



Linking:

Grade 1 *Our Hidden Heroes Program* To the **TDSB's Character Development Initiative** and the **Ontario Curriculum**

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Ontario curriculum linkage identified by Elizabeth and Baxter Merry



Why Use the Our Hidden Heroes Learning Resource?

In the document *Safe Schools Policy and Practice: An Agenda for Action*, published by the Ontario Ministry of Education in June 2006, the Safe Schools Action Team recommends that:

“To help achieve positive school climates, schools should actively promote, support and reinforce positive behaviours. A multi-pronged approach ranging from school-wide campaigns, celebrations of achievements for the school, groups or individuals as well as the day to day interaction with students and staff all contribute to creating a secure and welcoming climate that enhances learning.” (p.6)

Based on this recommendation, the ministry responded with Policy/Program Memorandum 145, which states, in part:

“The ministry acknowledges the importance of actively promoting and supporting appropriate and positive student behaviours that contribute to and sustain a safe learning and teaching environment in which every student can reach his or her full potential. Linkages to ministry initiatives such as character development and the Student Success Strategy are key in promoting and supporting appropriate and positive student behaviours.

Prevention

Prevention is the establishment and use of programs such as bullying prevention and citizenship development, as well as other positive activities designed to promote the building of healthy relationships and appropriate behaviours.¹ Generally, prevention measures and initiatives include the whole school and all aspects of school life. Schools that have prevention and intervention strategies foster a positive school climate that supports academic achievement for all students. Boards and schools should focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn.

A positive "school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm."² A positive climate exists when all members of the school community feel safe, comfortable, and accepted.

Programs and activities that focus on the building of healthy relationships, character development, and peer relations provide the foundation for an effective continuum of strategies within a school and school-related activities. These supportive strategies and empowerment programs are the basis for creating a positive school climate."³

¹ *Safe Schools Policy and Practice: An Agenda for Action*, Report of the Safe Schools Action Team (Toronto: June 2006), p. 24.

² *Safe Schools Policy and Practice: An Agenda for Action*, Report of the Safe Schools Action Team (Toronto: June 2006), p. 6.

³ Policy/Program Memorandum No. 145, “Progressive Discipline and promoting Positive Student behaviour”,) October, 2007



Recommended Use of the Our Hidden Heroes Learning Resource

When begun early in the school year, the *Our Hidden Heroes Character Education / Social Responsibility Program* sets the stage for developing a positive, supportive, caring and inclusive classroom culture that will endure throughout the year. When embraced school-wide, the *Our Hidden Heroes Program* sets the same tone within the entire school and can reach out into the community by creating opportunities such as in-school displays of your students' work, publishing their Hidden Heroes stories on the Our Hidden Heroes web site and/or in local newspapers (a media release form is provided) and an in-class celebration of Hidden Heroes they have written about.

Character education is closely tied to healthy relationships between people. These positive relationships require strong communication skills including good oral and listening skills. The *Our Hidden Heroes Program* systematically provides instruction and action-based practice to support students as they develop these skills. This relationship between socially responsible character attributes and strong communication skills is reflected in the multiplicity of connections between Ontario's language arts curriculum and the *Our Hidden Heroes Program*.

The *Our Hidden Heroes Program* was developed in British Columbia and uses BC's Social Responsibility Performance Standards as a foundation (see P. 4). These Performance Standards are closely linked to Ontario's Character Education learning outcomes. Each lesson addresses at least two of these performance standards / Character Education learning outcomes.

As mentioned the ideal time to use this program is early in the school year as it will give you an opportunity to:

- Initiate a powerful proactive bullying prevention program
- Develop a positive climate in the classroom that will last the entire year.
- Get to know your students and their families as they write about their personal heroes.
- Post materials developed by the students as they work through the lessons. These can be used for easy reference throughout the year as well as to reinforce ongoing student learning as opportunities arise.
- Set up a Hidden Hero bulletin board in the classroom to recognize a different student nominated Hidden Hero each week; thereby constantly reinforcing positive character traits.
- Plan for school wide recognition of student/teacher/support staff/family Hidden Heroes during regularly scheduled assemblies.
- Set up a centrally located display area in the school where school-wide Hidden Heroes are featured. A display near the front entrance would relay the message to visitors that the school is a place where positive qualities are valued and celebrated.
- Regularly feature Hidden Heroes in school newsletters
- Announce student/staff Hidden Heroes on posters or on the changeable sign boards that many schools now use to foster communication within the school's community.
- Host an in-class or school-wide Hidden Heroes celebration where some of the students' Hidden Heroes attend and are recognized for their contributions toward making the world a better place. Have the local press attend to spread the word throughout the community.



Social Responsibility Performance Standards

Valuing Diversity and Defending Human Rights

- Treat classmates, family, friends, and school staff fairly and respectfully
- Generally accept differences in language, accent, dress, actions of others
- Work and interact with a variety of classmates
- Listen without interrupting
- Identify positive aspects of diversity
- Identify and comment on effects of stereotyping
- Recognize and describe several basic human rights

Solving Problems in Peaceful Ways

- Manage conflict appropriately, including presenting views and arguments respectfully, and considering others' views
- Use effective problem-solving steps and strategies.

Exercising Democratic Rights & Responsibilities

- Follow classroom rules
- Accept consequences for not following rules
- Willingly participate in positive actions suggested by others
- Can describe some ways citizens interact with and influence governments
- Practice conservation
- Demonstrate understanding of global citizenship
- Begin to show a sense of unselfishness
- Identify ways to make the world a better place

Contributing to the Classroom and School Community

- Friendly and kind
- Willing to help others
- Show a sense of community
- Encourage and praise others
- Willing to participate in and complete class activities
- Contribute, explain and elaborate on ideas
- Work well with a variety of classmates and different situations
- Contribute in accomplishing the assigned task when working in a group situation
- Willing to take responsibility for maintaining and/or improving personal space, the classroom and other school areas



The Our Hidden Heroes Program and Its Links to TDSB's Character Development Initiative

The Hidden Heroes program is an excellent way to *introduce* and *reinforce* the ten attributes of character as set out by the Toronto District School Board's Character Development Initiative. The principles of the *Our Hidden Heroes Program* state that:

- Because we can each make a difference in the world, we have a **responsibility** to do so.
- Small, consistent acts of **kindness** are “doable”, but, they are not always easy – that’s when **persistence** is essential.

The Our Hidden Heroes program teaches, supports and reinforces students as they learn to:

- Treat classmates, family, friends, and school staff **fairly, honestly and respectfully**
- Work and interact with a variety of classmates (**teamwork**)
- Manage conflict appropriately while presenting views and arguments **respectfully**, and considering others' views with (**empathy**)
- Act in a kind and friendly manner
- Seek out opportunities to help others (**co-operation**)
- Contribute in accomplishing the assigned task when working in a group situation (**teamwork**)
- Take **responsibility** for maintaining and/or improving personal space, the classroom and other school areas

Character education is closely tied to healthy relationships between people. These positive relationships require strong communication skills including good oral and listening skills. The *Our Hidden Heroes Program* systematically provides instruction and action-based practice to support students as they develop these skills.

This relationship between socially responsible character attributes and strong communication skills is reflected in the multiplicity of connections Ontario's language arts curriculum has to the *Our Hidden Heroes Program*.



Hidden Heroes Learning Resource

The Toronto District School Board outlines ten attributes of character that are to be developed under the Character Development Initiative. These attributes are emphasized and fostered throughout the Hidden Heroes Grade 1 Learning Resource. Introduced at the beginning of the program, they are frequently revisited and reinforced as the lessons progress. The program is flexible, in that many of the lessons are designed so as to allow the teacher the opportunity to emphasize selected attributes as they see fit. The following list indicates the multitude of lessons in which each specific attribute can be explained and explored:

Respect – Lesson 1, 2, 3, 4, 5, 6, 7

Responsibility – Lesson 1, 2, 4, 5, 6, 7

Honesty – Lesson 1, 2, 4, 5, 6, 7

Co-operation – Lesson 1, 2, 3, 4, 5, 6, 7

Empathy - Lesson 1, 2, 3, 4, 5, 6, 7

Teamwork – Lesson 1, 2, 3, 4, 5, 6, 7

Kindness - Lesson 1, 2, 3, 4, 5, 6, 7

Integrity - Lesson 1, 2, 3, 4, 5, 6, 7

Fairness - Lesson 1, 2, 3, 4, 5, 6, 7

Perseverance – Lesson 1, 2, 4, 6, 7

If begun early in the school year, the Hidden Heroes program sets the stage for developing a positive, supportive, caring and inclusive classroom culture that will endure throughout the year. When embraced school-wide, the Our Hidden Heroes Program sets the same tone within the entire school and can reach out into the community. Displays of student work, student stories posted on the Our Hidden Heroes web site and/or published in local newspapers and classroom celebrations of local Hidden Heroes all provide opportunities for developing a school culture that can be shared with the larger community.



Lesson by Lesson Overview of the 6 to 8 Week Our Hidden Heroes Character Education Program

These learning resources feature unique exercises, assignments and teacher support materials as well as stories and videos about real-life Hidden Heroes. They also provide opportunities for Toronto teachers to focus on the TDSB's Character Development Initiative

FREE SAMPLE LESSON PLANS ARE AVAILABLE AT

www.ourhiddenheroes.org

Lesson 1

In this three part introductory lesson, students will be guided to discover and describe what it means to be a Hidden Hero. Students will:

- Be introduced to the language of social responsibility as modeled by the teacher
- Gain a basic understanding of the Hidden Heroes concepts
- Generate a list of behaviours that meet social responsibility expectations in the classroom
- Orally describe and define these behaviours as they relate to a story or stories read to them
- Illustrate socially responsible actions in the story or stories
- Illustrate a socially responsible action in their home, on the playground, in the classroom.

Lesson 2

In this action packed lesson, students are asked to reflect on socially responsible behaviours and “vote with their feet” in an activity that asks them to make choices. Students will:

- Gain a deeper understanding of Hidden Heroes concepts
- Reflect on socially responsible behaviours and “stand” by their choices
- Brainstorm ideas to show ways of being socially responsible in the school setting
- Complete a “Take a Stand” worksheet and commit to stand by their decision to do what they know is the right thing to do

Lesson 3

This lesson helps students gain a better understanding of their feelings and how to express them. . Students will:

- Identify and list a variety of feelings and behaviours
- Illustrate and write about their feelings and emotions
- Using a puppet, present a short skit of their choice about feelings and emotions or select a topic from a list of ideas provided
- Create new actions and words for the song, “If I’m happy and I know It”
- Complete a “feelings” worksheet drawing a face to match the feelings chosen

Lesson 4

This lesson introduces students to the four point rating scale for social responsible behaviour.

Students will:

- Identify and discuss behaviours noted in a shared story
- Use rating cards provided to discuss, evaluate and choose ratings for behaviours observed in the story
- Explain, describe and justify ratings given to their selected behaviours of one or more story book characters
- Illustrate a scene from the story to support their chosen rating(s)

Lesson 5

This lesson gives students and opportunity to illustrate their understanding of behaviours that meet or exceed expectations in social responsibility. Students will:

- Illustrate a problematic situation and possible solutions
- Create a strip of drawings to slide through a “view finder”, so they can tell the story they created to other students as they practice the language of social responsibility/positive character attributes
- Work with a big buddy and tell their story so the big buddy can scribe it for them

Lesson 6

This lesson is designed to engage students in recognizing small things that can make a big difference, and to introduce them to the power of acknowledgement the use of sincere compliments. Students will:

- Students demonstrate their understanding of socially responsible behaviour/positive character attributes by recognizing such behaviour and complimenting it
- Students illustrate a scene where a compliment is about to be given
- Learn the language of compliments
- Practice giving compliments at school and beyond
- Become detectives who seek out positive behaviours and give out compliments and “Warm Fuzzy” coupons they have

Lesson 7

In this lesson students reflect on what they have learned during the unit and honour the power they have to be Hidden Heroes themselves. Students will:

- Review what they have learned about Hidden Heroes, and agree on a definition
- Assemble a portfolio of their work during the unit
- Reflect individually to complete the sentence beginning, “I learned that a Hidden Hero ………” and draw a picture to illustrate that sentence
- Be presented with a certificate celebrating the completion of the Hidden Heroes unit

Additional Stories and Videos

These stories and videos featuring Hidden Heroes of interest to Grade 1 students have been included for teachers to use at their discretion. Suggested questions have been added to the end of each story to encourage students to think more deeply about the stories and to apply the lessons learned to their own lives.



LINKAGE TO THE ONTARIO CURRICULUM

Lesson 1

Language

Oral

1.2 Active Listening Strategies - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations

1.3 Comprehension Strategies - identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction

1.4 Demonstrating Understanding - demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea

1.5 Making Inferences/Interpreting Texts - use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions

1.6 Extending Understanding - extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them

2.2 Interactive Strategies - demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions

2.3 Clarity and Coherence - communicate ideas and information orally in a clear, coherent manner

2.4 Appropriate Language - choose appropriate words to communicate their meaning accurately and engage the interest of their audience

2.7 Visual Aids - use one or more appropriate visual aids to support or enhance oral presentations

The Arts

Visual Arts

Creative Work - produce two- and three-dimensional works of art that communicate thoughts and feelings

Social Studies

Heritage and Citizenship: Relationships, Rules, and Responsibilities

Knowledge and Understanding

- * state in simple terms what "relationships", "rules", and "responsibilities" are
- * explain why rules and responsibilities have been established
- * describe significant people and places in their lives and the rules associated with them
- * describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly

Inquiry/Research and Communication Skills

- * brainstorm and ask simple questions to gain information about relationships, rules, and responsibilities
- * use primary and secondary sources to locate information about relationships, rules, and responsibilities in their home, school, and community
- * use illustrations, key words, and simple sentences to sort, classify, and record information about relationships, rules, and responsibilities
- * use appropriate vocabulary to communicate the results of inquiries and observations about relationships, rules, and responsibilities

Application

- * order a sequence of events to demonstrate how relationships, rules, or responsibilities change over time, and in different places



Lesson 2

Language

Oral

1.2 Active Listening Strategies - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations

1.3 Comprehension Strategies - identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction

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2.7 Visual Aids - use one or more appropriate visual aids to support or enhance oral presentations

Writing

1.2 Developing Ideas - generate ideas about a potential topic, using a variety of strategies and resources

1.5 Organizing Ideas - identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers

2.1 Form - write short texts using a few simple forms

2.2 Voice - begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience

2.3 Word Choice - use familiar words and phrases to convey a clear meaning

2.4 Sentence Fluency - write simple but complete sentences that make sense

2.5 Point of View - begin to identify, with support and direction, their point of view and one possible different point of view about the topic

3.1 Spelling Familiar Words - spell some high-frequency words correctly

3.2 Spelling Unfamiliar Words - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings

3.3 Vocabulary - confirm spellings and word meanings or word choice using one or two resources

3.4 Punctuation - use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end

3.5 Grammar - use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns I, you, he, she, it, we, they; verbs to tell what they do and feel; some adjectives; and simple prepositions of place

The Arts

Visual Arts

Creative Work - produce two- and three-dimensional works of art that communicate thoughts and feelings

Social Studies

Heritage and Citizenship: Relationships, Rules, and Responsibilities

Knowledge and Understanding

- * state in simple terms what "relationships", "rules", and "responsibilities" are
- * explain why rules and responsibilities have been established
- * identify important relationships in their lives and name some responsibilities that are part of these relationships
- * describe significant people and places in their lives and the rules associated with them
- * identify significant events in their lives and the rules associated with them
- * describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly

Inquiry/Research and Communication Skills

- * brainstorm and ask simple questions to gain information about relationships, rules, and responsibilities
- * use illustrations, key words, and simple sentences to sort, classify, and record information about relationships, rules, and responsibilities
- * use appropriate vocabulary to communicate the results of inquiries and observations about relationships, rules, and responsibilities

Application

- * explain how events and actions can cause rules and responsibilities to change, and describe what some new rules and responsibilities might be
- * identify an area of concern, and suggest changes in rules or responsibilities to provide possible solutions



Lesson 3

Language

Oral

1.2 Active Listening Strategies - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations

1.3 Comprehension Strategies - identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction

1.4 Demonstrating Understanding - demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea

1.5 Making Inferences/Interpreting Texts - use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions

1.6 Extending Understanding - extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them

2.2 Interactive Strategies - demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions

2.3 Clarity and Coherence - communicate ideas and information orally in a clear, coherent manner

2.4 Appropriate Language - choose appropriate words to communicate their meaning accurately and engage the interest of their audience

2.7 Visual Aids - use one or more appropriate visual aids to support or enhance oral presentations

Reading

1.1 Variety of Texts - read a few different types of literary texts, graphic texts, and informational texts

1.3 Comprehension Strategies - identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction

1.4 Demonstrating Understanding - demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea

1.6 Extending Understanding - extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

1.7 Analysing Texts - identify the main idea and a few elements of texts, initially with support and direction

1.8 Responding to and Evaluating Texts - express personal thoughts and feelings about what has been read

3.1 Reading Familiar Words - automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts

3.2 Reading Unfamiliar Words - predict the meaning of and solve unfamiliar words using different types of cues, including: semantic cues; syntactic cues; graphophonic cues

3.3 Reading Fluently - read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader

Writing

1.2 Developing Ideas - generate ideas about a potential topic, using a variety of strategies and resources

1.3 Research - gather information to support ideas for writing in a variety of ways and/or from a variety of sources

1.5 Organizing Ideas - identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers

2.1 Form - write short texts using a few simple forms

2.2 Voice - begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience

2.3 Word Choice - use familiar words and phrases to convey a clear meaning

2.4 Sentence Fluency - write simple but complete sentences that make sense

2.5 Point of View - begin to identify, with support and direction, their point of view and one possible different point of view about the topic

3.1 Spelling Familiar Words - spell some high-frequency words correctly

3.2 Spelling Unfamiliar Words - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings

3.3 Vocabulary - confirm spellings and word meanings or word choice using one or two resources

3.4 Punctuation - use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end

3.5 Grammar - use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns I, you, he, she, it, we, they; verbs to tell what they do and feel; some adjectives; and simple prepositions of place

3.7 Publishing - use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout

3.8 Producing Finished Works - produce pieces of published work to meet criteria identified by the teacher, based on the expectations

The Arts

Visual Arts

Creative Work - produce two- and three-dimensional works of art that communicate thoughts and feelings

Drama and Dance

Creative work - communicate their responses to a variety of stimuli by using elements of drama and dance

Music

Creative Work - sing expressively, showing awareness of the meaning of the text
- create and perform musical compositions, applying their knowledge of the elements of music and patterns of sound.

Social Studies

Heritage and Citizenship: Relationships, Rules, and Responsibilities

Knowledge and Understanding

- * state in simple terms what "relationships", "rules", and "responsibilities" are
- * explain why rules and responsibilities have been established
- * describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly

Inquiry/Research and Communication Skills

- * brainstorm and ask simple questions to gain information about relationships, rules, and responsibilities
- * use primary and secondary sources to locate information about relationships, rules, and responsibilities in their home, school, and community
- * use illustrations, key words, and simple sentences to sort, classify, and record information about relationships, rules, and responsibilities
- * use appropriate vocabulary to communicate the results of inquiries and observations about relationships, rules, and responsibilities

Application

- * explain how events and actions can cause rules and responsibilities to change, and describe what some new rules and responsibilities might be
- * identify an area of concern, and suggest changes in rules or responsibilities to provide possible solutions
- * order a sequence of events to demonstrate how relationships, rules, or responsibilities change over time, and in different places



Lesson 4

Language

Oral

1.2 Active Listening Strategies - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations

1.3 Comprehension Strategies - identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction

1.4 Demonstrating Understanding - demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea

1.5 Making Inferences/Interpreting Texts - use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions

1.6 Extending Understanding - extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them

2.2 Interactive Strategies - demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions

2.3 Clarity and Coherence - communicate ideas and information orally in a clear, coherent manner

2.4 Appropriate Language - choose appropriate words to communicate their meaning accurately and engage the interest of their audience

2.7 Visual Aids - use one or more appropriate visual aids to support or enhance oral presentations

Reading

1.1 Variety of Texts - read a few different types of literary texts, graphic texts, and informational texts

1.3 Comprehension Strategies - identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction

1.4 Demonstrating Understanding - demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea

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1.7 Analysing Texts - identify the main idea and a few elements of texts, initially with support and direction

1.8 Responding to and Evaluating Texts - express personal thoughts and feelings about what has been read

3.1 Reading Familiar Words - automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts

3.2 Reading Unfamiliar Words - predict the meaning of and solve unfamiliar words using different types of cues, including: semantic cues; syntactic cues; graphophonic cues

3.3 Reading Fluently - read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader

The Arts

Visual Arts

Creative Work - produce two- and three-dimensional works of art that communicate thoughts and feelings

Social Studies

Heritage and Citizenship: Relationships, Rules, and Responsibilities

Knowledge and Understanding

* state in simple terms what "relationships", "rules", and "responsibilities" are

* explain why rules and responsibilities have been established

- * identify important relationships in their lives and name some responsibilities that are part of these relationships
- * describe significant people and places in their lives and the rules associated with them
- * identify significant events in their lives and the rules associated with them
- * describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly

Inquiry/Research and Communication Skills

- * brainstorm and ask simple questions to gain information about relationships, rules, and responsibilities
- * use primary and secondary sources to locate information about relationships, rules, and responsibilities in their home, school, and community
- * use illustrations, key words, and simple sentences to sort, classify, and record information about relationships, rules, and responsibilities
- * construct and read concrete, pictorial, and simple maps, graphs, charts, diagrams, and timelines to clarify and present information about relationships, rules, and responsibilities in their daily lives
- * use appropriate vocabulary to communicate the results of inquiries and observations about relationships, rules, and responsibilities.

Application

- * explain how events and actions can cause rules and responsibilities to change, and describe what some new rules and responsibilities might be
- * identify an area of concern, and suggest changes in rules or responsibilities to provide possible solutions
- * order a sequence of events to demonstrate how relationships, rules, or responsibilities change over time, and in different places



Lesson 5

Language

Oral

1.2 Active Listening Strategies - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations

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2.7 Visual Aids - use one or more appropriate visual aids to support or enhance oral presentations

The Arts

Visual Arts

Creative Work - produce two- and three-dimensional works of art that communicate thoughts and feelings

Social Studies

Heritage and Citizenship: Relationships, Rules, and Responsibilities

Knowledge and Understanding

* state in simple terms what "relationships", "rules", and "responsibilities" are

- * explain why rules and responsibilities have been established
- * identify important relationships in their lives and name some responsibilities that are part of these relationships
- * describe significant people and places in their lives and the rules associated with them
- * identify significant events in their lives and the rules associated with them
- * describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly

Inquiry/Research and Communication Skills

- * brainstorm and ask simple questions to gain information about relationships, rules, and responsibilities
- * use illustrations, key words, and simple sentences to sort, classify, and record information about relationships, rules, and responsibilities
- * construct and read concrete, pictorial, and simple maps, graphs, charts, diagrams, and timelines to clarify and present information about relationships, rules, and responsibilities in their daily lives
- * use appropriate vocabulary to communicate the results of inquiries and observations about relationships, rules, and responsibilities.

Application

- * explain how events and actions can cause rules and responsibilities to change, and describe what some new rules and responsibilities might be
- * identify an area of concern, and suggest changes in rules or responsibilities to provide possible solutions
- * order a sequence of events to demonstrate how relationships, rules, or responsibilities change over time, and in different places



Lesson 6

Language

Oral

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1.3 Comprehension Strategies - identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction

1.4 Demonstrating Understanding - demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea

1.5 Making Inferences/Interpreting Texts - use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions

1.6 Extending Understanding - extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them

2.2 Interactive Strategies - demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions

2.3 Clarity and Coherence - communicate ideas and information orally in a clear, coherent manner

2.4 Appropriate Language - choose appropriate words to communicate their meaning accurately and engage the interest of their audience

2.7 Visual Aids - use one or more appropriate visual aids to support or enhance oral presentations

The Arts

Visual Arts

Creative Work - produce two- and three-dimensional works of art that communicate thoughts and feelings

Drama and Dance

Creative work - use the vocabulary and body movements of a particular character when role playing

Social Studies

Heritage and Citizenship: Relationships, Rules, and Responsibilities

Knowledge and Understanding

- * state in simple terms what "relationships", "rules", and "responsibilities" are
- * explain why rules and responsibilities have been established
- * identify important relationships in their lives and name some responsibilities that are part of these relationships
- * describe significant people and places in their lives and the rules associated with them
- * identify significant events in their lives and the rules associated with them
- * describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly

Inquiry/Research and Communication Skills

- * brainstorm and ask simple questions to gain information about relationships, rules, and responsibilities
- * use illustrations, key words, and simple sentences to sort, classify, and record information about relationships, rules, and responsibilities
- * use appropriate vocabulary to communicate the results of inquiries and observations about relationships, rules, and responsibilities.

Application

- * explain how events and actions can cause rules and responsibilities to change, and describe what some new rules and responsibilities might be
- * identify an area of concern, and suggest changes in rules or responsibilities to provide possible solutions



Lesson 7

Language

Oral

1.2 Active Listening Strategies - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations

1.3 Comprehension Strategies - identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction

1.4 Demonstrating Understanding - demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea

1.5 Making Inferences/Interpreting Texts - use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions

1.6 Extending Understanding - extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them

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2.3 Clarity and Coherence - communicate ideas and information orally in a clear, coherent manner

2.4 Appropriate Language - choose appropriate words to communicate their meaning accurately and engage the interest of their audience

2.7 Visual Aids - use one or more appropriate visual aids to support or enhance oral presentations

Writing

1.2 Developing Ideas - generate ideas about a potential topic, using a variety of strategies and resources

1.5 Organizing Ideas - identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers

2.1 Form - write short texts using a few simple forms

2.2 Voice - begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience

2.3 Word Choice - use familiar words and phrases to convey a clear meaning

2.4 Sentence Fluency - write simple but complete sentences that make sense

2.5 Point of View - begin to identify, with support and direction, their point of view and one possible different point of view about the topic

3.1 Spelling Familiar Words - spell some high-frequency words correctly

3.2 Spelling Unfamiliar Words - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings

3.3 Vocabulary - confirm spellings and word meanings or word choice using one or two resources

3.4 Punctuation - use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end

3.5 Grammar - use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns I, you, he, she, it, we, they; verbs to tell what they do and feel; some adjectives; and simple prepositions of place

The Arts

Visual Arts

Creative Work - produce two- and three-dimensional works of art that communicate thoughts and feelings

Social Studies

Heritage and Citizenship: Relationships, Rules, and Responsibilities

Knowledge and Understanding

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