

SOCIAL STUDIES OUTCOMES:

The Edmonton Regional Heritage Fair aims to foster an awareness of and appreciation for the natural and cultural heritage of Alberta and Canada. It also aims to give student participants an opportunity to develop skills in research, writing and source evaluation/information literacy. Participation in the Edmonton Regional Heritage Fair supports many of the General Outcomes and the Skills and Processes for the Grade 4 to Grade 9 Social Studies curriculum. Specific details of the areas of linkage are outlined in the table below.

4	<p>Values and Attitudes:</p> <p><i>General Outcomes</i></p> <p>4.1 (Alberta: A Sense of the Land)</p> <ul style="list-style-type: none"> ● Promotes student’s understanding of geography, climate, geology and paleontology; Alberta’s fossil heritage; natural resources, provincial and national parks and the role of conservation and protection of natural areas; care and concern for the environment and the impact of our choices and actions. <p>4.2 (The Stories, Histories and Peoples of Alberta)</p> <ul style="list-style-type: none"> ● Promotes the understanding and appreciation of Canadian history through storytelling and an understanding of the history, heritage and traditions of indigenous people and immigrant communities as part of our national character. Respect for significant places, objects and events are also promoted. <p>4.3 (Alberta: Celebrations and Challenges)</p> <ul style="list-style-type: none"> ● Promotes an understanding and appreciation of Alberta’s cultural, economic and social development since 1905, including valuing and respecting their own culture, the rights and identity of others, and appreciation of cultural and linguistic diversity and Alberta’s relationship with the natural environment. A focus is placed on 	<p>Skills and Processes</p> <p>4.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> ● use photographs and interviews to make meaning of historical information ● use historical and community resources to understand and organize the sequence of local historical events ● explain the historical context of key events of a given time period <p>4.S.7 apply the research process:</p> <ul style="list-style-type: none"> ● develop the skills of skimming and scanning to gather relevant information ● organize and synthesize information gathered from a variety of sources ● use graphic organizers, such as webbing or Venn diagrams, to make meaning of information ● draw and support conclusions, based on information gathered, to answer a research question ● formulate new questions as research progresses ● cite references as part of research <p>- access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)</p> <p>- navigate within a document, compact disc or software application that contains links</p>
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	<p>significant historic sites, events and people in Alberta's history.</p>	<p>-organize information gathered from the Internet or an electronic source by selecting and recording the data in logical files or categories</p> <p>- organize information by using tools such as databases, spreadsheets or electronic webbing</p>
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<p>5</p>	<p>Values and Attitudes</p> <p><i>General Outcomes</i></p> <p>5.2 (Histories & Stories of Ways of Life in Canada)</p> <ul style="list-style-type: none"> • Students will demonstrate an understanding of the people and stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage. <p>5.3 (Canada: Shaping an Identity)</p> <ul style="list-style-type: none"> • Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity. 	<p>Skills and Processes</p> <p>5.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> • use photographs and interviews to make meaning of historical information • use historical and community resources to understand and organize the sequence of national historical events • explain the historical context of key events of a given time period <p>- organize information, using such tools as a database, spreadsheet or electronic webbing</p> <p>5.S.7 apply the research process:</p> <ul style="list-style-type: none"> • determine themes, patterns and trends from information gathered • use graphs, tables, charts and Venn diagrams to interpret information • draw and support conclusions, based on information gathered, to answer a research question • cite references as part of research <p>- design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary</p> <p>- access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs)</p>
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		<ul style="list-style-type: none">- navigate within a document, compact disc or other software program that contains links -organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories - organize information, using such tools as a database, spreadsheet or electronic webbing - use a variety of technologies to organize and synthesize researched information - reflect on and describe the processes involved in completing a project
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6	<p>Values and Outcomes</p> <p><i>General Outcomes</i></p> <p>6.1 (Citizens Participating in Decision Making)</p> <ul style="list-style-type: none"> • Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process. 	<p>Skills and Processes</p> <p>6.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> • use primary sources to interpret historical events and issues • use historical and community resources to understand and organize the sequence of historical events • explain the historical contexts of key events of a given time period • use examples of events to describe cause and effect and change over time <p>- organize information, using such tools as a database, spreadsheet or electronic webbing</p> <p>6.S.7 apply the research process:</p> <ul style="list-style-type: none"> • determine reliability of information filtering for point of view and bias • formulate questions to be answered through the research process • use graphs, tables, charts and Venn diagrams to interpret information • draw and support conclusions based on information gathered to answer a research question • include references in an organized manner as part of research • formulate new questions as research progresses <p>- design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary</p> <p>- access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs)</p>
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		<ul style="list-style-type: none">- organize information, using such tools as a database, spreadsheet or electronic webbing - use a variety of technologies to organize and synthesize researched information - reflect on and describe the processes involved in completing a project
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7	<p>Values and Attitudes</p> <p><i>General Outcomes</i></p> <p>7.1 (Toward Confederation)</p> <ul style="list-style-type: none"> • Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation. <p>7.2 (Following Confederation: Canadian Expansion)</p> <ul style="list-style-type: none"> • Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities. 	<p>Skills and Processes</p> <p>7.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> • analyze historical issues to form or support an opinion • use historical and community resources to organize the sequence of historical events • explain the historical contexts of key events of a given time period • distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations of events <p>- create a simulation or a model, using technology that permits the making of inferences</p> <p>- identify patterns in organized information</p> <p>7.S.7 apply the research process:</p> <ul style="list-style-type: none"> • develop a position that is supported by information gathered through research • draw conclusions based upon research and evidence • determine how information serves a variety of purposes and that the accuracy or relevance of information may need verification • organize and synthesize researched information • formulate new questions as research progresses • integrate and synthesize concepts to provide an informed point of view on a research question or an issue • practise the responsible and ethical use of information and technology • include and organize references as part of research <p>- plan and conduct a search, using a wide variety of electronic sources</p>
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		<ul style="list-style-type: none">- demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic- develop a process to manage volumes of information that can be made available through electronic sources- evaluate the relevance of electronically accessed information to a particular topic- make connections among related, organized data and assemble various pieces into a unified message- refine searches to limit sources to a manageable number ¾ analyze and synthesize information to produce an original work
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8	<p>The Grade 8 Social Studies curriculum focuses on material that is outside of the Canadian context (Japan, the Renaissance, Aztecs). While the general skills are transferrable, the General Outcomes are not directly related to the mandate of the heritage fair.</p>	<p>8.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> • distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations • use historical and community resources to organize the sequence of historical events • analyze the historical contexts of key events of a given time period <p>- create a simulation or a model by using technology that permits the making of inferences</p> <p>- identify patterns in organized information</p> <p>8.S.7 apply the research process:</p> <ul style="list-style-type: none"> • integrate and synthesize concepts to provide an informed point of view on a research question or an issue • develop a position that is supported by information gathered through research • draw conclusions based upon research and evidence • determine how information serves a variety of purposes and that the accuracy or relevance of information may need verification • organize and synthesize researched information • formulate new questions as research progresses • practise the responsible and ethical use of information and technology • include and organize references as part of research <p>- plan and conduct a search, using a wide variety of electronic sources</p> <p>- demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or”</p>
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		<p>between search topics and the choice of appropriate search engines for the topic</p> <ul style="list-style-type: none">- develop a process to manage volumes of information that can be made available through electronic sources- evaluate the relevance of electronically accessed information to a particular topic- make connections among related, organized data, and assemble various pieces into a unified message- refine searches to limit sources to a manageable number- analyze and synthesize information to create a product- access and retrieve information through the electronic network
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<p>9</p>	<p>Values and Attitudes</p> <p><i>General Outcomes</i></p> <p>9.1 (Issues for Canadians: Governance & Rights)</p> <ul style="list-style-type: none"> • Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians. <p>9.2 (Issues for Canadians: Economic Systems in Canada & the United States)</p> <ul style="list-style-type: none"> • Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity. 	<p>9.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> • analyze selected issues and problems from the past, placing people and events in a context of time and place • distinguish cause, effect, sequence and correlation in historical events and issues, including the long- and short-term causal relations • use historical and community resources to organize the sequence of historical events • analyze the historical contexts of key events of a given time period <p>-create a simulation or a model by using technology that permits the making of inferences</p> <p>- identify patterns in organized information</p> <p>9.S.7 apply the research process:</p> <ul style="list-style-type: none"> • reflect on changes of perspective or opinion based on information gathered and research conducted • integrate and synthesize concepts to provide an informed point of view on a research question or an issue • develop a position supported by information gathered during research • draw conclusions based upon research and evidence • determine how information serves a variety of purposes and that the accuracy or relevance may need verification • organize and synthesize researched information • formulate new questions as research progresses • practise responsible and ethical use of information and technology • include and organize references as part of research <p>- create a plan for an inquiry that includes consideration of time management</p>
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		<ul style="list-style-type: none"> - demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic - develop a process to manage volumes of information that can be made available through electronic sources - evaluate the relevance of electronically accessed information to a particular topic - make connections among related, organized data, and assemble various pieces into a unified message - refine searches to limit sources to a manageable number - analyze and synthesize information to create a product
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ENGLISH LANGUAGE ARTS OUTCOMES:

The mandate and goals of the Edmonton Regional Heritage Fair are primarily linked to the Social Studies curriculum. However, student participants will develop and work on a number of skills that are linked to the Grade 4 to Grade 9 English Language Arts curriculum. These are mainly focused on the development of skills in:

- Listening and Speaking
 - Oral language is the foundation of literacy. Through listening and speaking, people communicate thoughts, feelings, experiences, information and opinions, and learn to understand themselves and others.
 - Oral language carries a community’s stories, values, beliefs and traditions.
 - Listening and speaking enable students to explore ideas and concepts, as well as to understand and organize their experiences and knowledge. They use oral language to learn, solve problems and reach goals.
 - To become discerning, lifelong learners, students at all grades need to develop fluency and confidence in their oral language abilities. They benefit from many opportunities to listen and speak both informally and formally for a variety of purposes.
- Viewing and Representing
 - Viewing and representing are integral parts of contemporary life. These skills allow students to understand the ways in which images and language may be used to convey ideas, values and beliefs.
 - Viewing is an active process of attending to and comprehending such visual media as television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculpture and paintings. Viewing enables students to acquire information and

to appreciate the ideas and experiences of others. Many of the comprehension processes involved in reading, such as previewing, predicting and making inferences, may also be used in viewing.

- Representing enables students to communicate information and ideas through a variety of media, such as video presentations, posters, diagrams, charts, symbols, visual art, drama, mime and models.”

General Outcomes

Grade	2.4: Create Original Text (Generate ideas; Elaborate on the expression of ideas; Structure texts)	3.4: Share and Review (Share ideas and information)	4.3: Present and Share (Present information; Enhance presentation; Use effective oral and visual communication)
4	<ul style="list-style-type: none"> • use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts • select and use visuals that enhance meaning of oral, print and other media texts • produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot • produce narratives that describe experiences and reflect personal responses 	<ul style="list-style-type: none"> • communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters • select visuals, print and/or other media to add interest and to engage the audience 	<ul style="list-style-type: none"> • present to peers ideas and information on a topic of interest, in a well-organized form • add interest to presentations through the use of props, such as pictures, overheads and artifacts • adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities
5	<ul style="list-style-type: none"> • use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts • experiment with modeled forms of oral, print and other media 	<ul style="list-style-type: none"> • communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues • select visuals, print and/or other media to inform and engage the audience 	<ul style="list-style-type: none"> • organize ideas and information in presentations to maintain a clear focus and engage the audience • use effective openings and closings that attract and sustain reader or audience interest

	<p>texts to suit particular audiences and purposes</p> <ul style="list-style-type: none">• use structures encountered in texts to organize and present ideas in own oral, print and other media texts• use own experience as a starting point and source of information for fictional oral, print and other media texts		<ul style="list-style-type: none">• adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention
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6	<ul style="list-style-type: none"> • choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts • use literary devices, such as imagery and figurative language, to create particular effects • determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts • express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose 	<ul style="list-style-type: none"> • communicate ideas and information in a variety of oral, print and other media texts, such as multi-paragraph reports, question and answer formats and graphs • select appropriate visuals, print and/or other media to inform and engage the audience 	<ul style="list-style-type: none"> • use various styles and forms of presentations, depending on content, audience and purpose • emphasize key ideas and information to enhance audience understanding and enjoyment • demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication
7	<ul style="list-style-type: none"> • choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts • use suspense, exaggeration, foreshadowing, dialogue and description to show rising action and develop conflict • create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events 	<ul style="list-style-type: none"> • communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations • use appropriate visual, print and/or other media effectively to inform and engage the audience 	<ul style="list-style-type: none"> • present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions • clarify and support ideas or opinions with details, visuals or media techniques • identify and use explicit techniques to arouse and maintain interest and to convince the audience

	<ul style="list-style-type: none"> • create a variety of oral, print and other media texts to explore ideas related to particular topics or themes 		
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8	<ul style="list-style-type: none"> • create oral, print and other media texts related to issues encountered in texts and in own life • retell oral, print and other media texts from different points of view • create oral, print and other media texts with both main and minor characters • choose forms or genres of oral, print or other media texts for the particular affects they will have on audiences and purposes 	<ul style="list-style-type: none"> • communicate ideas and information in a variety of oral, print and other media texts, such as interviews, mini-lessons and documentaries • integrate appropriate visual, print and/or other media to inform and engage the audience 	<ul style="list-style-type: none"> • plan and facilitate small group and short, whole class presentations to share information • present information to achieve a particular purpose and to appeal to interest and background knowledge of reader or audience • plan and shape presentations to achieve particular purposes or effects, and use feedback from rehearsals to make modifications
9	<ul style="list-style-type: none"> • generalize from own experience to create oral, print and other media texts on a theme 	<ul style="list-style-type: none"> • communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, 	<ul style="list-style-type: none"> • select, organize and present information to appeal to the interests and background

	<ul style="list-style-type: none"> • create oral, print and other media texts on common literary themes • create oral, print and other media texts that interrelate plot, setting and character, and reveal the significance of the action • create oral, print and other media texts that include main and minor characters, and show how the main character develops and changes as a result of the action and events 	<p>multimedia presentations, panel discussions and articles</p> <ul style="list-style-type: none"> • integrate appropriate visual, print and/or other media to reinforce overall impression or point of view and engage the audience 	<p>knowledge of various readers or audiences</p> <ul style="list-style-type: none"> • choose appropriate types of evidence and strategies to clarify ideas and information, and to convince various readers and audiences • integrate a variety of media and display techniques, as appropriate, to enhance the appeal, accuracy and persuasiveness of presentations
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