



Kindergarten Social Studies *Being Together*

A Foundation for
Implementation

***KINDERGARTEN SOCIAL STUDIES
BEING TOGETHER***

*A Foundation for
Implementation*

2005

Manitoba Education, Citizenship
and Youth

Manitoba Education, Citizenship and Youth Cataloguing in Publication Data

372.83043 Kindergarten social studies : being together : a foundation for implementation

Includes bibliographical references.

ISBN 0-7711-3387-1

1. Social sciences—Study and teaching (Preschool).
2. Social Sciences—Study and teaching (Preschool)—Manitoba. I. Manitoba. Manitoba Education, Citizenship and Youth. II. Title: Being together : a foundation for implementation.

Copyright © 2005, the Crown in Right of Manitoba as represented by the Minister of Education, Citizenship and Youth. Manitoba Education, Citizenship and Youth, School Programs Division, 1970 Ness Avenue, Winnipeg, Manitoba R3J 0Y9.

Every effort has been made to acknowledge original sources and to comply with copyright law. If cases are identified where this has not been done, please notify Manitoba Education, Citizenship and Youth. Errors or omissions will be corrected in a future edition. Sincere thanks to the authors and publishers who allowed their original material to be adapted or reproduced. Some images © 2004 www.clipart.com

Acknowledgements

Manitoba Education, Citizenship and Youth gratefully acknowledges the contributions of the following individuals in the development of *Kindergarten Social Studies: Being Together: A Foundation for Implementation*.

Manitoba Framework Development Team

Kindergarten to Grade 4

Norma Armstrong	Bairdmore School	Pembina Trails S.D.
Lynne Courtemanche	École Laura-Secord	Winnipeg S.D.
Sophia de Witt	Crestview School	St. James-Assiniboia S.D.
Craig Laluk	École MacNeill	Mountain View S.D.
Nina Logan	Beaumont School	Pembina Trails S.D.
Sharon Conway	Aboriginal Curriculum Support Teacher	Winnipeg S.D.
Saira Rahman	Alhijra Islamic School	Independent Islamic School
Yolande Tétrault	École Saint-Joachim	Division scolaire franco-manitobaine

Grades 5 to 8

Emanuel Calisto	West St. Paul School	Seven Oaks S.D.
Wayne Davies	Selkirk Junior High	Lord Selkirk S.D.
Gordon Jones	Virden Junior High	Fort la Bosse S.D.
Mervin McKay	Eastwood School	Mystery Lake S.D.
Ron Munro	Independent Consultant	
Huguette Phaneuf	Collège Louis-Riel	Division scolaire franco-manitobaine
Myron Tarasiuk	R.F. Morrison School	Seven Oaks S.D.

Senior 1 to Senior 4

Cécile Alarie-Skene	Collège Jeanne-Sauvé	Louis Riel S.D.
Jean-Paul Bergeron	Collège Churchill	Winnipeg S.D.
Peter Bjornson	Gimli High School	Evergreen S.D.
Georges Druwé	Independent Consultant	
Al Friesen	Neelin High School	Brandon S.D.
Linda McDowell	Independent Consultant	
Claude Michaud	École Pointe-des-Chênes	Division scolaire franco-manitobaine
Gareth Neufeld	River East Collegiate	River East-Transcona S.D.
Arlin Scharfenberg	Rosenort School	Red River Valley S.D.
Natalie Tays	Neyo Ohtinwak Collegiate	Nelson House (Band Operated)

Academic Advisors

Robin Brownlie	Professor of History	University of Manitoba
Luc Coté	Professor of History	Collège universitaire de Saint-Boniface
Richard Harbeck	Professor of Education	University of Manitoba
Bill Norton	Professor of Geography	University of Manitoba
Ken Osborne	Professor Emeritus, Faculty of Education	University of Manitoba

Kindergarten to Grade 4 Foundation for Implementation Writing Team

Mary-Anna Aaldyk-Doerksen	Southwood Elementary	Garden Valley S.D.
Norma Armstrong	Bairdmore School	Pembina Trails S.D.
Sharon Conway (writer)	Aboriginal Curriculum Support Teacher	Winnipeg S.D.
Shauna Cornwell	École Laura-Secord	Winnipeg S.D.
Sophia de Witt	Crestview School	St. James-Assiniboia S.D.
Jacqueline Field	Grosvenor School	Winnipeg S.D.
Irene Hudek	Beausejour Elementary	Sunrise S.D.
Craig Laluk	École Macneill	Mountain View S.D.
Val Mowez	Wellington School	Winnipeg S.D.
Bev Smith	Whyte Ridge School	Pembina Trails S.D.
Sid Williamson	École Laura-Secord	Winnipeg S.D.

Manitoba Social Studies Steering Committee

Linda Connor	Joseph Wolinsky Collegiate	Independent
Arnold Dysart	Manitoba Association of School Superintendents	Frontier S.D.
Darcy Kowalchuk	Strathclair Community School	Park West S.D.
Alan Mason	Manitoba Teachers' Society	Pembina Trails S.D.
Linda McDowell	Faculty of Education	University of Winnipeg
Mervin McKay	Wapanohk-Eastwood Community School	Mystery Lake S.D.
Sharon Moolchan	Mapleton School	Lord Selkirk S.D.
Dave Najduch	Manitoba Social Science Teachers' Association	Winnipeg S.D.
Bill Norton	Department of Geography	University of Manitoba
Synthia Wright	Meadows School	Brandon S.D.
Doug Zintel	Manitoba Association of Parent Councils	Louis Riel S.D.

Acknowledgements

Manitoba Cultural Advisory Team

Oscar Calix	Manitoba Association of Teachers of Spanish	
Gemma Dalayoan	Manitoba Association of Filipino Teachers	Winnipeg S.D.
Diane Dwarka	School Programs Division	Manitoba Education, Citizenship and Youth
Jody Hagarty	Colony Educators of Manitoba	Border Land S.D.
Rick Hesch	Social Planning Council of Winnipeg	
Beryle Mae Jones	Manitoba Multicultural Resource Centre and Canadian Citizenship Federation	
Byron Jones	Black Educators Association of Manitoba	River East-Transcona S.D.
Walter Kampen	Manitoba Teachers of German	River East-Transcona S.D.
Manju Lodha	Manitoba Association for Multicultural Education	
Glenn Matsumoto	Manitoba Japanese Canadian Cultural Centre	River East-Transcona S.D.
Valerie Price	Manitoba Association for Rights and Liberties	
Saira Rahman	Manitoba Islamic Association	
Myron Tarasiuk	Manitoba Teachers of Ukrainian	
James Teoh	Winnipeg Chinese Cultural Centre	
Hersch Zentner	B'nai Brith Canada, League for Human Rights	

Manitoba Education, Citizenship and Youth Staff

Cecile Alarie-Skene	Consultant	Bureau de l'éducation française manitobaine
Bruce Backhouse	Consultant	Distance Learning and Information Technologies Unit Instruction, Curriculum, and Assessment Branch
Louise Boissonneault	Publications Editor	Document Production Services Instruction, Curriculum, and Assessment Branch
Lee-Ila Bothe	Coordinator	Document Production Services Instruction, Curriculum, and Assessment Branch
Diane Cooley	Project Manager (until July 2004)	Development Unit Instruction, Curriculum, and Assessment Branch
Ken Horton	Consultant	Development Unit Instruction, Curriculum, and Assessment Branch
Larry Labelle	Consultant	Development Unit Instruction, Curriculum, and Assessment Branch
Ray Lavery	Consultant	Development Unit Instruction, Curriculum, and Assessment Branch

Manitoba Education, Citizenship and Youth Staff *(continued)*

Susan Letkemann	Publications Editor	Document Production Services Instruction, Curriculum, and Assessment Branch
Janet Long	Desktop Publisher	Document Production Services Instruction, Curriculum, and Assessment Branch
Linda Mlodzinski	Project Leader	Development Unit Instruction, Curriculum, and Assessment Branch
Aileen Najduch	Project Manager (after July 2004)	Development Unit Instruction, Curriculum, and Assessment Branch
Linda Palma	Administrative Assistant	Development Unit Instruction, Curriculum, and Assessment Branch
Cyril Parent	Desktop Publisher	Document Production Services Instruction, Curriculum, and Assessment Branch
Tim Pohl	Desktop Publisher	Document Production Services Instruction, Curriculum, and Assessment Branch
Tony Tavares	Consultant	Development Unit Instruction, Curriculum, and Assessment Branch

Acknowledgements	<i>iii</i>
Introduction	<i>1</i>
Social Studies and the Creation of a Democratic Learning Community	<i>1</i>
Background	<i>1</i>
A Brief History of the Social Studies Curriculum	<i>1</i>
Contents of the Document	<i>2</i>
Overview	3
Social Studies in Manitoba—A Kindergarten to Senior 4 Overview	<i>3</i>
Definition	<i>3</i>
Vision	<i>3</i>
Goals of Social Studies	<i>3</i>
Citizenship as a Core Concept in Social Studies	<i>6</i>
Rationale for Citizenship Education	<i>6</i>
Active Democratic Citizenship in Canada	<i>7</i>
Canadian Citizenship for the Future	<i>7</i>
Citizenship in the Global Context	<i>8</i>
Environmental Citizenship	<i>8</i>
General Learning Outcomes	<i>9</i>
Social Studies Skills	<i>12</i>
Guiding Principles for Social Studies Learning, Teaching, and Assessment	<i>14</i>
Social Studies and the Learning Process	<i>14</i>
Instructional Strategies for Active Learning	<i>14</i>
Resource-Based Learning	<i>15</i>
Role of the Social Studies Teacher	<i>16</i>
Dealing with Controversial Issues	<i>16</i>
Social Studies as a Curriculum of and for Diversity and Equity	<i>17</i>
Inclusive Social Studies Classrooms	<i>17</i>
Towards a Pedagogy for Social Justice	<i>19</i>
The Transformative Curriculum: Education for Social Justice	<i>20</i>
Diversity and Inequity: The Historical Context	<i>20</i>
Identity, Culture, and Race	<i>21</i>
Towards an Inclusive and Anti-Bias Identity	<i>21</i>
Towards an Anti-Bias/Anti-Racist Identity	<i>22</i>
Applying Racial Identity Development Concepts in the Classroom	<i>22</i>
Isolation and Identity	<i>23</i>
Strategies to Develop Positive Attitudes towards Diversity	<i>24</i>
Points to Consider When Using Multicultural Resources in the Classroom	<i>24</i>

Social Studies and Classroom-Based Assessment	26
Purpose of Assessment	26
Assessment and the Stages of Learning	27
Collecting Assessment Information	29
Assessment Tools and Strategies	29
Self-Assessment and Reflection	31
A Social Studies Model for Classroom-Based Assessment	33
Document Components and Structure	34
Conceptual Map	34
Document Components	35
Core Concept	35
Diverse Perspectives	35
General and Specific Learning Outcomes	35
Skills Learning Outcomes	35
Knowledge and Values Learning Outcomes	36
Distinctive Learning Outcomes	36
Document Structure	36
Kindergarten to Grade 8 Social Studies: Skill Categories and Cluster Titles	38
Guide to Reading the Learning Outcome Code	39
Guide to Reading a Learning Experience	40
Kindergarten: Being Together	41
Grade Overview	42
Cluster Descriptions	43
Kindergarten Skills	44
Active Democratic Citizenship	44
Managing Information and Ideas	44
Critical and Creative Thinking	45
Communication	45
Core Concept: Citizenship—Knowledge and Values Specific Learning Outcomes	46
General Learning Outcomes—Knowledge and Values Specific Learning Outcomes	47
Identity, Culture, and Community	47
The Land: Places and People	48
Historical Connections	49
Global Interdependence	50
Power and Authority	51
Economics and Resources	52

Contents

Cluster 1: Me	53
Cluster 1 Learning Experiences: Overview	54
Cluster Assessment: Tools and Processes	56
Cluster Description	56
Engaging Students in the Cluster	57
Learning Experiences Summary	57
K.1.1 Interests and Abilities	58
K.1.2 My Basic Needs	62
K.1.3 My Important Groups	66
K.1.4 Rules Help Us	70
K.1.5 My Responsibilities	74
K.1.6 Remembrance Day	78
Cluster 1 – Connecting and Reflecting	84
Cluster 2: The People Around Me	85
Cluster 2 Learning Experiences: Overview	86
Cluster Assessment: Tools and Processes	88
Cluster Description	88
Engaging Students in the Cluster	89
Learning Experiences Summary	89
K.2.1 Important People in My Life	90
K.2.2 Different Types of Work	96
K.2.3 Communication	100
K.2.4 Stories and Celebrations	104
K.2.5 Getting Along	108
K.2.6 Time	112
Cluster 2 – Connecting and Reflecting	118
Cluster 3: The World Around Me	119
Cluster 3 Learning Experiences: Overview	120
Cluster Assessment: Tools and Processes	122
Cluster Description	122
Engaging Students in the Cluster	123
Learning Experiences Summary	123
K.3.1 Landmarks in My Community	124
K.3.2 The Natural Environment	128
K.3.3 Globes, Maps, and Models	134
K.3.4 Canada, Our Country	138
K.3.5 Basic Needs in Other Places	144
Cluster 3 – Connecting and Reflecting	148

References 149

Appendices

Appendix A: Skills Assessment

Appendix B: Blackline Masters

Appendix C: Charts and Checklists

Appendix D: Vocabulary Strategies

Appendix E: Kindergarten to Grade 4 Cumulative Skills Chart

Appendix F: Recommended Learning Resources

Alphabetical List of Resources by Cluster

Additional Aboriginal Resources Available from the Manitoba Text Book Bureau

Out-of-Print Titles

SOCIAL STUDIES AND THE CREATION OF A DEMOCRATIC LEARNING COMMUNITY

Welcome 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 by Manitoba Education, Citizenship and Youth, in collaboration with Manitoba educators. It 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 Manitoba.

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

Just as knowing oneself means knowing one's history, fully understanding the new social studies curriculum requires knowing something of its history. The Manitoba curriculum was created through a culturally collaborative process; diverse voices guided the process, and the result is a social studies curriculum that better reflects the cultural reality of Canada.

The first stage of the process was the creation of the **Western Canadian Protocol (WCP) Common Curriculum Framework for Social Studies, Kindergarten to Grade 9 (2002)*. This was the first inter-provincial/territorial curriculum project to include both Aboriginal and francophone representatives as full and equal partners in the development process.

* In November 2003 the name was changed to the Western and Northern Canadian Protocol (WNCP) for Collaboration in Basic Education.

Manitoba Advisory Groups

- Social Studies Steering Committee
- K to S4 Framework Development Team
- Cultural Advisory Team



Manitoba's involvement in the Western and Northern Canadian Protocol project, and in the next stage of adapting the *WCP Framework* to produce *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes*, was guided by three advisory groups:

- The **Manitoba Social Studies Steering Committee**, consisting of representatives from Manitoba educational stakeholders
- The **Manitoba Kindergarten to Senior 4 Framework Development Team**, comprising Early, Middle, and Senior Years teachers from English, Français, and French Immersion Programs, as well as Aboriginal educators and consultants, and university advisors in history, geography, and education
- The **Manitoba Cultural Advisory Team**, with representatives from 15 ethnocultural organizations in Manitoba
(See the Acknowledgments section for a listing of team members and organizations.)

Manitoba also solicited feedback from educational stakeholders during the development of the WCP and Manitoba frameworks. Regional consultations took place, as did a province-wide mailout, resulting in feedback from hundreds of Manitoba educators and stakeholders, including the Manitoba First Nation Education Resource Centre and the Manitoba Métis Federation.

Contents of the Document

This document contains the following sections:

- **Introduction:** The introduction describes the purpose, background, and contents of this document.
- **Social Studies in Manitoba—A Kindergarten to Senior 4 Overview:** This section presents an overview of the Kindergarten to Senior 4 social studies program in Manitoba.
- **Document Components and Structure:** This section presents the components of the Manitoba social studies curriculum and explains how the learning outcomes and strategies for teaching, learning, and assessment are organized within this document.
- **Kindergarten: Being Together:** This section contains the grade overview; cluster descriptions; skills, knowledge, and values learning outcomes; 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; and F: Recommended Learning Resources.

SOCIAL STUDIES IN MANITOBA—A KINDERGARTEN TO SENIOR 4 OVERVIEW**Definition**

Social studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

**Vision**

Social studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience, past and present, the social studies curriculum is inclusive of Aboriginal, francophone, and diverse cultural perspectives.

Social studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Through social studies, students are encouraged to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.

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 Senior 4, and are divided into five categories:

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



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

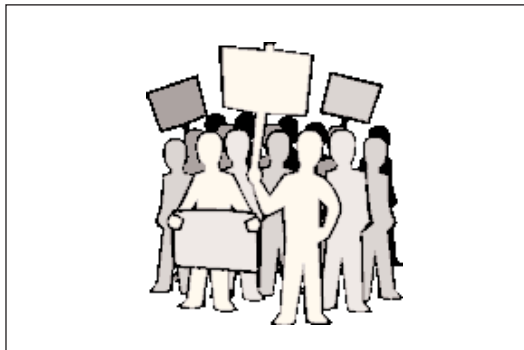
- acquire knowledge and understanding of world history and geography
 - respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
 - develop global awareness and a sense of global citizenship
 - understand and appreciate the role of international 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 a 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

Overview



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

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 a 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.

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.

GENERAL LEARNING OUTCOMES

The following six general learning outcomes provide the conceptual structure for social studies from Kindergarten through Senior 4. They are the basis for the specific learning outcomes for each grade.



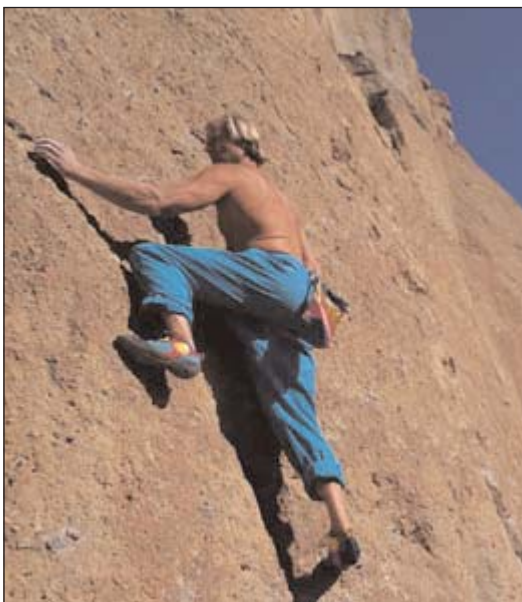
Identity, Culture, and Community

Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with

opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.



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. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.



Historical Connections

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

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and

social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.



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 enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

**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.

SOCIAL STUDIES SKILLS

Social studies skills are grouped into four categories:

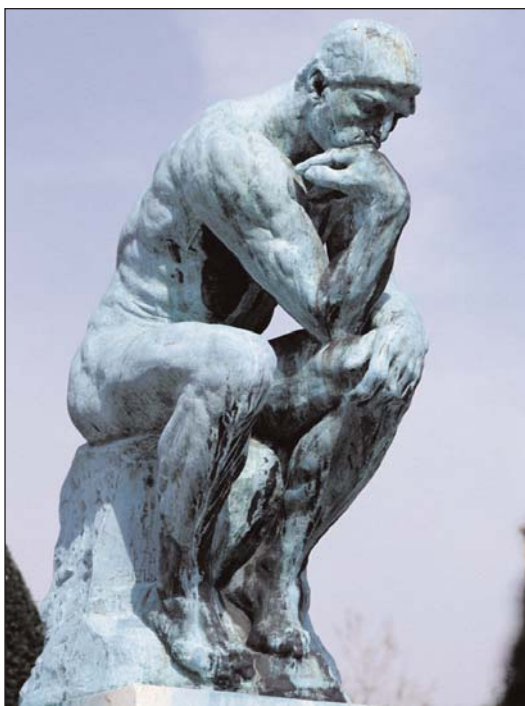
- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills

**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.

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.



Overview

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

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.

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

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 in social studies, the student of the 21st century needs the skills to locate, access, and evaluate pertinent information.

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

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



Inclusive Social Studies Classrooms

The 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 our increasingly diverse student population 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 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 need opportunities to consider and inquire how their lives connect to the broader society.

3. Culturally sensitive

Classrooms that are places for critical teaching and learning are built on the premise that teachers “don’t know it all.” Each new class presents opportunities for teachers to learn from students, and requires teachers to be good researchers and listeners. Teachers will often work with children of diverse cultural origins and ethnicities, and may need to call upon parents and others in order to understand the needs of their students. Teachers must also draw on the cultural diversity of their colleagues and community resources for insights into 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 holds power and 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.

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>. All rights reserved.

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)

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.

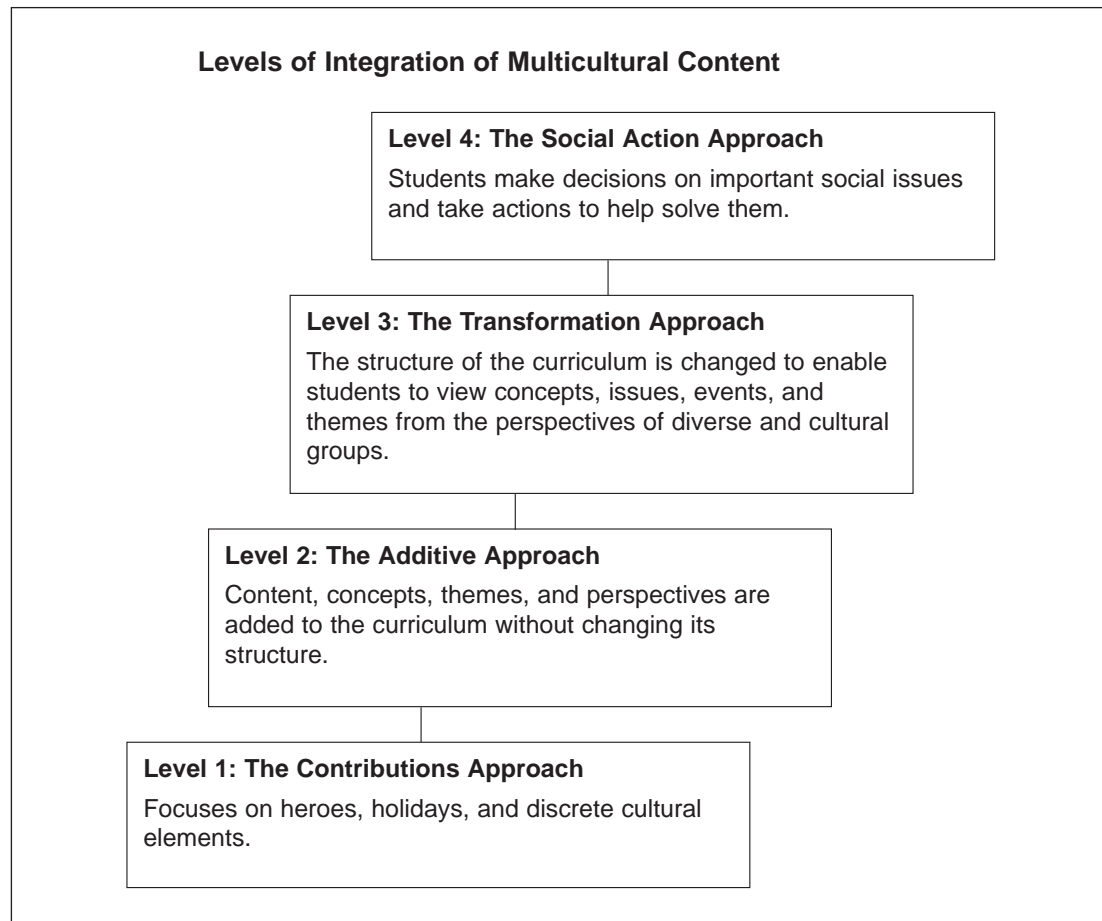


Figure 1: From “Approaches to Multicultural Curriculum Reform” by James A. Banks. In *Multicultural Education: Issues and Perspectives*, J. Banks and C. Banks (Eds.).

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)

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 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.

Overview

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.
- 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? 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 (*of* or *for*), 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*.)

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

Figure 2: Assessment at Different Stages of Learning

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.

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

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

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. 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.

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



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)

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?

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.

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.

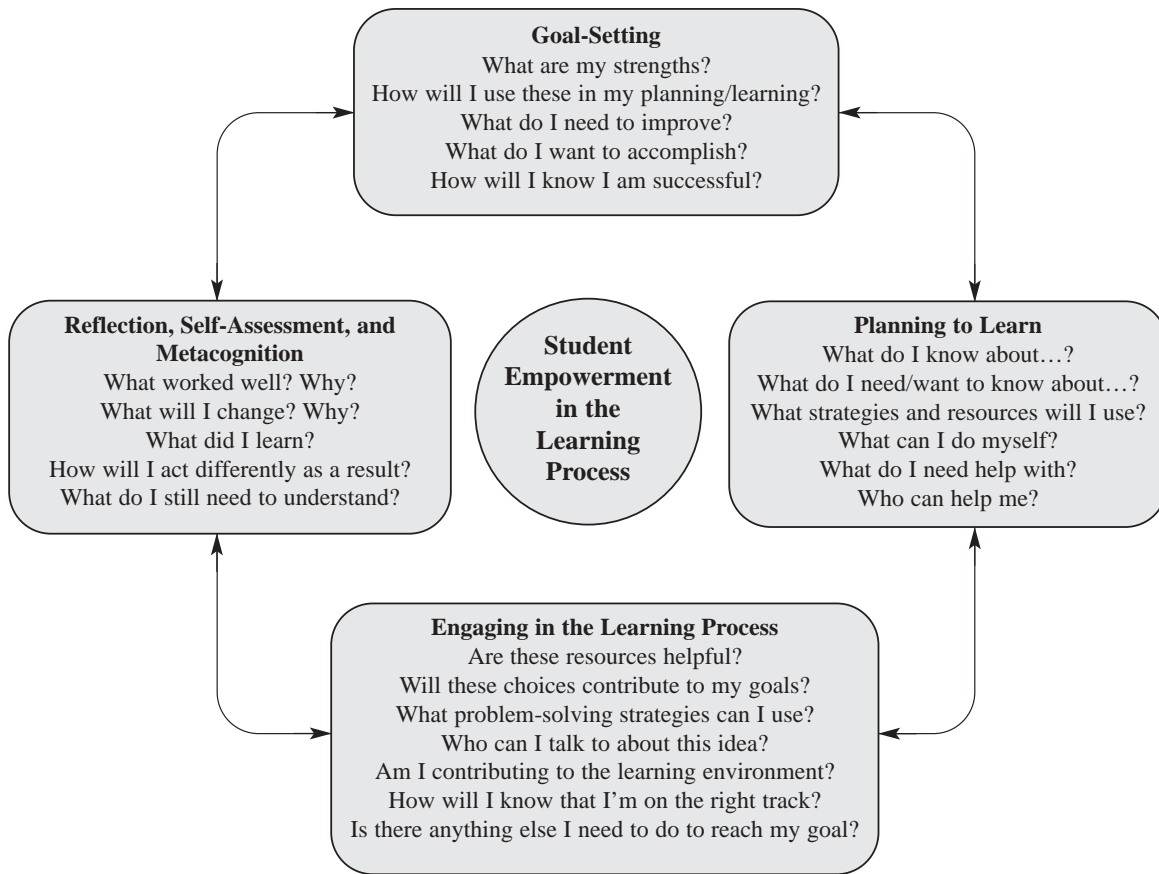


Figure 3: Student Empowerment in the Learning Process

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.

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.

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?

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

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 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 four foundation skill areas and nine essential elements common to all Manitoba curricula. The following conceptual map illustrates the foundation skill areas, essential elements, and other key components upon which the Manitoba social studies curriculum is based.

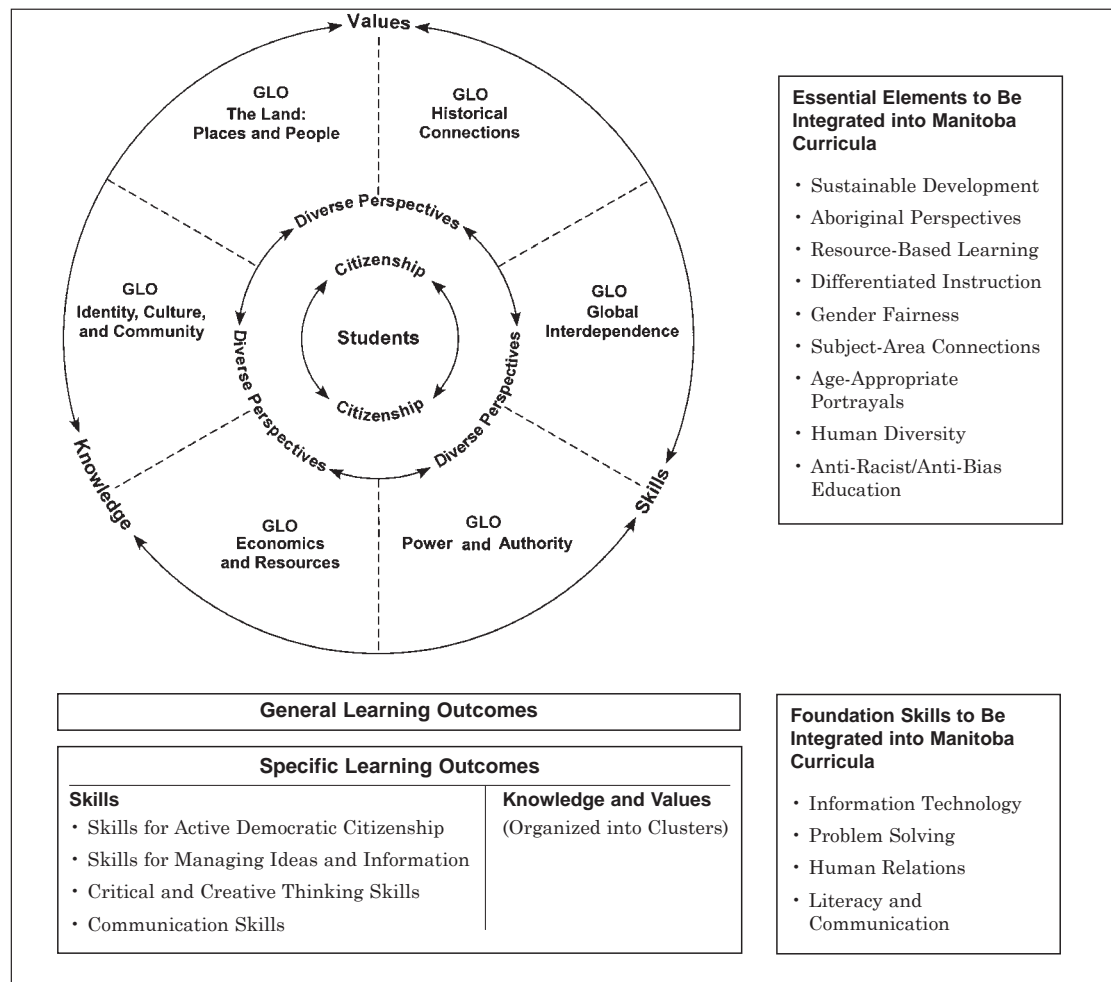


Figure 4: Conceptual Map

DOCUMENT COMPONENTS

Core Concept

As illustrated in the preceding Conceptual Map, the core concept of citizenship provides a focus for social studies learning at all grades. Citizenship knowledge, values, and skills learning outcomes are included in each grade. (See page 6.)

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 (see page 9), which are the basis for the specific learning outcomes in each grade, are:

- **Identity, Culture, and Community:** Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.
- **The Land: Places and People:** Students will explore the dynamic relationships of people with the land, places, and environments.
- **Historical Connections:** Students will explore how people, events, and ideas of the past shape the present and influence the future.
- **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 (see page 12) 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*.

DOCUMENT STRUCTURE

This document contains the following components:

- **Grade Overview:** A brief description of the content and focus of the 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 presented in the cluster descriptions.
- **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.

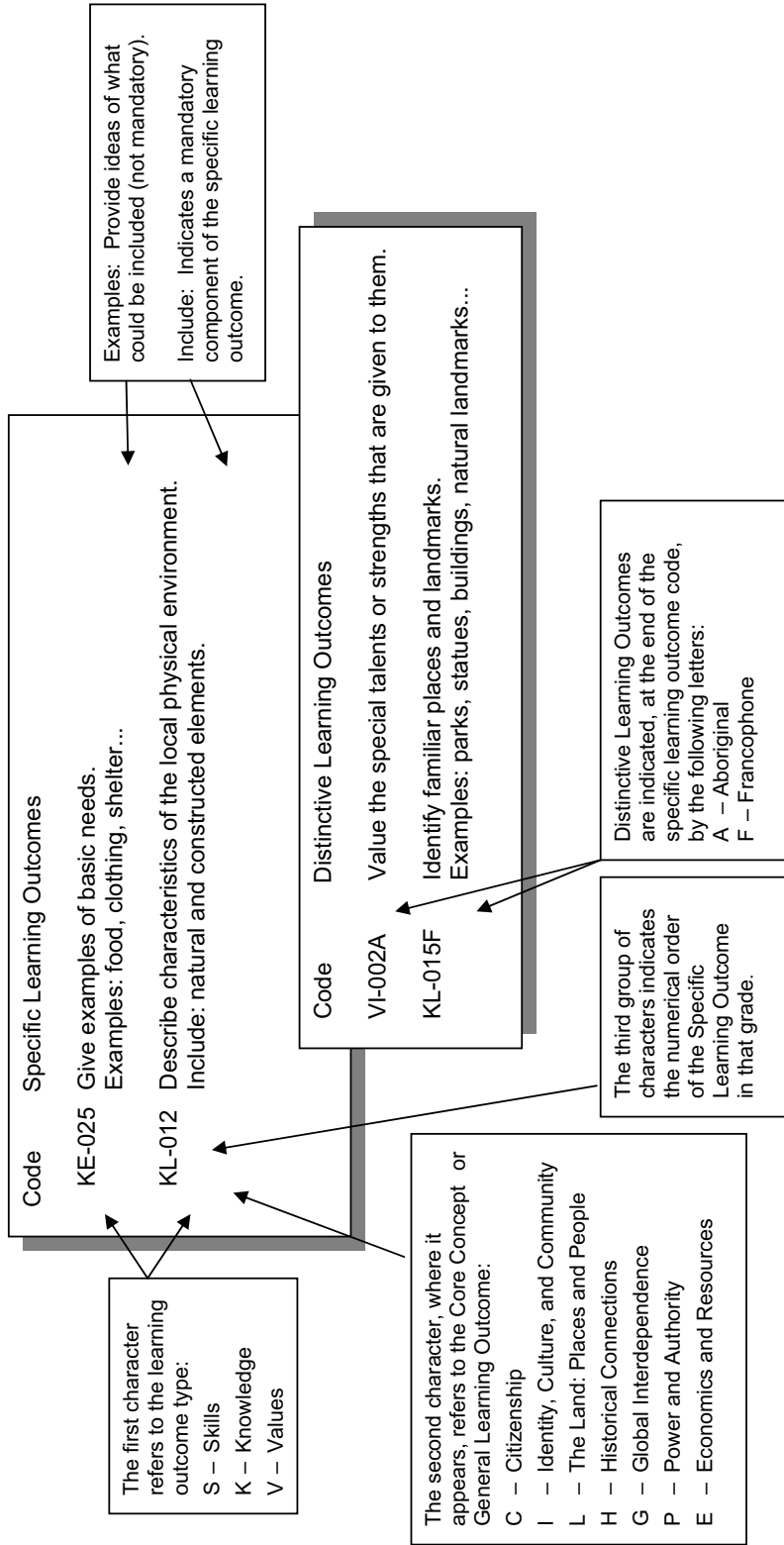
Overview

- **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 8 Social Studies: Skill Categories and Cluster Titles

Grade	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
	<i>Being Together</i>	<i>Connecting and Belonging</i>	<i>Communities in Canada</i>	<i>Communities of the World</i>	<i>Manitoba, Canada, and the North: Places and Stories</i>	<i>Peoples and Stories of Canada to 1867</i>	<i>Canada: A Country of Change (1867 to Present)</i>	<i>People and Places in the World</i>	<i>World History: Societies of the Past</i>	
Skill Categories	Active Democratic Citizenship			Managing Information and Ideas			Critical and Creative Thinking			Communication
Knowledge and Values Outcomes	Organized by Clusters Include the Core Concept Citizenship									
Cluster 1	Me	I Belong	Our Local Community	Connecting with Canadians	Geography of Canada	First Peoples	Building a Nation (1867-1914)	World Geography	Understanding Societies Past and Present	
Cluster 2	The People around Me	My Environment	Communities in Canada	Exploring the World	Living in Canada	Early European Colonization (1600 to 1763)	An Emerging Nation (1914 to 1945)	Global Quality of Life	Early Societies of Mesopotamia, Egypt, or the Indus Valley	
Cluster 3	The World around Me	Connecting with Others	The Canadian Community	Communities of the World	Living in Manitoba	Fur Trade	Shaping Contemporary Canada (1945 to Present)	Ways of Life in Asia, Africa, or Australasia	Ancient Societies of Greece and Rome	
Cluster 4				Exploring an Ancient Society	History of Manitoba	From British Colony to Confederation (1763 to 1867)	Canada Today: Democracy, Diversity, and the Influence of the Past	Human Impact in Europe or the Americas	Transition to the Modern World (Circa 500 to 1400)	
Cluster 5					Canada's North				Shaping the Modern World (Circa 1400 to 1850)	

Guide to Reading the Learning Outcome Code

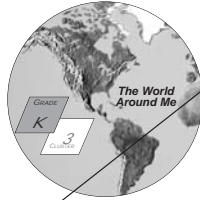


Guide to Reading a Learning Experience

GRADE
K
3
CLUSTER

Being Together

The World Around Me



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

Suggested student portfolio selection

Blackline masters (Appendix B)

Skills set and classroom-based assessment (Appendix A)

Assessment	Outcomes	Strategies
<p>Appendix A Skill 6a</p>	KG-020 KG-021	Activate 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 or _____
<p>Appendix A Skill 3a</p>	KG-020 KG-021	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.
<i>(continued)</i>		
Teacher Reflections		

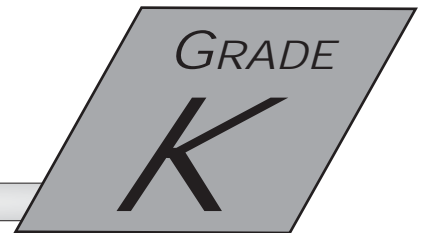
Indicates stage of learning



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

BEING TOGETHER

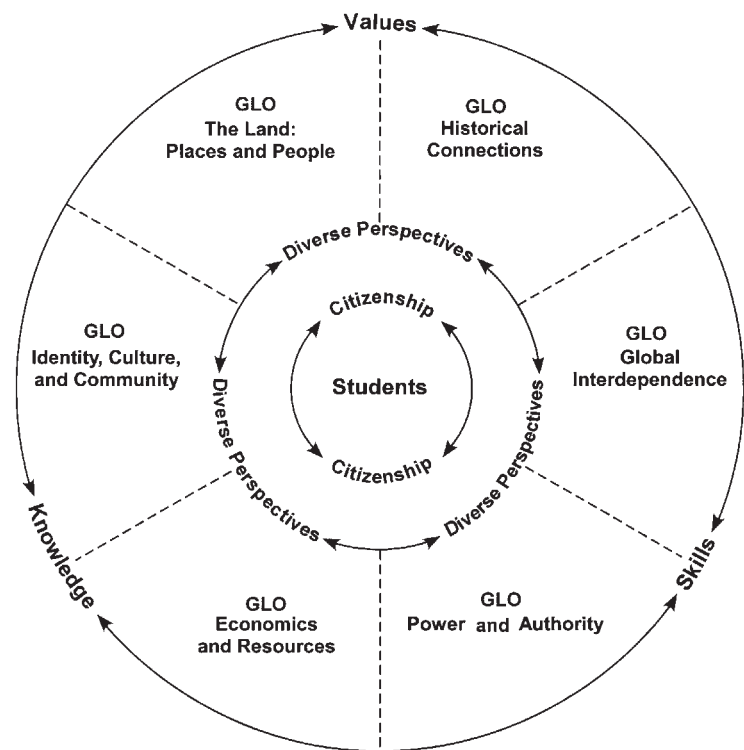


Grade Overview

Specific Learning Outcomes

Learning Experiences

KINDERGARTEN students explore who they are in relation to others in their world. They become aware of how people live, play, and work together in order to meet their basic needs. Students are encouraged to express interest in the experiences of others and discover their connections to the people around them. As they explore their social and natural environments, they become aware that they live in a country called Canada, and begin to see themselves as part of a larger world.



Cluster Descriptions

Cluster 1: Me

Students explore what makes them unique, considering their abilities and interests, and identify groups and places that are important to them. They also examine rules and responsibilities and study basic needs.

Cluster 2: The People Around Me

Students identify the people who care for them and influence their lives. They explore different ways of cooperating, communicating, and solving problems in order to live and work together with others. Students also begin to examine the concept of time by investigating recurring events in their lives.

Cluster 3: The World Around Me

Students study the world around them, exploring the physical environment of their local neighbourhood and learning that they live in a country called Canada. They learn that although all people have the same basic needs, they have different ways of meeting those needs.

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.

Kindergarten students will...

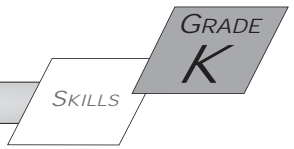
S-100	Cooperate and collaborate with others. <i>Examples: take turns, share space and classroom resources...</i>	S-102	Interact fairly and respectfully with others.
S-101	Consider others' needs when working and playing together.	S-103	Make decisions that reflect care, concern, and responsibility for 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.

Kindergarten students will...

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



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 judgements. These judgements 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.

Kindergarten students will...

- | | |
|-------|--|
| S-300 | <u>Use comparison in investigations.</u> |
| S-301 | <u>Identify consequences of their decisions and actions.</u> |

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.

Kindergarten students will...

- | | | | |
|-------|--|-------|---|
| S-400 | <u>Listen actively to others.</u> | S-403 | <u>Present information and ideas orally, visually, or concretely.</u> |
| S-401 | <u>Use language that is respectful of others.</u> | S-404 | <u>Relate events and stories in chronological order.</u> |
| S-402 | <u>Express reasons for their ideas and opinions.</u> | | |

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.

Kindergarten students will...

KC-001 Describe their responsibilities at home and in school.

KC-002 Recognize that their actions affect others.

KC-003 Identify people who are responsible for helping and caring for them at home, at school, and in the community.

KC-004 Give examples of ways in which people cooperate in order to live together peacefully.

KC-005 Recognize that they live in a country called Canada.

KC-006 Identify Remembrance Day as a time to think about peace and war.

VC-001 Be willing to contribute to their groups and communities.

Identity, Culture, and Community

Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

Kindergarten students will...

<p>KI-007</p> <hr/> <p>KI-008</p> <hr/> <p>KI-009</p> <hr/> <p>KI-010</p> <hr/> <p>KI-010A</p> <hr/> <p>KI-011</p> <hr/>	<p>Identify groups that are important to them.</p> <hr/> <p>Recognize that everyone has particular interests and abilities.</p> <hr/> <p>Identify groups in which people live, work, and play together.</p> <hr/> <p>Identify different ways people communicate. <i>Examples: art, dance, song, facial expression, body language, sign language...</i></p> <hr/> <p>Recognize the importance of non-verbal communication in their Aboriginal culture.</p> <hr/> <p>Recognize that people have diverse celebrations.</p> <hr/>	<p>VI-002</p> <hr/> <p>VI-002A</p> <hr/>	<p>Value their own and others' interests and abilities.</p> <hr/> <p>Value the special talents or strengths that are given to them.</p> <hr/>
--	---	--	---

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. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

Kindergarten students will...

KL-012	Describe characteristics of the local physical environment. <i>Include: natural and constructed elements.</i>	VL-003	Appreciate the beauty and importance of the natural environment.
KL-013	Give examples of how the natural environment influences daily life. <i>Examples: work, play, clothing...</i>		
KL-014	Describe the location of their home in relation to familiar landmarks. <i>Include: the name of their village, town, city, or First Nation community.</i>		
KL-015	Identify familiar places and landmarks. <i>Examples: parks, statues, buildings, natural landmarks...</i>		
KL-015F	Identify meeting places where they can associate with other francophones.		
KL-016	Recognize globes, maps, and models as representations of actual places.		

Historical Connections

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

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Kindergarten students will...

KH-017

Give examples of repeating patterns and events in their lives.

Examples: class routines, celebrations, Canada Day, Earth Day...

VH-004

Demonstrate interest in stories of the past.

KH-018

Distinguish between yesterday, today, and tomorrow.

KH-019

Recognize that they can learn from stories of the past.

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 enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Kindergarten students will...

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.

VG-005 Demonstrate interest in the larger world beyond their immediate environment.

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.

Kindergarten students will...

KP-022 Give examples of rules and identify their purposes.

Examples: school rules, safety rules...

VP-006 Respect the rules of the classroom, playground, and school.

KP-023 Identify people who make decisions that influence their lives.

KP-024 Recognize that disagreement or conflict may be part of living and working together.

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.

Kindergarten students will...

KE-025	Give examples of basic needs. <i>Examples: food, clothing, shelter...</i>	VE-007	Respect their own and others' property.
KE-026	Give examples of different types of work in their families, schools, and communities.	VE-008	Value the sharing of work and resources.

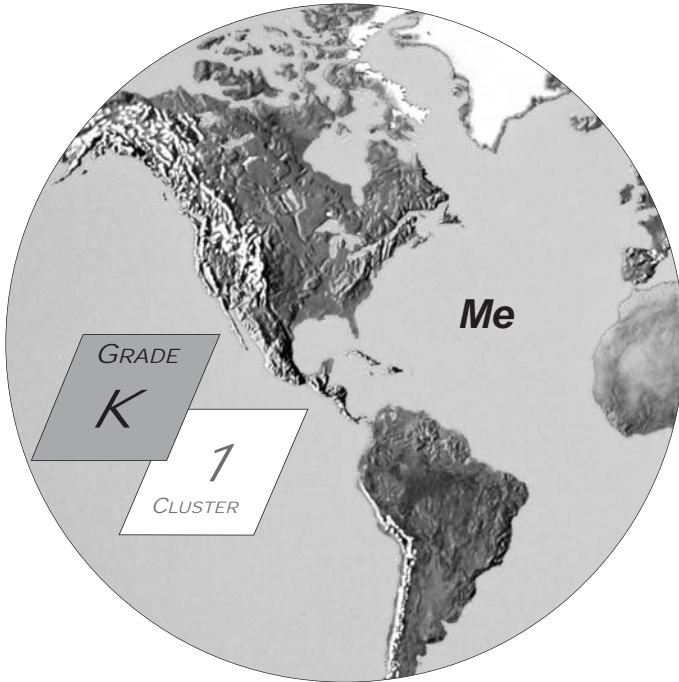
Being Together

Me

1
CLUSTER

GRADE
K





Cluster 1

Learning Experiences: Overview

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 or strengths that are given to them.

K.1.2 My Basic Needs

KE-025 Give examples of basic needs.

Examples: food, clothing, shelter..

K.1.3 My Important Groups

KI-007 Identify groups that are important to them.

K.1.4 Rules Help Us

KP-022 Give examples of rules and identify their purposes.
Examples: school rules, safety rules...

VP-006 Respect the rules of the classroom, playground, and school.

VE-007 Respect their own and others' property.

K.1.5 My Responsibilities



KC-001 Describe their responsibilities at home and in school.

KC-002 Recognize that their actions affect others.

K.1.6 Remembrance Day

KC-006 Identify Remembrance Day as a time to think about peace and war.

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 explore what makes them unique, considering their abilities and interests, and identify groups and places that are important to them. They also examine rules and responsibilities and study basic needs.



Engaging Students in the Cluster

- Invite guests (e.g., older students, staff members, community members...) to share their interests and abilities.
- Students contribute pictures of themselves engaged in a group activity to a bulletin board display.
- Take photos of students acting responsibly in the classroom and create a “Classroom Helpers” bulletin board display.
- Create a literature center of books featuring characters with a variety of interests and abilities.
- Share your abilities and interests with the class and describe why they make you unique.
- Provide students with mirrors to observe themselves and others and describe their interests and abilities and what makes them unique.
- Students make images of their fingerprints and examine them under magnifying glasses to observe how fingerprints are different and unique.
- Play “I’m thinking of someone in our class who...”. Students describe a peer who acts responsibly.

Learning Experiences Summary

K.1.1 Interests and Abilities

K.1.4 Rules Help Us

K.1.2 My Basic Needs

K.1.5 My Responsibilities

K.1.3 My Important Groups

K.1.6 Remembrance Day



Learning Experience: 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 or strengths that are given to them.

Note: Aboriginal distinctive learning outcomes are not intended for all students (see page 36 of the Overview)

Description of the Learning Experience







Every person is unique and has special interests, abilities, and talents to contribute to his or her communities.

Vocabulary: interest, ability, talent (See Appendix D for Vocabulary Strategies.)





K.1.1 Interests and Abilities

Assessment	Outcomes	Strategies
	KI-008	<p>Activate</p> <p>Students read or listen to stories and identify various characters' interests and abilities.</p> <p>Students discuss ways in which they might discover other peoples' interests and abilities and then illustrate examples of interests and abilities.</p> <hr/> <p>or</p> <hr/> <p>Using a sharing circle, students describe their interests, abilities, and talents, and give examples of ways in which they are expressed at home, at school, or in the community.</p> <p>Tip: A sharing circle is an Aboriginal tradition. Students sit in a circle and pass a natural object (e.g., rock, stick...) clockwise around the circle. Only the person holding the object may speak.</p> <p style="text-align: right;"><i>(continued)</i></p>
	VI-002	
VI-002A		
	KI-008	
	VI-002	
	VI-002A	
Teacher Reflections		




K.1.1 Interests and Abilities

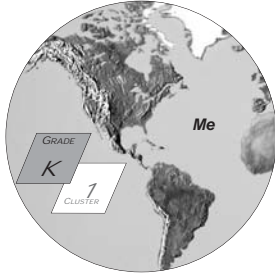
Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
 	KI-008 VI-002 VI-002A	Provide students with examples of interests, abilities, and talents (e.g., painting, skating, making cookies, dancing...). With each example, students to whom the example applies stand and act out participating in the activity. Students discuss examples of interests and abilities they observe in their classmates.
or		
 	KI-008 VI-002 VI-002A	Students sing piggyback songs about interests, abilities, and talents. As a class, students compose a piggyback song that includes examples of everyone’s interests, abilities, and talents. Tip: A piggyback song is created by writing new words to a familiar tune (e.g., “I am Special” sung to the tune of Frère Jacques).
Acquire		
	KI-008 VI-002 VI-002A	Collaborative groups of students explore new interests, abilities, and talents through games (e.g., hopscotch, soccer, skipping, four square...). As students develop new skills, peers encourage them through the process of their learning. List new interests and abilities on a “Our Class Talents” poster.
or		
	KI-008 VI-002 VI-002A	Students create an interests, abilities, and talents “Treasure Box”. Each student decorates a box with pictures that represent their particular interests, abilities, and talents (e.g., images of children engaged in sports, music, reading, art...). They fill the box with objects representing their interests, abilities, and talents. Students share their treasure boxes with peers, describing their strengths. In a group discussion they identify similarities and differences in classmates’ interests and abilities.
<i>(continued)</i>		
Teacher Reflections		

K.1.1 Interests and Abilities

Assessment	Outcomes	Strategies
<i>Acquire (continued)</i>		
or		
	KI-008 VI-002 VI-002A	Students create a class tally of their interests, abilities, and talents (e.g., drawing, reading, singing, soccer...) and using a spreadsheet, graph the results. Students compare and contrast the interests and abilities represented in the classroom and discuss ways in which everyone is unique and has special interests and abilities.
or		
	KI-008 VI-002 VI-002A	Students create pages for a “Class Experts” directory identifying interests, abilities, and talents of students in the class. Each student prints their name on a page, and adds a photograph or picture of themselves, and a drawing illustrating their interests, abilities, and talents. As a class, create a table of contents for the directory and compile student pages accordingly. Students use the book as a reference when they are looking for help with a specific activity.
		 BLM: Abilities—Class Experts
<i>Apply</i>		
	KI-008 VI-002 VI-002A	Students create an illustration of their interests, abilities, and talents. Students make a handprint on a circle of paper in paint and write or illustrate an “I can...” statement, describing an individual interest, ability, or talent. Students post their hands on a bulletin board and identify peers who share similar interests.
<i>(continued)</i>		
Teacher Reflections		

K.1.1 Interests and Abilities

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
_____ or _____		
	KI-008 VI-002 VI-002A	Using a word processor, students create a clip-art collage of images representing their interests, abilities, and talents. In a Gallery Walk, students describe what their images represent and look for peers who share similar interests.
_____ or _____		
	KI-008 VI-002 VI-002A	Students create a book illustrating several of their interests, abilities, and talents. On each page, students feature a specific body part (e.g., hands, feet, mouth...) and illustrate or describe how that body part helps them express a particular interest or ability (e.g., These are my hands. I use my hands to draw. This is my mouth. I use my mouth to sing...). Students compare their interests and talents.
_____ or _____		
	KI-008 VI-002 VI-002A	Students create “Interests, Abilities, and Talents” collages. Students draw an outline of their body and cover it with pictures representing their interests, abilities, and talents. Students post their collages and identify peers who share similar interests.
_____ or _____		
<p>Teacher Reflections</p>		



KE-025

Learning Experience: K.1.2 My Basic Needs

Give examples of basic needs.




Examples: food, clothing, shelter...

Description of the Learning Experience







Every person has the same basic needs (e.g., food, clothing, shelter, air, water, safety...). Students identify basic needs and explore various ways in which basic needs may be met.

Vocabulary: need, want, food, clothing, shelter, air, water, safety

K.1.2 My Basic Needs

Assessment	Outcomes	Strategies
	KE-025	<p>Activate</p> <p>Students brainstorm various things from their daily life (e.g., apple, candy, sweater, toy...). Sort and record the items according to needs and wants. Students guess the sorting rule and once it has been identified, they discuss the basic needs that are met by the items in the “needs” category.</p> <p>or</p>
	KE-025	<p>Students listen to stories or read books that deal with basic needs, and discuss what humans need to live (e.g., food, shelter, water...). They brainstorm ways in which basic needs are met (e.g., fruit, homes, milk...).</p> <p>or</p>
	KE-025	<p>Students play “I spy with my little eye” to identify items in the classroom (e.g., “I spy something that is round.” “I spy something that is red.” “I spy something that grows.” Answer: Apple). Once the item is correctly identified, students discuss whether it represents basic needs or wants.</p>
Teacher Reflections		








K.1.2 My Basic Needs

Assessment	Outcomes	Strategies
	KE-025	<p>Acquire</p> <p>Students browse magazines, catalogues, and flyers and cut out pictures of everyday items. Students sort the pictures according to whether it is a need or a want, and glue them on a chart. Students discuss the basic needs that are met by the pictures in the needs column.</p> <p> BLM: My Basic Needs—Needs or Wants</p> <hr/> <p>_____ or _____</p>
	KE-025	<p>Students view pictures of humans, plants, and animals and brainstorm the basic needs of each living thing (e.g., food, water, air, shelter, light, warmth...). Students create a symbol or icon to represent each basic need and attach the symbols to pictures of humans, plants, and animals that have the particular needs. In a gallery walk, students describe how the humans, plants, and animals meet each need.</p> <hr/> <p>_____ or _____</p>
	KE-025	<p>Students brainstorm sounds or words associated with basic needs (e.g., food—hungry, yummy; water—milk, juice...). As a class, students compose a piggyback song that includes examples of basic needs and ways in which they are met.</p> <p>Tip: A piggyback song is created by writing new words to a familiar tune (e.g., “If you’re hungry and you know it” sung to the tune of “If you’re happy and you know it.”)</p> <hr/> <p>_____ or _____</p>
	KE-025	<p>As a class activity, students use concept mapping to discuss ways in which humans meet their basic needs. They identify basic needs, and draw or insert pictures in their concept map representing how each need is fulfilled.</p> <p> BLM: My Basic Needs—How We Meet Our Needs</p>


(continued)

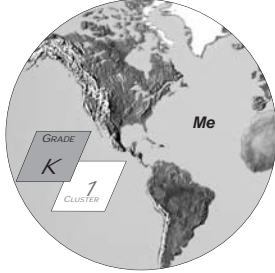
Teacher Reflections

K.1.2 My Basic Needs

Assessment	Outcomes	Strategies
		Acquire <i>(continued)</i>
		or
 	KE-025	On a community walk or field trip, students identify examples of ways in which humans meet their basic needs (e.g., homes, gardens, water sources...). Students sketch the examples which may be collated in a class book illustrating the community walk.
		Apply
 	KE-025	Collaborative groups of students dramatize examples of basic needs and ways in which they are met. Peers identify the basic needs being dramatized and suggest alternative ways in which they may be met.
		or
 	KE-025	Collaborative groups of students create a multimedia presentation illustrating ways in which basic needs are met. Students insert a sketch-and-scan or digital picture of a human as a background and insert clip-art images representing basic needs onto the background. Students record and insert sound clips that describe each basic need and how it is being met. Compile group presentations into a class presentation.
		or
	KE-025	Students create a display of items and/or pictures representing basic needs and ways in which they may be met. Students divide a table or space within the classroom into sections, one section for each of the basic needs, and place items or pictures into the category representing the need it is associated with (e.g., water—juice box, milk container; warmth—mittens, picture of a campfire...). Students take turns describing how the items in a section help fulfill a basic need.
		<i>(continued)</i>
Teacher Reflections		

K.1.2 My Basic Needs

Assessment	Outcomes	Strategies
<p>Apply <i>(continued)</i></p>		
<p>or</p>		
	KE-025	Students create body collages to illustrate basic needs and ways in which they may be met. Students trace life-size outlines of their bodies on paper and cut them out. Students draw or cut out pictures representing their basic needs and how they are met (e.g., nutritious food, clothing, water, people who love them...) and glue them inside their body outline.
<p>Teacher Reflections</p>		



Learning Experience: K.1.3 My Important Groups

KI-007 Identify groups that are important to them.


Description of the Learning Experience

Every person belongs to a variety of groups and communities. Students explore the groups that are important to them.






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: group, belong, play, work, family, people, school, community (See Appendix D for Vocabulary Strategies.)








K.1.3 My Important Groups

Assessment	Outcomes	Strategies
	<p>KI-007</p>	<p>Activate</p> <p>Students play “Musical Groups”. Based on Musical Chairs, students play a movement game to create groups with different numbers of members. Students stand in an area where they can move around. Students listen to music and move freely about the area, not touching each other. Stop the music and call out the size of a group, (e.g., “Make a group of two.”) Students join together to make groups of two. After they have done several variations of groups sizes, they discuss and define the meaning of the word “group”.</p> <p>Tip: If space is not available to play this as a physical movement game, consider using concrete objects (e.g., blocks, marbles...) and have individual students make number groups with their objects.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		





K.1.3 My Important Groups

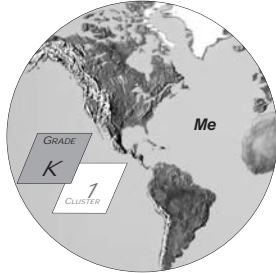
Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	<p>KI-007</p>	<p>Students listen to poems and stories about characters that are part of a group. Students identify various groups in the poems and stories and discuss what each group does together.</p>
or		
	<p>KI-007</p>	<p>Students read or listen to a story that explains the meaning of the word “important” (e.g., <i>The Important Book</i> by Margaret Wise Brown). Students give examples of important things in their lives and identify groups that are important to them. They create an “Important Groups” web.</p> <p style="text-align: center;">  BLM: My Important Groups—Web </p>
Acquire		
	<p>KI-007</p>	<p>Collaborative groups of students assemble a colour-coded puzzle. Each student is given one puzzle piece and is instructed to find other students with the same colour pieces. Together, as a colour group, they assemble their puzzle. Once assembled they discuss the importance of cooperation in groups and identify groups that are important to them.</p> <p>Tip: In order to do this activity, a number of copies of the BLM need to be made, each in a different colour.</p> <p style="text-align: center;">  BLM: My Important Groups—Puzzle </p>
<i>(continued)</i>		
<p>Teacher Reflections</p>		

K.1.3 My Important Groups

Assessment	Outcomes	Strategies
		Acquire <i>(continued)</i>
	or	
	K1-007	As an Admit Slip, students bring a photograph from home showing them as a member of a group (e.g., family, friends, sports team...). Students describe the photograph and identify other groups to which they belong. Photographs are posted on a class bulletin board entitled “My Groups.”
	or	
	K1-007	Through guided questioning, students discuss the meaning of the word “group” and why groups are important. They identify groups (e.g., family, friends...) that are important to them. Ideas are recorded on a class chart and students illustrate groups that are important to them.
		 BLM: My Important Groups—Illustration
		Apply
	K1-007	Students create a picture of and write a sentence about a group that is important to them.
		 BLM: My Important Groups—I Belong
	or	
	K1-007	After a discussion about groups, during which key ideas are recorded on a class chart, students create a web illustrating four groups that are important to them (e.g., friends, family, school, community...).
		 BLM: My Important Groups—Web
		<i>(continued)</i>
Teacher Reflections		

K.1.3 My Important Groups

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
	KI-007	<p>Students draw images to represent the groups to which they belong, and sing a song about groups, sung to the tune of “Frère Jacques”.</p> <p> BLM: My Important Groups—Song</p>
	KE-007	<p>Students choose a group that is important to them and describe it to the class (e.g., who is in the group, why it is important, what goes on in the group...).</p>
	KI-007	<p>Students create a class book entitled, “Important Groups”. Using a sentence frame (e.g., “A family is a group.” “I belong to a family...”). Students illustrate their sentences, and individual pages are collated into a class book.</p> <p>Tip: Duplicate enough copies of the class book for each student to take home and read to their family members, or to share with their reading buddies in other grades.</p>
Teacher Reflections		



Learning Experience: K.1.4 Rules Help Us

- KP-022 Give examples of rules and identify their purposes.
Examples: school rules, safety rules...

- VP-006 Respect the rules of the classroom, playground, and school.

- VE-007 Respect their own and others' property.

Description of the Learning Experience






Rules are necessary for people to live together in society. Respect for both rules and for the property of others allows us live together peacefully. Students explore the purpose of rules, and promote the importance of respecting rules and others' property.

Vocabulary: respect, rules, property (See Appendix D for Vocabulary Strategies.)







K.1.4 Rules Help Us

Assessment	Outcomes	Strategies
	KP-022 VP-006 VE-007	<p>Activate</p> <p>Students brainstorm examples of groups that work and play together in their classroom, playground, and school. Students discuss the actions of group members that enable the groups to work and play together in a peaceful manner (e.g., sharing, respecting others...). As a class, students compose and sing a song describing ways in which groups work and play together (e.g., "I am a group member. This is what I do. I listen and take turns. I share things too"... sung to the tune of "Frère Jacques").</p> <p>_____ or _____</p>
	KP-022 VP-006 VE-007	<p>Students listen to stories involving rules. Students discuss the purposes of rules and the consequences of characters' actions and decisions related to obeying or disobeying rules. Students identify similar rules in their classroom, playground, and school.</p> <p>_____ or _____</p>
	KP-022 VP-006 VE-007	<p>Students share an example of a time they made a decision that demonstrated respect for rules and property, and a time that their lives were influenced by the decisions of others related to rules in the classroom, playground, or school. Students discuss why it is important to respect rules.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		









K.1.4 Rules Help Us

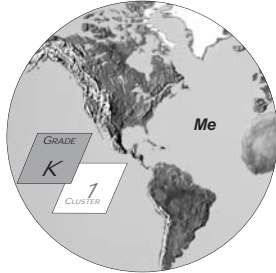
Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KP-022 VP-006 VE-007	Students brainstorm examples of rules in their classroom, playground, and school. Students identify the purpose of each rule and give examples of consequences if people choose to disobey the rules.
or		
	KP-022 VP-006 VE-007	Students give examples of items that are their personal property and property that belongs to others. They discuss the difference between personal or private property and public property. Students discuss ways in which they may demonstrate respect for their own and others' property and give examples of rules related to the respect of property.
Acquire		
	KP-022 VP-006 VE-007	Post and read examples of classroom, playground, and school rules. Students discuss the purpose of each rule, give examples of consequences if people choose not to follow the rule, and describe why it is important to respect the rule.
or		
	KP-022 VP-006 VE-007	Students compose questions and interview school administrators to learn about the purpose of school rules and ways in which students can demonstrate respect for rules. Students illustrate an example of respecting a rule they learned about.
or		
	KP-022 VP-006 VE-007	Students compose questions and invite community helpers to the class (e.g., firefighter, conflict mediator, lifeguard, bus driver, police officer...) to discuss the purpose of safety rules and ways in which students can demonstrate respect for rules. Students illustrate examples of obeying rules.
<i>(continued)</i>		
Teacher Reflections		

K.1.4 Rules Help Us

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KP-022 VP-006 VE-007	Collaborative groups of students role-play classroom, playground, or school scenarios involving rules or respect for property. Students identify the rules being obeyed or disobeyed, describe the purpose of the rule being dramatized, and suggest alternative actions that may demonstrate respect for others.
or		
	KP-022 VP-006 VE-007	Collaborative groups of students discuss rules that will make their classroom, playground, and school a safe and happy place. Students share their examples with the class and develop a set of rules for the classroom, playground, and school that everyone agrees are important.
or		
	KP-022 VP-006 VE-007	Students view a video and/or digital pictures of students interacting in the classroom, playground, and school and discuss examples of ways in which students are obeying rules and respecting their own and others' property. Students identify positive actions and describe ways in which they may improve their actions to better demonstrate respect for others. Tip: Videotape or photograph students at work and play around the classroom, playground, and school for this discussion.
Apply		
 	KP-022 VP-006 VE-007	Students create posters illustrating examples of individuals obeying rules and respecting others' property in the classroom, playground, or school. Students display their posters and describe them to the class. TIP: Students may include digital photos of students in the classroom, playground, or school on their posters. Posters may be posted in public areas of the school to help promote respect for rules.
<i>(continued)</i>		
Teacher Reflections		

K.1.4 Rules Help Us

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
_____ or _____		
 	KP-022 VP-006 VE-007	Collaborative groups of students create a collage or mural illustrating examples of individuals obeying rules and respecting others' property in the classroom, playground, and school. Students display their collages or murals and describe them to the class.
_____ or _____		
 	KP-022 VP-006 VE-007	Collaborative groups of students compose and present piggyback songs that reinforce the importance of obeying rules and respecting others' property. Students sing the songs during regular classroom routines (e.g., clean-up time, bedtime, recess...). Tip: A piggyback song is created by writing new words to a familiar tune or nursery rhyme (e.g., "This is the way we clean the blocks, clean the blocks, clean the blocks. This is the way we clean the blocks, when we're finished playing." sung to the tune of "The Mulberry Bush".)
_____ or _____		
 	KP-022 VP-006 VE-007	Students choose a class mascot to represent the importance of obeying rules and respecting others' property in the classroom, playground, and school. If conflict arises, students role-play the situation with the mascot in order to find a peaceful resolution. As a class, students compose a story describing ways in which the class mascot obeys the rules and respects others' property, and present the story to another class or at a school assembly.
_____ or _____		
 	KP-022 VP-006 VE-007	Collaborative groups of students create a multimedia presentation illustrating examples of rules and their purpose, and the importance of respecting rules and others' property. Students choose an area of the school (e.g., classroom, playground...) and create a slide illustrating examples of students interacting with one another. Students record and insert sound clips describing how the example illustrates respect for rules and others' property. Using a map of the school and playground as the title slide create links to group presentations and compile in a class presentation.
<p>Teacher Reflections</p>		



Learning Experience: K.1.5 My Responsibilities

- KC-001 Describe their responsibilities at home and in school.
- KC-002 Recognize that their actions affect others.




Description of the Learning Experience

Just as respecting rules allows us to live together peacefully, so too does acting responsibly. Students explore various responsibilities they have at home and in school and identify ways in which their actions affect others.





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

Vocabulary: responsibility, actions, affect (See Appendix D for Vocabulary Strategies.)






K.1.5 My Responsibilities

Assessment	Outcomes	Strategies
	KC-001	<p>Activate</p> <p>Students listen to stories about responsibilities and ways in which one person’s actions affect others. Students discuss ways in which characters in the stories help others by exercising their responsibilities and how individual actions affect others.</p> <p>_____ or _____</p>
	KC-002	
	KC-001	<p>Students brainstorm ways in which they help others at home and in school. Ideas are recorded on a class chart, and students discuss examples of how their actions affect others.</p> <p>_____ or _____</p>
	KC-002	
	KC-001	<p>Students participate in cooperative games. Students discuss ways in which their actions affect others as well as the outcome of the game, and give examples of responsible behaviour while participating in cooperative games.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KC-002	
<p>Teacher Reflections</p> <p>_____</p>		








K.1.5 My Responsibilities

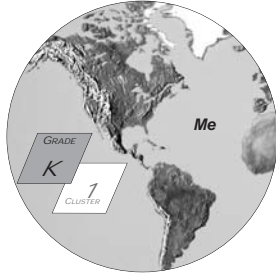
Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-001 KC-002	Demonstrate one or two physical examples of cause and effect (e.g., knocking over a series of dominoes, blowing bubbles...), as well as one or two personal examples (e.g., give a student a pat on the back and ask how they feel...). Students share an example of a time their actions affected others or a time their lives were influenced by the actions of other people. Students discuss why it is important to act responsibly and respect others through their actions.
Acquire		
	KC-001 KC-002	Collaborative groups of students cut out pictures that represent helpful actions and sort the pictures according to whether they represent home or school responsibilities. Each group chooses a picture to share with the class. They describe the responsibility being illustrated and give examples of ways in which their actions affect others.
or		
	KC-001 KC-002	Collaborative groups of students work together to complete a task (e.g., painting a mural, building a structure with blocks...). Students discuss what went well in their group and what areas they need to improve upon to ensure that everyone in the group is treated respectfully. As a class, students create a list of responsible school and classroom behaviours.
or		
	KC-001 KC-002	Students compose questions and interview school helpers (e.g., custodian, conflict mediator, support staff...) to learn about their roles and responsibilities in the school and ways in which the actions of others affect them. Students illustrate an example of ways they benefit from school helpers and describe how their own actions may make it easier for the school helper to fulfill their roles and responsibilities.
<i>(continued)</i>		
Teacher Reflections		

K.1.5 My Responsibilities

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-001 KC-002	As an Admit Slip, students share an example of one of their responsibilities at home and describe who is helped when they exercise that responsibility.
or		
	KC-001 KC-002	Students sit in a circle and toss a ball of string from one classmate to another, letting the string unravel as it is thrown in order to create a spider web. As each student tosses the ball of string he/she holds their end and makes a positive statement about the actions or responsibilities of the classmate receiving the ball. Students discuss ways in which each member is important to the whole group.
or		
	KC-001 KC-002	Collaborative groups of students dramatize examples of their responsibilities at home and in school. Peers identify the affects of the actions and describe who will benefit.
Apply		
	KC-001 KC-002	Students illustrate “Responsibility Cards”, identifying ways in which they can exercise their responsibilities and contribute at home and in school (e.g., raking leaves, setting the table, cleaning the sand table, helping a friend...). Students present their cards to those who will be affected by their actions.
		 BLM: My Responsibilities—Cards
<i>(continued)</i>		
Teacher Reflections		

K.1.5 My Responsibilities

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
 	KC-001 KC-002	Students create a “Helping Hands” collage of examples of ways in which they can exercise their responsibilities at home and in school. Students trace and cut out outlines of their hands and illustrate responsible behaviours. Students take turns adding their coloured hands to the collage and describing the affects their actions have on others.
 	KC-001 KC-002	Students create a “Responsibilities” multimedia presentation. Each student creates a slide with images illustrating an example of a home responsibility and another slide with images illustrating a school responsibility. Students record and insert sound clips describing the responsibility and the affect of their actions on others. Compile student’s slides to create a class presentation.
	KC-001 KC-002	Using a word processor, students create a clip-art collage illustrating ways in which they can exercise their responsibilities at home and in school. Students describe how the actions identified in the collage may affect others.
 	KC-001 KC-002	Students brainstorm actions they could initiate to contribute to the school or community (e.g., pick up litter, planting flowers, making safety posters and posting them around the school or community...). Through discussion and consensus decision making, they agree upon and conduct a community action project. Students present the results of their project during a school assembly and describe the positive influence their actions had on others.
<p>Teacher Reflections</p>		



Learning Experience: K.1.6 Remembrance Day

KC-006

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

Description of the Learning Experience

Remembrance Day is an important day in the lives of Canadians. Students explore the concepts of peace and war and peaceful conflict resolution, as well as the symbols of Remembrance Day.







Note: In order to provide students with appropriate learning activities and before introducing the concept of war, conduct a class inventory to determine if students have parents involved in the military, or friends or family members who are veterans, have personal experiences of war, and other related experiences. Be aware of students who may be refugee victims of war and who will require sensitivity during this learning experience.

Vocabulary: remember, remembrance, peace, war (See Appendix D for Vocabulary Strategies.)










K.1.6 Remembrance Day

Assessment	Outcomes	Strategies
<p>Appendix A Skill 3a</p>	<p>KC-006</p>	<p>Activate</p> <p>At the beginning of November, students identify upcoming events on the calendar. They highlight Remembrance Day and discuss what they know about the meaning of the day.</p>
	<p>or</p>	<p>KC-006</p> <p>Students read books or listen to a story that deals with the concept of memories. Through guided questioning, they discuss examples of what is important to remember, and share personal memories that are important to them.</p>
<p><i>(continued)</i></p>		
<p>Teacher Reflections</p>		







K.1.6 Remembrance Day

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	KC-006	Students read books or listen to a story about peace. They discuss the concept of peace and share examples of peaceful and non-peaceful experiences and give examples of ways to avoid conflict.
or		
	KC-006	Students watch a video about Remembrance Day or peace. They discuss what they know about Remembrance Day and brainstorm words and phrases related to Remembrance Day. As they share examples, create illustrated Word Cards and post them on a class bulletin board.
Acquire		
	KC-006	As an Admit slip, students bring items from home that are associated with Remembrance Day, (e.g., poppies, pictures, letters from veterans...). They discuss the significance of each item and explore the meaning of new vocabulary associated with the items (e.g., remembrance, day, cenotaph, war, memorial, veteran, wreath, poppy, army, peace...).
or		
	KC-006	Students read books or listen to a story about peace and war. Through guided questioning, they explore ideas related to peace and war, and discuss the importance of Remembrance Day as a time to think about peace and war.
or		
	KC-006	Using oral, print, and electronic resources (e.g., music, video clips, pictures...), students explore the meaning of and discuss the importance of Remembrance Day as a time to think about peace and war.
		 Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
<i>(continued)</i>		
Teacher Reflections		

K.1.6 Remembrance Day

Assessment	Outcomes	Strategies
		Acquire <i>(continued)</i>
	or	
	KC-006	<p>Students generate questions and invite a community member to discuss with them the meaning of Remembrance Day and the importance of Remembrance Day as a time to think about peace and war.</p> <p>Tip: Contact a local branch of the Canadian Legion for the name of a veteran in the local community who can share experiences with the class or school.</p>
	or	
	KC-006	<p>Students listen to poems about poppies (e.g., <i>In Flanders Fields...</i>) and discuss the wearing of poppies as a reminder of the importance of Remembrance Day as a time to think about peace and war.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> K.1.6 a BLM: Remembrance Day—Poems</p>
	or	
	KC-006	<p>Students brainstorm and discuss appropriate behaviour during a Remembrance Day ceremony/assembly (e.g., wearing a poppy, quiet and respectful behaviour...). Ideas are recorded on a class chart and posted for review before attendance at a Remembrance Day ceremony/assembly.</p>
	or	
	KC-006	<p>Students take a field trip to a local cenotaph. They discuss the purpose of cenotaphs and war memorials as symbols of Remembrance Day. Students brainstorm words related to cenotaphs and Remembrance Day, which are recorded on a class chart, and then they complete sentence frames (e.g. Remembrance Day _____).</p> <p>Tip: The online version of the Cenotaphs blackline master referenced below provides a direct link to pictures and descriptions of cenotaphs in Manitoba.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> K.1.6 b BLM: Remembrance Day—Sentence Frames</p> <p> K.1.6 c BLM: Remembrance Day—Teacher Resource: Cenotaphs</p>






K.1.6 Remembrance Day

Assessment	Outcomes	Strategies
	<p>KC-006</p>	<p>Apply</p> <p>Students listen to poems related to Remembrance Day and discuss the importance of Remembrance Day as a time to think about peace and war. Students memorize a short poem to recite in a class or school Remembrance Day ceremony.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Remembrance Day—Poems</p> <hr/> <p style="text-align: center;">or</p> <hr/>
	<p>KC-006</p>	<p>Students plant poppy seeds (e.g., in containers in the classroom or in school flower beds) to commemorate Remembrance Day and discuss the importance of Remembrance Day as a time to think about peace and war.</p> <p>Tip: Play songs about peace as students plant their poppy seeds.</p> <hr/> <p style="text-align: center;">or</p> <hr/>
	<p>KC-006</p>	<p>Students make a class “Peace Wreath”. Students discuss things they can do to make the classroom and school a more peaceful place. Record their ideas on a class chart. Students trace and cut out the shape of their hands, and write an idea for peace in the centre of the hand. They glue their hands in a circle to create a wreath, which may be displayed at a school or class Remembrance Day ceremony.</p> <hr/> <p style="text-align: center;">or</p> <hr/>
	<p>KC-006</p>	<p>Students create peace messages. They discuss what they can do to contribute to a more peaceful community and their ideas are recorded on a class chart. Students cut out an outline of an image associated with Remembrance Day (e.g., dove, poppy...) and write a message of peace in the centre. They share and display their peace messages in a class or school Remembrance Day ceremony.</p>

(continued)

Teacher Reflections

K.1.6 Remembrance Day

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
 	KC-006	Students go on a “Peace March”. They write a class poem/song for peace, using the model “1, 2 buckle my shoe” (e.g., 1, 2, peace for you 3, 4, no more war...). They memorize the poem/song and recite it while marching about the classroom. Tip: Have students demonstrate their “Peace March” for other classes in the school.
or		
 	KC-006	Students plan a class Remembrance Day ceremony and invite parents, community members, and school staff to attend. Activities might include student work from this learning experience displayed 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 >
Teacher Reflections		

Cluster 1—Connecting and Reflecting

Using their “Me” portfolio, students share examples of ways they are unique and show how they can help others.



BLM: Me: Connecting and Reflecting

Teacher Reflections

Being Together

The People Around Me

2
CLUSTER

GRADE
K





Cluster 2

Learning Experiences: Overview

K.2.1 Important People in My Life

KC-003 Identify people who are responsible for helping and caring for them at home, at school, and in the community.

KI-009 Identify groups in which people live, work, and play together.

KP-023 Identify people who make decisions that influence their lives.

K.2.2 Different Types of Work

KE-026 Give examples of different types of work in their families, schools, and communities.

VE-008 Value the sharing of work and resources.

K.2.3 Communication

KI-010 Identify different ways people communicate.

Examples: art, dance, song, facial expression, body language, sign language...

KI-010A Recognize the importance of non-verbal communication in their Aboriginal culture.

K.2.4 Stories and Celebrations

KI-011 Recognize that people have diverse celebrations.

KH-019 Recognize that they can learn from stories of the past.

VH-004 Demonstrate interest in stories of the past.

K.2.5 Getting Along

KC-004 Give examples of ways in which people cooperate in order to live together peacefully.

KP-024 Recognize that disagreement or conflict may be part of living and working together.

VC-001 Be willing to contribute to their groups and communities.



K.2.6 Time

KH-017 Give examples of repeating patterns and events in their lives.

Examples: class routines, celebrations, Canada Day, Earth Day...

KH-018 Distinguish between yesterday, today, and tomorrow.

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 identify the people who care for them and influence their lives. They explore different ways of cooperating, communicating, and solving problems in order to live and work together with others. Students also begin to examine the concept of time by investigating recurring events in their lives.



Engaging Students in the Cluster

- Create a bulletin board of people responsible for caring for others.
- Students take a school or community walk to observe examples of people cooperating and helping others.
- Students contribute pictures of people working, living, or playing together in groups to create a class collage.
- Create a display of books featuring characters who are helpful, cooperative, and caring.
- Students come dressed in costume representing a person who helps others.
- Create an artifact center of various devices used to measure time.

Learning Experiences

K.2.1 Important People in My Life

K.2.4 Stories and Celebrations

K.2.2 Different Types of Work

K.2.5 Getting Along

K.2.3 Communication

K.2.6 Time



Learning Experience: K.2.1 Important People in My Life

- KC-003 Identify people who are responsible for helping and caring for them at home, at school, and in the community.
- KI-009 Identify groups in which people live, work, and play together.
- KP-023 Identify people who make decisions that influence their lives.

Description of the Learning Experience

Every individual interacts with a variety of people and groups. Students become aware of those who help, care, and make decisions for them, and explore the multitude of groups that make up our society.







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

Vocabulary: responsible, help, care, group, work (See Appendix D for Vocabulary Strategies.)







K.2.1 Important People in My Life

Assessment	Outcomes	Strategies
Activate		
<p>Appendix A Skill 1</p>	KC-003 KI-009 KP-023	Students listen to poems and stories about groups that live, work, or play together, and people who are responsible for helping and caring for others. Students identify various groups in the poems and stories, as well as people who are responsible for helping others in those groups.
	or	
	<p>Appendix A Skill 2</p>	KC-003 KI-009 KP-023
or		
<p>Appendix A Skill 3C</p>		KC-003 KI-009 KP-023
	<i>(continued)</i>	
	Teacher Reflections	








K.2.1 Important People in My Life

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-003 KI-009 KP-023	Students view video clips illustrating groups in which people live, work, and play together, and people who are responsible for helping, caring and making decisions for others. Students share examples of people who are responsible for helping and caring for them at home, at school, and in the community.
Acquire		
	KC-003 KI-009 KP-023	Using oral, print, and electronic resources, students identify people who are responsible for helping and caring for them at home. They create a web and write about or illustrate the different people that might make up a family. Students discuss how various family members help and care for each other, and make decisions that influence each others' lives.
		 BLM: Important People in My Life—Web
or		
	KC-003 KI-009 KP-023	Students identify people who are responsible for helping and caring for them at school (e.g., principal, custodian, older students, patrols, volunteers...). They take a tour of the school to meet the important people or invite them to the classroom to discuss what each person does.
or		
	KC-003 KI-009 KP-023	Using oral, print, and electronic resources, students identify people who are responsible for helping and caring for them in the community (e.g., police officer, fire fighter, postal worker, doctor, dentist, nurse, ambulance driver...). Students select one person who helps the community and illustrates the job that person does. Student work may be compiled in a class book entitled "Community Helpers."
		 BLM: Important People in My Life—Community Helpers
<i>(continued)</i>		
Teacher Reflections		





K.2.1 Important People in My Life

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-003 KP-023	Students generate questions and invite community members to the classroom (e.g., police officer, postal carrier, nurse...) to learn about how they help and care for others. Students write follow-up thank you letters to their guests.
or		
	KI-007	Students sort pictures of groups in various activities into different categories (e.g., groups that live together, groups that work together, groups that play together...). Students discuss why groups are important and identify people in groups who are responsible for helping, caring, and making decisions for them.
or		
	KC-003 KI-009 KP-023	Students listen to a story about people who are responsible for helping, caring, and making decisions. They discuss the helpers in the story and share examples of different helpers in their own lives. Students create a “Helpers” chart, sorting helpers into categories (i.e., home, school, and community).
		 BLM: Important People in My Life—Helpers
Apply		
	KC-003 KI-009 KP-023	Students create a family book. They draw pictures or bring in photos of different family members and explain how each family member helps and cares for them at home. They share their family books with peers.
		 BLM: Important People My Life—Family
<i>(continued)</i>		
Teacher Reflections		

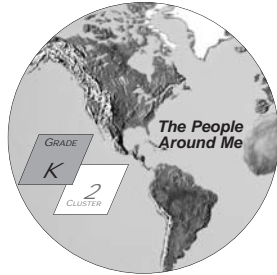
K.2.1 Important People in My Life

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
 	KC-003 KI-009 KP-023	Collaborative groups of students create “Groups” posters. They browse catalogues and magazines and cut out pictures of people working and playing together in groups. The pictures are glued to a poster entitled “Groups”. Each group presents their poster to the class and describes various groups in which people live, work, and play. They also describe people in the pictures who are responsible for helping, caring, and making decisions.
or		
 	KC-003 KP-023	Students create award ribbons to present to people who are responsible for helping and caring for them at school. They draw a picture of a person in the school that helps them (e.g., principal, custodian, resource teacher...) and describe ways in which they help. Students invite their “helper” to a class awards ceremony where they present the ribbons and thank the helpers.
 K.2.1 e BLM: Important People in My Life—Award Ribbon		
or		
	KC-003 KP-023	Students create a “School Helpers” book. They discuss problems that may happen at school and identify who can help solve the problem. With the assistance of an aide or volunteer, students take pictures of school helpers. They glue the pictures to the pages of the book. Students write about how each person helps the school.
 K.2.1 f BLM: Important People in My Life—School		
<i>(continued)</i>		

K.2.1 Important People in My Life

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
 	KC-003 KP-023	Students create life size images of community helpers. Using large pieces of paper, trace the body shape of each student. Students cut out and “dress” their body shapes with paint to look like a community helper (e.g., hair dresser, dentist, pilot...). The images may be displayed in a “Community Helpers” gallery, accompanied by descriptions of the important work each person does in the community.
 	KC-003 KI-009 KP-023	Students create “Family Flowers”. Students cut out a heart shape for each member of their family. On each heart, they write the name of a family member and describe how that family member helps and cares for them at home. They join the hearts together at their tips to make a flower.
Teacher Reflections		

Teacher Reflections



Learning Experience: K.2.2 Different Types of Work

- KE-026 Give examples of different types of work in their families, schools, and communities.
- VE-008 Value the sharing of work and resources.

Description of the Learning Experience











The work of people around us helps us in many ways. Students identify different types of work people do in their families, schools, and communities, ways in which the work helps them, and actions they may take to support the workers contributions.

Vocabulary: work, jobs (See Appendix D for Vocabulary Strategies.)









K.2.2 Different Types of Work

Assessment	Outcomes	Strategies
	KE-026 VE-008	<p>Activate</p> <p>Students brainstorm examples of work they see in their families, school, and community, including examples of work done by students. Students discuss ways in which the work helps them, and ways they can contribute to make the job of the worker easier.</p> <p>_____ or _____</p>
	KE-026 VE-008	<p>On a school or community walk, students identify examples of work and discuss ways in which the work helps people in the community.</p> <p>_____ or _____</p>
	KE-026 VE-008	<p>Students listen to stories describing work and helpers in the home, school, or community. Students discuss ways in which the work or helpers benefit them in their families, school, and community.</p>
<p>Teacher Reflections</p>		

K.2.2 Different Types of Work

Assessment	Outcomes	Strategies
Acquire		
 	KE-026 VE-008	Students compose questions and interview family members and neighbours to learn about the different types of work they do in their families and communities. Students share examples of work with their peers and discuss ways in which the work benefits them.
_____ or _____		
	KE-026 VE-008	Students create an illustration of their family members showing ways in which each person contributes to the family. Students share examples with peers and discuss various ways people work inside and outside the home, and how the work helps them.
_____ or _____		
 	KE-026 VE-008	Students survey adult workers in the school (e.g., support staff, volunteers, bus drivers...) to learn about the types of work they do, ways in which students can help make their work easier, and how the work helps the people in the school community. Students share information with peers and compose thank you cards expressing appreciation for the workers contributions to the school community.
_____ or _____		
 	KE-026 VE-008	Using oral, print, and electronic resources, students research different types of work in the community and ways in which they are helped by the work. Students illustrate examples of work they learned about and share their illustrations with peers.
 Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >		
Apply		
	KE-026 VE-008	Students illustrate a person at work in their families, schools, or communities. Compile pages to create a class book entitled “Work at Home, School, and Community”. Students take turns sharing the book and describe ways in which the work helps them.
 Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >		
<i>(continued)</i>		
Teacher Reflections		

K.2.2 Different Types of Work

Assessment	Outcomes	Strategies
		Apply <i>(continued)</i>
  Appendix A Skill 10	KE-026 VE-008	Students create appreciation cards for each of the members of their family. Students illustrate ways in which each member contributes to their family and describe why their contributions are appreciated.
  Appendix A Skill 10	KE-026 VE-008	Collaborative groups of students create a mural displaying different types of work in their families, schools, and communities. Students create illustrations of the workers, where they work, and examples of ways in which people are helped as a result of the workers contributions.
  Appendix A Skill 10	KE-026 VE-008	Collaborative groups of students dramatize different types of work in their families, schools, or communities. Peers guess the type of work being portrayed and identify who is involved, ways in which they may support the work, and how it benefits the community.
  Appendix A Skill 10	KE-026 VE-008	Students make hats or badges representing different types of work in their families, schools, or communities. Students wear their props and present themselves to their classmates who identify the type of work/worker they are representing and ways in which the work helps them.
Teacher Reflections		

Teacher Reflections



Learning Experience: K.2.3 Communication

- KI-010 Identify different ways people communicate.
Examples: art, dance, song, facial expression, body language, sign language...
- KI-010A Recognize the importance of non-verbal communication in their Aboriginal culture.
Note: Aboriginal distinctive learning outcomes are not intended for all students (see page 36 of the Overview)

Description of the Learning Experience






People can convey thoughts and emotions in many different ways. Students explore different ways that people communicate.

Vocabulary: communicate, communication, verbal, non-verbal, message, facial expression, body language (See Appendix D for Vocabulary Strategies.)







K.2.3 Communication

Assessment	Outcomes	Strategies
		Activate
	KI-010 KI-010A	Students brainstorm different ways of communicating (e.g., whisper, shout, smile, frown, sing, point, nod, dance...). Ideas are recorded on a class chart and students identify categories to sort the ideas (e.g., verbal/non-verbal...).
		or
	KI-010 KI-010A	Students take turns communicating messages non-verbally. Students decide on a simple message and communicate it (without speaking) to other students, who try to interpret the message. Students discuss various ways to communicate non-verbally. Tip: As a variation, have students communicate through song, sounds, or creative movement.
		or
	KI-010	Students listen to a selection of musical excerpts that express various emotions and cultures and discuss different ideas communicated by the music.
		<i>(continued)</i>
Teacher Reflections		









K.2.3 Communication

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
 <p>Appendix A Skill 3a</p>	<p>KI-010 KI-010A</p>	<p>Students sing songs about feelings (e.g., If You're Happy and You Know It...) and discuss different ways people communicate feelings. They brainstorm a list of feeling words and show how people can use words, facial expressions, or body language to convey their feelings.</p>
Acquire		
 <p>Appendix A Skill 6a</p>	<p>KI-010</p>	<p>Students browse magazines, newspapers, and other media and cut out pictures that illustrate people communicating different emotions (e.g., happy, sad, angry...). They glue pictures onto word cards, matching the picture with the correct emotion word.</p> <p> K.2.3 a BLM: Communication—Word Cards</p>
or		
 <p>Appendix A Skill 3a</p>	<p>KI-010</p>	<p>Students view pictures or video clips of abstract communication forms (e.g., mime, drama, dance...). They discuss various messages and emotions that they observe in the images and identify different ways people communicate.</p>
or		
 <p>Appendix A Skill 3b</p>	<p>KI-010A</p>	<p>Students explore the use of non-verbal communication in their Aboriginal community. Students share examples of how their family communicates non-verbally (e.g., sounds, facial expressions, hand gestures...) and identify instances when non-verbal communication may be used.</p>
<i>(continued)</i>		
Teacher Reflections		

K.2.3 Communication

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-010 KI-010A	Students explore the importance of facial expressions in personal communication. Students brainstorm words that describe various facial expressions. As they give examples, record the words on a chart and draw the corresponding facial expression. Students complete the “Facial Expressions” chart, and write the correct words for given facial expressions.  BLM: Communication—Facial Expressions
or		
	KI-010	Students read or listen to stories about hearing impaired people. They discuss the importance of non-verbal communication and learn simple words using the American Sign Language.  BLM: Communication—Sign Language
or		
	KI-010	Students read or listen to stories about visually impaired people. They discuss the importance of non-verbal communication and learn to read a few simple words using Braille. TIP: Contact the CNIB for Braille resources. The BLM is not intended for student use, but is included as a teacher resource.  BLM: Communication—Braille
Teacher Reflections		

K.2.3 Communication

Assessment	Outcomes	Strategies
 	KI-010 KI-010A	<p>Apply</p> <p>Students dramatize emotions using different forms of communication. Students select a pre-prepared word or picture card from a hat which illustrates an emotion and they dramatize that emotion for the class. Students guess the emotion being dramatized and identify the method of communication.</p> <p>_____ or _____</p>
	KI-010	<p>Students choose a feeling and draw an illustration of a time they felt that way. They share their illustration with the class and describe what they did in their art work to communicate their particular emotion (e.g., use of colour, facial expression...).</p> <p> BLM: Communication—Feeling</p> <p>_____ or _____</p>
	KI-010 KI-010A	<p>In pairs, students take turns giving each other non-verbal directions for a simple task (e.g., getting a book from the shelf, tying a shoe...). As a class, students identify different ways they communicated their messages and discuss why some messages are more difficult than others to convey non verbally.</p> <p>_____ or _____</p>
	KI-010	<p>Collaborative groups of students play the “Telephone Game”. Students stand in a circle. One student (or teacher) starts the game by quietly whispering a message to the next student, who then whispers the message to the next student, and so on. The last student says the statement aloud, and the first person repeats the original statement out loud. They discuss how and why the message changed and the importance of communicating clearly.</p> <p>_____ or _____</p>
 	KI-010	<p>Students use creative movement, song, and drama to play a communication game. Students spread themselves around a large open area and listen for two directions: 1. verbal or non verbal; 2. an emotion they are to communicate. Call out directions to students (e.g. Verbal/ Happy; Non Verbal/Angry...) who perform the appropriate actions.</p>
<p>Teacher Reflections</p>		



Learning Experience: K.2.4 Stories and Celebrations

KI-011 Recognize that people have diverse celebrations.

KH-019 Recognize that they can learn from stories of the past.

VH-004 Demonstrate interest in stories of the past.

Description of the Learning Experience

Every culture has traditional celebrations and stories. Students explore the diversity and importance of celebrations and come to understand the value of stories from the past






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

Vocabulary: celebration, past, tradition (See Appendix D for Vocabulary Strategies.)







K.2.4 Stories and Celebrations

Assessment	Outcomes	Strategies
	KI-011 KH-019 VH-004	<p>Activate</p> <p>As an Admit Slip, students bring photographs or pictures from home of people engaged in celebrations, (e.g., birthday party, wedding, graduation...). Students share their pictures with the class and describe what is being celebrated in the picture.</p> <p style="text-align: center;">or</p>
	KI-011 KH-019 VH-004	<p>Students brainstorm different family celebrations that recur each year (e.g., birthdays, weddings, anniversaries...). Record the names of the celebrations in a “Family Celebrations” mind map and post it in the classroom.</p> <p style="text-align: center;">or</p>
	KI-011 KH-019 VH-004	<p>Students brainstorm community events that recur each year (e.g., Earth Day, Canada Day...). Ideas are recorded on sticky notes and students place them at the appropriate place on a “Community Events” chart listing the months of the year.</p>
		<i>(continued)</i>
<p>Teacher Reflections</p>		





K.2.4 Stories and Celebrations

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KH-019 OVH-004	Using think-pair-share, students share an event from their life that happened in the past. Students discuss the importance of remembering stories from the past.
or		
	KI-011 KH-019 VH-004	Students listen to or read stories about family or cultural celebrations and traditions, and discuss why they think celebrations and traditions are important in the lives of the characters in the stories.
Acquire		
	KI-011 KH-019 VH-004	Students interview family members to learn more about family celebrations. They share ideas they have learned from their interviews with the class and discuss ways in which family celebrations are different. Tip: Review the two interview questions with students in advance and have them practise asking the questions with a partner.
		 BLM: Stories and Celebrations—Interview
or		
	KI-011 KH-019 VH-004	Students invite family members (e.g., grandparents, aunts, uncles...) to visit the class and share a story of a family celebration from the past. Students write thank you letters acknowledging the visit and describing why stories of the past are important. Tip: Encourage presenters to bring photos, costumes, or mementos from the special occasion.
<i>(continued)</i>		
Teacher Reflections		

K.2.4 Stories and Celebrations

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 Appendix A Skill 3a	KI-011 KH-019 VH-004	Students view video clips of various cultural celebrations. They identify different annual celebrations they participate in and discuss how their celebrations may be different from each other.
or		
 Appendix A Skill 3b	KI-011 KH-019 VH-004	Students view pictures or mementos of a particular celebration (e.g., graduation, wedding, birthday party...), from several diverse cultures and conduct a class survey to explore the diversity of that celebration among their families. Students share details about their family celebration traditions (e.g., differences in food, dance, ceremonies, costumes, decorations...). The findings are tallied and recorded on a graph. Tip: The search engine Google is an excellent source of images. For example, to find pictures of diverse wedding celebrations, click on the word Images above the search line and enter a search parameter (e.g., Masai Wedding, Chinese Wedding, Royal Wedding...).
Apply		
 Appendix A Skill 6a	KI-011	Students compare diverse celebrations using pictorial symbols. Given a set of cultural symbols, they sort them into a chart using the categories, “Everybody” and “Some People”.
		 K.2.4 b BLM: Stories and Celebrations—Symbols
or		
 Appendix A Skill 3b	KI-011 KH-019 VH-004	Students create a class “Celebrations” book. They draw and label a picture of a family celebration and share their pictures with each other. Pages are compiled to make a class “Celebrations” book.
		 K.2.4 c BLM: Stories and Celebrations—My Family
<i>(continued)</i>		
Teacher Reflections		

K.2.4 Stories and Celebrations

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
	KH-019 VH-004	Students interview an elderly family or community member to learn a story from the past. They re-tell the story to the class and discuss the importance of remembering stories from the past.
or		
	KI-011 KH-019 VH-004	Students complete a web illustrating or describing a family celebration. They present their web to the class. Tip: Give students an opportunity to complete their web with their family before their presentation.
 BLM: Stories and Celebrations—Web		
or		
	KH-019 VH-004	Students take a field trip to a senior citizens' centre to interact with seniors and hear stories from the past.
Teacher Reflections		



Learning Experience: K.2.5 Getting Along

- KC-004 Give examples of ways in which people cooperate in order to live together peacefully.
- KP-024 Recognize that disagreement or conflict may be part of living and working together.
- VC-001 Be willing to contribute to their groups and communities.

Description of the Learning Experience





Our groups and communities are stronger when members contribute, cooperate, and live together peacefully. Students explore the idea of group conflict and cooperation, and come to understand the importance of contributing to their groups and communities.

Vocabulary: cooperate, cooperation, disagreement, conflict, contribute, contribution (See Appendix D for Vocabulary Strategies.)









K.2.5 Getting Along

Assessment	Outcomes	Strategies
	KC-004	<p>Activate</p> <p>Students brainstorm activities they engage in with others over the course of a day (e.g., playing, helping with chores, working in collaborative groups...). Students discuss ways in which they cooperate and contribute while working with others, and give examples of how they may resolve disagreement or conflict if it arises.</p> <p>or</p> <p>Students share an example of a disagreement or conflict they experienced while working or playing with others. Students discuss the cause of the conflict and describe how they resolved the conflict.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KP-024	
VC-001		
	KC-004	
	KP-024	
	VC-001	
Teacher Reflections		







K.2.5 Getting Along

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-004 KP-024 VC-001	Students listen to stories about cooperation, disagreement, and conflict, or contributing to groups and communities. Students discuss ways in which the characters in the stories work together, as well as the importance of contributing to one’s groups and communities and resolving disagreement and conflict when they arise.
Acquire		
	KC-004 KP-024 VC-001	Students identify groups to which they belong (e.g., clubs, sports, cultural groups...). Students describe the purpose of the group, ways in which group members cooperate with one another, and examples of how disagreement and conflict are resolved in the group. Students illustrate their interactions within the group and describe ways in which they are contributing group members.
or		
	KC-004 KP-024 VC-001	Students compare and contrast feelings related to cooperation and conflict. Students first give examples of times they have experienced disagreement or conflict, and brainstorm words to describe their feelings. Students identify strategies that help resolve disagreement or conflict, and discuss why it is important to cooperate in, and contribute to their groups and communities. Students then brainstorm words to describe their feelings when they are cooperating and contributing to their groups. Students illustrate their feelings when they cooperate and contribute to their groups and communities, and their feelings when they experience disagreement or conflict.
		 BLM: Getting Along—Chart
<i>(continued)</i>		
Teacher Reflections		

K.2.5 Getting Along

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-004 KP-024 VC-001	Students brainstorm ways in which they can cooperate in and contribute to their groups and communities and ways they may help others resolve disagreement or conflict. Record the ideas on a chart and post them in the classroom. When students see others acting positively, they place a happy face beside the action on the chart. Tip: Through guided questioning, help students understand how they can contribute to their immediate known groups and communities, but also ways in which they may contribute to others in need, near and far.
or		
	KC-004 KP-024 VC-001	Students participate in the development of a cooperation and conflict resolution program. Students investigate and practise strategies and regularly discuss ways in which they can contribute to a cooperative and peaceful classroom community.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
Apply		
 	KC-004 KP-024 VC-001	Collaborative groups of students dramatize examples of cooperation and/or conflict in groups and communities. Students viewing the dramatizations describe the characters' feelings in the dramatization and suggest ways in which they can cooperate and contribute to resolve disagreement or conflict.
or		
 	KC-004 KP-024 VC-001	Students create a “Peace in the Classroom” class book describing a classroom community free of disagreement or conflict. Students illustrate pages for the book completing the sentence frame “I can...”. Compile pages in a class book and have students take turns sharing the book with peers. TIP: Students may include digital pictures of peers cooperating and resolving disagreement or conflict peacefully.  BLM: Getting Along—Class Book
<i>(continued)</i>		
Teacher Reflections		

K.2.5 Getting Along

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
_____ or _____		
 	KC-004 KP-024 VC-001	Students create posters promoting cooperation and living together peacefully, and/or conflict resolution strategies. Students describe their posters to the class and give examples of ways in which they can contribute to a cooperative and peaceful classroom community.
_____ or _____		
 	KC-004 KP-024 VC-001	Students create a class mural illustrating cooperation and peaceful living in their groups and communities. The mural may be posted in a public area of the school to encourage cooperation, or presented at a school assembly. TIP: Students may include digital pictures of peers cooperating and resolving disagreement or conflict peacefully.
_____ or _____		
 	KC-004 KP-024 VC-001	Through discussion and consensus decision making, students choose a local helping organization they would like to support (e.g., Christmas hamper, food bank...). Students bring donations from home and discuss the importance of “sharing their wealth” and contributing to their groups and communities.
<p>Teacher Reflections</p>		

The People Around Me

*Learning Experience: K.2.6 Time*

- KH-017 Give examples of repeating patterns and events in their lives.
Examples: class routines, celebrations, Canada Day, Earth Day...
- KH-018 Distinguish between yesterday, today, and tomorrow.

Description of the Learning Experience







Our lives are marked by recurring events, which become part of our personal histories. Students explore the repeating patterns and events that occur in their lives as a foundation for understanding their personal and direct connections to history.

Vocabulary: time, before, after, past, present, future, yesterday, today, tomorrow, history (See Appendix D for Vocabulary Strategies.)






K.2.6 Time

Assessment	Outcomes	Strategies
	KH-017 KH-018	<p>Activate</p> <p>Students brainstorm a list of daily activities (e.g., waking up, eating breakfast, going to school...). Record ideas on index cards, using words and images. Students take one card each and physically line up, ordering themselves in the sequence that the activities occur during a day.</p>
		or
	KH-017 KH-018	<p>Students listen to stories or poems that have repeating patterns and identify those patterns. Students give examples of similar repeating patterns in their lives.</p>
		<i>(continued)</i>
Teacher Reflections		






K.2.6 Time



Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	KH-017 KH-018	Students brainstorm events and activities that occurred yesterday, that are occurring today, and will occur tomorrow. Record their ideas on a class chart in categories entitled yesterday, today, and tomorrow. Students identify events and activities that are repeating.
	KH-017 KH-018	Students chant the days of the week and the months of the year. Cut a calendar into days or months and distribute the days or months to seven or twelve students. The remainder of the class arranges the ‘calendar’ children in order of the days or months.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
	KH-017 KH-018	Post four different words to indicate different times of a day (e.g., morning, afternoon, evening, night). Students brainstorm activities that occur at each time of day, and identify activities that occurred yesterday and will occur tomorrow.
	KH-017 KH-018	Students take turns completing sentence patterns (e.g., Yesterday I..., Today I..., Tomorrow I will...). Students discuss and identify repeating events and activities.
	KH-017 KH-018	Students examine pictures and/or devices used to measure time (e.g., hourglass, egg timer, clock, watch, sundial, calendar...). Students discuss various uses of the devices and identify similarities and differences.
<p>Teacher Reflections</p>		

K.2.6 Time

Assessment	Outcomes	Strategies
	<p>KH-017 KH-018</p>	<p>Acquire</p> <p>Students create personal “Days of the Week” calendars. Students brainstorm a list of repeating school routines (e.g., gym class, assembly, piano lessons...). Using symbols and words, record the events on a large wall-size calendar. Students cut out the names of the days of the week and glue them into a “Days of the Week” calendar, and record repeating school events.</p> <p>Tip: Alternately, brainstorm daily household routines. For this activity, choose either version of the weekly calendar - wheel or chart - depending on students’ needs. A wheel helps students understand the cyclical, repeating pattern of the days of the week, while the chart better resembles a real calendar.</p> <p> BLM: Time—Days of the Week Wheel</p> <p> BLM: Time—Days of the Week Chart</p> <p>_____ or _____</p>
	<p>KH-017 KH-018</p>	<p>Students brainstorm yearly repeating patterns and events (e.g., birthdays, celebrations, weather patterns, seasonal routines...). Students browse calendars and identify the time of year the repeating events occur. Students illustrate symbols on sticky notes and place them on a class calendar to represent the repeating events.</p> <p>TIP: Students may use a word-processing calendar template and insert images representing repeating events.</p> <p>_____ or _____</p>
	<p>KH-017 KH-018</p>	<p>Students fold and divide a sheet of paper into three sections and label sections with the words yesterday, today, and tomorrow. Students survey peers to identify something they did at each of the three times, and illustrate the event in the appropriate section. Students share their three-day calendars with peers and identify repeating patterns and events.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

K.2.6 Time

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
	KH-017 KH-018	Using a word processor, students open a calendar template and insert clip art images representing events that occurred yesterday, are occurring today, and will occur tomorrow. Students describe their calendars to peers and identify repeating patterns and events.
	KH-017 KH-018	Post a large timeline on the wall that includes the months of the year. Students identify repeating patterns and events, and illustrate symbols on the timeline to represent each event. Each day, students identify an event that occurred yesterday, are occurring today, and will occur tomorrow, and using sticky notes, post the event on the timeline. Tip: The timeline is a powerful visual tool for helping students understand abstract concepts related to time. Consider using the timeline calendar throughout the year to reinforce their understanding.
Apply		
	KH-017 KH-018	Students create a “Week Wheel”. They label a circle divided into seven sections with a day of the week. Students illustrate activities that they do each day of the week and describe them to peers, identifying those that are repeating events.  BLM: Time—Week Wheel
	KH-017 KH-018	Students create a “Year Chain” to illustrate patterns and events that occur in their lives. Using 12 equal sized strips of paper, students label each strip with a month of the year. Students illustrate the strips with events that occur during that month. They glue the strips of paper together to form a circle linking all the months of the year.
<i>(continued)</i>		
Teacher Reflections		

Assessment	Outcomes	Strategies
		Apply <i>(continued)</i>
		_____ or _____
	KH-017 KH-018	Students create symbols to represent repeating patterns and events (e.g., losing a tooth, sports day, club meetings...). Students describe when each event occurs and post the symbol on a class calendar to identify when it occurred.
		_____ or _____
	KH-017 KH-018	In partners, students dramatize events that occurred yesterday, are occurring today, and will occur tomorrow, or an event that repeats throughout their lives (e.g., birthdays, Canada Day...). Peers identify the event, when it occurs, and describe whether it is a repeating event.

Teacher Reflections		

Cluster 2—Connecting and Belonging:

Using their “The People Around Me” portfolio, students share examples of ways we depend on others and show how they can express appreciation to the people around them.



BLM: The People Around Me: Connecting and Reflecting

Teacher Reflections

Teacher Reflections

Being Together

The World Around Me

GRADE
K

3
CLUSTER





Cluster 3

Learning Experiences: Overview

K.3.1 Landmarks in My Community

KL-014 Describe the location of their home in relation to familiar landmarks.

Include: the name of their village, town, city, or First Nation community.

KL-015 Identify familiar places and landmarks.

Examples: parks, statues, buildings, natural landmarks...

KL-015F Identify meeting places where they can associate with other francophones.

K.3.2 The Natural Environment

KL-012 Describe characteristics of the local physical environment.

Include: natural and constructed elements.

KL-013 Give examples of how the natural environment influences daily life.

Examples: work, play, clothing...

VL-003 Appreciate the beauty and importance of the natural environment.

K.3.3 Globes, Maps, and Models

KL-016 Recognize globes, maps, and models as representations of actual places.

VG-005 Demonstrate interest in the larger world beyond their immediate environment.

K.3.4 Canada, Our Country

KC-005 Recognize that they live in a country called Canada.



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.

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 study the world around them, exploring the physical environment of their local neighbourhood and learning that they live in a country called Canada. They learn that although all people have the same basic needs, they have different ways of meeting those needs.



Engaging Students in the Cluster

- Display a Canadian flag in the classroom year round and make reference to it at appropriate times (e.g., singing the national anthem, in discussions...).
- Display a poster of the national anthem lyrics and invite students to create pictures to illustrate the poster.
- Create a Canada bulletin board display with pictures representing every territory and province.
- Create a book display of Canadian landscapes.
- Create a Canada center with artifacts, icons, and art (e.g., coins, souvenirs, flag, reproductions, music...).
- Using pictures and guided imagery representing Canadian places, take students on an imaginary bus ride of Canada. Using the senses, children describe what they see, hear, and smell along the way.
- Students view video clips of people in other places in the world to observe various ways of meeting basic needs (e.g., food, clothing, shelter...).
- Display a Canadian wall map and have students mark places they have visited.
- Create a mapping center with a variety of globes, maps, and models representing Canadian places.
- Create a visual display illustrating examples of how our basic needs are met by the Canadian natural environment (e.g., food—wheat/bread, fish, fruit; water; shelter—trees/wood; minerals...).

Learning Experiences Summary

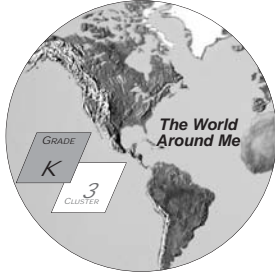
K.3.1 Landmarks in My Community

K.3.4 Canada, Our Country

K.3.2 The Natural Environment

K.3.5 Basic Needs in Other Places

K.3.3 Globes, Maps, and Models



Learning Experience: K.3.1 Landmarks in My Community

- KL-014 Describe the location of their home in relation to familiar landmarks.
Include: the name of their village, town, city, or First Nation community.
- KL-015 Identify familiar places and landmarks.
Examples: parks, statues, buildings, natural landmarks...
- KL-015F Identify meeting places where they can associate with other francophones.

Note: Francophone distinctive learning outcomes are not intended for all students (see page 36 of the Overview)

Description of the Learning Experience







Students explore familiar places and landmarks in their community and explore how landmarks can be references to locate their homes and other familiar places.

Vocabulary: location, landmark (See Appendix D for Vocabulary Strategies.)







K.3.1 Landmarks in My Community

Assessment	Outcomes	Strategies
	KL-014 KL-015	<p>Activate</p> <p>Students bring in photographs or pictures of familiar places and landmarks and share them with the class, describing the relative location of their home in relation to the landmark (e.g., “My apartment is in Winnipeg, on the river, close to Assiniboine Park.”; “My house is in Steinbach, one block from the water tower.”...). Students discuss why the places and landmarks are significant.</p>
	KL-014 KL-015	<p>or</p> <p>Students brainstorm familiar places and landmarks in the community (e.g., park, statue, school, river...). Students discuss the importance of the landmarks and create an illustration of their homes in relation to local landmarks.</p>
<i>(continued)</i>		
Teacher Reflections		






K.3.1 Landmarks in My Community

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-014 KL-015	As an Admit slip, students describe a familiar place or landmark they observed on their trip from home to school. Students describe the location of their home in relation to the landmark.
or		
	KL-014 KL-015	In partners, students play “I spy with my little eye” describing familiar places or landmarks. Students provide more clues about the landmark until partners correctly guess the landmark. When the partner correctly guesses the landmark, they describe its location in relation to their home.
or		
	KL-014 KL-015	Post pictures of familiar community places and landmarks. Each day provide clues about one of the pictures, describing its location and why it is important in the community (e.g., I am thinking about a landmark in the park; the landmark helps us remember the soldiers that died in the wars...). Students guess the landmark being described, and once it is identified, describe the relative location of their home in relation to the landmark.
Acquire		
	KL-014 KL-015	Students play “Jelly Bean Hunt” to practise mapping skills and locate objects using relative terms. Tip: “Jelly Bean Hunt” is free software available for download.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
or		
	KL-014 KL-015	Create an interactive bulletin board matching game to explore familiar places and landmarks. Post pictures of significant community places and landmarks on one side of a bulletin board and word cards identifying their names and locations on the other side. Students take turns matching pictures with names and describing the relative location of places in relation to their home.
<i>(continued)</i>		
Teacher Reflections		

K.3.1 Landmarks in My Community

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KL-014 KL-015	Students interview family and community members to learn about the significance of a familiar place or landmark in the community. Students share information with peers and describe the landmark and its relative location in relation to their home.
or		
	KL-014 KL-015	Students discuss why it is important to know the location of their homes, including the name of their village, town, city, or First Nation community. Students describe the location of their home in relation to familiar places and landmarks. Tip: Consider having students practice reciting their full addresses, which were learned in a previous learning experience. During the discussion, consider asking guided safety-related questions to help students identify safe places to go if they are ever in danger.
or		
 	KL-014 KL-015	On a school or community walk, students take digital photographs or sketch and label familiar places and landmarks. Students post the pictures on a bulletin board in their relative location to the school and create pictures of their homes and add them to the bulletin board. Students take turns identifying familiar places and landmarks that are close to their homes.
or		
	KL-015	Students play a “Places and Landmarks” movement game. Students associate familiar places and landmarks with a physical movement (e.g., cenotaph = marching and saluting; fire station = climbing a ladder; park = throwing and catching a ball; library = sitting cross-legged, turning the pages of a book...). When a familiar place or landmark is called out students perform the associated action.
Teacher Reflections		

K.3.1 Landmarks in My Community

Assessment	Outcomes	Strategies
	KL-014 KL-015	Apply Post a large wall map of the community that includes major streets or roads. Students create symbols to represent their homes and significant community places and landmarks and attach them to the map. Using the completed map, students describe the route they take from home to school, identifying familiar places and landmarks they see along the way.
	KL-014 KL-015	Students create an illustrated community map identifying their route from home to school. Students include illustrations of familiar places and landmarks they pass along their route.
	KL-015	Students create an “Our Community Landmarks” class book. Students illustrate individual pages describing a familiar place or landmark, and describe why the place or landmark is important. Students compile pages in a class book.
	KL-014 KL-015	Collaborative groups of students create a model of their community, including their homes and familiar places and landmarks. Students describe the landmarks, including the location of the landmarks in relation to their homes.
	KL-014 KL-015	Students create invitations to a pretend party. The invitation includes an illustration of their home and a description of the location of their home in relation to familiar community places and landmarks. Students exchange invitations with a partner and describe aloud the relative location of their home and how to get there from the school.
Teacher Reflections		



Learning Experience: K.3.2 The Natural Environment

- | | |
|--------|--|
| KL-012 | Describe characteristics of the local physical environment.
<i>Include: natural and constructed elements.</i> |
| KL-013 | Give examples of how the natural environment influences daily life.
<i>Examples: work, play, clothing...</i> |
| VL-003 | Appreciate the beauty and importance of the natural environment. |

Description of the Learning Experience







Our daily lives are influenced by and dependent on the natural environment. Students explore the physical characteristics of their community and discover its importance in their lives. As well, they learn that they can take personal action to support the environment.

Vocabulary: natural, constructed, physical, environment, influence, appreciate, beauty, beautiful, important, action (See Appendix D for Vocabulary Strategies.)







K.3.2 The Natural Environment

Assessment	Outcomes	Strategies
	KL-012 KL-013 VL-003	<p>Activate</p> <p>As an Admit Slip, students submit “beautiful” pictures of the natural environment they bring from home and describe what they find to be beautiful in the images. Students post pictures on a bulletin board display entitled “Our Beautiful Land” and brainstorm examples of the importance and influence of the natural environment.</p>
		KL-012 KL-013 VL-003
<i>(continued)</i>		
Teacher Reflections		









K.3.2 The Natural Environment

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	KL-012 KL-013 VL-003	Students brainstorm varying characteristics of the natural environment during spring, summer, fall, and winter. They discuss ways in which the seasonal elements influence their daily lives and activities and identify natural and constructed elements that are more pronounced during each season.
	KL-012 KL-013 VL-003	Collaborative groups of students view pictures of the local physical environment and identify examples of natural and constructed elements. Students discuss ways in which the natural environment influences their daily lives. Students also share their favourite characteristic of each season with the class and explain why it is their favourite.
	KL-012 KL-013 VL-003	Using a word processor, students create a clip-art collage of elements that are a part of the local physical environment. Students sort the elements according to natural or constructed elements and describe ways in which the various elements influence their daily lives.
	KL-012 KL-013 VL-003	Students listen to stories describing the physical and natural environment. They identify and discuss characteristics of the local environment, and ways in which the natural environment influences their daily lives.
Acquire		
	KL-012 KL-013 VL-003	Students read books or listen to stories about caring for the natural environment. Through guided questioning, they brainstorm examples of their appreciation for the beauty and importance of the natural environment. Ideas are recorded on a class chart and students illustrate aspects of the natural environment they appreciate as beautiful and important.
 BLM: The Natural Environment—Beautiful and Important		
<i>(continued)</i>		
Teacher Reflections		

K.3.2 The Natural Environment

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-012 KL-013 VL-003	Using a T-chart, students illustrate examples of natural and constructed elements they observe in the local environment on their way to and from school. Students share examples with the class, using adjectives to describe the beauty and importance of the natural elements. Students discuss ways in which the natural elements influence their daily lives.  BLM: The Natural Environment—Natural and Constructed
or		
	KL-012 KL-013 VL-003	Students discuss ways in which the natural environment influences their daily lives. Using each of the four seasons, students illustrate examples of how the natural environment influences daily life, (e.g., work, play, clothing...)  BLM: The Natural Environment—Daily Life
or		
	KL-012 KL-013 VL-003	On a school or community walk, students identify and sketch (or take digital pictures) of natural and constructed elements in the local environment. In the classroom, students illustrate ways in which the elements influence their daily lives and compile the pictures in a booklet. Students take turns sharing their booklets, identifying both natural and constructed elements, and describing the beauty and importance of the natural environment.
or		
	KL-012 KL-013 VL-003	Place a variety of natural and constructed items in a “Mystery Bag” (e.g., Natural: rock, bag of soil or leaves, tree branch, vial of water; Constructed: pencil, ball, book...). One at a time, students turn their backs to the group and select an item from the bag. They describe the object to their peers, who try to guess the object. Once the object is identified, students determine if it is natural or constructed. As well, if it is a natural object, the student who selected it describes aspects of its beauty and importance, and ways in which it influences their daily lives.
Teacher Reflections		









K.3.2 The Natural Environment

Assessment	Outcomes	Strategies
 	KL-012 KL-013 VL-003	<p>Apply</p> <p>Students create a class book describing the local environment. Using sentence frames modelled after “Brown Bear, Brown Bear”, students illustrate examples of natural and constructed elements in their community, describe the beauty and importance of the natural environment, or give examples of ways in which the natural environment influences their daily lives.</p> <p> BLM: The Natural Environment—Class Book</p> <hr/> <p style="text-align: center;">or</p> <hr/>
	VL-003	<p>Students view video images of Canadian landscapes and identify physical characteristics of the environment. They identify and discuss natural elements they perceive to be beautiful or important as they view the images.</p> <p>Tip: View the video images twice. View once without interruption. On the second viewing, have students raise their hands as a signal to pause the video tape so they may immediately identify natural elements.</p> <hr/> <p style="text-align: center;">or</p> <hr/>
 	KL-012 KL-013 VL-003	<p>Collaborative groups of students create a multimedia presentation illustrating natural and constructed elements of the local environment. Students select digital or sketch-and-scan images of characteristics of the physical environment. They record and insert sound clips describing the beauty and importance of the environment, as well as ways in which the environment influences their daily lives. Compile group presentations in a class presentation.</p> <hr/> <p style="text-align: center;">or</p> <hr/>
 	KL-012 KL-013 VL-003	<p>Collaborative groups of students create a collage or mural illustrating natural and constructed features of the local environment. Students illustrate ways in which various elements influence their daily lives, and describe the beauty and importance of the natural environment.</p>


(continued)

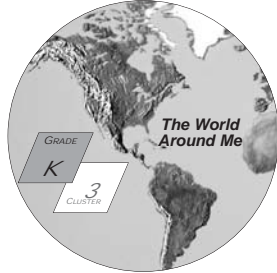
Teacher Reflections

K.3.2 The Natural Environment

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
or		
 	KL-012 KL-013 VL-003	Collaborative groups of students use props (e.g., clothing, tools, sporting equipment...) to dramatize characteristics of the physical environment, examples of how the natural environment influences daily life, and to demonstrate their appreciation for the beauty and importance of the natural environment. They present their vignettes to peers, who try to determine the physical characteristics and influences being demonstrated. After each presentation, performing students point out examples from their performance that demonstrate the beauty and importance of the natural environment.
or		
 	KL-012 KL-013 VL-003	Students construct a model of the local physical environment, including examples of both natural and constructed elements. In a presentation to their peers, students indicate the natural and constructed elements in their model, explain the beauty and importance of the natural environment, and describe ways in which the natural environment influences their daily lives.
or		
	KL-012 KL-013 VL-003	Collaborative groups of students plan and conduct a day to celebrate the physical environment. Students identify activities that are influenced by or dependent on natural and constructed elements in their local environment. Students create posters to highlight those activities and illustrate the beauty and importance of the natural environment. They may display their posters around the school and invite other students to participate in the celebratory activities. Tip: Consider timing this strategy to coincide with Earth Day on April 22.
 Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >		
or		
 	KL-012 KL-013 VL-003	Students write letters to “Mother Nature”, thanking her for the characteristics of the local physical environment, identifying examples of how the natural environment influences their daily lives, and explaining why they appreciate the beauty and importance of the natural environment. Tip: Consider writing similar letters to members of the community (e.g., politicians, conservation officers...) who are involved in decisions affecting the environment.
<i>(continued)</i>		
Teacher Reflections		

K.3.2 The Natural Environment

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KL-012 KL-013 VL-003	<p>Students engage in actions to support the environment. Students discuss the beauty and importance of the natural environment and identify actions they can take to support it (e.g., cleaning up litter, recycling, conserving water...). Ideas are recorded on a class “Environmental Actions” chart and posted in the classroom. Through guided discussion, students discuss the importance of taking action, in school and away from school. At regular times (e.g., once a week during opening exercises...) students share environmental actions they have taken.</p> <p>Tip: To encourage positive environmental behaviour, consider listing students names on the “Environmental Actions” chart and attaching a symbol (e.g., smiling sun...) beside their name as a reward for each time they share a positive action they have taken at school or home. As well, randomly “catch” students taking positive environmental action in the classroom or school yard and award symbols for the chart.</p>
<hr/> Teacher Reflections		



Learning Experience: K.3.3 Globes, Maps, and Models

- KL-016 Recognize globes, maps, and models as representations of actual places.
- VG-005 Demonstrate interest in the larger world beyond their immediate environment.

Description of the Learning Experience






Globes, maps, and models are abstract representations of real places on the earth. Students explore different representations of their world and become more aware of the larger world outside of their community.

Vocabulary: globe, map, model, representations, world, earth (See Appendix D for Vocabulary Strategies.)






K.3.3 Globes, Maps, and Models

Assessment	Outcomes	Strategies
Activate		
	KL-016 VG-005	As an admit slip, students submit pictures they have found in catalogues and magazines of everyday objects and items (e.g., food, clothing, computer, toys...). They post their pictures on a class bulletin board and discuss how a picture is different from/represents an actual object.
or		
	KL-016 VG-005	Students view a satellite image of the earth and discuss what the image represents. They brainstorm other examples of representations of the earth (e.g., maps, pictures, globes).
or		
	KL-016 VG-005	Students view pictures and/or listen to stories about places outside of Canada. They share stories about personal travel experiences in Manitoba, Canada, or elsewhere in the world.
Teacher Reflections		




K.3.3 Globes, Maps, and Models

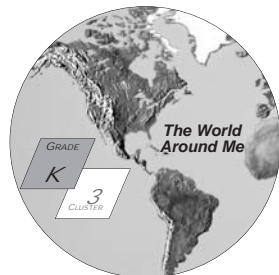
Assessment	Outcomes	Strategies
		Acquire
	KL-016 VG-005	Students discuss the difference between real objects and representations of real objects, (i.e., models or pictures). Students view a series of objects in real, representational, and abstract form (e.g., an apple, a drawing of an apple, a ceramic apple...). They discuss how each object is the same and/or different.
or		
	KL-016 VG-005	Students bring pictures from home of places they have personally visited in Manitoba, Canada, or the world. Students share a story related to the picture and discuss how the pictures are representations of actual places they have been.
or		
	KL-016	Post a simple map of the classroom that includes recognizable symbols for various objects in the room (e.g., door, window, desk, sink, cupboard, waste basket...). After hearing an explanation of what the map represents, students take turns pointing to one feature on the map and walking over to and touching the actual object in the room. Students discuss the idea that maps are representations of actual things/places.
or		
	KL-016	Students compare a variety of different maps and models (e.g., maps of the classroom, local community, Manitoba, world, globe...). They identify similarities and differences between the maps and discuss the importance of globes, maps, and models as representations of actual places.
or		
	KL-016	Students create three-dimensional models. Students view a three-dimensional model, (e.g., sculpture, diorama...) and discuss the importance of models as representations of actual things and places. Using plasticine, students select a real object in the classroom and sculpt a model of it. Tip: Prior to the class, instruct students to bring a piece of fruit from home to use as their modelling subject. When they are finished sculpting, have them add their plasticine fruit piece to a class display, and contribute the real fruit to a class fruit salad.
<i>(continued)</i>		
Teacher Reflections		

K.3.3 Globes, Maps, and Models

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KL-016 VG-005	Students listen to a story with a character who has many adventures in a day (e.g. <i>Goldilocks and the Three Bears</i>). They create a “story map” of the main character’s adventures and discuss how the “map” represents what actually happened in the story.
or		
 	KL-016 VG-005	Students create a map of the schoolyard. Using a simple map of the schoolyard with a few key features indicated for reference (e.g., school building, parking lot...) they draw images of things they observe (e.g., flower bed, play structure, tree...) on the map, or on sticky notes which they place on the map. Tip: This activity may be expanded beyond the school yard to the local community, or may be done indoors, working with a map of the classroom.
Apply		
	KL-016	Using a simple wall map of the school and playground, students take turns viewing drawings or photographs of objects and places found in or around the school and identify their locations on the map. Tip: Alternately, do this as an oral activity. Orally describe an object or place found in or around the school and have students take turns identifying their locations on the map. Consider expanding this activity to include the local community.
<i>(continued)</i>		
Teacher Reflections		

K.3.3 Globes, Maps, and Models

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
	<p>KL-016 VG-005</p>	<p>Students create three-dimensional models of things and places in their daily lives (e.g., the school, the local neighbourhood, their house and yard, the classroom...) and discuss the importance of models as representations of actual places.</p>
	<p>KL-016</p>	<p>Students create a map of their bedroom, indicating the main features of the room (e.g., bed, closet, window...). They draw or cut out symbols representing the things in their bedroom.</p> <p> BLM: Globes, Maps, and Models—My Bedroom</p>
<p>Teacher Reflections</p>		



Learning Experience: K.3.4 Canada, Our Country

KC-005 Recognize that they live in a country called Canada.

Description of the Learning Experience







Students explore the symbols of Canada and the idea that they are citizens in a country called Canada.

Vocabulary: member, citizen, country, Canada (See Appendix D for Vocabulary Strategies.)






K.3.4 Canada, Our Country

Assessment	Outcomes	Strategies
	KC-005	<p>Activate</p> <p>Following the singing of O' Canada during opening exercises, students explore the lyrics and respond to questions and discuss what they know about their country Canada (e.g., "Who knows the name of our country?" "What is a country?" "Can you name any other countries?" "What is special/different about Canada?" "What does the word 'Canada' mean to you?").</p> <p>Tip: Display a poster-sized version of the lyrics to O' Canada and refer to it during opening exercises.</p> <p>K.3.4 a BLM: Canada, Our Country—Canadian Anthem</p>
	KC-005	<p>Students examine various symbols of Canada and identify those they recognize. Students discuss what the symbols represent.</p> <p>Tip: Use the Clip Art search feature to find pictures of Canadian symbols which may be enlarged and printed in colour. (Key words: Canada, moose, beaver, maple leaf...)</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		






K.3.4 Canada, Our Country

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-005	Collaborative groups of students browse picture books of Canada. They discuss images they observe and share stories of their family travels in Manitoba and elsewhere in Canada.
Acquire		
	KC-005	Students examine and sort Canadian coins to identify Canadian symbols. Students discuss what the symbols mean.
or		
	KC-005	Students explore Canadian art (e.g., Group of Seven, Emily Carr...) and, using a variety of media (e.g., water colours, crayons, finger paints...) create their own artistic impressions of the land.
or		
	KC-005	Students create Canadian Symbols word cards. Students cut out pictures of Canadian symbols (e.g., maple leaf, Mountie, beaver...) and glue them beside their matching words. Students practise the names of the symbols and discuss what the symbols represent. Tip: Enlarge the key or provide students with copies of the key to help them match pictures and words.
		 K.3.4 b BLM: Canada, Our Country—Word Cards
		 K.3.4 c BLM: Canada, Our Country—Word Cards—Key
<i>(continued)</i>		
Teacher Reflections		


K.3.4 Canada, Our Country

Assessment	Outcomes	Strategies
	Acquire <i>(continued)</i>	
	or	
	KC-005	<p>Students view a wall map of Canada and give examples of places they have heard of in Canada. Students colour an outline map of Canada.</p> <p> BLM: Canada, Our Country—Outline Map of Canada</p>
	or	
	KC-005	<p>Using a large, illustrated floor map of Canada, students take toy car “journeys” across Canada. They visit different places and discuss interesting or familiar images on the map.</p> <p>Tip: Cut out pictures that are representative of each province and territory and glue them to a large map of Canada. Laminate to preserve.</p>
	or	
	KC-005	<p>Students view pictures of different types of leaves, including a maple leaf, as well as the Canadian flag. They identify which “real” leaf is found on the flag and learn the name of the maple leaf. Students observe and discuss the flag and colour a Canadian flag in its official colours.</p> <p> BLM: Canada, Our Country—Canada Flag</p>
Teacher Reflections		

K.3.4 Canada, Our Country

Assessment	Outcomes	Strategies
	KC-005	<p>Apply</p> <p>Collaborative groups of students create Canadian symbols collages. Using a wall-sized outline of a particular symbol (e.g., maple leaf), for the shape of the collage, each group finds or draws pictures of maple leaves, cuts them out, and glues them to fit inside the borders of the maple leaf outline.</p> <p>Tip: Consider having each group create a collage of a different symbol and display all of the symbols in a public area of the school in anticipation of Canada Day. To draw a wall size image of a symbol, select an image from the BLM and, with an overhead projector, project it on the wall for easy enlarging.</p> <p> BLM: Canada, Our Country—Collage Outlines</p> <hr/> <p style="text-align: center;">or</p>
	KC-005	<p>Students listen to stories and music by Canadian artists and discuss what it means to them to be a citizen of Canada.</p> <hr/> <p style="text-align: center;">or</p>
	KC-005	<p>Students generate questions and invite a guest who has immigrated to Canada to visit the class and share why they chose Canada to be their home. Students compose a collaborative class thank you letter to mail to the guest.</p> <hr/> <p style="text-align: center;">or</p>
	KC-005	<p>Students celebrate Canada Day at the end of the school year. Activities could include: the creation of oversize Canadian symbols to decorate the classroom or school; cooking or eating traditional Canadian foods (e.g., pea soup, bannock, maple candy, tourtière...); dressing in red and white, distributing miniature Canadian flags they have made to other students in the school, and awarding “Good Citizens” awards to deserving individuals in the school and community.</p> <p>Tip: Encourage students to attend a community Canada Day event with their parents on July 1st.</p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		

K.3.4 Canada, Our Country

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
	KC-005	<p>Students discuss what is special about Canada, sharing what they have learned about their country. They record and/or illustrate their feelings about living in Canada, and share their work with peers.</p> <p>Tip: Consider electronically recording students' stories about Canada and editing them into an electronic book about Canada.</p>
Teacher Reflections		

Teacher Reflections



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.

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 in other places meet their needs.

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.)

K.3.5 Basic Needs in Other Places





Assessment	Outcomes	Strategies
	KG-020 KG-021	<p>Activate</p> <p>Students review the concept of needs. They discuss the difference between the terms <i>needs</i> and <i>wants</i>, and sort pictures to distinguish needs and wants.</p> <p>Tip: Students learn about needs and wants in Cluster 1.</p> <p> BLM: Basic Needs in Other Places—Picture Sort</p>
	KG-020 KG-021	<p>Students view 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.</p> <p>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>

(continued)

K.3.5 Basic Needs in Other Places

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KG-020 KG-021	Using sticky notes, students draw images of different ways to meet the basic needs of both food (e.g., milk carton, loaf of bread, apple...) and shelter (e.g., tent, house, umbrella...). They post their sticky notes on a class T-chart and identify whether it is a basic food need or basic shelter need.
Acquire		
	KG-020 KG-021	As an Admit Slip, students bring a non-perishable food item from home that originates in another country (e.g., basmati rice from India, coconut milk from Thailand, olives from Italy...). Students identify what the item is, where it originated, and (with assistance if needed) use a push pin to identify the country of origin on a world map. Items may be displayed in a “Food from Around the World” display.
	KG-020 KG-021	Students interview family members, and/or friends, neighbours, and school staff members to identify people who have immigrated to Canada and to learn how they met basic needs in their home country. Students share their findings with the class and identify different ways of meeting basic needs in other parts of the world.
	KG-020 KG-021	Students invite guest speakers to the classroom who have lived in other places. Students prepare and ask questions relating to basic needs (e.g., food, clothing, shelter, water...). Tip: Encourage guests to bring artefacts, pictures, and other items related to basic needs in their country of origin.
	KG-020 KG-021	Students read books or listen to stories about people meeting their basic needs in other parts of the world. They share stories about a country they have visited outside of Canada, and describe how people there meet their basic needs.
Teacher Reflections		

K.3.5 Basic Needs in Other Places

Assessment	Outcomes	Strategies
	KG-020 KG-021	<p>Apply</p> <p>Students create a class book entitled “Basic Needs in Other Places”. Students brainstorm a list of basic needs which are recorded on a class chart. Each student creates a page for the book, completing the sentence frame “_____ is a basic need” and illustrates different ways people meet their basic needs in other parts of the world. Compile pages in a class book.</p> <p> BLM: Basic Needs in Other Places—Class Book</p> <hr/> <p style="text-align: center;">or</p>
	KG-020 KG-021	<p>Collaborative groups of students complete a basic needs chart. Students browse journals and magazines and cut out pictures of different ways people meet their basic food and shelter needs in other parts of the world and glue them on a chart.</p> <p> BLM: Basic Needs in Other Places—Chart</p> <hr/> <p style="text-align: center;">or</p>
	KG-020 KG-021	<p>Students celebrate their connections to people in other places and recognize that people all over the world have the same basic needs by engaging in a “World Picnic”. Set up a food-tasting centre with a variety of imported fruits (e.g., pineapple from Hawaii, orange from Florida, banana from Columbia, kiwi from Australia...). Label each fruit with its country of origin, and as well, post the names of each represented country on a wall map of the world. Students taste each food item, and, using sticky notes, rate its flavour using a star system (e.g., one star for OK, four stars for very, very yummy). They note the country of origin label beside the food, and place their sticky note beside the matching name on the world map.</p> <p>Tip: Play music from other countries or sing songs in different languages to add a musical dimension to the “World Picnic”. Consider asking parents to contribute the various fruits for this activity, (already cut up), making certain they indicate the country of origin.</p>
<p>Teacher Reflections</p>		

Cluster 3—Connecting and Reflecting

Using their “The World Around Me” portfolio students share examples of things that are beautiful in the natural environment and explain why they are important to them.



K.3.5 BLM: The World Around Me: Connecting and Reflecting

Teacher Reflections

Teacher Reflections

References

Foundation for Implementation

GRADE

K-4

- Alberta Learning. *Aboriginal Perspective on Education: A Vision of Cultural Context within the Framework of Social Studies: Literature/Research Review*. Edmonton, AB: Alberta Learning, August 1999.
- — —. *Aperçu de recherches en vue de l'élaboration du Cadre commun de résultats d'apprentissage en sciences humaines (M-12) du Protocole de l'Ouest canadien pour l'éducation francophone*. Edmonton, AB: Alberta Learning, August 1999.
- — —. *Overview of Related Research to Inform the Development of the Western Canadian Protocol Social Studies (K-12) Common Curriculum Framework for Francophone Education*. Edmonton, AB: Alberta Learning, August 1999.
- — —. *Reshaping the Future of Social Studies: Literature/Research Review*. Edmonton, AB: Alberta Learning, August 1999.
- Anderson, C., et al. *Global Understandings: A Framework for Teaching and Learning*. Alexandria, VA: Association for Supervision and Curriculum Development, 1994.
- Apple, Michael W., and James A. Beane, eds. *Democratic Schools: Lessons from the Chalk Face*. Buckingham, UK: Open University Press, 1999.
- Association canadienne d'éducation de langue française. *Table nationale d'éducation de langue française*. Regina, SK: Association canadienne d'éducation de langue française, 1997.
- Atlantic Provinces Education Foundation. *Foundation for the Atlantic Canada Social Studies Curriculum*. Halifax, NS: Atlantic Provinces Education Foundation, 1999.
- Banks, James A., and Cherry A. McGee Banks. *Multicultural Education: Issues and Perspectives*, 3rd Edition. Needham Heights, MA: Allyn and Bacon, 1997.
- Black Learners Advisory Committee (BLAC). *Report on Education*. Halifax, NS: BLAC, December 1994.
- Buehl, Doug. *Classroom Strategies for Interactive Learning*. Randolph, WI: Wisconsin State Reading Association, 1995.
- California Department of Education. *History-Social Science Content Standards for California Public Schools, Kindergarten through Grade Twelve*. Sacramento, CA: California Department of Education, 1998.
- Canadian Council for Geographic Information. *Canadian National Standards for Geography: A Standards-Based Guide to K-12 Geography*. Ottawa, ON: The Royal Canadian Geographic Society, 2001.
- Case, Roland, and Penney Clark, eds. *The Canadian Anthology of Social Studies: Issues and Strategies for Teachers*. Vancouver, BC: Pacific Educational Press, 1997.
- Cogan, J., and R. Derricott, eds. *Citizenship for the 21st Century*. London, UK: Kogan Page Limited, 1998.
- Conseil supérieur de l'éducation. *Éduquer à la citoyenneté*. Sainte-Foy, QC: Conseil supérieur de l'éducation, 1998.
- Council for Interracial Books for Children. "Suggestions for Developing Positive Racial Attitudes." In *Bulletin* 11.3-4. New York, NY: Council for Interracial Books for Children, 1980.
- Council of Ministers of Education, Canada. *Common Framework of Science Learning Outcomes K to 12: Pan-Canadian Protocol for Collaboration on School Curriculum*. Toronto, ON: Council of Ministers of Education, Canada, 1997.
- Cross, W. *Shades of Black: Diversity in African American Identity*. Philadelphia, PA: Temple University Press, 1991.
- de Bono, Edward. *New Thinking for the New Millennium*. London, UK: Penguin, 1999.
- Derman-Sparks, L., and C.B. Phillips. *Teaching/Learning Anti-Racism: A Developmental Approach*. New York, NY: Teachers College Press, 1997.
- Erickson, H. Lynn. *Concept-Based Curriculum and Instruction: Teaching Beyond the Facts*. New York, NY: Corwin Press, 1998.

- Gale, Trevor, and Kathleen Densmore. *Just Schooling: Explorations In the Cultural Politics of Teaching*. Buckingham, UK: Open University Press, 2000.
- Gardner, Howard. *The Unschooled Mind: How Children Think and How Schools Should Teach*. New York, NY: HarperCollins Publishers, Inc., 1991.
- The Grand Council of the Crees. "Who Are the World's Indigenous Peoples?" 2002. Available online at: <http://www.gcc.ca/Political-Issues/international/who_are_indigenous.htm>. Date Accessed: 26 Nov. 2002.
- Helms, J. E. (ed.) *Black and White Racial Identity: Theory, Research and Practice*. Westport, CT: Greenwood Press, 1990.
- Indian and Northern Affairs Canada. "Definitions." March 2002. Available online at: <http://www.ainc-inac.gc.ca/pr/info/info101_e.html>. Date Accessed: 26 Nov. 2002.
- Kendall, John S., and Robert J. Marzano. *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*. Aurora, ON: Mid-Continental Regional Education Laboratory, 1996.
- Kincheloe, Joe L., and Shirley R. Steinberg. *Changing Multiculturalism: New Times, New Curriculum* (Changing Education Series). Buckingham, UK: Open University Press, 1997.
- Kymlicka, Will. *Multicultural Citizenship*. Oxford, UK: The Clarendon Press, 1995.
- Lindsey, Randall B., Kikanza Nuri Robins, and Raymond D. Terrell. *Cultural Proficiency: A Manual for School Leaders*. New York, NY: Corwin Press, 1999.
- Manitoba Education and Training. *A Foundation for Excellence*. Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1995.
- _____. *Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Training, 2000.
- _____. *Independent Together: Supporting the Multilevel Learning Community*. Winnipeg, MB: Manitoba Education and Youth, 2003.
- _____. "Strategies That Make a Difference." In *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1996a.
- _____. *Success for All Learners: A Handbook on Differentiating Instruction*. Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1996b.
- _____. *Technology As a Foundation Skill Area: A Journey toward Information Technology Literacy: A Resource for Curriculum Developers, Teachers, and Administrators*. Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1998.
- Marzano, Robert J. *A Different Kind of Classroom: Teaching with Dimensions of Learning*. Alexandria, VA: Association for Supervision and Curriculum Development, 1992.
- Marzano, Robert, and Ron Brandt, eds. *Dimensions of Thinking: A Framework for Curriculum and Instruction*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.
- National Center for History in the Schools. *National Standards for History*. Los Angeles, CA: University of California, 1996.
- National Council for Social Studies. *Expectations of Excellence: Curriculum Standards for Social Studies*. Washington, DC: National Council for Social Studies, 1994.
- National Geographic Research and Exploration. *Geography for Life: National Geography Standards*. Washington, DC: National Geographic Research and Exploration, 1994.
- National Geographic Society. *A Path toward World Literacy: A Standards-Based Guide to K-12 Geography*. Washington, DC: National Geographic Society, 2000.

- New Zealand Ministry of Education. *Social Studies in the New Zealand Curriculum*. Wellington, NZ: New Zealand Ministry of Education, 1997.
- _____. *Social Studies in the New Zealand Curriculum: Draft*. Wellington, NZ: New Zealand Ministry of Education, 1994.
- _____. *Social Studies in the New Zealand Curriculum: Revised Draft*. Wellington, NZ: New Zealand Ministry of Education, 1996.
- Northwest Territories Education, Culture and Employment. *Civics in the Junior Secondary Social Studies: Curriculum and Resource List*. Yellowknife, NT: Education, Culture and Employment, 1998.
- _____. *Dene Kede K-6: Education: A Dene Perspective*. Yellowknife, NT: Education, Culture and Employment, 1993.
- _____. *Elementary Social Studies 1-6*. Yellowknife, NT: Education, Culture and Employment, 1993.
- _____. *Inuuqatigiit: The Curriculum from the Inuit Perspective*. Yellowknife, NT: Education, Culture and Employment, 1996.
- _____. *Junior Secondary Social Studies 7-9: Draft for Field Validation*. Yellowknife, NT: Education, Culture and Employment, 1993.
- Protocole de collaboration concernant l'éducation de base dans l'Ouest canadien. *Cadre commun des résultats d'apprentissage en français langue première (M-12)*. Winnipeg, MB: Éducation et Formation professionnelle Manitoba, 1996.
- _____. *Cadre commun des résultats d'apprentissage en français langue seconde-immersion (M-12)*. Winnipeg, MB: Éducation et Formation professionnelle Manitoba, 1996.
- Saskatchewan Department of Education. *Programmes francsaskois : Sciences humaines : Programme d'études de la 9e année*. Regina, SK: Saskatchewan Department of Education, 1999.
- _____. *Social Studies: A Curriculum Guide for the Elementary Level*. Regina, SK: Saskatchewan Department of Education, 1995.
- _____. *Social Studies: A Curriculum Guide for the Middle Level*. Regina, SK: Saskatchewan Department of Education, 1998.
- Stearns, Peter N., Peter Seixas, and Sam Wineburg, eds. *Knowing, Teaching, and Learning History: National and International Perspectives*. New York, NY: New York University Press, 2000.
- Stiggins, Richard J. *Student-Involved Classroom Assessment*, 3rd edition. New York, NY: Prentice-Hall, 2001.
- Sutton, Ruth. *Assessment for Learning*. London, UK: Ruth Sutton Publications, 1995.
- Taylor, Charles. *Sources of the Self: The Making of the Modern Identity*. Cambridge, MA: Harvard University Press, 1998.
- Western Canadian Protocol for Collaboration in Basic Education. *The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12*. Edmonton, AB: Alberta Learning, 2000.
- _____. *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12*. Winnipeg, MB: Manitoba Education and Training, 1998.
- _____. *The Common Curriculum Framework for K-12 Mathematics*. Edmonton, AB: Alberta Education, 1995.
- _____. *The Common Curriculum Framework for Social Studies, Kindergarten to Grade 9*. Winnipeg, MB: Manitoba Education, Training and Youth, 2002.
- Wiggins, Grant, and Jay McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.
- Wright, Ian. *Is That Right?: Critical Thinking and the Social World of the Young Learner*. Toronto, ON: Pippin Publishing Corporation, 1999.
- Wright, Ian, and Alan Sears, eds. *Trends and Issues in Canadian Social Studies*. Vancouver, BC: Pacific Educational Press, 1997.

APPENDICES

GRADE

K

Skills Assessment

Appendix A

GRADE

K

Skills Assessment Key

	Page
1 Active Listening	A3
2 Brainstorming	A4
3 Oral Communication	
3a Discussion	A5
3b Sharing Personal Experiences	A7
3c Relating Events	A8
4 Collaborative Learning	A9
5 Using Graphic Organizers	A10
6 Inquiry Process	
6a Sorting and Classifying	A11
6b Generating Questions	A12
6c KWL	A13
6d Preparing and Conducting Interviews	A15
6e Field Trips	A16
6f Collecting and Observing Pictures	A17
6g Viewing Video/Media	A18
7 Social Studies	
7a Creating Maps	A20
7b Using/Interpreting Maps	A22
7c Interpreting Timelines	A23
7d Creating Timelines	A24
7e Social Action	A26

	Page
8 Content Reading	A28
9 Writing	
9a Journals	A30
9b Exit Slip	A31
9c RAFT	A32
9d Persuasive Writing	A34
9e Creating Plans/Outlines	A35
9f Recording Information	A36
10 Presentations/Representations	A38
11 Information and Communication Technologies	
11a Print and Electronic Research	A39
11b Using Graphics Software	A40
11c Email	A41
11d Desktop Publishing	A42
11e Word Processing	A43
11f Concept Mapping	A44
11g Multimedia Presentations	A45
11h Creating Animations	A46
11i Using Software	A47
11j Using Spreadsheets/Databases	A48

1 – Active Listening



Skills

S-102	Interact fairly and respectfully with others.
S-200	Gather information from oral, visual, material, or print sources.
S-400	Listen actively to others.

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 strategies is found on page 8 of “Strategies That Make a Difference” (Manitoba Education and Training, 1996a).

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does an active listener look/sound like?*
- 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
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

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

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 54: Assessing Active Listening

Success for All Learners

- P. 6.11: SLANT; HASTE; SWIM

2 – Brainstorming



Skills

S-100	Cooperate and collaborate with others. <i>Examples: take turns, share space and classroom resources...</i>
S-102	Interact fairly and respectfully with others.
S-200	Gather information from oral, visual, material, or print sources.
S-400	Listen actively to others.
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 departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

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

3 – ORAL COMMUNICATION

3a – Discussion



Skills

S-100	Cooperate and collaborate with others. <i>Examples: take turns, share space and classroom resources...</i>
S-102	Interact fairly and respectfully with others.
S-200	Gather information from oral, visual, material, or print sources.
S-400	Listen actively to others.
S-401	Use language that is respectful of others.
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 departmental publications are available at the Manitoba Text Book Bureau.

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

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 60: Group Discussion—Observation Checklist

3b – Sharing Personal Experiences



Skills

S-102	Interact fairly and respectfully with others.
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
- Establishing a safe environment where students will feel comfortable sharing personal experiences
- Constructing student-generated criteria for *What does a member look/sound like?*
- Recording focused observations to determine oral communication skills, connections, or organization of thoughts and ideas
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

3c – Relating Events**Skills**

S-202	Use appropriate terms or expressions to describe periods of time.
S-401	Use language that is respectful of others.
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 departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

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

4 – Collaborative Learning



Skills

S-100	Cooperate and collaborate with others. <i>Examples: take turns, share space and classroom resources...</i>
S-101	Consider others' needs when working and playing together.
S-102	Interact fairly and respectfully with others.
S-400	Listen actively to others.
S-401	Use language that is respectful of others.
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 departmental publications are available at the Manitoba Text Book Bureau.

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

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

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

5 – Using Graphic Organizers



Skills

S-201 Sort information using selected criteria.

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

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

6 – INQUIRY PROCESS

6a – Sorting and Classifying

**Skills**

S-200	Gather information from oral, visual, material, or print sources.
S-201	Sort information using selected criteria.
S-300	Use comparison in investigations.

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**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- 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"

- BLM 64: Venn Diagram

Success for All Learners

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

6b – Generating Questions**Skills**

S-200	Gather information from oral, visual, material, or print sources.
S-300	Use comparison in investigations.

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 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**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

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

6c – KWL**Skills**

S-200	Gather information from oral, visual, material, or print sources.
S-201	Sort information using selected criteria.
S-400	Listen actively to others.
S-403	Present information and ideas orally, visually, or concretely.

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.

Think about...

- 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**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- 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”

- BLM 65: KWL Plus
- BLM 66: KWL Plus Map

Success for All Learners

- P. 6.94: KWL Plus
- P. 6.95: Knowledge Chart

6d – Preparing and Conducting Interviews



Skills

S-102	Interact fairly and respectfully with others.
S-200	Gather information from oral, visual, material, or print sources.
S-203	Use tools and technologies to accomplish given tasks.
S-400	Listen actively to others.
S-401	Use language that is respectful of others.

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

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
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

6e – Field Trips



Skills

S-100	Cooperate and collaborate with others. <i>Examples: take turns, share space and classroom resources...</i>
S-102	Interact fairly and respectfully with others.
S-103	Make decisions that reflect care, concern, and responsibility for the environment.
S-200	Gather information from oral, visual, material, or print sources.
S-300	Use comparison in investigations.
S-400	Listen actively to others.
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 modelling/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

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 6: Daily Observation Form

Success for All Learners

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

6f – Collecting and Observing Pictures



Skills

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

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

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 6: Daily Observation Form

Success for All Learners

- P. 6.100: Sort and Predict Frame

6g – Viewing Video/Media



Skills

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

(continued)

6g – Viewing Video/Media *(continued)***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**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- 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”

- BLM 73: A Viewer’s Discussion Guide

Success for All Learners

- P. 6.102: Look It Over

7 – SOCIAL STUDIES

7a – Creating Maps

**Skills**

S-200	Gather information from oral, visual, material, or print sources.
S-203	Use tools and technologies to accomplish given tasks.
S-403	Present information and ideas orally, visually, or concretely.

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/interpret and create different types of maps. Verbalize directions or read stories aloud and have students create illustrations of described places and spaces. Have students—individually or collaboratively—create maps from these oral sources of information to practise listening skills, and following directions.

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

(continued)

7a – Creating Maps (continued)

- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally modelling/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 departmental publication is available at the Manitoba Text Book Bureau.

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
- BLM 6: Daily Observation Form

7b – Using/Interpreting Maps



Skills

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

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

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.

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 departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 6: Daily Observation Form

7c – Interpreting Timelines**Skills**

S-202	Use appropriate terms or expressions to describe periods of time.
S-203	Use tools and technologies to accomplish given tasks.
S-300	Use comparison in investigations.

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 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 departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 6: Daily Observation Form

7d – Creating Timelines



Skills

S-200	Gather information from oral, visual, material, or print sources.
S-201	Sort information using selected criteria.
S-202	Use appropriate terms or expressions to describe periods of time.
S-300	Use comparison in investigations.
S-403	Present information and ideas orally, visually, or concretely.
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 (e.g., in Grade 4: throughout Cluster 4, History of Manitoba; in Grades 5, 6, 8, and Senior 3: throughout the entire year). 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

(continued)

7d – Creating Timelines *(continued)***BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

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

7e – Social Action



Skills

S-100	Cooperate and collaborate with others. <i>Examples: take turns, share space and classroom resources...</i>
S-102	Interact fairly and respectfully with others.
S-103	Make decisions that reflect care, concern, and responsibility for the environment.
S-203	Use tools and technologies to accomplish given tasks.
S-301	Identify consequences of their decisions and actions.
S-400	Listen actively to others.
S-401	Use language that is respectful of others.
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.

(continued)

7e – Social Action *(continued)*

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 departmental publications are available at the Manitoba Text Book Bureau.

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

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 93: Goal Setting

8 – Content Reading



Skills

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

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
- 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 departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

(continued)

8 – Content Reading *(continued)*

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- 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

- 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

**Skills**

 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 departmental publication is available at the Manitoba Text Book Bureau.
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

9b – Exit Slip**Skills**

S-402	Express reasons for their ideas and opinions.
S-403	Present information and ideas orally, visually, or concretely.

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 departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 6: Daily Observation Form

Success for All Learners

- P. 6.61: Admit and Exit Slips

9c – RAFT

**Skills**

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, or concretely.

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

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

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

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 71: Point of View

9d – Persuasive Writing**Skills**

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, or concretely.

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

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

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

9e – Creating Plans/Outlines



Skills

S-201 Sort information using selected criteria.

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 departmental publications are available at the Manitoba Text Book Bureau.

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
- BLM 7: Our/My Learning Plan

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- 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**Skills**

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

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

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

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
- BLM 8: Evidence of Learning

(continued)

9f – Recording Information *(continued)*

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- P. 59: Pyramid Diagram
- BLM 64: Venn Diagram
- BLM 67: W-5 Chart

Success for All Learners

- 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



Skills

S-200	Gather information from oral, visual, material, or print sources.
S-201	Sort information using selected criteria.
S-203	Use tools and technologies to accomplish given tasks.
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, or concretely.

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 departmental publication is available at the Manitoba Text Book Bureau.
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

11 – INFORMATION AND COMMUNICATION TECHNOLOGIES

11a – Print and Electronic Research



Skills

S-200	Gather information from oral, visual, material, or print sources.
S-201	Categorize information using selected criteria.
S-203	Use tools and technologies to accomplish given tasks.
S-300	Use comparison in investigations.

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

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
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

11b – Using Graphics Software**Skills**

S-203	Use tools and technologies to accomplish given tasks.
S-403	Present information and ideas orally, visually, or concretely.

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

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

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

11c – Email



Skills

S-102	Interact fairly and respectfully with others.
S-200	Gather information from oral, visual, material, or print sources.
S-203	Use tools and technologies to accomplish given tasks.
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.

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 departmental publication is available at the Manitoba Text Book Bureau.
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

11d – Desktop Publishing**Skills**

S-200	Gather information from oral, visual, material, or print sources.
S-201	Sort information using selected criteria.
S-203	Use tools and technologies to accomplish given tasks.
S-401	Use language that is respectful of others.
S-403	Present information and ideas orally, visually, or concretely.

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 departmental publication is available at the Manitoba Text Book Bureau.

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

11e – Word Processing



Skills

S-200	Gather information from oral, visual, material, or print sources.
S-203	Use tools and technologies to accomplish given tasks.

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



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

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

11f – Concept Mapping**Skills**

S-201	Sort information using selected criteria.
S-203	Use tools and technologies to accomplish given tasks.

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

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

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

11g – Multimedia Presentations



Skills

S-200	Gather information from oral, visual, material, or print sources.
S-201	Sort information using selected criteria.
S-203	Use tools and technologies to accomplish given tasks.
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, or concretely.

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 departmental publication is available at the Manitoba Text Book Bureau.
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

11h – Creating Animations**Skills**

S-200	Gather information from oral, visual, material, or print sources.
S-201	Sort information using selected criteria.
S-203	Use tools and technologies to accomplish given tasks.
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, or concretely.

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 departmental publication is available at the Manitoba Text Book Bureau.

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

11i – Using Software



Skills

S-200	Gather information from oral, visual, material, or print sources.
S-203	Use tools and technologies to accomplish given tasks.

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
- 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 departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

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

11j – Using Spreadsheets/Databases**Skills**

S-200	Gather information from oral, visual, material, or print sources.
S-203	Use tools and technologies to accomplish given tasks.

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.

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**

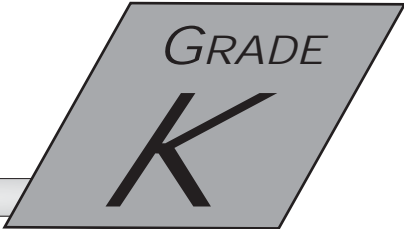
Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Teacher Reflections

Blackline Masters

Appendix B

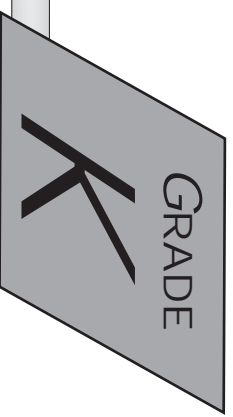


Blackline Masters

- K.1.1a Abilities—Class Experts
- K.1.2a My Basic Needs—Needs or Wants
- K.1.2b My Basic Needs—How We Meet Our Needs
- K.1.3a My Important Groups—Web
- K.1.3b My Important Groups—Puzzle
- K.1.3c My Important Groups—Illustration
- K.1.3d My Important Groups—I Belong
- K.1.3e My Important Groups—Web
- K.1.3f My Important Groups—Song
- K.1.5a My Responsibilities—Cards
- K.1.6a Remembrance Day—Poems
- K.1.6b Remembrance Day—Sentence Frames
- K.1.6c Remembrance Day—Teacher Resource: Cenotaphs
- K.1.6d Me: Connecting and Reflecting
- K.2.1a Important People in My Life—Web
- K.2.1b Important People in My Life—Community Helpers
- K.2.1c Important People in My Life—Helpers
- K.2.1d Important People in My Life—Family
- K.2.1e Important People in My Life—Award Ribbon
- K.2.1f Important People in My Life—School
- K.2.3a Communication—Word Cards
- K.2.3b Communication—Facial Expressions
- K.2.3c Communication—Sign Language
- K.2.3d Communication—Braille
- K.2.3e Communication—Feeling
- K.2.4a Stories and Celebrations—Interview
- K.2.4b Stories and Celebrations—Symbols
- K.2.4c Stories and Celebrations—My Family
- K.2.4d Stories and Celebrations—Web
- K.2.5a Getting Along—Chart
- K.2.5b Getting Along—Class Book
- K.2.6a Time—Days of the Week Wheel
- K.2.6b Time—Days of the Week Chart
- K.2.6c Time—Week Wheel
- K.2.6d The People Around Me: Connecting and Reflecting
- K.3.2a The Natural Environment—Beautiful and Important
- K.3.2b The Natural Environment—Natural and Constructed
- K.3.2c The Natural Environment—Daily Life
- K.3.2d The Natural Environment—Class Book
- K.3.3a Globes, Maps, and Models—My Bedroom
- K.3.4a Canada, Our Country—Canadian Anthem
- K.3.4b Canada, Our Country—Word Cards
- K.3.4c Canada, Our Country—Word Cards—Key
- K.3.4d Canada, Our Country—Outline Map of Canada
- K.3.4e Canada, Our Country—Canada Flag
- K.3.4f Canada, Our Country—Collage Outlines
- K.3.5a Basic Needs in Other Places—Picture Sort
- K.3.5b Basic Needs in Other Places—Class Book
- K.3.5c Basic Needs in Other Places—Chart
- K.3.5d The World Around Me—Connecting and Reflecting

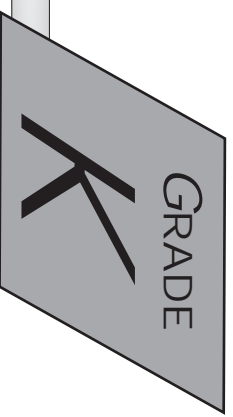
Charts and Checklists

Appendix C



Vocabulary Strategies

Appendix D



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

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 modelling 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 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

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.

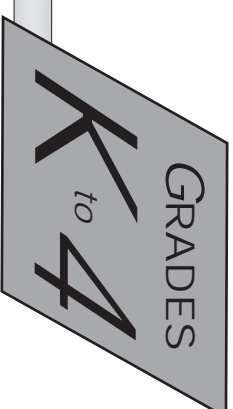
Grades K–4

Students play “Spelling in Motion” to practise 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

Cumulative Skills Chart

Appendix E



Code	Kindergarten	Grade 1	Grade 2
S-100	Students will... 0-S-100 Cooperate and collaborate with others. <i>Examples: take turns, share space and resources...</i>	Students will... 1-S-100 Cooperate and collaborate with others. <i>Examples: share space and resources, assume responsibilities, seek agreement...</i>	Students will... 2-S-100 Cooperate and collaborate with others. <i>Examples: make collective decisions, share responsibilities, seek agreement...</i>
S-101	0-S-101 Consider others' needs when working and playing together.	1-S-101 Consider others' needs when working and playing together.	2-S-101 Resolve conflicts peacefully and fairly.
S-102	0-S-102 Interact fairly and respectfully with others.	1-S-102 Interact fairly and respectfully with others.	2-S-102 Interact fairly and respectfully with others.
S-103	0-S-103 Make decisions that reflect care, concern, and responsibility for the environment.	1-S-103 Make decisions that reflect care, concern, and responsibility for the environment.	2-S-103 Make decisions that reflect care, concern, and responsibility for the environment.
S-104			2-S-104 Consider the rights and opinions of others during interactions.

Skills for Active Democratic Citizenship

Grade 3		Grade 4		Code
Students will...	Students will...			
3-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.	4-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.			S-100
3-S-101 Resolve conflicts peacefully and fairly.	4-S-101 Resolve conflicts peacefully and fairly.			S-101
3-S-102 Interact fairly and respectfully with others.	4-S-102 Interact fairly and respectfully with others.			S-102
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.			S-103
3-S-104 Consider the rights and opinions of others during interactions.	4-S-104 Negotiate constructively with others to build consensus.			S-104

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
S-200	0-S-200 Gather information from oral, visual, material, or print sources.	1-S-200 Gather information from oral, visual, material, print, or electronic sources.	2-S-200 Select information from oral, visual, material, print, or electronic sources.
S-201	0-S-201 Sort information using selected criteria.	1-S-201 Categorize information using selected criteria.	2-S-201 Organize and record information using visual organizers.
S-202	0-S-202 Use appropriate terms or expressions to describe periods of time.	1-S-202 Use appropriate terms or expressions to describe periods of time.	2-S-202 Use appropriate terms or expressions to describe periods of time.
S-203	0-S-203 Use tools and technologies to accomplish given tasks.	1-S-203 Use tools and technologies to accomplish given tasks.	2-S-203 Use tools and technologies to accomplish given tasks.
S-204		1-S-204 Use simple timelines to organize information chronologically.	2-S-204 Use simple timelines to organize information chronologically.
S-205		1-S-205 Construct simple maps to represent familiar places and locations.	2-S-205 Construct maps that include a title, legend, and symbols.
S-206		1-S-206 Interpret simple maps as representations of familiar places and locations.	2-S-206 Interpret maps that include a title, legend, and symbols.
S-207		1-S-207 Use relative terms to describe familiar locations.	2-S-207 Use cardinal directions to describe location.
S-208			

Skills for Managing Information and Ideas

Grade 3		Grade 4		Code
Students will...		Students will...		
<p>3-S-200 Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases...</i></p>		<p>4-S-200 Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases...</i></p>		S-200
<p>3-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i></p>		<p>4-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i></p>		S-201
<p>3-S-202 Use appropriate terms or expressions to describe periods of time.</p>		<p>4-S-202 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></p>		S-202
<p>3-S-203 Select and use appropriate tools and technologies to accomplish tasks.</p>		<p>4-S-203 Select and use appropriate tools and technologies to accomplish tasks.</p>		S-203
<p>3-S-204 Use timelines to organize information chronologically.</p>		<p>4-S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.</p>		S-204
<p>3-S-205 Construct maps that include a title, legend, and compass rose.</p>		<p>4-S-205 Construct maps that include a title, legend, compass rose, and grid.</p>		S-205
<p>3-S-206 Interpret maps that include a title, legend, and compass rose.</p>		<p>4-S-206 Interpret maps that include a title, legend, compass rose, and grid.</p>		S-206
<p>3-S-207 Use cardinal directions to describe the relative locations of places on maps and globes.</p>		<p>4-S-207 Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.</p>		S-207
		<p>4-S-208 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></p>		S-208

Code	Kindergarten	Grade 1	Grade 2
S-300	Students will... 0-S-300 Use comparison in investigations.	Students will... 1-S-300 Use comparison in investigations.	Students will... 2-S-300 Formulate questions for research.
S-301	0-S-301 Identify consequences of their decisions and actions.	1-S-301 Identify consequences of their decisions and actions.	2-S-301 Consider advantages and disadvantages of solutions to a problem.
S-302		1-S-302 Use information or observation to form opinions.	2-S-302 Use information or observation to form opinions.
S-303		1-S-303 Revise ideas and opinions based on new information.	2-S-303 Revise ideas and opinions based on new information.
S-304			
S-305			

Grade 3		Grade 4		Code
Students will...		Students will...		
3-S-300 Formulate questions for research.		4-S-300 Formulate questions for research.		S-300
3-S-301 Consider advantages and disadvantages of solutions to a problem.		4-S-301 Consider advantages and disadvantages of solutions to a problem.		S-301
3-S-302 Draw conclusions based on information and evidence.		4-S-302 Draw conclusions based on information and evidence.		S-302
3-S-303 Revise ideas and opinions based on new information.		4-S-303 Evaluate personal assumptions based on new information and ideas.		S-303
3-S-304 Distinguish fact from opinion.		4-S-304 Distinguish fact from opinion.		S-304
		4-S-305 Observe and analyze material or visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>		S-305

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
S-400	0-S-400 Listen actively to others.	1-S-400 Listen actively to others.	2-S-400 Listen actively to others.
S-401	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.
S-402	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.
S-403	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.
S-404	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.

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

K

This is an alphabetical list of resources for Kindergarten. The annotations are either in paragraph form or by topic. This list combines Integrated Resources, Series, Atlases, and Stand-Alone Resources.

These resources have been evaluated and recommended in 2003 and 2004 by a group of Manitoba teachers who were nominated by their school divisions. As additional materials are evaluated and recommended this resource list will be updated. Please check for updates online at
<www.edu.gov.mb.ca/ks4/cur/socstud/index.html>

A complete K–8 annotated bibliography of recommended learning resources is available online at
<<http://www.edu.gov.mb.ca/ks4/learnres/bibliographies.html>>.

For information or assistance regarding the purchase of learning resources listed, 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: 1-204-483-5041
Email: mtbb@merlin.mb.ca
Search and order online at <<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
Internet: <<http://library.edu.gov.mb.ca:4100>>

Grade-Level Resources

(Resources organized by cluster follow this section.)

ABC of Canada

(Picture Book). Bellefontaine, Kim. Kids Can Press (KCP), 2002. ISBN 1-55337-340-5.

Kindergarten—Cluster 3—World Around Me

- Living in Canada
- Landmarks (parks, statues, buildings, natural landmarks...)

Suggested Use: Kindergarten; Kindergarten—Cluster 3; Student—Depth

Date Recommended: 2003-Aug-25

Amy Loves the Snow

(Picture Book). Hoban, Julia. Scholastic Canada Ltd. (SCH), 1998. ISBN 0-590-47940-7.

Kindergarten—Cluster 1—Me

- Important groups

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Student—Depth

Date Recommended: 2003-Aug-25

Apples and Pumpkins

(Picture Book). Rockwell, Anne. Scholastic Canada Ltd. (SCH), 1998.
ISBN 0-590-45191-X.

Kindergarten—Cluster 2—People Around Me

- Celebrations

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Babies. Canadian Edition

(Picture Book). Canizares, Susan. Scholastic Canada Ltd. (SCH), 1999. 14 p.
ISBN 0-7791-0431-5.

Kindergarten—Cluster 1—Me

- Basic needs (food, clothing, safety rules)

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Student—Depth

Date Recommended: 2003-Aug-25

The Bakery

(Picture Book). Lee, Frances. Scholastic Canada Ltd. (SCH), 2000. 16 p.
ISBN 0-7791-1176-1.

Kindergarten—Cluster 1—Me

- Basic needs (food, clothing, safety rules)

Kindergarten—Cluster 2—People Around Me

- Work and resources

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Kindergarten—Cluster 2;
Student—Depth

Date Recommended: 2003-Aug-25

Celebrations. Canadian Edition

Canadian Edition (Picture Book). Berger, Samantha. Scholastic Canada Ltd. (SCH), 1999. 14 p.
ISBN 0-7991-0428-5.

Kindergarten—Cluster 2—People Around Me

- Celebrations

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Changes

(Non-Fiction). Condon, Penny. Gabriel Dumont Institute of Native Studies (GDUMONT), 2000.
ISBN 0-920915-43-4.

Kindergarten—Cluster 2—People Around Me

- Time, recurring events

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Chrysanthemum

(Fiction). Henkes, Kevin. Penguin Books Canada Limited (PBC), 2002. ISBN 0-6161-4575-6.

Kindergarten—Cluster 1—Me

- Important groups

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Student—Depth

Date Recommended: 2003-Aug-25

The City ABC Book

(Picture Book). Milich, Zoran. Kids Can Press (KCP), 2001. ISBN 1-55074-948-X.

Kindergarten—Cluster 3—World Around Me

- Landmarks (parks, statues, buildings, natural landmarks...)

Suggested Use: Kindergarten; Kindergarten—Cluster 3; Student—Depth

Date Recommended: 2003-Aug-25

City Signs

(Picture Book). Milich, Zoran. Kids Can Press (KCP), 2002. ISBN 1-55337-003-1.

Kindergarten—Cluster 3—World Around Me

- Landmarks (parks, statues, buildings, natural landmarks...)

Suggested Use: Kindergarten; Kindergarten—Cluster 3; Student—Depth

Date Recommended: 2003-Aug-25

Clifford's Manners

(Picture Book). Bridwell, Norman. Scholastic Canada Ltd. (SCH), 1987. ISBN 0-590-44285-6.

Kindergarten—Cluster 2—People Around Me

- Cooperation
- Communication

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Dim Sum for Everyone!

(Picture Book). Lin, Grace. Dell Publishing Co., Inc. (RAN), 2001. 209 p. ISBN 0-440-41770-8.

Kindergarten—Cluster 3—World Around Me

- World needs

Suggested Use: Kindergarten; Kindergarten—Cluster 3; Student—Depth

Date Recommended: 2003-Aug-25

Early One Morning

(Picture Book). Lang, Greg. Scholastic Canada Ltd. (SCH), 2000. 16 p. ISBN 0-7791-1167-2.

Kindergarten—Cluster 2—People Around Me

- Important people
- Celebrations

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Feelings. Canadian Edition

(Picture Book). Canizares, Susan. Scholastic Canada Ltd. (SCH), 1999. 14 p. ISBN 0-7791-0434-X.

Kindergarten—Cluster 1—Me

- Basic needs (food, clothing, safety rules)

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Student—Depth

Date Recommended: 2003-Aug-25

First Aid. Canadian Edition

(Picture Book). Canizares, Susan. Scholastic Canada Ltd. (SCH), 1999. 14 p. ISBN 0-7791-0432-3.

Kindergarten—Cluster 1—Me

- Basic needs (food, clothing, safety rules)

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Student—Depth

Date Recommended: 2003-Aug-25

Franklin's Thanksgiving

(Picture Book). Jennings, Sharon. Kids Can Press (KCP), 2001. ISBN 1-55074-800-9.

Kindergarten—Cluster 2—People Around Me

- Celebrations

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Friends

(Picture Book). Hong, Min J. Mondo Publishing (SCH), 1995. 8 p. ISBN 1-57255-040-6.

Kindergarten—Cluster 2—People Around Me

- Important people

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Getting Around

(Picture Book). Odgers, Sally. Scholastic Canada Ltd. (SCH), 2001. 12 p. ISBN 0-7791-1797-2.

Kindergarten—Cluster 1—Me

- Basic needs (food, clothing, safety rules)

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Student—Depth

Date Recommended: 2003-Aug-25

Good Morning Sam

(Picture Book). Gay, Marie-Louise. Groundwood Books (GROUND), 2003. ISBN 0-88899-528-8.

Kindergarten—Cluster 2—People Around Me

- Important people

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Grandfather and I

(Picture Book). Buckley, Helen E. Scholastic Canada Ltd. (SCH), 1994. ISBN 0-590-85026-1.

Kindergarten—Cluster 2—People Around Me

- Important people

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Grandma's Visit

(Picture Book). Prince, Sarah. Scholastic Canada Ltd. (SCH), 2001. 16 p. ISBN 0-7791-0764-0.

Kindergarten—Cluster 2—People Around Me

- Important people

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

The following six books are part of the Hard Work Series:

- A Day with a Doctor
- A Day with a Librarian
- A Day with a Mail Carrier
- A Day with Firefighters
- A Day with Paramedics
- A Day with Police Officers

Hard Work: A Day with a Doctor

(Picture Book). Kottke, Jan. Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23012-3.

Kindergarten—Cluster 2—People Around Me

- Work and resources

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Hard Work: A Day with a Librarian

(Picture Book). Kottke, Jan. Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23014-X.

Kindergarten—Cluster 2—People Around Me

- Work and resources

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Hard Work: A Day with a Mail Carrier

(Picture Book). Kottke, Jan. Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23015-8.

Kindergarten—Cluster 2—People Around Me

- Work and resources

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Hard Work: A Day with Firefighters

(Picture Book). Kottke, Jan. Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23013-1.

Kindergarten—Cluster 2—People Around Me

- Work and resources

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Hard Work: A Day with Paramedics

(Picture Book). Kottke, Jan. Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23016-6.

Kindergarten—Cluster 2—People Around Me

- Work and resources

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Hard Work: A Day with Police Officers

(Picture Book). Kottke, Jan. Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23017-4.

Kindergarten—Cluster 2—People Around Me

- Work and resources

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Hooray for Me!

(Picture Book). Charlip, Remy. Tricycle Press (TYB), 1996. ISBN 1-883672-43-0.

Kindergarten—Cluster 1—Me

- Important groups

Note: The entire text is upper case only.

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Student—Depth

Date Recommended: 2003-Aug-25

I Like This Park

(Picture Book). Drew, David. Scholastic Canada Ltd. (SCH), 1998. 9 p. ISBN 0-590-16896-7.

Kindergarten—Cluster 3—World Around Me

- Landmarks (parks, statues, buildings, natural landmarks...)

Suggested Use: Kindergarten; Kindergarten—Cluster 3; Student—Depth

Date Recommended: 2003-Aug-25

I Love my Dad

(Picture Book). Bell, Caroline. Fitzhenry & Whiteside Limited. (FHW), 1988. ISBN 0-88902-736-6.

Kindergarten—Cluster 2—People Around Me

- Important people

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

I'm Going to be a Police Officer

(Picture Book). Kunhardt, Edith. Scholastic Canada Ltd. (SCH), 1989. ISBN 0-590-25485-5.

Kindergarten—Cluster 2—People Around Me

- Work and resources

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

The Important Book

(Non-Fiction). Wise Brown, Margaret. HarperCollins Pubs., Inc. (HCP), n.d. 32 p. ISBN 0-06-020721-3.

Kindergarten—Cluster 1—Me

- Basic needs

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Student—Depth

Date Recommended: 2003-Aug-25

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

In the Kitchen

(Picture Book). Canizares, Susan. Scholastic Canada Ltd. (SCH), 1999. 14 p.
ISBN 0-7791-0430-7.

Kindergarten—Cluster 2—People Around Me

- Cooperation

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

The following book recommended for Kindergarten is part of the Info-Active Series:

- Houses

Info-Active: Houses (Picture Book). Drew, David. Scholastic Canada Ltd. (SCH), 1998. 16 p. ISBN 0-590-16895-9.

Kindergarten—Cluster 3—World Around Me

- World needs (food, clothing, shelter...)

Suggested Use: Kindergarten; Kindergarten—Cluster 3; Student—Depth

Date Recommended: 2003-Aug-25

Ira Says Goodbye

(Fiction). Waber, Bernard. Houghton Mifflin Company (SBC), 1991. 40 p. ISBN 0-395-58413-2.

Kindergarten—Cluster 2—People Around Me

- Important people

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

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 that there is no better day than today to teach our children 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

It's a Party. Canadian Edition

(Picture Book). Moreton, Daniel. Scholastic Canada Ltd. (SCH), 1999. 14 p.
ISBN 0-7791-0429-3.

Kindergarten—Cluster 2—People Around Me

- Celebrations

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

It's Mine!

(Picture Book). Lionni, Leo. Scholastic Canada Ltd. (SCH), 1985. ISBN 0-590-62198-X.

Kindergarten—Cluster 2—People Around Me

- Cooperation and conflict

Note: This can also be a teacher read-aloud book.

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Jeremiah Learns to Read

(Picture Book). Bogart, Jo Ellen. Scholastic Canada Ltd. (SCH), 1997. ISBN 0-590-51527-6.

Kindergarten—Cluster 2—People Around Me

- Important people

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

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 softcover, 175-page 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

The following two books are part of the Let's Talk About Series:

- Feeling Afraid
- Feeling Sad

Let's Talk About: Feeling Afraid

(Picture Book). Berry, Joy. Scholastic Canada Ltd. (SCH), 1995. ISBN 0-590-62384-2.

Kindergarten—Cluster 1—Me

- Basic needs (food, clothing, safety rules)

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Student—Depth

Date Recommended: 2003-Aug-25

Let's Talk About: Feeling Sad

(Picture Book). Berry, Joy. Scholastic Canada Ltd. (SCH), 1996. ISBN 0-590-62387-7.

Kindergarten—Cluster 1—Me

- Basic needs (food, clothing, safety rules)

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Student—Depth

Date Recommended: 2003-Aug-25

Look Out Kindergarten, Here I Come

(Fiction). Carlson, Nancy. Penguin Books Canada Limited (PBC), 2001. 32 p.
ISBN 0-14-056838-7.

Kindergarten—Cluster 2—People Around Me

- Celebrations

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Mama, Do You Love Me?

(Picture Book). Joosse, Barbara M. Chronicle Books (RAI), 1991. ISBN 0-8118-2131-5.

Kindergarten—Cluster 2—People Around Me

- Important people

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Mandi and Her Dad Go Shopping

(Picture Book). Graham, Pamela. Scholastic Canada Ltd. (SCH), 2001. 8 p. ISBN 0-7791-1794-8.

Kindergarten—Cluster 3—World Around Me

- Landmarks (parks, statues, buildings, natural landmarks...)

Suggested Use: Kindergarten; Kindergarten—Cluster 3; Student—Depth

Date Recommended: 2003-Aug-25

The Mother's Day Mice

(Fiction). Bunting, Eve. Houghton Mifflin Company (SBC), 1988. 32 p. ISBN 0-89919-702-7.

Kindergarten—Cluster 2—People Around Me

- Important people

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

My Dad's Fire Truck. Canadian Edition

(Picture Book). Costain, Meredith. Scholastic Canada Ltd. (SCH), 2001. ISBN 0-7791-1785-9.

Kindergarten—Cluster 2—People Around Me

- Work and resources

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

My Garden

(Picture Book). Drew, David. Scholastic Canada Ltd. (SCH), 1998. 17 p. ISBN 0-590-16896-3.

Kindergarten—Cluster 2—People Around Me

- Important people

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

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

Recommended Learning Resources

- 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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Nelson InfoRead Social Studies Grade 1: Rules Are Cool

(Series). Stein Dzaldov, 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

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

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

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

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

Nelson Language Arts InfoRead

(Series). (Nelson Language Arts InfoRead series). Nelson Thomson Learning (NEL).

This series of seven books comprised of the following: A Map to Fun, Dog Safety Rules, Season to Season, Snacktime, Solving Problems, We All Help, and We Care 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

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 modeling 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

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

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 cooperation.

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

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

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

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.

It is a 59-word book, written at the Kindergarten and Grade 1 level, that promotes parental and family involvement. Curricular connections can be made to English language arts.

The book includes cultural diversity in its subject matter in that its illustrations depict a visible-minority family.

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

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

Nelson Language Arts

(Series). (Nelson Language Arts series). Nelson Thomson Learning (NEL).

This includes a 16-page text and lesson cards for seven titles and two big books, one each for two of the titles, *At the Park*, *Dad*, *Look at Me*, *Seasons*, *The Helper*, *We Clean Up*, and *Where I Live* that correlate 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. The books 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

Nelson Language Arts: At the Park with accompanying Teacher's Lesson Card

(Series). (Nelson Language Arts series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625287-8.

This resource supports the learning outcomes in Cluster 1 (Me) of the Manitoba Kindergarten social studies curriculum.

It presents a current and accurate representation of children. The font and photographs are easy for children to relate to, and the resource is age appropriate.

Suggested Use:

Kindergarten; Kindergarten—Cluster 1;

Student—Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

Nelson Language Arts: Dad with accompanying Teacher's Lesson Card

(Series). (Nelson Language Arts series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625301-7.

This 16-page book supports the skills and learning outcomes of the Manitoba Kindergarten social studies curriculum for Cluster 1 (Me) and Cluster 2 (The People Around Me), including outcomes on citizenship and identity.

The book is current and accurate, and promotes the family and daily routines. The characters in the family are easy to relate to, and they introduce familiar and humorous situations.

This book contains age-appropriate vocabulary, font size, pictures, and learning activities. It is a beginner reading book with 38 words.

Suggested Use:

Kindergarten; Kindergarten—Cluster 1; Kindergarten—Cluster 2;

Student—Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

Nelson Language Arts: Look at Me with accompanying Teacher's Lesson Card

(Series). (Nelson Language Arts series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625291-6.

This resource supports the learning outcomes in Cluster 1 (Me) of the Manitoba Kindergarten social studies curriculum.

This book is a 27-word beginner reading book that includes photographs that are current and appropriate for children at this level. Curricular connections can be made with English language arts and health.

Comment: Children may find the photographs to be confusing (children appear to express different emotions on pages with “Look at me” than on pages with “I am...”).

Suggested Use:

Kindergarten; Kindergarten—Cluster 1;

Student—Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

Nelson Language Arts: Seasons Big Book

(Series). (Nelson Language Arts series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-619935-7.

This book supports skills and learning outcomes in each of the clusters of the Manitoba Kindergarten social studies curriculum, and is very appropriate for students at this level.

This is a 25-word beginner reading book that is included in the Language Arts series. This version is a large “big book” format that is sold separately. Curricular connections can be made to science, English language arts, and health.

The book includes many appropriate photographs, although they do not reflect a diverse cultural makeup.

Note: Teacher Read-Aloud

Suggested Use:

Kindergarten; Kindergarten—Cluster 1; Kindergarten—Cluster 2; Kindergarten—Cluster 3;

Student—Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

Nelson Language Arts: Seasons with accompanying Teacher's Lesson Card

(Series). (Nelson Language Arts series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625292-4.

This book supports skills and learning outcomes in all of the clusters of the Manitoba Kindergarten social studies curriculum, and is very appropriate for students at this level.

This is a 25-word beginner reading book that is included in the Language Arts series, and is also published in a large “big book” format that is sold separately. Curricular connections can be made to science, English language arts, and health.

The book includes many appropriate photographs, although they do not reflect a diverse cultural makeup.

Suggested Use:

Kindergarten; Kindergarten—Cluster 1; Kindergarten—Cluster 2; Kindergarten—Cluster 3; Student—Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

Nelson Language Arts: The Helper with accompanying Teacher's Lesson Card

(Series). (Nelson Language Arts series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625296-7.

This 33-word book supports all three clusters of the Manitoba Kindergarten social studies curriculum. The book displays families sharing job responsibilities, and uses appropriate vocabulary and photographs.

Suggested Use:

Kindergarten; Kindergarten—Cluster 1; Kindergarten—Cluster 2; Kindergarten—Cluster 3; Student—Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

Nelson Language Arts: We Clean Up Big Book

(Series). (Nelson Language Arts series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-619941-1.

This book supports the skills and learning outcomes in the Manitoba Kindergarten social studies curriculum Cluster 1 (Me) and Cluster 2 (The People Around Me).

This is a 41-word beginner reading book that is included in the Language Arts series. This version is a large “big book” format that is sold separately.

The photographs are current and show activities children can relate to their own classroom experience. It includes a diverse cultural representation of children in the photos.

Note: Teacher Read-Aloud

Suggested Use:

Kindergarten; Kindergarten—Cluster 1; Kindergarten—Cluster 2; Student—Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

Nelson Language Arts: We Clean Up with accompanying Teacher's Lesson Card

(Series). (Nelson Language Arts series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625290-8.

This book supports the skills and outcomes in the Manitoba Kindergarten social studies curriculum Cluster 1 (Me) and Cluster 2 (The People Around Me).

This is a 41-word beginner reading book that is included in the Language Arts series, and is also published in a large "big book" format that is sold separately.

The photographs are current and show activities children can relate to their own classroom experience. It includes a diverse cultural representation of children in the photos.

Suggested Use:

Kindergarten; Kindergarten—Cluster 1; Kindergarten—Cluster 2; Student—Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

Nelson Language Arts: Where I Live with accompanying Teacher's Lesson Card

(Series). (Nelson Language Arts series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625298-3.

The book can be used to introduce children to an Aboriginal community. It supports outcomes in all three clusters of the Manitoba Kindergarten social studies curriculum. This is a 39-word book with age-appropriate vocabulary and photographs

Suggested Use:

Kindergarten; Kindergarten—Cluster 1; Kindergarten—Cluster 2; Kindergarten—Cluster 3; Student—Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

Oonga Boonga

(Picture Book). Wishinsky, Frieda. Scholastic Canada Ltd. (SCH), 1998. ISBN 0-590-12460-9.

Kindergarten—Cluster 2—People Around Me

- Important people
- Communication (art, dance, song, facial expression, body language, sign language)

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

The Peaceful School: Models That Work

(Non-Fiction). Van Gorp, Hetty. Portage & Main Press (PEG), 2002. 115 p.
ISBN 1-55379-000-6.

This teacher's reference fits the K-4 Manitoba Curriculum for the topics of conflict/bullying and Remembrance Day. The resource describes activities that would be useful for K-4 students to help them understand and promote a peaceful world.

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Teacher Reference

Date Recommended: 2004-Aug-23

Pet Care. Canadian Edition

(Picture Book). Chesson, Betsey. Scholastic Canada Ltd. (SCH), 1999. 14 p.
ISBN 0-7791-0435-8.

Kindergarten—Cluster 1—Me

- Rules and responsibilities

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Student—Depth

Date Recommended: 2003-Aug-25

Ribbon Rescue

(Picture Book). Munsch, Robert N. Scholastic Canada Ltd. (SCH), 1999. ISBN 0-590-03871-0.

Kindergarten—Cluster 2—People Around Me

- Cooperation
- Celebrations

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Social Studies Resource Centre: Jobs. Canadian Edition

(Picture Book). Canizares, Susan. Scholastic Canada Ltd. (SCH), 2001. 14 p. ISBN 0-7791-0422-6.

Kindergarten—Cluster 2—People Around Me

- Work and resources

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Thank You! Canadian Edition

(Picture Book). Chessen, Betsey. Scholastic Canada Ltd. (SCH), 1999. 14 p. ISBN 0-7791-0427-7.

Kindergarten—Cluster 2—People Around Me

- Cooperation and conflict

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Thirteen Moons on Turtle's Back: A Native American Year of Moons

(Fiction). London, Jonathan. Putnam Publishing (PBC), 2002. 32 p. ISBN 0-399-22141-7.

Kindergarten—Cluster 2—People Around Me

- Time, recurring events

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Two Can Do It. Canadian Edition

(Picture Book). Canizares, Susan. Scholastic Canada Ltd. (SCH), 1999. 14 p. ISBN 0-7791-0426-9.

Kindergarten—Cluster 2—People Around Me

- Cooperation and conflict

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

We Are All Alike We Are All Different

(Picture Book). Cheltenham Elementary School Kindergartners. Scholastic Canada Ltd. (SCH), 1991. ISBN 0-439-41780-5.

Kindergarten—Cluster 1—Me

- Basic needs (food, clothing, safety rules)

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Student—Depth

Date Recommended: 2003-Aug-25

We Need Farms. Canadian Edition

(Picture Book). Wong, George. Scholastic Canada Ltd. (SCH), 2001. ISBN 0-7791-1779-4.

Kindergarten—Cluster 1—Me

- Basic needs (food, clothing, safety rules)

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Student—Depth

Date Recommended: 2003-Aug-25

A Week With Aunt Bea

(Picture Book). Nayer, Judy. Scholastic Canada Ltd. (SCH), 1997. 8 p. ISBN 1-57255-532-7.

Kindergarten—Cluster 2—People Around Me

- Important people

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

The following six books recommended for Kindergarten are part of the *Yellow Umbrella Books for Early Readers Series*:

- All Kinds of Clothes
- At School
- It's a Rule
- Teamwork
- Way We Communicate
- Who Is a Friend?

Yellow Umbrella Books for Early Readers: All Kinds of Clothes

(Picture Book). Cipriano, Jeri S. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2003. 16 p. ISBN 0-7368-1722-0.

Kindergarten—Cluster 3—World Around Me

- World needs (clothing)

Suggested Use: Kindergarten; Kindergarten—Cluster 3; Student—Depth

Date Recommended: 2003-Aug-25

Yellow Umbrella Books for Early Readers: At School

(Picture Book). Trumbauer, Lisa. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-7020-2.

Kindergarten—Cluster 1—Me

- Places important to children

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Student—Depth

Date Recommended: 2003-Aug-25

Yellow Umbrella Books for Early Readers: It's a Rule

(Picture Book). Cipriano, Jeri S. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2003. 16 p. ISBN 0-7368-1724-7.

Kindergarten—Cluster 1—Me

- Rules and responsibilities

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Student—Depth

Date Recommended: 2003-Aug-25

Yellow Umbrella Books for Early Readers: Teamwork

(Picture Book). Trumbauer, Lisa. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-7012-1.

Kindergarten—Cluster 2—People Around Me

- Cooperation and conflict

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Yellow Umbrella Books for Early Readers: Ways We Communicate

(Picture Book). Catala, Ellen. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-1726-3.

Kindergarten—Cluster 2—People Around Me

- Communication

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Yellow Umbrella Books for Early Readers: Who Is a Friend?

(Picture Book). Trumbauer, Lisa. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-7017-2.

Kindergarten—Cluster 1—Me

- Important groups

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Student—Depth

Date Recommended: 2003-Aug-25

Kindergarten: Alphabetical List of Resources by Cluster

Note: Some resources are listed under more than one cluster.

Kindergarten—Cluster 1

Amy Loves the Snow

Babies

The Bakery

Chrysanthemum

Feelings

First Aid

Getting Around

Hooray For Me

The Important Book

In the Global Classroom 1

Let's Talk About: Feeling Afraid

Let's Talk About: Feeling Sad

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

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)

Recommended Learning Resources

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 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

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: Snacktime with accompanying Teacher's Lesson Card

Nelson Language Arts: At the Park with accompanying Teacher's Lesson Card

Nelson Language Arts: Dad with accompanying Teacher's Lesson Card

Nelson Language Arts: Look at Me with accompanying Teacher's Lesson Card

Nelson Language Arts: Seasons Big Book

Nelson Language Arts: Seasons with accompanying Teacher's Lesson Card

Nelson Language Arts: The Helper with accompanying Teacher's Lesson Card

Nelson Language Arts: We Clean Up Big Book

Nelson Language Arts: We Clean Up with accompanying Teacher's Lesson Card

Nelson Language Arts: Where I Live with accompanying Teacher's Lesson Card

The Peaceful School: Models That Work

Pet Care

We Are All Alike We Are All Different

We Need Farms

Yellow Umbrella Books for Early Readers: At School

Yellow Umbrella Books for Early Readers: It's A Rule

Yellow Umbrella Books for Early Readers: Who is a Friend?

Recommended Learning Resources

Kindergarten—Cluster 2

Apples and Pumpkins
The Bakery
Celebrations
Changes
Clifford's Manners
Early One Morning
Franklin's Thanksgiving
Friends
Good Morning Sam
Grandfather and I
Grandmother's Visit
Hard Work: A Day With A Doctor
Hard Work: A Day With A Librarian
Hard Work: A Day With A Mail Carrier
Hard Work: A Day With Firefighters
Hard Work: A Day With Paramedics
Hard Work: A Day With Police Officers
I Love My Dad
I'm Going to be a Police Officer
In the Global Classroom 1
In the Kitchen
Ira Says Goodbye
Is That Right? Critical Thinking and the Social World of the Young Learner
It's a Party
It's Mine
Jeremiah Learns to Read
Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms
Look Out Kindergarten, Here I Come
Mama, Do You Love Me?
The Mother's Day Mice
My Dad's Fire Truck
My Garden
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
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

Recommended Learning Resources

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
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: Season to Season 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: Dad with accompanying Teacher's Lesson Card
Nelson Language Arts: Seasons Big Book
Nelson Language Arts: Seasons with accompanying Teacher's Lesson Card
Nelson Language Arts: The Helper with accompanying Teacher's Lesson Card
Nelson Language Arts: We Clean Up Big Book
Nelson Language Arts: We Clean Up with accompanying Teacher's Lesson Card
Nelson Language Arts: Where I Live with accompanying Teacher's Lesson Card
Oonga Boonga
Ribbon Rescue
Social Studies Resource Centre: Jobs
Thank You!
Thirteen Moons on Turtle's Back: A Native American Year of Moons
Two Can Do It
A Week With Aunt Bea
Yellow Umbrella Books for Early Readers: Team Work
Yellow Umbrella Books for Early Readers: Ways We Communicate

Kindergarten—Cluster 3

ABC of Canada

The City ABC Book

City Signs

Dim Sum For Everyone!

I Like This Park

In the Global Classroom 1

Info-Active: Houses

Mandy and Her Dad Go Shopping

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

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

Recommended Learning Resources

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
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 Care with accompanying Teacher's Lesson Card
Nelson Language Arts: Seasons Big Book
Nelson Language Arts: Seasons with accompanying Teacher's Lesson Card
Nelson Language Arts: The Helper with accompanying Teacher's Lesson Card
Nelson Language Arts: Where I Live with accompanying Teacher's Lesson Card
Yellow Umbrella Books for Early Readers: All Kinds of Clothes

Additional Aboriginal Resources Available from The Manitoba Text Book Bureau

MTBB Number	Document Title	Cost
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.

Our Neighborhood: Mr. Yee Fixes Cars (Out-of-Print)

(Picture Book). Flanagan, Alice. (Our Neighborhood Series). Scholastic Canada Ltd. (SCH), 1998. 32 p. ISBN 0-516-26297-1.

Kindergarten—Cluster 2—People Around Me

- Work and resources

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Yellow Umbrella Books for Early Readers: This Farm (Out-of-Print)

(Picture Book). Rubin, Alan. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-1717-4.

Kindergarten—Cluster 1—Me

- Basic needs

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Yellow Umbrella Books for Early Readers: Who Keeps Us Safe? (Out-of-Print)

(Picture Book). Catala, Ellen. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2003. 16 p. ISBN 0-7368-1720-4.

Kindergarten—Cluster 2—People Around Me

- Work and resources

Suggested Use: Kindergarten; Kindergarten—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25



Printed in Canada
Imprimé au Canada