding, as well as the students' values and attitudes.

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does a discussion group member look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine affective and cognitive skills or higher-order thinking skills
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*

([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference” (see last section entitled, “Blackline Masters Kindergarten to Grade 8”). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

- BLM 60: Group Discussion—Observation Checklist

## Appendix A – Skills Assessment



## 3b – Sharing Personal Experiences

**1-S-102** Interact fairly and respectfully with others.

*ELA- 5.2.2* Explore own identity

**1-S-401** Use language that is respectful of others.

Opportunities to share personal experiences with the whole class or in smaller discussion groups allow students to develop confidence in communicating familiar events or experiences. This develops oral communication skills, sensitivity to diverse audiences, and awareness of protocols for being a respectful, attentive listener. It also allows students to connect experiences outside the school with learning in the classroom. Peers develop active listening skills as classmates learn to express their thoughts and ideas in an organized way. Encourage students to use W-5 questions (Who? What? Where? When? Why?) to communicate the personal experiences they are sharing.

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does a discussion group member look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine affective and cognitive skills or higher-order thinking skills
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*

([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form



### 3c – Relating Events

**K-S-202** Use appropriate terms or expressions to describe periods of time

**K-S-401** Use language that is respectful of others.

**K-S-404** Relate events and stories in chronological order.

Students may relate events orally, graphically, or through written text. Relating events provides students with opportunities in sequencing, identifying relationships or patterns between/among details, and chronologically retelling familiar events or experiences. Model various ways of sorting and organizing information and provide frequent opportunities for students to talk about the procedures they use to organize information. Provide direct instruction in the use of signal words (i.e., first, second, third, last, at the beginning, at the end, next, then, after, finally, at the same time). Observe students' skills in identifying patterns and relationships among ideas and information.

Think about...

- Modelling and guiding *Relating Events* through literature and think-alouds
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine skills in sequencing and identifying relationships
- Offering descriptive feedback



#### BLMs

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*

([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference” (also last section entitled, “Blackline Masters Kindergarten to Grade 8”). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

- BLM 62: Story Map—B
- P. 211: Storyboards
- P. 212: Story Vines

## Appendix A – Skills Assessment



## 4 – Collaborative Learning

**1-S-100** Cooperate and collaborate with others.

*Examples: share space and resources, assume responsibilities, seek agreement...*

- ELA- 1.1.1* Talk about and/ or represent self and listen to others, and demonstrate curiosity
- ELA- 1.1.3* Choose to participate in classroom activities
- ELA- 1.2.2* Explore personal and others' opinions
- ELA- 2.1.2* Discuss anticipated meaning of print, symbols, and images; use comprehension strategies to construct, confirm, and revise understanding
- ELA- 2.2.3* Talk about personal connections with texts (oral, print, and other media) from various communities
- ELA- 3.1.1* Discuss personal knowledge of a topic to discover information needs
- ELA- 3.1.3* Ask and answer questions to help satisfy group curiosity and information needs on a specific topic
- ELA- 5.1.1* Work in partnerships and small groups to follow pre-established group processes by accepting responsibility for a task and corresponding role
- ELA- 5.2.3* Celebrate own and others' accomplishments in the classroom community

**1-S-101** Consider others' needs when working and playing together.

- ELA- 5.1.2* Adjust listening, viewing, speaking behaviours according to the situation
- ELA- 5.1.3* Help others and ask others for help

**1-S-102** Interact fairly and respectfully with others.

- ELA- 5.2.2* Explore own identity

**1-S-400** Listen actively to others.

- ELA- 4.2.1* Talk about own and others' draft and final representations

**1-S-401** Use language that is respectful of others.

**1-S-402** Express reasons for their ideas and opinions.

Collaborative learning provides students with opportunities to work together to accomplish shared goals. Collaborative learning experiences help students develop greater self esteem and positive relationships with their peers, as well as skills related to problem solving, decision making, and critical/creative thinking. Frequent experience in a variety of collaborative groupings allows students to gain expertise in various roles (e.g., leader, recorder, reporter, timekeeper...) and practise interacting fairly and respectfully with one another. Emphasize that both the individual and group are accountable in collaborative learning experiences.

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does a quality collaborative group/group member look/sound like?*
- Offering descriptive feedback
- Recording focused observations to assess group process

- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*

([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference” (last section entitled, “Blackline Masters Kindergarten to Grade 8”). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Co-operative Task

## Appendix A – Skills Assessment



## 5 – Using Graphic Organizers

**1-S-201** Categorize information using selected criteria.

- ELA- 3.3.1* Identify and categorize information according to similarities, differences, and sequences
- ELA- 4.1.1* Generate and focus ideas on a topic, using a variety of strategies
- ELA- 4.1.2* Prepare to create by exploring the connections between forms, audiences, and purpose

Frames and graphic organizers are tools that assist students with thinking, organizing, comprehending, and representing texts. Frames and graphic organizers are also referred to as thinking frames, webs, thinking maps, mind maps, semantic maps, and concept organizers. Model the use of frames (e.g., webbing brainstorming contributions, using various types of frames to organize the same information...), and discuss the role of frames in helping students organize their thinking. Provide frequent opportunities for students to practise using familiar frames and introduce additional types of frames as appropriate.

Think about...

- Teaching and modelling the use of one graphic organizer at a time (Note: It takes approximately 6-8 weeks for students to internalize and apply a new strategy independently.)
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations on students' ability to organize thoughts and ideas with a graphic organizer
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *A Y-chart helps me... because ...; Evidence of this is...*)

**BLMs**

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([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

## 6 - INQUIRY PROCESS



## 6a – Sorting and Classifying

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3* Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4* Listen actively and follow directions for gathering information
- ELA- 3.2.1* Seek information about a topic from sources (including peers)
- ELA- 3.2.2* Recognize when information answers the questions asked
- ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-201** Categorize information using selected criteria.

- ELA- 3.3.1* Identify and categorize information according to similarities, differences, and sequences
- ELA- 4.1.1* Generate and focus ideas on a topic, using a variety of strategies
- ELA- 4.1.2* Prepare to create by exploring the connections between forms, audiences, and purpose

**1-S-300** Use comparison in investigations

- Compare and contrast information from similar types of electronic sources
- Process information from one than one source to retell what has been discovered
- ELA- 1.2.1* Make connections between prior and new experiences / information
- ELA- 2.1.1* Use prior knowledge to make connections between self and texts (oral, print, and other media)
- ELA- 2.2.1* Explore a variety of oral, print, and other media texts
- ELA- 2.2.2* Respond to texts creatively and critically
- ELA- 2.3.3* Talk about the author’s use of voice, vocabulary and language in a variety of oral, print, and other media texts
- ELA- 3.1.2* Ask questions to satisfy personal curiosity on a topic and discuss information needs
- ELA- 3.2.4* Make and check predictions using prior knowledge and oral, visual, and written text features [such as illustrations, titles, opening shots in video programs, electronic texts...] to understand information
- ELA- 3.3.3* Recognize and use gathered information as a basis for communication
- ELA- 4.3.1* Use complete sentences
- ELA- 4.4.1* Begin to experiment with techniques used to enhance presentations



## Appendix A – Skills Assessment

**1-S-302** Use information or observation to form opinions.

- Draw conclusions from organized information

**3-S-303** Revise ideas and opinions based on new information.

Sorting and classifying helps students make sense of new information. It also helps teachers and students identify student prior knowledge as they make connections between previous experiences and new information. Sorting is the process of identifying unique characteristics within a set and dividing the items based on their differences. Classifying involves identifying common characteristics and grouping items/ideas that share these characteristics into labelled categories. Students may sort and classify, or compare and contrast, based on student-generated or pre-determined criteria.

Think about...

- Teaching, modelling, and guiding the process of sorting and classifying
- Recording focused observations to determine sorting skills used to identify unique characteristics within a set
- Recording focused observations on students' classifying skills
- Recording focused observations on students' development to compare and contrast
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *When we/I sort and predict; We/I think about...because...*)



### BLMs

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([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference” (last section entitled, “Blackline Masters Kindergarten to Grade 8”). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

- BLM 64: Venn Diagram

*Success for All Learners*. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

- P. 6.100: Sort and Predict Frame
- P. 6.103: Compare and Contrast Frame



## 6b – Generating Questions

### 1-S-200 Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3* Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4* Listen actively and follow directions for gathering information
- ELA- 3.2.1* Seek information about a topic from sources (including peers)
- ELA- 3.2.2* Recognize when information answers the questions asked
- ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

### 1-S-300 Use comparison in investigations

- Compare and contrast information from similar types of electronic sources
- Process information from one than one source to retell what has been discovered
- ELA- 1.2.1* Make connections between prior and new experiences / information
- ELA- 2.1.1* Use prior knowledge to make connections between self and texts (oral, print, and other media)
- ELA- 2.2.1* Explore a variety of oral, print, and other media texts
- ELA- 2.2.2* Respond to texts creatively and critically
- ELA- 2.3.3* Talk about the author’s use of voice, vocabulary and language in a variety of oral, print, and other media texts
- ELA- 3.1.2* Ask questions to satisfy personal curiosity on a topic and discuss information needs
- ELA- 3.2.4* Make and check predictions using prior knowledge and oral, visual, and written text features [such as illustrations, titles, opening shots in video programs, electronic texts...] to understand information
- ELA- 3.3.3* Recognize and use gathered information as a basis for communication
- ELA- 4.3.1* Use complete sentences
- ELA- 4.4.1* Begin to experiment with techniques used to enhance presentations

Generating their own questions provides students with opportunities to focus and plan their inquiry and identify purposes in their learning. When students search for answers to questions they believe to be important, they are better motivated to learn, and the result is deeper understanding. Generating their own questions provides students with opportunities to focus and plan their inquiry and identify purposes in their learning. When students search for answers to questions they believe to be important, they are better motivated to learn, and the result is deeper understanding. Framing research around an overall investigative question and then providing opportunities for groups or individuals to generate their own questions connects all stages of

**Appendix A – Skills Assessment**

inquiry into a meaningful whole. Model the process of generating effective questions by using “Think-Alouds” (“Strategies That Make a Difference,” Manitoba Education and Training, 1996a, p. 288).

Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What do quality questions look/sound like?*
- Recording focused observations on students’ growing competence in asking initial and guiding questions
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

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([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
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- BLM 5: Focused Observation Form



## 6c – KWL

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3* Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4* Listen actively and follow directions for gathering information
- ELA- 3.2.1* Seek information about a topic from sources (including peers)
- ELA- 3.2.2* Recognize when information answers the questions asked
- ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-201** Categorize information using selected criteria.

- ELA- 3.3.1* Identify and categorize information according to similarities, differences, and sequences
- ELA- 4.1.1* Generate and focus ideas on a topic, using a variety of strategies
- ELA- 4.1.2* Prepare to create by exploring the connections between forms, audiences, and purpose

**1-S-303** Revise ideas and opinions based on new information.**1-S-400** Listen actively to others.

- ELA- 4.2.1* Talk about own and others' draft and final representations

**1-S-403** Present information and ideas orally, visually, concretely, or electronically.

- Create visual images using paint and draw programs
- ELA- 3.3.2* Represent and tell key facts and ideas in own words
- ELA- 3.3.4* Recall, talk about, and record information-gathering experiences
- ELA- 4.2.2* Clarify and extend ideas by adding some details
- ELA- 4.2.4* Experiment with language to create desired effect in oral, print, and other media text
- ELA- 4.4.2* Present information and ideas orally to a familiar audience; face the audience and speak clearly

The acronym KWL stands for what I **K**now, what I **W**ant to know, and what I have **L**earned. There are many variations of the KWL strategy and all of them provide a systematic process for accessing prior knowledge, developing questions, reviewing, and summarizing learning. A KWL is revisited throughout the learning process and provides opportunities for students to reflect on their learning. Model each of the phases of KWL and provide guided practice in the use of the strategy before expecting independent use. Younger students may use illustrations to construct a class KWL or a KWL wall.

**Appendix A – Skills Assessment**

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Recording focused observations to determine prior knowledge, gaps, curiosity, and starting points for instruction
- Adding on to the KWL chart using different-colour markers/fonts to show thinking and learning over time (Note: This is an obvious strategy for learners to observe their growth in knowledge and in questioning and reflecting skills over time.)
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *Our/my thinking today is... because...*)
- Adding a KWL chart to the learners’ portfolios as evidence of growth in thinking over time

**BLMs**

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([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

BLM 1: Reflection—Metacognition

BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference” (last section entitled, “Blackline Masters Kindergarten to Grade 8”).

This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

BLM 65: KWL Plus

BLM 66: KWL Plus Map

*Success for All Learners*. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

P. 6.94: KWL Plus

P. 6.95: Knowledge Chart



## 6d – Preparing and Conducting Interviews

**1-S-102** Interact fairly and respectfully with others.

*ELA- 5.2.2* Explore own identity

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

➤ Navigate within an electronic document

*ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)

*ELA- 2.1.3* Use textual clues to construct and confirm meaning

*ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

*ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts

*ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts

*ELA- 3.1.4* Listen actively and follow directions for gathering information

*ELA- 3.2.1* Seek information about a topic from sources (including peers)

*ELA- 3.2.2* Recognize when information answers the questions asked

*ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-203** Use tools and technologies to accomplish given tasks.

*ELA- 4.1.3* Create original texts (oral, print, and other media)

*ELA- 4.2.3* Print letters legibly and explore keyboarding and word processing

*ELA- 4.3.2* Use approximated and conventional spelling when writing; participate in process using variety of strategies and resources

*ELA- 4.3.3* Capitalize names, “I”, and sentence beginnings; use periods at the end of simple sentences

*ELA- 5.2.1* Tell, draw, and write stories about self and family

**1-S-302** Use information or observation to form opinions.

➤ Draw conclusions from organized information

**1-S-303** Revise ideas and opinions based on new information.

**1-S-400** Listen actively to others.

*ELA- 4.2.1* Talk about own and others’ draft and final representations

**1-S-401** Use language that is respectful of others.

*ELA- 3.3.2* Represent and tell key facts and ideas in own words

*ELA- 3.3.4* Recall, talk about, and record information-gathering experiences

*ELA- 4.2.2* Clarify and extend ideas by adding some details

*ELA- 4.2.4* Experiment with language to create desired effect in oral, print, and other media text

*ELA- 4.4.2* Present information and ideas orally to a familiar audience; face the audience and speak clearly

Interviews provide students with opportunities to collect and record information from a primary

**Appendix A – Skills Assessment**

source and create avenues to authentic world expertise and experiences. After establishing the purpose of the interview (e.g., gathering facts, opinions, or stories), students identify appropriate candidates to interview and formulate questions that will elicit needed information during the interview. Questions should be clear and open-ended, and may include follow-up questions for in-depth information. Students need to consider how they will record information from the interview (e.g., audio recording, videotape, written notes), and practise both their questioning and recording information in mock interviews. Following the interview, students reflect on the information and process, and send thank-you acknowledgments to the interview subjects.

Think about...

- Focusing assessment on a manageable number of students/outcomes—keeping the end in mind
- Constructing student-generated criteria for *What does a quality interview look/sound like?*
- Recording focused observations to monitor student growth over time and to determine which students need differentiation and/or appropriate scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

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([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

BLM 1: Reflection—Metacognition

BLM 2: Constructing Student-Generated Criteria for Quality Work

BLM 5: Focused Observation Form





## 6e – Field Trips

**1-S-100** Cooperate and collaborate with others.

*Examples: share space and resources, assume responsibilities, seek agreement...*

- ELA- 1.1.1 Talk about and/ or represent self and listen to others, and demonstrate curiosity
- ELA- 1.1.3 Choose to participate in classroom activities
- ELA- 1.2.2 Explore personal and others' opinions
- ELA- 2.1.2 Discuss anticipated meaning of print, symbols, and images; use comprehension strategies to construct, confirm, and revise understanding
- ELA- 2.2.3 Talk about personal connections with texts (oral, print, and other media) from various communities
- ELA- 3.1.1 Discuss personal knowledge of a topic to discover information needs
- ELA- 3.1.3 Ask and answer questions to help satisfy group curiosity and information needs on a specific topic
- ELA- 5.1.1 Work in partnerships and small groups to follow pre-established group processes by accepting responsibility for a task and corresponding role
- ELA- 5.2.3 Celebrate own and others' accomplishments in the classroom community

**1-S-102** Interact fairly and respectfully with others.

- ELA- 5.2.2 Explore own identity

**1-S-103** Make decisions that reflect care, concern, and responsibility for the environment**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3 Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1 Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2 Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4 Listen actively and follow directions for gathering information
- ELA- 3.2.1 Seek information about a topic from sources (including peers)
- ELA- 3.2.2 Recognize when information answers the questions asked
- ELA- 3.2.3 Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-300** Use comparison in investigations

- Compare and contrast information from similar types of electronic sources
- Process information from one than one source to retell what has been discovered
- ELA- 1.2.1 Make connections between prior and new experiences / information
- ELA- 2.1.1 Use prior knowledge to make connections between self and texts (oral, print, and other media)
- ELA- 2.2.1 Explore a variety of oral, print, and other media texts

## Appendix A – Skills Assessment

- ELA- 2.2.2* Respond to texts creatively and critically
- ELA- 2.3.3* Talk about the author’s use of voice, vocabulary and language in a variety of oral, print, and other media texts
- ELA- 3.1.2* Ask questions to satisfy personal curiosity on a topic and discuss information needs
- ELA- 3.2.4* Make and check predictions using prior knowledge and oral, visual, and written text features [such as illustrations, titles, opening shots in video programs, electronic texts...] to understand information
- ELA- 3.3.3* Recognize and use gathered information as a basis for communication
- ELA- 4.3.1* Use complete sentences
- ELA- 4.4.1* Begin to experiment with techniques used to enhance presentations

**1-S-302** Use information or observation to form opinions.

- Draw conclusions from organized information

**1-S-400** Listen actively to others.

- ELA- 4.2.1* Talk about own and others’ draft and final representations

**1-S-401** Use language that is respectful of others.

Learning happens best in a context that gives meaning to knowledge, values, and skills learning outcomes. Learning experiences that take students outside the classroom are more motivating and have a greater impact than activities that simulate the wider world. Capitalizing on community resources promotes knowledge and understanding of the broader environment and allows students to learn from the resources and expertise that are available in the community at large. Students gain authentic experience when they are involved in planning the purpose and logistics of the field trip. Teachers gain valuable insights into their students as they observe their interactions outside the classroom.

Think about...

- Engaging students in planning a field trip based on primary inquiry questions or the “W” in a KWL strategy
- Constructing student-generated criteria for *What does a quality field trip look/sound like?*
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals to assess the outcomes of the field trip
- Recording focused observations to facilitate student inquiry (Note: Watch for individual student curiosity, expertise, interest, and so on.)



### BLMs

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([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

BLM 1: Reflection—Metacognition

BLM 2: Constructing Student-Generated Criteria for Quality Work

BLM 6: Daily Observation Form

*Success for All Learners.* This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

P. 9.5: Teacher's Planning Sheet for Learning Experiences Outside the Classroom

## Appendix A – Skills Assessment



## 6f – Collecting and Observing Pictures

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3 Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1 Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2 Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4 Listen actively and follow directions for gathering information
- ELA- 3.2.1 Seek information about a topic from sources (including peers)
- ELA- 3.2.2 Recognize when information answers the questions asked
- ELA- 3.2.3 Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-302** Use information or observation to form opinions.

- Draw conclusions from organized information

Finding and observing pictures related to an idea or concept helps students acquire new information, stimulates questions, and provides opportunities for sorting and classifying. Pictures may include calendars, art, photographs, news and magazine clippings, and clip art. After establishing the criteria that the pictures are intended to represent (e.g., landforms, daily life, Canadian symbols...), students may browse a predetermined set of pictures or search for pictures matching the criteria. Encourage students to share thoughts and feelings evoked by the pictures they observe.

Think about...

- Connecting pictures to the topic/theme
- Asking new questions related to the inquiry
- Gathering information from the pictures
- Assessing the accuracy of the information in the pictures
- Using the information in acquiring and applying new learning and understandings

**BLMs**

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([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

BLM 6: Daily Observation Form

*Success for All Learners*. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

P. 6.100: Sort and Predict Frame



## 6g – Viewing Video/Media

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3* Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4* Listen actively and follow directions for gathering information
- ELA- 3.2.1* Seek information about a topic from sources (including peers)
- ELA- 3.2.2* Recognize when information answers the questions asked
- ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-302** Use information or observation to form opinions.

- Draw conclusions from organized information

**1-S-303** Revise ideas and opinions based on new information.

**1-S-402** Express reasons for their ideas and opinions.

Video and media can offer students insights into experiences that would otherwise be unavailable to them. A key to teaching with video is to provide students with opportunities to be critical active viewers rather than passive recipients, and to include before-, during-, and after-viewing strategies. Introduce the video by setting the tone for viewing and explain how the segment relates to the ideas they are exploring.

Consider the following strategies before, during, and after viewing:

### Before viewing

- Establish a purpose for viewing by describing what the students are about to view and points to watch for.
- Activate with “story mapping”—predicting what the video might be about.
- Have students create questions about what they are wondering, or provide “focus questions” (i.e., informational questions, intuitive/interpretive questions...).

### During viewing

- Silent viewing: Mute the volume to focus on cues (e.g., body language, setting, gestures, facial expressions...), and then review the segment with the sound. Discuss how perceptions changed with the sound.
- Sound only: Darken the screen to focus on audio cues (e.g., background noises, tone, sound effects...), and then review the segment with video. Discuss how perceptions changed with the video.

## Appendix A – Skills Assessment

- Jigsaw: One group views silently, while the other group listens only to the soundtrack. Members from opposite groups collaborate to share their information and ideas. Alternately, one-half of the class, the “listeners,” sits with their backs to the screen while the other half of the class, the “viewers,” faces the screen. After the video segment, the listeners ask the viewers questions, and the viewers describe what was happening in response to the listeners’ questions.
- Freeze frame: PAUSE to freeze the picture. Discuss new vocabulary, make further predictions and inferences, or have small-group discussions about connections to the concept, topic, or theme.

### After viewing

- Students may ask new questions (*e.g., Some of my questions that were answered were...; Now, I know/wonder...*).
- Discuss and evaluate what they viewed and their feelings and connections to the content.
- Discuss examples of fact and opinion from the video/media.
- Represent their new learning, or add new information to their inquiry journal or notebook.

### Think about...

- Reflecting on the purpose for viewing the video
- Observing for new or extending understanding of concept, topic/theme
- Observing for gaps in students’ understanding
- Recording focused observations to facilitate further student inquiry (Note: Watch for individuals’ curiosities, new questions, expertise....)



### BLMs

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([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

BLM 5: Focused Observation Form

BLM 6: Daily Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference” (last section entitled, “Blackline Masters Kindergarten to Grade 8”).

This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

BLM 73: A Viewer’s Discussion Guide

*Success for All Learners*. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

P. 6.102: Look It Over

## 7 - SOCIAL STUDIES



## 7a – Creating Maps

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3* Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4* Listen actively and follow directions for gathering information
- ELA- 3.2.1* Seek information about a topic from sources (including peers)
- ELA- 3.2.2* Recognize when information answers the questions asked
- ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-203** Use tools and technologies to accomplish given tasks.

- ELA- 4.1.3* Create original texts (oral, print, and other media)
- ELA- 4.2.3* Print letters legibly and explore keyboarding and word processing
- ELA- 4.3.2* Use approximated and conventional spelling when writing; participate in process using variety of strategies and resources
- ELA- 4.3.3* Capitalize names, “I”, and sentence beginnings; use periods at the end of simple sentences
- ELA- 5.2.1* Tell, draw, and write stories about self and family

**1-S-205** Construct simple maps to represent familiar places and locations.

**1-S-206** Interpret simple maps as representations of familiar places and locations.

**1-S-207** Use relative terms to describe familiar locations.

**1-S-302** Use information or observation to form opinions.

- Draw conclusions from organized information

**1-S-403** Present information and ideas orally, visually, concretely, or electronically.

- Create visual images using paint and draw programs
- ELA- 3.3.2* Represent and tell key facts and ideas in own words
- ELA- 3.3.4* Recall, talk about, and record information-gathering experiences
- ELA- 4.2.2* Clarify and extend ideas by adding some details
- ELA- 4.2.4* Experiment with language to create desired effect in oral, print, and other media text
- ELA- 4.4.2* Present information and ideas orally to a familiar audience; face the audience and speak clearly

Students need to understand that maps are abstract representations of places on the Earth, and that



## Appendix A – Skills Assessment

maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read/interpret and create different types of maps. When engaging students in map-making, encourage the use of mental maps to help them think spatially. Verbalize directions or read stories aloud and have students create mental images of described places and spaces. Have students—individually or collaboratively—create maps from these oral sources of information to practise listening skills, following directions, and visualizing.

Early Years students create maps with simple pictorial representations of their surrounding environment (e.g., the classroom, school, and neighbourhood...) in a variety of media. By beginning with objects, pictures, or drawings before moving to the use of abstract symbols, younger students come to understand the idea of symbolic representation. As students grow developmentally, the maps they create become increasingly more abstract, and students become proficient in the use of various map components (e.g., title, legend, compass rose, scale, latitude and longitude...). Map-making and map reading should eventually become as natural for students as reading and writing. Encourage students to incorporate maps in their daily work (e.g., journals, stories, research...).

Map construction can be an individual, small-group, or class learning experience, and provides students with opportunities to develop, clarify, and communicate their understanding of abstract ideas in a visual and symbolic format. Through the use of symbols and drawings in the creation of maps, students demonstrate their understanding of place, distance, and relationships.

Think about...

- Observing for students' map-reading, interpreting, and creating skills
- Constructing student-generated criteria for *What does a quality map look like?* (e.g., accuracy, appropriate symbols, readability, consistent use of scale...)
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding drawn/created maps and reflections to the learners' portfolios as evidence of understanding of mapping skills



### BLMs

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*

([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

BLM 1: Reflection—Metacognition

BLM 2: Constructing Student-Generated Criteria for Quality Work

BLM 5: Focused Observation Form

BLM 6: Daily Observation Form



## 7b – Using/Interpreting Maps

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3* Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4* Listen actively and follow directions for gathering information
- ELA- 3.2.1* Seek information about a topic from sources (including peers)
- ELA- 3.2.2* Recognize when information answers the questions asked
- ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-203** Use tools and technologies to accomplish given tasks.

- ELA- 4.1.3* Create original texts (oral, print, and other media)
- ELA- 4.2.3* Print letters legibly and explore keyboarding and word processing
- ELA- 4.3.2* Use approximated and conventional spelling when writing; participate in process using variety of strategies and resources
- ELA- 4.3.3* Capitalize names, “I”, and sentence beginnings; use periods at the end of simple sentences
- ELA- 5.2.1* Tell, draw, and write stories about self and family

**1-S-206** Interpret simple maps as representations of familiar places and locations.

**1-S-207** Use relative terms to describe familiar locations.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read and create different types of maps. As students engage in strategies that involve map reading/interpretation, they learn that maps have particular components (e.g., title, symbols, legend, directions, scale...). Students also come to understand that maps are important sources of physical and human geographic information, and are fundamental to social studies inquiry. Maps help students think critically as they find locations and directions, determine distances, observe distributions of people and resources, and interpret and analyze patterns and relationships.

Encourage students to consult maps when they engage in individual research and when they are working in collaborative groups. As well, use and interpret maps as a whole-class learning experience. Maps, globes, and atlases are rich and engaging resources that stimulate questions, conversation, and critical thinking.

**Appendix A – Skills Assessment**

Think about...

- Teaching, modelling, and guiding map reading/interpreting skills
- Observing students' knowledge and skills in reading, interpreting, and creating a variety of maps to plan for differentiation
- Observing students' skills in connecting information from maps to other concepts
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *What I am learning about maps/mapping...; For example...*)
- Adding a drawn/created map and reflection to the learners' portfolios as evidence of understanding of mapping skills
- Using a wall map or individual maps to assess students' knowledge of geographic features

**BLMs**

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*

([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

BLM 1: Reflection—Metacognition

BLM 6: Daily Observation Form



## 7c – Interpreting Timelines

**1-S-202** Use appropriate terms or expressions to describe periods of time.

**1-S-203** Use tools and technologies to accomplish given tasks.

*ELA- 4.1.3* Create original texts (oral, print, and other media)

*ELA- 4.2.3* Print letters legibly and explore keyboarding and word processing

*ELA- 4.3.2* Use approximated and conventional spelling when writing; participate in process using variety of strategies and resources

*ELA- 4.3.3* Capitalize names, “I”, and sentence beginnings; use periods at the end of simple sentences

*ELA- 5.2.1* Tell, draw, and write stories about self and family

**1-S-204** Use simple timelines to organize information chronologically.

**1-S-300** Use comparison in investigations

➤ Compare and contrast information from similar types of electronic sources

➤ Process information from one than one source to retell what has been discovered

*ELA- 1.2.1* Make connections between prior and new experiences / information

*ELA- 2.1.1* Use prior knowledge to make connections between self and texts (oral, print, and other media)

*ELA- 2.2.1* Explore a variety of oral, print, and other media texts

*ELA- 2.2.2* Respond to texts creatively and critically

*ELA- 2.3.3* Talk about the author’s use of voice, vocabulary and language in a variety of oral, print, and other media texts

*ELA- 3.1.2* Ask questions to satisfy personal curiosity on a topic and discuss information needs

*ELA- 3.2.4* Make and check predictions using prior knowledge and oral, visual, and written text features [such as illustrations, titles, opening shots in video programs, electronic texts...] to understand information

*ELA- 3.3.3* Recognize and use gathered information as a basis for communication

*ELA- 4.3.1* Use complete sentences

*ELA- 4.4.1* Begin to experiment with techniques used to enhance presentations

**1-S-302** Use information or observation to form opinions.

➤ Draw conclusions from organized information

**1-S-303** Revise ideas and opinions based on new information.

*ELA- 4.2.4* Experiment with language to create desired effect in oral, print, and other media text

*ELA- 4.4.2* Present information and ideas orally to a familiar audience; face the audience and speak clearly

**1-S-404** Relate events and stories in chronological order.

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and

## Appendix A – Skills Assessment

helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with special events (e.g., birthday, holidays, first day of fall...).

Interpreting timelines through social studies inquiry helps students imagine and visualize events of the past, and therefore better understand abstract concepts related to history and chronology. Students need to see and interpret timelines, and understand their nature and purpose, before they are asked to create their own timelines.

Think about...

- Teaching, modelling, and guiding interpretation and creation of timelines
- Observing students' knowledge and skills in organizing events chronologically, creating timelines and using information from timelines to plan for differentiation
- Observing students' skills in connecting information from the past, present, and future, and descriptions of periods of time
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *What I am learning about timelines...*; *Evidence of my learning is...*)
- Adding a created timeline and reflection to the learners' portfolios as evidence of understanding of events or historical periods



### BLMs

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*

([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 6: Daily Observation Form



## 7d – Creating Timelines

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3* Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4* Listen actively and follow directions for gathering information
- ELA- 3.2.1* Seek information about a topic from sources (including peers)
- ELA- 3.2.2* Recognize when information answers the questions asked
- ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-201** Categorize information using selected criteria.

- ELA- 3.3.1* Identify and categorize information according to similarities, differences, and sequences
- ELA- 4.1.1* Generate and focus ideas on a topic, using a variety of strategies
- ELA- 4.1.2* Prepare to create by exploring the connections between forms, audiences, and purpose

**1-S-202** Use appropriate terms or expressions to describe periods of time.

**1-S-300** Use comparison in investigations

- Compare and contrast information from similar types of electronic sources
- Process information from one than one source to retell what has been discovered
- ELA- 1.2.1* Make connections between prior and new experiences / information
- ELA- 2.1.1* Use prior knowledge to make connections between self and texts (oral, print, and other media)
- ELA- 2.2.1* Explore a variety of oral, print, and other media texts
- ELA- 2.2.2* Respond to texts creatively and critically
- ELA- 2.3.3* Talk about the author’s use of voice, vocabulary and language in a variety of oral, print, and other media texts
- ELA- 3.1.2* Ask questions to satisfy personal curiosity on a topic and discuss information needs
- ELA- 3.2.4* Make and check predictions using prior knowledge and oral, visual, and written text features [such as illustrations, titles, opening shots in video programs, electronic texts...] to understand information
- ELA- 3.3.3* Recognize and use gathered information as a basis for communication
- ELA- 4.3.1* Use complete sentences

## Appendix A – Skills Assessment

ELA- 4.4.1 Begin to experiment with techniques used to enhance presentations

**1-S-403** Present information and ideas orally, visually, concretely, or electronically.

➤ Create visual images using paint and draw programs

ELA- 3.3.2 Represent and tell key facts and ideas in own words

ELA- 3.3.4 Recall, talk about, and record information-gathering experiences

ELA- 4.2.2 Clarify and extend ideas by adding some details

ELA- 4.2.4 Experiment with language to create desired effect in oral, print, and other media text

ELA- 4.4.2 Present information and ideas orally to a familiar audience; face the audience and speak clearly

**1-S-404** Relate events and stories in chronological order.

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Before students create their own timelines, they need opportunities to use and understand the nature and purpose of timelines. Students first examine, discuss, and use prepared timelines. Next, they contribute to the making of a class timeline, discussing and placing events on the timeline. The timeline can be an ongoing project that is integrated into the instructional process. Ideally, a class timeline would occupy the length of one wall of the classroom, providing room for all of the historical events that are discussed, as well as space for drawings, pictures, and illustrations. Finally, individually or in collaborative groups, students create their own timeline. Depending on developmental ability, younger students might simply label and illustrate events on a timeline that already has periods of time indicated. Older students, using mathematical skills, could determine and mark time periods before labelling and illustrating events.

Think about...

- Constructing student-generated criteria for *What does a quality timeline look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a timeline and reflection to the learners' portfolios as evidence of growth and understanding of timelines



**BLMs**

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*

([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## Appendix A – Skills Assessment



## 7e – Social Action

**1-S-100** Cooperate and collaborate with others.

*Examples: share space and resources, assume responsibilities, seek agreement...*

- ELA- 1.1.1* Talk about and/ or represent self and listen to others, and demonstrate curiosity
- ELA- 1.1.3* Choose to participate in classroom activities
- ELA- 1.2.2* Explore personal and others' opinions
- ELA- 2.1.2* Discuss anticipated meaning of print, symbols, and images; use comprehension strategies to construct, confirm, and revise understanding
- ELA- 2.2.3* Talk about personal connections with texts (oral, print, and other media) from various communities
- ELA- 3.1.1* Discuss personal knowledge of a topic to discover information needs
- ELA- 3.1.3* Ask and answer questions to help satisfy group curiosity and information needs on a specific topic
- ELA- 5.1.1* Work in partnerships and small groups to follow pre-established group processes by accepting responsibility for a task and corresponding role
- ELA- 5.2.3* Celebrate own and others' accomplishments in the classroom community

**1-S-102** Interact fairly and respectfully with others.

- ELA- 5.2.2* Explore own identity

**1-S-103** Make decisions that reflect care, concern, and responsibility for the environment**1-S-203** Use tools and technologies to accomplish given tasks.

- ELA- 4.1.3* Create original texts (oral, print, and other media)
- ELA- 4.2.3* Print letters legibly and explore keyboarding and word processing
- ELA- 4.3.2* Use approximated and conventional spelling when writing; participate in process using variety of strategies and resources
- ELA- 4.3.3* Capitalize names, "I", and sentence beginnings; use periods at the end of simple sentences
- ELA- 5.2.1* Tell, draw, and write stories about self and family

**1-S-301** Identify consequences of their decisions and actions.

- Make predictions based on organized information

**1-S-303** Revise ideas and opinions based on new information.**1-S-400** Listen actively to others.

- ELA- 4.2.1* Talk about own and others' draft and final representations

**1-S-401** Use language that is respectful of others.**1-S-402** Express reasons for their ideas and opinions.

As students are given opportunities to develop and use the skills of active responsible citizenship, they should also be encouraged—when necessary and in appropriate ways—to engage in social action.

Student social action involves students interacting with others for the purpose of change. Social action might involve just a few students, the entire class, several classrooms or grades, the entire

school, or the greater community. As students develop knowledge, values, and skills related to citizenship, they need to understand that social action is not only a right, but is perhaps the most important responsibility for citizens living within a democratic society. They also need to learn that, in most cases, social action involves collaboration, cooperation, and being respectful of others.

Social action is a natural result of authentic social studies inquiry. As students learn about social issues that affect them or others, and as they become aware of problems and injustices in their communities, *and if they are truly empowered to be active and responsible citizens*, they are likely to take actions that initiate change. If and when they do take action, there is perhaps no better means of assessing student learning. As students engage in social action, their behaviours become an observable expression of the social studies knowledge, values, and skills they have been learning.

Empowered students might initiate social action on their own, or teachers may choose to encourage student social action. Student social action may be the culminating activity of a learning experience, a particular cluster, or the school year. It might take the form of a local classroom or school project, such as a recycling/anti-litter campaign, or the creation of a local nature preserve. Social action with a global focus might involve raising funds for a community well or sending school supplies to children in a developing country. Events such as UNICEF campaigns and Earth Day may trigger projects. Opportunities might also arise for students to be involved in more complex civil action, where projects involve the lobbying of policy/lawmakers and legislators.

Social action is the ultimate application of social studies learning. It is through social action that students' altruistic attitudes are expressed within the context of the knowledge and skills of the curriculum. Social action projects not only familiarize students with specific issues, but also provide opportunities to understand processes, such as conducting issue-based research, letter-writing campaigns, media publicity, the creation of surveys and petitions, and demonstrations and other civil actions.

Think about...

- Setting classroom goals for developing action plans and becoming active responsible citizens
- Constructing student-generated criteria for *What does a democratic classroom/an active responsible citizen look/sound like?*
- Offering descriptive feedback
- Recording focused observations to determine teaching points
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding an account and/or images of evidence of social actions to the students' portfolios



### BLMs

Note: The following publication provides helpful black line masters:

**Appendix A – Skills Assessment**

*Independent Together: Supporting the Multilevel Learning Community*

([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference” (last section entitled, “Blackline Masters Kindergarten to Grade 8”).

This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

- BLM 93: Goal Setting



## 8 – Content Reading

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3* Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4* Listen actively and follow directions for gathering information
- ELA- 3.2.1* Seek information about a topic from sources (including peers)
- ELA- 3.2.2* Recognize when information answers the questions asked
- ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-302** Use information or observation to form opinions.

- Draw conclusions from organized information

**1-S-303** Revise ideas and opinions based on new information.

Content reading is integral to acquiring information and ideas for learning about a particular class topic or theme; and content subject areas are ideal contexts for improving, acquiring, and applying reading comprehension skills and strategies to make meaning of a variety of texts. Thus, teachers have an opportunity to extend reading instruction beyond the literacy workshop, and to offer learners another opportunity to practise and make connections to reading comprehension strategies in the content areas or inquiry workshop. Text sets are valuable resources for supporting content reading and a broad range of reading abilities. A text set consists of a variety of non-fiction and fiction texts on a theme or unit of study (e.g., picture books, visuals, short stories, historical fiction, songs, poetry, media texts, vignettes, textbooks...).

Competent readers use reading comprehension strategies independently *before*, *during*, and *after* reading. Developing readers need access to texts that they can read, and scaffolding and guided instruction to successfully access the required information and ideas from texts that they cannot yet read independently.

Think about...

- Using read-aloud, shared reading, guided reading, partner reading, and independent reading literacy contexts for assessing comprehension strategies and differentiating instruction
- Modelling *before*, *during*, and *after* reading comprehension strategies
- Monitoring students' choices of texts for seeking information

**Appendix A – Skills Assessment**

- Observing comprehension strategies (e.g., predicting, questioning, imaging, self monitoring, re-reading, re-telling, summarizing, inferring, skimming and scanning...)
- Recording focused observations to determine students' ability to get information and ideas from textual cues (titles, sub-titles, tables of content, images, captions...) and text structures/features (compare and contrast, sequential, description, cause and effect...)

**BLMs**

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*

([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference” (last section entitled, “Blackline Masters Kindergarten to Grade 8”). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau

- BLM 12: How to Find the Main Idea of a Paragraph
- BLM 14: Previewing Questions
- BLM 15: Skimming
- BLM 16: Reading Strategies: Self-Check
- BLM 74: Before-During-After Map
- BLM 75: Retelling

*Success for All Learners*. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

- P. 6.103: Compare and Contrast Frame
- P. 6.104: Concept Relationship Frame
- P. 6.111: Concept Frame
- P. 6.112: Concept Overview
- P. 6.113: Frayer Plus Concept Builder
- P. 6.114: Fact-Based Article Analysis

## 9 - WRITING



## 9a – Journals

**1-S-302** Use information or observation to form opinions.

➤ Draw conclusions from organized information

**1-S-303** Revise ideas and opinions based on new information.

**1-S-401** Use language that is respectful of others.

Journals are notebooks in which students record their personal thoughts and ideas, as well as information and questions about, and reflections on, what they hear, view, read, write, discuss, and think. Journals provide students with the opportunity to use exploratory language. The responses in personal journals are based on personal and emotional reactions. Other journals explore, clarify, and discover ways of refining and assessing thinking. Journals may include both written and representational formats. They may be a separate notebook or a section of another notebook, and may be specifically devoted to response and used across curriculum areas.

Think about...

- Guiding/facilitating reflection orally and with a Y-chart before introducing independent journal writing
- Constructing student-generated criteria for *What does quality reflective journal writing look/sound like?*
- Offering descriptive feedback
- Recording focused observations to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Adding reflections to the learners' portfolios as evidence of growth in metacognitive thinking over time
- Assessing the journal for growth over time and/or for summative purposes

**BLMs**

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form



## Appendix A – Skills Assessment



## 9b – Exit Slip

**1-S-302** Use information or observation to form opinions.

➤ Draw conclusions from organized information

**1-S-303** Revise ideas and opinions based on new information.

An Exit Slip is simply a brief note or conversation with students at the end of a lesson. Exit Slips provide students with opportunities to reflect on their learning and provide teachers with feedback to inform future instruction as students summarize their understandings of a lesson. Exit Slips may be open-ended, include a reflective stem (e.g., *Today I learned...; I am still confused about...; I would like to know more about...; A question I have is...*), or used to set a learning goal for the next day. Exit Slips may be completed individually or in small groups. Review Exit Slip responses to guide planning for future instruction.

Think about...

- Observing students' perceived strengths and areas for further learning
- Focusing assessment on the accuracy and completeness of the information
- Observing students' opinions, assumptions, and conclusions about their learning of a topic/issue/theme

**BLMs**

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*

([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 6: Daily Observation Form

*Success for All Learners*. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

- P. 6.61: Admit and Exit Slips



## 9c – RAFT

**1-S-302** Use information or observation to form opinions.

- Draw conclusions from organized information

**1-S-303** Revise ideas and opinions based on new information.

**1-S-401** Use language that is respectful of others.

**1-S-402** Express reasons for their ideas and opinions.

**1-S-403** Present information and ideas orally, visually, concretely, or electronically.

- Create visual images using paint and draw programs

*ELA- 3.3.2* Represent and tell key facts and ideas in own words

*ELA- 3.3.4* Recall, talk about, and record information-gathering experiences

*ELA- 4.2.2* Clarify and extend ideas by adding some details

*ELA- 4.2.4* Experiment with language to create desired effect in oral, print, and other media text

*ELA- 4.4.2* Present information and ideas orally to a familiar audience; face the audience and speak clearly

RAFT (Role, Audience, Format, Topic) is a writing strategy that provides students with opportunities to creatively analyze and synthesize information by writing from a different viewpoint. Students assume a **R**ole other than themselves (e.g., animal, historical figure, comic book character...). They choose an **A**udience (e.g., a person living in another time or place, a corporation, an inanimate object...). They select a **F**ormat (e.g., poem, letter, journal...) for their writing. They also choose a **T**opic (e.g., plea, persuasion, demand, excuse...) related to the inquiry. Because the focus of the writing is so well defined in a RAFT, students gain experience in clearly and completely explaining their point of view. A RAFT may be used as an activating strategy to help identify students' prior knowledge or as a culminating task to demonstrate understanding.

Think about...

- Sharing and reflecting on examples of point-of-view genre in literature
- Modelling, guiding, and offering time to practise RAFT
- Constructing student-generated criteria for *What does a quality written point of view (RAFT strategy) look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a quality written point of view (RAFT strategy) to the learners' portfolios as evidence of learning

**Appendix A – Skills Assessment****BLMs**

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*

([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference” (last section entitled, “Blackline Masters Kindergarten to Grade 8”). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau

- BLM 71: Point of View



## 9d – Persuasive Writing

**1-S-302** Use information or observation to form opinions.

- Draw conclusions from organized information

**1-S-303** Revise ideas and opinions based on new information.

**1-S-401** Use language that is respectful of others.

**1-S-402** Express reasons for their ideas and opinions.

**1-S-403** Present information and ideas orally, visually, concretely, or electronically.

- Create visual images using paint and draw programs

*ELA- 3.3.2* Represent and tell key facts and ideas in own words

*ELA- 3.3.4* Recall, talk about, and record information-gathering experiences

*ELA- 4.2.2* Clarify and extend ideas by adding some details

*ELA- 4.2.4* Experiment with language to create desired effect in oral, print, and other media text

*ELA- 4.4.2* Present information and ideas orally to a familiar audience; face the audience and speak clearly

Persuasive writing provides opportunities for students to present ideas and information and express their opinions and viewpoints on an issue. Students need to be aware of their intended audience as they state their view and present evidence and examples to support their position. Composing persuasive writing allows students to practise organizational skills and make connections between prior knowledge and new understandings. Persuasive writing can provide evidence of attitudinal changes as students evaluate and synthesize new knowledge and information.

Think about...

- Sharing and reflecting on examples of persuasive writing
- Modelling, guiding, and offering time to practise persuasive writing
- Constructing student-generated criteria for *What does quality persuasive writing look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a quality piece of persuasive writing to the learners' portfolios as evidence of understanding and organizational skills

**Appendix A – Skills Assessment****BLMs**

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*

([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form



## 9e – Creating Plans/Outlines

### 1-S-201 Categorize information using selected criteria.

- |                   |   |
|-------------------|---|
| <i>ELA- 3.3.1</i> | Identify and categorize information according to similarities, differences, and sequences |
| <i>ELA- 4.1.1</i> | Generate and focus ideas on a topic, using a variety of strategies                        |
| <i>ELA- 4.1.2</i> | Prepare to create by exploring the connections between forms, audiences, and purpose      |

Creating a written plan provides opportunities for students to establish a process for achieving their learning goals. This strategy should be modelled in the Early Years classroom. Students identify their goals, outline the steps they will use to achieve them, and determine how they will know their goals have been attained. As students engage in planning, they come to understand that the plan is a means to achieving an end, and not the end itself. Written plans may be developed collaboratively or individually in Grades 1 and 2.

Think about...

- Focusing assessment on a manageable number of learning outcomes/students
- Teaching, modelling, and guiding the creation of plans/outlines
- Constructing student-generated criteria for *What does a quality plan look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Observing students' revisions to the plan throughout the inquiry
- Orally guiding/facilitating reflection on planning, using a Y-chart or journals



### BLMs

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*

([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 7: Our/My Learning Plan

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference” (last section entitled, “Blackline Masters Kindergarten to Grade 8”). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau

**Appendix A – Skills Assessment**

- BLM 33: Set Your Goal
- BLM 34: We Reached Our Goal!
- BLM 46: Personal Goal Setting
- BLM 94: Goal Setting
- BLM 96: Project Outline





## 9f – Recording Information

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2 Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3 Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7 Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1 Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2 Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4 Listen actively and follow directions for gathering information
- ELA- 3.2.1 Seek information about a topic from sources (including peers)
- ELA- 3.2.2 Recognize when information answers the questions asked
- ELA- 3.2.3 Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-303** Revise ideas and opinions based on new information.

As students are engaged in inquiry and research, they need to experience various strategies for recording and organizing acquired information. Strategies may include drawing, simple note-making skills, process notes, Slim Jims, concept maps, or graphic representations. Additional information on information processing strategies may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, p. 6.49) and “Strategies That Make a Difference” (Manitoba Education and Training, 1996a, pp. 59–64 and 114–117). As students develop a repertoire of strategies, they become able to choose the most appropriate method related to the purpose and the type of information.

Think about...

- Teaching and modelling one strategy at a time for recording information (Note: It takes learners approximately six to eight weeks to internalize a strategy and to apply it independently.)
- Constructing student-generated criteria for *What does a quality Slim Jim look like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine which students need differentiation and scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Observing students’ choices of strategies for recording information
- Orally guiding/facilitating reflection, using a Y-chart or journals

**Appendix A – Skills Assessment****BLMs**

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*  
([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 8: Evidence of Learning

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference” (last section entitled, “Blackline Masters Kindergarten to Grade 8”). This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau

- P. 59: Pyramid Diagram
- BLM 64: Venn Diagram
- BLM 67: W-5 Chart

*Success for All Learners*. This document is in NWT schools and can also be purchased from the Manitoba Text Book Bureau.

- P. 6.97: Listen–Draw–Pair–Share
- P. 6.101: Three-Point Approach for Words and Concepts
- P. 6.102: Look It Over
- P. 6.108: Do Your LAPS



## 10 – Presentations/Representations

### 1-S-200 Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3* Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4* Listen actively and follow directions for gathering information
- ELA- 3.2.1* Seek information about a topic from sources (including peers)
- ELA- 3.2.2* Recognize when information answers the questions asked
- ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

### 1-S-201 Categorize information using selected criteria.

- ELA- 3.3.1* Identify and categorize information according to similarities, differences, and sequences
- ELA- 4.1.1* Generate and focus ideas on a topic, using a variety of strategies
- ELA- 4.1.2* Prepare to create by exploring the connections between forms, audiences, and purpose

### 1-S-203 Use tools and technologies to accomplish given tasks.

- ELA- 4.1.3* Create original texts (oral, print, and other media)
- ELA- 4.2.3* Print letters legibly and explore keyboarding and word processing
- ELA- 4.3.2* Use approximated and conventional spelling when writing; participate in process using variety of strategies and resources
- ELA- 4.3.3* Capitalize names, “I”, and sentence beginnings; use periods at the end of simple sentences
- ELA- 5.2.1* Tell, draw, and write stories about self and family

### 1-S-302 Use information or observation to form opinions.

- Draw conclusions from organized information

### 1-S-401 Use language that is respectful of others.

### 1-S-402 Express reasons for their ideas and opinions.

### 1-S-403 Present information and ideas orally, visually, concretely, or electronically.

- Create visual images using paint and draw programs
- ELA- 3.3.2* Represent and tell key facts and ideas in own words
- ELA- 3.3.4* Recall, talk about, and record information-gathering experiences
- ELA- 4.2.2* Clarify and extend ideas by adding some details
- ELA- 4.2.4* Experiment with language to create desired effect in oral, print, and other media text

**Appendix A – Skills Assessment**

*ELA- 4.4.2* Present information and ideas orally to a familiar audience; face the audience and speak clearly

Presentations provide opportunities for students to synthesize new knowledge and share their understandings. Presentations allow students to creatively express their understandings through a variety of intelligences (Multiple Intelligences), and may include visual displays, art, drama, music, video, reenactments, or simulations. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students consider how the structure of the presentation will effectively communicate new information to their intended audience.

Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality presentation/representation look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Conferencing with students throughout the process
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following publication provides helpful black line masters:

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([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 11 - INFORMATION AND COMMUNICATION TECHNOLOGIES



## 11a – Print and Electronic Research

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3* Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4* Listen actively and follow directions for gathering information
- ELA- 3.2.1* Seek information about a topic from sources (including peers)
- ELA- 3.2.2* Recognize when information answers the questions asked
- ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-201** Categorize information using selected criteria.

- ELA- 3.3.1* Identify and categorize information according to similarities, differences, and sequences
- ELA- 4.1.1* Generate and focus ideas on a topic, using a variety of strategies
- ELA- 4.1.2* Prepare to create by exploring the connections between forms, audiences, and purpose

**1-S-203** Use tools and technologies to accomplish given tasks.

- ELA- 4.1.3* Create original texts (oral, print, and other media)
- ELA- 4.2.3* Print letters legibly and explore keyboarding and word processing
- ELA- 4.3.2* Use approximated and conventional spelling when writing; participate in process using variety of strategies and resources
- ELA- 4.3.3* Capitalize names, “I”, and sentence beginnings; use periods at the end of simple sentences
- ELA- 5.2.1* Tell, draw, and write stories about self and family

**1-S-300** Use comparison in investigations

- Compare and contrast information from similar types of electronic sources
- Process information from one than one source to retell what has been discovered
- ELA- 1.2.1* Make connections between prior and new experiences / information
- ELA- 2.1.1* Use prior knowledge to make connections between self and texts (oral, print, and other media)
- ELA- 2.2.1* Explore a variety of oral, print, and other media texts
- ELA- 2.2.2* Respond to texts creatively and critically
- ELA- 2.3.3* Talk about the author’s use of voice, vocabulary and language in a variety of oral, print, and other media texts

## Appendix A – Skills Assessment

- ELA- 3.1.2* Ask questions to satisfy personal curiosity on a topic and discuss information needs
- ELA- 3.2.4* Make and check predictions using prior knowledge and oral, visual, and written text features [such as illustrations, titles, opening shots in video programs, electronic texts...] to understand information
- ELA- 3.3.3* Recognize and use gathered information as a basis for communication
- ELA- 4.3.1* Use complete sentences
- ELA- 4.4.1* Begin to experiment with techniques used to enhance presentations

**1-S-302** Use information or observation to form opinions.

- Draw conclusions from organized information

**1-S-303** Revise ideas and opinions based on new information.

Print and electronic research facilitates the inquiry process as students acquire new information, knowledge, and understandings. The focus of the inquiry is often guided by knowledge learning outcomes in social studies. As they plan their research, guide students through the following stages in the inquiry process: choose a theme or topic; identify and record prior knowledge; ask initial questions; explore and select primary and secondary sources; and plan for inquiry. As students are engaged in research, observe and offer guidance as they gather, process, and record information and focus their inquiry. To help students experience success in their research, guide them to continually assess how they will express their learning (i.e., keep the end in mind).

Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality inquiry look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Conferencing with students throughout the inquiry process
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



### BLMs

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([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form



## 11b – Using Graphics Software

**1-S-203** Use tools and technologies to accomplish given tasks.

- ELA- 4.1.3* Create original texts (oral, print, and other media)
- ELA- 4.2.3* Print letters legibly and explore keyboarding and word processing
- ELA- 4.3.2* Use approximated and conventional spelling when writing; participate in process using variety of strategies and resources
- ELA- 4.3.3* Capitalize names, “I”, and sentence beginnings; use periods at the end of simple sentences
- ELA- 5.2.1* Tell, draw, and write stories about self and family

**1-S-403** Present information and ideas orally, visually, concretely, or electronically.

- Create visual images using paint and draw programs
- ELA- 3.3.2* Represent and tell key facts and ideas in own words
- ELA- 3.3.4* Recall, talk about, and record information-gathering experiences
- ELA- 4.2.2* Clarify and extend ideas by adding some details
- ELA- 4.2.4* Experiment with language to create desired effect in oral, print, and other media text
- ELA- 4.4.2* Present information and ideas orally to a familiar audience; face the audience and speak clearly

Students may use graphics software to illustrate and label the concepts and ideas they explore. Images created with graphics software may be imported into other applications (e.g., word processor, presentation software...) and more fully explained. Students may change and adapt previously created images to reflect new understanding as additional information is acquired.

Think about...

- Focusing assessment on the communication of concepts and ideas in the images created
- Constructing student-generated criteria for *What do quality illustrations/diagrams look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



**Appendix A – Skills Assessment****BLMs**

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([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form



## 11c – Email

**1-S-102** Interact fairly and respectfully with others.

*ELA- 5.2.2* Explore own identity

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

➤ Navigate within an electronic document

*ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)

*ELA- 2.1.3* Use textual clues to construct and confirm meaning

*ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning

*ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts

*ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts

*ELA- 3.1.4* Listen actively and follow directions for gathering information

*ELA- 3.2.1* Seek information about a topic from sources (including peers)

*ELA- 3.2.2* Recognize when information answers the questions asked

*ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-203** Use tools and technologies to accomplish given tasks.

*ELA- 4.1.3* Create original texts (oral, print, and other media)

*ELA- 4.2.3* Print letters legibly and explore keyboarding and word processing

*ELA- 4.3.2* Use approximated and conventional spelling when writing; participate in process using variety of strategies and resources

*ELA- 4.3.3* Capitalize names, “I”, and sentence beginnings; use periods at the end of simple sentences

*ELA- 5.2.1* Tell, draw, and write stories about self and family

**1-S-302** Use information or observation to form opinions.

➤ Draw conclusions from organized information

**1-S-303** Revise ideas and opinions based on new information.

**1-S-401** Use language that is respectful of others.

Email offers authentic opportunities for students to communicate with others, near and far. Students articulate ideas and information and analyze responses for relevancy and accuracy. Students may use email to conduct interviews, request information, state a position, or share understandings on a topic or issue. Help students identify the purpose of their email communications and model compositions to achieve each purpose, ensuring that students use language that is respectful of others. Teach students about safety on the Internet and the importance of not including personal information in email communication with people they don't know.

**Appendix A – Skills Assessment**

Think about...

- Modelling appropriate Internet behaviours
- Focusing assessment on the clarity of student communication and the match of style and tone with purpose
- Constructing student-generated criteria for *What does a quality Internet communication look/sound like?*
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following publication provides helpful black line masters:

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([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form



## 11d – Desktop Publishing

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3* Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4* Listen actively and follow directions for gathering information
- ELA- 3.2.1* Seek information about a topic from sources (including peers)
- ELA- 3.2.2* Recognize when information answers the questions asked
- ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-201** Categorize information using selected criteria.

- ELA- 3.3.1* Identify and categorize information according to similarities, differences, and sequences
- ELA- 4.1.1* Generate and focus ideas on a topic, using a variety of strategies
- ELA- 4.1.2* Prepare to create by exploring the connections between forms, audiences, and purpose

**1-S-203** Use tools and technologies to accomplish given tasks.

- ELA- 4.1.3* Create original texts (oral, print, and other media)
- ELA- 4.2.3* Print letters legibly and explore keyboarding and word processing
- ELA- 4.3.2* Use approximated and conventional spelling when writing; participate in process using variety of strategies and resources
- ELA- 4.3.3* Capitalize names, “I”, and sentence beginnings; use periods at the end of simple sentences
- ELA- 5.2.1* Tell, draw, and write stories about self and family

**1-S-302** Use information or observation to form opinions.

- Draw conclusions from organized information

**1-S-401** Use language that is respectful of others.

**1-S-403** Present information and ideas orally, visually, concretely, or electronically.

- Create visual images using paint and draw programs
- ELA- 3.3.2* Represent and tell key facts and ideas in own words
- ELA- 3.3.4* Recall, talk about, and record information-gathering experiences
- ELA- 4.2.2* Clarify and extend ideas by adding some details

**Appendix A – Skills Assessment**

- ELA- 4.2.4* Experiment with language to create desired effect in oral, print, and other media text
- ELA- 4.4.2* Present information and ideas orally to a familiar audience; face the audience and speak clearly

Desktop publishing includes text, images, maps, and charts to communicate information and concepts. It provides opportunities for students to synthesize new knowledge and represent their understandings creatively. Examples of desktop-published products include brochures, posters, and newsletters. They may be produced collaboratively or individually. Encourage students to identify the purpose of the final product and to plan accordingly to ensure it communicates the purpose effectively to their intended audience.

Think about...

- Focusing assessment on the structure, organization, content choices, and whether the final product communicates the purpose effectively
- Constructing student-generated criteria for *What does a quality brochure look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback throughout the process
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*  
([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form



## 11e – Word Processing

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3* Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4* Listen actively and follow directions for gathering information
- ELA- 3.2.1* Seek information about a topic from sources (including peers)
- ELA- 3.2.2* Recognize when information answers the questions asked
- ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-203** Use tools and technologies to accomplish given tasks.

- ELA- 4.1.3* Create original texts (oral, print, and other media)
- ELA- 4.2.3* Print letters legibly and explore keyboarding and word processing
- ELA- 4.3.2* Use approximated and conventional spelling when writing; participate in process using variety of strategies and resources
- ELA- 4.3.3* Capitalize names, “I”, and sentence beginnings; use periods at the end of simple sentences
- ELA- 5.2.1* Tell, draw, and write stories about self and family

**1-S-303** Revise ideas and opinions based on new information.

Word processing supports students through the writing process and encourages them to revise initial drafts and organize their writing to best represent current understandings. Students may take advantage of standard word-processing features to improve their writing (e.g., spell and grammar check, thesaurus, formatting options...). Encourage students to save copies of their files as they work through the editing and revision process as evidence of their growth and improvement in the writing process.

Think about...

- Modelling and guiding the development of word-processing skills and strategies
- Recording focused observations to determine skills in organizing information and ideas, revising and editing, and saving copies of files
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Orally guiding/facilitating reflection, using a Y-chart or journals

**Appendix A – Skills Assessment****BLMs**

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*

([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

BLM 1: Reflection—Metacognition

BLM 5: Focused Observation Form





## 11f – Concept Mapping

### 1-S-201 Categorize information using selected criteria.

- ELA- 3.3.1* Identify and categorize information according to similarities, differences, and sequences
- ELA- 4.1.1* Generate and focus ideas on a topic, using a variety of strategies
- ELA- 4.1.2* Prepare to create by exploring the connections between forms, audiences, and purpose

### 1-S-203 Use tools and technologies to accomplish given tasks.

- ELA- 4.1.3* Create original texts (oral, print, and other media)
- ELA- 4.2.3* Print letters legibly and explore keyboarding and word processing
- ELA- 4.3.2* Use approximated and conventional spelling when writing; participate in process using variety of strategies and resources
- ELA- 4.3.3* Capitalize names, “I”, and sentence beginnings; use periods at the end of simple sentences
- ELA- 5.2.1* Tell, draw, and write stories about self and family

Concept mapping involves the visual organization of ideas and information. This helps students identify patterns and relationships, build upon prior knowledge, and stimulate creative thinking. As students acquire new information, they can organize additional ideas and information graphically to integrate new knowledge and reinforce their understandings. This helps students identify misconceptions and clarify their thinking. The use of colours, symbols, and images reinforces written text. The ease with which changes in relationships can be represented makes concept mapping particularly helpful for some students. Concept mapping examples include facilitating brainstorming (activating), gathering information (acquiring), or displaying new understanding (applying).

Think about...

- Teaching and modelling concept mapping
- Constructing student-generated criteria for *What does a quality concept map look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**Appendix A – Skills Assessment****BLMs**

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*

([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

BLM 1: Reflection—Metacognition

BLM 2: Constructing Student-Generated Criteria for Quality Work

BLM 5: Focused Observation Form



## 11g – Multimedia Presentations

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3* Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4* Listen actively and follow directions for gathering information
- ELA- 3.2.1* Seek information about a topic from sources (including peers)
- ELA- 3.2.2* Recognize when information answers the questions asked
- ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-201** Categorize information using selected criteria.

- ELA- 3.3.1* Identify and categorize information according to similarities, differences, and sequences
- ELA- 4.1.1* Generate and focus ideas on a topic, using a variety of strategies
- ELA- 4.1.2* Prepare to create by exploring the connections between forms, audiences, and purpose

**1-S-203** Use tools and technologies to accomplish given tasks.

- ELA- 4.1.3* Create original texts (oral, print, and other media)
- ELA- 4.2.3* Print letters legibly and explore keyboarding and word processing
- ELA- 4.3.2* Use approximated and conventional spelling when writing; participate in process using variety of strategies and resources
- ELA- 4.3.3* Capitalize names, “I”, and sentence beginnings; use periods at the end of simple sentences
- ELA- 5.2.1* Tell, draw, and write stories about self and family

**1-S-302** Use information or observation to form opinions.

- Draw conclusions from organized information

**1-S-401** Use language that is respectful of others.

**1-S-402** Express reasons for their ideas and opinions.

**1-S-403** Present information and ideas orally, visually, concretely, or electronically.

- Create visual images using paint and draw programs
- ELA- 3.3.2* Represent and tell key facts and ideas in own words
- ELA- 3.3.4* Recall, talk about, and record information-gathering experiences
- ELA- 4.2.2* Clarify and extend ideas by adding some details

**Appendix A – Skills Assessment**

- ELA- 4.2.4* Experiment with language to create desired effect in oral, print, and other media text
- ELA- 4.4.2* Present information and ideas orally to a familiar audience; face the audience and speak clearly

Multimedia presentations provide opportunities for students to synthesize new knowledge and share their understandings. Multimedia presentations allow students to represent their understandings creatively by including text, images, sound clips, and links to further information supporting their ideas and information. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students consider how the structure of the presentation will communicate new information effectively to their intended audience.

Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality multimedia presentation look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback throughout the process
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following publication provides helpful black line masters:

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BLM 1: Reflection—Metacognition

BLM 2: Constructing Student-Generated Criteria for Quality Work

BLM 5: Focused Observation Form



## 11h – Creating Animations

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3* Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4* Listen actively and follow directions for gathering information
- ELA- 3.2.1* Seek information about a topic from sources (including peers)
- ELA- 3.2.2* Recognize when information answers the questions asked
- ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-201** Categorize information using selected criteria.

- ELA- 3.3.1* Identify and categorize information according to similarities, differences, and sequences
- ELA- 4.1.1* Generate and focus ideas on a topic, using a variety of strategies
- ELA- 4.1.2* Prepare to create by exploring the connections between forms, audiences, and purpose

**1-S-203** Use tools and technologies to accomplish given tasks.

- ELA- 4.1.3* Create original texts (oral, print, and other media)
- ELA- 4.2.3* Print letters legibly and explore keyboarding and word processing
- ELA- 4.3.2* Use approximated and conventional spelling when writing; participate in process using variety of strategies and resources
- ELA- 4.3.3* Capitalize names, “I”, and sentence beginnings; use periods at the end of simple sentences
- ELA- 5.2.1* Tell, draw, and write stories about self and family

**1-S-302** Use information or observation to form opinions.

- Draw conclusions from organized information

**1-S-401** Use language that is respectful of others.

**1-S-402** Express reasons for their ideas and opinions.

**1-S-403** Present information and ideas orally, visually, concretely, or electronically.

- Create visual images using paint and draw programs
- ELA- 3.3.2* Represent and tell key facts and ideas in own words
- ELA- 3.3.4* Recall, talk about, and record information-gathering experiences
- ELA- 4.2.2* Clarify and extend ideas by adding some details
- ELA- 4.2.4* Experiment with language to create desired effect in oral, print, and other media text

**Appendix A – Skills Assessment**

*ELA- 4.4.2* Present information and ideas orally to a familiar audience; face the audience and speak clearly

Creating animations provides students with opportunities to apply new knowledge and graphically represent concepts and ideas. Students may create animations to illustrate patterns, cycles, changes over time, or cause-and-effect relationships. In creating animations, students develop skills in sequencing, timing, and duration of scenes/screens to communicate the concepts and ideas they are illustrating. The interactive and graphic nature of animations provides alternative ways for some students to demonstrate their learning.

Think about...

- Focusing assessment on how the animation creatively communicates the concept or idea
- Constructing student-generated criteria for *What does quality animation look/sound like?*
- Focusing assessment on the accuracy and completeness of the information

Offering descriptive feedback

- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following publication provides helpful black line masters:

*Independent Together: Supporting the Multilevel Learning Community*  
([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form



## 11i– Using Software

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3* Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4* Listen actively and follow directions for gathering information
- ELA- 3.2.1* Seek information about a topic from sources (including peers)
- ELA- 3.2.2* Recognize when information answers the questions asked
- ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-203** Use tools and technologies to accomplish given tasks.

- ELA- 4.1.3* Create original texts (oral, print, and other media)
- ELA- 4.2.3* Print letters legibly and explore keyboarding and word processing
- ELA- 4.3.2* Use approximated and conventional spelling when writing; participate in process using variety of strategies and resources
- ELA- 4.3.3* Capitalize names, “I”, and sentence beginnings; use periods at the end of simple sentences
- ELA- 5.2.1* Tell, draw, and write stories about self and family

**1-S-302** Use information or observation to form opinions.

- Draw conclusions from organized information

**1-S-303** Revise ideas and opinions based on new information.

Using software allows students to access new information and interact with simulations and/or animations to explore new concepts and ideas. Simulations provide an environment where students can explore, experiment, question, and hypothesize about real-life situations that would otherwise be inaccessible. Students can explore “what-if” scenarios as they predict the results of various actions, modify parameters accordingly, and evaluate the resulting outcomes. Simulations and animations allow students to visualize complex and dynamic interactions and develop deeper understandings than may be achieved through a text description. By exploring a simulated environment, students can “learn by doing.”

Think about...

- Focusing assessment on students’ skills in exploring concepts and ideas with simulations and/or animations



**Appendix A – Skills Assessment**

- Offering descriptive feedback on students' explorations, deepening understandings and testing of hypotheses
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *Using software helps me...*)

**BLMs**

Note: The following publication provides helpful black line masters:

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([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form



## 11j – Using Spreadsheets/Databases

**1-S-200** Gather information from oral, visual, material, print, or electronic sources.

- Navigate within an electronic document
- ELA- 1.1.2* Express and explain preferences (for oral, print, and other media texts)
- ELA- 2.1.3* Use textual clues to construct and confirm meaning
- ELA- 2.1.4-7* Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning
- ELA- 2.3.1* Talk about audience and purpose when exploring different forms and genres of texts
- ELA- 2.3.2* Listen, read, and view to experience the techniques and elements of texts
- ELA- 3.1.4* Listen actively and follow directions for gathering information
- ELA- 3.2.1* Seek information about a topic from sources (including peers)
- ELA- 3.2.2* Recognize when information answers the questions asked
- ELA- 3.2.3* Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

**1-S-203** Use tools and technologies to accomplish given tasks.

- ELA- 4.1.3* Create original texts (oral, print, and other media)
- ELA- 4.2.3* Print letters legibly and explore keyboarding and word processing
- ELA- 4.3.2* Use approximated and conventional spelling when writing; participate in process using variety of strategies and resources
- ELA- 4.3.3* Capitalize names, “I”, and sentence beginnings; use periods at the end of simple sentences
- ELA- 5.2.1* Tell, draw, and write stories about self and family

**1-S-302** Use information or observation to form opinions.

- Draw conclusions from organized information

**1-S-303** Revise ideas and opinions based on new information.

Spreadsheets and databases allow students to record and graphically represent data, analyze relationships and patterns, and manipulate data to solve problems. There are several opportunities to integrate the acquisition of spreadsheet and database skills with social studies. With spreadsheets, students can enter formulas to calculate values (e.g., population density equals population divided by area). Additionally, students can chart their data by creating graphs to facilitate data analysis. Databases are particularly useful for students to make comparisons in their recorded research (e.g., characteristics of daily life in communities studied, location and characteristics of geographic regions...). Students may then query the data to identify patterns and relationships. As students develop the skills to use spreadsheets and databases, they are able to apply these skills in the context of analyzing issues and concepts related to their social studies investigations.

**Appendix A – Skills Assessment**

Think about...

- Modelling and guiding the use of spreadsheets/databases
- Focusing assessment on the analysis of patterns and relationships rather than isolated technology skills
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine prior knowledge, gaps, points for instruction, and/or growth over time
- Offering descriptive feedback to improve understanding of relationships between various factors in data analysis and/or research

**BLMs**

Note: The following publication provides helpful black line masters:

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([www.ece.gov.nt.ca/k12cur/socstud.htm](http://www.ece.gov.nt.ca/k12cur/socstud.htm))

- BLM 5: Focused Observation Form



*Blackline Masters*

**Appendix B**

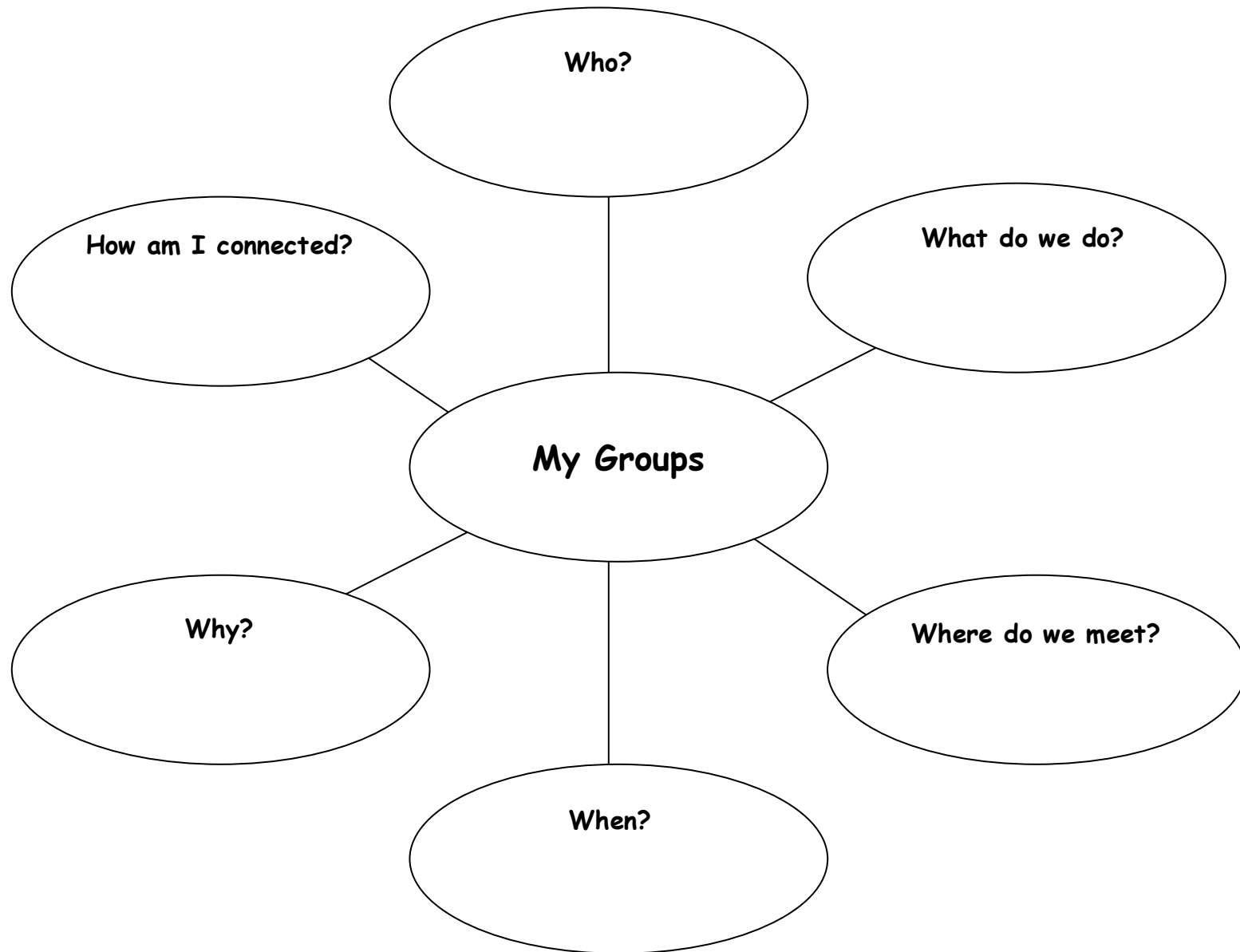
**GRADE**

**1**

## Blackline Masters

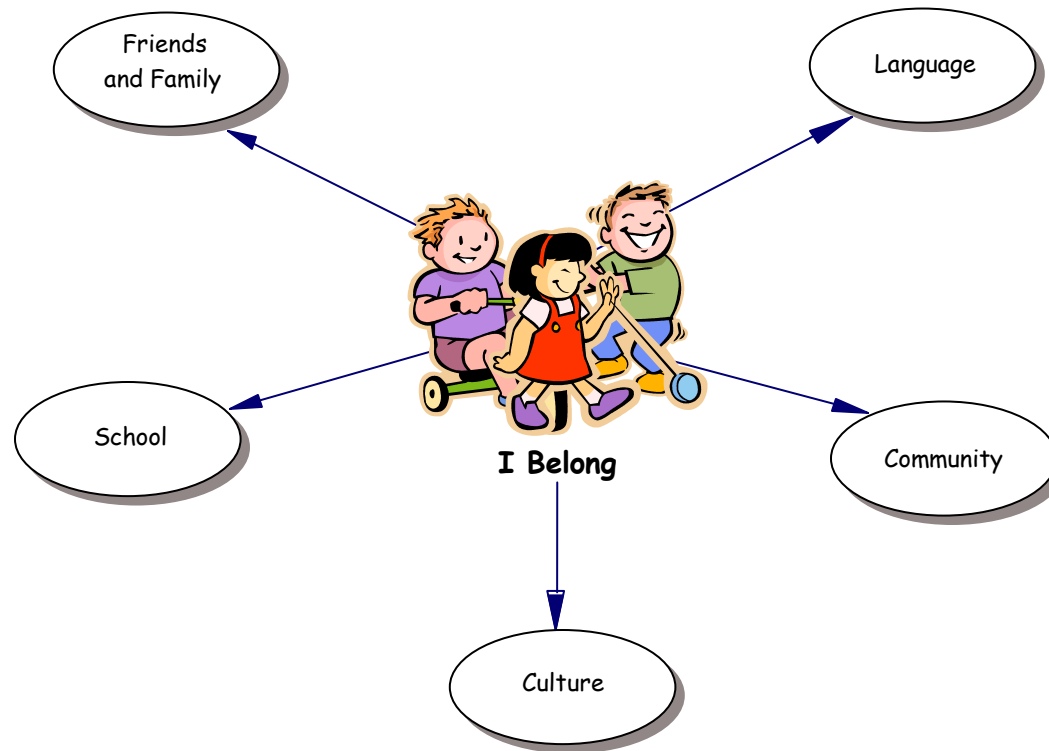
- 1.1.1a** Personal Identity - My Groups
- 1.1.1b** Personal Identity - I Belong
- 1.1.1c** Personal Identity - Activity Journal
- 1.1.1d** Personal Identity - Illustrations
- 1.1.1e** Personal Identity - Oral Presentation
- 1.1.2a** Cultural Expressions - My Family
- 1.1.2b** Cultural Expressions - Family Tradition Comparison
- 1.1.2c** Cultural Expressions - Mine and Others
- 1.1.3a** Connections to the Past - Family Celebrations
- 1.1.3b** Connections to the Past - Family Connections
- 1.1.4a** Remembrance Day - Peace and War
- 1.1.4b** Remembrance Day - In Flanders Field
- 1.1.4b2** Remembrance Day - (poem)
- 1.1.4b3** Remembrance Day - Poppies (poem)
- 1.1.4c** Remembrance Day - Cenotaphs
- 1.1.4d** Remembrance Day - Cenotaphs 2
- 1.1.4e** Remembrance Day Poppy Book
- 1.1.4f** Remembrance Day - Peace Wreath
- 1.1.4g** I Belong: Connecting and Reflecting
- 1.2.1a** Globes and Maps - World Outline Map
- 1.2.1b** Globes and Maps - World Outline-Labelled
- 1.2.2a** My Territory and Country - Outline Map of Canada (unlabelled)
- 1.2.2b** My Territory and Country - Outline Map of Canada (labelled)
- 1.2.2b2** My Territory - Outline Map
- 1.2.2c** My Territory and Country - Anthem Translations
- 1.2.2d** My Territory and Country - Canada/NWT Map
- 1.2.2e** My Territory and Country - O Canada Cloze
- 1.2.2f** My Territory and Country - O' Canada Mix & Fix
- 1.2.3a** My Address - Postcard
- 1.2.3b** My Address - Class Directory
- 1.2.3c** My Address - Class Booklet
- 1.2.4a** My Community - Positional Vocabulary
- 1.2.4b** My Community - Significant Places and Landmarks Postcard
- 1.2.4c** My Community - Characteristics Book
- 1.2.6a** Needs and Wants - Word Splash
- 1.2.6a2** Traditional Needs and Wants - Word Splash
- 1.2.6b** Needs and Wants - Chart
- 1.2.6c** Needs and Wants - Let's Go Camping
- 1.2.6d** Needs and Wants - Television Commercials
- 1.2.6e** Needs and Wants - Word Card
- 1.2.6f** My Environment: Connecting and Reflecting
- 1.3.1a** Diversity - Attributes
- 1.3.1b** Diversity - Facts
- 1.3.1c** Diversity - People: Same or Different
- 1.3.1d** Diversity - Mini-Booklet
- 1.3.1e** Diversity - Similarity Poem
- 1.3.1f** Diversity - Someone Like Me
- 1.3.2a** Respect, Responsibility, and Rights - Chart
- 1.3.2b** Respect, Responsibility, and Rights - Key
- 1.3.2c** Respect, Responsibility, and Rights - Personal Property
- 1.3.2d** Respect, Responsibility, and Rights - School
- 1.3.2e** Respect, Responsibility, and Rights - Community
- 1.3.2f** Respect, Responsibility, and Rights - Interview
- 1.3.2g** Respect, Responsibility, and Rights - Vocabulary
- 1.3.3a** Living With Others - Helping at Home, at School, and in the Community
- 1.3.4a** Getting Along - Rules
- 1.3.4b** Getting Along - Rules, Laws, and Decisions
- 1.3.5a** Conflict Resolution - Y-Chart
- 1.3.5b** Conflict Resolution - Word Splash
- 1.3.5c** Conflict Resolution - Conflict and Bullying
- 1.3.6a** Global Connections - Scavenger Hunt
- 1.3.6b** Global Connections - Mind Map
- 1.3.6c** Connecting with Others: Connecting and Reflecting

# Personal Identity - My Groups





# Personal Identity - I Belong



# Personal Identity - Activity Journal



Day of the Week \_\_\_\_\_

	☀ Before school	During school	After school ☾
😊 Alone			
😊😊😊 With a group			

# Personal Identity - Illustrations



Draw pictures of your groups.

I belong to a family.

I belong to a class.

I belong to a community.

I belong to \_\_\_\_\_

Date \_\_\_\_\_

Dear Parents,

Your child will be making an oral presentation to the class, describing a group to which he or she belongs (e.g., community group, cultural group, team...).

Please help your child organize his or her ideas about involvement in a group by focusing on the following questions.

- What is the name of the group?
- What do you do together in the group?
- What is your responsibility in the group?
- Why do you belong to this group?
- How does this group help you feel connected to others?

Please send pictures or objects to assist in the presentation.

Yours truly,

# Cultural Expressions - My Family

1.1.2  
a

Draw a picture or write about special family stories, traditions, and celebrations.

<p>Important family traditions or celebrations.</p> <hr/> <hr/>	<p>Things we do in our family to celebrate our culture and identity.</p> <hr/> <hr/>
<p>Languages in our family.</p> <hr/> <hr/>	<p>A special family story or song.</p> <hr/> <hr/>

# Cultural Expressions - Family Tradition Comparison



Draw a picture of one of your family traditions and one of your partner's family traditions. How are they the same/different?

My Tradition

My Friend's Tradition

Same \_\_\_\_\_

Different \_\_\_\_\_

My Family

Another Family



Who celebrates?

---

---

---

Where do we celebrate?

---

---

---

How do we celebrate?

---

---

My Family  
Celebrates

What do we celebrate?

---

---

---

Why do we celebrate?

---

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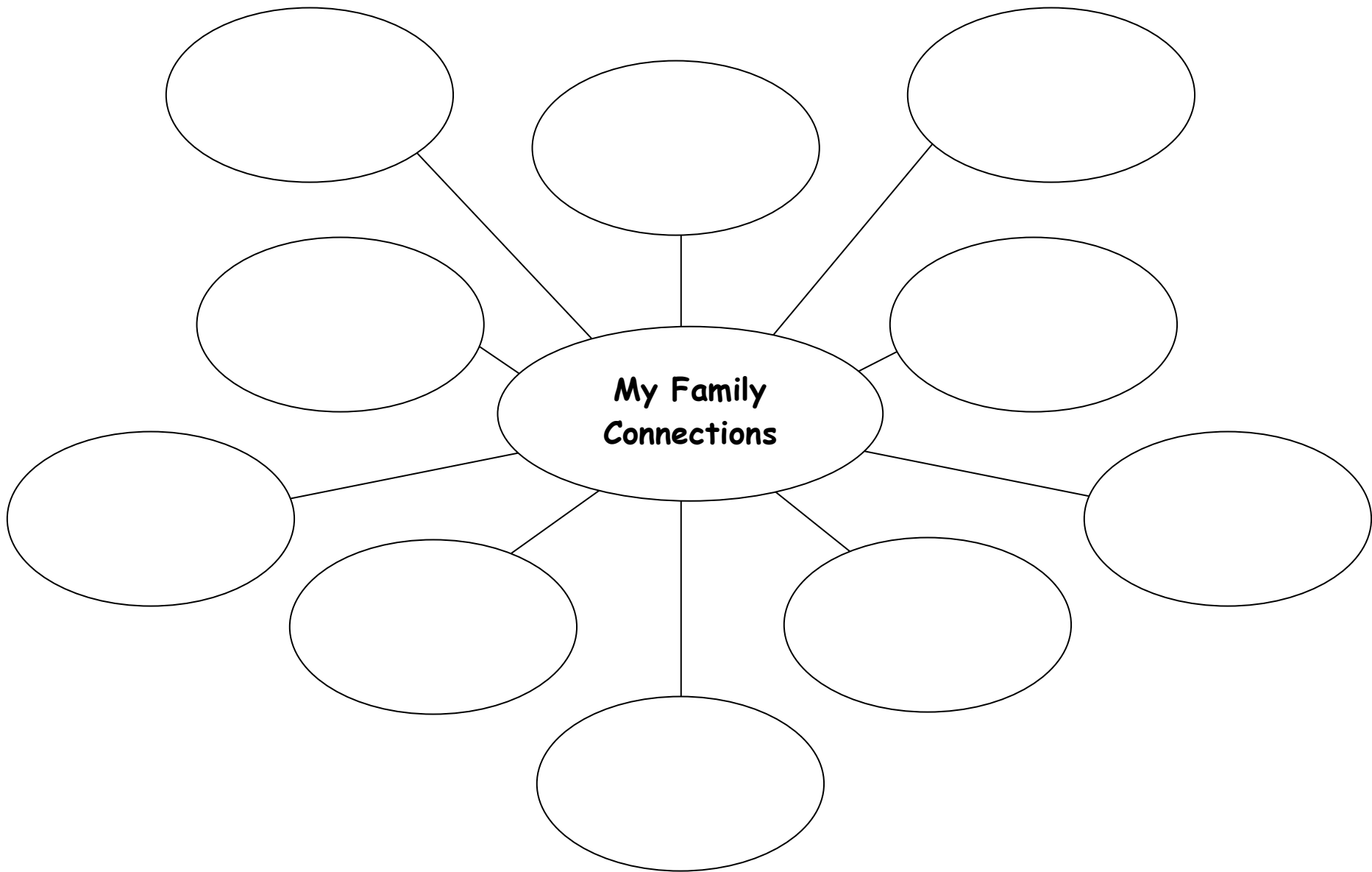
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When do we celebrate?

---

---

---



# Personal Identity - Character Traits



My Name  
\_\_\_\_\_

Mom or Dad's name  
\_\_\_\_\_

Mom or Dad's name  
\_\_\_\_\_

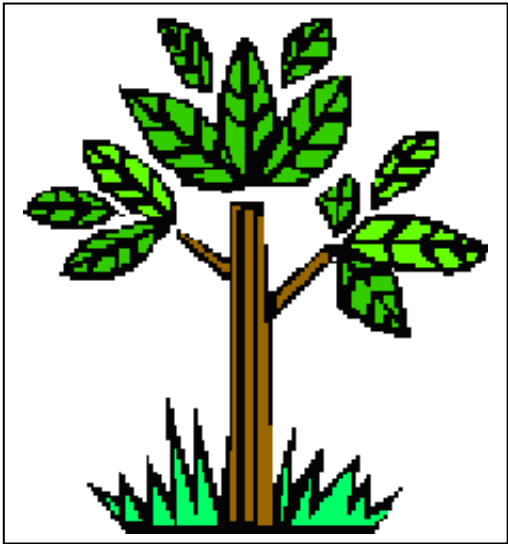
Grandfather's name  
\_\_\_\_\_

Grandmother's name  
\_\_\_\_\_

Great-Grandfather's name + wife  
\_\_\_\_\_ / \_\_\_\_\_

Great-Great Grandfather's name + wife  
\_\_\_\_\_ / \_\_\_\_\_

Great-Great-Great Grandfather's name + wife  
\_\_\_\_\_ / \_\_\_\_\_



Great-Grandmother's name + husband  
\_\_\_\_\_ / \_\_\_\_\_

Great-Great Grandmother's name + husband  
\_\_\_\_\_ / \_\_\_\_\_

Great-Great-Great Grandmother's name + husband  
\_\_\_\_\_ / \_\_\_\_\_

Great-Great-Great-Great Grandfather's name + wife  
\_\_\_\_\_ / \_\_\_\_\_

Great-Great-Great-Great Grandmother's name + wife  
\_\_\_\_\_ / \_\_\_\_\_

\_\_\_\_\_ / \_\_\_\_\_

# Remembrance Day - Peace and War



## Words and Images about Peace


## Words and Images about War


# Remembrance Day - In Flanders Fields



By John McCrae

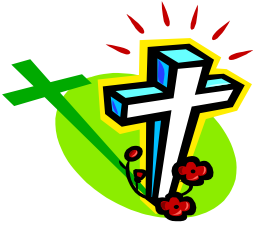
In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.

We are the Dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved, and were loved, and now we lie  
In Flanders fields.

Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch, be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.



Author Unknown



# Remembrance Day

We wear a \_\_\_\_\_  
On Remembrance \_\_\_\_\_.

And at \_\_\_\_\_ o'clock  
We stand and \_\_\_\_\_.

Wreaths \_\_\_\_\_ put  
Upon a \_\_\_\_\_,

As \_\_\_\_\_ remember  
Our soldiers \_\_\_\_\_.

---



## Remembrance Day

We wear a poppy  
On Remembrance Day.

And at eleven o'clock  
We stand and pray.

Wreaths are put  
Upon a grave,

As we remember  
Our soldiers brave.

---





# Poppies

(sung to the tune of "Frere Jacques")

See the poppies, see the poppies

Oh so red, oh so red

Growing on a hillside,

Growing on a hillside

Oh so bright, oh so bright.

We remember, we remember

On this day, on this day

Soldiers on the hillside,

Soldiers on the hillside

Far away, far away.



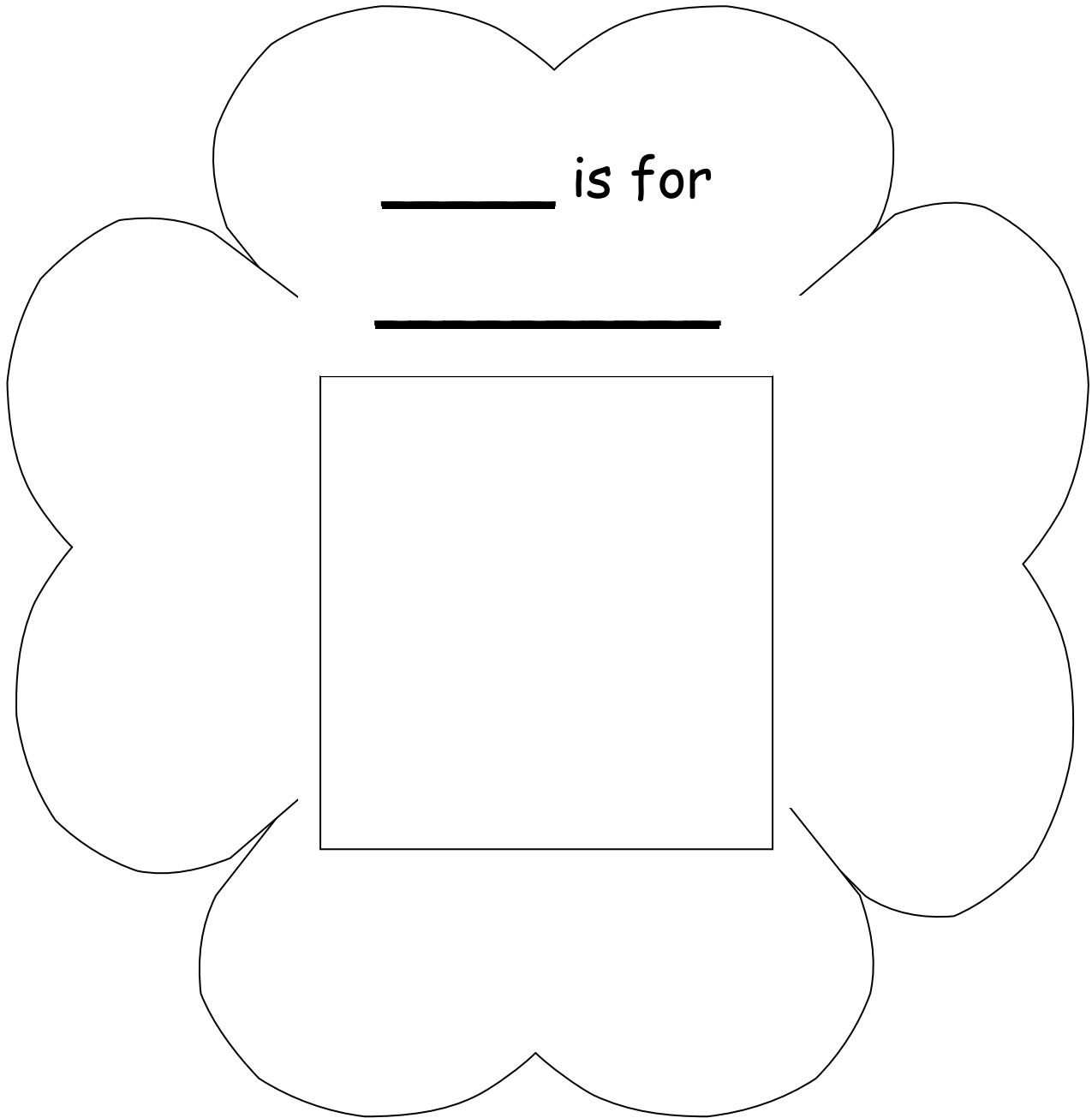
A Day of  
Remembrance



War Memorials

# Remembrance Day - Cenotaphs 2





## Remembrance Day - Peace Wreath

1.1.4  
f



## I Belong: Connecting and Reflecting

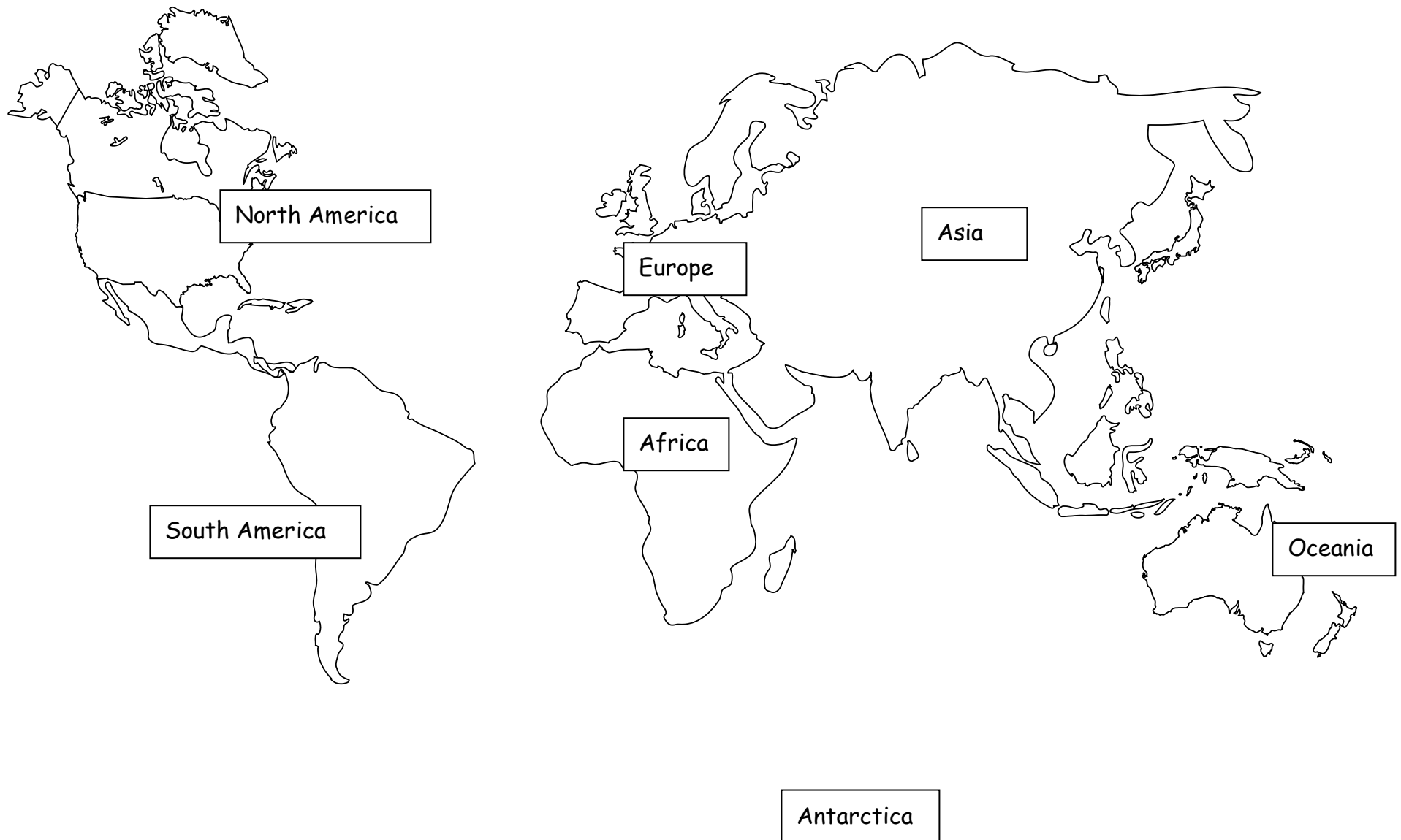


Using your "I Belong" portfolio, describe the groups you belong to and explain how belonging to a group helps you.

Globes and Maps - World Outline Map



# Globes and Maps - World Outline Map - Continents Labelled





# My Territory and Country - Outline Map of Canada

1.2.2  
a





# Map Of Canada



English

O Canada! Our home and native land!  
True patriot love in all thy sons command.  
With glowing hearts we see thee rise,  
The True North strong and free!  
From far and wide,  
O Canada! We stand on guard for thee.  
God keep our land glorious and free!  
O Canada! We stand on guard for thee  
O Canada! We stand on guard for thee

French

O Canada, terre de nos aïeux,  
Ton front est ceint de fleurons glorieux.  
Car ton bras sait porter l'épée,  
Il sait porter la croix.  
Ton histoire est une épopée  
Des plus brillants exploits.  
Et ta valeur, de foi trempée,  
Protégera nos foyers et nos droits  
Protégera nos foyers et nos droits

Ojibwe

O' Canada, endaayang gidakiiminaan  
gagichi-apiidendagook  
gide'inang zaagiitooda  
miziwe gamik  
giiwedinong  
ganawendaanda Canada  
Gizhe-Manidoo, ganawendaanda  
miziwe gidakiiminaan  
O' Canada, ganawendaanda  
miziwe gidakiiminaan  
O' Canada, naniibawida, gidakiiminaan

Inuktitut

O' Kanata nangmini Nunavut piqujatii  
Nalattiaqpavut angiglivaliajuti sangijulutillu  
nanqipugu  
O' Kanata mianiripluti  
O' Kanata nunatsia  
nangiqpugu mianiripluti  
O' Kanata salagijauquna

Tlicho

O' Ca-na-da, Go-nè-k'e a-go-t'e  
We-gho nièh-to,  
Do ha-zo ha-gj-wo  
Go-dzeè yii-t'à, Ne-gha ts'eè-da  
Edza-nè do nà-de  
Haa-zo go-ts'o, O Ca-na-da  
Ne-ga na-ts'eèh-za  
Go-k'è we-dii  
Ne-zii ts'ii-dà  
O' Ca-na-da, ne-gà na-ts'eèh-za  
O' Ca-na-da, ne-gà na-ts'eèh-za

Inuktitut

O' Kanata nangmini Nunavut piqujatii  
Nalattiaqpavut angiglivaliajuti sangijulutillu  
nanqipugu  
O' Kanata mianiripluti  
O' Kanata nunatsia  
nangiqpugu mianiripluti  
O' Kanata salagijauquna

## North Slavey

O Canada,  
Diri nę gots'ę ʔahít'e  
Nezha hídlj negho néwító  
Nehedzə t'á hįdo goghaída  
Diri nę hə náts;etse  
ʔehná gots'é, O Canada  
Negha náréwízha  
Nęwehtsj nahenęnę k'éodí  
O Canada, Negha náréwízha  
O Canada, Negha náréwízha

## South Slavey

O Canada! Dii ndehé k'eh gots'ęh athít'e!  
Nezhaa thÍdlj NeghohniéthÍto  
Nahe-dzee t'áh Yundaa goghaÍdaa  
Dii ndéhé Héh náts'etsee  
Ehnaq gots'éh  
O Canada Negha nadehthizha  
Nóhtsj nah-ndéhé k'éóndii  
O Canada Negha nádehthizhaa  
O Canada Negha nádehthizhaa

## Inuvialuktun

O Canada, Aimavikput  
Nakuuruakun Irniqpit Aullataa  
Uummattikkun Qaumaruakun  
Nuiguraaqtutin  
Nuukigiptigin Nuna Maani  
Ungavaani illi, O Canada  
Nayummigigiptigin  
Munarilliung Nakuuruakun  
Godim  
O Canada, Nayummigigiptigin  
O Canada, Nayummigigiptigin

## Inuinnaqtun

Atanek God inungnik tamainik  
Ikayugumainakavin ilvit,  
Tautukit Kanadamiun taima nunaptingni  
Uvaptingniluinuit ukpegikuvlutin  
Annauyyikput tuhaaktigut  
Naguguktilugit Kanadakput  
Naguguktilugit Kanadakput  
Godikpulli kuviakutingnin,  
Munagiuaayun ilaa inuin.  
Ikayukit atanivut nunaptingni-itun,  
Atannektuinakuvlugit inungnik ilipkun  
Llumuktuk Atanikput  
Naamakhipkakpaglugu nunakput,  
Naamakhipkakpaglugu nunakput,  
Atanikput Hakugikpagavin,  
Inuillu munagilektatin  
Nunaptingniuvlutali engningnun malikta,  
Pitkutillu naunaektun maliktaulit ilaa.  
Naglikutin uvaptingni  
Mihinaktukhauyuk nunaptingni  
Mihinaktukhauyuk nunaptingni



## Gwich'in

O Kanidaa,  
Nakhwanankat goonlii  
Łi' hah ch'at'agwiiniindhan zhit,  
Nivee t'ah'ii guk'agwahthat vah,  
Nikhwidree tthak,  
Egwahdit zhit,  
Nigwideech'in naa'ii,  
Ts'at tsinehdanh.  
Niinzhit ts'at gwiinchyah gwats'at  
O Kanidaa.  
Neenjit kha'oodaa'in.  
K'agwaadhat nakhwanan  
K'anaantii, Shoh tr'iinlii ts'at  
Tsinehdanh.  
O Kanidaa  
Neejit kha'oodaa'in  
O Kanidaa,  
Neenjit kha'oodaa'in

Cree

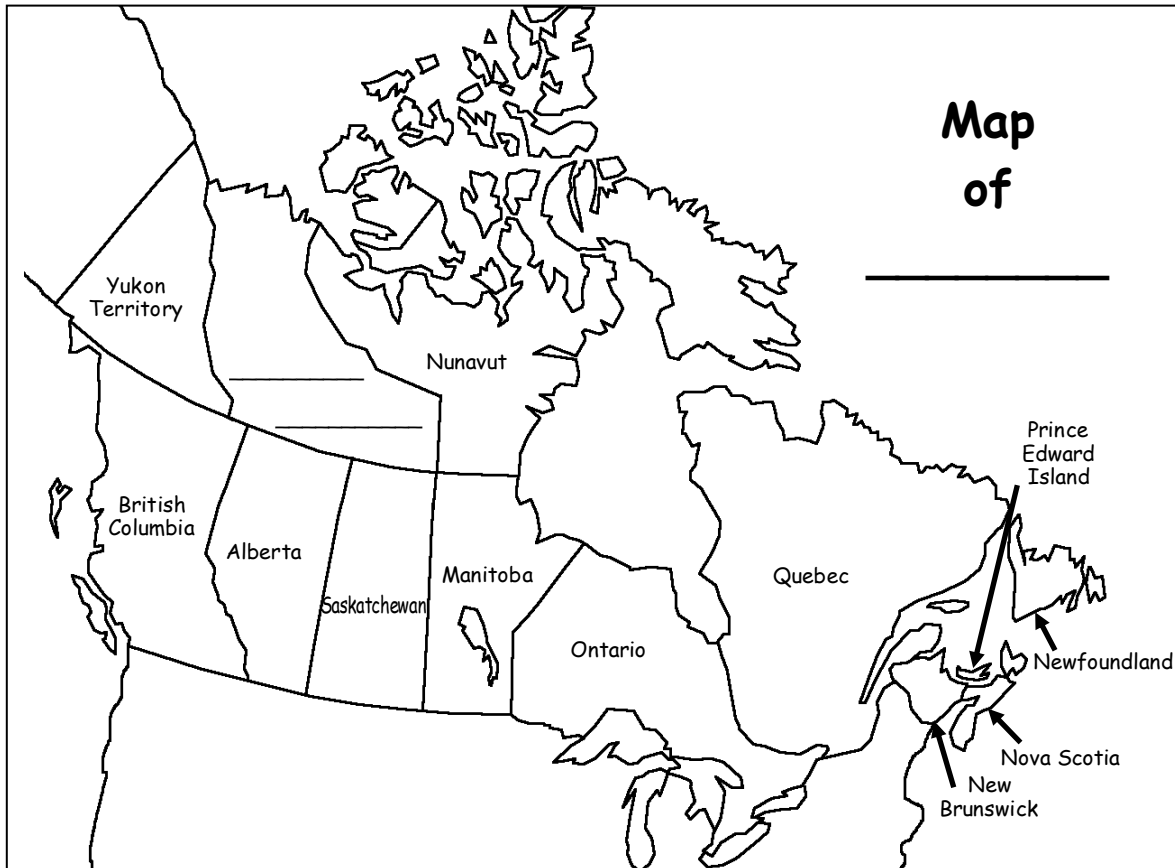
Ka ka na tahk Oma ki tas ka now  
Ta pwa ni sa ki ta nan  
Ni wa ya so wa ti nan Wa ase te kih  
Ta pwe wi nihk Ki we ti nohk es pi cak  
NI kwa ya ci ka po wi nan  
Ka ka n tahk Ni kwa ya ci ka po wi nan  
Ki se ma ni to Sa we mi nan  
Ka ka na tahk  
Ni kwa ya ci ka po wi nan  
Ka ka na tahk  
Ni kwa ya ci ka po wi nan

Chipewyan

Nën Canada Nuh Néné néli la  
Neghanéthíta  
Neskenéhídlj t' a  
Nuhdzié t' á  
T' aghilyaghi k' ét' á  
T' a hots' i hots' i  
Nën Canada Na nárélthílya nj  
Níótsini nek' anetta  
Nën Canada Na nárélthílya sj  
Nën Canada Na nárélthílya sj

## My Territory and Country - Canada/NWT Map

1. Place the words Canada and Northwest Territories on the map.
2. Colour the Northwest Territories.
3. Colour the rest of Canada a different colour.
3. Draw a star at your community.
4. Colour the water blue.
5. Fill in the correct words in the sentences.



My country is called \_\_\_\_\_.

I live in the territory of \_\_\_\_\_.

The name of my community is \_\_\_\_\_.

The two official languages of Canada are  
\_\_\_\_\_ and \_\_\_\_\_.

We speak these languages in my community \_\_\_\_\_

\_\_\_\_\_

O Canada

O \_\_\_\_\_!

Our home and native \_\_\_\_\_!

True patriot \_\_\_\_\_ in all thy sons command.

With glowing \_\_\_\_\_ we see thee rise,

The true north strong and \_\_\_\_\_!

From far and \_\_\_\_\_,

O Canada, we \_\_\_\_\_ on guard for thee.

God keep our \_\_\_\_\_ glorious and free!

O Canada, we stand on \_\_\_\_\_ for thee.

O \_\_\_\_\_, we stand on guard for thee.

O Canada!

O Canada, we stand on guard for thee

Our home and native land!

God keep our land glorious and free!

O Canada, we stand on guard for thee.

With glowing hearts we see thee rise,

O Canada, we stand on guard for thee.

True patriot love in all thy sons command.


The true north strong and free!

From far and wide,

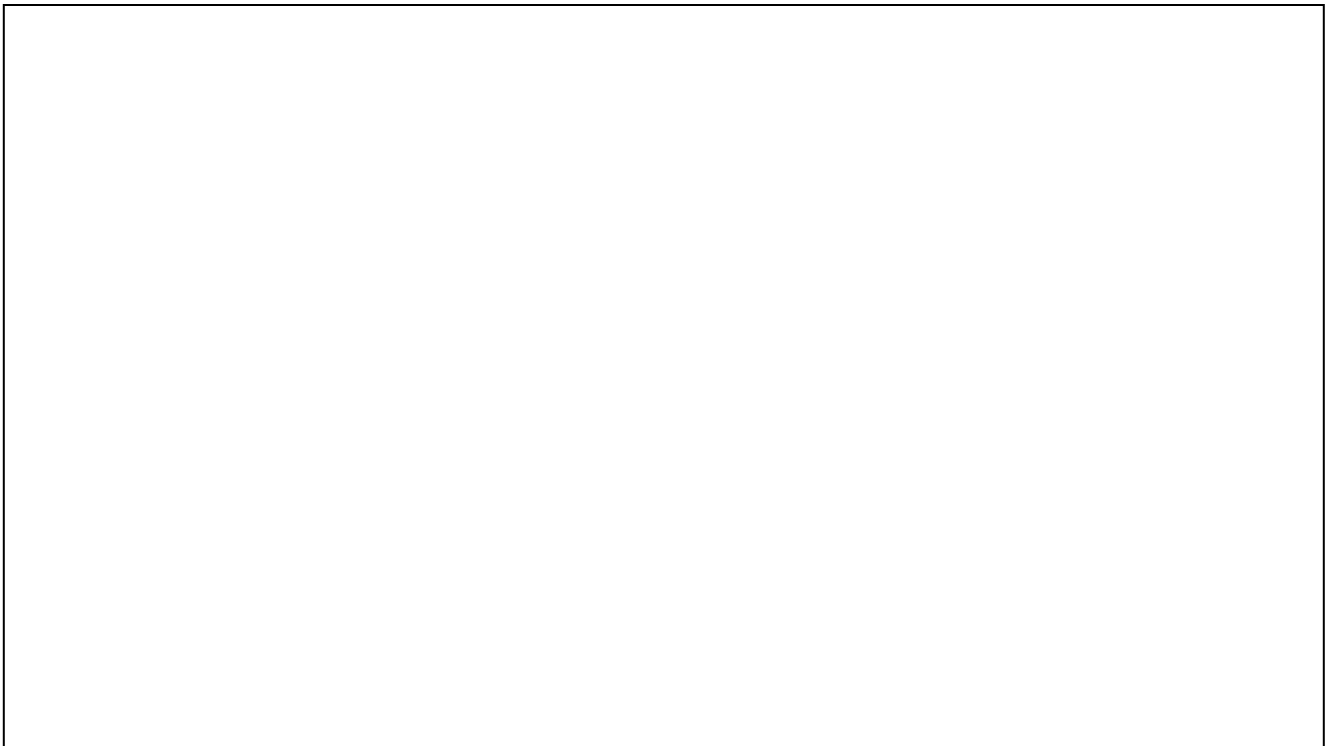
# My Address - Postcard

1.2.3  
a

Write a postcard to a friend.

_____	From:	_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____	To:	_____	
_____		_____	
_____		_____	
_____		_____	

Draw a picture for the front of the postcard.



Cut out and glue your postcard together. Mail it to your friend.

# My Address - Class Directory

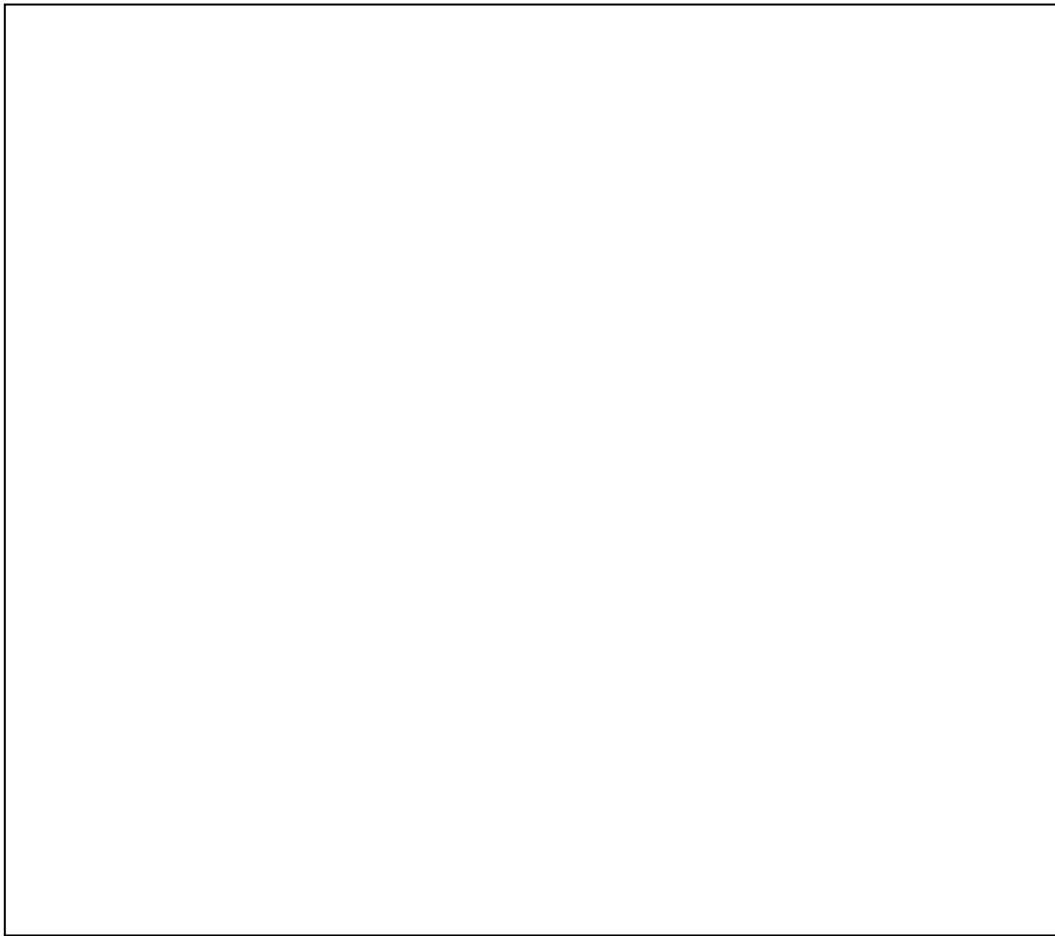
1.2.3  
b

My name: \_\_\_\_\_

My address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_



My address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I live: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_






inside	beside
outside	in
under	on
over	underneath
behind	front
right	left

# My Community - Significant Places and Landmarks Postcard



Write a postcard to a friend.

	From:		
_____		_____	
_____		_____	
_____		_____	
_____		_____	
	To:		
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	

Draw a picture of a community place or landmark.

A large, empty rectangular box with a black border, intended for drawing a picture of a community place or landmark.

Cut and glue your postcard, back to back. Send it to a classmate.

# My Community - Characteristics Book



Draw places in your community.

A large, empty rectangular box with a black border, intended for drawing places in the community.

I respect my neighbourhood by \_\_\_\_\_

\_\_\_\_\_.

food

video game

bicycle

clothing

home

health

friends

water

school

car

sleep

games

family

toys

books

## Traditional Needs and Wants - Word Splash

1.2.6  
a2

dog team

trap

dry meat

ski-doo

water

doctor/nurse

tipi

quad

mukluks

tent

snare wire

moccasins

igloo

camp fire

Snowshoes

cabin

dry fish

fish net

rifle

bannock

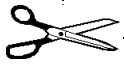
dream catcher

# Needs and Wants - Chart

1.2.6  
b

Needs	Wants

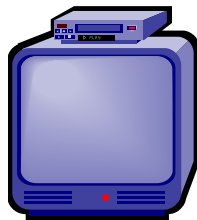
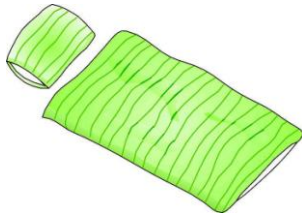
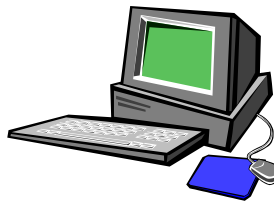
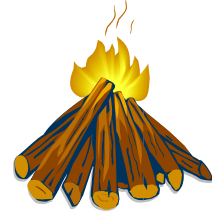
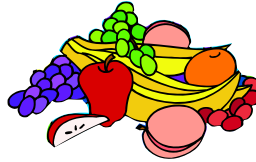
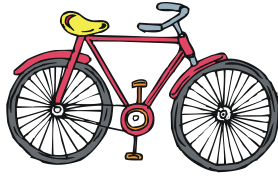


# Needs and Wants - Let's Go Camping

1.2.6  
c

Circle items you would need to survive while camping.



# Needs and Wants - Television Commercials

1.2.6  
d

Place a checkmark for each time you see something advertised on television.

<p>Food</p> 	
<p>Game</p> 	
<p>Toy</p> 	
<p>Movie</p> 	
<p>Clothing</p> 	
<p>Restaurant</p> 	
<p>Other</p>	



need



want



## My Environment: Connecting and Reflecting



Using your "My Environment" portfolio - describe features of the community and show how you can help make the community a better place.

## Diversity - Attributes



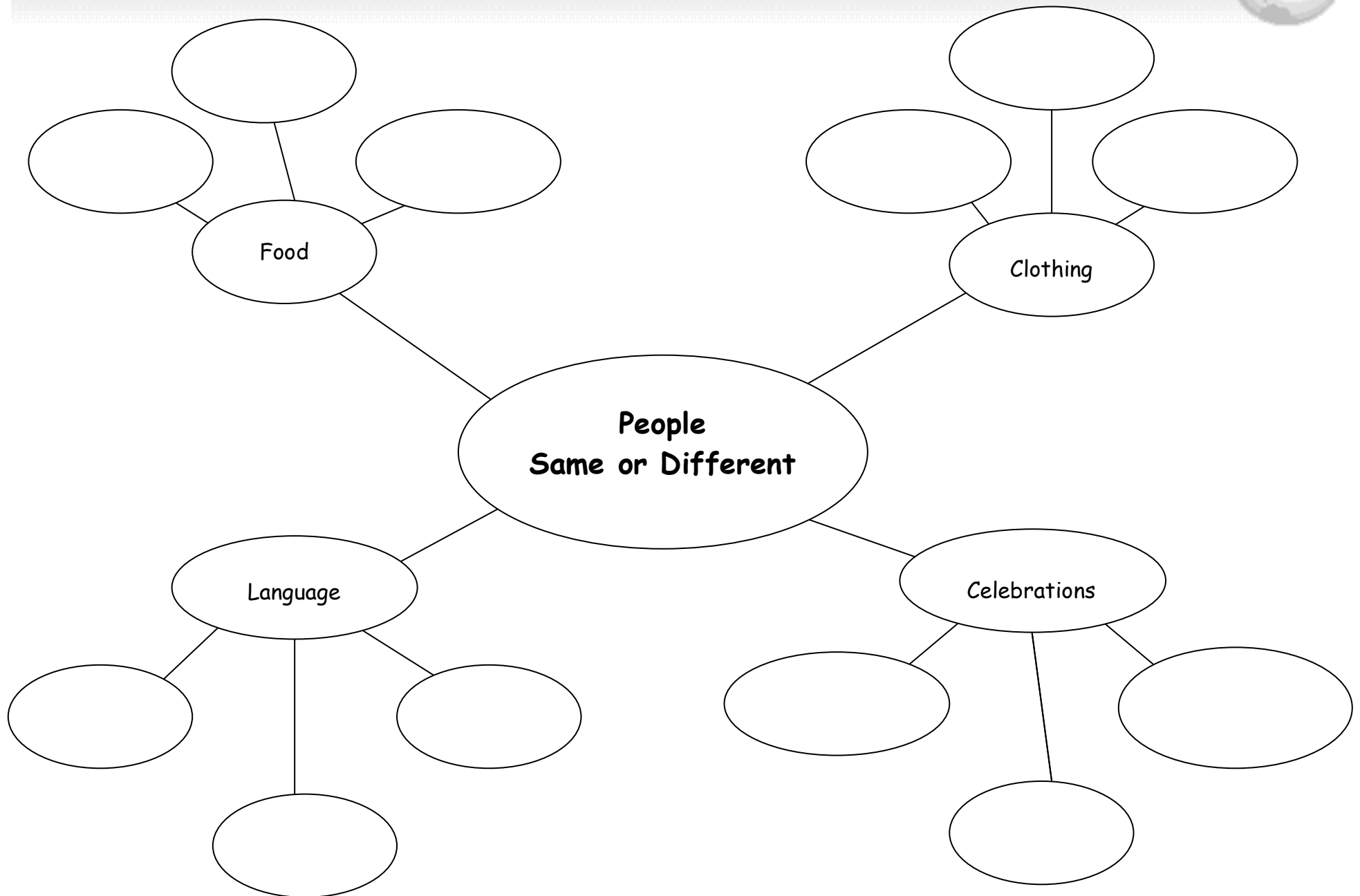
<b>Ways People Are Alike</b>	<b>Ways People Are Different</b>

# Diversity - Facts



Draw or write about four things that are the same wherever people live.


# Diversity - People: Same or Different



I am \_\_\_\_\_ years old.

I was born on \_\_\_\_\_

A Book about Me

By \_\_\_\_\_

I like to \_\_\_\_\_

I also like to \_\_\_\_\_

There are \_\_\_ people in my family.

My favourite food is \_\_\_\_\_

I live in \_\_\_\_\_

My favourite book is \_\_\_\_\_



## Diversity - Similarity Poem



People eat \_\_\_\_\_

People eat \_\_\_\_\_

People eat \_\_\_\_\_

People, people everywhere.

People wear \_\_\_\_\_

People wear \_\_\_\_\_

People wear \_\_\_\_\_

People, people everywhere.

People speak \_\_\_\_\_

People speak \_\_\_\_\_

People speak \_\_\_\_\_

People, people everywhere.

People \_\_\_\_\_

People \_\_\_\_\_

People \_\_\_\_\_

People, people everywhere.



Someone Like Me

My favourite \_\_\_\_\_ is \_\_\_\_\_.

\_\_\_\_\_ likes \_\_\_\_\_ too.

---

Someone Like Me

My favourite \_\_\_\_\_ is \_\_\_\_\_.

\_\_\_\_\_ likes \_\_\_\_\_ too.

---

Someone Like Me

My favourite \_\_\_\_\_ is \_\_\_\_\_.

\_\_\_\_\_ likes \_\_\_\_\_ too.

Someone Like Me

\_\_\_\_\_ makes me happy.

\_\_\_\_\_ makes \_\_\_\_\_ happy too.

---

Someone Like Me

\_\_\_\_\_ makes me sad.

\_\_\_\_\_ makes \_\_\_\_\_ sad too.

---

Someone Like Me

I am afraid of \_\_\_\_\_ .

\_\_\_\_\_ is afraid of \_\_\_\_\_ too.

---

Someone Like Me

\_\_\_\_\_ is easy for me.

\_\_\_\_\_ is easy for \_\_\_\_\_ too.

# Respect, Responsibility, and Rights - Chart



Rights	Responsibilities

# Respect, Responsibility, and Rights - Key



1.3.2  
b

Rights	Responsibilities
<ul style="list-style-type: none"> <li>• Be safe</li> </ul>	<ul style="list-style-type: none"> <li>• Call 911, the police, or the fire department in emergencies only</li> <li>• Go to a Block Parent's house</li> </ul>
<ul style="list-style-type: none"> <li>• Walk around the community</li> </ul>	<ul style="list-style-type: none"> <li>• Follow street safety rules</li> <li>• Stay out of other people's yards</li> <li>• Stay on the sidewalk</li> <li>• Walk on the left side of the road</li> <li>• Do not vandalize or litter</li> </ul>
<ul style="list-style-type: none"> <li>• Go to the park</li> </ul>	<ul style="list-style-type: none"> <li>• Play safely</li> <li>• Do not litter</li> <li>• Pick up trash</li> <li>• Help others</li> </ul>
<ul style="list-style-type: none"> <li>• Ride in a car</li> </ul>	<ul style="list-style-type: none"> <li>• Wear your seatbelt</li> <li>• Do not disturb driver</li> </ul>
<ul style="list-style-type: none"> <li>• Ride a bike</li> </ul>	<ul style="list-style-type: none"> <li>• Wear a helmet</li> <li>• Follow the rules of the road</li> </ul>
<ul style="list-style-type: none"> <li>• Ride the school bus</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the driver</li> <li>• Use proper manners</li> <li>• Get on and off appropriately</li> </ul>
<ul style="list-style-type: none"> <li>• Take out books from the library</li> </ul>	<ul style="list-style-type: none"> <li>• Take care of books</li> <li>• Return books on time</li> <li>• Be polite to the librarian</li> </ul>
<ul style="list-style-type: none"> <li>• Go to school</li> </ul>	<ul style="list-style-type: none"> <li>• Co-operate with others</li> <li>• Be prepared to learn</li> <li>• Arrive on time</li> <li>• Listen</li> <li>• Look after school property</li> <li>• Be polite and use manners</li> </ul>
<ul style="list-style-type: none"> <li>• Go to the store</li> </ul>	<ul style="list-style-type: none"> <li>• Do not steal</li> <li>• Act politely</li> </ul>
<ul style="list-style-type: none"> <li>• Go to restaurants</li> </ul>	<ul style="list-style-type: none"> <li>• Be polite, use manners</li> <li>• Pay for what you eat</li> </ul>

# Respect, Responsibility, and Rights - Personal Property

1.3.2  
c

Draw pictures of things that are public property and personal property.

<b>Public Property</b> 	<b>Personal Property</b> 

# Respect, Responsibility, and Rights - School



School Responsibility	School Responsibility
School Rights	School Rights

## Respect, Responsibility, and Rights - Community



List places in the community where you have the right to go.  
Describe your responsibilities when you are in each place.

Rights	Responsibilities
I have the right to go to the _____ _____	In the _____, it is my responsibility to _____ _____
I have the right to go to the _____ _____	In the _____, it is my responsibility to _____ _____
I have the right to go to the _____ _____	In the _____, it is my responsibility to _____ _____

# Respect, Responsibility, and Rights - Interview



1. What rights do students have? \_\_\_\_\_

\_\_\_\_\_

2. What responsibilities do students have? \_\_\_\_\_

\_\_\_\_\_

3. How can people respect property? \_\_\_\_\_

\_\_\_\_\_

4. How do you help us act responsibly? \_\_\_\_\_

\_\_\_\_\_

5. What happens when people do not respect property? \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_



# Respect, Responsibility, and Rights - Vocabulary

Draw pictures to show the meaning of each word.

responsibility	
right	
personal property	
public property	
respect	

# Living With Others - Helping at Home, at School, and in the Community



List ways that you help others and share work at home, at school, and in the community.

Day	Home	School	Community
1			
2			
3			

## Rules, Laws, and Decisions

Why do we have rules?

---

---

---

How are rules made?

---

---

---

Who must follow rules?

---

---

---

When are rules important?

---

---

---

What happens if rules are not followed?

---

---

---

# Getting Along - Rules, Laws, and Decisions

1.3.4  
b

	Rule	Law	Decision
Wear your mitts when it is cold.			
Do not litter.			
Share the crayons.			
Clean up your room after playtime.			
Do not cross the street when the light is red.			
Do not run across the street.			
Do not steal.			
Eat ice cream for dessert tonight.			
In baseball, three strikes and you are out.			
Do not cut through another person's yard.			
Invite a classmate to join a game you are playing.			
Do not push in line for the water fountain.			
It is indoor recess today.			
Do not hit another person.			
Line up quietly during a fire drill.			
No TV after 7:00.			
Play soccer instead of baseball.			
Ride your bicycle on the right side of the road.			

**Challenge:** Can you draw a picture of the best new rule that you think could make your school or community a better place?

---

## Getting Along - Rules, Laws, and Decisions

Write rules for home, school, and the community.

**At home, we** \_\_\_\_\_

**because** \_\_\_\_\_.

**At school, we** \_\_\_\_\_

**because** \_\_\_\_\_.

**In the community, we** \_\_\_\_\_

**because** \_\_\_\_\_.

# Conflict Resolution - Y-Chart

1.3.5  
a

1. Choose a feeling.
2. **Looks Like:** Draw a face to show what the feeling looks like.
3. **Sounds Like:** Write words to describe what the feeling sounds like.
4. **Write:** Write a sentence about the feeling.

Feeling : \_\_\_\_\_

Looks Like

Sounds Like

Write

threat

hurt

angry

bully

victim

tattle

bystander

mean

conflict

selfish

scared

telling

afraid

Conflict is \_\_\_\_\_

\_\_\_\_\_

Conflict is \_\_\_\_\_

\_\_\_\_\_



Bullying is \_\_\_\_\_

\_\_\_\_\_

Bullying is \_\_\_\_\_

\_\_\_\_\_


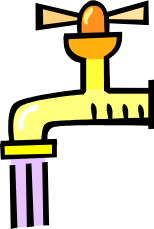





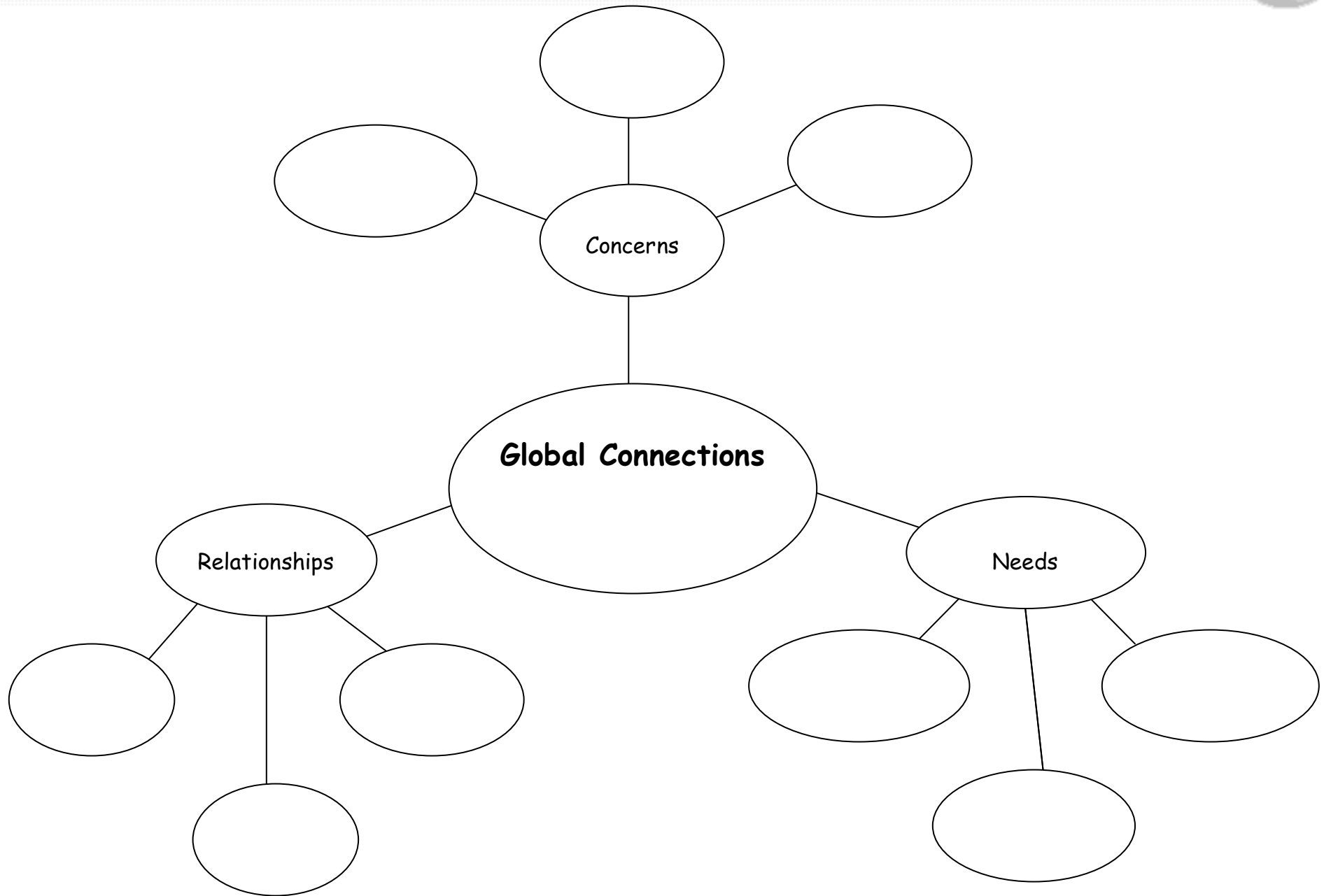
# Global Connections - Scavenger Hunt



Draw or write examples of concerns, needs, and relationships you find in other places.

<p>Concerns</p> 	<p>Needs</p> 	<p>Relationships</p> 

# Global Connections - Mind Map



## Connecting with Others: Connecting and Reflecting



Using your "Connecting with Others" portfolio - describe ways in which people in communities help one another meet their needs and ways in which you can help others.

## Charts and Checklists

### Appendix C

**GRADE**

**1**

Social Studies skill outcomes (eg. “S-100”) and English Languages Arts skill outcomes (“ELA”) are contained in the following **skills progress chart**. The practical path towards use of Appendix A and this closely connected Appendix C would be as follows:

1. select a strategy in a Learning Experience
2. note the Appendix A Skill # under the teacher/student icon
3. go to that skill in Appendix A and design a rubric for your learning strategy from the skills listed-- *before* the activity starts
4. check-off the acquired skills using the Appendix C “skills progress chart” *during* and *after* the learning
5. when applicable, encourage students to record the project, artifact, etc. they created on their copy of the **student portfolio tracking chart** that follows the progress charts
6. continued use of the chart will reveal whether or not certain strategies are being over or underused resulting in gaps or repeats in skill use

Generally, Appendix A provides instructional support in the using of a skill set and Appendix C provides a teacher tool to track skills used in the class, or individual student growth *throughout the course* for the various kinds of learning assessments (“as”, “for, and “of”).

Skills Progress Chart

Active Democratic Citizenship		
<b>1-S-100</b> Cooperate and collaborate with others.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<i>Examples: share space and resources, assume responsibilities, seek agreement...</i>		
ELA- 1.1.1	Talk about and/ or represent self and listen to others, and demonstrate curiosity	
ELA- 1.1.3	Choose to participate in classroom activities	
ELA- 1.2.2	Explore personal and others' opinions	
ELA- 2.1.2	Discuss anticipated meaning of print, symbols, and images; use comprehension strategies to construct, confirm, and revise understanding	
ELA- 2.2.3	Talk about personal connections with texts (oral, print, and other media) from various communities	
ELA- 3.1.1	Discuss personal knowledge of a topic to discover information needs	
ELA- 3.1.3	Ask and answer questions to help satisfy group curiosity and information needs on a specific topic	
ELA- 5.1.1	Work in partnerships and small groups to follow pre-established group processes by accepting responsibility for a task and corresponding role	
ELA- 5.2.3	Celebrate own and others' accomplishments in the classroom community	
<b>1-S-101</b> Consider others' needs when working and playing together.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ELA- 5.1.2	Adjust listening, viewing, speaking behaviours according to the situation	
ELA- 5.1.3	Help others and ask others for help	
<b>1-S-102</b> Interact fairly and respectfully with others.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ELA- 5.2.2	Explore own identity	
<b>1-S-103</b> Make decisions that reflect care, concern, and responsibility for the environment		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Skills Progress Chart**

Managing Information and Ideas		
<b>1-S-200</b> Gather information from oral, visual, material, print, or electronic sources.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	➤ Navigate within an electronic document	
	<i>ELA- 1.1.2</i> Express and explain preferences (for oral, print, and other media texts)	
	<i>ELA- 2.1.3</i> Use textual clues to construct and confirm meaning	
	<i>ELA- 2.1.4-7</i> Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context clues to construct and confirm meaning	
	<i>ELA- 2.3.1</i> Talk about audience and purpose when exploring different forms and genres of texts	
	<i>ELA- 2.3.2</i> Listen, read, and view to experience the techniques and elements of texts	
	<i>ELA- 3.1.4</i> Listen actively and follow directions for gathering information	
	<i>ELA- 3.2.1</i> Seek information about a topic from sources (including peers)	
	<i>ELA- 3.2.2</i> Recognize when information answers the questions asked	
	<i>ELA- 3.2.3</i> Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas	
	<i>ELA- 3.3.1</i> Identify and categorize information according to similarities, differences, and sequences	
	<i>ELA- 4.1.1</i> Generate and focus ideas on a topic, using a variety of strategies	
	<i>ELA- 4.1.2</i> Prepare to create by exploring the connections between forms, audiences, and purpose	
<b>1-S-202</b> Use appropriate terms or expressions to describe periods of time.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>1-S-203</b> Use tools and technologies to accomplish given tasks.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<i>ELA- 4.1.3</i> Create original texts (oral, print, and other media)	
	<i>ELA- 4.2.3</i> Print letters legibly and explore keyboarding and word processing	
	<i>ELA- 4.3.2</i> Use approximated and conventional spelling when writing; participate in process using variety of strategies and resources	
	<i>ELA- 4.3.3</i> Capitalize names, "I", and sentence beginnings; use periods at the end of simple sentences	
	<i>ELA- 5.2.1</i> Tell, draw, and write stories about self and family	
<b>1-S-204</b> Use simple timelines to organize information chronologically.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>1-S-205</b> Construct simple maps to represent familiar places and locations.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>1-S-206</b> Interpret simple maps as representations of familiar places and locations.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>1-S-207</b> Use relative terms to describe familiar locations.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Skills Progress Chart

Critical and Creative Thinking		
<b>1-S-300</b> Use comparison in investigations		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	➤	Compare and contrast information from similar types of electronic sources
	➤	Process information from one than one source to retell what has been discovered
	<i>ELA- 1.2.1</i>	Make connections between prior and new experiences / information
	<i>ELA- 2.1.1</i>	Use prior knowledge to make connections between self and texts (oral, print, and other media)
	<i>ELA- 2.2.1</i>	Explore a variety of oral, print, and other media texts
	<i>ELA- 2.2.2</i>	Respond to texts creatively and critically
	<i>ELA- 2.3.3</i>	Talk about the author’s use of voice, vocabulary and language in a variety of oral, print, and other media texts
	<i>ELA- 3.1.2</i>	Ask questions to satisfy personal curiosity on a topic and discuss information needs
	<i>ELA- 3.2.4</i>	Make and check predictions using prior knowledge and oral, visual, and written text features [such as illustrations, titles, opening shots in video programs, electronic texts...] to understand information
	<i>ELA- 3.3.3</i>	Recognize and use gathered information as a basis for communication
	<i>ELA- 4.3.1</i>	Use complete sentences
	<i>ELA- 4.4.1</i>	Begin to experiment with techniques used to enhance presentations
<b>1-S-301</b> Identify consequences of their decisions and actions.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	➤	Make predictions based on organized information
<b>1-S-302</b> Use information or observation to form opinions.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	➤	Draw conclusions from organized information
<b>1-S-303</b> Revise ideas and opinions based on new information.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Skills Progress Chart**

Communication		
<b>1-S-400</b> Listen actively to others.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<i>ELA- 4.2.1</i>	Talk about own and others' draft and final representations	
<b>1-S-401</b> Use language that is respectful of others.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>1-S-402</b> Express reasons for their ideas and opinions.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>1-S-403</b> Present information and ideas orally, visually, concretely, or electronically.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	➤	Create visual images using paint and draw programs
<i>ELA- 3.3.2</i>	Represent and tell key facts and ideas in own words	
<i>ELA- 3.3.4</i>	Recall, talk about, and record information-gathering experiences	
<i>ELA- 4.2.2</i>	Clarify and extend ideas by adding some details	
<i>ELA- 4.2.4</i>	Experiment with language to create desired effect in oral, print, and other media text	
<i>ELA- 4.4.2</i>	Present information and ideas orally to a familiar audience; face the audience and speak clearly	
<b>1-S-404</b> Relate events and stories in chronological order.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>





Name of Learning Experience	Portfolio Selections
1.1.1 Personal Identity	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
1.1.2 Cultural Expressions	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
1.1.3 Connections to the Past	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
1.1.4 Remembrance Day	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>



Name of Learning Experience	Portfolio Selections
1.2.1 Globes and Maps	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
1.2.2 My Province and Country	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
1.2.3 My Address	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
1.2.4 My Community	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
1.2.5 The Natural Environment	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
1.2.6 Needs and Wants	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>



Name of Learning Experience	Portfolio Selections
1.3.1 Diversity	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
1.3.2 Respect, Responsibility, and Rights	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
1.3.3 Living with Others	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
1.3.4 Getting Along	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
1.3.5 Conflict Resolution	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
1.3.6 Global Connections	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

*Vocabulary Strategies*

**Appendix D**

**GRADE**

**1**

Vocabulary development is integrated within each learning experience, introducing or reinforcing understanding of specific words and concepts within the context of the learning experiences and the cluster.

A variety of vocabulary strategies may be used to assist students in activating, acquiring, and applying the appropriate vocabulary. Strategies may be modified to suit different grades.

### Activate

Students come to class dressed in a costume that represents a new vocabulary word or dramatizes the meaning of new vocabulary. Students guess the meaning of the word/concept that is illustrated.

#### **Grades K–4**

Other strategies:

- Students will complete simple word searches
- Vocabulary songs such as BINGO using new words
- Bingo games using new vocabulary with pictures prompts
- Word webs/brainstorming
- Word of the day
- KWL charts
- Word Run Game. Post vocabulary words on the wall in different spots throughout the gym. The students stay in the middle until a word is called. They then run to that word. You could do this game with any new information. This can also be done inside hula hoops.
- Tic Tac Toe Game. Divide the class into two teams of X's and O's. Write sight words in the tic-tac-toe spaces. Team members take turns coming up and selecting a space to read. If the child reads the word correctly, he or she may put up an X or O for his or her team. If the answer is incorrect, the other team gets to send a player to the board to try to read the same word. An easy alternative to save time and keep the game moving is to have several tic-tac-toe boards made up with words ahead of time on overhead transparencies. Another alternative is to give each child a blank copy of the tic tac toe board, and put the list of words on the board. The children can place the words wherever they want to on their board. As the teacher calls the words out, the children will have to be told if the word is an X word or an O word. The first child to get tic-tac-toe is the winner
- Good ideas were referenced from website [www.teachingfirst.net/wordwallact.htm](http://www.teachingfirst.net/wordwallact.htm)

#### **Grades K–4**

### Acquire

Students use sandpaper letters and crayons to do word rubbings for new vocabulary. Alternatively, students cover pre-printed word cards with string, beads, or sparkles. Students recite the words aloud while tracing the outline of the word.

#### **Grades K–2**

Students physically create new vocabulary words in various media (e.g., with modeling clay or magnetic letters, in sand or with paint).

TIP: Create your own “Etch-a-Sketch®.” Mix tempera paint, cornstarch, and water to a fairly

## Vocabulary

thick consistency, and place the mixture in self-sealing plastic bags. Students use their fingers to trace words in the plastic.

**Grades K–2**

Students create songs or classroom chants to illustrate the meaning of new vocabulary words.

**Grades K–2**

Use self-stick notes to label items displayed in an artifact centre (e.g., globe, map...).

Students find other items in the classroom that match the new vocabulary and label those items.

**Grades K–2**

Students match new vocabulary to magazine pictures or clip art illustrating the new word.

**Grades K–4**

Other strategies:

- Guess ‘What am I?’ game
- ‘Around the World’ Game. All the students sit in a circle (or in their desks) One student stands behind another student who is sitting. The teacher flashes them a sight word. Whichever child says the word first will move on to the next student. The student who makes it back to his or her own desk or starting point is the winner.
- Game: BANG! Put all the words into a bag and if the child that picks the word can identify it they keep it. If someone pulls out the word BANG! all of the words go back in the bag. The student with the most cards at the end wins □
- Doing rhyming word activities such as.....
- Making words using Word tiles
- sentence strips at centres
- Multiple leveled vocabulary development game that is blended with a UN Social Justice project at; [www.freerice.com](http://www.freerice.com)
- Concept Bingo Game: Using the example of traditions as vocabulary, brainstorm examples of traditions and record with words or phrases on chart paper. Give each child a blank bingo card. They choose examples of traditions from the chart and record them randomly on the bingo cards. Teacher calls out traditions and the child with the first straight wins.
- Concept Riddles: Refer to class vocabulary list, provide an oral riddle or example of a situation that illustrates a concept and the children have to guess what the concept is.
- Scrambled words
- Create over the year a large class Social Studies vocabulary dictionary.
- Have students create a simple word search using cluster vocabulary.
- Using a graphic organizer, students create a word association chart that grows two words at a time.
- Create sensory charts of words; feels like, sounds like, looks like, etc

**Grades K–4**

Apply

Students play “I Spy with my little eye” providing clues to match something in the classroom that represents new vocabulary (e.g., I spy something round; I spy something with tiny bit of blue on it; I spy something that spins. Answer: the globe). Peers guess the vocabulary word.

**Grades K–4**

Reinforce understanding of new vocabulary with exit or permission slips (e.g., students must respond with the correct vocabulary word when given a definition in order to leave for recess).

TIP: Show students a picture illustrating the vocabulary word or provide the word and have students respond with its meaning.

**Grades K–4**

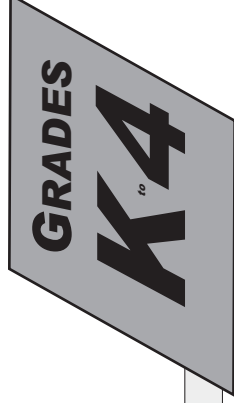
Students play “Spelling in Motion” to practice new vocabulary. Taking turns, one student calls out a new vocabulary word, then spells the word out loud, repeats the word, and finally states an action word. Peers perform the action, spelling the word out loud (e.g., One student says “Citizen, c-i-t-i-z-e-n, Citizen, jumping jacks.” Peers do jumping jacks as they spell the word, performing one jumping jack for each letter.).

**Grades K–4**

Other strategies:

- Making greeting cards using new vocabulary
- Creating a skit or song using new vocab.
- Journal entries and writing pieces
- Create a poster

**Grades K–4**



## *Cumulative Skills Chart*

### **Appendix E**

The progression of skills over the five grades (K-4) in this appendix is Manitoba's expression. The use of "Grade 4" is for the benefit of the NWT teacher looking for the range of skill expectations over five grades (K-4) and provides an intended "profile" of a student approaching Grade 5. The NWT Gr. 4 skills list does not match Manitoba's rollout exactly but is generally aligned with it.



## Appendix E

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
<b>S-100</b>	<b>0-S-100</b> Cooperate and collaborate with others. <i>Examples: take turns, share space and resources...</i>	<b>1-S-100</b> Cooperate and collaborate with others. <i>Examples: share space and resources, assume responsibilities, seek agreement...</i>	<b>2-S-100</b> Cooperate and collaborate with others. <i>Examples: make collective decisions, share responsibilities, seek agreement...</i>
<b>S-101</b>	<b>0-S-101</b> Consider others' needs when working and playing together.	<b>1-S-101</b> Consider others' needs when working and playing together.	<b>2-S-101</b> Resolve conflicts peacefully and fairly.
<b>S-102</b>	<b>0-S-102</b> Interact fairly and respectfully with others.	<b>1-S-102</b> Interact fairly and respectfully with others.	<b>2-S-102</b> Interact fairly and respectfully with others.
<b>S-103</b>	<b>0-S-103</b> Make decisions that reflect care, concern, and responsibility for the environment.	<b>1-S-103</b> Make decisions that reflect care, concern, and responsibility for the environment.	<b>2-S-103</b> Make decisions that reflect care, concern, and responsibility for the environment.
<b>S-104</b>			<b>2-S-104</b> Consider the rights and opinions of others during interactions.

## Appendix E

<b>Grade 3</b>	<b>Grade 4</b>	<b>Code</b>
Students will... 3-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.	Students will... 4-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.	<b>S-100</b>
3-S-101 Resolve conflicts peacefully and fairly.	4-S-101 Resolve conflicts peacefully and fairly.	<b>S-101</b>
3-S-102 Interact fairly and respectfully with others.	4-S-102 Interact fairly and respectfully with others.	<b>S-102</b>
3-S-103 Make decisions that reflect care, concern, and responsibility for the environment.	4-S-103 Make decisions that reflect care, concern, and responsibility for the environment.	<b>S-103</b>
3-S-104 Consider the rights and opinions of others during interactions.	4-S-104 Negotiate constructively with others to build consensus.	<b>S-104</b>

## Appendix E

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
<b>S-200</b>	<b>0-S-200</b> Gather information from oral, visual, material, or print sources.	<b>1-S-200</b> Gather information from oral, visual, material, print, or electronic sources.	<b>2-S-200</b> Select information from oral, visual, material, print, or electronic sources.
<b>S-201</b>	<b>0-S-201</b> Sort information using selected criteria.	<b>1-S-201</b> Categorize information using selected criteria.	<b>2-S-201</b> Organize and record information using visual organizers.
<b>S-202</b>	<b>0-S-202</b> Use appropriate terms or expressions to describe periods of time.	<b>1-S-202</b> Use appropriate terms or expressions to describe periods of time.	<b>2-S-202</b> Use appropriate terms or expressions to describe periods of time.
<b>S-203</b>	<b>0-S-203</b> Use tools and technologies to accomplish given tasks.	<b>1-S-203</b> Use tools and technologies to accomplish given tasks.	<b>2-S-203</b> Use tools and technologies to accomplish given tasks.
<b>S-204</b>		<b>1-S-204</b> Use simple timelines to organize information chronologically.	<b>2-S-204</b> Use simple timelines to organize information chronologically.
<b>S-205</b>		<b>1-S-205</b> Construct simple maps to represent familiar places and locations.	<b>2-S-205</b> Construct maps that include a title, legend, and symbols.
<b>S-206</b>		<b>1-S-206</b> Interpret simple maps as representations of familiar places and locations.	<b>2-S-206</b> Interpret maps that include a title, legend, and symbols.
<b>S-207</b>		<b>1-S-207</b> Use relative terms to describe familiar locations.	<b>2-S-207</b> Use cardinal directions to describe location.
<b>S-208</b>			

## Appendix E

Grade 3	Grade 4	Code
Students will... <b>3-S-200</b> Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases...</i>	Students will... <b>4-S-200</b> Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases...</i>	<b>S-200</b>
<b>3-S-201</b> Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	<b>4-S-201</b> Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	<b>S-201</b>
<b>3-S-202</b> Use appropriate terms or expressions to describe periods of time.	<b>4-S-202</b> Use appropriate terms or expressions to describe periods of time. <i>Examples: decade, generation, century, when the Earth was new, in the time of our ancestors...</i>	<b>S-202</b>
<b>3-S-203</b> Select and use appropriate tools and technologies to accomplish tasks.	<b>4-S-203</b> Select and use appropriate tools and technologies to accomplish tasks.	<b>S-203</b>
<b>3-S-204</b> Use timelines to organize information chronologically.	<b>4-S-204</b> Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.	<b>S-204</b>
<b>3-S-205</b> Construct maps that include a title, legend, and compass rose.	<b>4-S-205</b> Construct maps that include a title, legend, compass rose, and grid.	<b>S-205</b>
<b>3-S-206</b> Interpret maps that include a title, legend, and compass rose.	<b>4-S-206</b> Interpret maps that include a title, legend, compass rose, and grid.	<b>S-206</b>
<b>3-S-207</b> Use cardinal directions to describe the relative locations of places on maps and globes.	<b>4-S-207</b> Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.	<b>S-207</b>
	<b>4-S-208</b> Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. <i>Examples: sun, moon, or stars, inuksuit, Global Positioning Systems (GPS)...</i>	<b>S-208</b>

Appendix E

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
<b>S-300</b>	<b>0-S-300</b> Use comparison in investigations.	<b>1-S-300</b> Use comparison in investigations.	<b>2-S-300</b> Formulate questions for research.
<b>S-301</b>	<b>0-S-301</b> Identify consequences of their decisions and actions.	<b>1-S-301</b> Identify consequences of their decisions and actions.	<b>2-S-301</b> Consider advantages and disadvantages of solutions to a problem.
<b>S-302</b>		<b>1-S-302</b> Use information or observation to form opinions.	<b>2-S-302</b> Use information or observation to form opinions.
<b>S-303</b>		<b>1-S-303</b> Revise ideas and opinions based on new information.	<b>2-S-303</b> Revise ideas and opinions based on new information.
<b>S-304</b>			
<b>S-305</b>			

Appendix E

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-300 Formulate questions for research.	4-S-300 Formulate questions for research.	<b>S-300</b>
3-S-301 Consider advantages and disadvantages of solutions to a problem.	4-S-301 Consider advantages and disadvantages of solutions to a problem.	<b>S-301</b>
3-S-302 Draw conclusions based on information and evidence.	4-S-302 Draw conclusions based on information and evidence.	<b>S-302</b>
3-S-303 Revise ideas and opinions based on new information.	4-S-303 Evaluate personal assumptions based on new information and ideas.	<b>S-303</b>
3-S-304 Distinguish fact from opinion.	4-S-304 Distinguish fact from opinion.	<b>S-304</b>
	4-S-305 Observe and analyze material or visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>	<b>S-305</b>

## Appendix E

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
<b>S-400</b>	0-S-400 Listen actively to others.	1-S-400 Listen actively to others.	2-S-400 Listen actively to others.
<b>S-401</b>	0-S-401 Use language that is respectful of others.	1-S-401 Use language that is respectful of others.	2-S-401 Use language that is respectful of others.
<b>S-402</b>	0-S-402 Express reasons for their ideas and opinions.	1-S-402 Express reasons for their ideas and opinions.	2-S-402 Express reasons for their ideas and opinions.
<b>S-403</b>	0-S-403 Present information and ideas orally, visually, or concretely.	1-S-403 Present information and ideas orally, visually, concretely, or electronically.	2-S-403 Present information and ideas orally, visually, concretely, or electronically.
<b>S-404</b>	0-S-404 Relate events and stories in chronological order.	1-S-404 Relate events and stories in chronological order.	2-S-404 Relate events and stories in chronological order.

Appendix E

Grade 3	Grade 4	Code
Students will...	Students will...	
3-S-400 Listen actively to others to understand their perspectives.	4-S-400 Listen actively to others to understand their perspectives.	S-400
3-S-401 Use language that is respectful of human diversity.	4-S-401 Use language that is respectful of human diversity.	S-401
3-S-402 Support their ideas and opinions with information or observations.	4-S-402 Support their ideas and opinions with information or observations.	S-402
3-S-403 Present information and ideas orally, visually, concretely, or electronically.	4-S-403 Present information and ideas orally, visually, concretely, or electronically.	S-403
		S-404





*Recommended Learning Resources*

**Appendix F**

GRADE

1

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This is an alphabetical list of resources for Grade 1. The annotations are either in paragraph form or by topic. This list combines Integrated Resources, Series, Atlases, and Stand-Alone Resources.

These resources were evaluated and recommended in 2003 by a group of Manitoba teachers who were nominated by their school divisions. As additional materials are evaluated, this resource list will be updated. Please check for updates online at <[www.edu.gov.mb.ca/ks4/cur/socstud/index.html](http://www.edu.gov.mb.ca/ks4/cur/socstud/index.html)>.

A complete K-8 annotated bibliography of recommended learning resources is available online at <[www.edu.gov.mb.ca/ks4/learnres/bibliographies.html](http://www.edu.gov.mb.ca/ks4/learnres/bibliographies.html)>.

For information regarding the purchase of learning resources, please contact:

The Manitoba Text Book Bureau  
Box 910  
Souris, MB R0K 2C0  
Toll free (in Manitoba and Saskatchewan): 1-866-771-6822  
Telephone (outside Manitoba and Saskatchewan): (204) 483-5040  
Fax: (204) 483-5041  
Email: [mtbb@merlin.mb.ca](mailto:mtbb@merlin.mb.ca)  
Search and order online at <[www.mtbb.mb.ca](http://www.mtbb.mb.ca)>.

Many of the resources listed are available for loan by contacting:

Instructional Resources Unit (IRU)  
Manitoba Education, Citizenship and Youth  
1181 Portage Avenue  
Winnipeg, MB R3G 0T3  
Telephone: (204) 945-7830/7851 (in Winnipeg)  
1-800-282-8069, ext. 7830/7851 (Manitoba only)  
Fax: (204) 945-8756  
Email: [iruref@gov.mb.ca](mailto:iruref@gov.mb.ca)  
Internet: <<http://library.edu.gov.mb.ca:4100>>

**Recommended Learning Resources****Grade-Level Resources**

(Resources organized by cluster follow this section.)

**The 100th Day of School**

(Picture Book). Medearis, Angela Shelf.  
Scholastic Canada Ltd. (SCH), 1996. ISBN 0-590-25944-X.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**African Dancing**

(Picture Book). Thomas, Mark.  
Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23066-2.

Grade 1 - Cluster 1 - I Belong

- Personal identity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Alexander and the Terrible, Horrible, No Good, Very Bad Day**

(Fiction). Viorst, Judith.  
Aladdin Books (SSI), 1987. 32 p. ISBN 0-689-71173-5.

Grade 1 - Cluster 1 - I Belong

- My family

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move**

(Picture Book). Viorst, Judith.  
Scholastic Canada Ltd. (SCH), 1995. ISBN 0-590-89982-1.

Grade 1 - Cluster 1 - I Belong

- Personal identity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**All About Things People Do**

(Non-Fiction). Rice, Melanie.

Scholastic Canada Ltd. (SCH), 1989. 45 p. ISBN 0-590-45164-2.

Grade 1 - Cluster 3 - Connecting with Others

- Interdependence

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Angel Child, Dragon Child**

(Picture Book). Syurat, Michele Maria.

Scholastic Canada Ltd. (SCH), 1983. 35 p. ISBN 0-590-41170-5.

Grade 1 - Cluster 1 - I Belong

- Personal identity

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Arielle and the Hanukkah Surprise**

(Picture Book). Chocolate, Debbi.

Scholastic Canada Ltd. (SCH), 1992. ISBN 0-590-46125-7.

Grade 1 - Cluster 1 - I Belong

- My family
- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**At a construction site**

(Non-Fiction). Kilby, Don. ((Wheels at work) Series).

Kids Can Press (KCP), 2003. ISBN 1-55337-378-2.

Grade 1 - Cluster 2 - My Environment

- Environment

Note: Focus is on machines in a community.

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources****Back to the Cabin**

(Picture Book). Blades, Ann.  
Orca Book Publishers Ltd. (ORC), 1996. ISBN 1-55143-051-7.

Grade 1 - Cluster 1 - I Belong

- My family

Grade 1 - Cluster 2 - My Environment

- Environment

Suggested Use: Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Beginner's Classroom Atlas of Canada and the World**

(Atlas). Book, Rick.  
Rand McNally Canada (RNC), 2002. 48 p. ISBN 0-88640-921-7.

This is a well-organized, user-friendly resource that meets specific learning outcomes from Grades 1, 2, and 3 of the Manitoba social studies curriculum.

This is a comprehensive resource with age-appropriate, clearly labelled maps that make effective use of colour. It also includes mapping skills, geographical terms, symbols, legends, compass rose, bar scale, longitude and latitude, cultural links, regional links, timelines for development of countries, and a complete glossary with page references.

Suggested Use:

Grade 1; Grade 1 - Cluster 2;

Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 3; Grade 3 - Cluster 2; Grade 3 - Cluster 3; Atlas - Systems International Metric Standards

Student - Breadth and Depth

Date Recommended: 2003-Mar-10

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**Canadian Holidays: Christmas**

(Non-Fiction). Foran, Jill. (Canadian Holidays).  
Weigl Educational Publishers (WEI), 2003. 24 p. ISBN 1-894705-96-3.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Note: Teacher Read-Aloud. It provides detailed information on Christmas, and is well organized and up-to-date.

Suggested Use: Grade 1; Grade 1 - Cluster 1; Teacher Reference

Date Recommended: 2004-Aug-23

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**Canadian Holidays: Easter**

(Non-Fiction). Foran, Jill. (Canadian Holidays).  
Weigl Educational Publishers (WEI), 2003. 24 p. ISBN 1-894705-99-8.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Note: Teacher Read-Aloud. It provides detailed information on Easter, and is well organized and up-to-date.

Suggested Use: Grade 1; Grade 1 - Cluster 1; Teacher Reference

Date Recommended: 2004-Aug-23

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**Can't You Be Still**

(Fiction). Yates, Sarah.  
Gemma B. Publishing (Gemma), 1992. ISBN 0-9696477-0-0.

Grade 1 - Cluster 1 - I Belong

- My family

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Caring, Sharing and Getting Along: 50 Perfect Poems for Promoting Good Behaviour in the Classroom**

(Non-Fiction). Franco, Betsy.  
Scholastic Canada Ltd. (SCH), 2000. 64 p. ISBN 0-439-20105-5.

Grade 1 - Cluster 3 - Connecting with Others

- Rules and laws

Suggested Use: Grade 1; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2003-Aug-25

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**Celebrations: Let's Get Ready for Earth Day**

(Picture Book). Douglas, Lloyd G.  
Scholastic Canada Ltd. (SCH), 2003. 24 p. ISBN 0-516-24354-3.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources****Celebrations: Let's Get Ready for Passover**

(Picture Book). Douglas, Lloyd G.  
Scholastic Canada Ltd. (SCH), 2003. 24 p. ISBN 0-516-24352-7.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**The following three books are part of the Cross-Curricular Resource Centre Series:**

- Bridges
- What's in a Park?
- Where Does it Park?

**Cross-Curricular Resource Centre: Bridges**

(Picture Book). Canizares, Susan.  
Scholastic Canada Ltd. (SCH), 1999. 14 p. ISBN 0-7791-0474-9.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Cross-Curricular Resource Centre: What's in a Park?**

(Picture Book). Chessen, Betsey.  
Scholastic Canada Ltd. (SCH), 1999. 14 p. ISBN 0-7791-0471-4.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Cross-Curricular Resource Centre: Where Does it Park?**

(Picture Book). Canizares, Susan.  
Scholastic Canada Ltd. (SCH), 1999. 14 p. ISBN 0-7791-0475-7.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Crow Boy**

(Fiction). Yashima, Taro.

Penguin Books Canada Limited (PBC), 1976. 40 p. ISBN 0-14-050172-X.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Different Just Like Me**

(Fiction). Mitchell, Lori.

Charlesbridge Publishing (MON), 1999. ISBN 1-57091-490-7.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Everybody Cooks Rice**

(Picture Book). Dooley, Norah.

Scholastic Canada Ltd. (SCH), 1991. ISBN 0-590-45597-4.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**The Family of Earth**

(Picture Book). Schimmel, Schim.

North Winds Press (FEN), 2001. ISBN 1-55971-790-4.

Grade 1 - Cluster 2 - My Environment

- Environment

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources****Feathers and Fools**

(Fiction). Fox, Mem.

Harcourt Canada Ltd. (HBJ), 1996. ISBN 0-15-202365-8.

Grade 1 - Cluster 1 - I Belong

- Remembrance Day

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Frederick**

(Fiction). Lionni, Leo.

Knopf, Alfred A. (RAN), 1973. 32 p. ISBN 0-394-82614-0.

Grade 1 - Cluster 2 - My Environment

- Needs and wants

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Ginn Social Studies Grade 1**

(Integrated Resource).

Pearson Education Canada (PRN).

This resource supports Clusters 1, 2, and 3 of the Manitoba Grade 1 social studies curriculum. It focuses on citizenship and belonging, and includes concepts relating to family, friends, rules, and celebrations. It also includes an introduction to community studies that focuses on people at work.

Comment: This series does not have to be purchased as a complete package.

Date Recommended: 2003-Mar-10

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**Ginn Social Studies Grade 1 Flip Chart Book**

(Integrated Resource).

Pearson Education Canada (PRN), 2001. ISBN 0-13-028844-6.

This coil-bound 41-x-63 centimetre flip chart supports Clusters 1, 2, and 3 of the Manitoba Grade 1 social studies curriculum, and is a supplement to the Ginn Social Studies Grade 1 Students' Book. It provides clear visuals that are engaging, and duplicates many of the visuals that are in the student text.

Suggested Use:

Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth

Date Recommended: 2003-Mar-10

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**Ginn Social Studies Grade 1 Students' Books**

(Integrated Resource).

Pearson Education Canada (PRN), 2000. ISBN 0-13-028855-1.

This five-book resource package comprises the following topics: People at Work, My Family and Friends, I Live Here, Special Times, and All About Rules. Throughout the resource, the material encourages student discussion, group and individual learning, as well as hands-on activity suggestions for students. This is a well-organized, user-friendly resource with stimulating visuals, a wide variety of learning strategies, and developmentally appropriate activities. It is a durable resource that is easy to store.

Suggested Use:

Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Mar-10

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**Ginn Social Studies Grade 1 Teacher's Guide**

(Integrated Resource).

Pearson Education Canada (PRN), 2000. 110 p. ISBN 0-13-019769-6.

This resource is a Teacher's Guide for the Ginn Social Studies Grade 1 Students' Book.

This Teacher's Guide is well organized and contains many activities that reflect various learning styles.

Suggested Use:

Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2003-Mar-10

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**Going to Grandma's**

(Picture Book). Drew, David.

Scholastic Canada Ltd. (SCH), 1998. 9 p. ISBN 0-590-16894-0.

Grade 1 - Cluster 2 - My Environment

- Mapping (globes, maps, land and water masses)

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Grandfather's Journey**

(Fiction). Say, Allen.

Houghton Mifflin Company (SBC), 1993. 32 p. ISBN 0-395-57035-2.

Grade 1 - Cluster 1 - I Belong

- Family connections to the past

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources****Hands-on Social Studies Grade One**

(Stand-Alone).

Portage & Main Press (PEG), 2001. 178 p. ISBN 1-55379-004-9.

This made-in-Manitoba resource is based on the specific learning outcomes in the Manitoba Grade 1 social studies curriculum, and supports teaching in all three clusters (I Belong, My Environment, and Connecting with Others). It provides a variety of student activities, background information for teachers, theme vocabulary, learning extensions, Canadian Literature Links, and blackline masters.

This is a well-organized resource that includes creative, interactive, and meaningful student learning activities that connect to social studies, English language arts, art, and science. Assessment strategies are provided and include teacher, student, and group forms.

The resource contains both Canadian and Manitoba content. When learning about languages, cultures, and celebrations, specific references are made to Aboriginal (Ojibway and Cree) and francophone communities. When sensitive issues are addressed in learning experiences, teacher notes provide suggestions for approaching the experience with sensitivity to individual, family, and cultural differences. The resource focuses on respecting cultural differences, and reinforces pride in one's own culture.

The resource is coil-bound. It includes a detailed table of contents, and a consistent format for learning experiences including background information for teachers, materials needed, activities, extensions, and activity centres.

Suggested Use:

Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

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**The Handmade Alphabet**

(Non-Fiction). Rankin, Laura.

Penguin Books Canada Limited (PBC), 1996. 32 p. ISBN 0-14-055876-4.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**I Can't Have Bannock, but the Beaver Has a Dam**

(Fiction). Wheeler, Bernelda.

Peguis Publishers Limited (PEG), 1991. 32 p. ISBN 1-895411-48-3.

Grade 1 - Cluster 3 - Connecting with Others

- Interdependence

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**I Hate English!**

(Fiction). Levine, Ellen.

Scholastic Canada Ltd. (SCH0, 1989. 9p. ISBN 0-590-42304-5

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 3;

Student - Depth

Date Recommended: 2003-Aug-25

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**In the Global Classroom 1**

(Stand-Alone). Pike, Graham.

Pippin Publishing Corporation (UTP), 1998. 255 p. ISBN 0-88751-081-7.

This is a softcover Kindergarten to Grade 8 teacher reference resource. This resource emphasizes a teaching and learning strategy that combines child-centred and world-minded educational thinking. It builds frameworks for cross-curricular delivery and offers a wealth of practical and engaging activities for students.

Themes within the text include: interconnections (perceptions, local and global communities); environment and sustainability (natural, built, social, and inner); health (physical, mental, emotional, spiritual, social, societal, and environmental); perception (perceptions and cross-cultural encounters); technology (benefits, tools, problem solving, technological change, social values, and consequences in the future); and futures (alternative, probable, and preferred).

The resource includes materials related to citizenship, diverse perspectives, global, identity, and economic learning outcome experiences.

Comment: Charts are included at the beginning of each chapter to indicate activities within the chapter and the index. The grade level for which the activities are suggested is not included.

Suggested Use:

Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3;

Grade 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3;

Grade 2; Grade 2 - Cluster 3;

Grade 3; Grade 3 - Cluster 3;

Grade 4; Grade 4 - Cluster 2; Grade 4 - Cluster 3;

Grade 5; Grade 5 - Cluster 4;

Grade 6; Grade 6 - Cluster 2; Grade 6 - Cluster 4;

Grade 7; Grade 7 - Cluster 1; Grade 7 - Cluster 2; Grade 7 - Cluster 3; Grade 7 - Cluster 4;

Grade 8; Grade 8 - Cluster 2; Grade 8 - Cluster 3; Grade 8 - Cluster 4; Grade 8 - Cluster 5;

Teacher Reference

Date Recommended: 2003-Mar-10

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**Recommended Learning Resources****Info-Active: The World**

(Picture Book). Drew, David.

Scholastic Canada Ltd. (SCH), 1997. 8 p. ISBN 0-590-16519-4.

Grade 1 - Cluster 2 - My Environment

- Mapping (globes, maps, land and water masses)

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Info-Active: You Are Here**

(Picture Book). Drew, David.

Scholastic Canada Ltd. (SCH), 1997. 9 p. ISBN 0-590-16549-6.

Grade 1 - Cluster 2 - My Environment

- Mapping

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Irish Step Dancing**

(Picture Book). Thomas, Mark.

Grolier Limited (SCH), 2001. 24 p. ISBN 0-516-23068-9.

Grade 1 - Cluster 1 - I Belong

- Personal identity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Is That Right? Critical Thinking and the Social World of the Young Learner**

(Stand-Alone). Wright, Ian.

Pippin Publishing Corporation (UTP), 2002. 139 p. ISBN 0-88751-094-9.

This teacher resource emphasizes the value and rewards of critical thinking. It defines critical thinking as the ability to make reasoned judgments in problematic situations. It also demonstrates how critical thinking can be applied to social studies and other subject areas. It includes practical activities and assessment approaches (including rubrics). Chapters focus on critical thinking, teaching critical thinking, and assessing critical thinking.

This resource is based on current research. It is suitable for a wide range of learning styles, promotes active learning and creativity, and is well organized.

Suggested Use:

Kindergarten; Kindergarten - Cluster 2;

Grade 1; Grade 1 - Cluster 3;

Grade 2; Grade 2 - Cluster 3;

Grade 3; Grade 3 - Cluster 1; Grade 3 - Cluster 3;

Grade 4; Grade 4 - Cluster 2;

Grade 5; Grade 5 - Cluster 1;

Grade 6; Grade 6 - Cluster 4;

Grade 7; Grade 7 - Cluster 3; Grade 7 - Cluster 4;

Grade 8; Grade 8 - Cluster 1;

Teacher Reference

Date Recommended: 2003-Mar-10

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**It's Okay to be Different. First Edition**

(Non-Fiction). Parr, Todd.

Little, Brown and Co. (FEN), 2001. ISBN 0-316-66603-3.

Grade 1 - Cluster 1 - I Belong

- Personal identity

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources****Jewels: Children's Play Rhymes**

(Picture Book). Harwayne, Shelley.  
Mondo Publishing (SCH), 1995. 24 p. ISBN 1-57255-029-5.

Grade 1 - Cluster 1 - I Belong

- Personal identity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**King of the Skies**

(Picture Book). Khan, Rukhsana.  
North Winds Press (SCH), 2001. 28 p. ISBN 0-439-98725-3.

Grade 1 - Cluster 1 - I Belong

- Personal identity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Last One Picked**

(Picture Book). Feely, Jenny.  
Scholastic Canada Ltd. (SCH), 2000. 16 p. ISBN 0-7791-1166-4.

Grade 1 - Cluster 3 - Connecting with Others

- Interdependence

Note: Use this resource as a discussion starter, as only the narrator's feelings are considered and not those of others in the group.

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Lessons from Mother Earth**

(Fiction). McLeod, Elaine.  
Groundwood Books (GROUND), 2002. ISBN 0-88899-312-9.

Grade 1 - Cluster 1 - I Belong

- Family connections to the past

Grade 1 - Cluster 2 - My Environment

- Environment

Suggested Use: Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms**

(Stand-Alone). Jones, Guy W. (MON),  
2002. 175 p. ISBN 1-929610-25-4.

This 175-page softcover professional resource contains valuable information on stereotypes and misconceptions about Aboriginal peoples in America. It has a U.S. focus, and is a general introduction to Aboriginal culture. Inuit or Canadian First Nations cultures are not featured.

It provides a detailed bibliography on Aboriginal culture, values, and heritage, including children's literature, with suggested activities that support integration across subject areas. It partially supports the Manitoba social studies curriculum outcomes for Kindergarten, Grades 1, 2, 4, and 5. It also provides age-appropriate learning activities.

Suggested Use:

Kindergarten; Kindergarten - Cluster 2;

Grade 1; Grade 1 - Cluster 3;

Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2;

Grade 4; Grade 4 - Cluster 3;

Grade 5; Grade 5 - Cluster 1;

Teacher Reference

Date Recommended: 2003-Mar-10

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**The following six books are part of the Let's Go Series:**

- Boat Rides
- Car Rides
- Ferry Rides
- Plane Rides
- Subway Rides
- Train Rides

**Let's Go: Boat Rides**

(Picture Book). Walker, Pamela.  
Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23024-7.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources****Let's Go: Car Rides**

(Picture Book). Walker, Pamela.

Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23025-5.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Let's Go: Ferry Rides**

(Picture Book). Walker, Pamela.

Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23026-3.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Let's Go: Plane Rides**

(Picture Book). Walker, Pamela.

Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23027-1.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Let's Go: Subway Rides**

(Picture Book). Walker, Pamela.

Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23028-X.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Note: American content.

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Let's Go: Train Rides**

(Picture Book). Walker, Pamela.  
Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23029-8.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Let's Talk About: Needing Attention**

(Picture Book). Berry, Joy.  
Scholastic Canada Ltd. (SCH), 1996. ISBN 0-590-62424-5.

Grade 1 - Cluster 3 - Connecting with Others

- Interdependence

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Lionel and Amelia**

(Picture Book). Peguero, Leone.  
Mondo Publishing (SCH), 1996. ISBN 1-57255-197-6.

Grade 1 - Cluster 1 - I Belong

- Personal identity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Madlenka**

(Picture Book). Sis, Peter.  
Groundwood Books (GROUND), 2000. ISBN 0-88899-412-5.

Grade 1 - Cluster 2 - My Environment

- Mapping

Note: American context.

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources****Memory Box**

(Picture Book). Bahr, Mary.

Albert Whitman & Co. (FHW), 1992. ISBN 0-8075-5053-1.

Grade 1 - Cluster 1 - I Belong

- Family connections to the past

Note: Deals with Alzheimer's disease.

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**My Dad Takes Care of Me**

(Fiction). Quinlan, Patricia.

Annick Press (FIR), 1987. 24 p. ISBN 0-920303-76-5.

Grade 1 - Cluster 1 - I Belong

- My family

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**My Family**

(Fiction). Condon, Penny.

Gabriel Dumont Institute of Native Studies (GDUMONT), 2001. 40 p. ISBN 0-920915-61-2.

Grade 1 - Cluster 1 - I Belong

- My family

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Nelson InfoRead Social Studies Grade 1**

(Series).

(Nelson InfoRead Social Studies). Nelson (NEL), 2004.

This series of 40 guided reading books and five big books is organized into 11 topic areas with a teacher guide for each topic.

**At Work in the Community**

- Carol Is a Daycare Worker
- Daniel Is an Actor
- George Is a Waiter
- Lena Is a Teacher
- Linh Is a Web Designer
- Nadia Is a Food Bank Volunteer
- Nora Is a Bus Driver
- Otto Is a Farmer
- Saro Is a Carpenter
- Shoba Is a Veterinarian
- Todd Is a Salesperson
- Tony Is a Security Officer
- Trudy Is a Nurse

**Caring and Participation**

- Friends of the Earth
- Good Neighbours
- The Clean-Up Team

**Change**

- Grandpa Moves In
- Moving Away
- My Dog Kam

**Identity**

- Computer Pals
- Family Scrapbook (Big Book)
- Meet Our Families
- Our Homes

**Needs and Wants**

- A Shopping Trip
- The Things We Need (Big Book)
- What If...?
- Yoma Helps a Friend

**Recommended Learning Resources****Patterns and Events**

- A Trip by Train
- First Day
- My Busy Week
- My Day
- Picnic Plans
- Seasons Come and Go

**Place**

- My Place on the Map (Big Book)

**Relationships**

- I Miss Grandpa
- New Friends
- Part of the Team

**Rights and Responsibilities**

- My Jobs
- Signs in Our Neighbourhood
- We Treasure Our Rights (Big Book)
- Who Should...?

**Rules**

- Rules Are Cool
- Signs All Around
- Talking to the Animals

**Safety**

- Safety First (Big Book)

The guided reading books are available for purchase in packages of six and can also be used as a supplemental resource for ELA. Curricular connections can be made with art, math, music, drama, and science activities. The guided reading books are printed with a clear font and appropriately sized for Grade 1. These resources promote parental and family involvement and address citizenship issues.

Caution: It should be noted the guided reading books *I Miss Grandpa* and *My Dog Kam* deal with the sensitive issue of death.

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for At Work in the Community**

(Series). Farr, Carolyn, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626655-0.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Carol Is a Daycare Worker**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626877-4.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Daniel Is an Actor**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626874-X.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: George Is a Waiter**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626884-7.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Recommended Learning Resources****Nelson InfoRead Social Studies Grade 1: Lena Is a Teacher**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626882-0.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Linh Is a Web Designer**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626886-3.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Nadia Is a Food Bank Volunteer**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626878-2.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Nora Is a Bus Driver**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626875-8.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Otto Is a Farmer**

(Series). Kennedy, Norma, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626885-5.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Saro Is a Carpenter**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626876-6.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Shoba Is a Veterinarian**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626883-9.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Todd Is a Salesperson**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626880-4.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Tony Is a Security Officer**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626881-2.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Trudy Is a Nurse**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626879-0.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Recommended Learning Resources****Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Caring and Participation**

(Series). MacKenzie, Margaret.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626660-7.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Friends of the Earth**

(Series). Rolf von den Baumen, Amy.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626830-8.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Good Neighbours**

(Series). Rolf von den Baumen, Amy.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626902-9.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: The Clean-Up Team**

(Series). Rolf von den Baumen, Amy.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626903-7.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Change**

(Series). Steinberg, Evelyn.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626649-6.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Grandpa Moves In**

(Series). Wishinsky, Frieda.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626894-4.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Moving Away**

(Series). Wishinsky, Frieda.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626895-2.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: My Dog Kam**

(Series). Wishinsky, Frieda.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626893-6.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Recommended Learning Resources****Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Identity**

(Series). Steinberg, Evelyn.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626654-2.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Computer Pals**

(Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 24 p. ISBN 0-17-626889-8.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Family Scrapbook**

(Big Book) (Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. 24 p. ISBN 0-17-626653-4.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Meet Our Families**

(Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 24 p. ISBN 0-17-626887-1.

Suggested Use: Grade 1; Student - Breadth and Depth; Kindergarten

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Our Homes**

(Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 24 p. ISBN 0-17-626888-X.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Needs and Wants**

(Series). MacKenzie, Margaret.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626069-2.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: A Shopping Trip**

(Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626891-X.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: The Things We Need (Big Book)**

(Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. 24 p. ISBN 0-17-620365-6.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: What If...?**

(Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626890-1.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Recommended Learning Resources****Nelson InfoRead Social Studies Grade 1: Yoma Helps a Friend**

(Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626892-8.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Patterns and Events**

(Series). MacKenzie, Margaret.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626661-5.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: A Trip by Train**

(Series). Wishinsky, Frieda.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626909-6.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: First Day**

(Series). Wishinsky, Frieda.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626907-X.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: My Busy Week**

(Series). Bever, Jill.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626906-1.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: My Day**

(Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626904-5.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Picnic Plans**

(Series). Wishinsky, Frieda.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626908-8.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Seasons Come and Go**

(Series). Currie, Sheilah.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626905-3.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Place**

(Series). Kennedy, Norma.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626662-3.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Recommended Learning Resources****Nelson InfoRead Social Studies Grade 1: My Place on the Map (Big Book)**

(Series). Thibault, Nicole.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. 16 p. ISBN 0-17-626594-5.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Relationships**

(Series). MacKenzie, Margaret.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626656-9.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: I Miss Grandpa**

(Series). Rolf von den Baumen, Amy.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626827-8.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: New Friends**

(Series). Rolf von den Baumen, Amy.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626829-4.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Part of the Team**

(Series). Rolf von den Baumen, Amy.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626828-6.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Rights and Responsibilities**

(Series). Farr, Carolyn, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626657-7.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: My Jobs**

(Series). Kennedy, Norma, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626896-0.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Signs in Our Neighbourhood**

(Series). Kennedy, Norma, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626897-9.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Recommended Learning Resources****Nelson InfoRead Social Studies Grade 1: We Treasure Our Rights**

(Big Book) (Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. 16 p. ISBN 0-17-626590-2.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Who Should...?**

(Series). Kennedy, Norma, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626898-7.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Rules**

(Series). Hutchison, Jane.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626658-5.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Rules Are Cool**

(Series). Stein Dzaldoy, Brenda, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626899-5.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Signs All Around**

(Series). Stein Dzaldov, Brenda, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626901-0.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Talking to the Animals**

(Series). Stein Dzaldov, Brenda, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626900-2.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Safety**

(Series). Kennedy, Norma.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626659-3.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Safety First**

(Big Book) (Series). Stein Dzaldov, Brenda, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. 16 p. ISBN 0-17-626135-4.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Recommended Learning Resources****Nelson Language Arts InfoRead**

(Series).

(Nelson Language Arts InfoRead series). Nelson Thomson Learning (NEL).

This series of seven books comprises the following: A Map to Fun, Dog Safety Rules, Season to Season, Snacktime, Solving Problems, We All Help, and We Care. They are part of a larger package that correlates with the Manitoba Kindergarten social studies curriculum outcomes to varying degrees. Each book is 16 pages in length and written at a level appropriate to beginning readers. Each book can be read aloud or used in guided reading.

Accompanying each book is a Teacher's Lesson Card that provides activities for before, during, and after delivery of the material to students.

Comment: Internet access is required in order to use the assessment strategies, which are only delivered online. The online material has not been reviewed.

Date Recommended: 2003-Mar-10

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**Nelson Language Arts InfoRead: A Map to Fun with accompanying Teacher's Lesson Card**

(Series).

(Nelson Language Arts InfoRead series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625335-1.

This book supports the Manitoba Grade 1 social studies curriculum outcomes for mapping skills (Cluster 2: I Belong), as well as the outcomes for Cluster 3 (The World Around Me) in the Kindergarten curriculum. It can also be used as a supplemental resource for English language arts, and curricular connections can be made with art.

This 186-word beginner reading book is printed with a font that is clear and appropriately sized for Grade 1. This resource promotes parental and family involvement, and addresses citizenship issues by modelling values of helping one another and promoting the use of community facilities.

Suggested Use:

Kindergarten; Kindergarten - Cluster 3;

Grade 1; Grade 1 - Cluster 2; Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

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**Nelson Language Arts InfoRead: Dog Safety Rules with accompanying Teacher's Lesson Card**

(Series).

(Nelson Language Arts InfoRead series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625319-X.

This book correlates with the Manitoba Grade 1 social studies curriculum. It is a 94-word beginner reading book that focuses on decision making, citizenship, rules and consequences, power, and authority.

It relates to other topics and subjects of interest for children, such as pets and treatment of animals. It also provides a model for relating to other people and to animals.

This book promotes respect for people and animals.

Suggested Use:

Kindergarten; Kindergarten - Cluster 1;

Grade 1; Grade 1 - Cluster 3; Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

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**Nelson Language Arts InfoRead: Season to Season with accompanying Teacher's Lesson Card**

(Series).

(Nelson Language Arts InfoRead series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625335-1.

This resource is well suited to the Manitoba Grade 1 social studies curriculum. It supports the outcomes related to timelines, changing seasons, working and playing together, and co-operation.

This resource is a 325-word poetry book that includes amusing and creative pictures. The book provides curricular connections to science and art.

Suggested Use:

Kindergarten; Kindergarten - Cluster 2;

Grade 1; Grade 1 - Cluster 3; Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

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**Recommended Learning Resources****Nelson Language Arts InfoRead: Snacktime with accompanying Teacher's Lesson Card**

(Series).

(Nelson Language Arts InfoRead series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625312-2.

This resource can be used in Kindergarten and Grade 1 classrooms, correlating with the citizenship outcomes.

This 49-word beginner reading book includes current and accurate photographs. Curricular connections are made with English language arts and health.

Suggested Use:

Kindergarten; Kindergarten - Cluster 1;

Grade 1; Grade 1 - Cluster 3; Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

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**Nelson Language Arts InfoRead: Solving Problems with accompanying Teacher's Lesson Card**

(Series).

(Nelson Language Arts InfoRead series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625328-9.

This book supports many of the power and authority outcomes in the Manitoba Grade 1 social studies curriculum. It also supports learning outcomes related to bullying, decision making, and problem solving.

It is 247-word book that can be read aloud or used in guided reading. Curricular connections are made with health and English language arts.

Suggested Use:

Kindergarten; Kindergarten - Cluster 2;

Grade 1; Grade 1 - Cluster 3; Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

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### **Nelson Language Arts InfoRead: We All Help with accompanying Teacher's Lesson Card**

(Series).

(Nelson Language Arts InfoRead series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625315-7.

This book supports the Manitoba Grade 1 social studies learning outcomes related to citizenship in all three clusters.

This 59-word book is written at the Kindergarten and Grade 1 level, and promotes parental and family involvement. Curricular connections can be made to English language arts.

Suggested Use:

Kindergarten; Kindergarten - Cluster 2;

Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

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### **Nelson Language Arts InfoRead: We Care with accompanying Teacher's Lesson Card**

(Series).

(Nelson Language Arts InfoRead series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625323-8.

This 146-word beginner reading book supports the Manitoba Grade 1 social studies curriculum outcomes in Cluster 2 (My Environment) and Cluster 3 (Connecting with Others). It focuses particularly on global and active citizenship. It provides a variety of vocabulary and some follow-up activities. Curricular connections can be made to art.

This book promotes active citizenship by providing models of other children helping and caring for others and the environment.

Suggested Use:

Kindergarten; Kindergarten - Cluster 3;

Grade 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

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### **Nelson Language Arts: Let's Celebrate, Canada!**

(Non-Fiction). MacKenzie, Margaret.

Nelson (NEL), 2001. 24 p. ISBN 0-17-625763-2.

Grade 1 - Cluster 1 - I Belong

- Personal identity
- Remembrance Day

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources****Nobody Knew What to Do: A Story About Bullying**

(Picture Book). McCain, Becky R.  
Fitzhenry & Whiteside Limited. (FHW), 2001. ISBN 0-8075-5711-0.

Cluster 3 - Connecting with Others

- Conflict/bullying

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**O Canada: Our National Anthem**

(Picture Book).  
Scholastic Canada Ltd. North Winds Press (SCH), 2003. ISBN 0-7791-1408-6.

Cluster 2 - My Environment

- National anthem

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Our Brother Has Down's Syndrome**

(Fiction). Cairo, Shelley.  
Annick Press (FIR), 1985. 24 p. ISBN 0-920303-31-5.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**The Peaceful School: Models That Work**

(Print-Non-Fiction). Van Gorp, Hetty.  
Portage & Main Press (PEG), 2002. 115 p. ISBN 1-55379-000-6.

This teacher's reference fits the Manitoba K-4 social studies curriculum for the topics of conflict/bullying and Remembrance Day. The resource describes activities that would help K-4 students understand and promote a peaceful world.

Suggested Use: Grade 1; Grade 1 - Cluster 1; Teacher Reference

Date Recommended: 2004-Aug-23

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**A Perfect Father's Day**

(Picture Book). Bunting, Eve.  
Clarion Books (NEL), 1991. 29 p. ISBN 0-395-66416-0.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Revenge of the Small Small**

(Fiction). Little, Jean.  
Penguin Books Canada Limited (PBC), 1995. 32 p. ISBN 0-14-055563-3.

Grade 1 - Cluster 3 - Connecting with Others

- Conflict and bullying

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Roberto: The Insect Architect**

(Fiction). Laden, Nina.  
Chronicle Books (RAI), 2000. ISBN 0-8118-2465-9.

Grade 1 - Cluster 2 - My Environment

- Mapping
- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Geography: Canada**

(Picture Book). Marx, David F.  
Scholastic Canada Ltd. (SCH), 2000. 31 p. ISBN 0-516-27083-4.

Grade 1 - Cluster 2 - My Environment

- Canada

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources**

The following fourteen books are part of the Rookie Read-About Holidays Series:

- Canada Day
- Chanukah
- Chinese New Year
- Christmas
- Cinco de Mayo
- Diwali
- Earth Day
- Easter
- Holi
- Kwanzaa
- New Year's Day
- Passover
- Ramadan
- Rosh Hashanah and Yom Kippur

**Rookie Read-About Holidays: Canada Day**

(Picture Book). Murphy, Patricia J.  
Scholastic Canada Ltd. (SCH), 2002. 31 p. ISBN 0-516-27487-2.

Grade 1 - Cluster 2 - My Environment

- Canada

Suggested Use: Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Chanukah**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2000. 32 p. ISBN 0-516-27152-0.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Chinese New Year**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2001. 32 p. ISBN 0-516-27375-2.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Christmas**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2000. 32 p. ISBN 0-516-27153-9.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Cinco de Mayo**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2003. 32 p. ISBN 0-516-27489-9.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Diwali**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2001. 32 p. ISBN 0-516-26311-0.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Earth Day**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2001. 32 p. ISBN 0-516-27174-1.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Easter**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2001. 32 p. ISBN 0-516-27175-X.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources****Rookie Read-About Holidays: Holi**

(Picture Book). Krishnaswami, Uma.  
Grolier Limited (SCH), 2003. 32 p. ISBN 0-516-27764-2.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Kwanzaa**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2000. 32 p. ISBN 0-516-27155-5.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: New Year's Day**

(Picture Book). Marx, David F. (Rookie Read-About Holidays Series).  
Grolier Limited (SCH), 2000. 32 p. ISBN 0-516-2716-3.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Passover**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2001. 32 p. ISBN 0-516-27178-4.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Ramadan**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2002. 32 p. ISBN 0-516-27377-9.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Rosh Hashanah and Yom Kippur**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2001. 32 p. ISBN 0-516-26313-7.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**A Screaming Kind of Day**

(Fiction). Gilmore, Rachna.  
Fitzhenry & Whiteside Limited. (FHW), 1999. 38 p. ISBN 1-55041-514-X.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Note: Deals with a hearing disability.

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Shrinking Violet**

(Fiction). Best, Cari.  
Groundwood Books (GROUND), 2000. ISBN 0-374-26882-1.

Grade 1 - Cluster 3 - Connecting with Others

- Conflict/bullying

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Sid, the Mad Little Bad Little Dragon**

(Picture Book). Daniels, Chris.  
Oddity's End, Inc. (ODD), 1998. ISBN 0-9683414-0-3.

Grade 1 - Cluster 3 - Connecting with Others

- Conflict/bullying

Note: Bullying

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources**

The following five books are part of the Signs in My World Series:

- Signs at School
- Signs at the Airport
- Signs at the Park
- Signs at the Store
- Signs on the Road

**Signs in My World: Signs at School**

(Picture Book). Hill, Mary.

Grolier Limited (SCH), 2003. 24 p. ISBN 0-516-24366-7.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Signs in My World: Signs at the Airport**

(Picture Book). Hill, Mary.

Grolier Limited (SCH), 2003. 24 p. ISBN 0-516-24364-0.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Signs in My World: Signs at the Park**

(Picture Book). Hill, Mary.

Grolier Limited (SCH), 2003. 24 p. ISBN 0-516-24365-9.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Signs in My World: Signs at the Store**

(Picture Book). Hill, Mary.

Grolier Limited (SCH), 2003. 24 p. ISBN 0-516-24363-2.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Signs in My World: Signs on the Road**

(Picture Book). Hill, Mary.  
Grolier Limited (SCH), 2003. 24 p. ISBN 0-516-24362-4.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Note: Refers to “handicap” parking.

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**So Many Birthdays**

(Picture Book). Barnard, Neville.  
Scholastic Canada Ltd. (SCH), 1999. 12 p. ISBN 0-7791-1826-X.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**The following eight books recommended for Grade 1 are part of the Social Studies Resource Centre Series:**

- Canada
- Festivals
- Hello!
- In Our Country
- Markets
- School
- Shelter
- Wheat

**Recommended Learning Resources****Social Studies Resource Centre: Canada. Canadian Edition**

(Picture Book). Hehner, Barbara.  
Scholastic Canada Ltd. (SCH), 2001. 14 p. ISBN 0-7791-0416-1.  
Grade 1 - Cluster 2 - My Environment

- Canada

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth  
Date Recommended: 2003-Aug-25

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**Social Studies Resource Centre: Festivals. Canadian Edition**

(Picture Book). Berger, Samantha.  
Scholastic Canada Ltd. (SCH), 2001. 14 p. ISBN 0-7791-0419-6.  
Grade 1 - Cluster 2 - My Environment

- Canada

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth  
Date Recommended: 2003-Aug-25

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**Social Studies Resource Centre: Hello!. Canadian Edition**

(Picture Book). Chesson, Betsey.  
Scholastic Canada Ltd. (SCH), 2001. 14 p. ISBN 0-7791-0420-X.  
Grade 1 - Cluster 2 - My Environment

- Canada

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Depth  
Date Recommended: 2003-Aug-25

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**Social Studies Resource Centre: In Our Country. Canadian Edition**

(Picture Book). Hehner, Barbara.  
Scholastic Canada Ltd. (SCH), 2001. 14 p. ISBN 0-791-0417-X.  
Grade 1 - Cluster 2 - My Environment

- Environment

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth  
Date Recommended: 2003-Aug-25

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**Social Studies Resource Centre: Markets. Canadian Edition**

(Picture Book). Chanko, Pamela.

Scholastic Canada Ltd. (SCH), 2001. 14 p. ISBN 0-7791-0424-2.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Social Studies Resource Centre: School. Canadian Edition**

(Picture Book). Berger, Samantha.

Scholastic Canada Ltd. (SCH), 2001. 14 p. ISBN 0-7791-0425-0.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Social Studies Resource Centre: Shelter. Canadian Edition**

(Picture Book). Canizares, Susan.

Scholastic Canada Ltd. (SCH), 2001. 14 p. ISBN 0-7791-0421-8.

Grade 1 - Cluster 2 - My Environment

- Needs and wants

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Social Studies Resource Centre: Wheat. Canadian Edition**

(Picture Book). Canizares, Susan.

Scholastic Canada Ltd. (SCH), 2001. 14 p. ISBN 0-7791-0418-8.

Grade 1 - Cluster 2 - My Environment

- Environment
- Needs and wants

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources****Somewhere Today: A Book of Peace**

(Picture Book). Thomas, Shelley Moore.  
Fitzhenry & Whiteside Limited. (FHW), 1998. ISBN 0-8075-7544-5.

Grade 1 - Cluster 3 - Connecting with Others

- Interdependence

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**The Song, Within My Heart**

(Picture Book). Bouchard, Dave.  
Raincoast Books (RAI), 2002. ISBN 1-55192-559-1.

Grade 1 - Cluster 1 - My Family

- Family connections to the past

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**The Spring Celebration**

(Picture Book). Umpherville, Tina.  
Pemmican Publications Inc. (PEM), 1995. ISBN 0-921827-46-6.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Thanks for Thanksgiving**

(Picture Book). Barnard, Neville.  
Scholastic Canada Ltd. (SCH), 1998. 29 p. ISBN 0-590-12484-6.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**This Is Where I Live**

(Picture Book). Anderson, Isabel.  
Scholastic Canada Ltd. (SCH), 1999. 12 p. ISBN 0-7791-1792-1.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**This Next New Year**

(Picture Book). Wong, Janet S. Frances  
Foster Books (GROUND), 2000. ISBN 0-374-35503-7.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**The Ugly Vegetables**

(Fiction). Lin, Grace.  
Charlesbridge Publishing (MON), 1999. ISBN 1-57091-491-5.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**The Walking Stick**

(Fiction). Trottier, Maxine.  
Fitzhenry & Whiteside Limited. (FHW), 1998. ISBN 0-7737-3101-6.

Grade 1 - Cluster 3 - Connecting with Others

- Global connections

Note: This can also be a teacher read-aloud book.

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources****Whoever you are**

(Non-Fiction). Fox, Mem.  
Harcourt Canada Ltd. (HBJ), 1996. ISBN 0-15-216406-5.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**The following seven books recommended for Grade 1 are part of the Yellow Umbrella Books for Early Readers Series:**

- Communities
  - Earth's Land and Water
  - Families
  - Needs and Wants
  - Our Favorite Things to Do
  - Peoples and Places
  - What Is a Map?
- 

**Yellow Umbrella Books for Early Readers: Communities**

(Picture Book). Trumbauer, Lisa. (Yellow Umbrella Books for Early Readers Series).  
Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-0744-6.

Grade 1 - Cluster 2 - My Environment

- Mapping
- Community landmarks and places
- Environment

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Yellow Umbrella Books for Early Readers: Earth's Land and Water**

(Picture Book). Beers, Bonnie. (Yellow Umbrella Books for Early Readers Series).  
Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-7016-4.

Grade 1 - Cluster 2 - My Environment

- Mapping

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Yellow Umbrella Books for Early Readers: Families**

(Picture Book). Trumbauer, Lisa. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-0734-9.

Grade 1 - Cluster 1 - Belong

- Families

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Yellow Umbrella Books for Early Readers: Needs and Wants**

(Picture Book). Ring, Susan. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2003. 16 p. ISBN 0-7368-1725-5.

Grade 1 - Cluster 2 - My Environment

- Needs and wants

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Yellow Umbrella Books for Early Readers: Our Favorite Things to Do**

(Picture Book). Trumbauer, Lisa. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2001. 16 p. ISBN 0-7368-0739-X.

Grade 1 - Cluster 1 - I Belong

- Personal identity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Yellow Umbrella Books for Early Readers: Peoples and Places**

(Picture Book). Weidenman, Lauren. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-7022-9.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources****Yellow Umbrella Books for Early Readers: What is a Map?**

(Picture Book). Weidenman, Lauren. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-1722-0.

Grade 1 - Cluster 2 - My Environment

- Mapping

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Z is for Zamboni: A Hockey Alphabet**

(Fiction). Napier, Matt M.

Sleeping Bear Press (FEN), 2002. ISBN 1-58536-065-1. Grade 1 - Cluster 2 - My Environment

- Manitoba, Canada

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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## Grade 1: Alphabetical List of Resources by Cluster

### Grade 1 Cluster 1

The 100th Day of School  
African Dancing  
Alexander and the Terrible, Horrible, No Good, Very Bad Day  
Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move  
Angel Child, Dragon Child  
Arielle and the Hanukkah Surprise  
Back to the Cabin  
Canadian Holidays: Christmas  
Canadian Holidays: Easter  
Can't You Be Still  
Celebrations: Let's Get Ready for Earth Day  
Celebrations: Let's Get Ready for Passover  
Feathers and Fools  
Ginn Social Studies Grade 1 Flip Chart Book  
Ginn Social Studies Grade 1 Students' Books  
Ginn Social Studies Grade 1 Teacher's Guide  
Grandfather's Journey  
Hands-on Social Studies Grade One  
Irish Step Dancing  
It's Okay to be Different  
Jewels: Children's Play Rhymes  
King of the Skies  
Lessons From Mother Earth  
Lionel and Amelia  
Memory Box  
My Dad Takes Care of Me  
My Family  
Nelson InfoRead Social Studies Grade 1: A Shopping Trip  
Nelson InfoRead Social Studies Grade 1: A Trip by Train  
Nelson InfoRead Social Studies Grade 1: Carol is a Daycare Worker  
Nelson InfoRead Social Studies Grade 1: Computer Pals  
Nelson InfoRead Social Studies Grade 1: Daniel is an Actor  
Nelson InfoRead Social Studies Grade 1: Family Scrapbook (Big Book)  
Nelson InfoRead Social Studies Grade 1: First Day

**Recommended Learning Resources**

Nelson InfoRead Social Studies Grade 1: Friends of the Earth  
Nelson InfoRead Social Studies Grade 1: George is a Waiter  
Nelson InfoRead Social Studies Grade 1: Good Neighbours  
Nelson InfoRead Social Studies Grade 1: Grandpa Moves In  
Nelson InfoRead Social Studies Grade 1: I Miss Grandpa  
Nelson InfoRead Social Studies Grade 1: Lena is a Teacher  
Nelson InfoRead Social Studies Grade 1: Linh is a Web Designer  
Nelson InfoRead Social Studies Grade 1: Meet Our Families  
Nelson InfoRead Social Studies Grade 1: Moving Away  
Nelson InfoRead Social Studies Grade 1: My Busy Week  
Nelson InfoRead Social Studies Grade 1: My Day  
Nelson InfoRead Social Studies Grade 1: My Dog Kam  
Nelson InfoRead Social Studies Grade 1: My Jobs  
Nelson InfoRead Social Studies Grade 1: My Place on the Map (Big Book)  
Nelson InfoRead Social Studies Grade 1: Nadia is a Food Bank Volunteer  
Nelson InfoRead Social Studies Grade 1: New Friends  
Nelson InfoRead Social Studies Grade 1: Nora is a Bus Driver  
Nelson InfoRead Social Studies Grade 1: Otto is a Farmer  
Nelson InfoRead Social Studies Grade 1: Our Homes  
Nelson InfoRead Social Studies Grade 1: Part of the Team  
Nelson InfoRead Social Studies Grade 1: Picnic Plans  
Nelson InfoRead Social Studies Grade 1: Rules Are Cool  
Nelson InfoRead Social Studies Grade 1: Safety First (Big Book)  
Nelson InfoRead Social Studies Grade 1: Saro is a Carpenter  
Nelson InfoRead Social Studies Grade 1: Seasons Come and Go  
Nelson InfoRead Social Studies Grade 1: Shoba is a Veterinarian  
Nelson InfoRead Social Studies Grade 1: Signs All Around  
Nelson InfoRead Social Studies Grade 1: Signs in Our Neighbourhood  
Nelson InfoRead Social Studies Grade 1: Talking to the Animals  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for At Work in the Community  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Caring and Participation  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Change  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Needs and Wants  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Patterns and Events  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Place  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Relationships  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Rights and Responsibilities



**Recommended Learning Resources**

Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Rules

Nelson InfoRead Social Studies Grade 1: The Clean-Up Team

Nelson InfoRead Social Studies Grade 1: The Things We Need (Big Book)

Nelson InfoRead Social Studies Grade 1: Todd is a Salesperson

Nelson InfoRead Social Studies Grade 1: Tony is a Security Officer

Nelson InfoRead Social Studies Grade 1: Trudy is a Nurse

Nelson InfoRead Social Studies Grade 1: We Treasure Our Rights (Big Book)

Nelson InfoRead Social Studies Grade 1: What If...?

Nelson InfoRead Social Studies Grade 1: Who Should...?

Nelson InfoRead Social Studies Grade 1: Yoma Helps a Friend

Nelson Language Arts InfoRead: We All Help with accompanying Teacher's Lesson Card

Nelson Language Arts: Let's Celebrate, Canada!

The Peaceful School: Models That Work

A Perfect Father's Day

Rookie Read-About Holidays: Canada Day

Rookie Read-About Holidays: Chanukah

Rookie Read-About Holidays: Chinese New Year

Rookie Read-About Holidays: Christmas

Rookie Read-About Holidays: Cinco de Mayo

Rookie Read-About Holidays: Diwali

Rookie Read-About Holidays: Earth Day

Rookie Read-About Holidays: Easter

Rookie Read-About Holidays: Holi

Rookie Read-About Holidays: Kwanzaa

Rookie Read-About Holidays: New Year's Day

Rookie Read-About Holidays: Passover

Rookie Read-About Holidays: Ramadan

Rookie Read-About Holidays: Rosh Hashanah and Yom Kippur

So Many Birthdays

The Song, Within My Heart

The Spring Celebration

Thanks for Thanksgiving

This Next New Year

Yellow Umbrella Books for Early Readers: Families

Yellow Umbrella Books for Early Readers: Our Favorite Things To Do

**Recommended Learning Resources****Grade 1 Cluster 2**

At a Construction Site  
Back to the Cabin  
Beginner's Classroom Atlas of Canada and the World  
Cross-Curricular Resource Centre: Bridges  
Cross-Curricular Resource Centre: What's in a Park?  
Cross-Curricular Resource Centre: Where Does It Park?  
The Family of Earth  
Frederick  
Ginn Social Studies Grade 1 Flip Chart Book  
Ginn Social Studies Grade 1 Students' Books  
Ginn Social Studies Grade 1 Teacher's Guide  
Going to Grandma's  
Hands-on Social Studies Grade One  
In the Global Classroom 1  
Info-Active: The World  
Info-Active: You Are Here  
Lessons from Mother Earth  
Let's Go: Boat Rides  
Let's Go: Car Rides  
Let's Go: Ferry Rides  
Let's Go: Plane Rides  
Let's Go: Subway Rides  
Let's Go: Train Rides  
Madlenka  
Nelson InfoRead Social Studies Grade 1: A Shopping Trip  
Nelson InfoRead Social Studies Grade 1: A Trip by Train  
Nelson InfoRead Social Studies Grade 1: Carol is a Daycare Worker  
Nelson InfoRead Social Studies Grade 1: Computer Pals  
Nelson InfoRead Social Studies Grade 1: Daniel is an Actor  
Nelson InfoRead Social Studies Grade 1: Family Scrapbook (Big Book)  
Nelson InfoRead Social Studies Grade 1: First Day  
Nelson InfoRead Social Studies Grade 1: Friends of the Earth  
Nelson InfoRead Social Studies Grade 1: George is a Waiter  
Nelson InfoRead Social Studies Grade 1: Good Neighbours  
Nelson InfoRead Social Studies Grade 1: Grandpa Moves In  
Nelson InfoRead Social Studies Grade 1: I Miss Grandpa

**Recommended Learning Resources**

Nelson InfoRead Social Studies Grade 1: Lena is a Teacher  
Nelson InfoRead Social Studies Grade 1: Linh is a Web Designer  
Nelson InfoRead Social Studies Grade 1: Meet Our Families  
Nelson InfoRead Social Studies Grade 1: Moving Away  
Nelson InfoRead Social Studies Grade 1: My Busy Week  
Nelson InfoRead Social Studies Grade 1: My Day  
Nelson InfoRead Social Studies Grade 1: My Dog Kam  
Nelson InfoRead Social Studies Grade 1: My Jobs  
Nelson InfoRead Social Studies Grade 1: My Place on the Map (Big Book)  
Nelson InfoRead Social Studies Grade 1: Nadia is a Food Bank Volunteer  
Nelson InfoRead Social Studies Grade 1: New Friends  
Nelson InfoRead Social Studies Grade 1: Nora is a Bus Driver  
Nelson InfoRead Social Studies Grade 1: Otto is a Farmer  
Nelson InfoRead Social Studies Grade 1: Our Homes  
Nelson InfoRead Social Studies Grade 1: Part of the Team  
Nelson InfoRead Social Studies Grade 1: Picnic Plans  
Nelson InfoRead Social Studies Grade 1: Rules Are Cool  
Nelson InfoRead Social Studies Grade 1: Safety First (Big Book)  
Nelson InfoRead Social Studies Grade 1: Saro is a Carpenter  
Nelson InfoRead Social Studies Grade 1: Seasons Come and Go  
Nelson InfoRead Social Studies Grade 1: Shoba is a Veterinarian  
Nelson InfoRead Social Studies Grade 1: Signs All Around  
Nelson InfoRead Social Studies Grade 1: Signs in Our Neighbourhood  
Nelson InfoRead Social Studies Grade 1: Talking to the Animals  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for At Work in the Community  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Caring and Participation  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Change  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Identity  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Needs and Wants  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Patterns and Events  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Place  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Relationships  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Rights and Responsibilities  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Rules  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Safety  
Nelson InfoRead Social Studies Grade 1: The Clean-Up Team  
Nelson InfoRead Social Studies Grade 1: The Things We Need (Big Book)

**Recommended Learning Resources**

Nelson InfoRead Social Studies Grade 1: Todd is a Salesperson  
Nelson InfoRead Social Studies Grade 1: Tony is a Security Officer  
Nelson InfoRead Social Studies Grade 1: Trudy is a Nurse  
Nelson InfoRead Social Studies Grade 1: We Treasure Our Rights (Big Book)  
Nelson InfoRead Social Studies Grade 1: What If...?  
Nelson InfoRead Social Studies Grade 1: Who Should...?  
Nelson InfoRead Social Studies Grade 1: Yoma Helps a Friend  
Nelson Language Arts InfoRead A Map to Fun with accompanying Teacher's Lesson Card  
Nelson Language Arts InfoRead: We All Help with accompanying Teacher's Lesson Card  
Nelson Language Arts InfoRead: We Care with accompanying Teacher's Lesson Card  
Oh Canada: Our National Anthem  
Roberto: The Insect Architect  
Rookie Read-About Geography: Canada  
Rookie Read-About Holidays: Canada Day  
Signs in My World: Signs At School  
Signs in My World: Signs At the Airport  
Signs in My World: Signs At the Park  
Signs in My World: Signs At the Store  
Signs in My World: Signs On the Road  
Social Studies Resource Centre: Canada  
Social Studies Resource Centre: Festivals  
Social Studies Resource Centre: Hello!  
Social Studies Resource Centre: In Our Country  
Social Studies Resource Centre: Markets  
Social Studies Resource Centre: School  
Social Studies Resource Centre: Shelter  
Social Studies Resource Centre: Wheat  
This is Where I Live  
Yellow Umbrella Books for Early Readers: Communities  
Yellow Umbrella Books for Early Readers: Earth's Land and Water  
Yellow Umbrella Books for Early Readers: Needs and Wants  
Yellow Umbrella Books for Early Readers: What is a Map?  
Z is for Zamboni: A Hockey Alphabet

**Grade 1 Cluster 3**

All About Things People Do

Angel Child, Dragon Child

Caring, Sharing and Getting Along: 50 Perfect Poems for Promoting Good Behaviour in the Classroom

Crow Boy

Different Just Like Me

Everybody Cooks Rice

Feathers and Fools

Ginn Social Studies Grade 1 Flip Chart Book

Ginn Social Studies Grade 1 Students' Books

Ginn Social Studies Grade 1 Teacher's Guide

The Handmade Alphabet

Hands-on Social Studies Grade One

I Can't Have Bannock, but the Beaver Has a Dam

I Hate English

In the Global Classroom 1

Is That Right? Critical Thinking and the Social World of the Young Learner

It's Okay to be Different

Last One Picked

Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms

Let's Talk About: Needing Attention

Nelson InfoRead Social Studies Grade 1: A Shopping Trip

Nelson InfoRead Social Studies Grade 1: A Trip by Train

Nelson InfoRead Social Studies Grade 1: Carol is a Daycare Worker

Nelson InfoRead Social Studies Grade 1: Computer Pals

Nelson InfoRead Social Studies Grade 1: Daniel is an Actor

Nelson InfoRead Social Studies Grade 1: Family Scrapbook (Big Book)

Nelson InfoRead Social Studies Grade 1: First Day

Nelson InfoRead Social Studies Grade 1: Friends of the Earth

Nelson InfoRead Social Studies Grade 1: George is a Waiter

Nelson InfoRead Social Studies Grade 1: Good Neighbours

Nelson InfoRead Social Studies Grade 1: Grandpa Moves In

Nelson InfoRead Social Studies Grade 1: I Miss Grandpa

Nelson InfoRead Social Studies Grade 1: Lena is a Teacher

Nelson InfoRead Social Studies Grade 1: Linh is a Web Designer

Nelson InfoRead Social Studies Grade 1: Meet Our Families

**Recommended Learning Resources**

Nelson InfoRead Social Studies Grade 1: Moving Away  
Nelson InfoRead Social Studies Grade 1: My Busy Week  
Nelson InfoRead Social Studies Grade 1: My Day  
Nelson InfoRead Social Studies Grade 1: My Dog Kam  
Nelson InfoRead Social Studies Grade 1: My Jobs  
Nelson InfoRead Social Studies Grade 1: My Place on the Map (Big Book)  
Nelson InfoRead Social Studies Grade 1: Nadia is a Food Bank Volunteer  
Nelson InfoRead Social Studies Grade 1: New Friends  
Nelson InfoRead Social Studies Grade 1: Nora is a Bus Driver  
Nelson InfoRead Social Studies Grade 1: Otto is a Farmer  
Nelson InfoRead Social Studies Grade 1: Our Homes  
Nelson InfoRead Social Studies Grade 1: Part of the Team  
Nelson InfoRead Social Studies Grade 1: Picnic Plans  
Nelson InfoRead Social Studies Grade 1: Rules Are Cool  
Nelson InfoRead Social Studies Grade 1: Safety First (Big Book)  
Nelson InfoRead Social Studies Grade 1: Saro is a Carpenter  
Nelson InfoRead Social Studies Grade 1: Seasons Come and Go  
Nelson InfoRead Social Studies Grade 1: Shoba is a Veterinarian  
Nelson InfoRead Social Studies Grade 1: Signs All Around  
Nelson InfoRead Social Studies Grade 1: Signs in Our Neighbourhood  
Nelson InfoRead Social Studies Grade 1: Talking to the Animals  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for At Work in the Community  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Caring and Participation  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Change  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Identity  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Needs and Wants  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Patterns and Events  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Place  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Relationships  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Rights and Responsibilities  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Rules  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Safety  
Nelson InfoRead Social Studies Grade 1: The Clean-Up Team  
Nelson InfoRead Social Studies Grade 1: The Things We Need (Big Book)  
Nelson InfoRead Social Studies Grade 1: Todd is a Salesperson  
Nelson InfoRead Social Studies Grade 1: Tony is a Security Officer  
Nelson InfoRead Social Studies Grade 1: Trudy is a Nurse

**Recommended Learning Resources**

Nelson InfoRead Social Studies Grade 1: We Treasure Our Rights (Big Book)  
Nelson InfoRead Social Studies Grade 1: What If...?  
Nelson InfoRead Social Studies Grade 1: Who Should...?  
Nelson InfoRead Social Studies Grade 1: Yoma Helps a Friend  
Nelson Language Arts InfoRead: Dog Safety Rules with accompanying Teacher's Lesson Card  
Nelson Language Arts InfoRead: Season to Season with accompanying Teacher's Lesson Card  
Nelson Language Arts InfoRead: Snacktime with accompanying Teacher's Lesson Card  
Nelson Language Arts InfoRead: Solving Problems with accompanying Teacher's Lesson Card  
Nelson Language Arts InfoRead: We All Help with accompanying Teacher's Lesson Card  
Nelson Language Arts InfoRead: We Care with accompanying Teacher's Lesson Card  
Nobody Knew What To Do: A Story About Bullying  
Our Brother Has Down's Syndrome  
Revenge of the Small Small  
A Screaming Kind of Day  
Shrinking Violet  
Sid, The Mad, Little Bad Little Dragon  
Social Studies Resource Centre: Hello!  
Somewhere Today: A Book about Peace  
The Ugly Vegetables  
The Walking Stick  
Whoever You Are  
Yellow Umbrella Books for Early Readers: People and Places

## Recommended Learning Resources

### Additional Aboriginal Resources Available from The Manitoba Text Book Bureau

<b>MTBB Number</b>	<b>Document Title</b>	<b>Cost</b>
84408	Native Studies: Early Years Framework & Teachers Resource Book	\$7.85
80388	Common Curriculum Framework: Aboriginal Language and Culture Programs (Kindergarten to Senior 4)	\$9.95
60022	The Way We Speak: An Annotated Bibliography of Aboriginal Language Resources in Manitoba (Kindergarten to Senior 4)	\$8.55
60021	Aboriginal Peoples: Resources Pertaining to First Nations, Inuit and Metis (Kindergarten to Senior 4)	\$8.50
9680	Seeking A Balance: A Parent's Guide to Helping Children Succeed (Kindergarten to Grade 4)	\$2.95
80420	Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators (2003)	\$7.75

Prices are subject to change without notice and may be subject to applicable taxes and shipping.



## Out-of-Print Titles

The following books were approved but are now out of print. This list has been included for those schools that may still have these out-of-print books in their libraries.

### Bobby Bluestem

(Out of Print) (Fiction). O'Grady, Rhonda.  
Pemmican Publications Inc. (PEM), 1999. 26 p. ISBN 0-921827-35-0.

Grade 1 - Cluster 2 - My Environment

- Environment

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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### The Eagle and the Wren

(Out of Print) (Fiction). Goodall, Jane.  
North-South Books (VAN), 2000. ISBN 0-7358-1706-5.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity
- Interdependence

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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### Festivals and Holidays: Fiesta!

(Out of Print) (Non-Fiction). Behrens, June.  
Grolier Limited (SCH), 1978. 32 p. ISBN 0-516-08815-7.

Grade 1 - Cluster 2 - My Environment

- Celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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### My Buddy

(Out of Print) (Fiction). Osofsky, Audrey.  
Henry Holt & Co., Inc. (FEN), 1992. 32 p. ISBN 0-8050-1747-X.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources****Yellow Umbrella Books for Early Readers: Green Means Go**

(Out of Print)

(Picture Book). Ring, Susan. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2003. 16 p. ISBN 0-7368-1716-6.

Grade 1 - Cluster 3 - Connecting with Others

- Rules and laws

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Yellow Umbrella Books for Early Readers: Signs**

(Out of Print) (Picture Book). Bauer, David. (Yellow Umbrella Books for Early Readers Series).

Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-1719-0.

Grade 1 - Cluster 2 - Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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*Resources Organized by Learning Experiences*

**Appendix G**

**GRADE**

**1**

## Grade 1 Resources Organized by Learning Experiences

### Sensitive Content and Local Selection of Learning Resources

Although each resource listed in this bibliography has been reviewed by a team of Manitoba social studies teachers, school divisions/districts are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms. Although a statement of **caution** appears at the end of those annotations with potentially sensitive content, as identified by teacher/evaluators, **all books/videos need to be reviewed for local sensitivities.**

### Definitions of Terms Used in the Learning Experiences

The following terms and definitions are used to describe how the resources should be used.

- **Student Breadth:** identifies student learning resources that address a wide range of topics for a particular grade.
- **Student Depth:** identifies student learning resources that provide especially effective learning experiences for students for a particular grouping of learning outcomes.
- **Student Breadth and Depth:** identifies comprehensive learning resources that provide both breadth and depth dimensions for a particular grouping of learning outcomes.
- **Teacher Reference:** identifies classroom strategies to assist teachers in implementing the learning outcomes identified for Social Studies.

### How To Access Learning Resources

The resources listed here are available from the Instructional Resources Unit (IRU), Manitoba Education, Citizenship and Youth, and accessible by Manitoba educators and registered patrons of the IRU.

#### To register as a patron, renew resources and inquire about loans, contact:

Instructional Resources Unit	Telephone	(204) 945-5371
Manitoba Education, Citizenship and Youth	Toll Free	(800) 282-8069 ext. 5371
1181 Portage Avenue		
Winnipeg, MB R3G 0T3	Email	irucirc@gov.mb.ca

### Online Catalogue

To conduct your own searches of the Library's collections, visit the online catalogue at: <<http://libcat.merlin.mb.ca>>.

### Videos and DVDs

The videos listed in this document were available from the IRU at the time of printing. However, in some cases there may be limited availability, and videos will not always be available as needed. Please consult the IRU for a list of DVD resources to support the learning experiences. At time of publication that list was not available.

### Free Materials and Websites

Please note that the free materials and websites listed in this document were available at time of publication. However, if some of the items or web addresses are not accessible, please contact the host organization for alternatives.

**Resources Organized by Learning Experiences****Cluster 1: I Belong****1.1.1 Personal Identity**

Specific Learning Outcomes: KI 007

*Teacher Reference*

- Critical Challenges Across the Curriculum: Celebrating Families
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Critical Challenges Across the Curriculum: Rights, Roles and Responsibilities at School
- Franklin's Nickname
- Ginn Social Studies Teacher's Guide
- Hands-On Social Studies Grade One
- Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Identity
- Our World: My Community (Big Book)
- Our World: My Community (Teaching Resource)

*Student Depth*

- African Dancing
- Alexander, Who's Not ( Do You Hear Me? I Mean It!) Going to Move
- Angel Child, Dragon Child
- Ginn Social Studies Grade 1 Students' Books
- Irish Step Dancing
- It's Okay to be Different. First Edition
- Jewels: Children's Play Rhymes (Out of Print)
- King of the Skies
- Lionel and Amelia (Out of Print)
- Yellow Umbrella Books for Early Readers: Our Favourite Things to Do

*Student Breadth & Depth*

- Franklin's Nickname
- Ginn Social Studies Grade 1 Flip Chart Book
- Nelson InfoRead Social Studies Grade 1: Computer Pals
- Nelson InfoRead Social Studies Grade 1: Family Scrapbook
- Nelson InfoRead Social Studies Grade 1: Meet Our Families
- Nelson InfoRead Social Studies Grade 1: Our Homes
- Our World: My Community (Big Book)

*Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>

This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

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**1.1.2. Cultural Expressions**

Specific Learning Outcomes: KI 009; VI 003; VI 005

*Teacher Reference*

- Canadian Holidays: Christmas
- Canadian Holidays: Easter
- Critical Challenges Across the Curriculum: Celebrating Families
- Ginn Social Studies Teacher's Guide
- Hands-On Social Studies Grade One
- Our World: My Community (Big Book)
- Our World: My Community (Teaching Resource)

*Student Depth*

- Alexander and the Terrible, Horrible, No Good, Very Bad Day
- Arielle and the Hanukkah Surprise
- Back to the Cabin
- Can't You Be Still
- Celebrations: Let's Get Ready for Earth Day
- Celebrations: Let's Get Ready for Passover
- Ginn Social Studies Grade 1 Students' Books
- My Dad Takes Care of Me
- My Family
- A Perfect Father's Day
- So Many Birthdays
- The Spring Celebration
- Thanks for Thanksgiving
- This Next New Year
- Yellow Umbrella Books for Early Readers: Families

*Student Breadth & Depth*

- Ginn Social Studies Grade 1 Flip Chart Book
- Our World: My Community (Big Book)

*Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>

This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

**1.1.3 Connections to the Past**

Specific Learning Outcomes: KH 017; KH 018; VH 009

*Teacher Reference*

- Critical Challenges Across the Curriculum: Celebrating Families
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Ginn Social Studies Teacher's Guide
- Hands-On Social Studies Grade One
- Our World: My Community (Big Book)
- Our World: My Community (Teaching Resource)

**Resources Organized by Learning Experiences***Student Depth*

- The 100th Day of School
- Ginn Social Studies Grade 1 Students' Books
- Grandfather's Journey
- Lessons From Mother Earth
- Memory Box
- A Song, Within My Heart

*Student Breadth & Depth*

- Ginn Social Studies Grade 1 Flip Chart Book
- Our World: My Community (Big Book)

*Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>  
This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

*Videos*

- Visiting Grandpa.  
Media Booking #6922  
See Annotation on page G15

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**1.1.4. Remembrance Day**

Specific Learning Outcomes: KC 004

*Teacher Reference*

- Ginn Social Studies Teacher's Guide
- Hands-On Social Studies Grade One
- The Peaceful School: Models That Work
- A Poppy is to Remember

*Student Depth*

- Feathers and Fools (Out of Print)
- Ginn Social Studies Grade 1 Students' Books
- Nelson Language Arts: Let's Celebrate, Canada!

*Student Breadth & Depth*

- Ginn Social Studies Grade 1 Flip Chart Book

*Free Materials*

- The Memory Project-Peace and War  
<[www.TheMemoryProject.com](http://www.TheMemoryProject.com)>  
To arrange for a local veteran to visit your students, or to request materials, contact the Dominion Institute toll-free at 1-866-701-1867 or by Email at: <[memory@dominion.ca](mailto:memory@dominion.ca)>
- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>  
This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.



## Cluster 2: My Environment

### 1.2.1. Globes and Maps

Specific Learning Outcomes: KL 014; KL 015

#### *Teacher Reference*

- Ginn Social Studies Teacher's Guide
- Hands-On Social Studies Grade One
- In the Global Classroom 1
- Nelson Language Arts InfoRead: A Map to Fun with accompanying Teacher's Lesson Card
- Nelson Language Arts InfoRead: A Map to Fun with accompanying Teacher's Lesson Card
- Our World: My Community (Big Book)
- Our World: My Community (Teaching Resource)

#### *Student Depth*

- Ginn Social Studies Grade 1 Students' Books
- Info-Active: The World
- Info-Active: You Are Here (Out of Print)
- Madlenka
- Roberto: The Insect Architect
- Yellow Umbrella Books for Early Readers: Communities

#### *Student Breadth & Depth*

- Beginner's Classroom Atlas of Canada and the World
- Ginn Social Studies Grade 1 Flip Chart Book
- Our World: My Community (Big Book)
- Yellow Umbrella Books for Early Readers: Earth's Land and Water
- Yellow Umbrella Books for Early Readers: What is a Map?

#### *Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>

This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### 1.2.2 My Province and Country

Specific Learning Outcomes: KC 001; KC 002; KC 003

#### *Teacher Reference*

- Ginn Social Studies Teacher's Guide
- Hands-On Social Studies Grade One
- In the Global Classroom 1
- Our World: My Community (Big Book)
- Our World: My Community (Teaching Resource)

#### *Student Depth*

- Ginn Social Studies Grade 1 Students' Books
- Rookie Read-About Geography: Canada
- Rookie Read-About Holidays: Chanukah
- Rookie Read-About Holidays: Chinese New Year
- Rookie Read-About Holidays: Christmas

## Resources Organized by Learning Experiences

- Rookie Read-About Holidays: Cinco de Mayo
- Rookie Read-About Holidays: Diwali
- Rookie Read-About Holidays: Earth Day
- Rookie Read-About Holidays: Easter
- Rookie Read-About Holidays: Holi
- Rookie Read-About Holidays: Kwanzaa
- Rookie Read-About Holidays: New Year's Day
- Rookie Read-About Holidays: Passover
- Rookie Read-About Holidays: Ramadan
- Rookie Read-About Holidays: Rosh Hashanah and Yom Kippur
- Z is for Zamboni: A Hockey Alphabet

### *Student Breadth & Depth*

- Ginn Social Studies Grade 1 Flip Chart Book
- Our World: My Community (Big Book)

### *Free Materials*

- Canadian Heritage  
Telephone: (204) 983-3601  
<[www.canadianheritage.gc.ca/pc-ch/pubs/cpsc-ccsp\\_e.cfm](http://www.canadianheritage.gc.ca/pc-ch/pubs/cpsc-ccsp_e.cfm)>  
The following free materials are available on-line:
  - Flag Etiquette in Canada
  - The Canadian Coat of Arms
  - The National Flag of Canada
  - The National Anthem of Canada
  - Calendar of Events for the year  
<[www.canadianheritage.gc.ca/pc-ch/calen/2005/10\\_e.cfm](http://www.canadianheritage.gc.ca/pc-ch/calen/2005/10_e.cfm)>
  - Celebrate Canada (National Aboriginal Day)  
<[www.canadianheritage.gc.ca/special/canada/index\\_e.cfm](http://www.canadianheritage.gc.ca/special/canada/index_e.cfm)>
  - Fun Zone  
<[www.canadianheritage.gc.ca/special/canada/zone/index\\_e.cfm](http://www.canadianheritage.gc.ca/special/canada/zone/index_e.cfm)>  
Includes images of Coat of Arms; Flags; a Mountie; Snowbird;  
Celebrate Canada 1,2,3,4; and the National Anthem.
- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>  
This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### 1.2.3 My Address

Specific Learning Outcomes: KL 013

#### *Teacher Reference*

- Ginn Social Studies Grade 1 Flip Chart Book
- Ginn Social Studies Teacher's Guide
- Hands-On Social Studies Grade One
- In the Global Classroom 1
- Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Place
- Our World: My Community (Big Book)
- Our World: My Community (Teaching Resource)

*Student Depth*

- Ginn Social Studies Grade 1 Students' Books

*Student Breadth & Depth*

- Our World: My Community (Big Book)

*Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>

This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

**1.2.4 My Community**

Specific Learning Outcomes: KI 008; KL 016; VL 008

*Teacher Reference*

- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Ginn Social Studies Teacher's Guide
- Hands-On Social Studies Grade One
- In the Global Classroom 1
- Our World: My Community (Big Book)
- Our World: My Community (Teaching Resource)

*Student Depth*

- Cross-Curricular Resource Centre: Bridges
- Cross-Curricular Resource Centre: What's in a Park?
- Cross-Curricular Resource Centre: Where Does it Park?
- Ginn Social Studies Grade 1 Students' Books
- Let's Go: Boat Rides
- Let's Go: Car Rides
- Let's Go: Ferry Rides (Out of Print)
- Let's Go: Plane Rides
- Let's Go: Subway Rides
- Let's Go: Train Rides
- Signs in My World: Signs at School
- Signs in My World: Signs at the Airport
- Signs in My World: Signs at the Park
- Signs in My World: Signs at the Store
- Signs in My World: Signs on the Road
- Social Studies Resource Centre: Canada. Canadian Edition
- Social Studies Resource Centre: Festivals. Canadian Edition
- Social Studies Resource Centre: Hello!. Canadian Edition
- Social Studies Resource Centre: In Our Country. Canadian Edition
- Social Studies Resource Centre: Markets. Canadian Edition
- Social Studies Resource Centre: School. Canadian Edition
- Social Studies Resource Centre: Shelter. Canadian Edition
- Social Studies Resource Centre: Wheat. Canadian Edition
- This is Where I Live
- Yellow Umbrella Books for Early Readers: Communities

## Resources Organized by Learning Experiences

### *Student Breadth & Depth*

- Ginn Social Studies Grade 1 Flip Chart Book
- Our World: My Community (Big Book)

### *Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>

This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### **1.2.5 The Natural Environment**

Specific Learning Outcomes: KL 012; KH 019; VL 007

#### *Teacher Reference*

- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Ginn Social Studies Grade 1 Flip Chart Book
- Ginn Social Studies Teacher's Guide
- Hands-On Social Studies Grade One
- In the Global Classroom 1
- Our World: My Community (Big Book)
- Our World: My Community (Teaching Resource)

#### *Student Depth*

- At a Construction Site
- The Family of Earth
- Ginn Social Studies Grade 1 Students' Books
- Going to Grandma's
- Lessons From Mother Earth
- Canada: Our National Anthem

#### *Student Breadth & Depth*

- Nelson InfoRead Social Studies Grade 1: Seasons Come and Go
- Our World: My Community (Big Book)
- Yellow Umbrella Books for Early Readers: Communities

#### *Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>

This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### **1.2.6. Needs and Wants**

Specific Learning Outcomes: KE 027; KE 028; VE 013

#### *Teacher Reference*

- Critical Challenges Across the Curriculum: Rights, Roles and Responsibilities at School
- Ginn Social Studies Grade 1 Flip Chart Book
- Ginn Social Studies Teacher's Guide
- Hands-On Social Studies Grade One
- In the Global Classroom 1
- Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Needs and Wants

- Our World: My Community (Big Book)
- Our World: My Community (Teaching Resource)

*Student Depth*

- Frederick
- Ginn Social Studies Grade 1 Students' Books
- Yellow Umbrella Books for Early Readers: Needs and Wants

*Student Breadth & Depth*

- Nelson InfoRead Social Studies Grade 1: A Shopping Trip
- Nelson InfoRead Social Studies Grade 1: The Things We Need (Big Book)
- Nelson InfoRead Social Studies Grade 1: What if...?
- Nelson InfoRead Social Studies Grade 1: Yoma Helps a Friend
- Our World: My Community (Big Book)

*Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>

This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### **Cluster 3: Connecting with Others**

#### **1.3.1 Diversity**

Specific Learning Outcomes: KI 010; KI 011; VI 006

*Teacher Reference*

- Critical Challenges Across the Curriculum: Celebrating Families
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Ginn Social Studies Grade 1 Flip Chart Book
- Ginn Social Studies Teacher's Guide
- Hands-On Social Studies Grade One
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms

*Student Depth*

- Angel Child, Dragon Child
- Crow Boy
- Different Just Like Me
- Everybody Cooks Rice
- Feathers and Fools (Out of Print)
- Ginn Social Studies Grade 1 Students' Books
- The Handmade Alphabet
- I Hate English!
- It's Okay to be Different. First Edition
- Our Brother Has Down's Syndrome
- A Screaming Kind of Day
- The Ugly Vegetables

## Resources Organized by Learning Experiences

- Whoever You Are
- Yellow Umbrella Books for Early Readers: People and Places

### *Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>  
This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### 1.3.2 Respect, Responsibility and Rights

Specific Learning Outcomes: KC 005; KE 030; VC 001; VE 014

#### *Teacher Reference*

- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Critical Challenges Across the Curriculum: Rights, Roles and Responsibilities at School
- Ginn Social Studies Grade 1 Flip Chart Book
- Ginn Social Studies Teacher's Guide
- Hands-On Social Studies Grade One
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms
- Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Rights and Responsibilities

#### *Student Depth*

- Ginn Social Studies Grade 1 Students' Books

#### *Student Breadth & Depth*

- Nelson InfoRead Social Studies Grade 1: My Jobs
- Nelson InfoRead Social Studies Grade 1: Signs in Our Neighbourhood
- Nelson InfoRead Social Studies Grade 1: We Treasure Our Rights
- Nelson InfoRead Social Studies Grade 1: Who Should...?

#### *Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>  
This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### 1.3.3 Living with Others

Specific Learning Outcomes: KC 006; KE 029; VC 002; VI 004

#### *Teacher Reference*

- Critical Challenges Across the Curriculum: Celebrating Families
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Critical Challenges Across the Curriculum: Rights, Roles and Responsibilities at School
- Ginn Social Studies Grade 1 Flip Chart Book
- Ginn Social Studies Teacher's Guide
- Hands-On Social Studies Grade One

- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms

#### *Student Depth*

- Ginn Social Studies Grade 1 Students' Books
- I Can't Have Bannock, But The Beaver Has a Dam
- Last One Picked
- Let's Talk About: Needing Attention
- Somewhere Today: A Book About Peace

#### *Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>

This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

#### *Videos*

- The Friends of Kwan Ming.  
Media Booking #6502  
See Annotation on page G15

### **1.3.4 Getting along**

Specific Learning Outcomes: KP 022; KP 023; KP 024; VP 011

#### *Teacher Reference*

- Caring, Sharing and Getting Along: 50 Perfect Poems for Promoting Good Behaviour in the Classroom
- Critical Challenges Across the Curriculum: Celebrating Families
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Critical Challenges Across the Curriculum: Rights, Roles and Responsibilities at School
- Ginn Social Studies Grade 1 Flip Chart Book
- Ginn Social Studies Teacher's Guide
- Hands-On Social Studies Grade One
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms
- Nelson InfoRead Social Studies Grade 1: Teacher Resource for Relationships
- Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Rules
- Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Safety
- Nelson Language Arts InfoRead: Dog Safety Rules with accompanying Teacher's Lesson Card
- Nelson Language Arts InfoRead: Season to Season with accompanying Teacher's Lesson Card
- Nelson Language Arts InfoRead: We All Help with accompanying Teacher's Lesson Card
- Nelson Language Arts InfoRead: We Care with accompanying Teacher's Lesson Card
- Nelson Language Arts InfoRead: Dog Safety Rules with accompanying Teacher's Lesson Card

## Resources Organized by Learning Experiences

- Nelson Language Arts InfoRead: Season to Season with accompanying Teacher's Lesson Card
- Nelson Language Arts InfoRead: We All Help with accompanying Teacher's Lesson Card
- Nelson Language Arts InfoRead: We Care with accompanying Teacher's Lesson Card

### *Student Depth*

- Ginn Social Studies Grade 1 Students' Books
- I Can't Have Bannock, But The Beaver Has a Dam
- Last one Picked
- Let's Talk About: Needing Attention

### *Student Breadth & Depth*

- Nelson InfoRead Social Studies Grade 1: I Miss Grandpa
- Nelson InfoRead Social Studies Grade 1: New Friends
- Nelson InfoRead Social Studies Grade 1: Part of the Team
- Nelson InfoRead Social Studies Grade 1: Rules are Cool
- Nelson InfoRead Social Studies Grade 1: Safety First
- Nelson InfoRead Social Studies Grade 1: Signs All Around
- Nelson InfoRead Social Studies Grade 1: Talking to the Animals
- Somewhere Today: A Book About Peace

### *Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>  
This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### **1.3.5 Conflict Resolution**

Specific Learning Outcomes: KP 025; KP 026; VP 012

#### *Teacher Reference*

- Critical Challenges Across the Curriculum: Celebrating Families
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Ginn Social Studies Grade 1 Flip Chart Book
- Ginn Social Studies Teacher's Guide
- Hands-On Social Studies Grade One
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms
- Nelson Language Arts InfoRead: Solving Problems with accompanying Teacher's Lesson Card
- Nelson Language Arts InfoRead: Solving Problems with accompanying Teacher's Lesson Card
- The Peaceful School: Models That Work



*Student Depth*

- Ginn Social Studies Grade 1 Students' Books
- Nobody Knew What to Do: A Story about Bullying
- Revenge of the Small Small
- Shrinking Violet
- Sid, the Mad Little Bad Little Dragon

*Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>

This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

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**1.3.6 Global Connections**

Specific Learning Outcomes: KG 020; KG 021; VG 010

*Teacher Reference*

- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Ginn Social Studies Grade 1 Flip Chart Book
- Ginn Social Studies Teacher's Guide
- Hands-On Social Studies Grade One
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms

*Student Depth*

- All About Things People Do
- Ginn Social Studies Grade 1 Students' Books
- The Walking Stick

*Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>

This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

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**Grade 1 Video Annotations**

(Alphabetical Order by Title)

**The Friends of Kwan Ming. (2002).** [videocassette]. Series: Talespinners Collection. Montreal: National Film Board of Canada. Media Booking #6502

This video is useful for Grade 1 Cluster 3 when discussing interdependence and bullying.

In this story Kwan Ming makes three friends on his journey from China to the new World. Once the men arrive, they look for work but find nothing. When opportunities finally arise, Kwan Ming lets his friends have the best jobs. His generosity of spirit pays off when his friends come to his aid.

**Visiting Grandpa. (2001).** [videocassette]. Series: Four Seasons in the Life of Ludovic. Montreal: National Film Board of Canada. Media Booking #6922

This video is useful for Grade 1 Cluster 1 when discussing the loss of a loved one.

The video uses puppet animation to tell the story of Ludovic, his family and friends. In this program Ludovic is invited to spend a few days at Grandpa's farm. The little teddy bear is delighted to see his grandfather again, but is saddened at the thought that Grandma is no longer with them. Ludovic knows that Grandpa is feeling very sad because he has kept all Grandma's things in her sitting room. Ludovic is fascinated by this room filled with mementos. As the story unfolds, we learn of the closeness and understanding between Ludovic and his grandfather and how they come to accept the death of the beloved grandmother.



## *Recommended Learning Resources - Short Lists and Websites*

### **Appendix H**

**GRADE**

**1**

This appendix includes an NWT short list of resources--pilot-tested and evaluated. This list was initially composed at Early Childhood & School Services, Yellowknife (ECE) after research of Appendix F. After being tested by pilots during the 2007-2008 school year, this short-list of resources was group-evaluated by the various grade teacher groupings and finally posted here in this appendix. It must be noted resources in Appendix F, not found on this short list, were used by pilots. Therefore, use this appendix as a guide—not a comprehensive, one-stop list. Also, a small number of resources not found in Appendix F have been added to the short-list.

Because Social Studies skills are so well correlated to ELA outcomes, many pilots relied on literature titles normally used in ELA instruction to teach the outcomes and skills of Social Studies. These titles were often in the school or teacher's libraries.

This list is organized by clusters. Each item is rated according to its effectiveness. Even "N" (not recommended) rated resources are included since dropping them would leave them unflagged in Appendix F and G.

This appendix ends with a list of internet-based resources which were found to be helpful in the implementation of this course. A number of password-protected resources have been subscribed to by ECE and made accessible to all students, parents, and teachers in the NWT through use of the provided usernames and passwords.

## CLUSTER 1: "I Belong"

Not recommended (of little use; connections intended to be made were not obvious)

Acceptable (met basic thematic requirements; learning was supported; title was helpful)

Very Effective (strong connections were made; learning was considerably enhanced)

Cluster 1 Titles	Author(s)	N	A	V
<b>Hands-on Social Studies Grade 1</b> This Resource must have a priority rating since it is written with the curriculum in mind and has essential assessment methods	Jennifer Lawson, Joni Bowman, Gail Ruta Fontaine et <b>NOTE:</b> this is from <i>Portage and Main Press</i> (do not confuse with a similarly titled book used in Ontario)			V
Diwali	Trudi Strain Trueit			V
Canada	David F. Marx			V
Easter	David F. Marx			V
Christmas	David F. Marx			V
Holi	Uma Krishnaswami			V
Cinco de Mayo	Mary Dodson Wade			V
Ramadan	David. F Marx			V
Passover	David F. Marx			V
Rosh Hashanah and Yom Kippur	David F. Marx			V
Chanukah	Trudi Strain Trueit			V
Kwanzaa	David F. Marx			V
New Year's Day	David F. Marx			V
Chinese New Year	David F. Marx			V
Canada Day	Patricia J. Murphy			V
Earth Day	Trudi Strain Trueit			V
Irish Step Dancing	Mark Thomas		A	
So Many Birthdays	Neville Bernard			V
The 100 <sup>th</sup> Day of School	Angela Shelf Medearis			V
My Family	Penny Condon			V
The Memory Box	Mary Bahr		A	
A Perfect Father's Day	Eve Bunting			V
The Spring Celebration	Tina Umpherville			V
Alexander and the Terrible, Horrible, No Good, Very Bad Day	Judith Viorst			V
Angel Child, Dragon Child	Michele Maria Surat			V

Recommended Learning Resources - Short List

Thanks for Thanksgiving	Heather Patterson, Mary Jane Gerber			V
Christmas Holidays	Jill Foran		A	
This Next New Year	Janet S. Wong		A	
The Song Within My Heart	David Bouchard			V
Easter	Jill Foran			V
Grandfather’s Journey	Allen Say			V
Native Soldiers: Foreign Battlefields	Government of Canada		A	
Lessons from Turtle Island	Guy W. Jones and Sally Moomaw		A	
The Best Me I Can Be	by Scholastic			V
A Poppy Is To Remember	by Heather Patterson			V

**CLUSTER 2: “My Environment”**

Not recommended (of little use; connections intended to be made were not obvious)

Acceptable (met basic thematic requirements; learning was supported; title was helpful)

Very Effective (strong connections were made; learning was considerably enhanced)

<b>Cluster 2 Titles</b>	<b>Author(s)</b>	<b>N</b>	<b>A</b>	<b>V</b>
Plane Rides	Pamela Walker		A	
Signs on the Road	Mary Hill		A	
Signs at the Pool	Mary Hill		A	
Signs at the Store	Mary Hill		A	
Signs at School	Mary Hill		A	
Signs at the Airport	Mary Hill		A	
Boat Rides	Pamela Walker		A	
Car Rides	Pam Walker		A	
What is a Map?	Lauren Weidenman			V
A Map of Fun	Christine Finocchio, Jennette MacKenzie		A	
Needs and Wants	Susan Ring			V
Earth’s Land and Water	Bonnie Beers			V
Festivals	Samantha Berger, Pamela Chanko			V
Canada	Barbara Hehner			V
Shelter	Susan Canizares, Daniel Moreton			V
Hello!	Betsey Chessen, Samantha Berger			V
Markets	Pamela Chanko, Samantha Berger			V
School	Samantha Berger, Pamela Chanko			V

Frederick	Leo Lionni		A	
In Our Country	Barbara Hehner			V
The Family of Earth	Schim Schimmel			V
Thanksgiving Day in Canada	Krys Val Lewicki		A	
Roberto The Insect Architect	Nina Laden			V
O Canada (bookmark translations)	Government of the Northwest Territories (call the Legislative Assembly)		A	
O Canada (CD)	Government of the Northwest Territories (call the Legislative Assembly)			V
Also highly recommended by teachers:				
The 10 Best Things About Canada	Scholastic ---Big Book, 6 Small books & CD			V
I Am Canada	Heather Patterson			V

**CLUSTER 3: “Connecting With Others”**

Not recommended (of little use; connections intended to be made were not obvious)

Acceptable (met basic thematic requirements; learning was supported; title was helpful)

Very Effective (strong connections were made; learning was considerably enhanced)

<b>Cluster 3 Titles</b>	<b>Author</b>	<b>N</b>	<b>A</b>	<b>V</b>
Snacktime	Christine Finocchio, Jennette MacKenzie	N		
We Care	Christine Finocchio, Jennette MacKenzie			V
Dog Safety Rules	Christine Finocchio, Jennette MacKenzie			V
We All Help	Christine Finocchio, Jennette MacKenzie			V
Solving Problems	Christine Finocchio, Jennette MacKenzie			V
Season to Season	Christine Finocchio, Jennette MacKenzie			V
I Can't Have Bannock but the Beaver has a Dam	Bernelda Wheeler			V
Somewhere Today A Book of Peace	Shelley Moore Thomas			V
Revenge of the Small SMALL	Jean Little		A	
Crow Boy	Taro Yashima			V
Nobody Knew What To Do	Becky Ray McCain			V
Different Just Like Me	Lori Mitchell			V
Caring, Sharing & Getting Along	Betsey Franco			V

## Recommended Learning Resources - Short List

A Screaming Kind of Day	Rachna Gilmore		V
<b>Also highly recommended by pilot teachers:</b>			
My World—An Elementary Atlas This resource was flagged by all K-3 teachers— <b>purchase a class set</b>	Ethel Johnston, Duval House Publishing, a division of Nelson Canada		V
The Recess Queen	by Laura Huliska-Beith and Alexis O’Neill		V

**NOTE:** Free kits such as *World Vision* kit are very useful in developing SLO outcomes



# INTERNET RESOURCES

Source/ Web Address:	An example of a use ...	Once there, follow this path:
<p>HISTORYTREK www.historytrek.ca</p>	<p><b>K.3.3</b> Globes and Maps  KL-016 Recognize globes, maps, and models as representations of actual places</p>	<p>Places&gt; Northwest Territories&gt;Aklavik&gt; Inuvilait Place Names</p>
<p>CULTUREGRAMS http://online.culturegrams.com  Username: govnorthwest Password: welcome</p>	<p><b>K.3.5</b> Basic Needs in Other Places (p. 144)</p>	<p>Kids Editions&gt; eg. Asia&gt; eg. China&gt;eg. photo gallery etc.,</p>
<p>PRINCE OF WALES NORTHERN HERITAGE CENTER http://pwnhc.learnnet.nt.ca</p>	<p><b>K.3.5</b> Recognize that they may have different ways of meeting their basic needs than people in other parts of the world.</p>	<p>Databases&gt; Hi-Resolution Photo Gallery&gt;eg. many choices are available</p>
<p>ELIBRARY http://elibrary.bigchalk.com/ca  Username: govont0201 Password: elca</p>	<p>Grade 3, Cluster 4: Exploring an Ancient Society</p>	<p>Search field: aztecs</p>
<p>LEARNALBERTA www.LearnAlberta.ca  enter this site as a guest (this will take considerable bandwidth)</p>	<p>Video: “A Classroom Example of Investigating Pictures”</p>	<p>Enter this site as a guest; Online guide to implementation (in blue text)&gt; English&gt; Search resources or Implementation Support-</p>

		--Select a program of study> Social Studies K-12>etc.
<p>MANITOBA EDUCATION</p> <p><a href="http://www.edu.gov.mb.ca">http://www.edu.gov.mb.ca</a></p>	<p>for any Cluster or LE</p>	<p>Kindergarten to Grade 12; Curriculum (on left); Social Studies; Kindergarten to Grade 4; pick your grade and "Supporting Websites"</p>
<p>UNICEF</p> <p><a href="http://www.unicef.ca">http://www.unicef.ca</a></p>	<p>"Helping Children Around the World"</p> <p>"Children's Rights"</p>	<p>English&gt;Kids and Teens&gt;Games and Cartoons</p>
<p>ENCYCLOPORTAL</p> <p><a href="http://www.northernblue.ca/OP/index.php/Welcome_to_the_Encycloportal">http://www.northernblue.ca/OP/index.php/Welcome_to_the_Encycloportal</a></p> <p>Username: EducationNWT Password: nwtece999</p>	<p>This is a portal to the next four sites below.</p> <p>It has the CIA factbook and teacher portals as well.</p>	
<p>CANADAWIKI</p> <p><a href="http://canadawiki.org/index.php/Main_Page">http://canadawiki.org/index.php/Main_Page</a></p> <p>Username: EducationNWT Password: nwtece999</p>	<p>Quick facts: they can contribute with your password and supervision</p>	<p>Login at top with the Username and Password</p> <p>Note index of topics</p>
<p>THE HISTORY OF CANADA ONLINE (HCO)</p> <p><a href="http://canadachannel.ca/HCO/index.php/Main_Page">http://canadachannel.ca/HCO/index.php/Main_Page</a></p> <p>Username: EducationNWT Password: nwtece999</p>	<p>Very useful site to project images from the textbook on the wall of Early Canada; Original Peoples, etc.</p>	<p>Login at top with the Username and Password</p> <p>Note index of topics</p>

<p>THE FIRST CANADIANS</p> <p><a href="http://www.odawa.org/CFPJr/index.php/">http://www.odawa.org/CFPJr/index.php/</a></p> <p>Username: EducationNWT Password: nwtece999</p>	<p>Very useful site to project images from the textbook on the wall of Early Canada; Original Peoples, etc.</p>	<p>Note index of topics</p>
<p>CANADA'S FIRST PEOPLE</p> <p><a href="http://www.canata.ca/index.php">http://www.canata.ca/index.php</a></p> <p>Username: EducationNWT Password: nwtece999</p>	<p>Very useful site to project images from the textbook on the wall of Early Canada; Original Peoples, etc.</p>	<p>Note index of topics</p>
<p>WORLD ATLAS OF MAPS, FLAGS, and GEOGRAPHY FACTS and FIGURES</p> <p><a href="http://www.worldatlas.com/">http://www.worldatlas.com/</a></p>	<p>Excellent maps by country, continent, state, province, pictures, etc.</p>	<p>Especially good for Grade 2, 3</p>

## *Long Range Planning*

### **Appendix I**

**GRADE**

**1**

Appendix I provides two tools intended for long-range planning of Social Studies curriculum implementation.

The first tool outlines a suggested roll-out of Learning Experiences over the course of the year with an emphasis on monthly sequence.

The second tool provides three different examples of a two theme per term approach (for a three term school year schedule). The emphasis is meant to be on content and theme integration.

The third tool offers two long-range planner--daily checklists. These checklists facilitate the tracking of "classes used" to maintain a balance of time for each Learning Experience.

**Sequencing of Learning Experiences**

The list of the Learning Experiences as ordered in the curriculum:

<b>Cluster#1—</b>	<b>Cluster#2—</b>	<b>Cluster #3 –</b>
“I Belong” 1.1.1 Personal Identity 1.1.2 Cultural Expressions 1.1.3 Connecting to the Past 1.1.4 Remembrance Day	“My Environment” 1.2.1 Globes and Maps 1.2.2 My Territory and Country 1.2.3 My Address 1.2.4 My Community 1.2.5 The Natural Environment 1.2.6 Needs and Wants	“Connecting with Others” 1.3.1 Diversity 1.3.2 Respect, Responsibility, and Rights 1.3.3 Living with Others 1.3.4 Getting Along 1.3.5 Conflict Resolution 1.3.6 Global Connections

The list of Learning Experiences in a recommended monthly order:

Sept.	1.1.1 Personal Identity (1.2.3 and 1.2.4 can be introduced since they deal with aspects of personal identity. They could be dealt with more fully in January and February) (1.3.2 to 1.3.5 can be touched on as essential information for establishing a functional classroom in September and are covered in more depth April-June.)
Oct.	1.1.2 Cultural Expressions 1.1.3 Connecting to the Past
Nov.	1.1.3 Connecting to the Past 1.1.4 Remembrance Day
Dec.	1.2.1 Globes and Maps (The Christmas season juxtaposes commercial advertising, with the spirit of generosity and giving and may be a good time to touch on 1.2.6 Needs and Wants and 1.3.6 Global Connections--these are covered later in depth. If this seasonal emphasis leads to an active citizenship project, sufficient time must be allowed for fundraising and the public relations around the event.)
Jan.	1.2.2 My Territory and Country, 1.2.3 My Address

**Appendix I – Long Range Planning**

Feb.	1.2.4 My Community, 1.2.6 Needs and Wants  (Valentines, as Christmas, are likely times to reflect on the needs of others and building community, locally and globally.)
Mar.	1.3.1 Diversity
Apr.	1.2.5 The Natural Environment (Earth Week ) 1.3.2 Respect, Responsibility, and Rights
May	1.3.3 Living with Others, 1.3.4 Getting Along
June	1.3.5 Conflict Resolution 1.3.6 Global Connections

**Three Thematic Plans (six themes over a three-term school year)**

Example#1

1 <sup>ST</sup> TERM	
<p><b>Title#1:</b> “Connections to the Land”</p> <p><b>Learning Experiences Covered:</b>                      1.1.1 Personal Identity                      1.2.5 The Natural Environment                      1.3.2 Respect, Responsibility, and Rights</p> <p><b>Project Form:</b> Field Trip – Fish Camp</p>	<p><b>Title#2:</b> “Our Traditions”</p> <p><b>Learning Experiences Covered:</b>                      1.1.2 Cultural Expressions                      1.1.3 Connecting to the Past                      1.1.4 Remembrance Day</p> <p><b>Project Form:</b> Wall Hanging (with recording of each child explaining his/her tradition)</p>
2nd TERM	
<p><b>Title#3:</b> “Where I Live”</p> <p><b>Learning Experiences Covered:</b>                      1.2.2 My Territory and Country                      1.2.3 My Address                      1.2.4 My Community</p> <p><b>Project Form:</b> Presentation (slide show of photos, illustrations accompanied with songs in one of the 11 NWT official languages)</p>	<p><b>Title#4:</b> “Share Love - Change the World”</p> <p><b>Learning Experiences Covered:</b>                      1.2.1 Globes and Maps                      1.2.6 Needs and Wants                      1.3.6 Global Connections</p> <p><b>Project Form:</b> Active Citizenship Project (create awareness of community, territorial, national, and global concerns)</p>
3rd TERM	
<p><b>Title#5:</b> “Children of the World”</p> <p><b>Learning Experiences Covered:</b>                      1.3.1 Diversity                      1.3.3 Living with Others</p> <p><b>Project Form:</b> Similarity Poems (presented at an assembly)</p>	<p><b>Title#6:</b> “Being a Peacemaker”</p> <p><b>Learning Experiences Covered:</b>                      1.3.4 Getting Along                      1.3.5 Conflict Resolution</p> <p><b>Project Form:</b> Dramatization</p>

**Appendix I – Long Range Planning**

Example#2

1 <sup>ST</sup> TERM	
<p><b>Title#1:</b> “There’s Just One Me!”</p> <p><b>Learning Experiences Covered:</b> 1.1.1 Personal Identity 1.1.2 Cultural Expressions</p> <p><b>Project Form:</b> Begin a Learning Log (assessing learning styles and preferences); Journals; Portfolios</p>	<p><b>Title#2:</b> “Connecting to the Past”</p> <p><b>Learning Experiences Covered:</b> 1.1.3 Connecting to the Past 1.1.4 Remembrance Day</p> <p><b>Project Form:</b> Oral Presentation; Interview Seniors on a Field Trip to the Seniors Home</p>
2nd TERM	
<p><b>Title#3:</b> “Land and Water”</p> <p><b>Learning Experiences Covered:</b> 1.2.1 Globes and Maps 1.2.5 The Natural Environment</p> <p><b>Project Form:</b> Diorama; Globes; Hands- on Project Choice</p>	<p><b>Title#4:</b> “Canada!”</p> <p><b>Learning Experiences Covered:</b> 1.2.2 My Territory and Country 1.2.3 My Address 1.2.4 My Community</p> <p><b>Project Form:</b> Reader’s Theatre or Play (parent/family audience and student choice of participation; director, actor, narrator, writer, prop design, etc)</p>
3rd TERM	
<p><b>Title#5:</b> “A Global Village”</p> <p><b>Learning Experiences Covered:</b> 1.3.1 Diversity 1.2.6 Needs and Wants 1.3.6 Global Connections</p> <p><b>Project Form:</b> Inquiry; Research Project (Social Justice)</p>	<p><b>Title#6:</b> “Living with Others”</p> <p><b>Learning Experiences Covered:</b> 1.3.2 Respect, Responsibility, and Rights 1.3.3 Living with Others 1.3.4 Getting Along 1.3.5 Conflict Resolution</p> <p><b>Project Form:</b> Parent Night; Celebration of Learning; Portfolio Sharing</p>



Example#3

1 <sup>ST</sup> TERM	
<p><b>Title#1:</b> “Who Am I?”</p> <p><b>Learning Experiences Covered:</b>                      1.1.1 Personal Identity                      1.1.2 Cultural Expressions</p> <p><b>Project Form:</b> Class Book                      (one double-sided page for each student                      (family pictures, traditions, celebrations,                      family tree, etc.)</p>	<p><b>Title#2:</b> “Who Came Before Me?”</p> <p><b>Learning Experiences Covered:</b>                      1.1.3 Connecting to the Past                      1.1.4 Remembrance Day</p> <p><b>Project Form:</b> Individual Presentation                      (profiling a person: “Connecting Me to the                      Past”)</p>
2nd TERM	
<p><b>Title#3:</b> “Where Is My Place in the World?”</p> <p><b>Learning Experiences Covered:</b>                      1.2.1 Globes and Maps                      1.2.2 My Territory and Country</p> <p><b>Project Form:</b> Treasure Maps                      (partnerships)</p>	<p><b>Title#4:</b> “We Live Together”</p> <p><b>Learning Experiences Covered:</b>                      1.2.3 My Address                      1.2.4 My Community                      1.3.3 Living with Others</p> <p><b>Project Form:</b> Diorama                      (build a community)</p>
3rd TERM	
<p><b>Title#5:</b> “We Care for Our World                      and Those in It”</p> <p><b>Learning Experiences Covered:</b>                      1.2.5 The Natural Environment                      1.2.6 Needs and Wants</p> <p><b>Project Form:</b> School Beautification                      Projects</p>	<p><b>Title#6:</b> “We Respect and Care for Others”</p> <p><b>Learning Experiences Covered:</b>                      1.3.1 Diversity                      1.3.2 Respect, Responsibility, and Rights                      1.3.4 Getting Along                      1.3.5 Conflict Resolution                      1.3.6 Global Connections</p> <p><b>Project Form:</b> Service Projects                      (community, Canada, and world projects)</p>

## LONG RANGE PLANNER – GRADE 1 (16 Separate Learning Experiences)

SS Alone: 5400 min ÷ \_\_\_ (class length) = \_\_\_ classes periods ÷ \_\_\_ (#LE) = \_\_\_ classes per LE

ELA Alone: 12600 min ÷ \_\_\_ (class length) = \_\_\_ classes periods ÷ \_\_\_ (#Themes/Units) = \_\_\_ classes per theme

Together: 18000 min ÷ \_\_\_ (class length) = \_\_\_ classes periods ÷ \_\_\_ (#LE) = \_\_\_ classes per LE

**NOTE:** 210 hrs (12600 mins) of ELA instruction is required in the NWT. In this new curriculum, Social Studies skill outcomes have been integrated with ELA outcomes to promote the teaching of the two at the same time (See Appendix A).

### CHECKLIST of CLASSES USED – 16 Learning Experiences

(do the calculation above to determine how many classes to spend on each Learning Experience (LE))

**DIRECTIONS:** check off each class (square) after it is taught

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## *Learning Experience Poster Series*

### **Appendix J**

**GRADE**

**1**

Appendix J provides an 8.5 X 11 “thumbnail” of each poster in a series intended to be used as a resource with each Learning Experience. The appendix begins with the User’s Guide explaining the multi-purpose nature of the series.

These posters can be accessed in the following ways:

1. Glossy full-sized posters have been sent along with each curriculum document. These are ready to display and use in a circle time setting as anchor charts.
2. At time of publication, “Teacher Resources” at [http://www.ece.gov.nt.ca/Divisions/kindergarten\\_g12/indexK12.htm](http://www.ece.gov.nt.ca/Divisions/kindergarten_g12/indexK12.htm) displays the same thumbnails as listed in this Appendix. At a future time, these may be shown in “Curriculum Services” within “Social Studies” at the above website. These pdf’s can be viewed with a digital projector or printed off from the website in “grayscale” if necessary.
3. The posters are also found on the disk that contains the PDF of these curriculum documents. Again, a digital projector connected to your computer can display these posters from the disk or the posters could be printed off in grayscale as well.
4. These 8.5 x 11 thumbnails can be photocopied in grayscale if your copier has a photograph mode.

The Learning Experience posters are designed as a resource to support the new K-3 Social Studies curriculum.

Multi-Purpose Use of the Poster Series:

- Introduce each Learning Experience
- Provide an engaging visual to activate interest
- Offer a critical challenge
- Create a location to anchor the development of the Learning Experience

1) Introduce each Learning Experience; A List of the Outcomes for the Teacher

Kindergarten Social Studies is made up of three *Clusters*, or units of study. These clusters are broken into smaller units called *Learning Experiences*. In the kindergarten context, there are five or six learning experiences in each cluster. At the outset of each *Learning Experience*, teachers lead students through the first teaching strategy called *activation* (the second and third stages are *acquiring* and *applying*). In the *Curriculum and Guide to Implementation*, many *activation* strategies have been provided for teachers. At the *activation* stage, the teacher's interest is in reviewing and activating prior knowledge students possess about the topic through various introductory activities.

Through this poster series, the course offers another *activation* opportunity—it might be the first one used. The poster pictures are of an “open meaning” nature that allow the course outcomes to be raised and discussed in a relevant context. This discussion can lead to the posting of student responses on stickies around the poster.

The learning outcomes for the course are called *Specific Learning Outcomes (SLOs)*. The *SLOs* for each *Learning Experience* are shown on the bottom of the posters, coded as Knowledge (K) or Value (V) type outcomes. These *SLOs* are the actual curriculum expectations that teachers are responsible to explore in K-3 Social Studies. The display of these *SLOs* provides a focusing device for the teacher to continue curriculum-centered lesson planning and discussion with students throughout the entire *Learning Experience*.

2) Provide an engaging visual to activate interest

For students who are visual learners, the high resolution photo provides a differentiated access to the *SLOs*. The photo was selected for its effectiveness in prompting responses about prior knowledge, opening the discussion about the intended learning outcomes, and encouraging critical thought around the photo's meaning. Other teacher-chosen photos could be used as well.

3) Offer a critical challenge

An emphasis particularly important in NWT Social Studies curriculum is that of critical thinking (or “critical thinking”) within a skills-based approach, as opposed to passive reception of pre-established, non-contentious “answers” often inherent in a traditional content-based curriculum approach. By critical thought, we mean the kind of thinking that is brought to bear upon a situation (in this case a photo) where students are tasked with reasoning through the plausibility and sensibleness of judgments that can be made about problematic situations—where the truth is “in doubt”. The photos offer students the opportunity to reason with and beyond the available data, using photo details as evidence toward fair-minded conclusions or encouraging inferences and plausible conclusions. Every attempt has been made to find multi-use photo--in keeping with the multi-purpose nature of this poster series--that are at a developmentally appropriate level.

**Learning Experience Poster Series**

The subject of the photo will determine the kind of critical challenge to be conducted. The basic task is framed around the critical thinking vocabulary of “clue” and “conclusion” where students are expected to discuss clues in the photo to support the conclusions they draw—using the 5WH chart as an organizing tool. A similar chart may also be created on a word processor, photocopied and given to small groups or individuals for independent learning. The WHs may be modified depending on the photo and lesson intent.

The basic critical task could be differentiated in other ways. For the photo on “Guide to Use: As an Anchor Chart for Stickies, Arts ...”, for example, we might ask for criteria for what a “best” version of the concept being discussed would be, (eg. “What makes a good interest or ability?”) and how well the object in the photo measures against that criteria--or the question of which of these criterion the poster best illustrates (eg. “The smiling lady really shows that an interest is something you love!”). Note the use of this second type of critical challenge at the bottom of the “Guide to Reading” poster.

The “Critical Question” gets at the heart of the *Learning Experience’s* SLO’s. It can be especially useful for feedback for learning (FFL), assessment for learning (AFL), and assessment of learning (AOL). For more information on critical challenges in elementary school, see the Critical Thinking Consortium web site (<http://tc2.ca/>).

#### 4) Create a location to anchor the development of the Learning Experience

Anchor charts are used particularly in English Language Arts to increase the comprehension strategies of developing readers. The new Social Studies curriculum uses many “textual” resources making comprehension skills fundamental to the exploration of SLOs.

It is expected the posters-charts will become a vehicle to facilitate the development of the following comprehension strategies:

- monitor comprehension
- make connections to themselves, the world, and other ‘texts’
- post questions that arise and require further inquiry
- display images that are visualized
- record inferences made
- highlight matters of importance and draw conclusions
- synthesize learning by organizing or reordering the “postings”

The poster is meant to be large enough for the photo to be viewed by all students in a “circle time” setting, yet small enough to be placed in the middle of a larger easel-type paper where the student-created stickies, pictures, or other media can be anchored around the poster. These “postings” will indicate their thought development throughout the three stages of the *Learning Experience*.

Further on in this guide, “Guide to Use: As an Anchor Chart for Stickies, Arts ...” provides visual examples of postings that could be made as the *Learning Experience* continues. The nature of the postings will be determined by student writing and drawing abilities. Sometimes the teacher will scribe the student’s comments and have the student post the sticky.

To learn more about the use of the charts and other such strategies, refer to *Strategies That Work* by Stephanie Harvey and Anne Goudvis (2007, Pembroke Publishers Limited, Markham, Ontario).

# Guide to Reading and Use

Cluster order

Social Studies – Grade 1 *Connecting and Belonging*  
CLUSTER 2- My Environment

**LEARNING EXPERIENCE: 1.2.3 – My Address**

*Learning Experience*  
code and title:

- 1 (Grade 1)
- 2 (Cluster #1)
- 3 (*Learning Experience* #3)



Image that illustrates  
the *SLO*'s

Definitions of critical  
thinking vocabulary

### Studying Pictures

*Conclusions* are answers or ideas that you think of because of a clue  
*Clues* are hints or pieces of information that help you find out something

	Conclusions	Clues
<b>What</b> is the best way to get to this community?		
<b>What</b> are some landmarks in this community?		
<b>Where</b> would you enter the community from an ice road?		
<b>How</b> many ways is your community like this one?		

The 4WH chart  
where students first  
draw conclusions  
then state what clues  
in the photo support  
their conclusions

A sample of a central  
critical question  
which could be used  
in, “as”, “for”, and  
“of” kinds of  
assessment

**Critical Question:** What is the best way for you to tell someone how to find your house in your community (what landmarks are the best ones for them to look for)?

The *Specific Learning Outcomes* of the course. “K” means knowledge; “L” means land

### 1.2.3 My Address

KL-013 Identify their address or describe the relative location of their home in their community, town, or city

## More Rigorous Use of the Poster: Developing and Applying Criteria Before Using the Photo

- 1) Before the *Learning Experience* poster is used, prepare a poster-size piece of blank paper (or use the white board) with a column labeled, “Criteria for Really Good Directions” (ask, “what do really good directions to someone’s house have to be like?”)
- 2) List the student-given criteria in the column.
- 3) Show the *Learning Experience* poster to the students and ask them to use the criteria to write or orally give good directions to a place in this community



## Guide to Use: As an Anchor Chart for Stickies, Arts ...

- monitor comprehension
- make connections to themselves, the world, and other „texts“
- post questions that arise and require further inquiry
- display images that are visualized
- record inferences made
- highlight matters of importance and draw conclusions
- synthesize learning by organizing or reordering the “postings”

**Display images that visualize the content**



“These are the important people in my life” (K.1.3)

### Monitor Comprehension

“When we read *Pet Care*, the voice inside my head made me think of how good I can brush the hair on my cat, Pumpkin.” (K.1.1)

Social Studies – Kindergarten “Being Together”  
**CLUSTER 1- Me**

LEARNING EXPERIENCE: K.1.1 - Interests and Abilities

**Make Connections** between the „text‘ (T) and themselves (T-S), the world (T-W), and other texts (T-T).

“The woman in the picture reminds me of my mom. She is always knitting.” (T-S) (K.1.1)



**Record inferences**  
Using the facts from *Carol is a Daycare Worker* that kids in daycares eat food, play games, have a nap, all like home.

“Maybe, when they cry, they get hugged like their Mother does at home... .” (K.1.1)

**Post Questions** that arise and require further inquiry.

“How can people make art while other people are watching them?” (K.1.1)

### Studying Pictures

*Clues* are hints or pieces of information which help you find out something  
*Conclusions* are answers or ideas that you think of because of a clue

	Clues	Conclusions
<b>What</b> is the lady doing?		
<b>Where</b> is this?		
<b>Who</b> is this she?		
<b>Why</b> is the lady doing what she is doing?		

**Critical Question:** What is one thing you like to do best? Why?

**Highlight Matters of Importance** and draw conclusions

“The last page says that parents know Carol takes good care of the kids. I think being a worker means doing a good job.” (K.1.1 or K.2.2)

“Some people are ever nice to kids. But, when we read, *Carol is a Daycare Worker*, I wondered what happens when kids are sad and want their mommy back?” (K.1.1)

### K.1.1 Interests and Abilities

- KI-008 Recognize that everyone has particular interests and abilities
- VI-002 Value their own and others’ interests and abilities
- VI-002A Value the special talents and strengths as gifts given to them

**Synthesize Learning** by organizing or reordering the “postings”

“I looked at all my postings and now I think Daycares would be fun places.” (K.1.1 or K.1.2 or K.2.2)

### Teacher Note:

- The literature titles referred to in the above samples of anchor postings are from the list of recommended resources for the Kindergarten Social Studies Curriculum.
- Also, student responses will reflect their growing awareness of letters, words, and sentences.
- A variety of *Learning Experiences* are referred to above from Cluster 1 and 2 to facilitate the illustrating of each type of response



Social Studies – Grade 1 *Connecting and Belonging*  
 CLUSTER 1- I Belong

**LEARNING EXPERIENCE: 1.1.1 – Personal Identity**



Children's summer camp -X- BLL - 1993.jpg. Photo credit Tessa Macintosh.

**Studying Pictures**

*Conclusions* are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
<b>Where</b> is this group gathered? <b>Who</b> are the people in this group?		
<b>What</b> is this group going to do? <b>What</b> person in this group reminds you of yourself?		
<b>How</b> does this picture remind you of gatherings in your community?		

**Critical Question:** What groups do you like being a part of the best? Explain why.

**1.1.1 Personal Identity**

- KI-007 Give examples of groups with which they identify  
*Examples: cultural, linguistic, community*
- KI-007A Recognize that they are members of a First Nation, Inuit, or Metis community
- KI-007F Recognize that they are members of a francophone community



Social Studies – Grade 1 *Connecting and Belonging*  
 CLUSTER 1- I Belong

**LEARNING EXPERIENCE: 1.1.2 – Cultural Expressions**



Kakisa. Caption: Kakisa Lake 1985. Credit: F. Hurcomb/NWT Archives. 1075.08 Kb 10.00 x 6.54 inches. G-1995-001-0930.jpg

Studying Pictures

*Conclusions* are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
<b>If</b> this was your family, what would happen next? Why?		
<b>How</b> many traditions can you see this family has when using the lake?		
<b>What</b> are these boats being used for?		
<b>What</b> month of the year was this picture taken?		

**Critical Question:** What family tradition do you enjoy the most? Explain why.

**1.1.2 Cultural Expressions**

- KI-009 Describe ways in which their family expresses their culture and identity
- VCC-003 Respect the stories, traditions, and celebrations of others
- VI-005 Value the stories, languages, traditions, and celebrations of their families and communities



Social Studies – Grade 1 *Connecting and Belonging*  
 CLUSTER 1- I Belong

**LEARNING EXPERIENCE: 1.1.3 – Connections to the Past**



This "Traditions Wallhanging" was created by the Grade 1 and 2 of Chief T'Selehye School, Fort Good Hope, NWT.

Studying Pictures

*Conclusions* are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
<b>Which</b> squares show a traditional outdoor activity? <b>Where</b> in your community might the activities shown on these squares happen?		
<b>What</b> family members are shown in these traditions? <b>Which</b> of these squares remind you of your family? Why?		

**Critical Question:** What tradition of your family teaches you the most about your past?

**1.1.3 Connections to the Past**

- KT-017 Give examples of traditions and celebrations that connect them to the past
- KT-017A Recognize that stories, traditions, and celebrations of their Aboriginal community connect them to previous generations  
*Examples: Chief Jimmy Bruneau—Behchoko; Chief Julius—Fort MacPherson*
- KT-017F Recognize that stories, traditions, and celebrations of the francophone community connect them to previous generations
- KT-018 Identify family connections to previous generations  
*Examples: grandparents, parents, aunts, uncles,...*
- VT-009 Value stories of the past as an important way to learn about the present
- VT-009A Value oral histories of the past as an important way to learn about the present



Social Studies – Grade 1 *Connecting and Belonging*  
 CLUSTER 1- I Belong

**LEARNING EXPERIENCE: 1.1.4 – Remembrance Day**



The Tomb of the Unknown Soldier in Confederation Square in Ottawa, Ontario, Canada, immediately following the Remembrance Day ceremonies on November 11, 2006. Since its installation, it has become traditional to place poppies on the Tomb after the formal ceremony has concluded. Photo by Mikkel Paulson. Taken November 11, 2006. *This file is licensed under the Creative Commons Attribution ShareAlike 2.5 License.*

Studying Pictures

*Conclusions* are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
This is a tomb. <b>What</b> are tombs like? <b>Who</b> might be in this tomb?		
<b>How</b> interested are these people in the tomb? How do they show their interest?		
<b>Why</b> are there so many poppies on the tomb? <b>What</b> time of the year do Canadians use poppies?		

**Critical Question:** What is the most important reason for Canadians to gather together on Remembrance Day?

**1.1.4 Remembrance Day**

KC-004 Identify Remembrance Day as a time to think about peace and war



Social Studies – Grade 1 *Connecting and Belonging*  
 CLUSTER 2- My Environment

**LEARNING EXPERIENCE: 1.2.1– Globes and Maps**



© [2008] Jupiterimages Corporation. Image is from a clipart collection.

**Studying Pictures**

*Conclusions* are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
<b>What</b> is happening in this picture?		
<b>Where</b> is the man standing as he looks at the map? Why is he looking at it?		
<b>Why</b> don't the people point at the big blue parts on the map? <b>Is</b> the man traveling alone?		

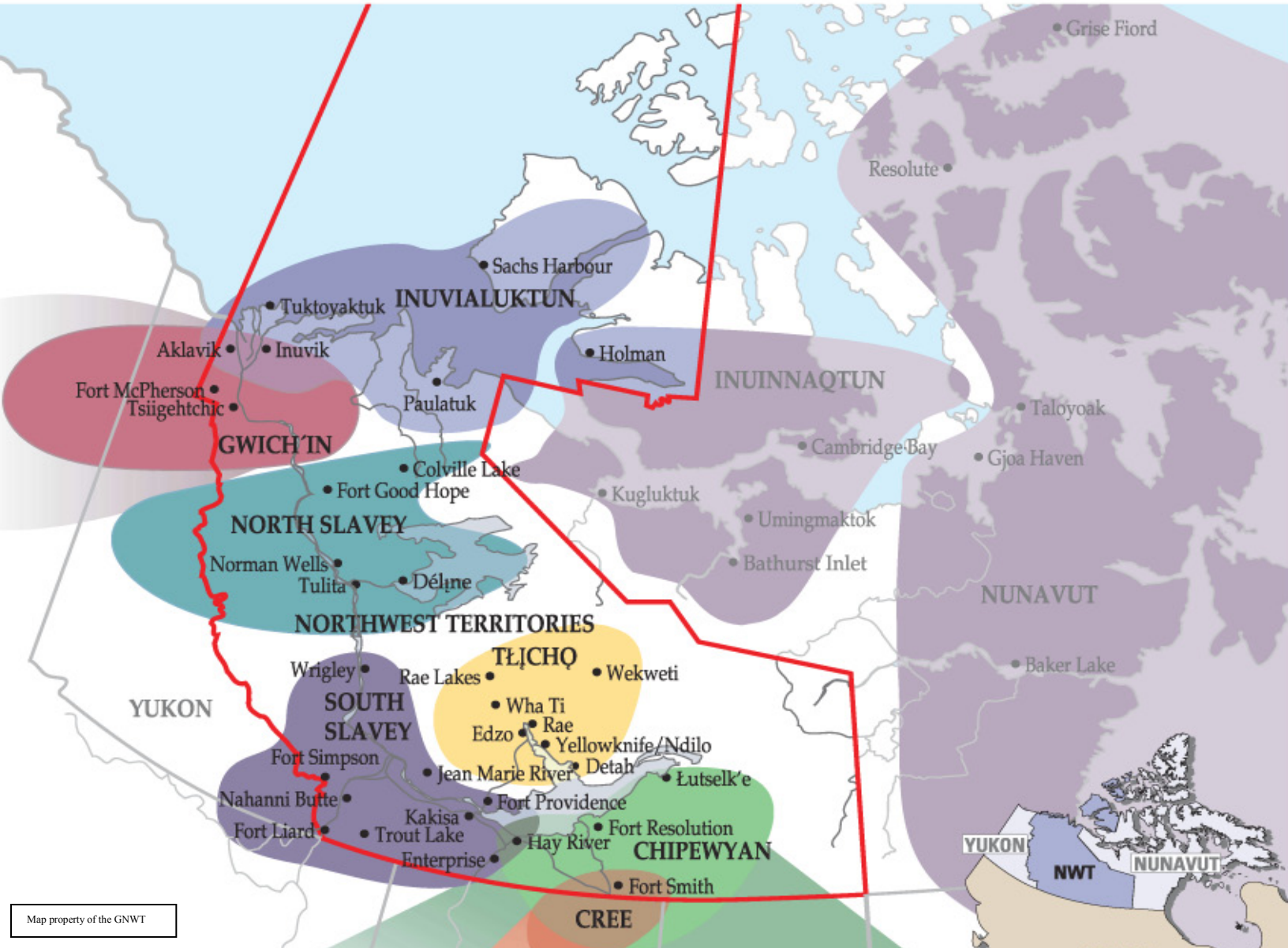
**Critical Question:** Which shows the surface of the Earth best-- globes or maps?

**1.2.1 Globes and Maps**

- KL-014 Recognize globes and maps as representations of the surface of the Earth
- KL-015 Distinguish land and water masses on globes and maps

Social Studies – Grade 1 *Connecting and Belonging*  
 CLUSTER 2- My Environment

**LEARNING EXPERIENCE: 1.2.2 – My Territory and Country**



Map property of the GNWT

Studying Pictures

*Conclusions* are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
What language on the map is spoken only by a few people, in a small area in the NWT?		
What is the main Aboriginal language spoken in your town? Is more than one language spoken in some places?		
What Aboriginal language is not shown on the NWT map? What other places outside the NWT are being shown on this map?		

**Critical Question:** Which Aboriginal language would you like to learn more about? What Aboriginal language do you know the best?

**1.2.2 My Territory and Country**

- KC-001 Identify the Northwest Territories as their territory and Canada as their country
- KC-002 Recognize English and French as the two official languages of Canada and that there are nine official Aboriginal languages of the Northwest Territories
- KC-002A Identify the languages spoken in their First Nation, Inuit, or Metis community
- KC-003 Sing along with the words to Canada's national anthem in English or French
- KC-003A Sing along with the words to Canada's national anthem in one of the nine official Aboriginal languages of the Northwest Territories.



Social Studies – Grade 1 *Connecting and Belonging*  
 CLUSTER 2- My Environment

**LEARNING EXPERIENCE: 1.2.3 – My Address**



© [2008] Jupiterimages Corporation. Image is from a clipart collection.

Studying Pictures

*Conclusions* are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
<b>What</b> is the best way to get to this community? <b>What</b> are some landmarks in this community?		
<b>Where</b> would you enter the community from an ice road? <b>How</b> many ways is your community like this one?		

**Critical Question:** What is the best way for you to tell someone how to find your house in your community (what landmarks are the best ones for them to look for)?

**1.2.3 My Address**

KL-013 Identify their address or describe the relative location of their home in their community, town, or city



Social Studies – Grade 1 *Connecting and Belonging*  
 CLUSTER 2- My Environment

**LEARNING EXPERIENCE: 1.2.4 – My Community**



DSC\_6036.jpg. Yellowknife. Photo credit: Tessa Macintosh

Studying Pictures

*Conclusions* are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
<b>What</b> is the name of this NWT community? <b>What</b> landmarks can you see in this community?		
<b>How</b> can you tell where a lot of businesses and government offices are? Can you find four schools?		
<b>In</b> what month was this picture taken?		

**Critical Question:** Not counting your home, what is the best or most important place in your community?

**1.2.4 My Community**

- KCC-008 Identify characteristics of communities
- KL-016 Identify and locate landmarks and significant places using relative terms  
*Examples: the monument is across the street from the track oval*
- KL-016A Identify local Aboriginal landmarks and significant places
- KL-016F Identify local francophone landmarks and significant places
- VL-008 Respect neighborhood and community places and landmarks  
*Examples: do not litter or vandalize...*



Social Studies – Grade 1 *Connecting and Belonging*  
 CLUSTER 2- My Environment

**LEARNING EXPERIENCE: 1.2.5 – The Natural Environment**



Eddie Weyallon near the North Arm of Great Slave Lake on a spring muskrat hunt. Taken April 2007 by Blake Wile.

Studying Pictures

*Conclusions* are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
<b>What</b> is the Elder doing? <b>How</b> is the Elder surviving on the land?		
<b>What</b> season of the year is this? <b>What</b> month? <b>Where</b> is this man? <b>Is</b> the man alone?		

**Critical Question:** The land provides humans with many things. Which one do you enjoy the most?

**1.2.5 The Natural Environment**

- KL-012 Recognize that people depend on the environment for survival
- KT-019 Describe how the repeating patterns of the seasons influence their lives
- VL-007 Appreciate the beauty and benefits that the natural environment bring to their lives
- VL-007A Value the special relationships Aboriginal people have with the natural environment



Social Studies – Grade 1 *Connecting and Belonging*  
 CLUSTER 2- My Environment

**LEARNING EXPERIENCE: 1.2.6 – Needs and Wants**



DSC\_7226 - family dinner-Tuk '07.jpg. Photo credit Tessa Macintosh

Studying Pictures

*Conclusions* are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
<b>What</b> items in this picture are ones you need? <b>What</b> item(s) in the picture are ones you just want to have?		
<b>What</b> might the people who make television advertisements want this family to buy?		
<b>How</b> has the land provided for this family?		

**Critical Questions:** Of all the things you need, what things do you need the most? Of all the things you want, what things could you easily live without?

**1.2.6 Needs and Wants**

- KE-027 Give examples to distinguish needs from wants
- KE-028 Give examples of how the media may influence their needs, wants, and choices  
*Include: advertising and television programming*
- VE-013 Respect differences between their own and others' needs and wants



Social Studies – Grade 1 *Connecting and Belonging*  
 CLUSTER 3- Connecting with Others

**LEARNING EXPERIENCE: 1.3.1 – Diversity**



July 06 Aboriginal Day!! YK 145 (1).jpg. Photo credit: Tessa Macintosh.

Studying Pictures

*Conclusions* are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
<b>What</b> interests and similarities do these men have? <b>How</b> are these men expressing themselves in different ways?		
<b>Where</b> in the NWT could this picture be taken? What event are these men performing at?		
<b>What</b> places in the world would these styles of dress and music have started out from before becoming part of Canadian culture?		

**Critical Question:** What different kind of dress, food, music, or tradition have you tried that you enjoyed the most?

**1.3.1 Diversity**

- KCC-010 Give examples of diverse ways in which people live and express themselves  
*Examples: language, clothing, food, art, celebrations*
- KCC-011 Identify similarities between diverse communities  
*Examples: cultural, social geographic...*
- VCC-006 Value diversity among their peers and community members



Social Studies – Grade 1 *Connecting and Belonging*  
 CLUSTER 3- Connecting with Others

**LEARNING EXPERIENCE: 1.3.2 – Respect, Responsibility, and Rights**



DSC\_7114- garbage collection- Tuk '07.jpg. Photo credit: Tessa Macintosh

Studying Pictures

*Conclusions* are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
<b>What</b> is happening in the picture?		
<b>Whose</b> property are these children respecting?		
<b>Why</b> does this chore need to be done?		
<b>What</b> time of year is this garbage being picked up?		

**Critical Questions:** What responsibility (that you have at home or school) do you enjoy the most? At school, what right do you have that you want others to respect most of all?

**1.3.2 Respect, Responsibility, and Rights**

- KC-005 Describe their responsibilities and rights in the school and community
- KE-030 Recognize the need to care for personal property
- VC-001 Respect the needs and rights of others
- VE-014 Respect their own and others' property



Social Studies – Grade 1 *Connecting and Belonging*  
 CLUSTER 3- Connecting with Others

**LEARNING EXPERIENCE: 1.3.3 – Living with Others**



Koyina camp at Frank Channel - Rae - 1993.jpg. Photo credit Tessa Macintosh.

**Studying Pictures**

*Conclusions* are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
<b>What</b> is happening in the picture? <b>Why</b> was this camp set up?		
<b>What</b> chores have been done to make this a good camp?		
<b>What</b> chores are best done by sharing? <b>Where</b> in the NWT was this picture taken?		

**Critical Questions:** What chores at your house need to be shared the most? What chore at school would you be willing to do regularly with a partner or by yourself?

**1.3.3 Living with Others**

- KC-006 Describe various ways in which people depend upon and help one another
- KE-029 Describe ways in which work may be shared in families, schools, and communities
- VC-002 Be willing to contribute to their groups and communities
- VI-004 Appreciate the importance of relationships and connections to others



Social Studies – Grade 1 *Connecting and Belonging*  
 CLUSTER 3- Connecting with Others

**LEARNING EXPERIENCE: 1.3.4 – Getting Along**



Road Workers, Sept. 2003. Photo credit: Tessa Macintosh

Studying Pictures

*Conclusions* are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
<b>What</b> is the name of this sign? <b>What</b> does the sign mean?		
<b>Where</b> do you see this sign? <b>Why</b> is the woman holding the sign? <b>How</b> does this sign help people?		

**Critical Questions:** What rule that hasn't been made yet, do you think your school or community needs the most? What was the most important decision you made recently? How did that decision change the way you or others are living life today?

**1.3.4 Getting Along**

- KP-022 Give examples of decision making in their daily lives  
*Examples: families, schools, communities*
- KP-023 Describe how other people may influence their lives and how they may influence the lives of others
- KP-024 Explain purposes of rules and laws in the school and community
- VP-011 Respect the rules and laws in their school and community
- VP-011A Respect the traditional laws of their Aboriginal community  
*Examples: Dene and Inuvialuit laws*



Social Studies – Grade 1 *Connecting and Belonging*  
 CLUSTER 3- Connecting with Others

**LEARNING EXPERIENCE: 1.3.5 – Conflict Resolution**



DSC\_0534 swimming Gameti '06.jpg. Photo credit Tessa Macintosh.

Studying Pictures

*Conclusions* are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
<b>What</b> are these children doing? <b>What</b> are some of them floating on?		
<b>What</b> conflicts may be happening in the photo? <b>How</b> could each of these conflicts be solved?		
<b>If</b> you could pretend to be one of the people in this photo, <b>who</b> would you be? <b>Why</b> ?		

**Critical Questions:** What ways of solving conflicts have worked the best for you? What is the hardest thing about dealing with a bully?

**1.3.5 Conflict Resolution**

- KP-025 Give examples of causes of conflict and solutions to interpersonal conflict in the school and community
- KP-026 Identify ways to deal with bullying
- VP-012 Be willing to help resolve interpersonal conflicts peacefully



Social Studies – Grade 1 *Connecting and Belonging*  
 CLUSTER 3- Connecting with Others

**LEARNING EXPERIENCE: 1.3.6 – Global Connections**



Kendu Bay, Kenya. Students are learning to play the recorder through the voluntourism efforts of a group travelling with *A Better World*, a Canadian NGO run entirely by volunteers. The money for the recorders and the instruction books was raised by students of Mildred Hall School, Yellowknife. A teacher from Mildred Hall School brought the recorders to the school and is teaching a recorder lesson. Photo credit: Blake Wile, Nov. 2006.

**Studying Pictures**

*Conclusions* are answers or ideas that you think of because of a clue. *Clues* are hints or pieces of information that help you find out something.

	Conclusions	Clues
<b>How</b> are these students like you? <b>How</b> is their classroom like yours?		
<b>Why</b> is only one student playing the recorder? <b>What</b> part of the world are these students from?		
<b>What</b> do these students need? <b>How</b> could you help them?		

**Critical Questions:** What would be the best way for you to help students in other parts of the world? Who could help you do this?

**1.3.6 Global Connections**

- KG-020 Recognize that people all over the world have similar concerns, needs, and relationships
  - KG-021 Identify relationships or connections they have with people in other places in the world
  - VG-010 Be willing to consider the needs of people elsewhere in the world
- Example: Project Love, UNICEF...*



