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| People and Environments in Communities | |
| What are the main characteristics of communities around the world? | |
| **Overall Expectations for Main Units** | |
| Grade 1 Expectations  **Application:** describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people’s needs (FOCUS ON: *Interrelationships*)   **Inquiry:** use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short- and long-term effects of this interrelationship (FOCUS ON: *Cause and Consequence*)   **Understanding Context:** describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance (FOCUS ON: *Significance; Patterns and Trends*) | Grade 2 Expectations  **Application:** describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions (FOCUS ON: *Cause and Consequence*)  **Inquiry:** use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live (FOCUS ON: *Interrelationships; Patterns and Trends*)  **Understanding Context:** Identify and locate various physical features and selected communities around the world, and describe some aspects of people’s ways of life in those communities (FOCUS ON: *Significance*) |

Grade 1

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| **Culminating Task**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |   **Description:**  - Each student will be assigned a specific building or feature of the local community to research.  - Students will locate their building on a community map by placing their drawing of the building/feature on the map.  - Students will demonstrate their understanding by creating and presenting an informative poster.  **Success Criteria:** - Create a aesthetically pleasing poster  - Poster must contain relevant information  - Successfully communicate their understanding  **Assessment Strategy:** Performance Task **Assessment Recording Device:** Rubric |
| What is it?  *What is a local community?*   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |   **Expectations:** Demonstrate an understanding of what a local community is and the various elements of a map that will be used to create simple maps.  **Activity:** Take a community walk around with the class. Students will then create simple maps of their community and specific route using symbols and units of measurement as well as other basic mapping elements.  **Success Criteria:**  - Identify various areas, services, and features of community  - Create a simple map including all elements  **Assessment Strategy:** Performance Task **Assessment Recording Device:** Checklist |
| |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  |   How does it work?  *How does a local community function*?  **Expectations:** Students will identify the different services/features specific to their local communities and reflect on which services or features they themselves utilize.  **Activity:** Brainstorm as many services/features they recognize within their own community. Students will create a collage of the many different services/features specific to their local community.  **Success Criteria:**  - Create a collage  - Actively participate in class discussion  **Assessment Strategy:** Performance Task  **Assessment Recording Device:** Checklist |
| |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  |   What are its interesting characteristics?  *What are the interesting characteristics of a local community?*  **Expectations:** Students will use data and resources collected to describe the interesting characteristics of their community in order to demonstrate their understanding of the physical environment.  **Activity:** Students will engage in a class discussion and brainstorm a list of features. Write an informative postcard to a friend, about the features/services that are specific to their area.  **Success Criteria:**  - Engage in discussion  - Write an Informative postcard  **Assessment Strategy:** Performance Task (writing)  **Assessment Recording Device:** Rubric |
| How do these characteristics change over time, place, space, etc.?   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  |   *How do these characteristics change?*  **Expectations:** Students will ask questions, collect data, and use resources to show how aspects of their local community have changed over time and how other aspects have remained the same.  **Activity**: Students will meet with the librarian for an information session for an introduction on research. Students will collect their own information from books and create two small comparative posters, which will compare their town building/ feature in present day, and in the past.  **Success Criteria:**  - Listen attentively to the Librarian  - Conduct their own investigation/research  - Create two comparative posters  **Assessment Strategy:** Performance Task (research) /Oral Presentation  **Assessment Recording Device:** Rubric |
| |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  |   What are these changes related to?  *What are the changes in the community related to and how does it affect its functioning?*  **Expectations**: Using previously acquired knowledge, students will make connections about the interrelationship and interactions of the various features in their local community. Students will demonstrate an understanding of the importance of a cooperative, functioning local community, and the consequences if some of the features/buildings ceased to function.  **Activity:** Students will read a story about a local community that lost their playground and write a journal response to it. They will also create a graphic organizer – a linking web to “map out” the interconnected features/buildings in their town.  **Success Criteria:**  - Demonstrate good listening skills  - Think critically and create a written response  - Construct their own graphic organizer  **Assessment Strategy:** Performance Task (writing)  **Assessment Recording Device:** Checklist |
| What could/should/might/will happen if …. ?  *What would happen if one of our local community services/natural areas were being abused irresponsibly?*   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  |   **Expectations:** Outline the ways in which some built/natural features are being misused. Understand the impact of the removal of these built/natural features.  **Activity:** Brainstorm a list of ways in which some people misuse the service and what would happen if this service was removed from the community. Present the list to your classmates.  **Success Criteria:**  - Create a detailed list  - Effectively present their ideas to the class  **Assessment Strategy:** Observation **Assessment Recording Device:** Checklist |
| What could/should/might/will/was done about it?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  |   *What could you do in our community to ensure responsible interactions with the built and/or natural environment in your local community?*  **Expectations**: Create a plan for an event that is thoughtful and would have a positive impact on the community. Demonstrate an understanding of the impacts.  **Activity:** Create a plan that describes one event you could organize that would raise awareness for positive impacts on the service/natural feature. Create a simple brochure about your plan/event that includes a simple map of how to get there.  **Success Criteria:**  - Create a well-thought out plan  - Create a simple brochure  **Assessment Strategy:** Performance Task **Assessment Recording Device:** Rubric |

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| **Culminating Task**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |   **Description:**  - Each student will be assigned a specific global community  - Students will locate their community on a world map by placing their drawing of the flag where it is located  - Students will demonstrate their understanding by creating and presenting an informative poster, as well as a written brochure featuring important information about their community  **Success Criteria:** - Create a aesthetically pleasing poster  - Write a short report  - Successfully communicate their understanding of their global community  **Assessment Strategy:** Performance Task **Assessment Recording Device:** Rubric |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |   What is it?  *What is a global community?*  **Expectations:** Describe what a global community is, and how it functions. Demonstrate an understanding of the features and purpose of a global community.  **Activity:** Students will take a “walk” around the world using Google Earth. Students will answer worksheets about what they have explored, as well as fill in the continents and specific map features on a world map.  **Success Criteria:**  - Explore Google Earth  **-** Fill out worksheets  - Complete world map **Assessment Strategy:** Performance Task (research) **Assessment Recording Device:** Checklist |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |   How does it work?  *How do global communities interact with one another*?  **Expectations:** Describe how the environment affects how needs are met (influences of climate on food, clothes, etc.). Demonstrate an understanding of the relationship between climate and location.  **Activity:** Students will brainstorm what types of foods are produced in Canada, the Tropics and both. They will identify local and non-local foods by cutting out pictures of food from fliers and making a collage. Students will discuss why it is important to import and export goods.  **Success Criteria:**  - Create a collage  - Actively participate in class discussion  - Matching ideas to pictures **Assessment Strategy:** Performance Task **Assessment Recording Device:** Checklist |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  |   What are its interesting characteristics?  *What are the interesting characteristics of global communities with reference to their major physical features, wildlife, and aspects of culture?* **Expectations:** Students will use data and resources collected to describe the interesting characteristics of their global community in order to demonstrate their understanding of the physical environment, wildlife, and culture.  **Activity:** Students will brainstorm a list of features. Students will write an informative postcard to a friend in Canada, about the features/wildlife/culture that are specific to their global community.  **Success Criteria:**  - Engage in discussion  - Write an Informative postcard  **Assessment Strategy:** Performance Task (writing)  **Assessment Recording Device:** Rubric |
| How do these characteristics change over time, place, space, etc.?   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  |   *How have these physical, wildlife, and cultural aspects changed over time?*  **Expectations:** Students will ask questions, collect data, and use resources to show how aspects of a specific global community has changed overtime and how other aspects have remained the same.  **Activity:** Students will use graphic organizers to show how a specific community has changed over time. They will use their research to make a comparative poster.  **Success Criteria:**  - Research how a specific global community has changed over time  - Create a visually appealing poster to present your work  - Identify similarities and differences **Assessment Strategy:** Performance Task (research) **Assessment Recording Device:** Rubric |
| What are these changes related to?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  |   *What caused these changes in the global community?*  **Expectations**: Using previously aquired knowledge, students will make connections about the interrelationship and interactions of the various features in their global community. Students will demonstrate of the importance of a cooperative, functioning global community, and the consequences if some of the features/buildings ceased to function.  **Activity:** Students will read a story about how global communities interact and write a journal response to it. They will also create a graphic organizer – a linking web to “map out” the interconnected features in their community and how they impact the rest of the world.  **Success Criteria:**  - Demonstrate good listening skills  - Think critically and create a written response  - Construct their own graphic organizer  **Assessment Strategy:** Performance Task (writing)  **Assessment Recording Device:** Checklist |
| What could/should/might/will happen if …. ?   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |   *What would happen if you lived in the global community you have researched? What aspects of your lifestyle would change?*  **Expectations:** Use insight to demonstrate a thoughtful reflection upon the similarities and differences between their global community and their current community they live in.  **Activity:** Brainstorm the aspects of your lifestyle that would remain the same and what aspects would be changed. Present your findings to the class.  **Success Criteria:**  - Brainstorm similarities and differences  - Present findings to the class  **Assessment Strategy:** Observation **Assessment Recording Device:** Checklist |
| What could/should/might/will/was done about it?   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  |   *What services/natural environments of the global community could be advertised to newcomers that would attract them to the area?*  **Expectations:** Demonstrate an understanding of the services available to the community and what makes them appealing.  **Activity:** Choose 3 services/natural environments that you think would be appealing to the newcomers. Create a brochure for your global community that features the places you chose to advertise including a simple map of where the services are located.  **Success Criteria:**  - Brainstorm services  - Create an appealing brochure  **Assessment Strategy:** Performance Task **Assessment Recording Device:** Rubric |

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| Grade 1 | **Integrated Expectations** | | Grade 2 |
| Subject Area: Art  - Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings - Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences - Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts. | | Subject Area: Art  - Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings - Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences - Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts | |

Grade 2

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| **Process/Product Expectations** | |
| Describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist | Compare selected communities from around the world, including their own community,  in terms of the lifestyles of people in those communities and some ways in which the people meet their needs |
| Describe the location of some significant places in their community, using relative location *(e.g., near, far, up, down)*, relative distance *(e.g., close, far, farther)*, and relative direction *(e.g., right, left, in front, behind)* | Identify continents, significant bodies of water, the equator, poles, and hemispheres, using a globe, print, digital, or interactive maps, and/or a mapping program |
| Demonstrate an understanding of the basic elements of a map *(e.g., title, symbols in the legend, direction, scale, and colour)* when reading and constructing simple maps showing places that are significant to them *(e.g., their classroom, the school, their immediate neighbourhood)* | Identify cardinal directions on a map *(i.e., N, S, E, W)*, and use these directions when locating selected communities, countries, and/or continents |
| Create a plan that outlines some specific ways in which they can responsibly interact with the built and/or natural environment in the local community | Demonstrate an understanding of the importance of sustainability in people’s interrelationship with their natural environment and of some of the consequences of sustainable and/or non-sustainable actions |
| Interpret and analyse information and data relevant to their investigations, using a variety of tools | Interpret and analyse information relevant to their investigations, using a variety of tools |
| Evaluate evidence and draw conclusions about some aspects of the interrelationship between people and natural and built features of their local community, and some of the effects of this interrelationship | Evaluate evidence and draw conclusions about some aspects of the interrelationship between communities’ natural environment and the ways of life of people in those communities |
| Communicate the results of their inquiries using appropriate vocabulary *(e.g., location, map, symbol, distance, legend, direction, scale, community)* and formats | Communicate the results of their inquiries, using appropriate vocabulary |
| Identify some of the services in the community for which the government is responsible (e.g., postal service, police services, fire services, hospitals, garbage collection, ploughing snow, maintenance of public areas, water treatment), and describe key responsibilities of people in the community in relation to those services (e.g., to properly sort garbage and recycling and place the bins on the street for pick up; to shovel snow off their sidewalks; to dispose of hazardous waste at collection sites; to install and maintain smoke detectors; to keep noise down after hours | Describe selected communities around the world, with reference to their major physical features, wildlife, and some aspects of their culture |
| Demonstrate an understanding of some common non-standard units of measurement *(e.g., footsteps, tiles, blocks, houses)* | Demonstrate an understanding that there are a variety of countries, continents, physical features, and bodies of water around the world and that their locations can be represented in different ways |
| Formulate questions to guide investigations into some aspects of the interrelationship between people and the natural and built features of their community, with a focus on some of the short- and long-term effects of this interrelationship | Formulate questions to guide investigations into some aspects of the interrelationship between the natural environment of selected communities and the ways in which people live |
| Gather and organize information on the interrelationship between people and the natural and built features of their community, and on the effects of this interrelationship, using sources that they have located themselves or that have been provided to them |
| Identify some services and service-related occupations in their community *worship)* | Identify the location of selected countries, cities, and/or towns around the world, and describe how their location and climate are related |
| Identify some of the natural and built features of their community *(e.g., rivers, lakes, parks, roads, stores, houses, apartment buildings, libraries, schools, arenas, recreation centres, places of worship)* |
| Analyse maps, and construct simple maps using appropriate elements, as part of their investigations into the interrelationship between people and significant natural and built features in their community | Analyse and construct simple maps to determine and illustrate patterns in the interrelationship between the location of some communities and human activities in those communities |
| Demonstrate the ability to construct simple maps of places they have visited, using symbols and non-standard units *(e.g., use different symbols to show the location of the play, picnic, and walking areas in a local park; use houses or blocks as units of measurement; include a scale and legend on a map showing the route and distance from their classroom to the washroom; use symbols on a sketch map of their route to school to show the built and natural features they pass by)* |
| Identify some distinct areas in the local community (e.g., residential areas, commercial areas, high-traffic areas, different areas within the school), and describe some of the characteristics of these areas (e.g., high-traffic areas have wide roads and stoplights; commercial areas have lots of stores; residential areas have rows of houses and are separate from business areas; the school has wings of classrooms that are connected by hallways) | Describe some of the ways in which two or more distinct communities have adapted to their location, climate, and physical features |
| Demonstrate the ability to construct simple maps of places they have visited, using symbols and non-standard units *(e.g., use different symbols to show the location of the play, picnic, and walking areas in a local park; use houses or blocks as units of measurement; include a scale and legend on a map showing the route and distance from their classroom to the washroom; use symbols on a sketch map of their route to school to show the built and natural features they pass by)* | Gather and organize information and data about some communities’ locations, climate, and physical features, and the ways of life of people in these communities |
| Demonstrate the ability to extract information on the location and climate of a region from photographs and print, digital, and/or interactive maps |
| Identify basic human needs *(e.g., for food, water, clothing, transportation, shelter)*, and describe some ways in which people in communities around the world meet these needs |
| Describe similarities and differences between their community and a community in a different region in the world. |