

“Your Story, My Story, Their Story...”
A look into Alberta’s Movement of People and History Unit Study

ICT Outcomes/SLEs	AB the Land, Histories and Stories/SLEs	Cross Curricular Connections/SLEs	Lessons/Activity
<p><i>C.1 - Students will access, use and communicate information from a variety of technologies.</i></p> <ul style="list-style-type: none"> ● 2.2 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by communicating effectively, through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes <p><i>C.4 - Students will use organizational processes and tools to manage inquiry.</i></p> <ul style="list-style-type: none"> ● 2.2 organize information, using such tools as a database, spreadsheet or electronic webbing ● 2.3 reflect on and describe the processes involved in completing a project 	<p><i>4.1 Alberta: A Sense of the Land</i></p> <p><i>4.1.1 value Alberta’s physical geography and natural environment:</i></p> <ul style="list-style-type: none"> ● appreciate how land sustains communities and quality of life (ER, LPP) ● demonstrate care and concern for the environment through their choices and actions (LPP) <p><i>4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:</i></p> <ul style="list-style-type: none"> ● In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP) <p><i>4.2 The Stories, Histories and People of Alberta appreciate how an understanding of Alberta’s history, peoples and stories contributes to</i></p>	<p><i>LA-1.1 Discover and Explore</i></p> <ul style="list-style-type: none"> ● compare new ideas, information and experiences to prior knowledge and experiences ● ask questions, paraphrase and discuss to explore ideas and understand new concepts ● share personal responses to explore and develop understanding of oral, print and other media texts <p><i>1.2 Clarify and Extend</i></p> <ul style="list-style-type: none"> ● identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts ● use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences ● explore ways to find additional ideas and information to extend understanding <p><i>2.1 Use Strategies and Cues</i></p>	<p><i>LESSON 1:</i> Begin unit study by reading/looking at the book “Window” by Jeanne Baker. The book is wordless – it is only a series of images that someone might see as they look out their window. Talk with students about the details of the picture – what kinds of textures were used in the paintings and artwork used in the pictures? What effects does it have? How does it make you feel? Ask the children to relate to their 5 senses – they can visualize what the particular picture would look like, smell like, feel like.</p> <p>Ask them to imagine what that land was like before all of the houses and the pretty gardens and buildings were there. What would have been there before? Why would it have been there? Ask them again to use their 5 senses to describe what that land would have been like before the settlements – what has changed? Keep a list of the</p>

<p>C.5 - Students will use technology to aid collaboration during inquiry.</p> <ul style="list-style-type: none"> ● 2.2 record group brainstorming, planning and sharing of ideas by using technology <p>C.7 - Students will use electronic research techniques to construct personal knowledge and meaning.</p> <ul style="list-style-type: none"> ● 2.1 use a variety of technologies to organize and synthesize researched information ● 2.2 use selected presentation tools to demonstrate connections among various pieces of information <p>F.1 - Students will demonstrate an understanding of the nature of technology.</p> <ul style="list-style-type: none"> ● 2.1 apply terminology appropriate to the technologies being used at this division level ● 2.2 identify and apply techniques and tools for communicating, storing, retrieving and selecting information 	<p>their sense of belonging and identity:</p> <ul style="list-style-type: none"> ● recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC) ● recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC) ● recognize how the diversity of immigrants from Europe and other continents has enriched Alberta’s rural and urban communities (CC, I, TCC) <p>4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> ● What movement or migration from within Canada contributed to the populating of Alberta? (LPP, TCC) ● How did the arrival of diverse groups of people 	<ul style="list-style-type: none"> ● use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information ● explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning comprehend new ideas and information by responding personally and discussing ideas with others ● distinguish differences in the structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information <p>2.2 Respond to Texts</p> <ul style="list-style-type: none"> ● retell events of stories in another form or medium ● make general evaluative statements about oral, print and other media texts ● develop own opinions based on ideas encountered in oral, print and other media texts ● explain how language and visuals work together to communicate meaning and enhance effect 	<p>descriptive words they come up with on a whiteboard or chart paper. (Lesson extension: Ask children to use a variety of materials to represent a piece of work as to what the land might have looked like before – using white paper introduce children to a variety of materials – paint, clay, paper, textured paper, etc. and ask them to create their image of what the land would have looked like before people came here. Ask them to reflect on why people would have come to this land – what did it have to offer?) Discuss with students the element of change in society and how over time, things change and the movement of people shapes our land, culture and personal histories – give examples of how your personal history had changed through the movement of people, and how your community has changed since you were a child (and possibly even how you have moved and shaped different communities!). Bring in example of your birthplace,</p>
---	---	--	---

<ul style="list-style-type: none"> ● 2.3 explain the advantages and limitations of using computers to store, organize, retrieve and select information ● 2.4 recognize the potential for human error when using technology <p>F.2 - Students will understand the role of technology as it applies to self, work and society.</p> <ul style="list-style-type: none"> ● 2.1 identify how technological developments influence one's life ● 2.4 assess the personal significance of having limitless access to information provided by communication networks, such as the Internet <p>F.3 - Students will demonstrate a moral and ethical approach to the use of technology.</p> <ul style="list-style-type: none"> ● 2.3 use appropriate communication language and etiquette ● 2.6 use electronic networks in an ethical manner <p>F.4 - Students will become discerning consumers of mass media and electronic information.</p>	<p>determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP)</p> <p>4.3 Alberta: Celebrations and Challenges</p> <p>4.3.1 appreciate the factors contributing to the quality of life in Alberta:</p> <ul style="list-style-type: none"> ● value and respect their own and other cultural identities (C, I) ● demonstrate respect for the rights, opinions and perspectives of others (C, I) ● demonstrate respect for the cultural and linguistic diversity in Alberta (C, I) ● appreciate the influence of the natural environment and resources on the growth and development of Alberta (ER, LPP) ● value and respect their relationships with the environment (C, ER, LPP) <p>4.3.3 critically examine Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:</p>	<p>2.3 Understand Forms, Elements and Techniques</p> <ul style="list-style-type: none"> ● identify various ways that information can be recorded and presented visually ● identify how specific techniques are used to affect viewer perceptions in media texts <p>2.4 Create Original Text</p> <ul style="list-style-type: none"> ● use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts ● select and use visuals that enhance meaning of oral, print and other media texts ● produce narratives that describe experiences and reflect personal responses <p>3.1 Plan and Focus</p> <ul style="list-style-type: none"> ● ask relevant questions, and respond to questions related to particular topics ● develop and follow a class plan for accessing and gathering ideas and information <p>3.2 Select and Process</p> <ul style="list-style-type: none"> ● locate information to answer research questions, using a variety of sources, 	<p>your parents birthplace, your grandparents birthplace, etc.</p> <p>Looking through Henri Matisse's "The Woman in the Window" picture students will relate to how their communities have changed by drawing in what it looks like outside of their window and by creating a write-up/wiki of how their community has changed since they were children Students can examine their personal history and heritage and immigration to Canada/Alberta/Calgary by interviewing and reviewing family history with parents and other relatives – going back as far as great, great parents would be beneficial to show the cultural link between other countries and Alberta's diverse communities – focus on why people moved to Alberta from other locations? What was the appeal of this land? (ie. What has changed in your community? You could frame it in the way of "when you look out your window, what do you see has changed in your community?" Eg. A new school</p>
---	--	---	--

<ul style="list-style-type: none"> ● 2.1 recognize that graphics, video and sound enhance communication ● 2.2 describe how the use of various texts and graphics can alter perception ● 2.3 discuss how technology can be used to create special effects and/or to manipulate intent through the use of images and sound <p>F.6 - Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.</p> <ul style="list-style-type: none"> ● 2.1 power up and power down various technologies and peripherals correctly ● 2.2 use and organize files and directories ● 2.3 use peripherals, including printers and scanners ● 2.4 use appropriate keyboarding techniques for the alphabetic and punctuation keys <p>P.1 - Students will compose, revise and edit text.</p> <ul style="list-style-type: none"> ● 2.1 create and revise original text to communicate and demonstrate understanding of forms and techniques 	<ul style="list-style-type: none"> ● In what ways has Alberta changed demographically since 1905 (i.e., population distribution in rural and urban areas, arrival of diverse ethnic groups, languages spoken)? (CC, I, LPP, TCC) ● How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places? (CC, I, LPP, TCC) ● How does living in a particular community, region or province help shape individual and collective identity? (CC, I, LPP) 	<p>such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips</p> <p>3.3 Organize, Record and Evaluate</p> <ul style="list-style-type: none"> ● record ideas and information that are on topic ● organize oral, print and other media texts into sections that relate to and develop the topic ● examine gathered information to identify if more information is required; review new understanding <p>3.4 Share and Review</p> <ul style="list-style-type: none"> ● communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters ● select visuals, print and/or other media to add interest and to engage the audience <p>4.1 Enhance and Improve</p> <ul style="list-style-type: none"> ● use special features of software when composing, formatting and revising texts 	<p>was built down the street, a fire destroyed a house two streets down, my neighbour moved to a different country, etc.– as long as they can identify what this change was and how it had an effect on their lives/local community.) Children can use a variety of materials to fill in the window in the painting with their OWN image. (Lesson Extension: Using Adobe Photoshop/Gimp, students can a) scan their artwork and put it into the picture of the painting in the window, b) can replace the woman looking out of the window with a picture of themselves, c) can use Photoshop or a paint program to illustrate electronically what they were seeing outside of their window.) After the art project has been completed, children will be required to produce a write-up explaining what they chose to illustrate, WHY it is of significance to them and HOW it illustrates progression and change in their environments.</p> <p><i>The Woman in the Window – cover the window with a piece</i></p>
---	---	--	---

- 2.2 edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style
- 2.3 convert digital text files by opening and saving them as different file types

P.4 - Students will integrate various applications.

- 2.2 vary font size and font style, and placement of text and graphics, in order to create a certain visual effect

P.6 - Students will use communication technology to interact with others.

- 2.1 select and use the technology appropriate to a given communication situation

For poster in Art component:
<http://en.easyart.com/art-prints/Henri-Matisse-Woman-By-A-Window-7039.html>

For LA/ICT component (wiki creation)
<http://www.seedwiki.com/>

We hosting/URL location:
www.tinyurl.com

- identify and apply common spelling generalizations in own writing
- present to peers ideas and information on a topic of interest, in a well-organized form
- connect own ideas, opinions and experiences to those communicated in oral and visual presentations

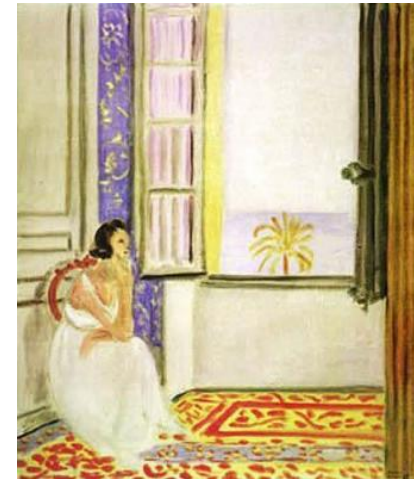
5.1 Respect Others and Strengthen Community

- describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts
- appreciate that responses to some oral, print or other media texts may be different

5.2 Work within a Group

- ask for and provide information and assistance, as appropriate, for completing individual and group tasks
- share personal knowledge of a topic to develop purposes for research or investigations and


of white paper and students can illustrate the changes they have seen through the window. Should be accompanied by the piece of writing they have shared on their wiki entry.



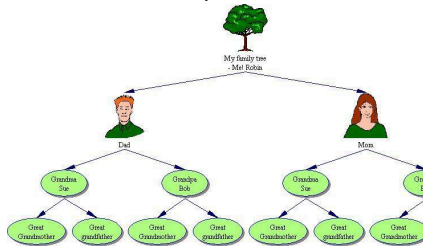
		<p>possible categories of questions</p> <p>Art - DEPICTION MAIN FORMS AND PROPORTIONS: Students will perfect forms and develop more realistic treatments.</p> <p>COMPOSITION EMPHASIS: Students will create emphasis by the treatment of forms and qualities.</p> <p>EXPRESSION Component 10 (i) PURPOSE 1: Students will record or document activities, people and discoveries; Students will decorate items personally created.</p> <p>Component 10 (iii) MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.</p>	
--	--	--	--


<p>C.1 - Students will access, use and communicate information from a variety of technologies.</p> <ul style="list-style-type: none"> • 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs) • 2.2 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by communicating effectively, through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes <p>C.6 - Students will use technology to investigate and/or solve problems</p> <ul style="list-style-type: none"> • 2.1 select and use technology to assist in problem solving • 2.2 use data gathered from a variety of electronic sources 	<p>Alberta: A Sense of the Land</p> <p>4.1.1 value Alberta's physical geography and natural environment:</p> <ul style="list-style-type: none"> • appreciate how land sustains communities and quality of life (ER, LPP) • demonstrate care and concern for the environment through their choices and actions (LPP) <p>4.1.2 critically examine the physical geography of Alberta by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • Where is Alberta located in relation to the other provinces and territories of Canada? (LPP) • What are the major geographical and natural vegetation regions, landforms and bodies of water in Alberta (e.g., prairie region, forests, rivers, hoodoos, Rocky Mountains, oil sands)? (LPP) • What are the significant natural resources in Alberta and where are they located (e.g., 		<p>LESSON 2: After children have discussed and understood how many different events and people have an effect on their communities, they will then see how their individual families have had an impact on the community – I.E. through change, through relocating (You may want to talk about how you had come to Alberta – for example, my father's parents are from Italy and my mother's parents are from England, they moved to Ontario to start a better life. Both of my parents were born in Ontario. They met in university in Sudbury Ontario and got married shortly after. They had two children – I grew up and moved to Alberta to go to school. My brother moved to Toronto to go to school. I chose to be a teacher, therefore I am impacting my community by working with children). Children will begin their family tree by interviewing their grandparents and parents to find out where their families originally came from and HOW they ended up</p>
---	---	--	---

<p>to address identified problems</p> <ul style="list-style-type: none"> ● 2.7 generate alternative solutions to problems by using technology to facilitate the process <p>C.7 - Students will use electronic research techniques to construct personal knowledge and meaning.</p> <ul style="list-style-type: none"> ● 2.1 use a variety of technologies to organize and synthesize researched information ● 2.2 use selected presentation tools to demonstrate connections among various pieces of information <p>F.2 - Students will understand the role of technology as it applies to self, work and society.</p> <ul style="list-style-type: none"> ● 2.1 identify how technological developments influence one's life ● 2.4 assess the personal significance of having limitless access to information provided by communication networks, such as the Internet <p>F.4 - Students will become discerning consumers of</p>	<p>mineral deposits, coal, natural gas and oil, forests)? (ER, LPP)</p> <p>4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP) • How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)? (ER, LPP) <p>4.2 The Stories, Histories and People of Alberta</p> <p>4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their sense of belonging and identity:</p> <ul style="list-style-type: none"> • recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC) • recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC) 		<p>here in Alberta (finding the Alberta connection).</p> <p>The children will then map out where their families have come from and talk to their families about their history and their stories – can use this by working in Word to create a family tree/family map. Students should interview parents/grandparents/great grandparents to see where their families are from and what the reasons were for why they located to Canada/Alberta. (Students are encouraged to find out where they are from in the world by locating it with Google Earth). Provide students with a picture of a map so they can draw on lines, arrows, text boxes and dates as to their family members and listing one interesting characteristic about what they</p>
--	--	--	--

<p>mass media and electronic information.</p> <ul style="list-style-type: none"> • 2.1 recognize that graphics, video and sound enhance communication • 2.2 describe how the use of various texts and graphics can alter perception • 2.3 discuss how technology can be used to create special effects and/or to manipulate intent through the use of images and sound <p>F.6 - Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.</p> <ul style="list-style-type: none"> • 2.1 power up and power down various technologies and peripherals correctly <p>P.1 - Students will compose, revise and edit text.</p> <ul style="list-style-type: none"> • 2.1 create and revise original text to communicate and demonstrate understanding of forms and techniques • 2.2 edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style 	<ul style="list-style-type: none"> • recognize how the diversity of immigrants from Europe and other continents has enriched Alberta's rural and urban communities (CC, I, TCC) <p>4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What movement or migration from within Canada contributed to the populating of Alberta? (LPP, TCC) • How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP) <p>Alberta: Celebrations and Challenges</p> <p>4.3.1 appreciate the factors contributing to the quality of life in Alberta:</p> <ul style="list-style-type: none"> • value and respect their own and other cultural identities (C, I) • appreciate the influence of the natural environment and resources on the growth and 		<p>see.</p>  <p>(* see attached document with family tree/family map example)</p>
--	--	--	--

<ul style="list-style-type: none"> • 2.3 convert digital text files by opening and saving them as different file types <p><i>P.2 - Students will organize and manipulate data.</i></p> <ul style="list-style-type: none"> • 2.1 enter and manipulate data by using such tools as spreadsheets or databases for a specific purpose • 2.2 display data electronically through graphs and charts <p><i>P.4 - Students will integrate various applications.</i></p> <ul style="list-style-type: none"> • 2.2 vary font size and font style, and placement of text and graphics, in order to create a certain visual effect <p>http://earth.google.com/</p>	<p>development of Alberta (ER, LPP)</p> <ul style="list-style-type: none"> • value and respect their relationships with the environment (C, ER, LPP) <p><i>4.3.3 critically examine Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:</i></p> <ul style="list-style-type: none"> • How has multiculturalism in Alberta evolved over time? (CC, I, GC, LPP) • How does living in a particular community, region or province help shape individual and collective identity? (CC, I, LPP) <p><i>4.S.1 develop skills of critical thinking and creative thinking</i></p> <p><i>4.S.2 develop skills of historical thinking</i></p> <p><i>4.S.3 develop skills of geographic thinking</i></p> <p><i>4.S.4 demonstrate skills of decision making and problem solving</i></p> <p><i>4.S.7 apply the research process</i></p> <p><i>4.S.8 demonstrate skills of oral, written and visual literacy</i></p>		
---	--	--	--

<p>C.1 - Students will access, use and communicate information from a variety of technologies.</p> <ul style="list-style-type: none"> • 2.2 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by communicating effectively, through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes <p>C.4 - Students will use organizational processes and tools to manage inquiry.</p> <ul style="list-style-type: none"> • 2.2 organize information, using such tools as a database, spreadsheet or electronic webbing • 2.3 reflect on and describe the processes involved in completing a project <p>C.5 - Students will use technology to aid collaboration during inquiry.</p>	<p>Alberta: A Sense of the Land</p> <p>4.1.1 value Alberta's physical geography and natural environment:</p> <ul style="list-style-type: none"> • appreciate how land sustains communities and quality of life (ER, LPP) • demonstrate care and concern for the environment through their choices and actions (LPP) <p>4.1.2 critically examine the physical geography of Alberta by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • Where is Alberta located in relation to the other provinces and territories of Canada? (LPP) • What are the major geographical and natural vegetation regions, landforms and bodies of water in Alberta (e.g., prairie region, forests, rivers, hoodoos, Rocky Mountains, oil sands)? (LPP) • What are the significant natural resources in Alberta and where are they located (e.g., 		<p>LESSON 3: Students will then create a graphic organizer through Inspiration software to show their family tree and how and why their relatives came to this land (by using notes function as well)</p>  <p>Discuss how they can even see how in their own family, the movement to and around Alberta has influenced our province.</p> <p>After students have located their family roots, their family stories and have been able to relate their stories visually through Inspiration and their map, have them share their stories with each other through inserting their stories and graphic organizer tree on a PowerPoint; each student will be able to contribute their family story to the PowerPoint</p>
---	---	--	--

<ul style="list-style-type: none"> ● 2.2 record group brainstorming, planning and sharing of ideas by using technology <p>C.7 - Students will use electronic research techniques to construct personal knowledge and meaning.</p> <ul style="list-style-type: none"> ● 2.1 use a variety of technologies to organize and synthesize researched information ● 2.2 use selected presentation tools to demonstrate connections among various pieces of information <p>F.1 - Students will demonstrate an understanding of the nature of technology.</p> <ul style="list-style-type: none"> ● 2.1 apply terminology appropriate to the technologies being used at this division level ● 2.2 identify and apply techniques and tools for communicating, storing, retrieving and selecting information ● 2.3 explain the advantages and limitations of using computers to store, 	<p>mineral deposits, coal, natural gas and oil, forests)? (ER, LPP)</p> <p>4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP) • How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)? (ER, LPP) <p>4.2 The Stories, Histories and People of Alberta</p> <p>4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their sense of belonging and identity:</p> <ul style="list-style-type: none"> • recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC) • recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC) 		<p>by describing their roots and how they ended up in Alberta.</p> 
--	--	--	--

<p>organize, retrieve and select information</p> <ul style="list-style-type: none"> • 2.4 recognize the potential for human error when using technology <p>F.2 - Students will understand the role of technology as it applies to self, work and society.</p> <ul style="list-style-type: none"> • 2.1 identify how technological developments influence one's life • 2.4 assess the personal significance of having limitless access to information provided by communication networks, such as the Internet <p>F.3 - Students will demonstrate a moral and ethical approach to the use of technology.</p> <ul style="list-style-type: none"> • 2.3 use appropriate communication language and etiquette • 2.6 use electronic networks in an ethical manner <p>F.4 - Students will become discerning consumers of mass media and electronic information.</p> <ul style="list-style-type: none"> • 2.1 recognize that graphics, video and sound enhance communication 	<ul style="list-style-type: none"> • recognize how the diversity of immigrants from Europe and other continents has enriched Alberta's rural and urban communities (CC, I, TCC) <p>4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What movement or migration from within Canada contributed to the populating of Alberta? (LPP, TCC) • How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP) <p>Alberta: Celebrations and Challenges</p> <p>4.3.1 appreciate the factors contributing to the quality of life in Alberta:</p> <ul style="list-style-type: none"> • value and respect their own and other cultural identities (C, I) • appreciate the influence of the natural environment and resources on the growth and 		
--	--	--	--

<ul style="list-style-type: none"> ● 2.2 describe how the use of various texts and graphics can alter perception ● 2.3 discuss how technology can be used to create special effects and/or to manipulate intent through the use of images and sound <p>F.6 - Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.</p> <ul style="list-style-type: none"> ● 2.1 power up and power down various technologies and peripherals correctly ● 2.2 use and organize files and directories ● 2.3 use peripherals, including printers and scanners ● 2.4 use appropriate keyboarding techniques for the alphabetic and punctuation keys <p>P.1 - Students will compose, revise and edit text.</p> <ul style="list-style-type: none"> ● 2.1 create and revise original text to communicate and demonstrate understanding of forms and techniques ● 2.2 edit and format text to clarify and enhance meaning, using such word processing 	<p>development of Alberta (ER, LPP)</p> <ul style="list-style-type: none"> • value and respect their relationships with the environment (C, ER, LPP) <p>4.3.3 critically examine Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • How has multiculturalism in Alberta evolved over time? (CC, I, GC, LPP) • How does living in a particular community, region or province help shape individual and collective identity? (CC, I, LPP) <p>4.S.1 develop skills of critical thinking and creative thinking</p> <p>4.S.2 develop skills of historical thinking</p> <p>4.S.3 develop skills of geographic thinking</p> <p>4.S.4 demonstrate skills of decision making and problem solving</p> <p>4.S.7 apply the research process</p> <p>4.S.8 demonstrate skills of oral, written and visual literacy</p>		
--	---	--	--

<p>features as the thesaurus, find/change, text alignment, font size and font style</p> <ul style="list-style-type: none"> • 2.3 convert digital text files by opening and saving them as different file types <p><i>P.4 - Students will integrate various applications.</i></p> <ul style="list-style-type: none"> • 2.2 vary font size and font style, and placement of text and graphics, in order to create a certain visual effect <p><i>P.6 - Students will use communication technology to interact with others.</i></p> <ul style="list-style-type: none"> • 2.1 select and use the technology appropriate to a given communication situation <p>http://www.inspiration.com/</p>			
<p><i>C.1 - Students will access, use and communicate information from a variety of technologies.</i></p> <ul style="list-style-type: none"> • 2.2 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by communicating effectively, 	<p><i>4.2 The Stories, Histories and People of Alberta</i></p> <p>4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their sense of belonging and identity:</p> <ul style="list-style-type: none"> • recognize how stories of people and events provide multiple perspectives on past and 		<p><u>LESSON 4:</u> Timeline – With the knowledge that the children have gained about their research about where they are from, children are encouraged to find out about some advancements that had occurred within their family's lifetime (ie, inventions, milestones, etc that have occurred within the existence of</p>

through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes

C.4 - Students will use organizational processes and tools to manage inquiry.

- 2.2 organize information, using such tools as a database, spreadsheet or electronic webbing
- 2.3 reflect on and describe the processes involved in completing a project

C.5 - Students will use technology to aid collaboration during inquiry.

- 2.2 record group brainstorming, planning and sharing of ideas by using technology

C.7 - Students will use electronic research techniques to construct personal knowledge and meaning.

- 2.1 use a variety of technologies to organize and synthesize researched information

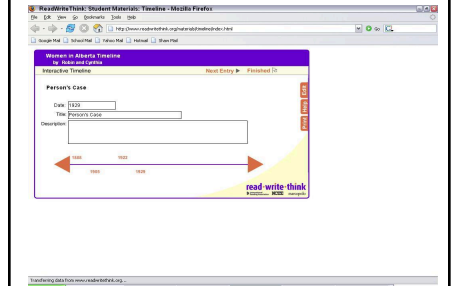
present events (I, TCC)

- recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC)
- demonstrate respect for places and objects of historical significance (I, LPP, TCC)

4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:

- What movement or migration from within Canada contributed to the populating of Alberta? (LPP, TCC)
- How did European immigration contribute to the establishment of communities in Alberta in late 19th century and early 20th century? (CC, GC, I, TCC)
- How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP)

their relatives). Using the electronic timeline, they would be able to document these events on a class timeline. This will allow them to gain some perspective as to how people lived back then (no internet, no DVDs, no iPods, etc) compared to how we live now. It will allow them to develop perspectives of ‘then and now.’



After they are done you can print out and use as a benchmark for the research on their influential women. Students will be encouraged to add to one “class” timeline, so that each person can contribute to the ‘big picture’ of how various benchmarks have advanced our province over time.

<ul style="list-style-type: none"> • 2.2 use selected presentation tools to demonstrate connections among various pieces of information <p>F.1 - Students will demonstrate an understanding of the nature of technology.</p> <ul style="list-style-type: none"> • 2.1 apply terminology appropriate to the technologies being used at this division level • 2.2 identify and apply techniques and tools for communicating, storing, retrieving and selecting information • 2.3 explain the advantages and limitations of using computers to store, organize, retrieve and select information • 2.4 recognize the potential for human error when using technology <p>F.2 - Students will understand the role of technology as it applies to self, work and society.</p> <ul style="list-style-type: none"> • 2.1 identify how technological developments influence one's life 	<ul style="list-style-type: none"> • How are agriculture and the establishment of communities interconnected? (ER, LPP) <p>4.3 Alberta: Celebrations and Challenges</p> <p>4.3.1 appreciate the factors contributing to the quality of life in Alberta:</p> <ul style="list-style-type: none"> • value and respect their own and other cultural identities (C, I) • demonstrate respect for the rights, opinions and perspectives of others (C, I) <p>4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What key events have impacted the economy of Alberta (i.e., discovery of oil, drought of the 1930s)? (ER, LPP, TCC) <p>4.3.3 critically examine Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:</p>		
--	--	--	--

<ul style="list-style-type: none"> ● 2.4 assess the personal significance of having limitless access to information provided by communication networks, such as the Internet <p>F.3 - Students will demonstrate a moral and ethical approach to the use of technology.</p> <ul style="list-style-type: none"> ● 2.3 use appropriate communication language and etiquette ● 2.6 use electronic networks in an ethical manner <p>F.4 - Students will become discerning consumers of mass media and electronic information.</p> <ul style="list-style-type: none"> ● 2.1 recognize that graphics, video and sound enhance communication ● 2.2 describe how the use of various texts and graphics can alter perception ● 2.3 discuss how technology can be used to create special effects and/or to manipulate intent through the use of images and sound <p>F.6 - Students will demonstrate a basic understanding of the</p>	<p>In what ways has Alberta changed demographically since 1905 (i.e., population distribution in rural and urban areas, arrival of diverse ethnic groups, languages spoken)? (CC, I, LPP, TCC)</p> <ul style="list-style-type: none"> • How has multiculturalism in Alberta evolved over time? (CC, I, GC, LPP) • How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta (i.e., Glenbow Museum, Provincial Museum of Alberta, Head-Smashed-In-Buffalo-Jump, Writing-on-Stone Provincial Park, Father Lacombe Chapel Provincial Historical Site, Ukrainian Cultural Heritage Village)? (CC, I, LPP, TCC) • How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places? (CC, I, LPP, TCC) • In what ways have music, art, narratives and literature contributed to the vitality of the 		
--	--	--	--

<p>operating skills required in a variety of technologies.</p> <ul style="list-style-type: none"> • 2.1 power up and power down various technologies and peripherals correctly • 2.2 use and organize files and directories • 2.3 use peripherals, including printers and scanners • 2.4 use appropriate keyboarding techniques for the alphabetic and punctuation keys <p>P.1 - Students will compose, revise and edit text.</p> <ul style="list-style-type: none"> • 2.1 create and revise original text to communicate and demonstrate understanding of forms and techniques • 2.2 edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style • 2.3 convert digital text files by opening and saving them as different file types <p>P.4 - Students will integrate various applications.</p> <ul style="list-style-type: none"> • 2.2 vary font size and font style, and placement of text and graphics, in order to create a certain visual effect 	<p>culture, language and identity of diverse Alberta communities over time? (I, CC, LPP, TCC)</p> <ul style="list-style-type: none"> • How does living in a particular community, region or province help shape individual and collective identity? (CC, I, LPP) 		
---	---	--	--

<p>P.6 - Students will use communication technology to interact with others.</p> <ul style="list-style-type: none"> • 2.1 select and use the technology appropriate to a given communication situation <p>http://www.readwritethink.org/student_mat/student_material.asp?id=7</p>			
<p>C.1 - Students will access, use and communicate information from a variety of technologies.</p> <ul style="list-style-type: none"> • 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs) • 2.2 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by communicating effectively, through appropriate forms, such as speeches, reports and multimedia 	<p>4.2 The Stories, Histories and People of Alberta</p> <p>4.2.1 appreciate how an understanding of Alberta’s history, peoples and stories contributes to their sense of belonging and identity:</p> <ul style="list-style-type: none"> • recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC) • recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC) • demonstrate respect for places and objects of historical significance (I, LPP, TCC) 		<p>LESSON 5: Tour guide – Filamentality – http://www.kn.pacbell.com/wired/fil/lognew.html</p> <p>Students will be able to browse through various sites (that will be truncated by the teacher through Filamentality) that will be able to give them information on various Alberta Women and the impacts that they have had on our province. Students will be encouraged to choose a woman as a focus of study. The study will be gathering information on a particular woman of choice and understanding what she has done to advance women in the province of Alberta. Encourage</p>

<p>presentations, applying information technologies that serve particular audiences and purposes</p> <p>C.2 - Students will seek alternative viewpoints, using information technologies.</p> <ul style="list-style-type: none"> • 2.1 seek responses to inquiries from various authorities through electronic media <p>C.3 - Students will critically assess information accessed through the use of a variety of technologies.</p> <ul style="list-style-type: none"> • 2.1 identify and distinguish points of view expressed in electronic sources on a particular topic • 2.2 recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used <p>C.7 - Students will use electronic research techniques to construct personal knowledge and meaning.</p> <ul style="list-style-type: none"> • 2.1 use a variety of technologies to organize and 	<p>4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What movement or migration from within Canada contributed to the populating of Alberta? (LPP, TCC) • How did European immigration contribute to the establishment of communities in Alberta in late 19th century and early 20th century? (CC, GC, I, TCC) • How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP) • How are agriculture and the establishment of communities interconnected? (ER, LPP) <p>4.3 Alberta: Celebrations and Challenges</p> <p>4.3.1 appreciate the factors contributing to the quality of life in Alberta:</p> <ul style="list-style-type: none"> • value and respect their own and other cultural identities (C, I) 		<p>them to use graphic organizers such as Inspiration to organize and interpret their data. Be sure to also explain to them the issues around copyright for both writing and pictures. After they have chosen their women, students will work to understand How women/new immigrants adapted to the land and were able to survive in a diverse geographical setting – what kinds of geographical settings are there? How would they have survived? What were their roles? Why do you think these were their roles?</p>
--	--	--	--

<p>synthesize researched information</p> <ul style="list-style-type: none"> • 2.2 use selected presentation tools to demonstrate connections among various pieces of information <p><i>F.1 - Students will demonstrate an understanding of the nature of technology.</i></p> <ul style="list-style-type: none"> • 2.1 apply terminology appropriate to the technologies being used at this division level • 2.2 identify and apply techniques and tools for communicating, storing, retrieving and selecting information <p><i>F.3 - Students will demonstrate a moral and ethical approach to the use of technology.</i></p> <ul style="list-style-type: none"> • 2.1 comply with the acceptable use policy of the school and school authority for Internet and networked services, including software licensing agreements • 2.2 work collaboratively to share limited resources • 2.3 use appropriate communication language and etiquette 	<ul style="list-style-type: none"> • demonstrate respect for the rights, opinions and perspectives of others (C, I) <p>4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What key events have impacted the economy of Alberta (i.e., discovery of oil, drought of the 1930s)? (ER, LPP, TCC) <p>4.3.3 critically examine Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:</p> <p>In what ways has Alberta changed demographically since 1905 (i.e., population distribution in rural and urban areas, arrival of diverse ethnic groups, languages spoken)? (CC, I, LPP, TCC)</p> <ul style="list-style-type: none"> • How has multiculturalism in Alberta evolved over time? (CC, I, GC, LPP) 		
---	--	--	--

<ul style="list-style-type: none"> ● 2.4 document sources obtained electronically, such as web site addresses ● 2.5 respect the privacy and products of others ● 2.6 use electronic networks in an ethical manner ● 2.7 comply with copyright legislation <p>F.4 - Students will become discerning consumers of mass media and electronic information.</p> <ul style="list-style-type: none"> ● 2.2 describe how the use of various texts and graphics can alter perception <p>P.1 - Students will compose, revise and edit text.</p> <ul style="list-style-type: none"> ● 2.1 create and revise original text to communicate and demonstrate understanding of forms and techniques ● 2.2 edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style ● 2.3 convert digital text files by opening and saving them as different file types <p>P.5 - Students will navigate and create hyperlinked resources.</p>	<ul style="list-style-type: none"> • How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta (i.e., Glenbow Museum, Provincial Museum of Alberta, Head-Smashed-In-Buffalo-Jump, Writing-on-Stone Provincial Park, Father Lacombe Chapel Provincial Historical Site, Ukrainian Cultural Heritage Village)? (CC, I, LPP, TCC) • How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places? (CC, I, LPP, TCC) • In what ways have music, art, narratives and literature contributed to the vitality of the culture, language and identity of diverse Alberta communities over time? (I, CC, LPP, TCC) • How does living in a particular community, region or province help shape individual and collective identity? (CC, I, LPP) 		
---	--	--	--

- 2.1 create and navigate a multiple-link document
- 2.2 navigate through a document that contains links to locate, copy and then paste data in a new file
- 2.3 navigate the Internet with appropriate software

P.6 - Students will use communication technology to interact with others.

- 2.1 select and use the technology appropriate to a given communication situation

Here are some examples of some links that you may want to include in your Tour guide Filamentality (www.filamentality.com) for the students:

<http://www.ourroots.ca>

<http://collections.ic.gc.ca/future/past/>

<http://www.ataoc.ca/archives/main.html>

<http://www.abheritage.ca/alberta/>

<p>http://educationcanada.com/facts/index.phtml?sid=ab&a=3&lang=eng</p> <p>http://www.archaeolink.com/alberta_history.htm</p> <p>http://www.culture.ca/explore-explorez-e.jsp?pre=n&category=524&wt.srch=1</p> <p>http://www.abheritage.ca/famous5/</p> <p>http://www.albertasource.ca/aoe/ui/index.aspx</p> <p>http://library.usask.ca/herstory/herstory.html</p> <p>http://www.ucalgary.ca/appliedhistory/</p> <p>http://www.athabascau.ca/wmst/awmp/</p> <p>http://www.collectionscanada.ca/women/</p> <p>http://www.islandnet.com/~jveinot/cghl/alberta.html</p> <p>http://www.library.ualberta.ca/subject/womenstudies/index.cfm</p>			
--	--	--	--

<p>C.1 - Students will access, use and communicate information from a variety of technologies.</p> <ul style="list-style-type: none"> • 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs) • 2.2 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by communicating effectively, through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes <p>C.2 - Students will seek alternative viewpoints, using information technologies.</p> <ul style="list-style-type: none"> • 2.1 seek responses to inquiries from various authorities through electronic media 	<p>4.2 The Stories, Histories and People of Alberta</p> <p>4.2.1 appreciate how an understanding of Alberta’s history, peoples and stories contributes to their sense of belonging and identity:</p> <ul style="list-style-type: none"> • recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC) • recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC) • demonstrate respect for places and objects of historical significance (I, LPP, TCC) <p>4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What movement or migration from within Canada contributed to the populating of Alberta? (LPP, TCC) 		<p><u>LESSON 6:</u></p> <p>Student will look for newspaper articles about significant things that had happened during their women’s time period – looking at women’s roles, the products that were targeted towards women, articles of sign of the times, etc. and relate back to how this would impact their women’s experience.</p>
---	---	--	--

<p>C.3 - Students will critically assess information accessed through the use of a variety of technologies.</p> <ul style="list-style-type: none"> • 2.1 identify and distinguish points of view expressed in electronic sources on a particular topic • 2.2 recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used <p>C.7 - Students will use electronic research techniques to construct personal knowledge and meaning.</p> <ul style="list-style-type: none"> • 2.1 use a variety of technologies to organize and synthesize researched information • 2.2 use selected presentation tools to demonstrate connections among various pieces of information <p>F.1 - Students will demonstrate an understanding of the nature of technology.</p> <ul style="list-style-type: none"> • 2.1 apply terminology appropriate to the 	<ul style="list-style-type: none"> • How did European immigration contribute to the establishment of communities in Alberta in late 19th century and early 20th century? (CC, GC, I, TCC) • How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP) • How are agriculture and the establishment of communities interconnected? (ER, LPP) <p>4.3 Alberta: Celebrations and Challenges</p> <p>4.3.1 appreciate the factors contributing to the quality of life in Alberta:</p> <ul style="list-style-type: none"> • value and respect their own and other cultural identities (C, I) • demonstrate respect for the rights, opinions and perspectives of others (C, I) <p>4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What key events have impacted the economy of 		
---	---	--	--

<p>technologies being used at this division level</p> <ul style="list-style-type: none"> ● 2.2 identify and apply techniques and tools for communicating, storing, retrieving and selecting information <p>F.3 - Students will demonstrate a moral and ethical approach to the use of technology.</p> <ul style="list-style-type: none"> ● 2.1 comply with the acceptable use policy of the school and school authority for Internet and networked services, including software licensing agreements ● 2.2 work collaboratively to share limited resources ● 2.3 use appropriate communication language and etiquette ● 2.4 document sources obtained electronically, such as web site addresses ● 2.5 respect the privacy and products of others ● 2.6 use electronic networks in an ethical manner ● 2.7 comply with copyright legislation <p>F.4 - Students will become discerning consumers of</p>	<p>Alberta (i.e., discovery of oil, drought of the 1930s)? (ER, LPP, TCC)</p> <p>4.3.3 critically examine Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:</p> <p>In what ways has Alberta changed demographically since 1905 (i.e., population distribution in rural and urban areas, arrival of diverse ethnic groups, languages spoken)? (CC, I, LPP, TCC)</p> <ul style="list-style-type: none"> • How has multiculturalism in Alberta evolved over time? (CC, I, GC, LPP) • How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta (i.e., Glenbow Museum, Provincial Museum of Alberta, Head-Smashed-In-Buffalo-Jump, Writing-on-Stone Provincial Park, Father Lacombe Chapel Provincial Historical Site, Ukrainian Cultural Heritage Village)? (CC, I, LPP, TCC) 		
--	---	--	--

<p>mass media and electronic information.</p> <ul style="list-style-type: none"> ● 2.2 describe how the use of various texts and graphics can alter perception <p>P.1 - Students will compose, revise and edit text.</p> <ul style="list-style-type: none"> ● 2.1 create and revise original text to communicate and demonstrate understanding of forms and techniques ● 2.2 edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style ● 2.3 convert digital text files by opening and saving them as different file types <p>P.5 - Students will navigate and create hyperlinked resources.</p> <ul style="list-style-type: none"> ● 2.1 create and navigate a multiple-link document ● 2.2 navigate through a document that contains links to locate, copy and then paste data in a new file ● 2.3 navigate the Internet with appropriate software <p>P.6 - Students will use communication technology to interact with others.</p>	<ul style="list-style-type: none"> • How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places? (CC, I, LPP, TCC) • In what ways have music, art, narratives and literature contributed to the vitality of the culture, language and identity of diverse Alberta communities over time? (I, CC, LPP, TCC) • How does living in a particular community, region or province help shape individual and collective identity? (CC, I, LPP) 		
---	---	--	--

<ul style="list-style-type: none"> ● 2.1 select and use the technology appropriate to a given communication situation <p>http://www.ourroots.ca</p> <p>http://collections.ic.gc.ca/future-past/</p> <p>http://www.ataoc.ca/archives/main.html (Letters from the Trunk)</p>			
<p>6 Traits of writing resource: http://www.nwrel.org/assessment/department.php?d=1</p>		<p>LA-1.1 Discover and Explore</p> <ul style="list-style-type: none"> ● compare new ideas, information and experiences to prior knowledge and experiences ● ask questions, paraphrase and discuss to explore ideas and understand new concepts ● share personal responses to explore and develop understanding of oral, print and other media texts <p>1.2 Clarify and Extend</p> <ul style="list-style-type: none"> ● identify other perspectives by exploring a variety of ideas, opinions, responses and oral, 	<p>LESSON 7: Story writing – Through the creation of an “I am from poem,” students will write about their chosen Alberta women and will use their imaginations to help describe what her life was like. This will help the students define who their woman was by using language to paint pictures in people’s minds (this can also be connected back to painting and looking out the window – how are you going to illustrate and paint a picture of your experience by using words and voice?) The “I am from” poem is structured in a way that the students can use their 5 senses and their</p>

		<p>print and other media texts</p> <ul style="list-style-type: none"> ● use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences ● explore ways to find additional ideas and information to extend understanding <p>2.1 Use Strategies and Cues</p> <ul style="list-style-type: none"> ● use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information ● explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning comprehend new ideas and information by responding personally and discussing ideas with others ● distinguish differences in the structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information <p>2.2 Respond to Texts</p> <ul style="list-style-type: none"> ● retell events of stories in another form or medium 	<p>personal memories to account for their stories. They would use this to create an image about what it would have been like for their women historically. Students will use a graphic organizer to write jot notes about the following: 1) Items in your back yard; 2) Family sayings; 3) Favourite foods; 4) Most important memory; 5) Best Smells; 6) Most embarrassing moment, etc. You can create other categories as well. I.E. I Am From...the smell of the apple tree blossoming in the spring, and the bees surrounding the white covered flowers as I would run away terrified to be stung. I Am From...Falling in front of that crowd of people, only to hear their laughter as I mustered enough strength to pick myself back up again, holding back the tears to walk away like I didn't hear them. After they complete their I Am From poem, they can digitally record their voices to music of their choice and incorporate it into a Pod cast. Each woman's story, seen though the eyes of the children then could be</p>
--	--	---	---

		<ul style="list-style-type: none"> ● make general evaluative statements about oral, print and other media texts ● develop own opinions based on ideas encountered in oral, print and other media texts ● explain how language and visuals work together to communicate meaning and enhance effect <p>2.3 Understand Forms, Elements and Techniques</p> <ul style="list-style-type: none"> ● identify various ways that information can be recorded and presented visually ● identify how specific techniques are used to affect viewer perceptions in media texts <p>2.4 Create Original Text</p> <ul style="list-style-type: none"> ● use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts ● select and use visuals that enhance meaning of oral, print and other media texts ● produce narratives that describe experiences and reflect personal responses <p>3.1 Plan and Focus</p>	<p>published collectively on a website and used as a Celebration of Learning experience.</p>
--	--	---	--

		<ul style="list-style-type: none">● ask relevant questions, and respond to questions related to particular topics● develop and follow a class plan for accessing and gathering ideas and information <p>3.2 Select and Process</p> <ul style="list-style-type: none">● locate information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips <p>3.3 Organize, Record and Evaluate</p> <ul style="list-style-type: none">● record ideas and information that are on topic● organize oral, print and other media texts into sections that relate to and develop the topic● examine gathered information to identify if more information is required; review new understanding <p>3.4 Share and Review</p> <ul style="list-style-type: none">● communicate ideas and information in a variety of oral, print and other media texts,	
--	--	--	--

		<p>such as short reports, talks and posters</p> <ul style="list-style-type: none">● select visuals, print and/or other media to add interest and to engage the audience <p>4.1 Enhance and Improve</p> <ul style="list-style-type: none">● use special features of software when composing, formatting and revising texts● identify and apply common spelling generalizations in own writing● present to peers ideas and information on a topic of interest, in a well-organized form● connect own ideas, opinions and experiences to those communicated in oral and visual presentations <p>5.1 Respect Others and Strengthen Community</p> <ul style="list-style-type: none">● describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts● appreciate that responses to some oral, print or other media texts may be different	
--	--	---	--

		<p>5.2 Work within a Group</p> <ul style="list-style-type: none"> ask for and provide information and assistance, as appropriate, for completing individual and group tasks share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions 	
<p>C.1 - Students will access, use and communicate information from a variety of technologies.</p> <ul style="list-style-type: none"> 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs) 2.2 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by communicating effectively, through appropriate forms, such as speeches, reports and multimedia presentations, applying 	<p>4.2 The Stories, Histories and People of Alberta</p> <p>4.2.1 appreciate how an understanding of Alberta’s history, peoples and stories contributes to their sense of belonging and identity:</p> <ul style="list-style-type: none"> recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC) recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC) demonstrate respect for places and objects of historical significance (I, LPP, TCC) 		<p>LESSON 8: Digiscrapbook – accordion book – students can put together their stories about their chosen Alberta women, retelling their story in the first person – including pictures/artifacts from their time (newspapers, pictures from that time period, etc)</p>

<p>information technologies that serve particular audiences and purposes</p> <p>C.2 - Students will seek alternative viewpoints, using information technologies.</p> <ul style="list-style-type: none"> • 2.1 seek responses to inquiries from various authorities through electronic media <p>C.3 - Students will critically assess information accessed through the use of a variety of technologies.</p> <ul style="list-style-type: none"> • 2.1 identify and distinguish points of view expressed in electronic sources on a particular topic • 2.2 recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used <p>C.7 - Students will use electronic research techniques to construct personal knowledge and meaning.</p> <ul style="list-style-type: none"> • 2.1 use a variety of technologies to organize and synthesize researched information 	<p>4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What movement or migration from within Canada contributed to the populating of Alberta? (LPP, TCC) • How did European immigration contribute to the establishment of communities in Alberta in late 19th century and early 20th century? (CC, GC, I, TCC) • How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP) • How are agriculture and the establishment of communities interconnected? (ER, LPP) <p>4.3 Alberta: Celebrations and Challenges</p> <p>4.3.1 appreciate the factors contributing to the quality of life in Alberta:</p> <ul style="list-style-type: none"> • value and respect their own and other cultural identities (C, I) 		
--	--	--	--

<ul style="list-style-type: none"> • 2.2 use selected presentation tools to demonstrate connections among various pieces of information <p><i>F.1 - Students will demonstrate an understanding of the nature of technology.</i></p> <ul style="list-style-type: none"> • 2.1 apply terminology appropriate to the technologies being used at this division level • 2.2 identify and apply techniques and tools for communicating, storing, retrieving and selecting information <p><i>F.3 - Students will demonstrate a moral and ethical approach to the use of technology.</i></p> <ul style="list-style-type: none"> • 2.1 comply with the acceptable use policy of the school and school authority for Internet and networked services, including software licensing agreements • 2.2 work collaboratively to share limited resources • 2.3 use appropriate communication language and etiquette 	<ul style="list-style-type: none"> • demonstrate respect for the rights, opinions and perspectives of others (C, I) <p>4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What key events have impacted the economy of Alberta (i.e., discovery of oil, drought of the 1930s)? (ER, LPP, TCC) <p>4.3.3 critically examine Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:</p> <p>In what ways has Alberta changed demographically since 1905 (i.e., population distribution in rural and urban areas, arrival of diverse ethnic groups, languages spoken)? (CC, I, LPP, TCC)</p> <ul style="list-style-type: none"> • How has multiculturalism in Alberta evolved over time? (CC, I, GC, LPP) 		
--	--	--	--

<ul style="list-style-type: none"> ● 2.4 document sources obtained electronically, such as web site addresses ● 2.5 respect the privacy and products of others ● 2.6 use electronic networks in an ethical manner ● 2.7 comply with copyright legislation <p><i>F.4 - Students will become discerning consumers of mass media and electronic information.</i></p> <ul style="list-style-type: none"> ● 2.2 describe how the use of various texts and graphics can alter perception <p><i>P.1 - Students will compose, revise and edit text.</i></p> <ul style="list-style-type: none"> ● 2.1 create and revise original text to communicate and demonstrate understanding of forms and techniques ● 2.2 edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style ● 2.3 convert digital text files by opening and saving them as different file types <p><i>P.5 - Students will navigate and create hyperlinked resources.</i></p>	<ul style="list-style-type: none"> • How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta (i.e., Glenbow Museum, Provincial Museum of Alberta, Head-Smashed-In-Buffalo-Jump, Writing-on-Stone Provincial Park, Father Lacombe Chapel Provincial Historical Site, Ukrainian Cultural Heritage Village)? (CC, I, LPP, TCC) • How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places? (CC, I, LPP, TCC) • In what ways have music, art, narratives and literature contributed to the vitality of the culture, language and identity of diverse Alberta communities over time? (I, CC, LPP, TCC) • How does living in a particular community, region or province help shape individual and collective identity? (CC, I, LPP) 		
--	--	--	--

<ul style="list-style-type: none"> ● 2.1 create and navigate a multiple-link document ● 2.2 navigate through a document that contains links to locate, copy and then paste data in a new file ● 2.3 navigate the Internet with appropriate software <p><i>P.6 - Students will use communication technology to interact with others.</i></p> <ul style="list-style-type: none"> ● 2.1 select and use the technology appropriate to a given communication situation <p>http://www.khiba.com/PSP/Fall04/</p>			
---	--	--	--

** Please note that depending on the direction taken from the students, additional SLEs may be uncovered depending on personal experience, cultural heritage, etc. Not all activities have been assigned a rubric because of discussion, research and hands on learning. It is possible to assign a rubric for these activities depending on expectations and specific outcomes.*



matisse
COLUMBUS MUSEUM OF ART, OHIO

**“Looking Through My Window”
Art Collage & Written Piece on a Wiki**

(www.seedwiki.com)

A cross-curricular project to show change in Alberta’s society and the movement of people in Alberta – Grade 4

Level	Meaning	Commentary
4 Excellent	The student meets the standard of excellence for grade 4 by including at least 2 examples of how their community has changed in their lifetime (ie; new neighbours, new store, fire, tree planted or cut down) and the effect of this change on the community. The student demonstrates exemplary performance or understanding of the project expectations and shows creativity.	This is a “ Wow! ”
3 Proficient	The student meets the acceptable standard for the grade by including only 1 example of how their community has shown change. The student demonstrates a solid performance or understanding.	This is a “ Yes. ”
2 Adequate	The student just meets the acceptable standard for the grade by either not including examples that effectively show change in their community or the example is not fully developed. Performance and understanding are emerging or developing, some errors are being made, grasp of what the expectations of the assignment is not thorough .	This is a “ Yes, but... ”
1 Limited*	The student is not yet meeting the acceptable standard for grade 4 and has serious errors, omissions or misconceptions about the expectations of this project.	This is a “ No, but there is some basis for making improvement. ” *The teacher needs to make decisions about appropriate interventions to help the student improve.
Insufficient/ Blank*	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.	This is a “ No judgement can be made. ” *The teacher must decide: <ul style="list-style-type: none"> ● if the student should redo the task ● if more time should be provided to complete the task ● if a different task at the student’s ability level should be assigned ● if further instruction leading to reassessment should be provided ● if the task is inappropriate for the student and should be scrapped



“Alberta’s Stories from the Past: 5Ws and an H about how my family made the Alberta Connection”

Through the use of Power Point and Google Earth, students share their families’ origins and the stories of their families’ past to communicate the present connection to their life in Alberta.

Grade 4

Level	Meaning	Commentary
<p align="center">4</p> <p align="center">Excellent</p>	<p>The student meets the standard of excellence for grade 4 and demonstrates exemplary performance or understanding of the use of PowerPoint and Google Earth.</p> <p>The student shows creativity through the use of PowerPoint’s effects.</p> <p>The student has perfectly addressed the: Who? What? Where? When? Why? and How? about the family stories</p>	<p align="center">This is a “Wow!”</p>
<p align="center">3</p> <p align="center">Proficient</p>	<p>The student meets the acceptable standard for grade 4 by demonstrating a solid performance or understanding of PowerPoint and Google Earth.</p> <p>The student has done very well to address the: Who? What? Where? When? Why? and How? about the family stories</p>	<p align="center">This is a “Yes.”</p>
<p align="center">2</p> <p align="center">Adequate</p>	<p>The student just meets the acceptable standard for the grade. Performance and understanding are emerging or developing, some errors are being made, grasp is not thorough.</p>	<p align="center">This is a “Yes, but…”</p>
<p align="center">1</p> <p align="center">Limited*</p>	<p>The student is not yet meeting the acceptable standard for the grade and has serious errors, omissions or misconceptions.</p>	<p>This is a “No, but there is some basis for making improvement.”</p> <p>The teacher needs to make decisions about appropriate interventions to help the student improve.</p>
<p align="center">Insufficient/ Blank*</p>	<p>No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.</p>	<p>This is a “No judgement can be made.”</p> <p>The teacher must decide:</p> <ul style="list-style-type: none"> ● if the student should redo the task ● if more time should be provided to complete the task ● if a different task at the student’s ability level should be assigned ● if further instruction leading to reassessment should be provided ● if the task is inappropriate for the student and should be scrapped.



“I am From . . .poem”

Give it a
listen!

*Through the creation of this poem students will write about their
chosen Alberta woman and record “herstory” on a PODCAST
(<http://www.podomatic.com/>)*

Grade 4

Level	Meaning	Commentary
4 Excellent	The student meets the standard of excellence for grade 4 and demonstrates exemplary performance or understanding of writing the poem as outlined in the assignment expectations. The student shows creativity. The student is able to effectively record the poem onto a podcast.	This is a “Wow!”
3 Proficient	The student meets the acceptable standard for grade 4 by demonstrating a solid performance or understanding of writing the poem as outlined in the assignment expectations. The student is able to effectively, with much support, record the poem onto a podcast.	This is a “Yes.”
2 Adequate	The student just meets the acceptable standard for the grade. Performance and understanding are emerging or developing, some errors are being made, grasp is not thorough .	This is a “Yes, but...”
1 Limited*	The student is not yet meeting the acceptable standard for the grade and has serious errors, omissions or misconceptions.	This is a “ No, but there is some basis for making improvement. ” The teacher needs to make decisions about appropriate interventions to help the student improve.
Insufficient/ Blank*	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.	This is a “ No judgment can be made. ” The teacher must decide: <ul style="list-style-type: none"> • if the student should redo the task • if more time should be provided to complete the task • if a different task at the student’s ability level should be assigned • if further instruction leading to reassessment should be provided • if the task is inappropriate for the student and should be scrapped.



“My Family’s Movement to Alberta through History”
*Finding the Alberta connection through the creation of a family tree map
using Microsoft Word*



Grade 4 (see example on next page)

Level	Meaning	Commentary
<p style="text-align: center;">4 Excellent</p>	<p>The student meets the standard of excellence for grade 4 and demonstrates exemplary performance or understanding using MS Word to copy and paste the world map, insert text boxes and information accurately inside the text boxes. The student has researched and recorded the information about his/her family as far back as great grandparents or further.</p>	<p style="text-align: center;">This is a “Wow!”</p>
<p style="text-align: center;">3 Proficient</p>	<p>The student meets the acceptable standard for grade 4 by demonstrating a solid performance or understanding using MS Word to copy and paste the world map, insert text boxes and information fairly accurately inside the text boxes. The student has researched and recorded the information about his/her family as far back as grandparents or great grandparents, but not as thoroughly as stated above (excellent).</p>	<p style="text-align: center;">This is a “Yes.”</p>
<p style="text-align: center;">2 Adequate</p>	<p>The student just meets the acceptable standard for the grade. Performance and understanding are emerging or developing, some errors are being made, grasp is not thorough.</p>	<p style="text-align: center;">This is a “Yes, but...”</p>
<p style="text-align: center;">1 Limited*</p>	<p>The student is not yet meeting the acceptable standard for the grade and has serious errors, omissions or misconceptions.</p>	<p>This is a “No, but there is some basis for making improvement.”</p> <p>The teacher needs to make decisions about appropriate interventions to help the student improve.</p>
<p style="text-align: center;">Insufficient/ Blank*</p>	<p>No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.</p>	<p>This is a “No judgement can be made.”</p> <p>The teacher must decide:</p> <ul style="list-style-type: none"> ● if the student should redo the task ● if more time should be provided to complete the task ● if a different task at the student’s ability level should be assigned ● if further instruction leading to reassessment should be provided ● if the task is inappropriate for the student and should be scrapped.





Digital Scrap Booking



Through the creation of a digital scrapbook (www.khiba.com/PSP/Fall04/) students will retell the story of an Alberta woman in history. Using writing in the first person, the student will take on the character of the woman and tell “herstory”.

Grade 4

Level	Meaning	Commentary
4 Excellent	The student meets the standard of excellence for grade 4 and demonstrates exemplary performance or understanding of writing in the first person, the use of the digital scrapbook technology. The student shows excellent creativity through writing and effects of digital scrap booking.	This is a “Wow!”
3 Proficient	The student meets the acceptable standard for the grade by demonstrating a solid performance or understanding of writing in the first person, the use of the digital scrapbook technology. The student demonstrates very good creativity through writing and effects of digital scrap booking.	This is a “Yes.”
2 Adequate	The student just meets the acceptable standard for the grade. Performance and understanding are emerging or developing, some errors are being made, grasp is not thorough .	This is a “Yes, but...”
1 Limited*	The student is not yet meeting the acceptable standard for the grade and has serious errors, omissions or misconceptions.	This is a “No, but there is some basis for making improvement.” The teacher needs to make decisions about appropriate interventions to help the student improve.
Insufficient/ Blank*	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.	This is a “No judgement can be made.” The teacher must decide: <ul style="list-style-type: none"> ● if the student should redo the task ● if more time should be provided to complete the task ● if a different task at the student’s ability level should be assigned ● if further instruction leading to reassessment should be provided ● if the task is inappropriate for the student and should be scrapped.