

Mme Horack's Term 2 curriculum newsletter

Grade 1 (MacDonald & Black)

Social studies – Grade 1

MacDonald & Black

Term 2

People and Environments: The Local Community

Curriculum Expectations	Examples of Teaching Strategies	Assessment Examples
<ul style="list-style-type: none"><li>• Students will describe some aspects of the interrelationships between people and the natural and built features of their community, with a focus of how the features of and services in the community meet people's needs.</li><li>• Use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short and long-term effects of this interrelationship.</li><li>• Describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance.</li></ul>	<ul style="list-style-type: none"><li>- Class discussions</li><li>- Books – both fiction &amp; non-fiction</li><li>- Videos</li><li>- Photos</li><li>- Local maps</li><li>- Walks around the school yard</li></ul>	<ul style="list-style-type: none"><li>- Anecdotal notes and observations during group work/class discussions</li><li>- Conversations / oral assessment</li><li>- Oral presentation(s) (e.g., community helper)</li><li>- Student work samples (which may include activities such as: picture sorts, mapping tasks, exit tickets, quizzes)</li><li>- Community Planner project</li></ul>

**Understanding Structures & Mechanisms: Materials, Objects & Everyday Structures**

Curriculum Expectations	Examples of Teaching Strategies	Assessment Examples
<p>Students will:</p> <ul style="list-style-type: none"> <li>Assess the impact on people and the environment of objects and structures and the materials used in them.</li> <li>Investigate structures that are built for a specific purpose to see how their design and materials suit the purpose.</li> <li>Demonstrate an understanding that objects and structures have observable characteristics and are made from materials with specific properties that determine how they are used.</li> </ul>	<ul style="list-style-type: none"> <li>Investigations into the properties of materials (e.g., sink/float, rigid/flexible, soft/hard etc.)</li> <li>Videos</li> <li>Demonstrations</li> <li>Class discussions</li> <li>Stories</li> <li>Picture sorts/labelling activities (e.g., human-made vs. natural structures, sorting material types)</li> <li>Walk around the school yard to look for, and describe different structures observed.</li> </ul>	<ul style="list-style-type: none"> <li>Anecdotal notes and observations during group work/class discussions</li> <li>Conversations</li> <li>Student work samples (e.g., picture sorts, labelling, scavenger hunt, experiment observations/notes, quiz, project)</li> <li>Student participation</li> <li>Entry/Exit tickets</li> <li>Mystery object presentation</li> <li>Individual project (e.g., design and build a structure out of recycled material)</li> </ul>

**Understanding Life Systems – Needs & Characteristics of Living Things**

Curriculum Expectations	Examples of Teaching Strategies	Assessment Examples
<p>Students will:</p> <ul style="list-style-type: none"> <li>Assess the role of humans in maintaining a healthy environment.</li> <li>Investigate needs and characteristics of plants and animals, including humans.</li> <li>Demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans.</li> </ul>	<ul style="list-style-type: none"> <li>Observations of environment (e.g., school yard &amp; maple bush)</li> <li>Videos</li> <li>Sorting and labelling activities</li> <li>Small &amp; whole group discussions</li> <li>Poems</li> <li>Non-fiction books &amp; emergent readers</li> <li>BOOM cards/digital games</li> </ul>	<ul style="list-style-type: none"> <li>Anecdotal notes and observations during group work/class discussions</li> <li>Conversations / conferencing</li> <li>Checklists</li> <li>Student work samples (e.g., sorting activities, drawings, completed sentence starters etc.)</li> <li>Quiz</li> <li>Project - diorama</li> </ul>