

# Canada and World Connections Grade 1

# The Local Community

## The Task

This task required each student to draw a map of the local community, using the school as its centre. Students used symbols to identify physical features, such as buildings, roads, and parks. They also described the uses of the buildings that they included on their maps.

## Expectations

This task gave students the opportunity to demonstrate their achievement of the following selected overall and specific expectations from the strand Canada and World Connections: The Local Community. Note that the codes that follow these expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

*Students will:*

1. locate the distinguishing features of their community (e.g., buildings, parks, roads) (1z26);
2. identify buildings in their community and their uses (e.g., houses, schools, silos) (1z30);
3. use appropriate vocabulary (e.g., *location, map, symbol, distance, title, legend, direction*) to describe their inquiries and observations (1z38);
4. communicate the results of inquiries concerning their local community, using simple demonstrations, drawings, and oral and written descriptions (1z42);
5. make and read simple models and maps of familiar areas in their local community (1z43);
6. use their own symbols on a map to identify buildings and places in their local community (e.g., house, school, fire station, police station, road) (1z50).

## Prior Knowledge and Skills

To complete this task, students were expected to have some knowledge or skills related to the following:

- reading simple maps using appropriate mapping vocabulary (e.g., *neighbourhood, local, city, village, farm, legend, map, community, symbol, scale*)
- using symbols to represent objects
- identifying and describing routes, using familiar symbols, landmarks, and physical features
- making observations from their experiences on a local school community walk
- using small objects to represent large objects (e.g., as illustrated by the map's legend)

*For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 102–5 of this document.*

## Task Rubric – The Local Community

Expectations*	Level 1	Level 2	Level 3	Level 4
<b>Understanding of concepts</b>				
The student:				
1, 2	<ul style="list-style-type: none"> <li>– identifies a few buildings in the local school community and their uses</li> <li>– identifies a few of the significant physical features and/or landmarks in the local school community</li> </ul>	<ul style="list-style-type: none"> <li>– identifies some buildings in the local school community and their uses</li> <li>– identifies some of the significant physical features and/or landmarks in the local school community</li> </ul>	<ul style="list-style-type: none"> <li>– identifies most of the buildings in the local school community and their uses</li> <li>– identifies most of the significant physical features and/or landmarks in the local school community</li> </ul>	<ul style="list-style-type: none"> <li>– identifies all or almost all of the buildings in the local school community and their uses</li> <li>– identifies all or almost all of the significant physical features and/or landmarks in the local school community</li> </ul>
<b>Inquiry/research skills and map and globe skills</b>				
The student:				
1, 5	<ul style="list-style-type: none"> <li>– makes a map of the local school community with limited accuracy and detail</li> </ul>	<ul style="list-style-type: none"> <li>– makes a map of the local school community with some accuracy and detail</li> </ul>	<ul style="list-style-type: none"> <li>– makes a map of the local school community with considerable accuracy and detail</li> </ul>	<ul style="list-style-type: none"> <li>– makes a map of the local school community with a high degree of accuracy and detail</li> </ul>
<b>Communication of required knowledge</b>				
The student:				
3, 4	<ul style="list-style-type: none"> <li>– makes limited use of appropriate vocabulary</li> <li>– communicates the results of inquiry concerning the local school community with limited accuracy and detail</li> </ul>	<ul style="list-style-type: none"> <li>– makes some use of appropriate vocabulary</li> <li>– communicates the results of inquiry concerning the local school community with some accuracy and detail</li> </ul>	<ul style="list-style-type: none"> <li>– makes considerable use of appropriate vocabulary</li> <li>– communicates the results of inquiry concerning the local school community with considerable accuracy and detail</li> </ul>	<ul style="list-style-type: none"> <li>– makes extensive use of appropriate vocabulary</li> <li>– communicates the results of inquiry concerning the local school community with a high degree of accuracy and detail</li> </ul>
<b>Application of concepts and skills</b>				
The student:				
6	<ul style="list-style-type: none"> <li>– makes limited use of appropriate symbols on the map</li> </ul>	<ul style="list-style-type: none"> <li>– makes some use of appropriate symbols on the map</li> </ul>	<ul style="list-style-type: none"> <li>– makes considerable use of appropriate symbols on the map</li> </ul>	<ul style="list-style-type: none"> <li>– makes extensive use of appropriate symbols on the map</li> </ul>

\*The expectations that correspond to the numbers given in this chart are listed on page 76.

*Note:* This rubric does not include criteria for assessing student performance that falls below level 1.