

Heritage and Citizenship Grade 1

Relationships, Rules, and Responsibilities

The Task

This task required each student to make a simple pictorial timeline of events important to him or her, indicating the time and/or place of each event. Each student was also asked to design a coin that illustrated a person important to Canada's past or present on one side of the coin and an important person in the student's life, past or present, on the other side.

Expectations

This task gave students the opportunity to demonstrate their achievement of the following selected overall and specific expectations from the strand Heritage and Citizenship: Relationships, Rules, and Responsibilities. Note that the codes that follow the expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

Students will:

1. identify significant people, places, and events in their lives, and some significant people in Canada in the past and present (1z1);
2. identify important past and present relationships in their lives (e.g., with family members, friends, pets, teachers) (1z4);
3. identify important people in Canada in both the past and present (e.g., Sir John A. Macdonald, Samuel de Champlain, the current prime minister) (1z5);
4. describe significant places in their lives (e.g., the park, their bedroom, their classroom) (1z6);
5. identify significant events in their lives (e.g., their first day of school, a trip) (1z7);
6. use appropriate vocabulary (e.g., *change, seasons, rights, responsibilities, respecting rules, cooperating, being courteous*) to describe their inquiries and observations (1z14);
7. construct and read for specific purposes concrete, pictorial, and simple maps, graphs, charts, and diagrams (e.g., to show timelines of the school day) (1z18);
8. create a simple timeline (e.g., pictorially) to show relevant family history (1z24).

Prior Knowledge and Skills

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

- identifying important people, places, and events in their lives
- using appropriate vocabulary (e.g., *events, time, place, past, present, important*)
- creating simple timelines and sequencing events
- identifying people, from both the past and the present, who are considered important in Canada

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 38–43 of this document.

Task Rubric – Relationships, Rules, and Responsibilities

Expectations*	Level 1	Level 2	Level 3	Level 4
Understanding of concepts				
The student:				
1, 2, 3	<ul style="list-style-type: none"> – demonstrates a limited understanding of important events, people, and places in his or her life – shows a limited understanding of the significance of an important Canadian – provides a limited description of important events, places, and times in his or her life – demonstrates a limited understanding of the difference between the past and the present 	<ul style="list-style-type: none"> – demonstrates some understanding of important events, people, and places in his or her life – shows some understanding of the significance of an important Canadian – provides some description of important events, places, and times in his or her life – demonstrates some understanding of the difference between the past and the present 	<ul style="list-style-type: none"> – demonstrates considerable understanding of important events, people, and places in his or her life – shows considerable understanding of the significance of an important Canadian – provides a considerably detailed description of important events, places, and times in his or her life – demonstrates considerable understanding of the difference between the past and the present 	<ul style="list-style-type: none"> – demonstrates a thorough understanding of important events, people, and places in his or her life – shows a thorough understanding of the significance of an important Canadian – provides a thorough description of important events, places, and times in his or her life – demonstrates an in-depth understanding of the difference between the past and the present
Inquiry/research skills and map and globe skills				
The student:				
1, 5, 7, 8	<ul style="list-style-type: none"> – constructs a pictorial timeline of important events in his or her life with limited detail 	<ul style="list-style-type: none"> – constructs a pictorial timeline of important events in his or her life with some detail 	<ul style="list-style-type: none"> – constructs a pictorial timeline of important events in his or her life with considerable detail 	<ul style="list-style-type: none"> – constructs a pictorial timeline of important events in his or her life with extensive detail
Communication of required knowledge				
The student:				
4	<ul style="list-style-type: none"> – makes limited use of appropriate vocabulary 	<ul style="list-style-type: none"> – makes some use of appropriate vocabulary 	<ul style="list-style-type: none"> – makes considerable use of appropriate vocabulary 	<ul style="list-style-type: none"> – makes extensive use of appropriate vocabulary
Application of concepts and skills				
The student:				
6	<ul style="list-style-type: none"> – demonstrates a limited understanding of a sequence of events when constructing a timeline of important events in his or her life 	<ul style="list-style-type: none"> – demonstrates some understanding of a sequence of events when constructing a timeline of important events in his or her life 	<ul style="list-style-type: none"> – demonstrates considerable understanding of a sequence of events when constructing a timeline of important events in his or her life 	<ul style="list-style-type: none"> – demonstrates a thorough understanding of a sequence of events when constructing a timeline of important events in his or her life

*The expectations that correspond to the numbers given in this chart are listed on page 12.

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