



K–3 OUR WORLD SOCIAL STUDIES PROGRAM

TEACHING EFFECTIVELY WITH COMBINED GRADES

by Patricia Shields

INTRODUCTION

As a teacher of a combined grade classroom, you are faced with the challenge of covering a large number of concepts and skills throughout the school year. To meet this challenge, and focus on providing effective learning experiences for all your students, this resource provides some strategies and tools for supporting your planning process in Social Studies.

The new Alberta Social Studies program offers opportunities for teachers of combined grade classrooms to help students make connections between the core concepts of the program—citizenship and identity—and their learning experiences. It also offers a number of opportunities to encourage students to reinforce and apply their understandings and skills.

This resource provides curriculum-focused correlations with the *Our World* Social Studies program, long range and short term planning suggestions and tools, and other resources to help ensure the development of a successful Social Studies program.

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KEY CONNECTIONS IN THE ALBERTA SOCIAL STUDIES GRADES K–3 PROGRAM OF STUDIES

The Alberta Social Studies Program of Studies emphasizes the interrelated nature of learning through focused content at each grade level that connects to the core concepts of citizenship and identity. There is a natural progression of conceptual development throughout the grade level, organized around the six strands of the Social Studies program:

- Time, Continuity and Change
- The Land: Places and People
- Power, Authority and Decision Making
- Economics and Resources
- Global Connections
- Culture and Community

The general outcomes for each grade level provide a focus that indicates the connections and sequential development of values and attitudes, knowledge and understanding, and skills and processes between each grade level. This focus must be considered when starting to plan for combined grade classrooms.

The core concepts and six strands of the Alberta Social Studies Kindergarten to Grade 12 Program of Studies are reflected in each grade/course. The structure provides continuity and linkages from grade to grade/course to course. In addition, the general outcomes in each grade/course are components of the one central theme reflected in the grade/course title.¹

¹ Alberta Education. *Alberta Social Studies Program of Studies*. Alberta: Ministry of Education: 2003, 11.

THE FOCUS OF KINDERGARTEN TO GRADE 3 IN THE ALBERTA SOCIAL STUDIES PROGRAM
OF STUDIES

Grade	Grade Title and General Outcomes	Linkages and Sequencing
Kindergarten	<p>Being Together</p> <p>K.1 I Am Unique Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.</p> <p>K.2 I Belong Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.</p>	<p>Kindergarten emphasizes a strong sense of identity and self-esteem and is a student's introduction to citizenship.</p>
One	<p>Citizenship: Belonging and Connecting</p> <p>1.1 My World: Home, School, and Community Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.</p> <p>1.2 Moving Forward with the Past: My Family, My History and My Community Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today.</p>	<p>Grade 1 is an introduction to active and responsible citizenship and introduces the concept of community. The concept of historical thinking is applied to the study of community.</p>
Two	<p>Communities in Canada</p> <p>2.1 Canada's Dynamic Communities Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.</p> <p>2.2 A Community in the Past Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of their community.</p>	<p>Grade 2 expands on the concept of community through an examination of specific characteristics of communities in Canada. Building on the introduction of historical thinking in Grade 1, Grade 2 students will examine how a community changes over time.</p>
Three	<p>Connecting with the World</p> <p>3.1 Communities in the World Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.</p> <p>3.2 Global Citizenship Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relationship to communities in India, Tunisia, Ukraine and Peru.</p>	<p>Grade 3 continues to build on the knowledge of community and citizenship by examining diverse communities in the world. Grade 3 students will be introduced to the concepts of global citizenship and quality of life.</p>

BENCHMARK SKILLS AND PROCESSES

Skills and processes can also provide a foundation for decision making about the organization of your Social Studies program. Lessons that focus on skill development, and the processes of inquiry and research, can be recurring elements in your unit planning. Inquiry should be a consistent focus for your Kindergarten to Grade 3 program; students should be developing the skills that enable them to understand the inquiry process and learn to research in increasingly more independent contexts.

The *Benchmark Skills and Processes* chart from the Program of Studies provides a checkpoint for building recurring lessons into each of your units. All students, from Kindergarten to Grade 3, should be working toward the development of these benchmark skills.

The following benchmark skills and processes are provided as outcomes to be achieved by the end of Grade 3.

	Dimension of Thinking
<i>critical thinking and creative thinking</i>	evaluate ideas and information from different points of view
<i>historical thinking</i>	correctly apply terms related to time, including past, present, future
<i>geographic thinking</i>	create and use a simple map to locate communities studied in the world
<i>decision making and problem solving</i>	apply new ideas and strategies to contribute to decision making and problem solving
	Social Participation as Democratic Practice
<i>cooperation, conflict resolution and consensus building</i>	demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate
<i>age appropriate behaviour for social involvement</i>	participate in projects that improve or meet the particular needs of their school or community
	Research for Deliberative Inquiry
<i>research and information</i>	make connections between cause-and-effect relationships from information gathered from varied sources
	Communication
<i>oral, written and visual literacy</i>	organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration
<i>media literacy</i>	compare information on the same issue or topic from print media, television, photographs and the Internet

THE PROGRESSION OF SKILLS AND PROCESS OUTCOMES FROM KINDERGARTEN TO GRADE 3

Skill and process outcomes provide a sequence of development from Kindergarten to Grade 3. Students develop critical and creative thinking skills, as well as start to focus on historical and geographic thinking, starting in Kindergarten. The sequence of skill development, and the development of skills related to deliberative and reflective inquiry, provide continuity between grade levels for combined grade classrooms. Social participation outcomes provide a context for projects that can be developed with whole class or small groups in a combined grade classroom. Communication skills are also sequentially developed and can be emphasized in whole class settings. The following chart shows the progression in skill development throughout the four areas of skills and inquiry from Kindergarten to Grade 3.

Skills and Processes	Kindergarten	Grade 1	Grade 2	Grade 3
Dimensions of thinking	<p>K.S.1 develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> consider ideas and information from varied sources compare and contrast information provided <p>K.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> recognize that some activities or events occur at particular times of the day or year differentiate between events and activities that occurred recently and long ago <p>K.S.3 develop skills of geographic thinking:</p> <ul style="list-style-type: none"> recognize familiar places or points of reference in their surroundings ask geographic questions, such as asking for directions <p>K.S.4 demonstrate the skills of decision making and problem</p>	<p>1.S.1 develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> examine ideas and information from varied sources choose and justify a course of action compare and contrast information from similar types of electronic sources <p>1.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> recognize that some activities or events occur on a seasonal basis differentiate between activities and events that occurred recently and long ago <p>1.S.3 develop skills of geographic thinking:</p> <ul style="list-style-type: none"> use a simple map to locate specific areas within the school and community ask geographic questions, such as asking for directions understand that globes and maps are visual representations of the world locate Canada on a 	<p>2.S.1 develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> distinguish between a fictional and a factual account about Canadian communities choose and justify a course of action compare and contrast information from similar types of electronic sources, such as information collected on the Internet. <p>2.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> correctly apply terms related to time (i.e., long ago, before, after) arrange events, facts and/or ideas in sequence <p>2.S.3 develop skills of geographic thinking:</p> <ul style="list-style-type: none"> use a simple map to locate communities studied in Canada determine distance on a map, using relative terms such as near/far, here/there apply the concept of relative location to determine locations of people and places use cardinal directions to locate communities studied in relation to one's own community <p>2.S.4 demonstrate skills of decision making and problem solving:</p>	<p>3.S.1 develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> evaluate ideas and information from different points of view choose and justify a course of action generate original ideas and strategies in individual and group activities compare and contrast information from similar types of electronic sources, such as information collected on the Internet <p>3.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> correctly apply terms related to time, including past, present, future arrange events, facts and/or ideas in sequence <p>3.S.3 develop skills of geographic thinking:</p> <ul style="list-style-type: none"> create and use a simple map to locate communities studied in the world use cardinal and intermediate directions to locate places on maps and globes apply the concept of relative location to determine locations of people and places apply the terms hemisphere, poles, equator <p>3.S.4 demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> apply new ideas and

	<p>solving:</p> <ul style="list-style-type: none"> provide ideas and strategies to contribute to decision making and problem solving 	<p>globe or map</p> <p>1.S.4 demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> collaborate with others to devise strategies for decision making and problem solving apply ideas and strategies to contribute to decision making and problem solving 	<ul style="list-style-type: none"> apply ideas and strategies to decision making and problem solving propose new ideas and strategies to contribute to decision making and problem solving 	<p>strategies to contribute to decision making and problem solving</p> <ul style="list-style-type: none"> support proposed ideas, strategies and options with facts and reasons collaborate with others to devise strategies for dealing with problems and issues use technology to organize and display data in a problem-solving context
Social Participation as Democratic Practice	<p>K.S.5 demonstrate the skills of cooperation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> consider the needs of others work and play in harmony with others to create a safe and caring environment demonstrate a willingness to share space and resources <p>K.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:</p> <ul style="list-style-type: none"> being a classroom helper 	<p>1.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> consider the ideas and suggestions of others work and play in harmony with others to create a safe and caring environment demonstrate a willingness to share space and resources <p>1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:</p> <ul style="list-style-type: none"> behaviour in accordance with classroom, school and community expectations 	<p>2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> demonstrate the ability to deal constructively with diversity and disagreement work and play in harmony with others to create a safe and caring environment consider the needs and ideas of others share information collected from electronic sources to add to a group task <p>2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:</p> <ul style="list-style-type: none"> participate in activities that enhance their sense of belonging within their school and community 	<p>3.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate demonstrate willingness to seek consensus among members of a work group consider the needs and points of view of others work and play in harmony with others to create a safe and caring environment share information collected from electronic sources to add to a group task <p>3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:</p> <ul style="list-style-type: none"> participate in projects that improve or meet the particular needs of their school or community
Research for Deliberative Inquiry	<p>K.S.7 apply the research process:</p> <ul style="list-style-type: none"> ask questions to make meaning of a topic gather information on a particular topic from a variety of sources, e.g., illustrations, photographs, 	<p>1.S.7 apply the research process:</p> <ul style="list-style-type: none"> ask questions to make meaning of a topic compare and contrast information gathered navigate within an electronic document 	<p>2.S.7 apply the research process:</p> <ul style="list-style-type: none"> participate in formulating research questions develop questions that reflect a personal information need follow a plan to complete an inquiry access and retrieve appropriate information from electronic sources 	<p>3.S.7 apply the research process:</p> <ul style="list-style-type: none"> make connections between cause-and-effect relationships from information gathered from varied sources evaluate whether information supports an issue or a research question develop questions that reflect a personal information need

	<p>videos, objects, auditory cues</p>	<ul style="list-style-type: none"> ▪ access and retrieve appropriate information from electronic sources, when available, for a specific inquiry ▪ process information from more than one source to retell what has been discovered ▪ draw conclusions from organized information ▪ make predictions based on organized information 	<p>for a specific inquiry</p> <ul style="list-style-type: none"> ▪ navigate within a document, compact disc or other software program that contains links ▪ organize information from more than one source ▪ process information from more than one source to retell what has been discovered ▪ formulate new questions as research progresses ▪ draw conclusions from organized information ▪ make predictions based on organized information 	<ul style="list-style-type: none"> ▪ follow a plan to complete an inquiry ▪ access and retrieve appropriate information from electronic sources for a specific inquiry ▪ navigate within a document, compact disc or other software program that contains links ▪ organize information from more than one source ▪ process information from more than one source to retell what has been discovered ▪ draw conclusions from organized information ▪ make predictions based on organized information ▪ formulate new questions as research progresses
<p>Communication</p>	<p>K.S.8 demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> ▪ listen to others in a socially appropriate manner ▪ respond appropriately to comments and questions, using language respectful of human diversity <p>K.S.9 develop skills of media literacy:</p> <ul style="list-style-type: none"> ▪ determine the main points or ideas in a media presentation 	<p>1.S.8 demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> ▪ interact with others in a socially appropriate manner ▪ respond appropriately, verbally and in written forms, using language respectful of human diversity ▪ listen to others in order to understand their point of view ▪ create visual images using paint and draw programs <p>1.S.9 develop skills of media literacy:</p> <ul style="list-style-type: none"> ▪ identify key words in a media presentation to determine the main idea 	<p>2.S.8 demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> ▪ prepare and present information in their own words, using respectful language ▪ respond appropriately to comments and questions, using respectful language ▪ interact with others in a socially appropriate manner ▪ create visual images for particular audiences and purposes ▪ display data in a problem-solving context ▪ use technology to support a presentation <p>2.S.9 develop skills of media literacy:</p> <ul style="list-style-type: none"> ▪ identify key words from gathered information on a topic or issue ▪ compare information on the same topic or issue from print media, television and photographs 	<p>3.S.8 demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> ▪ organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration ▪ listen to others in order to understand their points of view ▪ interact with others in a socially appropriate manner ▪ create visual images for particular audiences and purposes ▪ use technology to support and present conclusions <p>3.S.9 develop skills of media literacy:</p> <ul style="list-style-type: none"> ▪ compare information on the same issue or topic from print media, television, photographs and the Internet ▪ identify key words from information gathered from a variety of media on a topic or issue

BUILDING CONNECTIONS BETWEEN *OUR WORLD* AND THE SOCIAL STUDIES K–3 PROGRAM OF STUDIES

One of the most common ways to approach combined grade classes is through the development of themes that provide connections between the grade levels. The following chart provides an overview of some common themes that can be drawn from the Social Studies Program of Studies. The themes correlate with the focus of units and chapters in the *Our World* K–3 resources. These themes are presented as starting points only—teachers may develop different themes based on the needs of the students as well as the connections they find within their own communities.

Each of the themes is also correlated to the Values and Attitudes and Knowledge and Understanding outcomes from the Social Studies Program of Studies in the second set of charts that follow. There is overlap between many of the themes, and outcomes can be correlated to more than one theme. The charts reflect some of this overlap; however, teachers should keep in mind that outcomes can be correlated in many different ways between the grade levels. Skill and Process outcomes should be addressed with each of the themes that may be developed to approach combined grade classrooms. The Teaching Resources of the *Our World* Kindergarten to Grade 3 program provide correlations to all Skill and Process outcomes from the Social Studies Program of Studies.

The broad thematic areas, as well as the Social Studies outcomes, can be used to start developing units that facilitate teaching in combined grade classrooms. The charts provide an illustration of some of the connections that exist between grade levels. Although they are presented in a sequence, it is not prescribed or recommended that you necessarily follow this sequence in the units you develop for your year. The charts provide thematic areas that can be organized and structured using some of the tools presented in subsequent sections of this booklet.

The charts also provide a basis for planning your year through the use of a curriculum mapping process. Curriculum mapping allows you to plan and view your overall program over the course of a school calendar year. Mapping also facilitates the building of links between units, and between other curricular areas. A curriculum map provides information about unit focus, key curricular areas, resources and assessment, as well as when units and themes will be implemented.

The *Our World* program supports planning with a thematic approach by providing consistent features throughout the Kindergarten through Grade 3 resources. These features facilitate effective implementation of grade level outcomes in a combined grade classroom environment:

- Consistency in grade level features from Kindergarten through Grade 3 in the Student Resources and Teaching Resources
- The development of a guided-to-independent inquiry process throughout the series
- Clearly detailed outcome correlations in the Teaching Resources to support planning
- Extensive assessment support (formative and summative)
- Differentiated learning strategies
- References to many other sources—research, literacy, and literature.

Unit planning templates are found in the Tools and Templates section of this booklet.

A yearly mapping template is also found in the Tools and Templates section of this booklet.

The IDA Charts in all *Our World* Teaching Resources summarize the main outcomes relevant to the unit according to whether they are being introduced, developed, or applied. These charts are invaluable planning tools for developing your own multigrade units and lessons and should be used with the thematic charts in this section when starting to plan your year.

STARTING TO PLAN WITH *OUR WORLD* K–3 SOCIAL STUDIES IN COMBINED GRADE CLASSROOMS

THEME	Kindergarten	Grade 1	Grade 2	Grade 3
BEING A UNIQUE INDIVIDUAL	Section 2: I am unique [Unit 1: Me Unit 2: My Interests Unit 3: My Gifts and Talents Unit 4: My Culture]	Unit 1: Me and My World		
BELONGING TO COMMUNITIES	Section 1: Working and Playing Together Section 3: I Belong [Unit 6: I Belong]	Unit 1: Me and My World	Unit 4: How My Community Started	
RESPECTING OTHERS	Section 2: I am Unique [Unit 1: Me Unit 2: My Interests Unit 3: My Gifts Unit 4: My Culture Unit 5: Respect and Acceptance] Section 4: Tell a Story	Unit 1: Me and My World	Unit 4: How My Community Started	Unit 1: Our World Chapter 2: What Affects Quality of Life? Unit 3: Living and Working Together Chapter 6: What Affects How People Live and Work in Communities?
LIVING TOGETHER IN COMMUNITIES	Section 1: Working and Playing Together Section 3: I Belong [Unit 8: I Cooperate Unit 9: Rules]	Unit 2: Contributing to Our Community	Unit 1: Three Canadian Communities: Regina, Iqaluit, and Bouctouche	Unit 1: Our World Chapter 1: How Do People Live in Communities Around the World? Unit 3: Living and Working Together Chapter 6: What Affects How People Live and Work in Communities? Chapter 8: How Do People Cooperate and Share in Communities? Unit 4: Communities Yesterday and Today Chapter 9: How Do People in Communities Make Decisions Together?

THE LAND AND PLACES OF COMMUNITIES		Unit 3: Geographic Features of Our Community	Unit 1: Three Canadian Communities: Regina, Iqaluit, and Bouctouche	Unit 2: Places and People Chapter 3: How Can a Community's Location Affect Quality of Life? Chapter 4: How Does a Community's Environment Affect Quality of Life? Chapter 5: How Do People in Communities Affect Their Environments?
WORKING AND LIVING IN COMMUNITIES			Unit 3: Economic Characteristics of Communities	Unit 3: Living and Working Together Chapter 6: What Affects How People Live and Work Together? Chapter 7: How Are Communities Connected?
EXPLORING ORIGINS AND TRADITIONS	Section 2: I am unique [Unit 1: Me Unit 4: My Culture] Section 4: Tell a Story	Unit 4: My Family—Moving Forward with the Past	Unit 2: More About Our Communities: Regina, Iqaluit, Bouctouche Unit 4: How My Community Started	Unit 4: Communities Yesterday and Today Chapter 10: How Do People Celebrate Their Communities?
CONNECTIONS AND INFLUENCES		Unit 5: My Community—Moving Forward with the Past	Unit 2: More about Our Communities: Regina, Iqaluit, and Bouctouche	Unit 3: Living and Working Together Chapter 7: How Are Communities Connected? Unit 4: Communities Yesterday and Today Chapter 10: How Do People Celebrate Their Communities?
COMMUNITIES CAN CHANGE		Unit 5: My Community—Moving Forward with the Past	Unit 5: Changes in My Community	
PARTICIPATING AND CONTRIBUTING	Section 1: Working and Playing Together Section 3: I Belong [Unit 7: I Participate]	Unit 2: Contributing to Our Community	Unit 4: How My Community Started Unit 5: Changes in My Community	Unit 3: Living and Working Together Chapter 7: How Are Communities Connected?

DEVELOPING THEMES WITH *OUR WORLD* K–3 SOCIAL STUDIES IN COMBINED GRADE CLASSROOMS

	Kindergarten	Grade 1	Grade 2	Grade 3
<p>Being a Unique Individual</p> <p><i>Our World</i> Correlation:</p> <p>Kindergarten Section 2: I am unique – Unit 1: Me Unit 2: My Interests Unit 3: My Gifts and Talents Unit 4: My Culture</p> <p>Grade 1 Unit 1: Me and My World</p>	<p>K.1.1 value their unique characteristics, interests, gifts and talents (I)</p> <p>K.1.3 examine what makes them unique individuals by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ▪ What are my gifts, interests, talents and characteristics? (I) ▪ How do my gifts, interests, talents and characteristics make me a unique individual? (I) ▪ How do culture and language contribute to my unique identity? (I, C) ▪ What is the origin and/or significance of my given names? (I) 	<p>1.1.1 value self and others as unique individuals in relation to their world:</p> <ul style="list-style-type: none"> ▪ appreciate how belonging to groups and communities enriches an individual’s identity (I) ▪ appreciate multiple points of view, languages, cultures and experiences within their groups and communities (C, CC) ▪ demonstrate respect for their individual rights and the rights of others (C, I) ▪ recognize and respect how the needs of others may be different from their own (C) 		

	Kindergarten	Grade 1	Grade 2	Grade 3
<p>Belonging to Communities</p> <p><i>Our World</i> Correlation:</p> <p>Kindergarten: Section 1: Working and Playing Together Section 3: I Belong Unit 6: I Belong</p> <p>Grade 1 Unit 1: Me and My World</p> <p>Grade 2 Unit 4: How My Community Started</p>	<p>K.2.1 value how personal stories express what it means to belong (I)</p> <p>K.2.2 value and respect significant people in their lives:</p> <ul style="list-style-type: none"> ▪ appreciate the important contributions of individuals at home, at school and in the community (C, CC) <p>K.2.3 appreciate how their participation in their communities affects their sense of belonging (CC, I)</p> <ul style="list-style-type: none"> ▪ appreciate the impact that group members have on each other (C, CC) <p>K.2.4 examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ▪ What brings people together in a group? (CC) ▪ What might we share with people in other groups? (CC) ▪ Can we belong to several groups at one time? (I, GC) ▪ How do we know that we belong to groups or communities? (CC, I) ▪ Does everyone belong to a group or a community? (CC) ▪ How does living and participating in your community affect your sense of belonging? (CC, I) 	<p>1.1.1 value self and others as unique individuals in relation to their world:</p> <ul style="list-style-type: none"> ▪ appreciate how belonging to groups and communities enriches an individual's identity (I) <p>1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ▪ What different types of communities or groups do you belong to? (CC) ▪ What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC) ▪ In what ways do we belong to more than one group or community at the same time? (CC, I) ▪ In what ways do we benefit from belonging to groups or communities? (C, CC, I) 	<p>2.2.6 analyze how their community emerged, by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ▪ What characteristics define their community? (CC, I) ▪ What is unique about their community? (CC, I) 	

	Kindergarten	Grade 1	Grade 2	Grade 3
<p>Respecting Others</p> <p><i>Our World</i> Correlation:</p> <p>Kindergarten Section 2: I am Unique – Unit 1: Me Unit 2: My Interests Unit 3: My Gifts Unit 4: My Culture Unit 5: Respect and Acceptance</p> <p>Section 4: Tell a Story</p> <p>Grade 1 Unit 1: Me and My World</p> <p>Grade 2 Unit 4: How My Community Started</p> <p>Grade 3 Unit 1: Our World Chapter 2: What Affects Quality of Life?</p> <p>Unit 3: Living and Working Together Chapter 6: What Affects How People Live and Work in Communities?</p>	<p>K.1.2 appreciate the unique characteristics, interests, gifts and talents of others:</p> <ul style="list-style-type: none"> ▪ appreciate feelings, ideas, stories and experiences shared by others (C, I) ▪ value the oral traditions of others (C) ▪ appreciate that French and English are Canada’s official languages (C, I) <p>K.1.4 explore how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ▪ How can we show interest and sensitivity toward social, physical, cultural and linguistic diversity in the school, groups and communities? (CC, I) ▪ Why is speaking French and/or English important in our school, groups, or communities? (C, CC) ▪ How can we show respect and acceptance of people as they are? (C, I) <p>K.2.3 appreciate how their participation in their communities affects their sense of belonging (CC, I)</p> <ul style="list-style-type: none"> ▪ demonstrate respect for the diverse ways individuals cooperate, work and play together (C, PADM) 	<p>1.1.1 value self and others as unique individuals in relation to their world:</p> <ul style="list-style-type: none"> ▪ appreciate multiple points of view, languages, cultures and experiences within their groups and communities (C,CC) ▪ demonstrate respect for their individual rights and the rights of others (C,I) ▪ recognize and respect how the needs of others may be different from their own (C) <p>1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ▪ What are our responsibilities and rights at home, at school, in groups and in communities? (C, CC, I) 	<p>2.2.3 appreciate the importance of collaboration and living in harmony (C, PADM)</p>	<p>3.1.1 appreciate similarities and differences among people and communities</p> <p>3.2.1 appreciate elements of global citizenship:</p> <ul style="list-style-type: none"> ▪ recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC) ▪ respect the equality of all human beings (C, GC, I)

	Kindergarten	Grade 1	Grade 2	Grade 3
<p>Living Together in Communities</p> <p><i>Our World</i> Correlation:</p> <p>Kindergarten: Section 1: Working and Playing Together</p> <p>Section 3: I Belong– Unit 6: I Belong Unit 8: I Cooperate Unit 9: Rules</p> <p>Grade 1 Unit 2: Contributing to Our Community</p> <p>Grade 2 Unit 1: Three Canadian Communities: Regina, Iqaluit, and Bouctouche</p> <p>Grade 3 Unit 1: Our World Chapter 1: How Do People Live in Communities Around the World?</p> <p>Unit 3: Living and Working Together Chapter 6: What Affects How People Live and Work in Communities? Chapter 8: How Do People Cooperate and Share in Communities?</p> <p>Unit 4: Communities Yesterday and Today Chapter 9: How Do People in Communities Make Decisions Together?</p>	<p>K.2.2 value and respect significant people in their lives:</p> <ul style="list-style-type: none"> appreciate the important contributions of individuals at home, at school and in the community (C, CC) <p>K.2.5 examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> What are the rules at home, at school and in the community? (PADM) Are there similar rules at home, at school and in the community? (PADM) What are the benefits of working cooperatively with others? (CC) What are challenges that groups face in creating a peaceful atmosphere? (C, CC) In what ways can people contribute to a group or community? (CC) 	<p>1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> In what ways do people cooperate in order to live together peacefully? (C, I) How do groups make decisions? (PADM) In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C) How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM) 	<p>2.1.1 appreciate the physical and human geography of the communities studied:</p> <ul style="list-style-type: none"> appreciate the diversity and vastness of Canada’s land and peoples (CC, LPP) value oral history and stories as ways to learn about the land (LPP, TCC) demonstrate care and concern for the environment (C, ER, LPP) <p>2.1.2 investigate the physical geography of an Inuit, an Acadian, and a Prairie community in Canada by exploring and reflecting the following questions for inquiry:</p> <ul style="list-style-type: none"> What is daily life like for children in Inuit, Acadian and Prairie communities (e.g., recreation, school)? (CC, I, LPP) 	<p>3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> What determines quality of life? (CC) How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC) How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM) How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM) How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM) How do the individuals and groups in the communities maintain peace? (GC, PADM) How do the individuals and groups in the communities cooperate and share with other group members? (C, CC)

	Kindergarten	Grade 1	Grade 2	Grade 3
<p>The Land and Places of Communities</p> <p><i>Our World</i> Correlation:</p> <p>Grade 1 Unit 3: Geographic Features of Our Community</p> <p>Grade 2 Unit 1: Three Canadian Communities: Regina, Iqaluit, and Bouctouche</p> <p>Grade 3 Unit 2: Places and People Chapter 3: How Can a Community's Location Affect Quality of Life? Chapter 4: How Does a Community's Environment Affect Quality of Life? Chapter 5: How Do People in Communities Affect Their Environments?</p>		<p>1.1.5 distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ▪ What are some familiar landmarks and places in my community? (CC, TCC) ▪ Why are these landmarks and places significant features of the community? (CC, I, TCC) ▪ What are some differences between rural and urban communities? (CC, LPP) 	<p>2.1.1 appreciate the physical and human geography of the communities studied:</p> <ul style="list-style-type: none"> ▪ appreciate how a community's physical geography shapes identity (I, LPP) ▪ appreciate the diversity and vastness of Canada's land and peoples (CC, LPP) ▪ value oral history and stories as ways to learn about the land (LPP, TCC) ▪ demonstrate care and concern for the environment (C, ER, LPP) <p>2.1.2 investigate the physical geography of an Inuit, an Acadian, and a Prairie community in Canada by exploring and reflecting the following questions for inquiry:</p> <ul style="list-style-type: none"> ▪ Where are the Inuit, Acadian and Prairie communities located in Canada? (LPP) ▪ What are the major geographical regions, landforms and bodies of water in each community? (LPP) ▪ What are the main differences in climate among these communities? (LPP) ▪ What geographic factors determined the establishment of each community (e.g., soil, water and climate)? (LPP, TCC) ▪ How does the physical geography of each community shape its identity? (CC, I) ▪ How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP) 	<p>3.1.3 examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ▪ Where, on a globe and/or map, are the communities in relation to Canada? (LPP) ▪ In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP) ▪ In what ways do the communities show concern for their natural environment? (GC, LPP) ▪ How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP)

	Kindergarten	Grade 1	Grade 2	Grade 3
<p>Working and Living in Communities</p> <p><i>Our World</i> Correlation:</p> <p>Grade 2 Unit 3: Economic Characteristics of Communities</p> <p>Grade 3 Unit 3: Living and Working Together Chapter 6: What Affects How People Live and Work Together? Chapter 7: How Are Communities Connected?</p>			<p>2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ▪ What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)? (ER, LPP) ▪ What are the occupations in each of the communities? (ER) ▪ What kinds of goods and services are available in the communities? (ER) ▪ What impact does industry have on the communities (i.e., agriculture, manufacturing)? (ER, LPP) 	<p>3.1.3 examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ▪ How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP) <p>3.1.4 examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ▪ What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC) ▪ What goods and services do the communities import from and export to other parts of the world? (ER, GC) ▪ What are the main forms of technologies, transportation and communication in the communities? (ER, GC)

	Kindergarten	Grade 1	Grade 2	Grade 3
<p>Exploring Origins and Traditions</p> <p><i>Our World</i> Correlation:</p> <p>Kindergarten Section 2: I am unique – Unit 1: Me Unit 4: My Culture</p> <p>Section 4: Tell a Story</p> <p>Grade 1 Unit 4: My Family—Moving Forward with the Past</p> <p>Grade 2 Unit 2: More About Our Communities: Regina, Iqaluit, Bouctouche Unit 4: How My Community Started</p> <p>Grade 3 Unit 4: Communities Yesterday and Today Chapter 10: How Do People Celebrate Their Communities?</p>	<p>K.1.2 appreciate the unique characteristics, interests, gifts and talents of others:</p> <ul style="list-style-type: none"> value oral traditions of others (C) <p>K.1.4 explore how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> What are the origins of the people in our school, groups or communities? (C, LPP) 	<p>1.2.1 appreciate how stories and events of the past connect their families and communities to the present:</p> <ul style="list-style-type: none"> Recognize how their families and communities might have been different in the past than they are today (CC, TCC) appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging (CC, I, TCC) recognize how their ancestors contribute to their sense of identity within their family and communities (TCC, I) acknowledge and respect symbols of heritage and traditions in their family and communities (CC, I, TCC) <p>1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> How have changes over time affected their families and communities over time (e.g., births, deaths, moves)? (CC, TCC) In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time? (CC, I, TCC) 	<p>2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a Prairie community in Canada by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> What are the traditions and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC) How are the communities strengthened by their stories, traditions and events of the past? (CC, TCC) What are the linguistic roots and practices in the communities? (CC) What individuals and groups contributed to the development of the communities? (CC) <p>2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)</p> <p>2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student’s community (C, CC, I)</p> <p>2.2.6 analyze how their community emerged, by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> What are the origins of their community? (TCC) What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)? (CC, TCC) What individuals or groups contributed to the development of their community? (CC, TCC) 	<p>3.1.1 appreciate similarities and differences among people and communities:</p> <ul style="list-style-type: none"> demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC) <p>3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC) How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC) How is cultural diversity expressed within each community? (CC, I)

	Kindergarten	Grade 1	Grade 2	Grade 3
<p>Connections and Influences</p> <p><i>Our World</i> Correlation:</p> <p>Grade 1 Unit 5: My Community— Moving Forward with the Past</p> <p>Grade 2 Unit 2: More about Our Communities: Regina, Iqaluit, and Bouctouche</p> <p>Unit 3: Living and Working Together Chapter 7: How Are Communities Connected?</p> <p>Grade 3 Unit 4: Communities Yesterday and Today Chapter 10: How Do People Celebrate Their Communities?</p>		<p>1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ▪ What connections do we have to the Aboriginal, Francophone and diverse cultures found in our communities? (CC, I, TCC) 	<p>2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a Prairie community in Canada by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ▪ How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)? (CC) ▪ How do the cultural and linguistic characteristics of the communities studied contribute to Canada’s identity? (CC, I) 	<p>3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ▪ What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC) <p>3.2.1 appreciate elements of global citizenship:</p> <ul style="list-style-type: none"> ▪ Recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC)

	Kindergarten	Grade 1	Grade 2	Grade 3
<p>Communities Can Change</p> <p><i>Our World</i> Correlation:</p> <p>Grade 1 Unit 5: My Community— Moving Forward with the Past</p> <p>Grade 2 Unit 5: Changes in My Community</p>		<p>1.2.1 appreciate how stories and events of the past connect their families and communities to the present:</p> <ul style="list-style-type: none"> ▪ recognize how their families and communities might have been different in the past than they are today (CC, TCC) ▪ appreciate people who have contributed to their communities over time (CC, I, TCC) <p>1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ▪ In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)? (CC, TCC) ▪ How have changes over time affected their families and communities in the present? (I, TCC) ▪ In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time? (CC, I, TCC) 	<p>2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student’s community (C, CC, I)</p> <p>2.2.7 examine how their community has changed, by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ▪ In what ways has our community changed over time (e.g., changes in transportation, land use)? (CC, TCC) ▪ What has caused changes in their community? (CC, TCC) ▪ How has the population of their community changed over time (e.g., ethnic mix, age, occupations)? (CC, LPP, TCC) ▪ How have the people who live in the community contributed to change in the community? (CC, LPP, TCC) ▪ How is the presence of Aboriginal and/or Francophone origins reflected in the community today? (CC) 	

	Kindergarten	Grade 1	Grade 2	Grade 3
<p>Participating and Contributing</p> <p><i>Our World</i> Correlation:</p> <p>Kindergarten Section 1: Working and Playing Together</p> <p>Section 3: I Belong – Unit 7: I Participate</p> <p>Grade 1 Unit 2: Contributing to Our Community</p> <p>Grade 2 Unit 4: How My Community Started</p> <p>Unit 5: Changes in My Community</p> <p>Grade 3 Unit 3: Living and Working Together Chapter 7: How Are Communities Connected?</p>	<p>K.2.2 value and respect significant people in their lives:</p> <ul style="list-style-type: none"> appreciate the important contributions of individuals at home, at school and in the community (C, CC) <p>K.2.3 appreciate how their participation in their communities affects their sense of belonging (CC, I)</p> <ul style="list-style-type: none"> develop an awareness of the importance of sharing the responsibility for caring for the environment (C, LPP) <p>K.2.4 examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> What brings people together in a group? (CC) What might we share with people in other groups? (CC) <p>K.2.5 examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> In what ways can people contribute to a group or community? (CC) 	<p>1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C) How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM) How does caring for the natural environment contribute to the well being of our community? (C, LPP) 	<p>2.2.3 appreciate the importance of collaboration and living in harmony (C, PADM)</p> <p>2.2.4 appreciate how connections to a community contribute to one’s identity (I)</p> <p>2.2.7 examine how their community has changed, by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> How have the people who live in the community contributed to change in the community? (CC, LPP, TCC) 	<p>3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM) How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)? (C, GC) What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))? (C, GC) What are examples of international organizations formed by nations (e.g., UN)? (C, GC, PADM)

TEACHING APPROACHES IN COMBINED GRADE CLASSROOMS

Building connections between key concepts and outcomes in the Kindergarten to Grade 3 Social Studies program encourages students to make their own connections and provides opportunities to strengthen their learning experiences. Children in combined classes have the opportunity to interact with and learn from children of different ages, which also encourages the development of positive attitudes and helps to focus effectively on social participation and communication skills, an important part of the Alberta Social Studies program.

Teaching approaches to combined classes will vary; however, units and lessons can be planned to make the best use of time to provide opportunities for different approaches to learning, the development of collaborative and individual skills, and decision-making and problem solving skills.

Six essential features for effective instruction in combined grade classrooms have been identified from the research on multigrade classrooms. Each of these features can impact decision-making in your Social Studies classroom and can affect the extent to which you structure learning experiences to be independent or interdependent. Of key importance is the reciprocal relationship you encourage your students to develop within themselves and with each other—between developing a sense of responsibility for their own learning and being willing to work with and help others with their learning. These features include:

- Classroom organization: Instructional resources and the physical environment to facilitate learning.
- Classroom management and discipline: Classroom schedules and routines that promote clear, predictable instructional patterns, especially those that enhance student responsibility for their own learning.
- Instructional organization and curriculum: Instructional strategies and routines for a maximum of cooperative and self-directed student learning based on diagnosed student needs. Also includes the effective use of time.
- Instructional delivery and grouping: Methods that improve the quality of instruction, including strategies for organizing group learning activities across and within grade levels.
- Self-directed learning: Students' skills and strategies for a high level of independence and efficiency in learning individually or in combination with other students.
- Peer tutoring: Classroom routines and students' skills in serving as "teachers" to other students within and across differing grade levels.²

² Miller, Bruce. 1991. Teaching and Learning in the Multigrade Classroom: Student Performance and Instructional Routines. ERIC Digest ED335178. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. Retrieved from www.ericdigests.org/pre-9221/teaching.htm.

A Perspective on Developing Effective Environments for Combined Grade Classrooms

In the multigrade classroom, more time must be spent in organizing and planning for instruction. Extra materials and strategies must be developed so that students will be meaningfully engaged. This additional coordination lets the teacher meet with small groups or individuals, while other work continues.

Since the teacher cannot be everywhere or with each student simultaneously, the teacher shares instructional responsibilities with students. A context of clear rules and routines makes such shared responsibility productive. Students know what the teacher expects. They know what assignments to work on, when they are due, how to get them graded, how to get extra help, and where to turn assignments in.

Students learn how to help one another and themselves. At an early age, students are expected to develop independence. The effective multigrade teacher establishes a climate to promote and develop this independence. For example, when young students enter the classroom for the first time, they receive help and guidance not only from the teacher, but from older students. In this way, they also learn that the teacher is not the only source of knowledge.

Instructional grouping practices also play an important role in a good multigrade classroom. The teacher emphasizes the similarities among the different grades and teaches to them, thus conserving valuable teacher time. For example, whole-class (cross-grade) instruction is often used since the teacher can have contact with more students. However, whole-class instruction in the effective multigrade classroom differs from what one generally finds in a single-grade class.

Multigrade teachers recognize that whole-class instruction must revolve around open task activities if all students are to be engaged. For example, a teacher can introduce a writing assignment through topic development where all students "brainstorm" ideas. In this context, students from all grades can discuss different perspectives. They can learn to consider and respect the opinions of others (Miller, 1989).

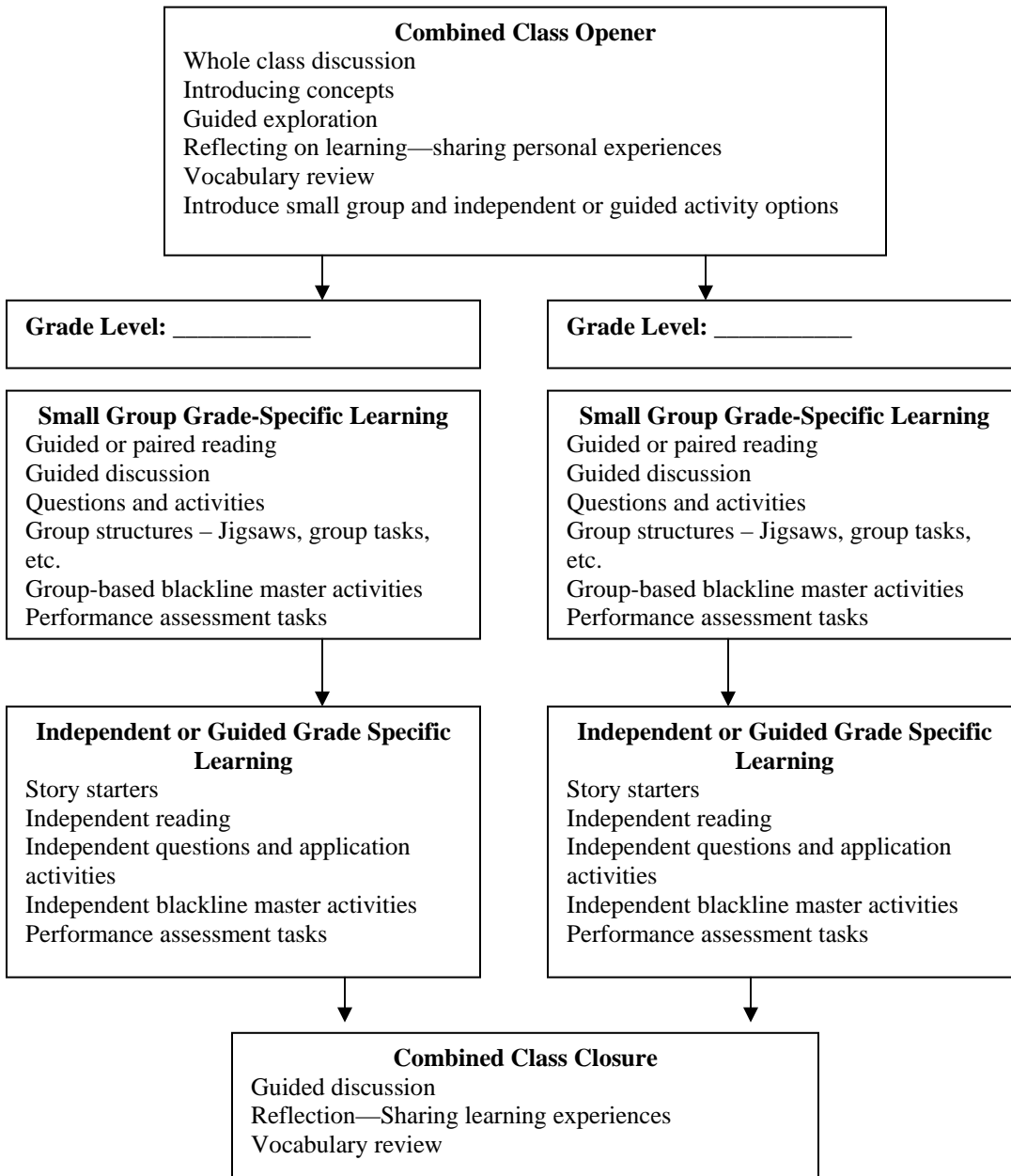
Cooperation is a necessary condition of life in the multigrade classroom. All ages become classmates, and this closeness extends beyond the walls of the school to include the community.³

An excellent series of 7 resources on multigrade classrooms that expands on many of these ideas and the six key features of effective instruction in combined grade classrooms is available at <http://www.nwrel.org/ruraled/#multigradepubs>.

³ Excerpted from Miller, Bruce. 1991. Teaching and Learning in the Multigrade Classroom: Student Performance and Instructional Routines. ERIC Digest ED335178. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. Retrieved from www.ericdigests.org/pre-9221/teaching.htm.

A TEACHING MODEL

The teaching model presented below can provide a starting point for developing an approach for planning lessons for combined grade classrooms. The teaching model provides a process for using the *Our World* series to plan for combined, collaborative, and independent learning opportunities in your Social Studies classroom. The model provides examples of the different types of activities used in units and lessons in the *Our World Teaching Resources*.



Planning

- Unit overviews can be used to make decisions about when and where to use the units in a thematic, combined grade approach.
- Lesson Sequences can be used to plan the focus and key activities in a combined grade teaching model.
- IDA charts summarize the main outcomes for assessment, according to whether they are being introduced, developed or applied. The IDA charts are valuable tools in planning combined grade units with a thematic focus and ensuring that outcomes are being met.
- Accommodating Learning Differences and the various Teaching Strategy sections can help you plan for varying learning needs and styles. The lists in the Teaching Resources provide examples of activities targeted to the needs of visual, auditory and kinesthetic learners. Decide how these activities are best used in whole class, small group, guided or independent learning in your combined-grade classroom.

RESOURCES

- Related Resources provide a comprehensive list of books and other resources that pertain to the concepts of the unit. Decide how to integrate these resources into whole class, small group, guided or independent learning experiences in your combined grade classroom.

ASSESSMENT

- Assessment Notes describe the focus of assessment for each lesson. These notes can be used to make decisions about assessment that will guide the development of activities for each grade level in your classroom, and ensure that outcomes for each grade level are being met.

ACTIVITIES

- Beginning the Inquiry sections of each lesson introduce students to the key concepts and learning goals of the lesson. These are most suitable for whole class combined lessons.
- Developing the Concept sections allow students to expand their understanding of the lesson concepts. The activities in this section can be adapted for small group, guided, or independent learning.
- Applying the Concept sections focus on having students demonstrate their understanding of the concept by applying it to their own lives. The activities in this section can be adapted for small group, guided, or individual learning. Some can be adapted for use with whole class closures.
- Cross-Curricular Strategy sections suggest activities related to the lessons that students can work at independently.

CONSTRUCTING EFFECTIVE LEARNING EXPERIENCES

There are a number of approaches that can be taken to developing learning experiences for students. Activities can be structured around a variety of assumptions and decisions about how the students in your classroom can learn most effectively. These decisions can be made based on the nature of the relationships that students have with each other as they work on tasks and activities.

Activities that focus on relationships in a combined grade classroom can be structured to be:

- Independent
- Interactive
- Interdependent

The organizational structure of activities in the *Our World* Social Studies program can be based on the following types of decisions.

Work Relationships	Activity Structure		
	Same ←	→	Different
Independent	(1) Whole class activity	(2) Separate reading groups	(3) Separate individualized program
Interactive	(4) Whole class with cooperation	(5) Separate reading groups with cooperative tasks	(6) Common individualized program
Interdependent	(7) Common group projects	(8) Common group projects	(9) Coordinated group task

The following examples (which correspond to the numbers for each classroom activity) illustrate the kinds of activities students would commonly be engaged in:

1. A common activity for a class, where students must work alone and are graded individually
2. Reading groups with different textbooks, where students within each group complete identical assignments individually
3. An individualized program where all students are expected to complete the same assignments independently but at different rates
4. Whole-class recitation or a common worksheet, where students are allowed to interact, but each child completes a separate worksheet

5. Reading groups with different textbooks, where students can interact while completing their separate but identical assignments
6. An individualized program where students may work together on assignments, but each child must produce a separate product
7. Small groups or the entire class work on a common assignment, and individual products are not demanded
8. Different groups within a class do different assignments, and a group product, not individual products, is required
9. Different roles (either within small groups or the entire class) for students that require coordination to produce the joint product⁴

Lesson planning templates are found in the Tools and Templates section of this booklet.

ASSESSMENT CHOICES

Assessment is one of the most important planning elements in the *Our World* series. Assessment options are provided throughout the Teaching Resources for each grade level. A similar approach to planning effectively to assess student learning can be used to provide opportunities for students to learn from classroom activities, as well as from each other.

The *Our World* Teaching Resources use criteria statements for each assessment activity. The criteria statements identify indications of student understanding that you will note as you observe students. This provides you with the evidence you need to say confidently that the student grasps the concept or skill being taught. The criteria statements are used in assessment tools found throughout the Teaching Resources:

- Ongoing assessment notes
- Checklists
- Rating scales
- Rubrics
- Unit checklists and descriptive feedback

These tools can be used to decide which outcomes to target in each of your lessons and how to assess the outcomes. Assessment decisions should be part of every lesson that you develop in your combined grade classroom, whether they are formative assessment-based observations or more summative product-based evaluation.

Classroom and individual student assessment tracking sheets are found in the Tools and Templates section of this booklet.

⁴ Chart and descriptions adapted from "The MultiGrade Classroom: A resource handbook for small, rural schools. Book 4: Instructional organization, curriculum and evaluation". *Northwest Regional Educational Laboratory* (1999). Available from <http://www.nwrel.org/ruraled/publications/multig4.pdf>.

Unit ____	Small Group Activities	Small Group Activities
Unit ____	Independent or Guided Activities	Independent or Guided Activities

MAPPING YOUR YEAR

CALENDAR (When will you teach the themes and units for each grade?)	OUTCOMES (What outcomes will you focus on?)		INQUIRY FOCUS (What are the essential questions of the theme and units?)		ASSESSMENTS (What types of assessment will you use?)		ACTIVITIES AND RESOURCES (What instructional strategies will you use? What resources will you need?)	
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
September								
October								
November								
December								
January								
February								
March								
April								
May								
June								

LESSON PLANNER

Opener: Whole Class		
	Grade	Resource Reference
Activities		

Starting the Inquiry		
Relationship Decisions: Interactive Interdependent Independent		
	Grade	Resource Reference
Activities		
	Grade	Resource Reference
Activities		

Developing the Concept		
Relationship Decisions: Interactive Interdependent Independent		
	Grade	Resource Reference
Activities		

	Grade	Resource Reference
Activities		

Applying the Concept		
Relationship Decisions: Interactive Interdependent Independent		
	Grade	Resource Reference
Activities		
	Grade	Resource Reference
Activities		

Closure: Whole Class		
	Grade	Resource Reference
Activities		

Assessment Focus		
Relationship Decisions: Interactive Interdependent Independent		
	Grade	Resource Reference

Activities		
	Grade	Resource Reference
Activities		

