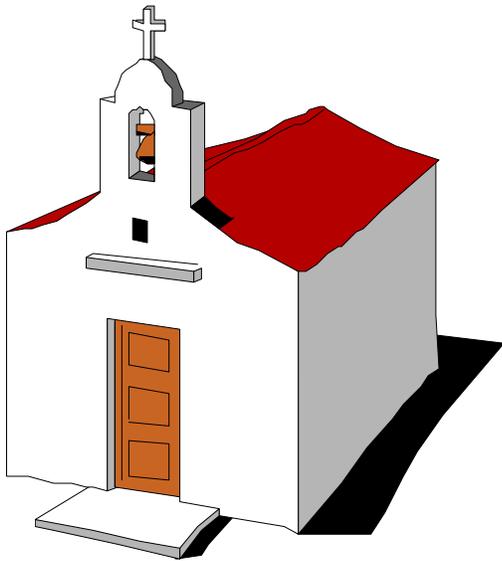

The Local Community

Grade 1 Social Studies Unit



Including:

What is a Community? Initial Assessment
People in My Community
Community Within My Family
Buildings in My Community
Travel in My Community
Map of the Classroom
Map of a School Route- A Treasure Hunt
Building a Model of Our School Community

An Integrated Unit for Grade 1

Written by:

The Curriculum Review Team 2005

Length of Unit: approximately: 16 hours

July 2005



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Grade 1 Social Studies Unit An Integrated Unit for Grade 1

The developers are appreciative of the suggestions and comments from teacher colleagues involved through the internal, external and theological review.

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An Integrated Unit for Grade 1

Written by:

The Curriculum Review Team 2005

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This unit was written using the Curriculum Unit Planner, 1999-2002, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.



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Grade 1 Social Studies Unit An Integrated Unit for Grade 1

Unit Context

This unit is designed to meet overall and specific expectations as outlined in the Grade 1 Canada and World Connections - The Local Community strand of the Ontario Social Studies Curriculum document. The unit also integrates expectations in other subject areas such as Math, Language, Arts, and Science.

Students will demonstrate their understanding of concepts within the context of a 3-D model of their school community which will be displayed in the school. Students will be invited to create a component of their school such as community workers, buildings, transportation, housing, street signs, lights, and mailboxes. When completed, all the groups will come together to add their components to the class model of their school community.

As Catholic learners, students will begin to develop one's God-given potential, and make a meaningful contribution to a unified goal, respect the rights, responsibilities and contributions of self and others, and exercise Christian leadership in the achievement of individual and group goals. Throughout the unit, the students will be introduced to specific Catholic Graduate Expectations which they will develop slowly over time with positive praise and encouragement.

Unit Summary

Students will explore the meaning of a community and achieve an understanding of the importance of people, buildings, and contributions made by the community members to the community. The students will also be introduced to mapping skills such as creating a map from a bird's-eye view. This unit has been divided into eight subtasks concluding with a culminating task (subtask 8). This culminating task will allow students to apply their knowledge gained from subtasks one to seven, to produce a class model of their school community. The students will participate in subtasks that include teaching/learning activities related to :

- What is a Community?
- People in My Community
- Community Within My Family
- Buildings in My Community
- Ways of Travel in My Community
- A Map of the Classroom
- A Map of a School Route - A Treasure Hunt
- Building a Model of Our School Community - Culminating Task

In order to make a school community model as a whole class, the grade 1 students will divide into groups to create a specific component within their school community. This component will then be added to the class model by each group.

Culminating Task Assessment

The students work co-operatively in groups to create an assigned component within their school community. In the role of a community builder each student:

- uses prior knowledge gained through subtasks and a class-generated checklist to design their own school community model map (plan);
- after collaborating ideas in groups, creates 3-D models of their assigned component within their school community;
- presents the finished product to an audience of peers and adds it to the class model.

Each student receives an individual grade on:

- individual planning map (bird's-eye view) of his/her school community;
- respecting the rights, responsibilities, and contributions of self and others (CGE 5e);



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- working collaboratively as a team member.

The Building Team receives a grade based on :

- collaborating on the individual plans to create their specific component of their school community;
- creating a 3-D simple model of their school community as a class;
- working in a positive and respectful environment for all members of their building team.

Culminating Task Assessment:

- contribution to simple 3-D model of the school community;
- daily activities of the planning stages;
- contribution and participation in the presentation.

Catholic Graduate Expectations:

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 5a - works effectively as an interdependent team member.

CGE 5e - respects the rights, responsibilities and contributions of self and others.

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

Links to Prior Knowledge

The following skills would benefit the students and facilitate their learning and understanding of the expectations of this unit:

- the ability to work independently;
- the ability to work with others;
- the ability to copy from blackboard/charts;
- the ability to express their own thoughts and share experiences.

From the Kindergarten Program Ministry Document, 1998:

- demonstrate self-reliance (know address and phone number);
- investigate and describe familiar geographical features in their area;
- recognize special places and buildings within their community and describe their function;
- identify people who help others in the community and describe what they do.

Considerations

Notes to Teacher

Prior to beginning this unit, the teacher:

- should send a letter home to introduce the unit and the culminating task, BLM 1.1, as well as asking for any building materials such as paper towel rolls, tissue boxes, cartons, etc.;
- should prepare a "Designer's Crate" to store all materials brought in for the culminating task;
- should send a permission letter for community walk and interested volunteers (BLM 1.1);
- should prepare a letter for community guest speakers (BLM 1.2);
- should gather any books or resources that are related to the local community (see teacher librarian) and review the resource list in this unit;
- should find out the name of their school community by phoning the municipality;
- should make an effort to address the issues of diversity, inclusiveness, racial differences, and different ethnic backgrounds;
- may wish to take pictures of buildings in their community to help with their charts in subtask 4;
- should be aware that the Catholic Graduate Expectations will develop over time with positive praise and



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encouragement.

Adaptations:

The activities designed are intended to accommodate various learning styles and multiple intelligences. The teacher should be aware of any identified students and follow the expectations outlined in the Individual Education Plans. Individual modifications should be considered by the classroom teacher. In assigning students to small groups, the teacher is advised to ensure that the needs of all students are met.

Some suggested modifications are:

- repeated step-by-step instruction and oral and visual instructions;
- use of pictures/diagrams as cues and hands-on models;
- use of examples when possible;
- clearly defined expectations;
- peer tutors, adult support (educational assistant, volunteers), scribing;
- extension activities (enrichment opportunities);
- opportunities for questions and answers.

Cross-curricular links:

Some cross-curricular connections can be made in:

Mathematics

- recognize 2-D and 3-D shapes in their own environment
- conduct an inquiry using appropriate methods
- pose questions about data gathered
- relate objects (people) to a number on a graph with one-to-one correspondence

Language

- use knowledge and experience to understand what they read
- use pictures and illustrations to determine the meaning of unfamiliar words
- correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists)
- print legibly
- leave spaces between words
- allow others to speak and wait their turn in conversations and class discussions
- listen and react to stories and recount personal experiences
- listen to and comment positively on the contributions of others in group and class discussions

Religion

- scripture Acts of the Apostles 2:44-47 / 4:32-37
- We Belong to God - Grade 1 - Unit 2 - theme 6 - Good Samaritan (Luke 10: 25 - 37), Love God and Love Your Neighbour

Family Life

- Fully Alive Grade 1 - Living in Relationship - Families are for Love
- Fully Alive Grade 1 - Living in the World - God's World is my Home, All Kinds of Work in the World

Science

- Structures and Mechanisms - Everyday Structures - design and make structures that meet a specific need, communicate procedures and results

Technology

- Kidpix - map making
- Neighbourhood Walks

Drama and Dance

- use the vocabulary and body movements of a particular character when role playing



1 What is a Community? Initial Assessment

This introductory subtask helps students demonstrate an understanding that a local community is made up of groups of people, and that there are distinguishing physical features in their community. Students discuss the fact that a community is a place to live, work, learn, and play. They participate in a supervised community walk around the school. The students recall and record specific information about their community using a class-generated checklist. This helps the teacher determine what the students know and what they need to know. Students are assessed on contributions and completion of their checklist after the community walk.

Introduction to Culminating Activity

Students are introduced to the culminating task. The rubric and letter are explained to the students and sent home to the parents. The teacher shows students the "Designer's Crate" which will be used to collect materials brought from home for the culminating task.

Catholic Graduate Expectations:

CGE 1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

2 People in My Community

This subtask aids in developing an appreciation of belonging to a community through the use of community guest speakers such as priests, doctors, police officers, and fire fighters. The students explain the significance of community workers and how their roles contribute to the common good of each citizen. The students show an understanding of how the community workers ensure the safety of people in the community. Students are asked to match specific tools to the appropriate community worker.

Catholic Graduate Expectations:

CGE 5b - thinks critically about the meaning and purpose of work.

CGE 5c - develops one's God-given potential and makes a meaningful contribution to society.

3 Community Within My Family

This subtask helps students to describe how families and friends interact in the community. Through the use of a miming activity and a "family togetherness" planner, the students value and honour the important role of family in society. With their family or a family member, the students identify a "family togetherness time" that is special to them. Through the discussion of family celebrations, the students develop an appreciation of celebrations of other faiths within their local community.

Catholic Graduate Expectations:

CGE 6a - relates to family members in a loving, compassionate and respectful manner.

CGE 6c - values and honours the important role of the family in society.



4 Buildings in My Community

This activity assists students in identifying buildings and their purposes in the community. Students refer to prior knowledge from subtasks 1 and 2 to identify the buildings community members work in. The students learn to identify buildings by their two-dimensional shapes. As well, students work on a class booklet relating the buildings to the community members that work in them.

Catholic Graduate Expectations:

CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems.

5 Travel in My Community

The students identify the ways in which people travel around the community. In pairs, students dramatize (simulate) their own ideas of travel in their community while the teacher records class responses on chart paper. Students then share their feelings about their favourite way to travel by forming a people graph. Through the use of a riddle book, the students are assessed on their abilities in matching mode of transportation to a community worker.

Catholic Graduate Expectations:

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

6 Map of the Classroom

This subtask gives the students an understanding of scale, and reasons for using small objects to represent large ones on a map. An introduction of bird's-eye view assists students in making a map of the classroom with teacher direction.

Catholic Graduate Expectations:

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 5a - works effectively as an interdependent team member.

7 Map of a School Route- A Treasure Hunt

In this activity, students use familiar symbols and landmarks to map out a chosen route within the school leading to a hidden treasure. The students are introduced to the concept of a symbol and given an opportunity to orally describe their route to school using familiar landmarks and symbols. Students are assessed on the ability to lead their reading buddy (or another student) to the treasure with only the use of the map they created. A response journal is used by students to say what they liked and what they would change.

Catholic Graduate Expectations:

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.



8 Building a Model of Our School Community

The students work co-operatively in groups to create an assigned component within their school community.

In the role of a community builder each student:

- uses prior knowledge gained through subtasks and a class-generated checklist to design their own school community model map (plan);
- after collaborating ideas in groups, creates 3-D models of their assigned component within their school community;
- presents the finished product to an audience of peers and adds it to the class model.

Each student receives an individual grade on:

- individual planning map (bird's-eye view) of his/her school community;
- respecting the rights, responsibilities, and contributions of self and others (CGE 5e);
- working collaboratively as a team member.

The Building Team receives a grade based on :

- collaborating on the individual plans to create their specific component of their school community;
- creating a 3-D simple model of their school community as a class;
- working in a positive and respectful environment for all members of their building team.

Culminating Task Assessment:

- contribution to simple 3-D model of the school community;
- daily activities of the planning stages;
- contribution and participation in the presentation.

Catholic Graduate Expectations:

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 5a - works effectively as an interdependent team member.

CGE 5e - respects the rights, responsibilities and contributions of self and others.

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.



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Grade 1 Social Studies Unit An Integrated Unit for Grade 1

Description

This introductory subtask helps students demonstrate an understanding that a local community is made up of groups of people, and that there are distinguishing physical features in their community. Students discuss the fact that a community is a place to live, work, learn, and play. They participate in a supervised community walk around the school. The students recall and record specific information about their community using a class-generated checklist. This helps the teacher determine what the students know and what they need to know. Students are assessed on contributions and completion of their checklist after the community walk.

Introduction to Culminating Activity

Students are introduced to the culminating task. The rubric and letter are explained to the students and sent home to the parents. The teacher shows students the "Designer's Crate" which will be used to collect materials brought from home for the culminating task.

Catholic Graduate Expectations:

CGE 1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

Expectations

- 1z25 A – list the different ways in which people travel around the community (e.g., by bus, car, bicycle; on foot).
- 1z26 A – brainstorm and ask simple questions (e.g., Who? What? When? Where?) to gain information about their local community;
- 1z34 A – recognize that different colours represent different things on a map (e.g., blue/water, green/land);
- 1z38 A – list a variety of occupations in the community and explain how they meet people's needs.
- 1e35 – use pictures and illustrations to determine the meaning of unfamiliar words;
- 1z23 – list the occupations of some people in the community (e.g., storekeeper, hair stylist, mail carrier, farmer, teacher, police officer, firefighter, doctor, nurse, salesperson);
- 1z29 A – use appropriate vocabulary (e.g., location, map, symbol, distance, title, legend, direction) to communicate the results of inquiries and observations about their local community.

Groupings

- Students Working As A Whole Class
- Students Working Individually

Teaching / Learning Strategies

- Brainstorming
- Discussion
- Field Trip

Assessment

The anecdotal record (At A Glance Sheet):

- is a short narrative describing both a behaviour and the context in which the behaviour occurred;
- should objectively report specific and observed behaviours using a grid format. Each student is given a box where the teacher records information gained through the school community walk.

(See sample BLM 1.5.)

Assessment Strategies

- Observation
- Performance Task
- Questions And Answers (oral)

Assessment Recording Devices

- Anecdotal Record



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Checklist
Rubric

Teaching / Learning

Lesson One

1. Read books, such as "Franklin's Neighbourhood" to introduce community. When reading, ask students to focus on the illustrations to determine what they would see in a community.
2. Elicit discussion by asking students, "What is a Community?" "What things would you see in our school community?" (church, buildings, people, cars, stop signs, trees, roads, parks, etc.). This will help determine what the students already know. Write the answers on the blackboard or chart paper and invite the students to group the items into three categories: people, buildings, and modes of travel.
3. How do we as Catholics contribute to our community? Discuss with the students that God teaches us love and respect for others, helpfulness, the importance of parish and religion, and the family in society. Teacher may read from Acts of the Apostles 2:44-47; 4:32-37 to discuss lifestyles of the early Christians, emphasizing the care they had for one another and how they shared their belongings.
4. Record responses using pictures and words on chart paper. (You may wish to transfer their ideas onto BLM 1.4a for the community walk the following day, or may use BLM 1.4 provided.)
5. Define community as "a place to live, work, learn, and play," and name the community your school is in. Discuss with the students the role of block parents, police, and the duties of parents to keep the community safe.
6. Introduce the culminating task. Students create a 3-D model of their own school community as a class. Through subtasks, the students learn and explore the characteristics and elements of a community. In culmination, students transfer their understanding and use the skills they have learned to replicate their own school community in a model. Students work collaboratively in small groups to design a specific component of their school community (workers, buildings, transportation, housing, street signs/lights/mailboxes). Students have the option of adding elements within their component that they would like to see in their own community. The rubric and letter are explained to the students and sent home to the parents (BLM1.1, 8.0). Show the "Designer's Crate" which stores all items brought in for the culminating task.
7. Students are given title pages where they illustrate the three components of a community (people, buildings, and modes of travel). The title pages are glued on to construction paper and made into folders for all work in the unit to be stored (BLM 1.3).

Lesson Two

1. Recall the definition of community with the students.
2. Review the class chart and discuss what the children will look for on their community walk. Supply each student with a clipboard, checklist, and pencil.
3. Discuss appropriate behaviour and safe practices with students before going on walk with parent volunteers. Walk in single file.
4. On the walk, students complete their own checklists (BLM 1.4) where they identify specific physical features in their school community. Assess students using an "At A Glance" sheet (see sample provided BLM 1.5) and making anecdotal comments.
5. Upon returning, ask the students if they missed anything on their checklists or if everything was checked off. (Refer to BLM 1.0 for evaluation.)
6. Discuss with students what was learned about the school community. Next, ask students whether all communities are the same. Tell them some people live in a country community (rural) and some live in a city community (urban). You may wish to read a story such as "City Mouse and Country Mouse" to help students



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visualize the difference. Ask students if their home community is different from the school community.

7. Home Connection - Students use the same class-generated checklist to go on a home community walk with their parent(s) (BLM1.6 or BLM 1.6b). Students are also asked to learn their addresses and phone numbers with the assistance of a parent. Orally ask the student his or her phone number and address. You may use BLM 1.7 to assist with this evaluation.

8. After receiving responses from guest speakers, you may wish to send an information letter telling them the time and date of their presentation at school (BLM 1.8).

Adaptations

When going on the school community walk, assign parent volunteers to specific students. Select a leader to be at the front of the line when going on the walk (someone who would benefit from being near the teacher).

You may wish to use BLM 1.4b instead of BLM 1.4 and have the students draw their own pictures.

Be aware of any identified students and follow the expectations outlined in their Individual Education Plans.

Resources



BLM 1.0 Rubric for Subtask 1



BLM 1.1 Intro Letter

BLM1.1.cwk



BLM 1.2 Calling All Community Workers

BLM1.2.cwk



BLM 1.3 Cover Page

BLM1.3.cwk



BLM 1.4 School Community Walk

BLM1.4.cwk



BLM 1.4a School Community Walk

BLM1.4a.cwk



BLM 1.5 At a Glance Sheet

BLM1.5.cwk



BLM 1.6 Home Community Walk

BLM1.6.cwk



BLM 1.6a Home Community Walk

BLM1.6a.cwk



BLM 1.7 Checklist for Subtask 1

BLM1.7.cwk



BLM 1.8 Guest Speaker Letter

BLM1.8.cwk



City Mouse and Country Mouse

Williams, R.



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	Franklin's Neighbourhood	Bourgeois, P.
	The Children's Illustrated Bible	Hastings, S.
	Chart paper	1
	Markers	1
	Glue	1
	Construction Paper	1
	Pencil Crayons/ Crayons	1
	Clipboard	1
	Parent Volunteers	Teacher

Notes to Teacher

Prepare folders to hold all the students' work for this unit.

When making the student checklist from the class-generated chart, use pictures beside the words, leaving a space for a happy face to denote safe places. Also, leave a space at the bottom for any new physical features you may see on your walk.

Remember to send home reminder letters to guest speakers indicating the date and time of their presentations (BLM 1.8).

The teacher should be aware that the Catholic Graduate Expectations will develop over time with positive praise and encouragement.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



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Description

This subtask aids in developing an appreciation of belonging to a community through the use of community guest speakers such as priests, doctors, police officers, and fire fighters. The students explain the significance of community workers and how their roles contribute to the common good of each citizen. The students show an understanding of how the community workers ensure the safety of people in the community. Students are asked to match specific tools to the appropriate community worker.

Catholic Graduate Expectations:

CGE 5b - thinks critically about the meaning and purpose of work.

CGE 5c - develops one's God-given potential and makes a meaningful contribution to society.

CGE 5e - respects the rights, responsibilities and contributions of self and others.

Expectations

- 1z27 – use pictures, maps, print materials, media sources, and/or class trips to locate information about their local community, including safe places in the community (e.g., school, police station, homes of block parents and neighbours);
- 1z29 – use appropriate vocabulary (e.g., location, map, symbol, distance, title, legend, direction) to communicate the results of inquiries and observations about their local community.
- 1z31 A – use non-standard units to measure distance on a map (e.g., paces, tiles, blocks);
- 1z32 A – demonstrate an understanding of scale (e.g., give the reasons for using small objects to represent large ones on a map);
- 1e13 A – correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists);
- 1e17 A – print legibly (capitals and small letters);
- 1e51 – present ideas in speech in a coherent sequence;

Groupings

- Students Working Individually
- Students Working As A Whole Class

Teaching / Learning Strategies

- Response Journal
- Guest Speaker
- Discussion

Assessment

Assessment Strategies

- Performance Task
- Response Journal

Assessment Recording Devices

- Rubric

Teaching / Learning

Lesson One

1. Introduce the importance of people who work in our community. Refer to Fully Alive Grade One Program - All Kinds of Work. The teacher discusses the fact that there are many people that work in our community. Draw attention to the fact that all jobs are for both males and females. Only the job of a Catholic priest is specifically for males.
2. Prepare the students for the guest speakers. Discuss how to be a good listener. Tell them a respectful listener makes good eye contact, does not talk when someone else is talking, sits up tall, keeps hands folded, etc.
3. Discuss what a question is. Prepare some sample questions with the students to be used for the guest speakers.
4. The class listens to one speaker at a time and students have an opportunity to discuss and ask questions of the speaker.



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5. Have a prayer service to thank all the guest speakers. Light the Christ candle and have the students present the thank-you cards they have previously prepared. Discuss what jobs Jesus had in his community (healer, teacher). Conclude with "A Prayer About Community Workers" (BLM 2.0).

Lesson Two

1. Recall the guest speakers from the previous day and their importance to our society. With the students, brainstorm community workers on a chart using pictures and words. The list should include relevant workers to the community that the students live in, as well as those reflective of other communities.
2. The students make a "Community Worker Wheel" entitled "Important People in Our Community." Invite the students to choose four community workers from the class chart. The students print and illustrate their chosen community worker (BLM 2.1 and BLM 2.2).
3. Have the students present their community worker wheel by telling the name of the worker, how this person is important, place of work, tools used, and the vehicle driven if a vehicle is needed for the job. Use checklist BLM 2.3 to assist with evaluation.

Lesson Three

1. Read a riddle book such as "Mr. Noisy's Helpers," and have the students guess each helper.
2. Review the guest speakers and how they are important in meeting our needs and ensuring our safety.
3. The students use the information from the guest speakers and from class discussions to complete BLM 2.4.
- 2.4. The students match the community worker to the picture that shows how that worker meets the needs of the people or ensures their safety.
4. Discuss with the students how to get help in case of an emergency (block parent, calling 911). You can read a book such as *Police Officers Protect Us* and discuss the scenarios with the students.
5. Provide an opportunity for the students to reflect on the positive role they as children could play in meeting the needs of others. Refer to the story of The Good Samaritan (Luke 10: 25-37), and loving God and your Neighbourhood. You may wish to read a story such as "I Try To Be A Good Person." Discuss how the students hope to influence the community as an adult and what role they hope to play. You may wish to elicit this discussion in a circle game with a ball, so that each student has an opportunity to respond. Only the student with the ball may speak.

Adaptations

You may wish to spread speakers throughout one day or over a few days.

You may wish to work with small groups when students are working on the "Community Worker Wheel".

Be aware of any identified students and follow the expectations outlined in their Individual Education Plans.

For the community worker wheel, the gifted learner may name the community worker and explain in writing the importance of each chosen worker. Please allow space or encourage the student to print neatly on the back of each quarter section.

Resources



BLM 2.1 Community Worker Cover

BLM2.1.cwk



BLM 2.2 Community Worker Wheel

BLM2.2.cwk



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	BLM 2.3 Checklist For Subtask 2	BLM2.3.cwk
	BLM 2.4 Community Workers Help Us	BLM2.4.cwk
	Fully Alive Program	
	Community Helpers From A to Z	Kalman, B.
	I'm Going to be a Firefighter	Kunhardt, E.
	I'm Going to be a Police Officer	Kunhardt, E.
	Mr. Noisy's Helpers	Williams, R.
	What is it Like to be a Bus Driver?	Stamper, J.
	What's My Job?	Calder, L.
	Who Works at School	
	Canadian Fire Fighters	Bourgeois, P.
	Canadian Police Officers	Bourgeois, P.
	Canadian Garbage Collectors	Bourgeois, P.
	Canadian Postal Workers	Bourgeois, P.
	Police Officers Protect People	Greene, C.
	The Children's Illustrated Bible	Hastings, S.
	I Want To Be A Firefighter	Kunhardt, E.
	I Want To Be A Farmer	Kunhardt, E.
	I'm Going to Be A Vet?	Kunhardt, E.
	Many Gifts	Pegis, S. and Gallagher, P.
	What is it Like to be a Doctor?	Stamper, J.
	What is it Like to be a Veterinarian?	Stamper, J.
	Brass Fastener	1
	Pencil Crayons/ Crayons	1



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 Chart Paper	3
 Markers	1
 Scissors	1
 Manilla Tag	2
 Candle and Matches	1
 Guest Speakers	Teacher

Notes to Teacher

Please refer to the accompanying letters to help organize the visits from guest speakers (BLM 1.2 and BLM 1.8). You may need to rearrange the classroom or book the library for the speakers.

Thank-you cards should be sent out to all the guest speakers.

When arranging for guest speakers, you may wish to include someone who is disabled or impaired.

There are many books that you may read or introduce before beginning this subtask.

You may wish to photocopy the Community Worker Wheel on thicker paper.

Extensions

- students play charades and try to guess the community member

- teacher may wish to make a class book "When I Grow Up I'd Like to Be a _____"

You may wish to print the prayer (BLM 2.0) onto chart paper so that students may refer to it during the prayer service.

You should be aware that the Catholic Graduate Expectations will develop over time with positive praise and encouragement.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



The Local Community

Grade 1 Social Studies Unit An Integrated Unit for Grade 1

Description

This subtask helps students to describe how families and friends interact in the community. Through the use of a miming activity and a "family togetherness" planner, the students value and honour the important role of family in society. With their family or a family member, the students identify a "family togetherness time" that is special to them. Through the discussion of family celebrations, the students develop an appreciation of celebrations of other faiths within their local community.

Catholic Graduate Expectations:

CGE 6a - relates to family members in a loving, compassionate and respectful manner.

CGE 6c - values and honours the important role of the family in society.

Expectations

- 1z37 – construct a model of their local community to show how people's physical and social needs are served within the area (e.g., locations of fire station, small or large retail buildings, recreational facilities, school, library; transportation routes);
- 1z36 A – identify and describe routes within the school (e.g., fire route, exit route), using familiar symbols and landmarks (e.g., washroom, drinking fountain, offices);
- 1a60 – demonstrate an understanding of different points of view (e.g., by playing the role of different characters, and identifying and solving problems they face);
- 1e13 – correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists);
- 1e51 – present ideas in speech in a coherent sequence;

Groupings

Students Working As A Whole Class

Students Working Individually

Teaching / Learning Strategies

Discussion

Homework

Retelling

Assessment

Assessment Strategies

Classroom Presentation

Assessment Recording Devices

Rating Scale

Teaching / Learning

Lesson One

1. With your direction, the class makes a definition of "family". You need to be sensitive to different family types. Through this activity, the students learn that there are many different types of families. You may wish to read a few of the resources to the children to help explain different family structures, for example "Mom and Dad Don't Live Together Any More."

2. Discuss Jesus' family, and how we belong to three families (the family of God, the school family, and our family at home). Discuss with the students how we belong to these families, for example through the sacrament of baptism.

3. As a class, students generate ideas of fun activities the family likes to do together, including cultural activities. The ideas are printed on a chart paper using words and pictures as the students are brainstorming.

4. In small groups, the students do a miming activity. Choose some of the activities appropriate to the community, and have the students mime them to the class after some practice. You need to choose the size of the groups. The rest of the class then tries to guess the activity.

5. A letter is sent home to the parents asking them to help fill out a "family togetherness time" (BLM 3.1 and BLM 3.2). Be aware of different family situations. If it is not possible to send this activity home, the students



The Local Community

Grade 1 Social Studies Unit An Integrated Unit for Grade 1

may do this activity at school with a friend or reading buddy.

Lesson Two

1. The students bring back their "family togetherness" sheet and share their family togetherness time with the class. Encourage students to identify the event, the people involved, interactions, etc. Use assessment sheet BLM 3.3
2. Discuss how family togetherness time is a celebration of our love for one another. Discuss some examples of cultural celebrations such as Hanukkah and Divali. Tell students we appreciate and accept the "togetherness" of all people.
3. Students are asked to illustrate their family doing togetherness time. Each student prints a sentence about his or her picture using his or her personal wordbook.
4. These pictures can be shared with the class or displayed on a bulletin board.

Adaptations

Depending on the family situations in your community, you may ask the reading buddies or older students to help fill out the BLM 3.2.

For some students, you may have to print the sentence on their family picture and have the students copy it below. Be aware of any identified students and follow the expectations outlined in their Individual Educational Plans.

Resources

 BLM 3.1 Family Togetherness Letter	BLM3.1.cwk
 BLM 3.2 Family Togetherness	BLM3.2.cwk
 BLM 3.3 Assessment for Subtask 3	BLM3.3.cwk
 Families Are People	Sauder, K
 Families Are Special	Sauder, K
 Mom and Dad Don't Live Together Any More	Stinson, K
 Families Change	Sauder, K
 Chart Paper	1
 Markers	1
 Personal Wordbooks	1
 Pencil Crayons / Crayons	1



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Notes to Teacher

Try to be aware of different family situations.

Be sensitive to various types of family celebrations and ensure that all students understand that the importance of family togetherness is to celebrate our love for one another and spending time together.

Photocopy note to be sent home or make your own note.

Be aware that the Catholic Graduate Expectations will develop over time with positive praise and encouragement.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



The Local Community

Grade 1 Social Studies Unit An Integrated Unit for Grade 1

Description

This activity assists students in identifying buildings and their purposes in the community. Students refer to prior knowledge from subtasks 1 and 2 to identify the buildings community members work in. The students learn to identify buildings by their two-dimensional shapes. As well, students work on a class booklet relating the buildings to the community members that work in them.

Catholic Graduate Expectations:

CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems.

Expectations

- 1z30 A – make models and read maps of familiar areas in their local community;
- 1m46 – identify and describe common two-dimensional shapes (e.g., circles, triangles, rectangles, squares) and sort and classify them by their attributes (e.g., colour; size; texture; number of sides), using concrete materials and pictorial representations (e.g., "I put all the triangles in one group. Some are long and skinny, and some are short and fat, but they all have three sides.");
- 1s65 A • design and make structures that meet a specific need;
- 1e17 – print legibly (capitals and small letters);
- 1e18 – leave spaces between words.
- 1z33 A – use their own symbols on a map to identify buildings and places in their local community (e.g., house, barn, school, fire station, police station, community centre, road, shopping area);

Groupings

- Students Working As A Whole Class
- Students Working Individually

Teaching / Learning Strategies

- Discussion

Assessment

Assessment Strategies

- Classroom Presentation

Assessment Recording Devices

- Rating Scale

Teaching / Learning

1. Look at picture books such as Picture Book of Churches and Cathedrals and photographs of community buildings. Draw attention to the different kinds of buildings found in a community. Using the pictures that you have collected or taken of the community buildings, ask the students to name 2-D and 3-D shapes they see. Discuss the attributes of 2-D and 3-D shapes.
2. Discuss with students how God watches over us and takes care of us. Ask about how we take care of people in need in the community. Discuss shelters, community centres, retirement villas, nursing homes, and food banks. Explain that another way we take care of people is by making buildings wheelchair accessible. Explain what makes buildings wheelchair accessible.
3. Discuss community members who work in specific buildings. Make a chart with different building names beside pictorial representations.
4. The class then makes a class book on the buildings found in their community. Give each student a sheet of paper, and have the student copy out the sentence, filling in the blanks.
A _____ works at the _____.
5. Have the individual students read their sentences and show their pictures to the class. Use BLM 4.2 to evaluate students.
6. Assemble all sheets into a big book entitled "Buildings in Our Community."



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Grade 1 Social Studies Unit An Integrated Unit for Grade 1

Adaptations

You may choose to do BLM 4.1 for the class booklet instead of having the children write out the sentence.

You may choose to have the children work on the booklet in groups.

Students may use pictures of buildings cut out of magazines and newspapers if necessary.

Be aware of any identified students and follow the expectations outlined in their Individual Education Plans.

Resources

	BLM 4.1 Class Booklet	BLM4.1.cwk
	BLM 4.2 Assessment for Subtask 4	BLM4.2.cwk
	Hospital	Watson, C.
	Police Station	Kallen, S.A.
	Picture Book of Churches and Catherdrals	
	Chart Paper	1
	Markers	1
	Pencil Crayons / Crayons	1
	Paper	1
	Photos	

Notes to Teacher

Collect pictures of buildings found in the community.

You may choose to take pictures of buildings in your own community before the unit starts. If possible, find pictures of wheelchair accessible buildings.

Extensions

Students explore building accessibility for the disabled (e.g., one way our school could change to make it easier for a blind person/person in a wheelchair/deaf person).

Be aware that the Catholic Graduate Expectations will develop over time with positive praise and encouragement.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



The Local Community

Grade 1 Social Studies Unit An Integrated Unit for Grade 1

Description

The students identify the ways in which people travel around the community. In pairs, students dramatize (simulate) their own ideas of travel in their community while the teacher records class responses on chart paper. Students then share their feelings about their favourite way to travel by forming a people graph. Through the use of a riddle book, the students are assessed on their abilities in matching mode of transportation to a community worker.

Catholic Graduate Expectations:

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

Expectations

- 1z35 – use appropriate words (e.g., left/right, up/down, front/back, near/far, above/below) to describe relative locations of places and objects.
- 1e19 A • read a variety of simple written materials (e.g., signs, pattern books, rhymes, children's reference books) for different purposes (e.g., for practice, information, vocabulary building, enjoyment);
- 1e20 A • read aloud in a way that communicates the meaning;
- 1e16 A – use words from their oral vocabulary as well as less familiar words from class-displayed word lists;
- 1m72 – demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute (e.g., colour, size), and by describing informal sorting experiences (e.g., helping to put away groceries) (Sample problem: Sort a collection of attribute blocks by colour. Re-sort the same collection by shape.);
- 1m73 – collect and organize primary data (e.g., data collected by the class) that is categorical (i.e., that can be organized into categories based on qualities such as colour or hobby), and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs (with titles and labels), and a variety of recording methods (e.g., arranging objects, placing stickers, drawing pictures, making tally marks) (Sample problem: Collect and organize data about the favourite fruit that students in your class like to eat.).
- 1e13 A – correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists);
- 1e17 A – print legibly (capitals and small letters);
- 1e18 A – leave spaces between words.
- 1e43 • listen and react to stories and recount personal experiences;
- 1z25 – list the different ways in which people travel around the community (e.g., by bus, car, bicycle; on foot).

Groupings

- Students Working In Pairs
- Students Working As A Whole Class
- Students Working Individually

Teaching / Learning Strategies

- Read Aloud
- Simulation
- Graphing
- Discussion

Assessment

Teachers may wish to also keep a Running Record when listening to each student read.

Assessment Strategies

- Performance Task
- Observation
- Conference

Assessment Recording Devices

- Checklist



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Grade 1 Social Studies Unit An Integrated Unit for Grade 1

Teaching / Learning

Simulation is a replication of reality, through which students respond and act as though the situation were real. For this activity, the students will dramatize a mode of transportation with their partner.

Lesson One

1. Show pictures of ways to travel in the community. You may use picture books to help such as "Picture World of Fire Engines" and "Picture World of Police Vehicles" by Norman S. Barrett, and "What is it Like to be a Bus Driver?" by J. Stamper. Explain to the students that travel means moving from one place to another.
2. Ask the students to dramatize (simulate) a way to travel in their community with a partner. Allow time for the students to practise their dramatization, and then have them present their mode of transportation to the class. The class guesses what the pair has dramatized.
3. Record the responses on chart paper and add pictures to accompany the words. The title for the chart may be "Ways to Travel in my Community."
4. Student then individually complete the activity "Travel in my Community," using BLM 5.1 and printing the mode of transportation beneath the picture of each vehicle using the class chart. In the last box, encourage students to choose their favourite mode of transportation and illustrate.

Lesson Two

1. Recall the class chart "Ways to Travel in my Community." Have the students orally read the chart together.
2. Ask the students, "What is your favourite way to travel?" (Student may only choose one.)
3. Make a people graph using the student response (e.g., all students choosing bus form a line at a specific starting point, all students choosing car form a line next to the bus line, etc.). Discuss with students the results of the people graph. Ask questions such as the following: "What is our favourite form of travel in our community?" "How do we know?" "What is our least favourite form of travel in our community?" "How many more bus people are there than car people?"
4. Draw attention to God's gift of creation and what modes of travel are less destructive to God's creation.
5. Discuss with students what modes of transportation different community workers use.
6. Introduce the riddle books that you have prepared from BLM 5.2a, b, c, d, and e to the students entitled. Read the clues together as a class and encourage students to sound out unknown words. Students complete the riddle books at their desks independently. Model how to answer a riddle on the corresponding blank page, and encourage the use of a sentence such as, "I am a _____." Students use displayed chart of community workers to aid in spelling unfamiliar words.
7. Remind students to illustrate the highlighted mode of transportation on the clue page and draw the corresponding community worker on the opposite side of the page.
8. Have the students read the riddle book orally as a class, and individually. You may use checklist BLM 5.3.

Adaptations

You may want to give oral and visual step-by-step instruction to selected students. Guided Reading (a process in which teachers support students in learning and applying reading strategies through student/teacher interaction about the ideas, information, and interpretation of the reading materials) can be used to assist students who are having difficulty reading the material on their own.

You may provide pictures to cut and paste for students having difficulty illustrating the mode of transportation or community workers (fine motor difficulty).

You may wish to list only the workers that are used in the book to help the students focus on the workers they need to complete the riddle book.



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Be aware of any identified students and follow the expectations outlined in their Individual Education Plans.

Resources

 BLM 5.1 Travel In My Community	BLM5.1.cwk
 BLM 5.2a Riddle Book Title Page	BLM5.2a.cwk
 BLM 5.2b Riddle Book	BLM5.2b.cwk
 BLM 5.2c Riddle Book	BLM5.2c.cwk
 BLM 5.2d Riddle Book	BLM5.2d.cwk
 BLM 5.2e Riddle Book	BLM5.2e.cwk
 BLM 5.3 Checklist For Subtask 5	BLM5.3.cwk
 Picture World of Fire Engines	Barrett, N.
 Picture World of Police Vehicles	Barrett, N.
 What is Like to be a Bus Driver?	Stamper, J.
 Chart Paper	1
 Markers	1
 Pencil Crayons / Crayons	1

**The Local Community****Grade 1 Social Studies Unit An Integrated Unit for Grade 1****Notes to Teacher**

Gather pictures of modes of transportation for the class chart and for adaptations. Prepare the riddle books ahead of time for the students by using BLM 5.2 a-e.

The riddle book is a good opportunity to listen to students read orally through conferencing. You may choose to complete a running record for each student.

Student responses may vary on the blank pages of the riddle book. Some students may write only the name of the community worker, a simple sentence, detailed sentences, or only draw a picture. Keep in mind the ability of the individual student.

Be aware that the Catholic Graduate Expectations will develop over time with positive praise and encouragement.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



The Local Community

Grade 1 Social Studies Unit An Integrated Unit for Grade 1

Description

This subtask gives the students an understanding of scale, and reasons for using small objects to represent large ones on a map. An introduction of bird's-eye view assists students in making a map of the classroom with teacher direction.

Catholic Graduate Expectations:

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 5a - works effectively as an interdependent team member.

Expectations

- 1z30 – make models and read maps of familiar areas in their local community;
- 1z31 – use non-standard units to measure distance on a map (e.g., paces, tiles, blocks);
- 1z32 – demonstrate an understanding of scale (e.g., give the reasons for using small objects to represent large ones on a map);
- 1z33 – use their own symbols on a map to identify buildings and places in their local community (e.g., house, barn, school, fire station, police station, community centre, road, shopping area);

Groupings

- Students Working Individually
- Students Working As A Whole Class

Teaching / Learning Strategies

- Discussion
- Map Making
- Simulation

Assessment

Assessment Strategies

- Observation
- Questions And Answers (oral)

Assessment Recording Devices

- Anecdotal Record

Teaching / Learning

Lesson One

1. Introduce the students to the bird's-eye view. Tell them it means a view from above (seeing through the eye of a bird flying in the sky).
2. Lay small objects on the floor (cube, kleenex box, crayon box, eraser, etc.). Students pretend to be birds flying around the room. When they look down onto the ground students see only the top view of the objects.
3. Show some matching examples of bird's-eye view and side view on the blackboard.
4. Have students draw bird's-eye views of several items found around the classroom.

Lesson Two

1. Recall bird's-eye view. Ask, "What does it mean?"
2. Tell the class that the principal has asked for a map of every classroom. Discuss how to make one.
3. Use chart paper to make a map of the classroom with the students. Allow the students to cut and paste their own pictures of their desks and classroom furniture onto the map. Make sure that every student contributes to the map as they come up in groups.
4. Label the top, bottom, left, and right of the map.
5. Draw objects along the perimeter of the room first, then work on interior objects. Illustrate using bird's-eye view only.



Adaptations

You may wish to have pictures already cut out of a bird's-eye view of class furniture for those children that find it difficult to draw on their own.

Students identified as gifted may use BLM 6.2 on a larger sized paper to make an individual map of the classroom. This can be compared to the class map done with the whole group.

Be aware of any identified students and follow the expectations outlined in the Individual Education Plan.

Resources

	BLM 6.2 Map of Our Classroom	BLM6.2.cwk
	Kid Pix 2	
	Neighborhood Walks	
	Small Classroom Objects	5 - 8
	Chart Paper	1
	Markers	1
	Outline of classroom	1

Notes to Teacher

During computer lab time, you may wish to use *Kidpix* to make individual student maps.

You may wish to have the class outline already drawn on chart paper or the blackboard.

Be aware that the Catholic Graduate Expectations will develop over time with positive praise and encouragement.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



The Local Community

Grade 1 Social Studies Unit An Integrated Unit for Grade 1

Description

In this activity, students use familiar symbols and landmarks to map out a chosen route within the school leading to a hidden treasure. The students are introduced to the concept of a symbol and given an opportunity to orally describe their route to school using familiar landmarks and symbols. Students are assessed on the ability to lead their reading buddy (or another student) to the treasure with only the use of the map they created. A response journal is used by students to say what they liked and what they would change.

Catholic Graduate Expectations:

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

Expectations

- 1z30 – make models and read maps of familiar areas in their local community;
- 1z31 – use non-standard units to measure distance on a map (e.g., paces, tiles, blocks);
- 1z32 – demonstrate an understanding of scale (e.g., give the reasons for using small objects to represent large ones on a map);
- 1z33 – use their own symbols on a map to identify buildings and places in their local community (e.g., house, barn, school, fire station, police station, community centre, road, shopping area);
- 1z36 – identify and describe routes within the school (e.g., fire route, exit route), using familiar symbols and landmarks (e.g., washroom, drinking fountain, offices);
- 1z35 – use appropriate words (e.g., left/right, up/down, front/back, near/far, above/below) to describe relative locations of places and objects.

Groupings

- Students Working As A Whole Class
- Students Working In Pairs
- Students Working Individually

Teaching / Learning Strategies

- Discussion
- Map Making
- Peer Teaching
- Response Journal

Assessment

Assessment Strategies

- Observation
- Response Journal
- Performance Task

Assessment Recording Devices

- Checklist

Teaching / Learning

1. Introduce the meaning of a symbol (a pictorial representation). Examples may be a cross (symbolizes Jesus), a heart (symbolizes love), a stop sign (symbolizes to stop), etc.
2. Ask student volunteers to orally describe their route to school using familiar landmarks and symbols.
3. Introduce the task by telling students that they are making maps to a hidden treasure for their reading buddies (or another class).
4. Make a chart with symbols that can be used to help the buddies find the hidden treasure.
5. Using BLM 7.1, students use arrows, and number of steps to get from the classroom to the hidden treasure. This is done with teacher direction as a whole class. The information is recorded as the students are guided through their route.
6. In class, students add on symbols and landmarks to their own map that they found along the route, using the class chart.
7. Students give the maps to their reading buddies. Using the maps and no-verbal cues, the students will find the treasure. The treasure is shared with both classes.



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8. Students write response journals on what they liked and what they would change about the activity. (See BLM 7.2.)

Adaptations

Some students may need to have someone working with them to plan out their map (e.g., volunteer, teacher, an older student).

Be aware of any identified students and follow the expectations outlined in their Individual Education Plans.

Resources

	BLM 7.1 A Map to a Hidden Treasure	BLM7.1.cwk
	BLM 7.2 Response Journal	BLM7.2.cwk
	Kid Pix 2	
	Chart Paper	1
	Markers	1
	Treasure Chest and Treasure	1

Notes to Teacher

You need to hide a treasure in advance for the reading buddies or neighbouring class.

Decide appropriate treasure to put into the treasure chest.

Plan ahead to where the treasure would be stored and speak to all parties involved.

Be aware that the Catholic Graduate Expectations will develop over time with positive praise and encouragement.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



The Local Community

Grade 1 Social Studies Unit An Integrated Unit for Grade 1

Description

The students work co-operatively in groups to create an assigned component within their school community.

In the role of a community builder each student:

- uses prior knowledge gained through subtasks and a class-generated checklist to design their own school community model map (plan);
- after collaborating ideas in groups, creates 3-D models of their assigned component within their school community;
- presents the finished product to an audience of peers and adds it to the class model.

Each student receives an individual grade on:

- individual planning map (bird's-eye view) of his/her school community;
- respecting the rights, responsibilities, and contributions of self and others (CGE 5e);
- working collaboratively as a team member.

The Building Team receives a grade based on :

- collaborating on the individual plans to create their specific component of their school community;
- creating a 3-D simple model of their school community as a class;
- working in a positive and respectful environment for all members of their building team.

Culminating Task Assessment:

- contribution to simple 3-D model of the school community;
- daily activities of the planning stages;
- contribution and participation in the presentation.

Catholic Graduate Expectations:

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 5a - works effectively as an interdependent team member.

CGE 5e - respects the rights, responsibilities and contributions of self and others.

Expectations

- 1z30 A – make models and read maps of familiar areas in their local community;
- 1z31 A – use non-standard units to measure distance on a map (e.g., paces, tiles, blocks);
- 1z32 A – demonstrate an understanding of scale (e.g., give the reasons for using small objects to represent large ones on a map);
- 1z33 A – use their own symbols on a map to identify buildings and places in their local community (e.g., house, barn, school, fire station, police station, community centre, road, shopping area);
- 1z34 A – recognize that different colours represent different things on a map (e.g., blue/water, green/land);

Groupings

- Students Working Individually
- Students Working In Small Groups
- Students Working As A Whole Class

Teaching / Learning Strategies

- Collaborative/cooperative Learning
- Conferencing
- Independent Study
- Map Making
- Model Making

Assessment

Assessment Strategies

- Classroom Presentation



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Observation
Performance Task
Self Assessment

Assessment Recording Devices

Rubric
Checklist

Teaching / Learning

Lesson One

1. Explain the culminating task again to the students. The students will design a 3-D model of their school community using the materials in the "Designer's Crate." They use the knowledge gained from the previous subtasks to include characteristics and elements of their school community. You may wish to refer to BLM 1.5 to assist students in recalling the important elements of a community that we have learned or talked about. Assign student groups to make a specific component of the school community (community workers, buildings, transportation, housing, street signs, lights, and mailboxes. The students are allowed to add elements that do not yet exist in the school community to their components.
2. Give timelines to the students explaining when the school community models need to be completed (approximate 1 week time frame). Show the students the rubric (BLM 8.0) that they will be assessed with.
3. Individually, the students make a plan of their school community model using a bird's-eye view map (BLM 8.1). You may wish to enlarge this blackline master to allow sufficient space for planning. Remind students to add their desired new elements to their individual maps. If desired, use BLM 8.0a to determine the criteria for each level with the students. Have the students refer to the charts and their work folders to help them create their maps.

Lesson Two

1. Congratulate the students on their individual efforts and hand out marked maps (plans) from previous the day.
2. Assign the students to groups, making sure that the groups are well balanced with a reader, leader, and recorder. After the groups are established, assign a specific component within the school community to each one.
3. Discuss co-operative group behaviour. With the students, make up a T-chart on chart paper listing what a co-operative group looks like and sounds like, using pictures and words. See BLM 8.2. Keep this chart displayed for students to refer to during their group work.
4. The groups each make one map using the ideas from the individual maps. At this time the students collaboratively decide upon desired elements they wish to add to their component. Encourage students to refer to charts and activities from the previous subtasks to assist them.

Lesson Three

1. Students begin making the models for their component using materials from the "Designer's Crate." Teachers can use people figures and modes of travel shapes to assist the students (BLM 8.3 and BLM 8.4) assigned to those components.
2. Students use their group plans to assist them in making their models.
3. Students paint any finishing details on to their models.

Lesson Four

1. Give the students time to practise how to present their components and describe their desired elements for



The Local Community

Grade 1 Social Studies Unit An Integrated Unit for Grade 1

their school community.

2. Once the students have presented their components, they add them to the class model.

Lesson Five

1. After the model has been built by the students, the class discusses how to meet the needs of all people. Elicit discussion around how to make the community accessible for disabled people, and people in need (the homeless, the poor, and the elderly). For example, are there wheelchair ramps in the buildings? Can changes be made to the school community model to accommodate these needs?

2. A prayer service follows thanking all the students for working co-operatively. Invite the students to sit in a circle of friends and light the Christ candle. Sing "God Made This Beautiful World For Us" from the We Belong To God Grade 1 Religion music program. Allow students time to thank their group members and their classmates for listening. Say the prayer "Thank You Jesus" (BLM 8.5) as a group. Sing the song "Circle of Friends" from the We Belong To God Grade 1 Religion music program to close.

Adaptations

You can use BLM 8.1a for any students who are having difficulty creating their own map.

In Lessons One to Three, you may provide prepared bird's-eye view elements of the community for students who are having difficulty with this concept.

Please ensure that an individual mark is given to each student for their plans in Lesson One.

When students are building their community model, the teacher may incorporate components for students who have difficulty with cutting skills.

Make sure that the student groups you create for the 3-D models are fair and well balanced.

Ensure that the evaluation is based on process and product.

Be aware of any identified students and follow the expectations outlined in their Individual Education Plans.

Resources

	BLM 8.0 Assessment of Building a School Community	
	BLM 8.1 Map of My School Community	BLM8.1.cwk
	BLM 8.1a Map of My School Community (Modified)	BLM8.1a.cwk
	BLM 8.2 T chart	BLM8.2.cwk
	BLM 8.3 People Figures	BLM8.3.cwk
	BLM 8.4 Modes of Travel	BLM8.4.cwk
	Designer's Crate	1
	Paint	1



The Local Community

Grade 1 Social Studies Unit An Integrated Unit for Grade 1

	Construction Paper	
	Manilla Tag	
	Pencil Crayons/ Crayons	1
	Christ Candle and Matches	1
	Tape Recorder	1

Notes to Teacher

You should use the individual maps that the students have made to help group the students.

You may wish to ask for volunteers when the students are beginning to work in groups.

You may wish to do lesson 3 for a full afternoon.

Prepare a base for the 3-D model of the school community using cardboard.

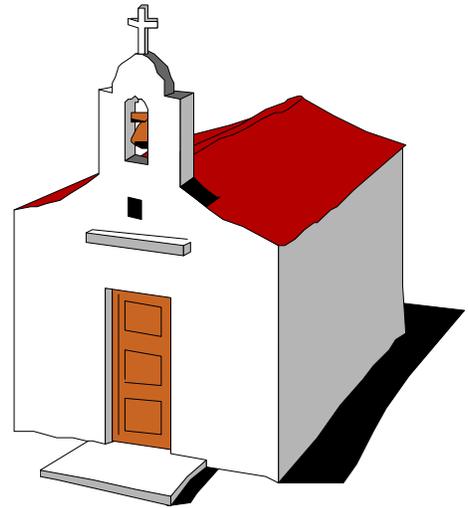
You may wish to print the prayer BLM 8.5 onto chart paper, so that students may read it during the prayer service.

Be aware that the Catholic Graduate Expectations will develop over time with positive praise and encouragement.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



Appendices

The Local Community

Grade 1 Social Studies Unit

Resource List:
Blackline Masters:
Rubrics:
Unit Expectation List and Expectation Summary:
Unit Analysis:



The Local Community

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Rubric

- BLM 1.0 Rubric for Subtask 1** ST 1
3
- BLM 8.0 Assessment of Building a School Community** ST 8
2



Blackline Master / File

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> BLM 1.1 Intro Letter ST 1
BLM1.1.cwk <input type="checkbox"/> BLM 1.2 Calling All Community Workers ST 1
BLM1.2.cwk <input type="checkbox"/> BLM 1.3 Cover Page ST 1
BLM1.3.cwk <input type="checkbox"/> BLM 1.4 School Community Walk ST 1
BLM1.4.cwk <input type="checkbox"/> BLM 1.4a School Community Walk ST 1
BLM1.4a.cwk <input type="checkbox"/> BLM 1.5 At a Glance Sheet ST 1
BLM1.5.cwk <input type="checkbox"/> BLM 1.6 Home Community Walk ST 1
BLM1.6.cwk <input type="checkbox"/> BLM 1.6a Home Community Walk ST 1
BLM1.6a.cwk <input type="checkbox"/> BLM 1.7 Checklist for Subtask 1 ST 1
BLM1.7.cwk <input type="checkbox"/> BLM 1.8 Guest Speaker Letter ST 1
BLM1.8.cwk <input type="checkbox"/> BLM 2.1 Community Worker Cover ST 2
BLM2.1.cwk <input type="checkbox"/> BLM 2.2 Community Worker Wheel ST 2
BLM2.2.cwk <input type="checkbox"/> BLM 2.3 Checklist For Subtask 2 ST 2
BLM2.3.cwk <input type="checkbox"/> BLM 2.4 Community Workers Help Us ST 2
BLM2.4.cwk <input type="checkbox"/> BLM 3.1 Family Togetherness Letter ST 3
BLM3.1.cwk <input type="checkbox"/> BLM 3.2 Family Togetherness ST 3
BLM3.2.cwk <input type="checkbox"/> BLM 3.3 Assessment for Subtask 3 ST 3
BLM3.3.cwk <input type="checkbox"/> BLM 4.1 Class Booklet ST 4
BLM4.1.cwk | <ul style="list-style-type: none"> <input type="checkbox"/> BLM 4.2 Assessment for Subtask 4 ST 4
BLM4.2.cwk <input type="checkbox"/> BLM 5.1 Travel In My Community ST 5
BLM5.1.cwk <input type="checkbox"/> BLM 5.2a Riddle Book Title Page ST 5
BLM5.2a.cwk <input type="checkbox"/> BLM 5.2b Riddle Book ST 5
BLM5.2b.cwk <input type="checkbox"/> BLM 5.2c Riddle Book ST 5
BLM5.2c.cwk <input type="checkbox"/> BLM 5.2d Riddle Book ST 5
BLM5.2d.cwk <input type="checkbox"/> BLM 5.2e Riddle Book ST 5
BLM5.2e.cwk <input type="checkbox"/> BLM 5.3 Checklist For Subtask 5 ST 5
BLM5.3.cwk <input type="checkbox"/> BLM 6.2 Map of Our Classroom ST 6
BLM6.2.cwk <input type="checkbox"/> BLM 7.1 A Map to a Hidden Treasure ST 7
BLM7.1.cwk <input type="checkbox"/> BLM 7.2 Response Journal ST 7
BLM7.2.cwk <input type="checkbox"/> BLM 8.1 Map of My School Community ST 8
BLM8.1.cwk <input type="checkbox"/> BLM 8.1a Map of My School Community (Modified) ST 8
BLM8.1a.cwk <input type="checkbox"/> BLM 8.2 T chart ST 8
BLM8.2.cwk <input type="checkbox"/> BLM 8.3 People Figures ST 8
BLM8.3.cwk <input type="checkbox"/> BLM 8.4 Modes of Travel ST 8
BLM8.4.cwk |
|---|--|



The Local Community

Grade 1 Social Studies Unit An Integrated Unit for Grade 1



Licensed Software

- Kid Pix 2 ST 6
- Kid Pix 2 ST 7
- Neighborhood Walks ST 6



Print

- Canadian Fire Fighters** ST 2
Bourgeois, P.
1-55074-042-3
Kids Can Press Ltd., 1991
Discusses the job of a fire fighter
- Canadian Garbage Collectors** ST 2
Bourgeois, P.
Kids Can Press, 1991
Discusses the job of a garbage collector
- Canadian Police Officers** ST 2
Bourgeois, P.
1-55074-060-1
Kids Can Press, 1992
Discusses the job of a police officer
- Canadian Postal Workers** ST 2
Bourgeois, P.
1-55074-058-X
Kids Can Press, 1992
Discusses the job of a postal worker
- City Mouse and Country Mouse** ST 1
Williams, R.
0-916119-61-0
Creative Teaching Press Inc. 1994
Looking at the different lifestyles of a city mouse and a country mouse.
- Community Helpers From A to Z** ST 2
Kalman, B.
0865054045
Carbtree Publishing Company, 1988
An alphabet book introducing occupations oriented to the community, including emergency workers, medical workers, the service industry and business.
- Discovery World Series** Unit
Rigby (MFA)
What is a Park, Then and Now, What's Underneath
- Exploring Our World: Neighbourhoods.** Unit
Hollenbeck, K. (NBS)
Teacher's Guide
- Families Are People** ST 3
Sauder, K
0-88894-850-6
Douglas and McIntyre Publishing Group
Exploring families
- Families Are Special** ST 3
Sauder, K
0-88894-853-0
Douglas and McIntyre Publishing Group
Exploring families
- Families Change** ST 3
Sauder, K
0-88894-854-9
Douglas and McIntyre Publishing Group
Discusses how families change
- Franklin's Neighbourhood** ST 1
Bourgeois, P.
1-55074-704-5
Kids Can Press, 1999
Franklin goes on a school project (neighbourhood walk) to find out what a neighbourhood is. He chooses what he likes best about his neighbourhood.
- Fully Alive Program** ST 2
0-02-953508-5
Collier Macmillian Canada Inc., 1988
Grade One- Living in the World- All Kinds of Work
- Health and Safety** Unit
NBS
- Homes** Unit
Fleming, M
0-590-99622-3
- Hospital** ST 4
Watson, C.
0749629789
Franklin Watts, 1998
This book deals with hospitals and hospital care.
- I Try To Be A Good Person** Unit
Callella-Jones, T.
1-57471-337-x
Creative Teaching Press, 1998
Goes through various scenarios and asks, "What should I do?"
- I Want To Be A Farmer** ST 2
Kunhardt, E.
0590254820
Scholastic, 1996
An overview of farm life narrated by a young boy whose family is engaged in agriculture and who wants to be a farmer when he grows up.
- I Want To Be A Firefighter** ST 2
Kunhardt, E.
0448090694
Grosset and Dunlop, 1989
This deals with the occupation of a firefighter.



The Local Community

Grade 1 Social Studies Unit An Integrated Unit for Grade 1

- | | | | |
|--|------|--|------|
| <input type="checkbox"/> I'm Going to be a Firefighter
Kunhardt, E.
0590254839
Scholastic, 1989 | ST 2 | <input type="checkbox"/> Police Officers Protect People
Greene, C.
1-56766-311-7
The Child's World, 1997
Discusses how police officers keep us safe
This book comes in a series. | ST 2 |
| <input type="checkbox"/> I'm Going to be a Police Officer
Kunhardt, E.
0590254855
Scholastic, 1995
A young girl describes some of the things her father and other police officers do each day on the job. | ST 2 | <input type="checkbox"/> Police Station
Kallen, S.A.
1562397087
Abdo and Daughters, 1997
Describes the work done by various police stations. | ST 4 |
| <input type="checkbox"/> I'm Going to Be A Vet?
Kunhardt, E.
0590254847
Scholastic, 1996
Nicole who wants to be a veterinarian like her father, describes his busy day at work taking care of dogs, cats, a ferret and other animals. | ST 2 | <input type="checkbox"/> The Children's Illustrated Bible
Hastings, S.
1-56458-472-0
Star Song Publishing Group, 1994
Stories from the Bible | ST 1 |
| <input type="checkbox"/> Katy and the Big Snow
Burton, V.L. | Unit | <input type="checkbox"/> The Children's Illustrated Bible
Hastings, S.
1-56458-472-0
Star Song Publishing Group, 1994
Stories from the Bible | ST 2 |
| <input type="checkbox"/> Like A Ripple on the Water: Songs for Community
Brodey, K. and J.
Cassette | Unit | <input type="checkbox"/> The Local Community- Our Little World
Catholic Curriculum Cooperative
A unit based on local communities. | Unit |
| <input type="checkbox"/> Many Gifts
Pegis, S. and Gallagher, P. (Gage)
0-7715-8008-8
Gage Educational Publishing Company, 1999
Social Studies for Catholic Schools- Grade One | Unit | <input type="checkbox"/> Walk Around a City
Roop, P. and C.
1-57572-129-5
Reed Educational and Professional Publishing, 1999
Describes the transportation, schools, housing, working, and other aspects of life in a large city. | Unit |
| <input type="checkbox"/> Many Gifts
Pegis, S. and Gallagher, P.
0-7715-8008-8
Gage Educational Publishing Company, 1999
Social Studies for Catholic Schools - Grade One | ST 2 | <input type="checkbox"/> Walk Around A Farming Town
Roop, P. and C.
1-57572-127-9
Reed Educational and Professional Publishing, 1999
Introduces farm towns through distinguishing characteristics such as their homes, schools, means of transportation, and place of employment. | Unit |
| <input type="checkbox"/> Mom and Dad Don't Live Together Any More
Stinson, K
0-920236-87-1
Annick Press
Recognizes different family structures | ST 3 | <input type="checkbox"/> Walk Around a Suburb
Roop, P. and C.
1-57572-130-9
Reed Educational and Professional Publishing 1999
Describes the housing, schools, transportation, recreational opportunities and other aspects of life in the suburbs. | Unit |
| <input type="checkbox"/> Mr. Noisy's Helpers
Williams, R.
1-57471-136-9
Creative Teaching Press Inc., 1996
A series of "Who" questions engage the reader in guessing the correct community worker. | ST 2 | <input type="checkbox"/> What is it Like to be a Bus Driver?
Stamper, J. | ST 2 |
| <input type="checkbox"/> Picture Book of Churches and Catherdrals | ST 4 | <input type="checkbox"/> What is it Like to be a Doctor?
Stamper, J.
0816718016
Troll Associates, 1990
Describes the work done by doctors as they make their rounds at a hospital, examine people and deal with various medical conditions. | ST 2 |
| <input type="checkbox"/> Picture World of Fire Engines
Barrett, N. | ST 5 | <input type="checkbox"/> What is it Like to be a Veterinarian?
Stamper, J.
Troll Associates, 1990
Describes the day in the life of a veterinarian. | ST 2 |
| <input type="checkbox"/> Picture World of Police Vehicles
Barrett, N. | ST 5 | | |



The Local Community
Grade 1 Social Studies Unit An Integrated Unit for Grade 1

- | | | | |
|--|------|--|------|
| <input type="checkbox"/> What is Like to be a Bus Driver?
Stamper, J. | ST 5 | <input type="checkbox"/> Chart Paper | ST 7 |
| <input type="checkbox"/> What's My Job?
Calder, L.
0-439-20473-9
Scholastic Inc., 2000
An occupational guess who book of people in our community. | ST 2 | 1
per class | |
| <input type="checkbox"/> Who Works at School | ST 2 | <input type="checkbox"/> Construction Paper | ST 1 |
| | | 1
per person
For title page to hold all unit work | |
| | | <input type="checkbox"/> Construction Paper | ST 8 |
| | | To be used in making models | |
| | | <input type="checkbox"/> Designer's Crate | ST 8 |
| | | 1
per class
To store items brought in by students | |
| | | <input type="checkbox"/> Glue | ST 1 |
| | | 1
per pair | |
| | | <input type="checkbox"/> Manilla Tag | ST 2 |
| | | 2
per person
To be used when photocopying Community Worker Wheel | |
| | | <input type="checkbox"/> Manilla Tag | ST 8 |
| | | To be used for people figures and modes of travel | |
| | | <input type="checkbox"/> Markers | ST 1 |
| | | 1
per class | |
| | | <input type="checkbox"/> Markers | ST 2 |
| | | 1
per class
To be used when making up chart with students | |
| | | <input type="checkbox"/> Markers | ST 3 |
| | | 1
per class | |
| | | <input type="checkbox"/> Markers | ST 4 |
| | | 1
per class | |
| | | <input type="checkbox"/> Markers | ST 5 |
| | | 1
per class | |
| | | <input type="checkbox"/> Markers | ST 7 |
| | | 1
per class | |
| | | <input type="checkbox"/> Outline of classroom | ST 6 |
| | | 1
per class
Using chart paper teacher will draw outline of classroom | |



Media

- | | |
|--|------|
| <input type="checkbox"/> Firetrucks and Firefighters (video)
NBS \$24.99 | Unit |
| <input type="checkbox"/> Veggie Tales "Are You My Neighbour?" (video) | Unit |
| <input type="checkbox"/> We Live Next Door (video)
TVO | Unit |
| <input type="checkbox"/> Where the Garbage Goes (video)
NBS \$19.99 | Unit |



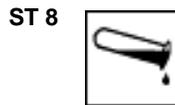
Material

- | | |
|--|------|
| <input type="checkbox"/> Brass Fastener | ST 2 |
| 1
per person | |
| <input type="checkbox"/> Chart paper | ST 1 |
| 1
per class | |
| <input type="checkbox"/> Chart Paper | ST 2 |
| 3
per class
To be used for sample questions, and list of community workers | |
| <input type="checkbox"/> Chart Paper | ST 3 |
| 1
per class | |
| <input type="checkbox"/> Chart Paper | ST 4 |
| 1
per class | |
| <input type="checkbox"/> Chart Paper | ST 5 |
| 1
per class | |
| <input type="checkbox"/> Chart Paper | ST 6 |
| 1
per class | |



The Local Community
Grade 1 Social Studies Unit An Integrated Unit for Grade 1

- Paint**
1
per group
To paint community model
- Paper**
1
per person
Blank Sheet for class book
- Pencil Crayons/ Crayons**
1
per person
- Pencil Crayons/ Crayons**
1
per person
- Pencil Crayons / Crayons**
1
per person
- Pencil Crayons/ Crayons**
1
per person
- Personal Wordbooks**
1
per person
- Photos**
Pictures of buildings in your community
- Scissors**
1
per person
To cut out community worker wheel
- Small Classroom Objects**
5 - 8
per class
To use for Lesson 1 where students are pretending to be birds (eg. kleenex box, crayon box, etc.)
- Treasure Chest and Treasure**
1
per class



Equipment / Manipulative

- ST 4 **Candle and Matches** ST 2
1
per class
- ST 1 **Christ Candle and Matches** ST 8
1
per class
- ST 2 **Clipboard** ST 1
1
per person
To use on school community walk
- ST 3 **Tape Recorder** ST 8
1
per class



Other

- ST 5 **Discovery World Series** Unit



The Local Community

Grade 1 Social Studies Unit An Integrated Unit for Grade 1



Parent Community

- Fast food Chains** **Unit**
 Manager
 Local Plaza
- Guest Speakers** **Unit**
 Members of your community
 Some examples may be a parish priest, a doctor, a salesperson, a farmer,...
- Guest Speakers** **ST 2**
 Teacher
 Priest, Firefighter, Police, Principal, etc.
- Neighbourhood walk** **Unit**
 School Neighbourhood
- Parent Volunteers** **ST 1**
 Teacher
 For school community walk
- Parish** **Unit**
 Parish Priest
 Church

Dear Parent(s),

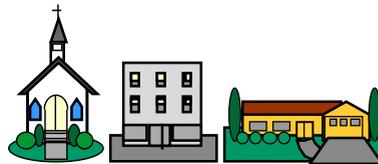
We are beginning our Social Studies unit entitled the Local Community. Some of the Ontario curriculum expectations that we will be covering are:

- *demonstrate an understanding that a local community is made up of groups of people
- *locate the distinguishing physical features of their community (e.g., buildings, parks, roads)
- *describe how people interact to meet basic needs

Over the next few weeks, the students will be engaged in seven subtasks that will lead up to a culminating task. For the culminating task, the students will be asked to design a model of their own school community. There will be a display in our school foyer when the task is completed. We are asking the students to start bringing in materials such as paper towel rolls, styrofoam cups, egg cartons, tissue boxes, and popsicle sticks for our “Designer’s Crate.” The materials brought in will help a group of students build a visual model of their own community. The students will present their finished products to the class. Please view the attached rubric that will be used to assess the culminating task.

To begin our unit, we will be going on a school community walk on _____ at ____:____ pm. If you would like to assist us on this day, please sign and return the slip below. You will also have an opportunity to go on a community walk in your own neighbourhood. Please assist your child with this home activity and return the accompanying assignment the following school day.

Thank you in advance for your partnership in your child’s learning and success.



Sincerely,

I give permission for my child, _____, to go on the school community walk.

I, _____ would like to participate in the school community walk on _____ at ____:____ pm. Please contact me at _____.

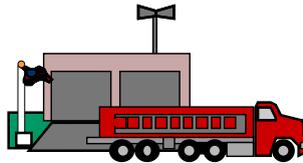
CALLING ALL COMMUNITY WORKERS

If you provide a service to our community, we would like to invite you to come and be one of our guest speakers. As a guest speaker, you would be responsible for making a 15-20 minute interactive presentation to the grade one students. Your presentation may include:

- * a description of the service you provide
- * tools used
- * uniforms/gear worn
- * responsibilities/duties
- * questions and answer period
- * hands-on materials associated with your job
- * videos, posters, pictures

If you are interested in becoming a guest speaker, please complete the information below and return it to school by _____.

When we decide on the number of speakers we can accommodate, we will contact you. If you have any questions, feel free to contact me at school. Thank you very much for your support and contribution.

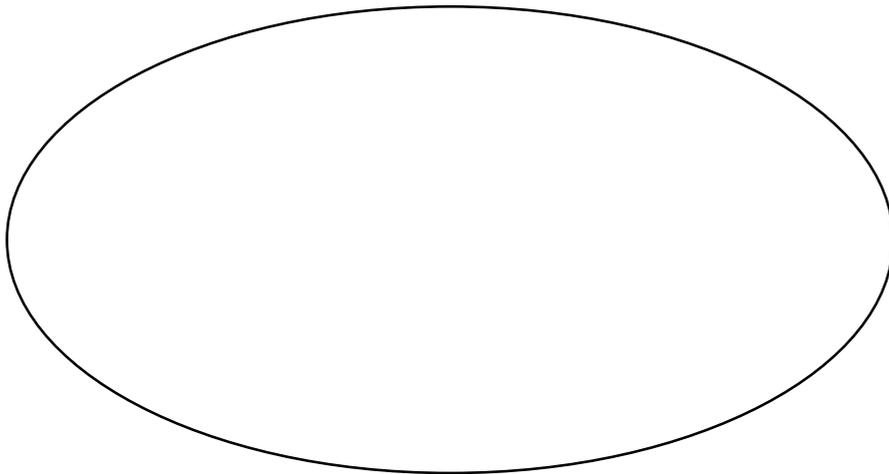
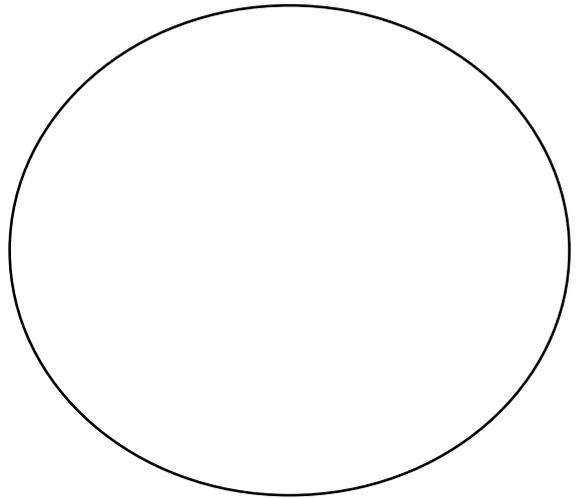
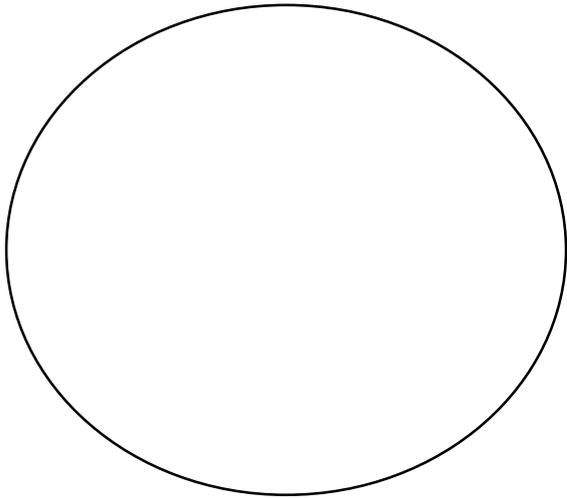


Sincerely,

____ Yes, I would like to be a guest speaker to share information about the service I provide for the community.

Name: _____ Occupation: _____

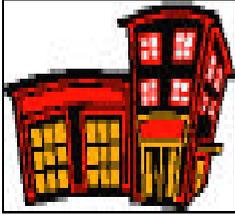
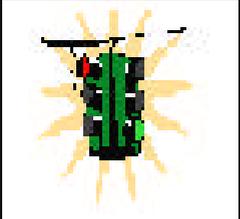
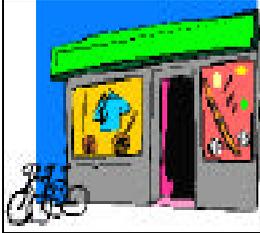
The Local Community



Name _____

Our Home Community Walk

Name _____

I am looking for a ...	I see it	Is it safe?	I am looking for a ...	I see it	Is it safe?
					
					
					
					
					
			<p>other</p>		

Name: _____

Our School Community Walk

I am looking for a	I see it	Is it safe?	I am looking for a	I see it	Is it safe?

A community is a safe place to live, work, learn, and play. Please check off the things above that you see on your walk. Decide if it is a safe place in your community by adding a happy face.

At A Glance Sheet- Observations on Our School Community Walk

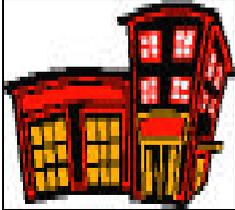
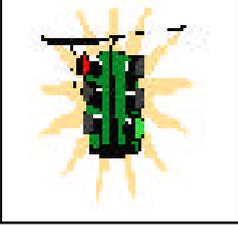
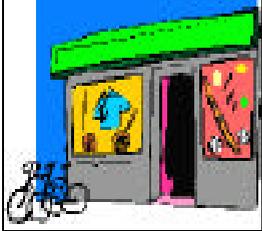
			Legend- NA- needs assistance CC- checklist complete WI - works independently	Subject- The Local Community Date_

Please designate one student name per box.

BLM 1.5

Our Home Community Walk

Name _____

I am looking for a ...	I see it	Is it safe?	I am looking for a ...	I see it	Is it safe?
					
					
					
					
					
			<p>other</p>		

Name: _____

Our Home Community Walk

I am looking for a	I see it	Is it safe?	I am looking for a	I see it	Is it safe?

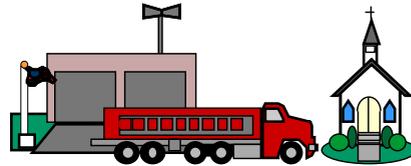
A community is a safe place to live, work, learn, and play. Please check off the things above that you see on your walk. Decide if it is a safe place in your community by adding a happy face. Please assist your child in learning their address and phone number.

Dear _____,

Thank you for offering to take part in our Local Community unit. The students are learning about people who work in our community and are very excited to hear about your meaningful contribution. We are looking forward to seeing your presentation on _____ at ____:__ p.m. in our classroom (room ____).

Please check in at the main office when you come into the school. Thank you for taking an active part in a child's learning.

Sincerely,



A Prayer about Work

Jesus

We thank you for all the good work in our
neighbourhood.

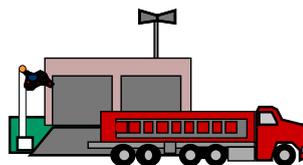
We thank you for all the workers
the people who care for us,
the people who help us,

the people who keep us safe and healthy.

Help us to be good workers at school and at home.

Help us to make your world a good home for everyone.

Amen



Community Worker Wheel - Important People in My Community

Please print your name and cut out. Attach onto BLM 2.2 using a brass fastener.



Community Worker Wheel - Important People in My Community

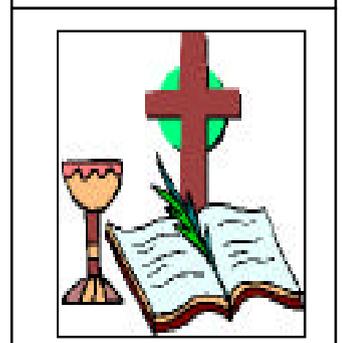
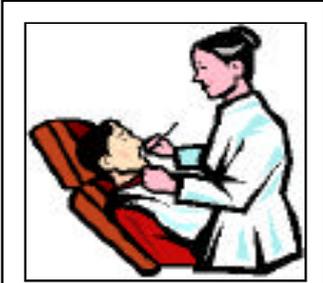
Please illustrate and label four community workers in your own community.

A large circle is divided into four equal quadrants by a vertical line and a horizontal line that intersect at the center. Each of the four quadrants contains a horizontal line positioned approximately one-third of the way from the top and bottom edges of the quadrant, intended for labeling a community worker.

Name: _____

Community Workers Help Us

Draw a line to match the community worker to the picture that shows how that worker meets our needs or ensures our safety.



Dear Parents/Guardians,

In our Local Community social studies unit, we have been exploring God's plan that family members love one another and enjoy spending time together. Within a caring family, a child has opportunities to understand what it means to be loved, how to return that love, and how to be a contributing member to the family's happiness.

In our busy lives we tend to develop individual gifts, in activities such as music lessons, hockey, and dance. Family members need to take time to re-focus and enrich their relationships with each other.

To help your child fully appreciate all the concepts we have explored in class, each family is asked to:

1. Think of all the different times that the family does activities together.
2. From these activities, have you and your child discuss which activity they most enjoyed doing.
3. Please complete the attached "Our Family Togetherness Time" sheet. This should be completed co-operatively with all family members to encourage decision-making and problem-solving skills.

If you have any questions or concerns, please feel free to contact me at the school.

Thank you,

Our Family Togetherness Time

What My Family Did

My Family's Special Place

Family Name: _____

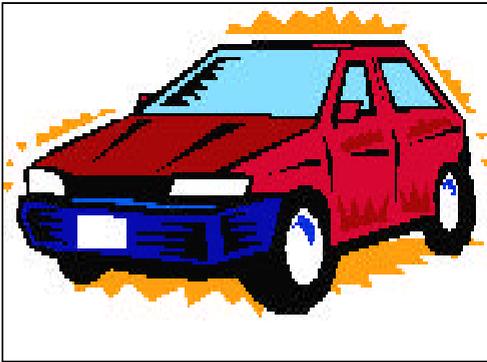
Family Name: _____

A _____ works at
the _____.

Travel In My Community

Name: _____

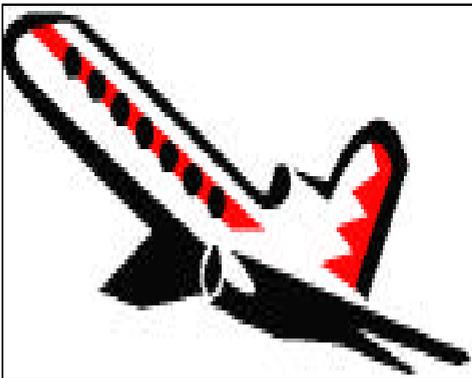
Please fill in the name of the mode of transportation for each picture.













Who Am I ?

Name: _____

I drive students to school.

I travel in a **school bus**.

Who am I ?

I am a _____

BLM 5.2b

I put out fires.
I wear a hat.
I travel in a **fire truck**.
Who am I ?

I am a _____

I help people in need.
I wear a uniform.
I travel in a **police car**.
Who am I ?

I am a _____

I help people on the way to the
hospital.

I travel in an **ambulance**.

Who am I ?

I am an _____

BLM 6.1

The Local Community

This file was not available when the unit was prepared for redistribution

Top

Name: _____

Date: _____

A Map of Our Classroom

Left

Right

Legend

desk		table	
chair		cabinet	
shelf			
door			

Bottom

Top

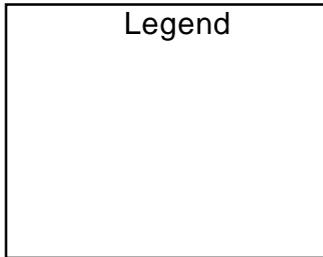
Name: _____

Date: _____

A Map to a Hidden Treasure

Left

Right



Bottom

Name: _____

Date: _____

A Response Journal- For the Hidden Treasure Activity



I liked _____



I would change _____

Top

Name: _____

Date: _____

A Map of My School Community

Left

Right



Bottom

Top

Name: _____

Date: _____

A Map of My School Community

Left

Right

Legend	
community workers	car
church 	bus
school 	school bus
house 	
police station 	
fire station 	
hospital	
stop sign 	
stop light	

Bottom

Name: _____

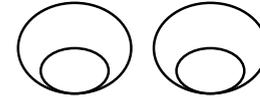
Date: _____

Sample T- Chart for Co-operative Group Work (to be done on chart paper with class)

SOUNDS LIKE...



LOOKS LIKE...



- students using indoor voices
- students saying please
- students saying thank-you
- students saying "I can help you"
- students saying "This is fun"

- students sharing materials
- students helping one another
- students smiling
- students nodding
- everyone taking part

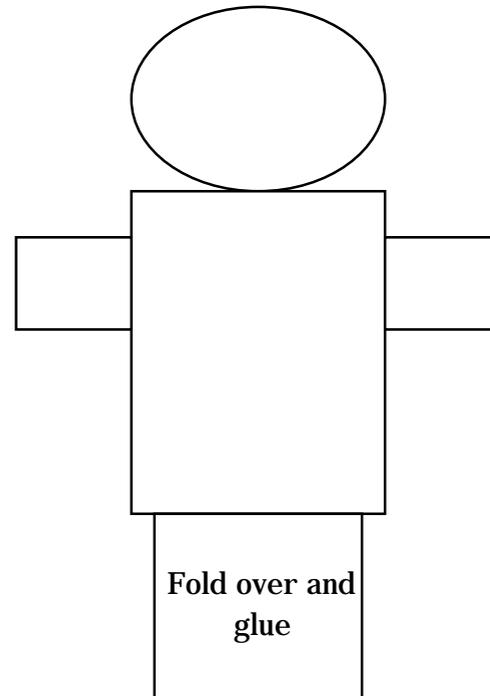
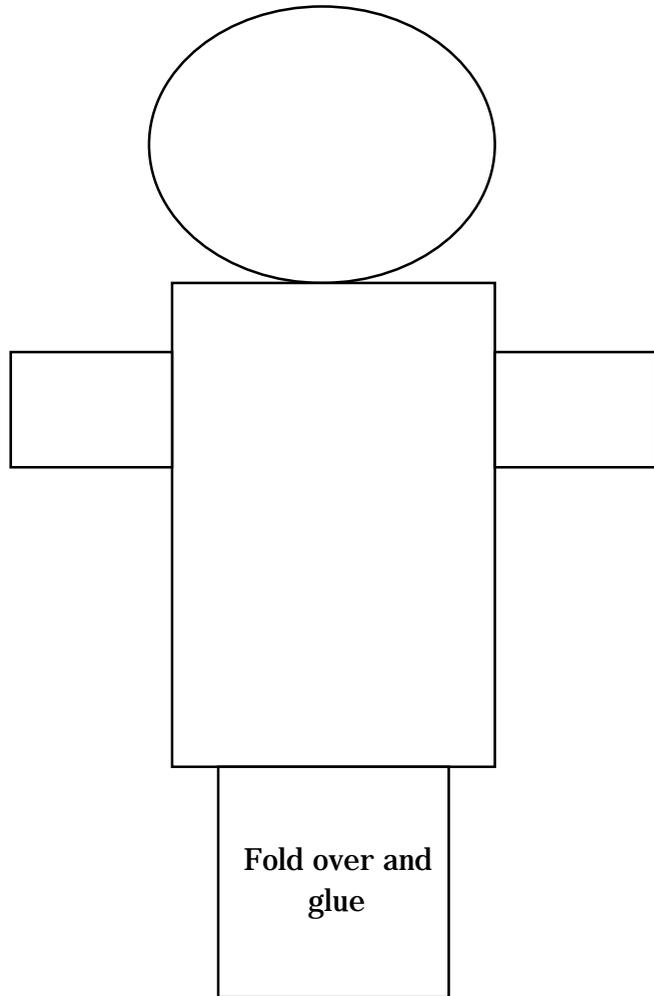
When making the chart with the students, try to use pictures with the words so that it is easier for the students to read

Name: _____

Date: _____

People Figures - To be used for Building A Community Model

You may wish to photocopy or mount these on thicker paper. The bottom can be glued to the model so that students may have a standing person for their community models.

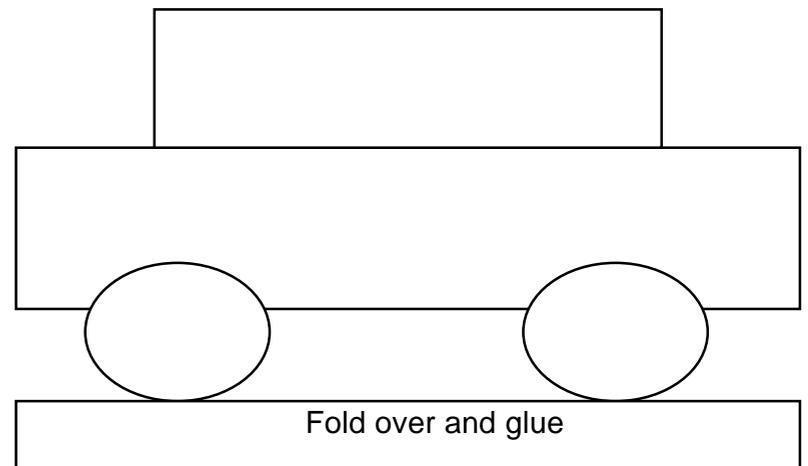
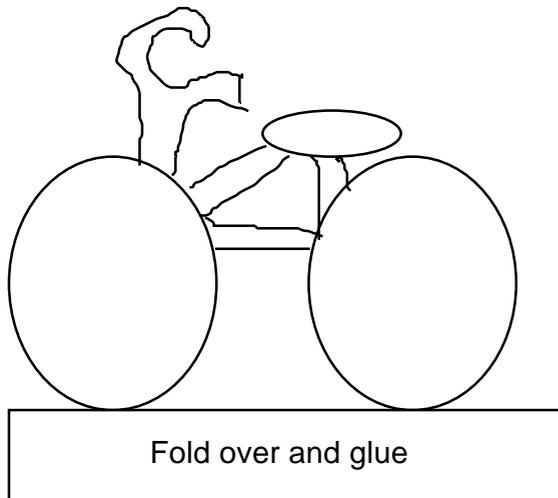
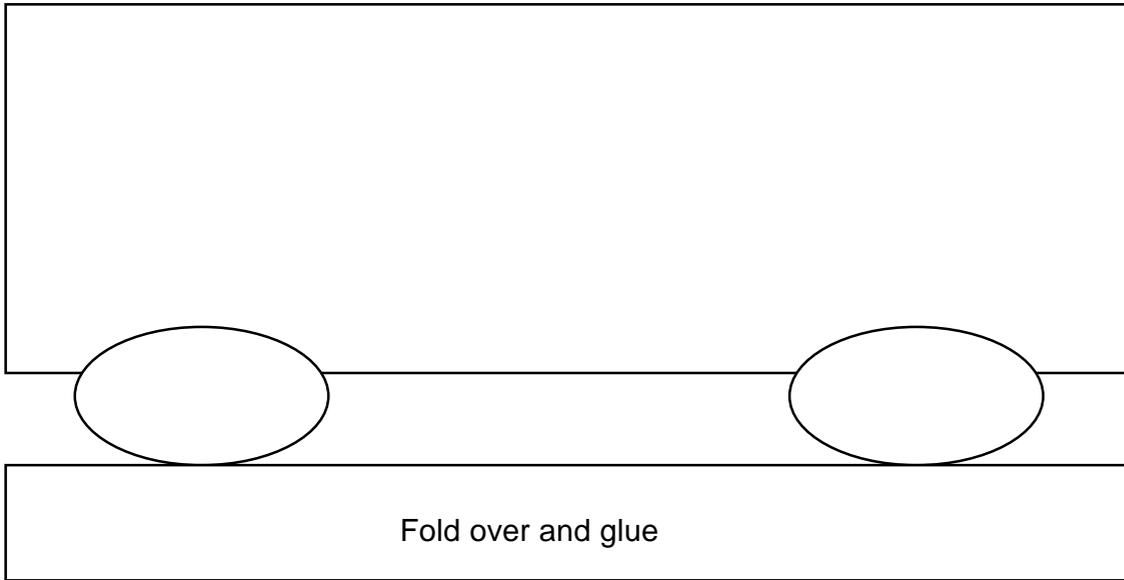


Name: _____

Date: _____

Modes of Travel Shapes- To be used for Building A Community Model BLM 8.4

You may wish to photocopy or mount these on thicker paper. The bottom can be glued to the model so that students may have a standing mode of travel for their community models.

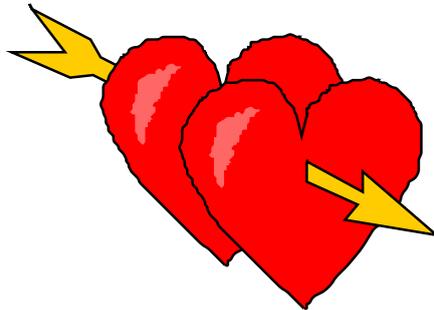


A Prayer for Co-operative Group Work

Thank You Jesus

Thank you, Jesus, for your love-
It always helps me through.
And when I'm nice to other kids
It shows that I love you.

Amen



BLM 8.5

BLM 8.0 Assessment of Building a School Community
for use with Subtask 8 : Building a Model of Our School Community
 from the Grade 1 Unit: **The Local Community**



Student Name: _____
 Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 1z30** – make models and read maps of familiar areas in their local community;
- 1z33** – use their own symbols on a map to identify buildings and places in their local community (e.g., house, barn, school, fire station, police station, community centre, road, shopping area);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of concepts Identify buildings, people, signs or travel in their school community	– identifies community buildings and people with limited ease	– identifies community buildings and people with limited ease	– identifies community buildings and people with limited ease	– identifies community buildings and people with limited ease
Inquiry/research skills and map and globe skills Use appropriate vocabulary to describe their inquiries and observations	– uses required map and globe skills and strategies with limited effectiveness	– uses required map and globe skills and strategies with some effectiveness	– uses required map and globe skills and strategies with considerable effectiveness	– uses required map and globe skills and strategies with a high degree of effectiveness
Communication of required knowledge Communicates the results of inquires concerning a component of their school community using simple demonstrations, drawings, and oral and written descriptions	– communicates with limited clarity and precision by using appropriate terminology, vocabulary, and symbols	– communicates with some clarity and precision by using appropriate terminology, vocabulary, and symbols	– communicates with considerable clarity and precision by using appropriate terminology, vocabulary, and symbols	– communicates with a high degree of clarity and precision by using appropriate terminology, vocabulary, and symbols
Application of concepts and skills Construct a simple model of their local community, using small objects to represent large ones	– shows limited understanding of connections within their school community	– shows some understanding of connections within their school community	– shows a considerable understanding of connections within their school community	– shows a high degree of understanding of connections within their school community

BLM 1.0 Rubric for Subtask 1

for use with Subtask 1 : What is a Community? Initial Assessment from the Grade 1 Unit: The Local Community



Student Name: _____
Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 1z25** – list the different ways in which people travel around the community (e.g., by bus, car, bicycle; on foot).
- 1z26** – brainstorm and ask simple questions (e.g., Who? What? When? Where?) to gain information about their local community;
- 1z29** – use appropriate vocabulary (e.g., location, map, symbol, distance, title, legend, direction) to communicate the results of inquiries and observations about their local community.
- 1z38** – list a variety of occupations in the community and explain how they meet people's needs.

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of concepts demonstrates an understanding that a local community is made up of groups of people	– shows understanding of the concept to a limited extent	– shows understanding of the concept to some extent	– shows understanding of the concept to a considerable extent	– shows understanding of the concept to a thorough extent
Application of concepts and skills places in the community as demonstrated in model	– shows limited understanding of places in the community	– shows some understanding of places in the community	– shows a good understanding of places in the community	– shows a thorough understanding of places in the community
Communication of required knowledge uses appropriate vocabulary to describe their inquiries and observations	– communicates with limited clarity and precision	– communicates with some clarity and precision	– communicates with considerable clarity and precision	– communicates with a high degree of clarity and precision



The Local Community

Grade 1 Social Studies Unit An Integrated Unit for Grade 1

Selected **Assessed**

English Language---Writing

<input type="checkbox"/> 1e13	– correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists);	1	2
<input type="checkbox"/> 1e16	– use words from their oral vocabulary as well as less familiar words from class-displayed word lists;		1
<input type="checkbox"/> 1e17	– print legibly (capitals and small letters);	1	2
<input type="checkbox"/> 1e18	– leave spaces between words.	1	1

English Language---Reading

<input type="checkbox"/> 1e19	• read a variety of simple written materials (e.g., signs, pattern books, rhymes, children's reference books) for different purposes (e.g., for practice, information, vocabulary building, enjoyment);		1
<input type="checkbox"/> 1e20	• read aloud in a way that communicates the meaning;		1
<input type="checkbox"/> 1e35	– use pictures and illustrations to determine the meaning of unfamiliar words;	1	

English Language---Oral and Visual Communication

<input type="checkbox"/> 1e43	• listen and react to stories and recount personal experiences;	1	
<input type="checkbox"/> 1e51	– present ideas in speech in a coherent sequence;		2

Mathematics---Geometry and Spatial Sense

<input type="checkbox"/> 1m46	– identify and describe common two-dimensional shapes (e.g., circles, triangles, rectangles, squares) and sort and classify them by their attributes (e.g., colour; size; texture; number of sides), using concrete materials and pictorial representations (e.g., "I put all the triangles in one group. Some are long and skinny, and some are short and fat, but they all have three sides.");	1	
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Mathematics---Data Management and Probability

<input type="checkbox"/> 1m72	– demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute (e.g., colour size), and by describing informal sorting experiences (e.g., helping to put away groceries) (Sample problem: Sort a collection of attribute blocks by colour. Re-sort the same collection by shape.);		
<input type="checkbox"/> 1m73	– collect and organize primary data (e.g., data collected by the class) that is categorical (i.e., that can be organized into categories based on qualities such as colour or hobby), and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs (with titles and labels), and a variety of recording methods (e.g., arranging objects, placing stickers, drawing pictures, making tally marks) (Sample problem: Collect and organize data about the favourite fruit that students in your class like to eat.).	1	

Science and Technology---Structures and Mechanisms

<input type="checkbox"/> 1s65	• design and make structures that meet a specific need;		1
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The Arts---Drama & Dance

<input type="checkbox"/> 1a60	– demonstrate an understanding of different points of view (e.g., by playing the role of different characters, and identifying and solving problems they face);	1	
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Social Studies---CWC: The Local Community

<input type="checkbox"/> 1z23	– list the occupations of some people in the community (e.g., storekeeper, hair stylist, mail carrier, farmer, teacher, police officer, firefighter, doctor, nurse, salesperson);	1	
<input type="checkbox"/> 1z25	– list the different ways in which people travel around the community (e.g., by bus, car, bicycle; on foot).	1	1
<input type="checkbox"/> 1z26	– brainstorm and ask simple questions (e.g., Who? What? When? Where?) to gain information about their local community;		1
<input type="checkbox"/> 1z27	– use pictures, maps, print materials, media sources, and/or class trips to locate information about their local community, including safe places in the community (e.g., school, police station, homes of block parents and neighbours);	1	
<input type="checkbox"/> 1z29	– use appropriate vocabulary (e.g., location, map, symbol, distance, title, legend, direction) to communicate the results of inquiries and observations about their local community.	1	1
<input type="checkbox"/> 1z30	– make models and read maps of familiar areas in their local community;	2	2
<input type="checkbox"/> 1z31	– use non-standard units to measure distance on a map (e.g., paces, tiles, blocks);	2	2
<input type="checkbox"/> 1z32	– demonstrate an understanding of scale (e.g., give the reasons for using small objects to represent large ones on a map);	2	2
<input type="checkbox"/> 1z33	– use their own symbols on a map to identify buildings and places in their local community (e.g., house, barn, school, fire station, police station, community centre, road, shopping area);	2	2
<input type="checkbox"/> 1z34	– recognize that different colours represent different things on a map (e.g., blue/water, green/land);		2
<input type="checkbox"/> 1z35	– use appropriate words (e.g., left/right, up/down, front/back, near/far, above/below) to describe relative locations of places and objects.	2	



The Local Community
Grade 1 Social Studies Unit An Integrated Unit for Grade 1

		Selected	Assessed
<input type="checkbox"/> 1z36	– identify and describe routes within the school (e.g., fire route, exit route), using familiar symbols and landmarks (e.g., washroom, drinking fountain, offices);	1	1
<input type="checkbox"/> 1z37	– construct a model of their local community to show how people’s physical and social needs are served within the area (e.g.1 locations of fire station, small or large retail buildings, recreational facilities, school, library; transportation routes);		
<input type="checkbox"/> 1z38	– list a variety of occupations in the community and explain how they meet people’s needs.		1



The Local Community

Grade 1 Social Studies Unit An Integrated Unit for Grade 1

English Language

1e1	1e2	1e3	1e4	1e5	1e6	1e7	1e8	1e9	1e10						
1e11	1e12	1e13	1 2	1e14	1e15	1e16	1 1	1e17	1 2	1e18	1 1	1e19	1	1e20	1
1e21	1e22	1e23	1e24	1e25	1e26	1e27	1e28	1e29	1e30						
1e31	1e32	1e33	1e34	1e35	1	1e36	1e37	1e38	1e39	1e40					
1e41	1e42	1e43	1	1e44	1e45	1e46	1e47	1e48	1e49	1e50					
1e51	2	1e52	1e53	1e54	1e55	1e56	1e57	1e58	1e59	1e60					

Mathematics

1m1	1m2	1m3	1m4	1m5	1m6	1m7	1m8	1m9	1m10	
1m11	1m12	1m13	1m14	1m15	1m16	1m17	1m18	1m19	1m20	
1m21	1m22	1m23	1m24	1m25	1m26	1m27	1m28	1m29	1m30	
1m31	1m32	1m33	1m34	1m35	1m36	1m37	1m38	1m39	1m40	
1m41	1m42	1m43	1m44	1m45	1	1m46	1m47	1m48	1m49	1m50
1m51	1m52	1m53	1m54	1m55	1m56	1m57	1m58	1m59	1m60	
1m61	1m62	1m63	1m64	1m65	1m66	1m67	1m68	1m69	1m70	
1m71	1m72	1	1m73	1	1m74	1m75	1m76			

Science and Technology

1s1	1s2	1s3	1s4	1s5	1s6	1s7	1s8	1s9	1s10	
1s11	1s12	1s13	1s14	1s15	1s16	1s17	1s18	1s19	1s20	
1s21	1s22	1s23	1s24	1s25	1s26	1s27	1s28	1s29	1s30	
1s31	1s32	1s33	1s34	1s35	1s36	1s37	1s38	1s39	1s40	
1s41	1s42	1s43	1s44	1s45	1s46	1s47	1s48	1s49	1s50	
1s51	1s52	1s53	1s54	1s55	1s56	1s57	1s58	1s59	1s60	
1s61	1s62	1s63	1s64	1s65	1	1s66	1s67	1s68	1s69	1s70
1s71	1s72	1s73	1s74	1s75	1s76	1s77	1s78	1s79	1s80	
1s81	1s82	1s83	1s84	1s85	1s86	1s87	1s88	1s89	1s90	
1s91	1s92	1s93	1s94	1s95	1s96	1s97	1s98	1s99	1s100	
1s101	1s102	1s103	1s104	1s105	1s106	1s107				

Social Studies

1z1	1z2	1z3	1z4	1z5	1z6	1z7	1z8	1z9	1z10										
1z11	1z12	1z13	1z14	1z15	1z16	1z17	1z18	1z19	1z20										
1z21	1z22	1z23	1	1z24	1z25	1	1	1z26	1	1z27	1	1z28	1z29	1	1	1z30	2	2	
1z31	2	2	1z32	2	2	1z33	2	2	1z34	2	1z35	2	1z36	1	1	1z37	1	1z38	1

Health and Physical Education

1p1	1p2	1p3	1p4	1p5	1p6	1p7	1p8	1p9	1p10
1p11	1p12	1p13	1p14	1p15	1p16	1p17	1p18	1p19	1p20
1p21	1p22	1p23	1p24	1p25	1p26	1p27	1p28	1p29	1p30
1p31	1p32	1p33	1p34	1p35	1p36	1p37	1p38		

The Arts

1a1	1a2	1a3	1a4	1a5	1a6	1a7	1a8	1a9	1a10	
1a11	1a12	1a13	1a14	1a15	1a16	1a17	1a18	1a19	1a20	
1a21	1a22	1a23	1a24	1a25	1a26	1a27	1a28	1a29	1a30	
1a31	1a32	1a33	1a34	1a35	1a36	1a37	1a38	1a39	1a40	
1a41	1a42	1a43	1a44	1a45	1a46	1a47	1a48	1a49	1a50	
1a51	1a52	1a53	1a54	1a55	1a56	1a57	1a58	1a59	1a60	1
1a61										



Analysis Of Unit Components

- 8 Subtasks
- 51 Expectations
- 134 Resources
- 75 Strategies & Groupings

- Unique Expectations --
- 9 Language Expectations
- 3 Mathematics Expectations
- 1 Science And Tech Expectations
- 1 Arts Expectations
- 14 Social Studies Expectations

Resource Types

- 2 Rubrics
- 34 Blackline Masters
- 3 Licensed Software
- 45 Print Resources
- 4 Media Resources
- 0 Websites
- 35 Material Resources
- 4 Equipment / Manipulatives
- 0 Sample Graphics
- 1 Other Resources
- 6 Parent / Community
- 0 Companion Bookmarks

Groupings

- 8 Students Working As A Whole Class
- 2 Students Working In Pairs
- 1 Students Working In Small Groups
- 8 Students Working Individually

Assessment Recording Devices

- 2 Anecdotal Record
- 4 Checklist
- 2 Rating Scale
- 3 Rubric

Teaching / Learning Strategies

- 1 Brainstorming
- 1 Collaborative/cooperative Learning
- 1 Conferencing
- 7 Discussion
- 1 Field Trip
- 1 Graphing
- 1 Guest Speaker
- 1 Homework
- 1 Independent Study
- 3 Map Making
- 1 Model Making
- 1 Peer Teaching
- 1 Read Aloud
- 2 Response Journal
- 1 Retelling
- 2 Simulation

Assessment Strategies

- 3 Classroom Presentation
- 1 Conference
- 5 Observation
- 5 Performance Task
- 2 Questions And Answers (oral)
- 2 Response Journal
- 1 Self Assessment