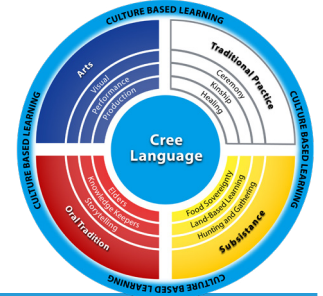





































Social Studies











 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᓂᓄᓄᓂ Nehiyaw Ways of Knowing	Other Suggestions
1.1 MY WORLD: HOME, SCHOOL AND COMMUNITY			
GENERAL OUTCOME: 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.			
VALUES AND ATTITUDES			
1.1.1 value self and others as unique individuals in relation to their world:	<ul style="list-style-type: none"> • appreciate how belonging to groups and communities enriches an individual's identity (I) • appreciate multiple points of view, languages, cultures and experiences within their groups and communities (C, CC) • demonstrate respect for their individual rights and the rights of others (C, I) • recognize and respect how the needs of others may be different from their own (C) 	<ul style="list-style-type: none"> 📺 All About Powwow/ Dance Series: Powwow Protocol 📺📖 Kinship and Community 📺📖 How Buffalo Got His Hump 📺📖 Legend of Buffalo (Told in Cree) 	Each grouping of Culture Based Learning videos begins with a video on protocol, which addresses outcomes.
1.1.2 value the groups and communities to which they belong:	<ul style="list-style-type: none"> • demonstrate a willingness to share and cooperate with others (C, PADM) • appreciate how their actions might affect other people and how the actions of others might affect them (C) • demonstrate a willingness to resolve issues and/or problems peacefully (C, PADM) • assume responsibility for their individual choices and actions (CC, I) 	<ul style="list-style-type: none"> 📺📖 Legend of Wolverine 📺 Stewardship and Community – Sharing 	

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
KNOWLEDGE AND UNDERSTANDING			
1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • What different types of communities or groups do you belong to? (CC) • What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC) • In what ways do we belong to more than one group or community at the same time? (CC, I) • In what ways do we benefit from belonging to groups and communities? (C, CC, I) • What are our responsibilities and rights at home, at school, in groups and in communities? (C, CC, I) • How does the physical geography of each community shape its identity? (CC, I) • What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)? (CC, I, LPP) • How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP) 	<p>  All About Powwow/ Dance Series: Becoming a Powwow Dancer   7 Sisters Legend </p> <p>    Trapping and Snares – Beaver Series: Beaver and His Tail   Beaver and His Tail </p>	<p> Visit your local Friendship Center; Métis Nation of Alberta Office. Identify each nation's flag. Grand Entry: nations and communities are identified by flags.  Learn Alberta: Social Studies Grade 1 Lesson Plan  Walking Together Map Golden Rule - Do unto others as you would have them do unto you.  How did communities get their names? Walking Together: Aboriginal Place Names </p>
1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • In what ways do people cooperate in order to live together peacefully? (C, I) • How do groups make decisions? (PADM) • In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C) • How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM) • How does caring for the natural environment contribute to the well being of our community? (C, LPP) 	<p>   Kinship and Community  Legend of Mosquito </p>	<p>  Rupertsland Institute: K-3 History & Identity </p>

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
1.1.5 distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • What are some familiar landmarks and places in my community? (CC, TCC) • Why are these landmarks and places significant features of the community? (CC, I, TCC) • What are some differences between rural and urban communities? (CC, LPP) • Where is my community on a map or on a globe? (LPP) 	 Orienteering Series: Trail Markings/ Landmarks   Dog Stars/Little Dipper	Invite an Elder or Knowledge Keeper of your local area (who has the knowledge) to share about past and present landmarks (such as where berries are found, where good hunting areas were for which animals, etc.)
1.2 MOVING FORWARD WITH THE PAST: MY FAMILY, MY HISTORY AND MY COMMUNITY			
GENERAL OUTCOME: 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.			
VALUES AND ATTITUDES			
1.2.1 appreciate how stories and events of the past connect their families and communities to the present:	<ul style="list-style-type: none"> • recognize how their families and communities might have been different in the past than they are today (CC, TCC) • appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging (CC, I, TCC) • recognize how their ancestors contribute to their sense of identity within their family and communities (TCC, I) • appreciate people who have contributed to their communities over time (CC, I, TCC) • recognize how diverse Aboriginal and Francophone communities are integral to Canada's character (CC, I) • acknowledge and respect symbols of heritage and traditions in their family and communities (CC, I, TCC) 	 Camp Set Up Series: Tipi Set Up/ Tipi Teachings (lesson on past-present materials)  Storytelling Protocols  Legend of Weasel   Share one story from each type of legend: Creation Stories, Star Stories, Trickster Stories	Métis - trapper's tent, the Red River Cart  Rupertsland Institute: Red River Cart  Learn Alberta: Social Studies Grade 1 Lesson Plan

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
KNOWLEDGE AND UNDERSTANDING			
1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> • How have changes affected my family over time (e.g., births, deaths, moves)? (CC, TCC) • What is my family's past in our community? (CC, I, TCC) • In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)? (CC, TCC) • Have changes over time affected their families and communities in the present? • In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time? (CC, I, TCC) • What connections do we have to the Aboriginal, Francophone and diverse cultures found in our communities? (CC, I, TCC) • What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities? (CC, I, TCC) 	<ul style="list-style-type: none">  Making Dry Meat Series: Traditional  Making Dry Meat Series: Contemporary  Trickster and the Dry Meat  All About Powwow/ Dance Series: Powwow Protocol  Dreamcatcher (Legend of Willow)  Legend of Willow 	<p>Invite Elders and Knowledge Keepers to share about changes in transportation in the area over time (horseback, dog teams, horse team, roads, wagons, school bus, etc.).</p> <p>Invite Elders and Knowledge Keepers to share how dress in the area changed over time; explore traditional trapping, hunting and food preservation/preparation practices.</p> <p>Explore questions focused on ceremonies and celebrations:</p> <ul style="list-style-type: none"> • Treaty Days (e.g., What are some of things you do during Treaty Days?" Why do we have Treaty Days?) • Healing ceremonies, sweats, feasting, making regalia, carnivals • Sun Dance • Powwow (hold a mini powwow) • Aboriginal/Culture Days • Sports days hosted by missionaries • Tea Dance • Orange Shirt Day • Louis Riel Day • Métis Week

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᓴᑦᑎᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
SKILLS AND PROCESSES FOR SOCIAL STUDIES			
Dimensions of Thinking			
1.S.1 develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> examine ideas and information from varied sources choose and justify a course of action compare and contrast information from similar types of electronic sources 	 Orienteering Series: Trail Markings/ Landmarks  The Rolling Head (younger version)	
1.S.2 develop skills of historical thinking:	<ul style="list-style-type: none"> recognize that some activities or events occur on a seasonal basis differentiate between activities and events that occurred recently and long ago 		
1.S.3 develop skills of geographic thinking:	<ul style="list-style-type: none"> use a simple map to locate specific areas within the school and community ask geographic questions, such as asking for directions understand that globes and maps are visual representations of the world locate Canada on a globe or map 		
1.S.4 demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> collaborate with others to devise strategies for decision making and problem solving apply ideas and strategies to contribute to decision making and problem solving 		

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Social Participation as a Democratic Practice			
1.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:	<ul style="list-style-type: none"> • consider the ideas and suggestions of others • work and play in harmony with others to create a safe and caring environment • demonstrate a willingness to share space and resources 	 The Legend of Weasel  Legend of Mosquito	
1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:	<ul style="list-style-type: none"> • behaviour in accordance with classroom, school and community expectations 		
Research for Deliberative Inquiry			
1.S.7 apply the research process:	<ul style="list-style-type: none"> • ask questions to make meaning of a topic • compare and contrast information gathered • navigate within an electronic document • access and retrieve appropriate information from electronic sources, when available, for a specific inquiry • process information from more than one source to retell what has been discovered • draw conclusions from organized information • make predictions based on organized information 		
Communication			
1.S.8 demonstrate skills of oral, written and visual literacy:	<ul style="list-style-type: none"> • interact with others in a socially appropriate manner • respond appropriately, verbally and in written forms, using language respectful of human diversity • listen to others in order to understand their point of view • create visual images using paint and draw programs 	 Beading  Squirrel and Pine Marten	
1.S.9 develop skills of media literacy:	<ul style="list-style-type: none"> • identify key words in a media presentation to determine the main idea 		