Overview

These Teacher Notes accompany the Stories of Excellence Grade 4 digital learning resource accessible on LearnAlberta.ca (http://www.learnalberta.ca/content/ssaoe4/index.html) and provide background knowledge of the Alberta Order of Excellence (AOE).

In the digital learning resource, students are asked by the chair of the Alberta Order of Excellence to help share the stories of the members of the Order. Students have the opportunity to demonstrate critical thinking by examining and then selecting photos, video clips, phrases and symbols to include in a movie that tells the story of one member. As they justify their selections, students will reflect upon the people, places and stories of Alberta and learn about members of the Order as active responsible citizens and how they have contributed to shaping the evolution of Alberta.

Program of Studies Outcomes

Stories of Excellence may address the following selected Grade 4 outcomes from the Alberta Social Studies Program of Studies. The length of instructional time required will vary depending on the extent to which the extended learning options are explored.

- indicates an outcome that may be met by working through the digital learning resource.
- indicates an outcome that may be met by completing one or more of the extended learning options described in these Teacher Notes.
- indicates an outcome from Alberta Education’s Information and Communication Technology (ICT) Program of Studies.

General Outcome 4.2

Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.

Values and Attitudes

Students will:

- appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging and identity:
  - recognize how stories of people and events provide multiple perspectives on past and present events
  - recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history

General Outcome 4.3

Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.
Values and Attitudes

Students will:
4.3.1 appreciate the factors contributing to quality of life in Alberta:
  • value and respect their own and other cultural identities [R]
  • demonstrate respect for the rights, opinions and perspectives of others [R]
  • demonstrate respect for the cultural and linguistic diversity in Alberta [E]

Skills and Processes

Students will:
4.S.1 develop skills of critical thinking and creative thinking:
  • evaluate, critically, ideas, information and positions from multiple perspectives [E]
  • generate original ideas and strategies in individual and group activities [R]

4.S.2 develop skills of historical thinking:
  • use photographs and interviews to make meaning of historical information [R]

4.S.4 demonstrate skills of decision making and problem solving:
  • contribute and apply new ideas and strategies, supported with facts and reasons, to
decision making and problem solving [R]
  ➢ solve problems requiring the sorting, organizing, classifying and extending of data,
using such tools as calculators, spreadsheets, databases or hypertext technology [R]
  ➢ use graphic organizers, such as mind mapping/webbing, flowcharting and outlining, to
present connections among ideas and information in a problem-solving environment [E]

4.S.7 apply the research process:
  • develop the skills of skimming and scanning to gather relevant information [R]
  • organize and synthesize information gathered from a variety of sources [R]
  • use graphic organizers, such as webbing or Venn diagrams, to make meaning of
information [E]
  • draw and support conclusions, based on information gathered, to answer a research
question [R]
  ➢ organize information gathered from the Internet or an electronic source by selecting
and recording the data in logical files or categories [E]

4.S.8 demonstrate skills of oral, written and visual literacy:
  • organize and present information, taking particular audiences and purposes into
consideration [R]
  • listen to others in order to understand their perspectives [R]
  ➢ use selected presentation tools to demonstrate connections among various pieces of
information [R]
  ➢ communicate effectively through appropriate forms, such as speeches, reports and
multimedia presentations, applying information technologies that serve particular
audiences and purposes [E]
Background Information for Teachers

According to sections 39 and 40 of Alberta’s Freedom of Information and Protection of Privacy Act, permission to use and disclose content was requested and obtained from each of the Alberta Order of Excellence members referred to in this resource. Responses to the permission requests indicated strong support for the use of the content by students and teachers.

Efforts were made to provide a balanced and appropriate representation according to Alberta Education’s Guidelines for Recognizing Diversity and Promoting Respect (RDPR). These guidelines were used to ensure that all references, including visuals, promote respect and understanding for all members of society, as listed in the Canadian Human Rights Act and the Canadian Charter of Rights and Freedoms. The representation also mirrors the membership of the Alberta Order of Excellence.

In all, 15 members of the Alberta Order of Excellence will appear in this resource. The members have been organized into three groups of five (balanced as per RDPR guidelines). A different quintet will be presented each academic year for three years. At the end of the three-year cycle, it is intended that the groups will be cycled again.

Signing In and Saving Progress

Prior to using the resource, teachers and individual students must “Get an Account” at LearnAlberta.ca.

A student’s progress will automatically be saved at frequent intervals during each session.

WARNING:

• Students have the option of creating more than one version of a movie; however, only the current version will be saved.
• In mid-July of each year, all student-entered data will be cleared and a new set of five Alberta Order of Excellence members will be displayed.

Addressing Diverse Learning Needs

Grouping Options

This resource is designed for individual use by students; however, it can be adapted for use by partners, by small groups or in whole-class contexts. Skills for decision making and problem solving (4.S.4), and for cooperation, conflict resolution and consensus building (4.S.5), may be demonstrated as students work together to select content for their movies.

Content Selection for Each Scene

Students will examine the content provided at each station (i.e., photos, video clips, symbols, phrases) for a member, make two selections and determine the scene into which the selections best fit. As the students examine the content items that can be included in their movies, the selections they make are added to the movie timeline (see Figure 1):
To address diverse learning needs, you may wish to consider:

- providing a digital or print version of My Notes in which students can record reflections
- scribing responses or notes for the students
- providing opportunities prior to student selections for discussion of the criteria to use when determining the most appropriate scene for a selection; e.g., consider:
  - explaining that some conclusions regarding content selection are more plausible or convincing than others
  - suggesting that a second consideration for an appropriate selection is that the evidence is specific and detailed. Encourage students to provide detailed and specific examples when justifying their selections. Adapted from Modelling the Tools: Interpreting and Reinterpreting Images and Modelling the Tools: Asking Powerful Questions, found on LearnAlberta.ca
- using assistive technologies, such as speech-to-text software or digital audio recordings
- reading and discussing onscreen text using appropriate literacy strategies, such as pre-teaching vocabulary, using think-alouds and highlighting key words and phrases (see Literacy Strategies section)
- using audio options (audio on or off)
- creating a movie for one member as a model for guided practice. To support students’ thinking, pose specific questions, such as the following, in relation to each scene:
  - Scene 1 (Identity): What are some clues that tell you who this person is?
  - Scene 2 (History): What are some clues that tell you what happened in this person’s past?
  - Scene 3 (Active Citizenship): What are some clues that tell you how this person has helped others?
  - Scene 4 (Values and Attitudes): What are some clues that tell you what is important to this person?
- suggesting that students may want to explore the rooms of all of the members and examine all of the content before making any selections
  Options:
  - print My Notes following the consideration and review of selections for one scene, and provide formative feedback prior to completion of the remaining scenes
  - using jigsaw groupings, assign different scenes to students in each of four expert groups and have the experts present their selections and justifications for their assigned scenes to the whole class or in home groups consisting of at least one expert for each scene
- asking students to revisit their My Notes and make revisions, as necessary
- providing a template with prompts to frame student notes
  Options:
  - suggest that students use the four scenes as headings to organize their notes
  - use a separate document for draft notes so that tools, such as highlighting, clipboards or graphic organizers, can be used effectively. Final drafts can be pasted into the My Notes section of the digital learning resource, when finished
- providing guiding questions, such as the following:
  - Have you explained why you selected each item?
  - Have you used evidence from the item to support your selection?

Figure 1: Movie Timeline
– Have you reflected on your overall selections?
– If you have made changes, are they based on evidence? Are the reasons for your changes included in My Notes?

**Literacy Strategies**

You may wish to adapt the following reading and writing strategies based on students’ needs.

**Sentence Starters:** In My Notes, students are asked to justify their content selections. Frame the students’ writing and support their thinking by providing phrases that can be used as sentence starters (e.g., I chose this picture because ..., This picture tells me ..., I know this because ..., The evidence in this picture is ...).

**Jot Notes:** Allow students to use My Notes as an area to quickly jot down key words and phrases as they examine the content. The students can focus on analyzing the evidence found in the content without being concerned with the quality of their writing. These notes can be printed and used later by the students for more detailed writing.

**Word Wall:** As a pre-reading strategy, prominently display a collection of words used in the digital learning resource (e.g., identity, history, active citizenship, values and attitudes). Prior to using the resource, students can brainstorm words to add to the wall. While using the resource, students can suggest additional words to add to the wall. You may wish to adapt the strategies described in Support Material: Defining Terms, found on LearnAlberta.ca.

**Webbing:** Use a webbing diagram to record evidence and details.

**Extended Learning Options**

**Film Festival:** Students can present their movies to their classmates during a “Film Festival.” As part of their presentation, they can explain how the person’s story is important to Alberta and its communities. A question and answer session can follow where students are given an opportunity to explain their content selection and explain what they have learned about Alberta and the Alberta Order of Excellence in the process of making their movie.

**Scrolls:** After working through the digital learning resource and examining the scrolls presented to members of the Alberta Order of Excellence, you might want your students to create a personal scroll that tells their own story. The scroll can include student-created or pre-existing symbols that tell something about the student’s identity, history, active citizenship, and values and attitudes. The scroll can tell the story of who they are today or it can tell the story of who they hope to be in the future.

**Movies:** Using software of their choice or an online video editor (e.g., Jaycut or Kaltura), students can make a movie that tells their own story or the story of an Albertan who has helped to strengthen the community. The content of the movie can focus on the student’s identity, history, active citizenship, and values and attitudes.

**Incorporating Local and Current Affairs:** In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, you might want to consider having students watch for references to the Alberta Order of Excellence members in the media.
Formative Feedback Opportunities

- *My Notes* can be printed to track progress and allow feedback to be provided at any time.
- Scaffolding can be provided through variations of pathways, groupings, use of assistive technologies and guided practice.
- Use of the optional template, *My Notes* would provide evidence for some of the skills and processes outcomes in the Grade 4 program of studies.

Related Resources

For further information regarding the Alberta Order of Excellence, its Members, the Council, the Investiture and the nomination procedures, refer to [http://www.lieutenantgovernor.ab.ca/aoe/](http://www.lieutenantgovernor.ab.ca/aoe/).

For instructional and assessment materials that can be adapted to support some of the activities suggested in the Teacher Notes, see the *Summaries of the Support Materials* at [http://www.learnalberta.ca/content/ssocirm/html/smchartsummary/index.html](http://www.learnalberta.ca/content/ssocirm/html/smchartsummary/index.html). For example:

- Collecting Information
- Comparing Differences
- Considering Options
- Justifying My Choice
- Ranking Options
- Recording Our Research
- Reporter’s Log
- Selecting the Best Thing
- Supporting Conclusions
- Using Digital Technologies: Storytelling
- Venn Diagrams

For detailed teaching suggestions that illustrate how teachers might help students develop a particular array of critical thinking skills that have wide applicability in social studies, see the *Summaries of the Modelling the Tools* at [http://www.learnalberta.ca/content/ssocirm/html/mtchartsummary/index.html](http://www.learnalberta.ca/content/ssocirm/html/mtchartsummary/index.html). For example:

- Investigating Pictures
- Making a Lasting Difference

For specific critical thinking lessons that might be undertaken in pursuing overarching critical inquiries, see the *Summaries of the Critical Challenges* at [http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm](http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm). For example:

- The Story Behind the Name
- The Stories Pictures Tell
- Appreciating the Legacies
- Stories of Alberta’s Past