

Teacher Package

Social Studies Exemplar Task Grade 1 – Canada and World Connections Teacher Package

Title: The Local Community

Time requirement: 210 minutes (four class periods)

- 60 minutes to explore the local school community
- 50 minutes to construct simple models of the local school community
- 50 minutes to complete the observation chart
- 50 minutes to create maps of the community

Description of the Task

The task requires each student to fill out a chart naming the buildings in his or her community and describing their uses. Using the school as the focal point of the local school community, students will also draw a map of the community, using symbols to identify physical features (e.g., buildings, parks, roads).

Student Scenario

The following scenario should be presented to students:

There are new students in your school. To help them learn about your community, you will fill out a chart naming the buildings in your community and telling what they are used for. You will also draw a map that includes buildings, landmarks, and physical features to help these new students find their way around the community.

Expectations Addressed in the Exemplar Task

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 physical 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).

Teacher Instructions

Prior Knowledge and Skills Required

To complete this task, students should 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 scale)

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

Materials and Resources Required

Before attempting the task, students should be provided with the following materials:

- a copy of the Student Package for each student
- writing instruments (pencils, erasers)
- geometric shapes and figures
- small containers and cartons
- a variety of simple maps
- large chart paper (graph paper)
- markers

Student should have their customary access to classroom resources such as word lists and personal dictionaries.

The Rubric*

The rubric provided with this exemplar task is to be used to assess students' work. The rubric is based on the achievement levels outlined on page 11 of *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998*.

Before asking students to do the task outlined in this package, review with them the concept of a rubric. Rephrase the rubric and add pictorials to it so that students can understand the different levels of achievement.

Task Instructions

Introductory Activities

The pre-tasks are designed to review and reinforce the skills and concepts that students will be using in the exemplar task and to model strategies useful in completing the task.

Pre-task 1: What's in a Community? (60 minutes)

Note: Teachers should establish boundaries for their local school community using the school as a focal point. These will vary according to each unique area (e.g., rural school areas may differ from urban school areas).

1. Have the class brainstorm a list of "local school community" words (e.g., *community, neighbourhood, village, farm, city, church, hospital, playground*). Record the list on the chalkboard or on chart paper for later reference.
2. Take the class for a walk to observe and discuss the local school community and the physical features (e.g., buildings, roads, parks) that they see. (Remember that the local school community and where it is found will vary with the location of the school. However, the school should remain the focus.)
3. Back in the classroom, add new words to the list of "local school community" vocabulary.
4. Keep this vocabulary list posted for student reference.

Pre-task 2: Creating a Model of the Community (50 minutes)

1. Recall with students the previously discussed buildings, landmarks, and physical features in the local school community.
2. Have students work in groups to construct simple models of their local school community using small objects (e.g., boxes, plasticine, geometric shapes and figures) to represent large ones (e.g., houses, churches, hospitals).
Optional: Have each group use different materials to create the models (e.g., Group 1, plasticine; Group 2, boxes; Group 3, geometric shapes and figures).
3. Have each group describe what some of the objects represent.
4. Keep the models on display for the remainder of the tasks if possible.

Note: If you live in a rural community, you may have to adapt this activity to suit your situation.

*The rubric is reproduced on page 77 of this document.

Exemplar Task

Both the observation chart (Appendix 1) and the local school community map (Appendix 2) are to be submitted for marking.

Part 1: Observation Chart (50 minutes)

1. Read the student scenario to the class.
2. Tell students that they will be working independently to develop their own observation charts that will help them make community maps with the school as its centre.
3. Refer students to the “local school community” vocabulary chart.
4. Explain to students that they will use their completed observation charts (see Appendix 1) when they are making their maps.
5. Instruct students to list the buildings in their community that they plan to include on their maps (e.g., silos, farms, buildings, stores, skyscrapers). Ask them to explain on their observation charts what each building is used for. Students may use more than one page of the chart if they wish. Have some extra copies ready for those students who request them.

Part 2: Mapping the Community (50 minutes)

1. Have students refer to their completed observation charts and the word lists posted around the room.
2. Have each student independently create a map of the local community with the school at its centre, using the worksheet provided in the Student Package (see Appendix 2).
3. As students create their maps, have them draw the symbols they use in their legends and indicate what each represents.
4. Remind students to include on their maps the landmarks and physical features of the school community as well as the buildings listed on their observation charts.

Appendix 1: Observation Chart

							Buildings in Our Local School Community
							What the Buildings Are Used For

Appendix 2: Local School Community Map

Symbol	What the symbol stands for	