



Make A Better City

An Integrated Project
for Teaching About
Citizenship,
Responsibility and
Communities for
Alberta Grade 6
Social Studies,
Health & Life Skills,
Language Arts
and Mathematics

THE CITY OF
Edmonton

2nd Edition



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Teachers should check each website for appropriateness before using it in the classroom or providing the website address to students.

The developers have made every effort to acknowledge sources used in this resource. If any questions arise as to use of source materials, please contact Patricia Shields-Ramsay at InPraxis Group Inc. at 866.925.7163. We will be pleased to make necessary corrections in subsequent printings.

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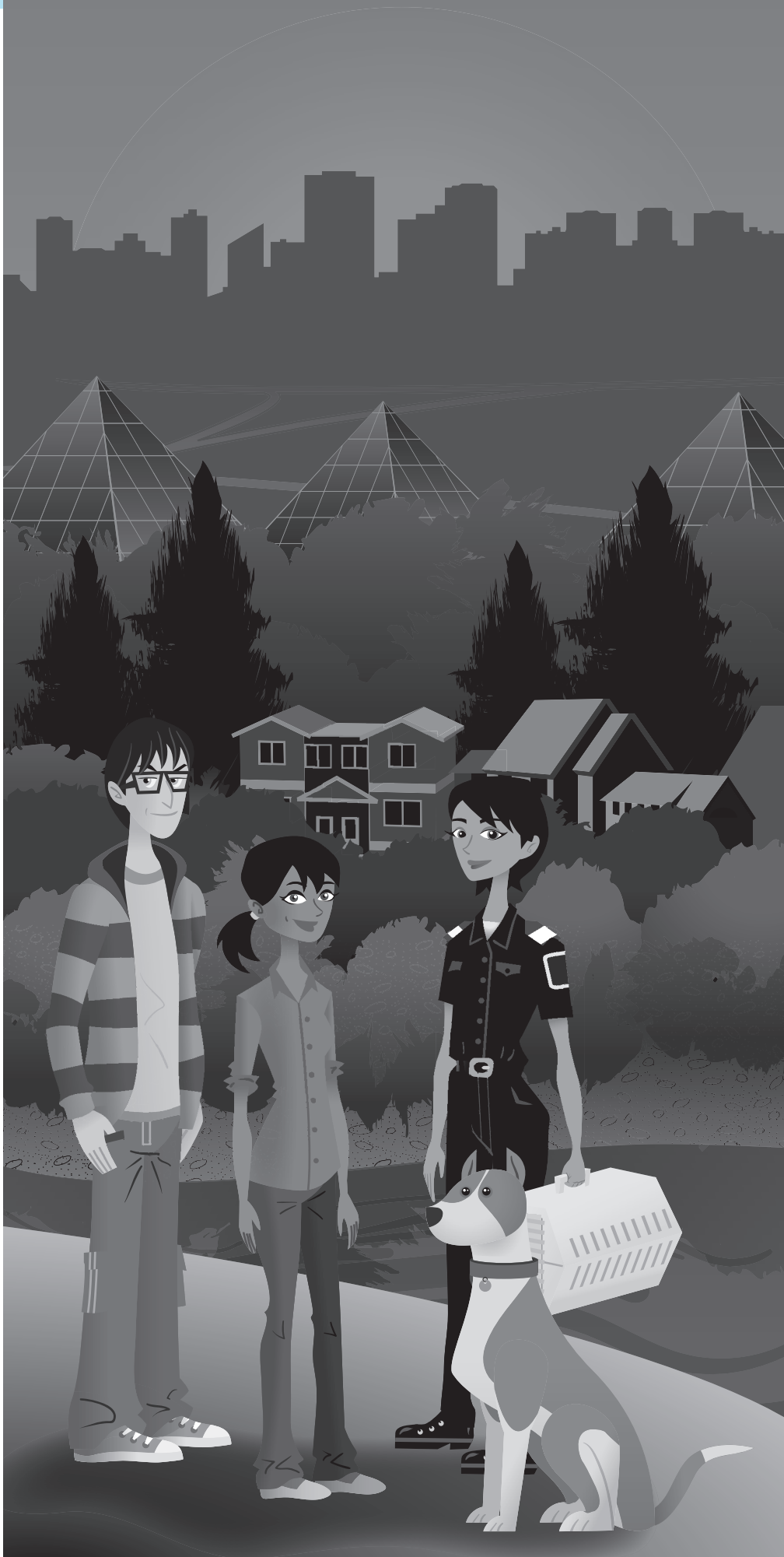
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 *table of contents*

introduction..... 1

how to use this resource..... 2

about the Make a Better City web app..... 3

about the Pets in the City interactive whiteboard app..... 4

teaching & learning features..... 5

inquiry & scope 6

a project-based & service learning approach..... 8

vocabulary 10

curriculum links 14

assessment 18

 set the context: The City Scene18

 explore and research: Set the Standards19

 decide and take action: Make It Real.....20

set the context: The City Scene 21

 Prepare21

 Teacher Background.....23

 Teaching & Learning Process25

 Assessment33

 Student Resources35

explore and research: Set the Standards 49

 Prepare50

 Teacher Background.....51

 Teaching & Learning Process57

 Assessment70

 Student Resources71

decide and take action: Make It Real..... 151

 Prepare152

 Teaching & Learning Process153

 Assessment160

 Student Resources161

appendix 177

 Graphic Organizers178

Teachers: We Value Your Feedback!

The City of Edmonton needs your input to improve. We'd like to hear from you about your successes with teaching this resource and your suggestions for improving *Make a Better City*. Please access our online feedback form at www.edmonton.ca/makeabettercity. We provide a fun gift for every teacher who shares their valuable time with us!



Make A Better City

2nd Edition

An Integrated Project for Teaching About Citizenship, Responsibility and Community for Alberta Grade 6 Social Studies, Health & Life Skills, Language Arts and Mathematics

❖ introduction

This **multi-media teaching and learning resource** provides approaches and strategies that meet learning outcomes in the Alberta Grade 6 **Social Studies** and **Health & Life Skills** curricula. It also includes cross-references to **Language Arts** and **Mathematics** curricula.

Make a Better City provides activity suggestions, assessment strategies and student learning resources to support learning about local government, with a focus on the balance between rights and responsibilities and the role that local government plays. It engages students in an exploration of community standards in the context of urban neighbourhoods and communities.

Make a Better City provides opportunities for students to:

- Build understandings of the concepts of citizenship, rights and responsibilities, quality of life and healthy and safe communities
- Analyze how community standards and bylaws contribute to a clean, healthy and safe community
- Engage in an inquiry process to consider how community standards and bylaws affect them and their sense of belonging within their communities
- Participate in decision-making and consider ways to enact and contribute to positive change.

Make a Better City includes the following components:

- This *Make a Better City* teaching and learning resource
- The *Make a Better City* website, found at www.edmonton.ca/makeabettercity
- A *Make a Better City* web app and an interactive whiteboard app for *Pets in the City*, also found at www.edmonton.ca/makeabettercity.

I like that students are encouraged to celebrate what they like about their neighbourhoods. My school is located in the inner city and many of the students live in surrounding neighbourhoods. They see the issues that exist in our city first hand every day, but they also have a lot of good things to say about where they live.... I think one of the major goals of this program is creating a sense of pride for community.

-Jennifer H., Edmonton Catholic Schools



Set a context for citizenship engagement through *Make a Better City* citizenship footprints. Preview the process of creating and building citizenship footprints on **pages 156 to 157** in this resource!

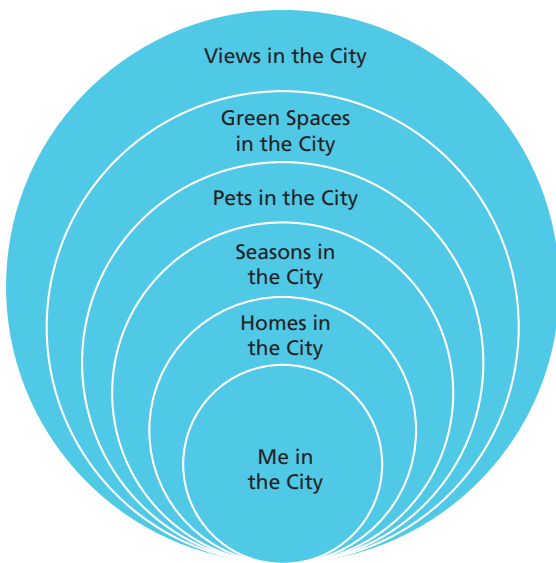
❖ how to use this resource

Make a Better City is organized for student inquiry, research and action through three sections:

- set the context: The City Scene
- explore and research: Set the Standards
- decide and take action: Make It Real.

Within these three sections, students move from an exploration of urban neighbourhoods and relationships within them, to an investigation of bylaws, community standards and the rights and responsibilities of local government and citizens, and then to an exploration of real-life options for social participation and action.

- Each of the three sections can be taught as a self-contained and coherent unit of study.
- Alternatively, the teaching and learning strategies in this resource can be taught as an integrated unit of study over approximately six weeks, addressing learning outcomes in Social Studies, Health & Life Skills, Language Arts and Mathematics.



Themes in the City

The five *Make a Better City* research themes are represented in a spheres of influence organizer. Students are encouraged to start with themselves in the centre. Themes then move from personal environments and contexts to public spaces and places for which everyone in the city shares responsibility.

Section	Class periods	Weeks
set the context: <i>The City Scene</i>	7 – 10 class periods	2 weeks
explore and research: <i>Set the Standards</i>	8 – 12 class periods	2 ½ weeks
decide and take action: <i>Make It Real</i>	6 – 7 class periods	1 ½ weeks

- Student research is centred in **explore and research: Set the Standards** and provides additional options for student choice. A variety of original sources are clustered around five *Make a Better City* research themes, described on **pages 61 to 62**.
- Students work individually, with research partners or in small groups to focus on one or more of the *Make a Better City* themes that are most relevant to themselves and their own neighbourhoods.
- Students also have the opportunity to build their own “citizenship footprints” by making choices to participate in neighbourhood and city-wide programs or initiatives for change and action.
- The activities in each section of *Make a Better City* can be selected, changed or adapted according to the learning needs and interests of your students.

❖ about the *Make a Better City* web app

The *Make a Better City* web app, available on the *Make a Better City* website at www.edmonton.ca/makeabettercity, reinforces the concepts of rights, responsibilities and local government by challenging students to find and take action on neighbourhood problems that affect both individuals and the whole community.

This interactive flash-based app invites students to stroll through a virtual neighbourhood and take action to make it a better place to live. As they identify and solve problems, they keep track of their progress with a WhyPod. Each problem illustrates a community standard issue that is governed by a City of Edmonton bylaw.

Three challenge activities are integrated throughout the teaching and learning activities in this resource:

- **Challenge Activity One** asks students to find and identify four out of 16 problems that they think are the most important for the neighbourhood to change. Suggestions for integrating Challenge Activity One into learning activities are provided on **page 32** in **set the context: The City Scene**.
- **Challenge Activity Two** asks students to decide which of five options for action they think would be most effective to resolve the four problems they selected. As they make decisions, they collect points in their WhyPod. The five options for action emphasize personal and community responsibility as well as involvement of local government. Suggestions for integrating Challenge Activity Two into learning activities are provided on **page 68** in **explore and research: Set the Standards**.
- **Challenge Activity Three** provides students with the opportunity to explore a number of weblinks to City of Edmonton programs and events, organized around the five *Make a Better City* research themes and connected to the concept of social participation and building a “citizenship footprint.” Suggestions for integrating Challenge Activity Three into learning activities are provided on **page 157** in **decide and take action: Make It Real**.



Make a Better City web app

Make a Better City web app teaching suggestions are provided in each of the three sections of this resource. **The *Make a Better City* web app can be accessed by students as a stand-alone activity and these teaching suggestions can be adapted or changed to best meet the learning needs of students.**



Participate!

Links are found in the WhyPod under this icon and used in Challenge Activity Three.

❖ *about the Pets in the City interactive whiteboard app*

The ***Pets in the City interactive whiteboard app*** launches through Adobe Air. This program can be installed on your computer, free of charge, through the Adobe website at <http://get.adobe.com/air/>. **Please note that Adobe Air MUST be installed on your computer before you can launch the *Pets in the City* application.**

Once you have installed Adobe Air, double click on the *Pets in the City* icon on the *Make a Better City* website or CD. Follow the prompts to install *Pets in the City* on your computer's hard drive. When prompted, you may choose to create a shortcut on your desktop. This shortcut will allow you to directly open *Pets in the City* when you want to use it.

Pets in the City is designed to be compatible with the touch environment of an interactive whiteboard, but can also be used with mouse control on a laptop. Note: Once the *Pets in the City* application is opened in one environment, you will not be able to drag it to a secondary monitor or screen. Optimum resolution for an interactive whiteboard environment is 1280 x 800.



Pets in the City app

Pets in the City interactive whiteboard app teaching suggestions are provided in each of the three sections of this resource. **The *Pets in the City interactive whiteboard app* can be accessed by students as a stand-alone activity and these teaching suggestions can be adapted or changed to best meet the learning needs of students.**

The ***Pets in the City interactive whiteboard app*** that provides students with an opportunity to explore issues related to animals and pets the city. Students guide an Animal Care & Control Officer through a virtual city landscape and encounter animals, pets and their owners along the way.

Three interactive activities provide issues-based learning experiences for students:

- **Neighbours Pet Centre** invites students to compare options, costs and responsibilities involved in adopting a rescue pet or buying a pet. Students consider initial pet fees and expenses, the cost of pet supplies and the time investment that a pet requires. Suggestions for integrating Neighbours Pet Centre into learning activities are provided on **page 58** in **explore and research: Set the Standards**.
- **Situations in the City** asks students to explore the balance between individual and community rights and responsibilities. Three stories, selected randomly from a set of eight, present issues that reflect both individual and community rights and responsibilities. Students match individual and community examples and are challenged with discussion questions that reinforce rights, responsibilities and the roles of local government. Suggestions for integrating Situations in the City into learning activities are provided on **page 27** in **set the context: The City Scene**.
- The **Animal Care & Control Centre** encourages students to consider what happens when people do not take responsibility for their pets. When students first enter the Animal Care & Control Centre, they are challenged to find ten lost or stray animals on the city landscape. Once found, the animals are sent to the Animal Care & Control Centre. Students return to the Centre to consider how decisions are made about each animal's care. Suggestions for integrating the Animal Care & Control Centre into learning activities are provided on **pages 65 to 66** in **explore and research: Set the Standards**.

In addition to the three interactive activities, pop-up text boxes triggered by touching some animals and their owners provide further information and discussion questions about pets in the city.

❖ teaching & learning features

Within each section of *Make a Better City*, features provide support for different learning preferences, abilities and interests, research and inquiry skill development, integrated planning, sharing, technology integration and assessment.



Social Studies, Health & Life Skills, Language Arts and Mathematics links indicate the focus of learning in the context of specific subject areas.



Differentiate provides suggestions and strategies for addressing differing learning needs, interests and prior knowledge.



Extend provides optional learning opportunities to extend and deepen knowledge and research skills.



Field-Based Research provides suggestions for research activities outside of the classroom environment, including field trips and interaction with community members.



Source-Based Research provides suggestions for encouraging students to use multiple sources of information in their research.



Use Technology provides suggestions and weblinks for technology-based research.



Share provides approaches that encourage students to share their learning in different contexts, including within the classroom and with parents and community members.



Time indicates suggested class periods for each section.



Assess provides suggestions and strategies for assessment of student work, including tools for student self-evaluation of communication, research and group work skills.



Make a Better City web app provides suggestions for using the website activities with the teaching and learning strategies in this resource.



Pets in the City interactive whiteboard app signals additional suggestions for integrating whole class interactive whiteboard activities with teaching and learning strategies.

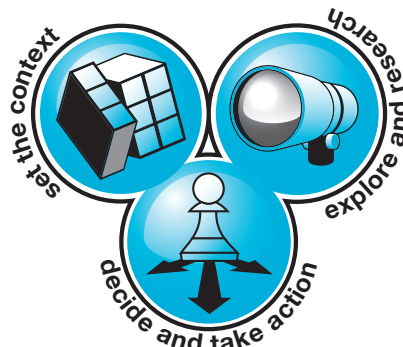
The different types of graphic organizers used are great as they help differentiate with learners.

-Melissa G., Edmonton Catholic Schools

❖ inquiry & scope

Make a Better City is based on a **three-step inquiry model** that emphasizes the building of understandings and experiences, analysis and comparison of rights and responsibilities and development of a commitment to social participation.

In **set the context**, students build understandings of key concepts related to the inquiry and explore their own communities in the context of rights, responsibilities and local governance.



In **explore and research**, students investigate, research, organize and build understandings of the balance between rights and responsibilities and how local government protects and enforces community standards through its bylaws.

In **decide and take action**, students analyze the implications of their research and explore options for participation and action.



set the context: *The City Scene*

How do young people interact with the people and places in urban communities? **Set the context: *The City Scene*** encourages students to take a closer look at their immediate communities, including their neighbourhood and the relationships they have within it. They use a spheres of influence organizer to explore places, facilities, services and features of the city that are important to their own quality of life. Students identify what they like about their neighbourhoods now and what they would like to see changed.

Students are also introduced to the concept of volunteerism, including participation in events, projects and initiatives that are centred within their own communities. They reflect on the impact of local, targeted actions that are motivated by the desire to make a difference. Students are encouraged to consider whether **micro-volunteerism** – taking part in a short, quick and focused event as a volunteer, such as taking 15 minutes to pick up litter – counts to make a better city.

The “micro-volunteerism” project connects very nicely to the social justice outcomes we have as a Catholic school. As a teacher I like this because it would meet both Social Studies and Religion outcomes.

-Jennifer H., Edmonton Catholic Schools

Learning outcomes in this section are developed through the following teaching and learning activities:

- Comparison chart
- Roundtable discussions
- Urban neighbourhood walk
- Spheres of influence organizer
- Change chart
- Survey & action poster

explore and research: Set the Standards

Explore and research: *Set the Standards* asks students to deal with the balance between individual and community rights and responsibilities. They consider the rights and responsibilities involved in living within an urban environment and the necessity for respecting public places and “getting along” with others.

Students use the five *Make a Better City* research themes to consider relationships and connections that are part of living in a city. They build understandings of the roles of local government and how government takes responsibility to protect public safety and quality of life through community standards and bylaws. Students are encouraged to consider how rights and responsibilities begin at home and in neighbourhoods, but expand to affect shared and public places and spaces in the city.

Learning outcomes in this section are developed through the following teaching and learning activities:

- Opening discussion & concept web
- Balancing rights & responsibilities
- Balancing the individual & common good
- Enforcing bylaws
- Finding common ground

decide and take action: Make It Real

Decide and take action: *Make It Real* encourages students to apply what they have learned about rights, responsibilities and the role of local government. Students conduct a “responsibility scan” of the programs and events that the City of Edmonton uses to encourage citizen engagement, involvement and participation. They explore the concept of a “citizenship footprint” and the options they have to make their own footprint bigger by participating in neighbourhood and city-wide initiatives. They analyze what makes a decision to act effective and how they can make a difference to the environments in which they live, work and play.

Learning outcomes in this section are developed through the following teaching and learning activities:

- Responsibility scan
- Citizenship footprints
- Action success criteria



❖ *a project-based & service learning approach*

Project-based learning emphasizes the use of classroom projects in which students use inquiry to explore issues and questions that are relevant to their lives. Students engage in problem solving, decision-making and investigations that encourage them to come up with ideas and realistic solutions. They learn from prior and new experiences and apply that learning to their lives. Project-based learning emphasizes creative and critical thinking skill development as well as cooperative and group learning. It shows students that there can be many ways to solve a problem and that there is much that can be learned from the experiences and perspectives of others.

Elements of effective project-based learning include:

- A question, issue or challenge that is real and relevant to daily lives
- Student-directed and inquiry-based learning
- Collaboration and cooperative learning opportunities
- Multi-disciplinary approach to learning
- An action or presentation that results from the inquiry.

The *Health & Life Skills Guide to Implementation (K-9)* provides templates that help guide students through each step in a service learning project. This guide can be accessed at <http://education.alberta.ca/teachers/program/health/resources/k-9health.aspx>.

Service learning provides a means of organizing learning to focus on identifying needs, setting goals for change and implementing action processes that have a positive effect on others. Engaging students in a project with a service learning focus can include benefits such as:

- Deeper understandings of concepts and application of skills to real life challenges or problems
- The development of stronger relationships with community members
- Discovery of new interests and abilities
- The value of setting goals and working through steps to achieve them
- Learning to work cooperatively
- Building experience with leadership roles
- Learning the value of helping, contributing to and caring for the community and other people.

Service learning provides students with the opportunity to implement a project they have developed. Students who complete steps such as the following can be more likely to realize that their actions can make a difference:

- **Prepare:** With guidance, students identify issues to address in the school or community. They develop questions they have about the issues and research the answers. Students explore why participation and involvement can benefit their community.
- **Plan:** Students research and build understandings of issues, challenges and problems in their own communities. Encourage students to share their research with the school community, parents and community members.
- **Act:** Encourage students to assume as much responsibility as possible. Service learning should occur in an environment that is safe and allows for mistakes and successes.
- **Review and Reflect:** Acknowledge and celebrate the participation of everyone involved. Encourage students to describe what happened, record the contribution made, discuss thoughts and feelings and place the experience in the larger context of the community and society.
- **Demonstrate:** Have students demonstrate their learning by sharing with peers, families and communities. Write articles or letters to local newspapers regarding local issues, or extend experiences to the development of future projects that contribute to the community.



❖ *vocabulary*

Students can be encouraged to use other sources, such as dictionaries, thesaurus and glossaries, to develop and expand their understandings of these key concepts and terms.

Students who require additional support with vocabulary can be asked to create a **word wall** or use **vocabulary booklets** to track concepts and terms, put them into their own words and illustrate them.

Important concepts and vocabulary terms are highlighted in bold throughout the teacher notes and in student resources. These concepts and terms are defined in context and may be repeated in different sections of the resource. They are listed below in alphabetical order.

Attributes are like characteristics.

Apiarists are beekeepers.

Authority means having the power to do or enforce something.

The **broken windows theory** helps local governments, including the City of Edmonton, make decisions about bylaws and programs related to the appearance, cleanliness and safety of property.

Bylaws are guidelines and rules that help people live together peacefully in diverse neighbourhoods of a city.

A **campaign** is a project or program that works to meet a goal.

A **citizenship footprint** is affected by the time and contributions a person makes to the community. A bigger footprint is better!

Studies have found that people who live near **common**, or public, green spaces have more contact with their neighbours.

Common good refers to conditions and actions that provide a good quality of life for the majority of people living in a community.

The concept of **community** has a broader meaning and can encompass both geographic areas as well as social, cultural or religious affinities, teams and groups that share language, interests and activities.

Community **diversity** can refer to communities with individuals who have a variety of languages, interests, nationalities, backgrounds and ways of life.

Community health is a factor that can make a community a “good” place to live. Community health can be influenced by different conditions, including those that go beyond clean air and environmental health. Community health is often associated with quality of life.

Community-based health provides a perspective on community living that focuses on how all elements and factors of the community can contribute to the health, safety and well being of its residents.

Community standards are guidelines, rules and policies that establish standards of behaviour, actions and conduct that people follow so that everyone can live together peacefully in a community.

Consensus decision-making encourages everyone to voice their opinion and work together to make a decision.

A program called “**Crime Prevention through Environmental Design**” helps people plan where and how buildings, fences, lighting and green areas are built.

Criteria are standards, measures of comparison or expectations used to evaluate decisions or actions.

Derelict properties are neglected properties.

An **ecological footprint** is the amount of space that it would take to support the resource needs and waste from one person. The size of our ecological footprint is affected by the amount of energy we use. The more energy, the bigger the footprint.

An **editorial** is an article that presents opinions on an issue.

It is important that all bylaws, no matter what their purpose, are **enforceable** – in other words, people must be able to follow them.

Euthanasia of companion animals is a necessary and humane means to end the lives of animals that are in severe physical distress or have severe behavioural problems that pose a threat to humans or other animals. If an animal at the Animal Care & Control Centre is not safe for the community, then there may be no other choice but to **euthanize**, or painlessly and humanely put down, the animal.

Facilities are places that provide services.

Feral cats are wild cats.

Graffiti vandalism includes any words, notes, symbols, slogans or drawings placed on a wall or other public or private surface that does not follow the “community standards” set by the City.

To become **habituated** means getting used to living in a specific location.

The **human environment** refers to things that are made by and for people.

Hydrology refers to the movement, location and quality of water.

Impair can mean reduce.

Improved trails have a width of at least 1.5 meters and an improved surface such as pavement, granular material or mulch, or a maintained grass surface.

Infill development refers to building on vacant, existing lots in older areas.

Infrastructure refers to the basic features of a neighbourhood, and includes features such as roads, lights, boulevards and sidewalks.

Landlords are people who rent property to others.

A city has its own **landscape** – the visible features of an area of land.

A **law** is a rule that is established by a community to guide behaviours and actions.

Law enforcement is part of the responsibilities of local government. It broadly refers to the ways that governments ensure obedience to laws.

Each municipality can pass **legislation**, or laws, that allow it to regulate how people should behave and what their responsibilities are.

Livability can mean a variety of things to different people. However, it often refers to the extent to which a place feels accessible, comfortable, enjoyable and safe.

As communities grow, public places must be **maintained**, or kept up, so that everyone in the community can continue to use them.

In **majority rule**, decisions are made by voting, with the majority determining the position of the entire group.

Mandatory means required.

Microvolunteering is the latest idea in volunteering and encourages people to contribute whatever time they may have to something that benefits others, even if it is only five or ten minutes!

The features of the **natural environment** refer to the outdoor spaces in a community, such as urban forests, parks, ravines, hills, air quality, the climate and bodies of water.

Neighbourhoods are geographic areas.

There are more than 4 000 **not-for-profit organizations** in Edmonton – organizations that do not make a profit.

Every citizen of the city has the right to **participate in its governance**. This means that citizens can voice their opinion about bylaws or community standards to the representatives of their local government. They can ask for changes or express their support of a bylaw.

Many daily and recreational activities that make a community and neighbourhood a great place to live happen in different places – like parks, arenas, playing fields, swimming pools and bike paths. Being able to get from one place to another means that public transit is also important to a community or neighbourhood. These are all examples of **public** or shared facilities or services.

Public places are places that are available to everyone in the neighbourhood.

Private places are properties that belong to individuals or groups.

Not-for-profit organizations are organizations that do not make a **profit**, or more money than they need to pay their expenses.

Quality of life is defined, in simple terms, as the answer to the question, “How good is your life for you?” Quality of life can be influenced by the availability of facilities and services that affect the “goodness” and meaning in people’s lives, as well as their happiness and well being.

Responsibilities involve obligations, duties or actions for which there is a sense of accountability and trust. For example obeying laws is an important responsibility.

This project involved businesses, the City of Edmonton and Alberta Avenue residents in cleaning up and **revitalizing**, or bringing new life to, their neighbourhood.

Public **rights of way** are strips of land that may be on or between private property but can be used by anyone to get from one area to another.

A **right** is a freedom that is protected, often by rules and laws.

A **scan** involves finding and investigating sources that create a “picture” of current information about a topic.

Thriving means growing, prosperous and full of activity.

Unimproved trails have a surface width of at least 0.5 meters (the width of a typical mountain bike’s handlebars) and have a natural surface.

Urban sprawl refers to the growth of city areas.

Bylaws often reflect the **values**, or ideas and behaviours that are considered important for good relationships, and the ways of life of the people who live in the city.

Vuvuzelas are plastic horns that make a loud noise.

Volunteer refers to a person who provides time and expertise for free.

Volunteerism refers to the willingness of people to give their time or services to take part in activities that benefit others. Many people think that time and talents have a monetary value as well. Volunteerism is a way that individuals can participate and make their city a better place to live.

curriculum links



Social Studies

Values & Attitudes Knowledge & Understandings	Skills & Processes
<p>6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities:</p> <ul style="list-style-type: none"> (1) recognize and respect the democratic rights of all citizens in Canada (C, I) (4) value citizens' participation in a democratic society (C) <p>6.1.2 demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> (3) What are the rights and responsibilities of citizens living in a representative democracy? (C, PADM) <p>6.1.4 analyze the structure and functions of local governments in Alberta by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> (2) What are the responsibilities of local governments (i.e., bylaws, taxes, services)? (PADM) 	<p><i>Dimensions of Thinking</i></p> <p>6.S.1 develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> (1) assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion (2) critically evaluate ideas, information and positions (4) generate original ideas and strategies in individual and group activities (5) seek responses to inquiries from various authorities through electronic media <p>6.S.4. demonstrate skills of decision-making and problem solving:</p> <ul style="list-style-type: none"> (1) propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision-making and problem solving (2) consider multiple perspectives when dealing with issues, decision-making and problem solving (3) collaborate with others to devise strategies for dealing with problems and issues (4) select and use technology to assist in problem solving (5) use data gathered from a variety of electronic sources to address identified problems (7) use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections among ideas and information in a problem-solving environment (8) solve issue-related problems, using such communication tools as a word processor or e-mail to involve others in the process (9) generate alternative solutions to problems by using technology to facilitate the process

Skills & Processes

Social Participation as a Democratic Practice

6.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- (1) demonstrate the skills of compromise to reach group consensus
- (2) work collaboratively with others to achieve a common goal
- (3) record group brainstorming, planning and sharing of ideas by using technology
- (4) extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail

6.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- (1) demonstrate commitment to the well being of their community by drawing attention to situations of injustice where action is needed

Research for Deliberative Inquiry

6.S.7 apply the research process:

- (3) use graphs, tables, charts and Venn diagrams to interpret information
- (4) draw and support conclusions based on information gathered to answer a research question
- (7) design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary
- (8) access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs)
- (9) organize information, using such tools as a database, spreadsheet or electronic webbing
- (10) use a variety of technologies to organize and synthesize researched information
- (11) reflect on and describe the processes involved in completing a project

Communication

6.S.8 demonstrate skills of oral, written and visual literacy:

- (1) express reasons for their ideas and opinions, in oral or written form
- (4) respond appropriately to comments and questions, using language respectful of human diversity
- (5) listen to others to understand their perspectives

6.S.9 develop skills of media literacy:

- (2) examine and assess diverse perspectives regarding an issue presented in the media
- (3) analyze significant current affairs

Health & Life Skills

Wellness Choices

W-6.8 analyze how laws, regulations and rules contribute to health and safety practices

W-6.9 evaluate the impact of personal behaviour on the safety of self and others

Relationship Choices

R-6.6 develop strategies to maintain and enhance appropriate cross-age relationships; e.g., within the family, school and community

R-6.7 apply a variety of strategies for resolving conflict; e.g., practise treating differences of opinion as opportunities to explore alternatives

R-6.9 make decisions cooperatively; e.g., apply a consensus-building process in group decision-making

Life Learning Choices

L-6.7 identify the volunteer accomplishments of the community, and communicate information and appreciation

Note: Many activities throughout the *Make a Better City* resource also provide support for Catholic Education and Information and Communication Technology learning outcomes.

Language Arts

<p>General Outcome 1</p> <p>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</p>	<p>General Outcome 2</p> <p>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</p>	<p>General Outcome 3</p> <p>Students will listen, speak, read, write, view and represent to manage ideas and information.</p>	<p>General Outcome 4</p> <p>Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</p>	<p>General Outcome 5</p> <p>Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.</p>
<p><i>Express ideas and develop understanding</i></p> <ul style="list-style-type: none"> (1.1.1.2) read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts (1.1.1.3) engage in exploratory communication to share personal responses and develop own interpretations <p><i>Combine ideas</i></p> <ul style="list-style-type: none"> (1.2.2.1) use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding 	<p><i>Use prior knowledge</i></p> <ul style="list-style-type: none"> (2.1.1.1) combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information <p><i>Use textual cues</i></p> <ul style="list-style-type: none"> (2.1.3.2) identify and use the structural elements of texts, such as magazines, newspapers, newscasts and news features, to access and comprehend ideas and information <p><i>Experience various text</i></p> <ul style="list-style-type: none"> (2.2.1.2) explain own point of view about oral, print and other media texts <p><i>Construct meaning from texts</i></p> <ul style="list-style-type: none"> (2.2.2.4) make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts 	<p><i>Focus attention</i></p> <ul style="list-style-type: none"> (3.1.1.2) use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation <p><i>Determine information needs</i></p> <ul style="list-style-type: none"> (3.1.2.1) decide on and select the information needed to support a point of view <p><i>Use a variety of sources</i></p> <ul style="list-style-type: none"> (3.2.1.1) locate information to answer research questions using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs and the Internet <p><i>Access information</i></p> <ul style="list-style-type: none"> (3.2.2.1) use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information (3.2.2.2) skim, scan and read closely to gather information <p><i>Organize information</i></p> <ul style="list-style-type: none"> (3.3.1.1) organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence (3.3.1.2) organize and develop ideas and information into oral, print or other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions 	<p><i>Revise and edit</i></p> <ul style="list-style-type: none"> (4.1.2.3) use paragraph structures in expository and narrative texts <p><i>Expand knowledge of language</i></p> <ul style="list-style-type: none"> (4.1.4.1) show the relationships among key words associated with topics of study, using a variety of strategies such as thought webs, outlines and lists <p><i>Present information</i></p> <ul style="list-style-type: none"> (4.3.1.1) use various styles and forms of presentations, depending on content, audience and purpose 	<p><i>Appreciate diversity</i></p> <ul style="list-style-type: none"> (5.1.1.2) share and discuss ideas and experiences that contribute to different responses to oral, print and other media texts <p><i>Use language to show respect</i></p> <ul style="list-style-type: none"> (5.1.4.1) demonstrate respect by choosing appropriate language and tone in oral, print and other media texts <p><i>Cooperate with others</i></p> <ul style="list-style-type: none"> (5.2.1.1) assume a variety of roles, and share responsibilities as a group member <p><i>Work in groups</i></p> <ul style="list-style-type: none"> (5.2.2.1) contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations (5.2.2.2) address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative

General Outcome 1 Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.	General Outcome 2 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.	General Outcome 3 Students will listen, speak, read, write, view and represent to manage ideas and information.	General Outcome 4 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.	General Outcome 5 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.
	<p><i>Generate ideas</i></p> <ul style="list-style-type: none"> (2.4.1.1) choose life themes encountered in reading, listening and viewing activities and in own experiences for creating oral, print and other media texts 	<p><i>Record information</i></p> <ul style="list-style-type: none"> (3.3.2.1) make notes on a topic, combining information from more than one source; use reference sources appropriately (3.3.2.2) use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning <p><i>Share ideas and information</i></p> <ul style="list-style-type: none"> (3.4.1.1) communicate ideas and information in a variety of oral, print and other media texts, such as multiparagraph reports, question and answer formats and graphs <p><i>Review research process</i></p> <ul style="list-style-type: none"> (3.4.2.1) establish goals for enhancing research skills 		<p><i>Evaluate group process</i></p> <ul style="list-style-type: none"> (5.2.3.1) assess own contributions to group process, and set personal goals for working effectively with others

Mathematics

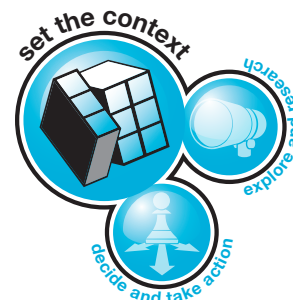
Number Develop number sense.	Patterns and Relations (Patterns) Use patterns to describe the world and to solve problems.	Statistics and Probability (Data Analysis) Collect, display and analyze data to solve problems.
<p><i>N-2.</i> Solve problems involving whole numbers and decimal numbers. [ME, PS, T] [ICT: C6–2.4]</p> <p><i>N-8.</i> Demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors). [C, CN, ME, PS, R, V]</p>	<p><i>PR-1.</i> Represent and describe patterns and relationships, using graphs and tables. [C, CN, ME, PS, R, V] [ICT: C6–2.3]</p> <p><i>PR-2.</i> Demonstrate an understanding of the relationships within tables of values to solve problems. [C, CN, PS, R] [ICT: C6–2.3]</p>	<p><i>SP-2.</i> Select, justify and use appropriate methods of collecting data, including:</p> <ul style="list-style-type: none"> questionnaires experiments databases electronic media. [C, CN, PS, R, T] [ICT: C4–2.2, C6–2.2, C7–2.1, P2–2.1, P2–2.2] <p><i>SP-3.</i> Graph collected data, and analyze the graph to solve problems. [C, CN, PS, R, T] [ICT: C6–2.5, C7–2.1, P2–2.1, P2–2.2]</p>

assessment

Assessment strategies and tools provided in this resource include formative and summative strategies and self-assessment check-ins.

The following checklists also provide a means of assessing students' learning and growth in each section of the *Make a Better City* resource. Criteria statements provided in each checklist can be used in the following ways:

- To track progression linked to learning outcomes in Social Studies, Health & Life Skills, Language Arts and Mathematics
- To assess students' learning throughout activities in each section
- To create rubrics for student products and projects.



set the context: The City Scene

Criteria Statement	Yes	Somewhat	Not Yet
Describe and compare types of healthy relationships (HLS: W6.8; R6.6)			
Identify rights that community standards protect (HLS: W6.8)			
Identify citizen responsibilities that are established by municipal governments (SS: 6.1.2.3; 6.1.4.2) (HLS: W6.8; R6.6)			
Value citizen participation (SS: 6.1.1.1; 6.1.1.4) (HLS: L6.7)			
Evaluate how personal behaviour affects the community (HLS: W6.9)			
Use graphic organizers to make connections between ideas (SS: 6.5.4.7) (LA: 3.3.2.2; 4.1.4.1) (MATH PR-1; PR-2)			
Discuss and share original ideas with others (SS: 6.5.1.4; 6.5.8.1) (LA: 1.1.1.2; 1.1.1.3; 1.2.2.1; 2.1.1.1; 5.1.1.2)			
Express and support opinions (SS: 6.5.1.3; 6.5.8.1) (LA: 2.2.1.2)			
Work collaboratively and cooperatively in a group setting (SS: 6.5.4.3; 6.5.5.2) (HLS: R6.9) (LA: 5.2.1.1; 5.2.2.1) (HLS: L6.7)			
Gather different points of view and perspectives (SS: 6.1.1.4; 6.5.4.2; 6.5.5.4) (LA: 2.1.3.2; 3.2.2.1)			
Communicate and support ideas and conclusions (SS: 6.5.8.1; 6.5.8.7) (LA: 1.1.1.2; 3.4.1.1; 4.1.2.3)			



explore and research: Set the Standards

Criteria Statement	Yes	Somewhat	Not Yet
Provide evidence of knowledge of democratic principles (SS: 6.1.1.1; 6.1.2.3)			
Analyze responsibilities of local government and impact on communities (SS: 6.1.4.2) (HLS: W6.8)			
Analyze how responsibilities for citizens are established by municipal governments (SS: 6.1.2.3; 6.1.4.2) (HLS: W6.8; R6.6)			
Evaluate how personal behaviour affects the community (HLS: W6.9)			
Describe connections between community standards, well being and quality of life (SS: 6.1.2.3; 6.1.4.2) (HLS: W6.8)			
Describe and assess ways to participate in decision-making processes (SS: 6.1.1.4; 6.S.4.1; 6.S.4.2; 6.S.4.3; 6.S.4.4; 6.S.5.3)			
Compare different points of view and perspectives (SS: 6.S.1.2; 6.S.4.2; 6.S.9.3)			
Analyze current affairs (SS: 6.S.1.1; 6.S.9.2; 6.S.9.3)			
Express and support opinions (SS: 6.S.1.3; 6.S.8.1) (LA: 2.2.1.2)			
Use graphic organizers to make connections between ideas (SS: 6.S.4.7) (LA: 3.3.2.2; 4.1.4.1) (MATH PR-1; PR-2; SP-3)			
Identify information needs for research (SS: 6.S.7.8) (LA: 3.1.1.2; 3.1.2.1)			
Access and organize information from different sources (SS: 6.S.1.5; 6.S.4.5) (LA: 3.2.2.1; 3.2.2.2) (MATH N-2; N-8; SP-2)			
Apply strategies and alternative solutions to resolve issues or conflicts (SS: 6.S.4.9; 6.S.4.8; 6.S.5.2) (HLS: R6.6; R6.7)			
Organize information to draw conclusions (SS: 6.S.7.3; 6.S.7.4; 6.S.7.9; 6.S.7.10) (LA: 2.2.2.4; 3.3.1.1; 3.3.1.2; 3.3.2.1) (MATH SP-3)			
Assess and set goals for developing research skills (LA: 3.4.2.1)			



decide and take action: Make It Real

Criteria Statement	Yes	Somewhat	Not Yet
Express appreciation for social participation (SS: 6.1.1.1; 6.1.1.4) (HLS: L6.7)			
Analyze responsibilities of local government and impact on communities (SS: 6.1.2.3; 6.1.4.2) (HLS: W6.8; R6.6)			
Evaluate the effect of personal actions on the community (HLS: W6.9)			
Develop a plan for an inquiry process (SS: 6.5.7.7)			
Gather different points of view and perspectives (SS: 6.1.1.4; 6.5.4.2) (LA: 2.1.3.2; 3.2.2.1)			
Access and organize information from different sources (SS: 6.5.1.5; 6.5.4.5) (LA: 3.2.2.1; 3.2.2.2)			
Evaluate and assess sources of information (SS: 6.5.7.3; 6.5.7.4; 6.5.7.10) (LA: 3.2.1.1; 3.2.2.1; 3.3.1.1; 3.3.2.2)			
Discuss and share original ideas, strategies and options with others (SS: 6.5.1.4; 6.5.4.1; 6.5.8.1) (LA: 1.1.1.2; 1.1.1.3; 1.2.2.1; 2.1.1.1; 5.1.1.2)			
Express and support opinions (SS: 6.5.1.3; 6.5.8.1) (LA: 2.2.1.2)			
Communicate and support ideas and conclusions (SS: 6.5.8.1; 6.5.8.7) (LA: 1.1.1.2; 3.4.1.1; 4.1.2.3)			
Work collaboratively and cooperatively in a group setting (SS: 6.5.4.3; 6.5.5.2) (HLS: R6.9; L6.7) (LA: 5.2.1.1; 5.2.2.1)			
Contribute to collaborative group processes (SS: 6.5.5.1; 6.5.5.2; 6.5.8.4; 6.5.8.5) (LA: 5.1.4.1; 5.2.2.1; 5.2.2.2) (HLS: R6.9)			
Reflect on and evaluate group processes used (SS: 6.5.7.11) (LA: 5.2.3.1)			
Demonstrate commitment to participate with community issues (SS: 6.5.6.1) (HLS: R6.6)			
Apply styles and presentation format appropriate to purpose and context (LA: 2.4.1.1; 4.3.1.1)			