

# Citizenship: Belonging and Connecting

## Aligned to Alberta Curriculum

— Grade 1 Social Studies —

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This teacher resource has been designed to give students an understanding and appreciation of the topics in the Grade 1 Social Studies Alberta Curriculum. Those topics include ***My World: Home, School and Community*** as well as ***Moving Forward with the Past: My Family, My History and My Community***. The lessons are designed to involve tactile participation and knowledge application while providing opportunities to connect ideas between topics and school subjects.

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## OVERVIEW

The Alberta Curriculum for Grade 1 Social Studies is arranged into two general outcomes. This publication uses the general outcomes as general units of study.

Each general outcome explores more specific outcomes organized under two categories – (1) *Values and Attitudes* and (2) *Knowledge and Understanding*. Each lesson of this publication will address specific outcomes with suggested success criteria and inquiry questions as outlined by Alberta’s program of studies documents.

## UNIT 1: GENERAL OUTCOME

### **My World: Home, School, and Community**

- 1.1 *Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.*

## SPECIFIC OUTCOMES

### **Values and Attitudes**

#### **Students will:**

- 1.1.1 *value self and others as unique individuals in relation to their world.*  
1.1.2 *value the groups and communities to which they belong.*

### **Knowledge and Understanding:**

#### **Students will:**

- 1.1.3 *examine how they belong and are connected to their world by exploring and reflecting upon questions for inquiry.*  
1.1.4 *determine what makes their communities thrive by exploring and reflecting upon questions for inquiry.*  
1.1.5 *distinguish geographic features in their own community from other communities by exploring and reflecting upon questions for inquiry.*

## UNIT 2: GENERAL OUTCOME

### **Moving Forward with the Past: My Family, My History and My Community**

- 1.2 *Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today.*

## SPECIFIC OUTCOMES

### **Values and Attitudes**

#### **Students will:**

- 1.2.1 *appreciate how stories and events of the past connect their families and communities to the present.*

### **Knowledge and Understanding:**

#### **Students will:**

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

## SKILLS AND PROCESSES

The Alberta Curriculum for Grade 1 Social Studies addresses four areas of skill and process development. The lessons in this publication highlight specific outcomes from the four areas and suggested success criteria for each as outlined in the program of studies documents related to the lesson material. The four areas of skill and process development are as follows:

**Dimensions of Thinking****Students will:**

- 1.S.1 develop skills of critical thinking and creative thinking.*
- 1.S.2 develop skills of historical thinking.*
- 1.S.3 develop skills of geographic thinking.*
- 1.S.4 demonstrate skills of decision making and problem solving.*

**Social Participation as a Democratic Practice****Students will:**

- 1.S.5 demonstrate skills of cooperation, conflict resolution and consensus building.*
- 1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.*

**Research for Deliberative Inquiry****Students will:**

- 1.S.7 apply the research process.*

**Communication****Students will:**

- 1.S.8 demonstrate skills of oral, written and visual literacy.*
- 1.S.9 develop skills of media literacy.*

*Taken from the Alberta Education Grade 1 Social Studies Curriculum.*

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# SETTING THE FOUNDATION – THE WORLD AND CANADA

## LEARNING INTENTIONS:

### Values, Attitudes, Knowledge and Understanding

- Students will value self and others as unique individuals in relation to their world.
- Students will value the groups and communities to which they belong.
- Students will examine how they belong and are connected to their world.

### Skills and Processes

- Students will develop skills of critical thinking and creative thinking.
- Students will develop skills of geographic thinking.
- Students will demonstrate skills of oral, written and visual literacy.

## SUCCESS CRITERIA:

- appreciate multiple points of view, languages, cultures and experiences within their groups and communities
- appreciate how their actions might affect other people and how the actions of others might affect them
- examine ideas and information from varied sources
- understand that globes and maps are visual representations of the world
- locate Canada on a globe or map
- respond appropriately, verbally and in written forms, using language respectful of human diversity

## QUESTIONS FOR INQUIRY:

- In what ways do we belong to more than one group or community at the same time?
- In what ways do we benefit from belonging to groups and communities?

## MATERIALS NEEDED:

- a copy of Moving to Canada Worksheets 1, 2 and 3 for each student
- map of the world, or a globe or an atlas, optional
- pencils, crayons, paper

## PROCEDURE

1. Activate prior knowledge by using vocabulary words and displays from the last lesson. Here is a sample starter:

*Last time, I spoke about how my Dad's family came to Canada from England many generations ago. We read about how people were moving to Canada all the time. Today, we are going to read a story about a newcomer to Canada. Does anyone remember what the word newcomer means?*

2. Give students the booklet from Worksheets 1, 2 and 3 – **Moving to Canada**. Ask students to listen for their vocabulary words.
3. Ask students to list the vocabulary words they heard in the story. This can be a class exercise with a front board or display or an independent exercise, depending on on your classroom. Review vocabulary words students found as needed.

# Moving to Canada

My family just moved to Canada. We moved here from China.



We are very excited to be moving to Canada. I can hardly wait to become Canadian!

My father says that it is important that we do not forget our heritage. Our ancestors lived in China for many generations and we must honour and respect them.



Photo credit: Hung Chung Chih/Shutterstock.com



My father has given me a jade dragon that was given to him by his father. It has been handed down through four generations.

## Moving to Canada

I wore my favourite red outfit to the New Year celebration



I am making new friends and trying new foods. I love hot dogs!

I am so glad we moved to Canada. I get to learn new things and honour my heritage!



# UNIT 2: MOVING FORWARD WITH THE PAST: MY FAMILY, MY HISTORY AND MY COMMUNITY

## HERITAGE AND IDENTITY – TRADITIONS AND CHANGES

### LEARNING INTENTIONS:

#### Values, Attitudes, Knowledge and Understanding

- Students will appreciate how stories and events of the past connect their families and communities to the present.
- Students will analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon questions.

#### Skills and Processes

- Students will develop skills of historical thinking.
- Students will apply the research process.

### SUCCESS CRITERIA:

- recognize how their families and communities might have been different in the past than they are today
- recognize how their ancestors contribute to their sense of identity within their family and communities
- appreciate people who have contributed to their communities over time
- compare and contrast information gathered.
- draw conclusions from organized information

### QUESTIONS FOR INQUIRY:

- In what ways has my community changed over time?
- How have changes over time affected their families and communities in the present?
- What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities?

### MATERIALS NEEDED:

- a copy of *Alberta: Past and Present* Booklet Worksheets or for each student, or used as display by the teacher
- map of the world, or a globe or an atlas
- pencils, crayons, paper
- video or visual display equipment

### PROCEDURE

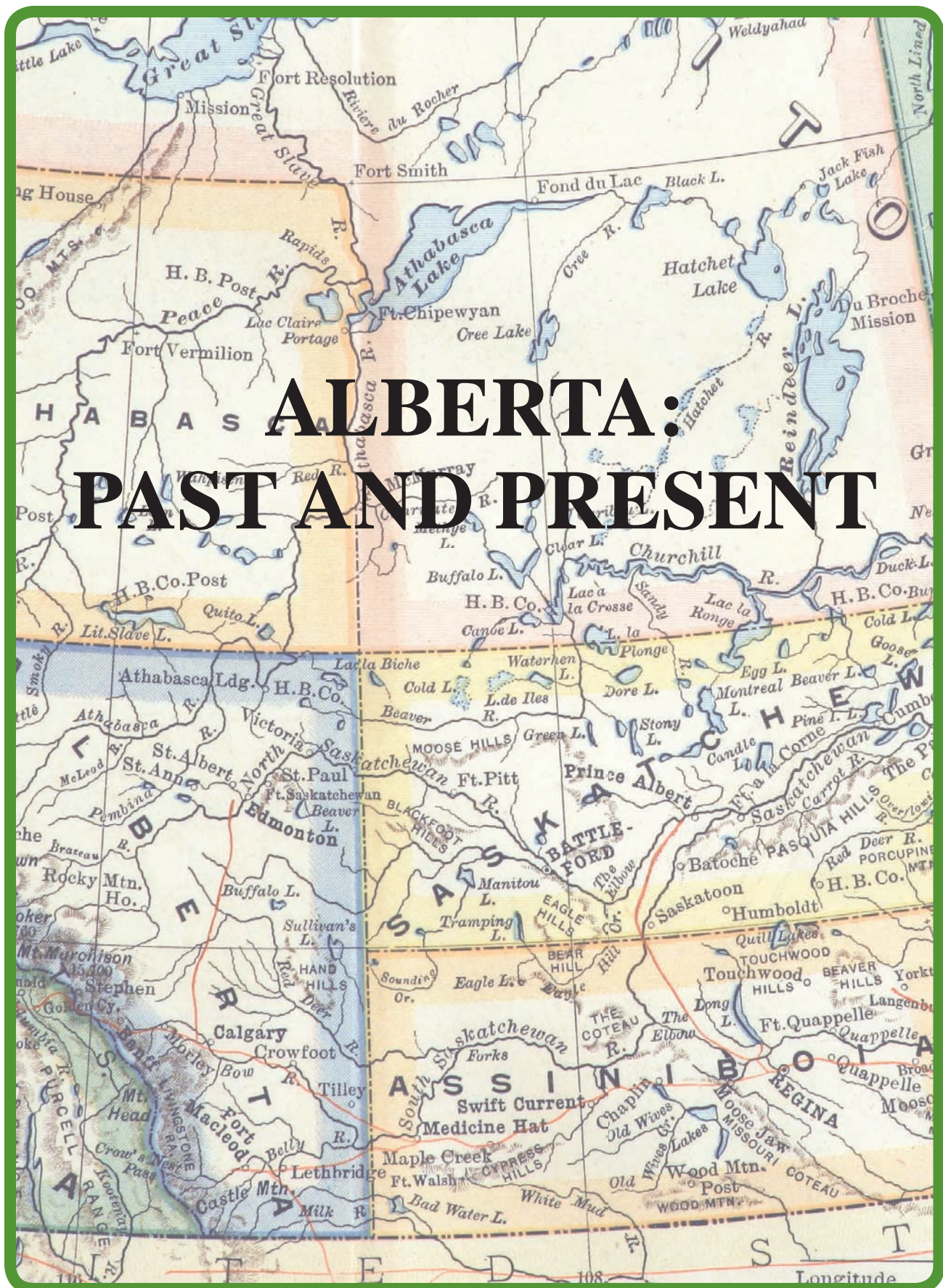
1. Activate prior knowledge with vocabulary from Unit One. This can take the form of a word wall exercise or a game. Here is a sample list of words to review:

*tradition, ancestor, holiday, celebration, family, culture, generations, inquiry*

2. Ask students how they think traditions and celebrations begin. Here is a sample script initiating interest and inquiry:

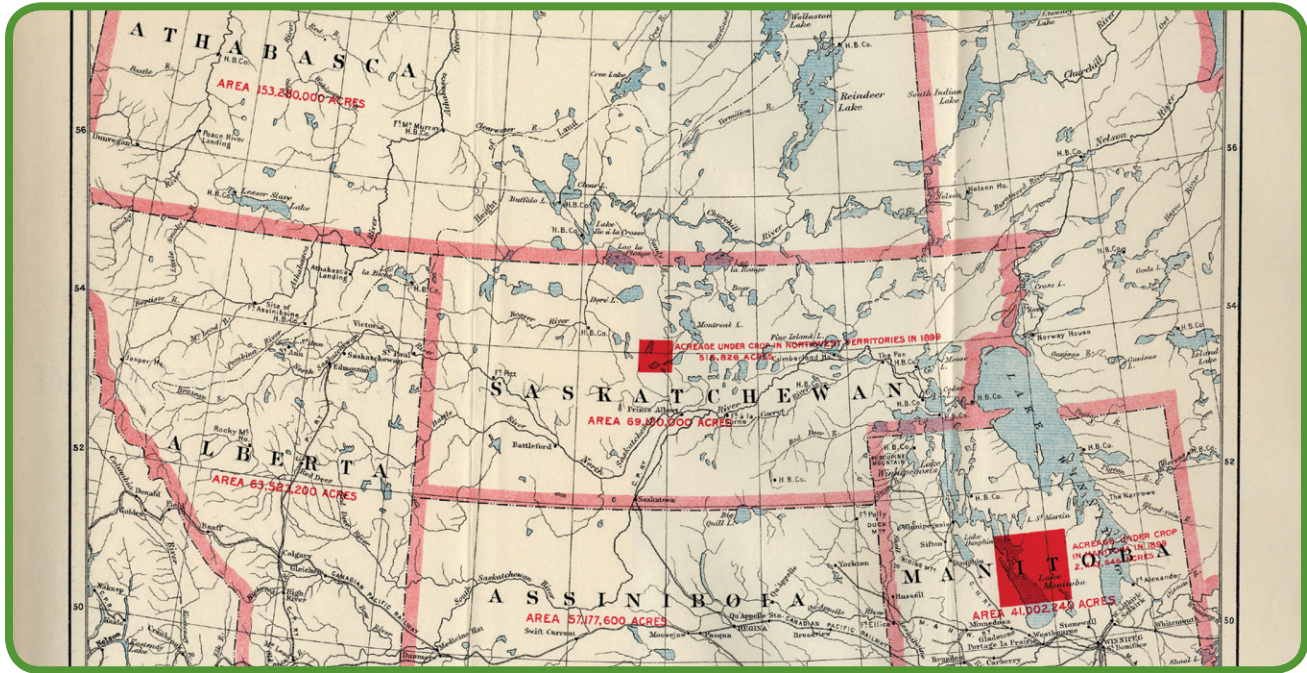
*We have talked a lot about traditions and celebrations within our family and our community. Do you ever wonder where the traditions and celebrations started? Why do we celebrate what we do? (Teacher may wish to write this question on whiteboard or chart paper) When we wonder about something, we can do research to find our answers. This is called an inquiry. (Teacher may wish to add the words – wonder and inquiry on the whiteboard or chart paper) One way we can start to answer our question of where things start is to look to the past. Today, I have a booklet that will start our search for information and may help us to think of more questions.*





# The Northwest Territories (Alberta)

The province of Alberta was once a part of a much bigger area of land called the Northwest Territories. In the year 1905 the government of Canada made Alberta a province.



## Research Questions:

How do the Northwest Territories and Alberta look the same? How do they look different?

## Research Questions:

In 1905 Regina was the capital city of most of the Northwest Territories. What is the capital city of Alberta today? What is Regina the capital of today? What could be the reason for the change?

