



ORC CURRICULUM MAP

Grade 1 Social Studies

Topics Included: My World, Home, School, Community, Moving Forward with the Past, My family, My history, and my community

Resources Included: BookFlix, NFB, National Geographic Kids virtual Library, PebbleGo, WorldBook early Learning

Published: October 2016

Updated: August 2020

The ORC Coordinator

ORC@thealbertalibrary.ab.ca

Background and Access Information

Learn Alberta's Online Reference Centre is a collection of authoritative curricular aligned resources funded by a grant from Alberta Education. They are licensed on behalf of all students, staff, parents and public librarians learning/teaching/supporting the Alberta curriculum.

To Access the Online Reference Centre:

1. Go to LearnAlberta.ca
2. Select English or French
3. Click on "Online Reference Centre" in the tab along the top of the screen
4. In school while on a school device, users do not need to enter a username or password. Users are able to enter any database or website instantly.
5. Access from a personal device in school or remotely from outside of the school will require the user to enter a username/password once to unlock all of the resources.
 - a. School District Username: LA_____ Password: _____
(not case sensitive)
6. Please share your district's ORC username/password with your students, parents of your students, and fellow staff members. Please do not share the username and password information on an open website (a website that does not require the user to login).

How to Use This Guide

Attached please find a listing of databases found on Learn Alberta's Online Reference Centre (ORC) that directly support specific learner outcomes in the social studies curriculum.

Formatting Overview:

Curricular Topic

Specific Learner Outcome (SLO)

Name of the Database

- Where to click or search
 - Other instructions to direct you
 - Article Title (with permalink where possible)
 - Article Sections if applicable(with permalink where possible)

For navigation, you may choose to use control F or the find tool to find keywords.

If you have any questions regarding this guide, notice a hyperlink that is broken, have recommended additions, or if you would like a guide for additional grades please contact the ORC Coordinator at orc@thealbertalibrary.ab.ca

Citizenship: Belonging and Connecting

1.1 My World: Home, School, and Community

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

1.1.1: value self and others as unique individuals in relation to their world:

- *appreciate how belonging to groups and communities enriches an individual's identity*
- *appreciate multiple points of view, languages, cultures, and experiences within their groups and communities*
- *demonstrate respect for their individual rights and the rights of others*
- *recognize and respect how the needs of others may be different from their own*

1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:

- *What different types of communities or groups do you belong to?*
- *What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)?*
- *In what ways do we belong to more than one group or community at the same time?*
- *In what ways do we benefit from belonging to groups and communities?*
- *What are our responsibilities and rights at home, at school, in groups and in communities?*

BookFLIX

- People and Places
 - A Story A Story
- Family and Community
 - Chato and the Party Animals/My Barrio My Neighborhood
 - Chrysanthemum
 - The dot
 - In the Month of Kislev/Hanukkah
 - Leo the Late Bloomer/ We are Alike We are Different
 - Sam and the Lucky Monkey/Chinese New Year
 - Sylvester and the Magic Pebble/Rock Collecting
- Adventure
 - Duck on a Bike
 - Roberto the Insect Architect
 - Shrinking Violet
- Celebrations
 - Giving Thanks: A Native American Good Morning Message/Thanksgiving, pages1-3 & 18-19
 - Seven Candles for Kwanzaa/Kwanza
 - Too Many Tamales

National Geographic Kids Virtual Library

- Keyword Search: Cooperation
 - [Celebrate Cinco de Mayo with Fiestas, Music, and Dance](#)
- Keyword Search: Cultural Celebration
 - [Cultural Celebration](#)

PebbleGO Social Studies

- Holidays
 - [Chinese New Year](#)
 - [Christmas](#)
 - [Cinco de Mayo](#)
 - [Day of the Dead](#)
 - [Diwali](#)
 - [Hanukkah](#)
 - [Kwanzaa](#)
 - [Labor Day](#)
 - [Ramadan](#)
 - [St. Patrick's Day](#)
 - [Valentine's Day](#)
- Families
 - [Parents](#)
 - [Brothers and Sisters](#)
 - [Grandparents](#)
 - [Aunts and Uncles](#)
 - [Cousins](#)
 - [Adoptive Families](#)

- [Single-Parent Families](#)
- [Foster Families](#)
- [Blended Families](#)
- [Same-Sex Families](#)
- Culture and Awareness
 - Customs around the World
 - [Birthdays around the World](#)
 - [Christmas around the World](#)
 - [Clothing around the World](#)
 - [Food around the World](#)
 - [Games around the World](#)
 - [Homes around the World](#)
 - [School around the world](#)
 - Understanding Disabilities
 - [ADHD](#)
 - [Autism](#)
 - [Blindness](#)
 - [Deafness](#)
 - [Down Syndrome](#)
 - [Dyslexia](#)
 - [Using Leg Braces](#)
 - [Using Wheelchairs](#)

National Film Board

- Education
 - Educational Playlists
 - [Rights From the Heart Collection](#)
 - [Learning Through Empathy - Elementary](#)

World Book: Early World of Learning

- Read(book icon)
 - [Trek's Travels](#) (Scarecrow like character)
 - [Why is Taffy Sad?](#)
 - My Body (skeleton with guitar icon)
 - [Sam Starts School](#)
 - Wild Animals
 - [Aunt Nikki's Tale](#)
 - [Ride Like the Wind](#)
 - Animal Homes
 - [Show and Tell](#)
 - [Caring for a Pet](#)
- Watch
 - My Body(skeleton with guitar icon)
 - [Everyone's face is different](#)
 - [Children playing soccer](#)
 - [Keeping Clean](#)

1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:

- In what ways do people cooperate in order to live together peacefully?
- How do groups make decisions?
- In what ways do people help one another at home, at school and in groups to ensure the vitality of their community?
- How do our actions and decisions contribute to the well-being of groups and communities?
- How does caring for the natural environment contribute to the well being of our community?

1.1.5 distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:

- What are some familiar landmarks and places in my community?
- Why are these landmarks and places significant features of the community?
- What are some differences between rural and urban communities?
- Where is my community on a map or on a globe?

BookFLIX

- Search for:
 - Planting a Rainbow
 - The Curious Garden/Our Earth Helping Out
 - Joseph had a Little Overcoat/Recycle That!
 - We Help Out at School
 - Do Unto Otters/We are Citizens
 - The Librarian from the Black Lagoon/A Day with Librarians
 - The Red Hen/This is the way we help at home
 - Trashy Town/Making Less Trash
- Resources and tools – can be embedded into google classrooms (book and apple icon in the top right)
 - Filter by themes: Community and People at work, Friends and School, Home and Family

National Geographic Kids Virtual Library

- Keyword Search: Recycling
 - [30 Cool Things About Going Green](#)
 - [Trapped by Trash: Animal Rescue](#)
- Keyword Search: Environmental
 - [Dare to Explore](#)
 - [Fun Stuff: Special Earth Day Section](#)

PebbleGO Science

- Earth and Space Sciences
 - Earth Science
 - Natural Resources
 - [Humans and Earth](#)

PebbleGO Social Studies

- People and the Environment
 - Helping the Environment
 - [Caring for Nature](#)
 - [Cleaning Up Litter](#)
 - [Reusing and Recycling](#)
 - [Saving Energy](#)
 - [Saving Water](#)
- Jobs in the Community
 - [Child Care Workers](#)
 - [Construction Workers](#)
 - [Dentists](#)
 - [Doctors](#)
 - [Farmers](#)
 - [Firefighters](#)
 - [Garbage Collectors](#)
 - [Librarians](#)
 - [Nurses](#)
 - [Police Officers](#)
 - [Teachers](#)
 - [Veterinarians](#)
- Being a Good Citizen
 - [Cooperation](#)
 - [Courage](#)
 - [Honesty](#)
 - [Leadership](#)
 - [Loyalty](#)
 - [Respect](#)
 - [Responsibility](#)
 - [Self-Discipline](#)
 - [Sportsmanship](#)
 - [Tolerance](#)
 - [Volunteering](#)

World Book: Early World of Learning

- Read(book icon)
 - [Trek's Travels](#) (Scarecrow like character)
 - [Why is Taffy Sad?](#)
 - [Trek and His Friends](#)
 - [Keeping in Touch](#)
 - People at work (person wearing uniform icon)

- [Lend a Hand](#)
- [When I grow up](#)

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

1.2.1 appreciate how stories and events of the past connect their families and communities to the present:

- *recognize how their families and communities might have been different in the past than they are today*
- *appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging*
- *recognize how their ancestors contribute to their sense of identity within their family and communities*
- *appreciate people who have contributed to their communities over time*
- *recognize how diverse Aboriginal and Francophone communities are integral to Canada's character*
- *acknowledge and respect symbols of heritage and traditions in their family and communities*

1.2.2 analyze how their families and communities in the present are influenced by events or people of the past

Britannica School

- Elementary
 - Britannica Learning zone (blue cloud icon in bottom right)
 - Read (book icon)
 - Me and You (ebook)
 - People and Places

PebbleGO Social Studies

- People and the Environment
 - Helping the Environment
 - [Caring for Nature](#)

National Film Board

- Education
 - Educational Playlists
 - [Growing Up Canadian Series](#)
 - [Life in early Canada Series](#)
 - [Legacies 150](#)