

Grade 1: Interactions

Grade 1: Interactions

Year Overview

The conceptual organizer for Grade 1 is “interactions” and it provides young children with an exciting opportunity to explore the various ways people interact among themselves and with the world around them. Students will consider how interactions have changed over time, locally, nationally, and globally. The learning and teaching suggestions for the year build on the experience students acquired in their Kindergarten year that focussed on the child as an individual making connections. During the year they will explore interactions through four units.

- The unit titled **Groups** explores interactions with other individuals, groups and communities. The similarity and diversity of groups is examined as are the various reasons why people belong to groups. The unit also has children consider the rights and responsibilities involved in belonging to a group.
- The **Environments** unit further develops children’s geography ability and has as its focus the interactions of peoples with natural and constructed environments. The unit explores how people depend upon their environment and it looks at the practice of responsible behaviour in caring for the environment.
- The **Place and Time** unit underscores the close relationship between geography and history. It builds on previously-learned geography skills and serves as an introduction to history. The unit looks at the interactions, over time, among peoples and the relationship people have with where they live. It also examines how the way people live and interact with others, have evolved over time.
- **Needs and Wants** is the title of the final unit. The unit serves as an introduction to economics by focussing on the concept of needs and wants. It examines the interactions that occur among peoples in order to meet various needs and wants. This unit also looks at economic factors that influence how needs and wants are met as well as how interactions between communities depend on the exchange of goods and services.

Unit 1: Groups

Overview

In the first outcome in this unit, children will gain an understanding of the various kinds of interactions between people and the importance of belonging to a group. They will consider how interactions depend upon communication. In the second outcome, children explore the similarity and diversity of social and cultural groups and the reasons why people belong to groups. They will also learn that children form a unique group of their own. In the third outcome, children will develop an awareness that people within groups have rights and responsibilities. This includes a review of how groups operate by formal and informal rules and that conflicts may arise within a group, which was introduced in the kindergarten year. Students will further their understanding of how conflict can be resolved by peaceful means, how co-operation and working together are an important part of group behaviour, and how they, as children, have responsibilities too.

Outcomes

Students will be expected to

- 1.1.1 demonstrate an understanding of the importance of interactions between people
- 1.1.2 demonstrate an understanding of the similarity and diversity of social and cultural groups
- 1.1.3 demonstrate an understanding that people within groups have rights and responsibilities

Process and Skills Development

Communication

- use appropriate speaking/listening skills
- create class charts
- draw/write about a responsibility at home

Inquiry

- ask questions during instruction
- make a list of why people belong to a group
- brainstorm possible changes to interactions

Participation

- demonstrate positive behaviour
- contribute to class discussion
- play a game from another culture
- role-play a conflict scenario

Suggested Time for Unit Completion

To be finalized by individual provinces.

1.1.1 Students will be expected to demonstrate an understanding of the importance of interactions between people.

Outcomes

Students will be expected to

- give examples of interactions between people
- recognize reasons why interactions are an important part of our daily life
- demonstrate an understanding that interactions depend on communication

Suggestions for Learning and Teaching

Teacher Talk

The focus of this section is to help children understand the importance of interactions between people. It will help create a foundation for later examining groups. The meaning of the term interactions is defined as an action between two or more people.

- Students can pretend they are a bird looking down on their community and seeing what is happening in all of the buildings, cars and homes. Pose the question, “Do you see people talking to each other?” “Who are they?” Make a list of student responses on chart paper or the black board. The list should include verbal, non-verbal, and written communications as well as the use of technology. Use this common experience to discuss with students the meaning of the term “interactions.” Follow up by asking students where the bird saw the interactions: at home, school, school bus, playground, classroom, hockey arena, and while shopping. Point out to students that interactions are inevitable, everywhere, and a part of our daily life.
- Teachers can select and use an appropriate book as a read aloud. The selected book should address simple interactions between people. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about interactions and how this might be similar to things they have experienced themselves.
- Students can work in groups with assigned roles of recorder and reporter. Provide students with a list of interactions and have them discuss reasons for these interactions and report to the whole class. This will provide an opportunity to help students see that interactions serve many purposes, for example: sports, play, education, service, finance-earning, spending, and entertainment.

1.1.1 Students will be expected to demonstrate an understanding of the importance of interactions between people.

Suggestions for Assessment**Suggested Links**

1.1.1 Students will be expected to demonstrate an understanding of the importance of interactions between people. *(continued)*

Outcomes

Students will be expected to

- give examples of interactions between people
- recognize reasons why interactions are an important part of our daily life
- demonstrate an understanding that interactions depend on communication

Suggestions for Learning and Teaching

- Students can play a communication game that begins by asking one student to leave the room. The remainder of the class will then agree on an action that they want the student that left the room to attempt upon returning to class. For example, the action may be “to pick a ball.” However, they cannot verbally tell the student what to do. Conclude the activity by talking about how quickly the task can be completed when we use language, spoken or written, and that interactions require communications.
- Students can participate in the completion of a table for various social skills important for positive interactions, for example: encouragement, support, praise, manners.

Some Say	We Could Say	Looks Like	Attitude
So what!	Good for you!	Smile	Support
He’s bragging.	Maybe you can teach me.	Nodding	Encouraging
Give me ...	Please may I have ...		
Ha, ha, Mark fell.	Are you hurt?		
Don’t do that.	Hey, go ahead and try.		

Teacher Talk

This provides students with examples of positive language and behaviour that they can use.

- Teachers can post this chart for frequent review. Ask students to use as many of these “friendly words and actions” as they can during the day. Reflect at the end of the day if they saw much difference and how it felt when someone used friendly words with them.

1.1.1 Students will be expected to demonstrate an understanding of the importance of interactions between people. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - use appropriate speaking/listening skills in their daily communication in class
- Inquiry
 - ask questions during instruction
- Participation
 - contribute to responses in class discussion

Products Created/Written Evaluation/Portfolios

- the list of responses children give in the Bird's-Eye View of Your Community activity
- children's drawings or illustrations of one example of an interaction between characters they observe from a story that has been read to the class
- T-chart created by the class for the various social skills important for positive interactions

Summative

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Health/Physical Education
 - Physical Education and Health
- Mathematics

Provincial Curriculum

- Art

Resources

I Took My Frog to the Library,
Eric Kimmel

Agencies/Groups

National/International

Local

1.1.2 Students will be expected to demonstrate an understanding of the similarity and diversity of social and cultural groups.

Outcomes

Students will be expected to

- demonstrate an understanding that people join together to form social and cultural groups
- demonstrate an understanding that within each group there are certain characteristics that bring people (local, national, and global) together
- recognize that children (local, national, and global) form a group

Suggestions for Learning and Teaching

Teacher Talk

A group is persons having in common certain characteristics, attitudes and interests. We are all part of groups. We are all surrounded by a variety of social and cultural groups. The study of groups can be very complex. Such topics as loyalty to groups, group behaviour and attitudes will be concepts children explore as they gain experience and understanding. At this level, by exposing children to a variety of groups and their customs, traditions and beliefs, we will cultivate value and respect for the similarities and diversities between their experience and others. By encouraging them to think about why people belong to groups such as families, school groups, interest clubs, sports groups, and communities, we are helping them to construct how alike human beings are.

- Teachers can ask students to remember what they know about groups.

Ask them to think about why people join groups. As a class make a chart that identifies the following:

- Types of Groups
- Customs
- Beliefs and Traditions
- Reasons for Joining

Ask students to sort the types of groups identified in the chart into categories of local, national and global. For example, their Beavers Chapter is part of the National and International Scouting Association, therefore it would appear under each of the categories.

1.1.2 Students will be expected to demonstrate an understanding of the similarity and diversity of social and cultural groups.

Suggestions for Assessment**Suggested Links**

1.1.2 Students will be expected to demonstrate an understanding of the similarity and diversity of social and cultural groups. *(continued)*

Outcomes

Students will be expected to

- demonstrate an understanding that people join together to form social and cultural groups
- demonstrate an understanding that within each group there are certain characteristics that bring people (local, national, and global) together
- recognize that children (local, national, and global) form a group

Suggestions for Learning and Teaching

Teacher Talk

Children are a distinct group. Childhood is a unique time in one's life no matter where you live. This would be a great opportunity to share pictures and stories of children from around the world. All children need protection and guidance to develop into adults.

- Students can ask children to think of ways that all children are alike. Help them identify that all children have a family structure, all like to play and all require some form of education. Explore ways that children experience each of these around the world. For example, many families celebrate children's birthdays.
- Teachers can select and use an appropriate book as a read aloud. The selected book should discuss or show different games from around the world.
- Teachers can discuss with children: What makes a group unique and special? What do all groups have in common? What does the word "respect" mean? Ask them to think about why we should show respect for the rights and customs of other groups. Ask each of them to think of how each of them can demonstrate this and make a mural to illustrate an action they can take.

Teacher Talk

Cultivate an understanding of respect by using the word "respect" in context. For example, saying "I respect your choice, although I may not agree with it."

1.1.2 Students will be expected to demonstrate an understanding of the similarity and diversity of social and cultural groups. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - create a class chart showing the types of groups (local, national, and global)
- Inquiry
 - explore how children are unique and special
- Participation
 - play a game from another culture
 - demonstrate respect to others as they take part in class activities
 - contribute to class discussion

Products Created/Written Evaluation/Portfolios

- the chart that lists reasons for people joining a group
- the poster/frieze/mural/bulletin board display that illustrates how birthdays are celebrated in other cultures
- the drawing or collage of an action that demonstrates respect for another group

Summative

- Ask children to represent an understanding of the meaning of respect, and the similarity/diversity of cultural groups.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics
- Physical Education/Health
 - Play a game

Provincial Curriculum

- Art

Resources

- *Birthdays around the World*
- *Children's Games around the World*

Agencies/Groups

National/International

- Boy Scouts of Canada
- Girl Guides of Canada

Local

1.1.3 Students will be expected to demonstrate an understanding that people within groups have rights and responsibilities.

Outcomes

Students will be expected to

- identify basic rights and responsibilities
- give examples of rights and responsibilities that are common to children
- demonstrate an understanding that conflict may arise from the different expectations, desires and capabilities of members of a group
- demonstrate an ability to solve conflicts through co-operation and peaceful means
- take age-appropriate actions to demonstrate their responsibilities as citizens (local, national, and global)

Suggestions for Learning and Teaching

Teacher Talk

This outcome is intended to help students further their understanding of groups and group dynamics. Students will already have been introduced to what a group is and the concept that members of a group have rights and responsibilities. As educators we share with parents the responsibility to develop in students the skills and insights that will enable them to make reasoned choices in their interactions with others. Additionally, we teach to promote human values such as cross-cultural understanding, justice, mutual respect, fairness, co-operation and equality. Reinforce that children have rights and responsibilities.

- Teachers can elect and use an appropriate book as a read aloud. The selected book should address the concept of citizenship. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about citizenship and how this might apply to them.
- Students can share examples of how their roles and responsibilities will change as they grow. Ask them to think of ways that this happens, and has already happened in their lives. Provide each student with a large sheet of paper that has three sections, and ask them to draw an example of their changing responsibilities. The titles of the sections can be: When I was Little. Now. When I am Bigger. Post these and discuss the similarities and diversities in their ideas. Make these into a class book.
- Teachers can create a classroom Charter of Rights and Responsibilities, through brainstorming and class discussion. The key is to ask students to connect responsibilities to each of the rights generated. Some examples are:

Class Charter of Rights and Responsibilities

Rights	Responsibilities
To sharpen pencils	To do so only when necessary and not interrupt others
To be able to go to library	To keep library in good order
To have an education	To attend school
To express your opinion	To show respect for others

1.1.3 Students will be expected to demonstrate an understanding that people within groups have rights and responsibilities.

Suggestions for Assessment**Suggested Links**

1.1.3 Students will be expected to demonstrate an understanding that people within groups have rights and responsibilities. *(continued)*

Outcomes

Students will be expected to

- identify basic rights and responsibilities
- give examples of rights and responsibilities that are common to children
- demonstrate an understanding that conflict may arise from the different expectations, desires and capabilities of members of a group
- demonstrate an ability to solve conflicts through co-operation and peaceful means
- take age-appropriate actions to demonstrate their responsibilities as citizens (local, national, and global)

Suggestions for Learning and Teaching

Teacher Talk

Students would have been introduced to the concept of “formal” and “informal” rules in the kindergarten year. A formal rule such as “Walk, don’t run in the halls” or a stop light is a typical rule (rigid and made for safety reasons). An informal rule is much more flexible such as the time a person goes to bed or gets up in the morning.

- Teachers can review what students have learned about formal and informal rules learned in their kindergarten year. Use one of the common games that the students may play at recess/noon hour, for example, 4-Square, Heads-Up or 7-Up. Ask students to list the rules for the game and then brainstorm suggestions for changes to rules. Then the students may try the game to see if it still functions. What happens if someone doesn’t follow the rules or creates their own rules?
- Students can role-play different conflict scenarios. For example someone refuses to play by the rules of a game, or a personal item is stolen. Using the six-step model below (or other conflict resolution strategy) students can discuss what peaceful methods could be used to resolve the conflict. In *ABC Teaching Human Rights* (United Nations 1989), a six-step model for conflict resolution is suggested:
 1. identify the problem and acknowledge it. Stop any physical activity or verbal activity and ask the children involved to discuss their behaviour together.
 2. get a description of what happened. Ask the children involved and any bystanders about the events that took place. Give everyone a turn to speak without interruption. Positive encouragement, such as a touch or hug if appropriate, can also ease feelings of anger or guilt. However, it is essential to remain neutral at all times.
 3. explore a range of solutions. Ask those directly involved how this problem can be solved. If the children draw a blank, the teacher can offer some solutions.
 4. reason out the solutions. Point out that more than one fair solution may often exist. Encourage the children to think of the physical and emotional consequences of these solutions and recall past experiences of a similar nature.
 5. choose a course of action. Seek mutual agreement on one of the solutions presented.
 6. carry out that action.

1.1.3 Students will be expected to demonstrate an understanding that people within groups have rights and responsibilities. *(continued)*

Suggestions for Assessment**Suggested Links**

1.1.3 Students will be expected to demonstrate an understanding that people within groups have rights and responsibilities. *(continued)*

Outcomes

Students will be expected to

- identify basic rights and responsibilities
- give examples of rights and responsibilities that are common to children
- demonstrate an understanding that conflict may arise from the different expectations, desires and capabilities of members of a group
- demonstrate an ability to solve conflicts through co-operation and peaceful means
- take age-appropriate actions to demonstrate their responsibilities as citizens (local, national, and global)

Suggestions for Learning and Teaching

- Teachers can create a Passport to Citizenship or Good Deed Book and use it to record activities of student age-appropriate activities of good behaviour within class and around the school.

Teacher Talk

Another idea is the teacher could carry “good deed” cards and give them out to students during the school day. After five good deeds, the student’s name goes on the honour roll, which is displayed in a prominent area in the school. Teachers who have used this activity recommend it highly with significant results for the school environment.

- Teachers can create a poster with the heading: What Is Your Good Deed Today? List names of students in the middle and place several bubbles on the poster with examples of a good deed written inside the bubble, “I zipped someone’s jacket;” “I tied someone’s sneakers/boots.”

Teacher Talk

This activity has proven to be a useful way for teachers to encourage self-esteem, anti-bullying, and safer school practices.

1.1.3 Students will be expected to demonstrate an understanding that people within groups have rights and responsibilities. *(continued)*

Suggestions for Assessment

Suggested Links

1.1.3 Students will be expected to demonstrate an understanding that people within groups have rights and responsibilities. *(continued)*

Outcomes

Students will be expected to

- identify basic rights and responsibilities
- give examples of rights and responsibilities that are common to children
- demonstrate an understanding that conflict may arise from the different expectations, desires and capabilities of members of a group
- demonstrate an ability to solve conflicts through co-operation and peaceful means
- take age-appropriate actions to demonstrate their responsibilities as citizens (local, national, and global)

Suggestions for Learning and Teaching

- Teachers can look for examples of rules, responsibilities, and co-operation as they take students on a walk through the local community.

Rules	Responsibilities	Co-operation
Stop signs	Keep lawn mowed	Volunteer firefighter
Crosswalks	Picking up litter	Helping seniors

- Students can create puppets and use them to role-play the actions that demonstrate responsibilities as citizens (local, national, and global).

1.1.3 Students will be expected to demonstrate an understanding that people within groups have rights and responsibilities. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - draw/write about a responsibility at home
 - use strategies for conflict resolution through role-play
- Inquiry
 - brainstorm changes to a game
- Participation
 - contribute to the creation of a class Charter of Rights and Responsibilities
 - take age-appropriate actions of good citizenship

Products Created/Written Evaluation/Portfolios

- the class Big Book about changing roles and responsibilities of children in the class
- the class list of signs/rules children saw on their walk in the community

Summative

- Ask students to identify pictures in books/magazines examples of good citizenship

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics
- Physical Education/Health

Provincial Curriculum

- Art

Resources

- *Hurry up Franklin*, Paulette Bourgeois
- *Franklin's School Play*, Paulette Bourgeois
- *Peace Begins with You*, K. Scholes
- *Just a Dream*, Chris VanAllsburg
- *Human Rights in the Elementary Classroom*
- *Second Step* (see bullying component)

Agencies/Groups

National/International

- League for Peaceful Schools: Rights and Responsibilities
- Local
- In-School Code of Behaviour/Conduct; and Policy for Caring Schools

Unit 2: Environments

Overview

This unit builds on the introduction to geography from the previous year. There is a great opportunity here for the teacher to encourage students to explore the wider community on a provincial, national, and global level. The first outcome reviews the geographic concepts of natural and constructed features. It extends an understanding of these concepts beyond the local area as they learn about other examples from their province, country, and around the world. In the second outcome, children will investigate how people depend upon and interact with different natural environments, locally, nationally, and globally. They will develop an awareness that such things as climate and weather, natural features, and the presence of natural environments, influence human activity. In the third outcome, children will explore age-appropriate actions to practise responsible behaviour in caring for the environment on a local, national and global level.

Outcomes

Students will be expected to

- 1.2.1 recognize that environments have natural and constructed features (local, national, and global)
- 1.2.2 describe how peoples depend upon and interact with different natural environments
- 1.2.3 take age-appropriate action to practise responsible behaviour in caring for the environment

Process and Skills Development

Communication

- create a KWL chart
- create a “wall of seasons” showing seasonal changes and their effects on people
- read a book about conservation

Inquiry

- distinguish between natural and constructed features (local, national, and global)
- create a web to illustrate how people use resources

Participation

- contribute to a magazine activity (gather, sort, label pictures)
- contribute to discussion about ways children can conserve clean water daily
- contribute to discussion about natural resources
- plant a tree or take another age-appropriate environmental action

Suggested Time for Unit Completion

To be finalized by individual provinces.

1.2.1 Students will be expected to recognize that environments have natural and constructed features (local, national, and global).

Outcomes

Students will be expected to

- identify and describe major natural features in their area, their province, Canada, and the world
- identify and describe examples of the constructed environment in their area, their province, Canada, and the world

Suggestions for Learning and Teaching

Teacher Talk

This outcome is a geography one and builds on the work done about natural and constructed environments in the kindergarten curriculum where students were introduced to these concepts in their local community. For example, children would have some understanding of natural features such as ponds, hills, streams, islands, mountains, rivers, and oceans, as well as constructed features of their environment such as houses, bridges, roads, and dams. This outcome is intended to extend their understanding of the concepts by looking at examples from the wider community in their area, their province, across Canada, and the world.

- Teachers can review the meaning of environment and its natural and constructed features through a class discussion in which students are encouraged to give examples. Construct a KWL chart (see: Suggestions for Assessment) as the springboard for further activities. Take a walk in your community with each student using a sketchbook to draw simple symbols or representations of the natural and constructed features that they see. Using the sketches, ask students to develop a community map of the natural and constructed features.
- Teachers can create a discussion around a rock and a brick that you have brought into the classroom. This will focus on the similarities and differences between natural and constructed features. Other examples can be brought to the discussion, for example a natural pond and a constructed pond. Look at the different ways that land and water occur in our natural environment. Ask students to think of other examples of natural and constructed features and how they are used.
- Students can use co-operative discussion to plan what natural and constructed features they would want to see in a playground or amusement park that is being built. This will form the basis for a jump-off into the wider community and beyond as students share examples from places they have visited, read about, or have seen on television. They could sketch, draw, or make a model of their playground or park.

1.2.1 Students will be expected to recognize that environments have natural and constructed features (local, national, and global).

Suggestions for Assessment**Suggested Links**

1.2.1 Students will be expected to recognize that environments have natural and constructed features (local, national, and global). *(continued)*

Outcomes

Students will be expected to

- identify and describe major natural features in their area, their province, Canada, and the world
- identify and describe examples of the constructed environment in their area, their province, Canada, and the world

Suggestions for Learning and Teaching

- Students can look in picture books and age-appropriate magazines to identify pictures of natural and constructed features, local, national, and global. They can use colour-coded sticky notes to distinguish between the two types of features. Alternatively, teachers could give each student a specific number of sticky notes of each colour and ask students to find examples in the books and magazines. As a whole group share their findings by creating a chart that shows specific examples that they have found and ask students to put their coloured sticky notes under the examples.

Natural Features	Constructed Features
Mountains	Roads
Deserts	Bridges
Oceans	Dams
Islands	Buildings

Then in small groups ask students to choose one or two of their examples that can be located on a world map. For example ask children locate an island, water body, mountain or country on the map.

- Teachers can select and use an appropriate book as a read aloud. The selected book should vividly describe an environment with constructed features. After reading the book to the class, the teacher may wish to engage the children in a discussion of the book's descriptions and lead them to identify the constructed features in their local environment.

1.2.1 Students will be expected to recognize that environments have natural and constructed features (local, national, and global). *(continued)*

Suggestions for Assessment**Suggested Links**

1.2.1 Students will be expected to recognize that environments have natural and constructed features (local, national, and global). *(continued)*

Outcomes

Students will be expected to

- identify and describe major natural features in their area, their province, Canada, and the world
- identify and describe examples of the constructed environment in their area, their province, Canada, and the world

Suggestions for Learning and Teaching

- Students can extend their understanding of the concepts by exploring exciting, interesting, or famous natural and constructed features, such as landmarks in their province, Canada, or around the world. This could be done through collections and displays of postcards, souvenirs, books, slides.
- Teachers can invite individuals from the community to speak to the class and share examples from places they have travelled.
- Students can construct their own models or design postcards that reflect their interests and discoveries.
- Teachers can create a bingo game of pictures or student drawings of natural and constructed features of the environment.

1.2.1 Students will be expected to recognize that environments have natural and constructed features (local, national, and global). *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - discuss similarities and differences between natural and constructed features.
- Inquiry
 - complete the third column of a KWL chart:

Know	Want to Know	Learned

- Participation
 - take a community walk
 - play the Bingo Game of features
 - contribute to the magazine activity
 - contribute to the mapping activity

Products Created/Written Evaluation/Portfolios

- the sketches students make of their community walk
- the playground/park sketches and models

Summative

Ask students to draw a picture of their favourite natural or constructed feature

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
 - Book responses
- Math
 - Graphing

Provincial Curriculum

- Art
- Models, postcard designs

Resources

- *Alphabet City*, Stephen T. Johnson
- *In Our Country*, Barbara Hehner (Scholastic)
- Social Studies Resource Centre (Scholastic)—e.g., *Canada*, Barbara Hehner
- *Prairie Alphabet*
- *Countries around the World*
- *All About Series* Nelson Canadian Symbols, Canadian Attractions

Agencies/Groups

National/International

Local

1.2.2 Students will be expected to describe how people depend upon and interact with different natural environments.

Outcomes

Students will be expected to

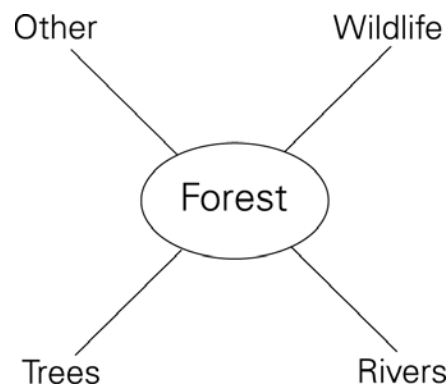
- give examples of how climate and weather influence human activities (local, national, and global)
- give examples of how natural environments influence human activities (local, national, and global)
- recognize that our way of life and our environment are affected by the presence and the use of natural resources

Suggestions for Learning and Teaching

Teacher Talk

The central theme for this outcome is the relationship and interaction between people and the different physical/natural environments. Building upon children's understanding of natural and constructed features, this outcome provides the opportunity to expand their understanding from specific natural features to the larger natural environment. (The terms natural environment and physical environment are both geographic terms and are interchangeable. Natural environment is used here for consistency.)

- Teachers can develop with the class webs for different natural environments. Choose environments such as: forest, ocean, fertile river valley, plains, desert. Ask students to identify natural features of the environment on the web.



- Teachers can discuss with students how natural features may vary between different natural environments. Use visuals, stories and information texts to introduce students to a variety of relationships between people and their natural environments. These could show differences in work, play, homes, food, clothing, recreation.
- Teachers can create a collage or visual that shows interactions of people with various natural environments.

1.2.2 Students will be expected to describe how people depend upon and interact with different natural environments.

Suggestions for Assessment**Suggested Links**

1.2.2 Students will be expected to describe how people depend upon and interact with different natural environments. *(continued)*

Outcomes

Students will be expected to

- give examples of how climate and weather influence human activities (local, national, and global)
- give examples of how natural environments influence human activities (local, national, and global)
- recognize that our way of life and our environment are affected by the presence and the use of natural resources

Suggestions for Learning and Teaching

Teacher Talk

An understanding of the local weather and seasonal changes (climate) is typically studied throughout the year. The focus here is on the effects of the climate /weather locally, as well as on people around the world. Children will develop an understanding that different regions of the world have their own unique climate/weather that affects how we live.

- Teachers can create a large circle of seasons on the wall. The circle can then be divided into quarters. In each quarter, below the name of the season, there would be two headings: 1. seasonal changes; and 2. what the change means for us. Use a class discussion and place student observations and conclusions under the appropriate headings. These could be added to as the seasons change.
- Teachers can select and use an appropriate book as a read aloud. The selected book should address the topic of climate. After reading the book to the class, the teacher may wish to engage the children in a discussion of how the climate in the book is similar or different from their own climate.
- Teachers can use pictures of a tropical rain forest, an arctic landscape, a hardwood forest, and grassland with rainfall and temperature information to illustrate the relationship between climate and a specific environment. For example, deserts are the world's driest places and rain forests are the wettest places. A map of the world would be useful. A variation could be desert, grassland and rich farmland. Pictures of the types of clothing worn by people in different climates could also be used to illustrate the relationship.

1.2.2 Students will be expected to describe how people depend upon and interact with different natural environments. *(continued)*

Suggestions for Assessment**Suggested Links**

1.2.2 Students will be expected to describe how people depend upon and interact with different natural environments. *(continued)*

Outcomes

Students will be expected to

- give examples of how climate and weather influence human activities (local, national, and global)
- give examples of how natural environments influence human activities (local, national, and global)
- recognize that our way of life and our environment are affected by the presence and the use of natural resources

Suggestions for Learning and Teaching

Teacher Talk

Another aspect of the relationship between people and their natural environment is the use of natural resources.

- Teachers can create a list of natural resources that are used every day in some way in our society. Some examples could include: petroleum, coal, iron ore, water, wood, fertile soil.
- Teachers can develop a thought web with the class. Choose an environment, such as forest, minerals, or fertile plains, and ask children to suggest the various ways that people interact with this particular environment. From the web, students could create a collage or visual that shows interactions of people with their natural environment.
- Teachers can create, with the class, a list of natural resources that are used every day in some way in our society. Some examples could include: petroleum, coal, iron ore, water, wood, fertile soil, etc. Form the class into small groups based on the number of identified resources. Each group member will interview his/her parents to find out:
 - How does the family use the identified resource on a regular basis?
 - What do they think would happen if the resource ceased to exist?

Then, the next day, each group member would share his/her responses with his/her group and the group would share with the whole class.

1.2.2 Students will be expected to describe how peoples depend upon and interact with different natural environments. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - create a “wall of seasons” that shows seasonal changes and their effects on people
- Inquiry
 - create a web or illustrate how people use resources
- Participation
 - contribute to class discussion about natural resources
 - contribute to the season-circle

Products Created/Written Evaluation/Portfolios

- the interview of parent responses about natural resources

Summative

- Ask children to create a collage of various people interacting with their environment
- Give each student a four-page book that has a sentence opener on each page to represent each of the seasons. Sample could include: “During the autumn in our town ...” Ask the students to illustrate the page and finish the text to show what they know about the environment of the place in which they live.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
 - *Seasons*, John Burningham
 - *The Gift*, Barbara Reid
- Geography /Mapping
 - *Beginner’s Classroom Atlas of Canada and The World*, Rand McNally
 - *All about ... Canadian Geographic Regions*, Barb McDermott and Gail McKeown, Reidmore Books Inc.

Agencies/Groups

National/International

Local

1.2.3 Students will be expected to take age-appropriate action to practise responsible behaviour in caring for the environment.

Outcomes

Students will be expected to

- identify examples of conservation and sustainability
- explain how conservation and sustainability are important to the environment
- promote sustainable practices on a local, national, and global level

Suggestions for Learning and Teaching

Teacher Talk

Although conservation and sustainability are concepts that need to be explained or demonstrated in age-appropriate language, this outcome is intended to focus on the responsible actions students could take in caring for the environment. Conservation is both the protection from loss and the efficient use of natural resources. Sustainability is the practice of using a resource so that it will always be there. Through the activities students will realize and appreciate their role in the protection and renewal of the environment, and that taking care of the environment will benefit people, animals, and plants all over the world.

- Teachers can briefly review with students knowledge of natural resources they would have learned in the previous outcome. For example: “What would we do if a natural resource was no longer there?” Introduce the concept of conservation. Create a KWL chart (see: Suggestions for Assessment) about what we know about caring for the environment. Children should come to realize the fact that everyone has a part to play in protecting natural resources, such as water, air, and food.
- Teachers can select and use an appropriate book as a read aloud. The selected book should address the topic of water. Chart or web the different forms of water in the book. What other forms of water can they name, for example: puddle, iceberg, etc. In small groups, ask children to make their own booklets “All about Water.”
- Teachers can, using water as one example of a natural resource, display a bottle of clean water and invite discussion about what they see. Ask questions as to where this water came from, etc. Lead or direct the discussion to focus on the idea that this water was around since prehistoric time. Ask children to work in groups to show ways that they use water on a daily basis. Share their work with the whole group and brainstorm ways they can conserve the use of water at home or in school. Some examples could include: turn off the water when brushing their teeth, not wasting water at the fountain, etc. Relate to the global level by discussing the fact that some children in the world do not have clean water for drinking.

1.2.3 Students will be expected to take age-appropriate action to practise responsible behaviour in caring for the environment.

Suggestions for Assessment**Suggested Links**

1.2.3 Students will be expected to take age-appropriate action to practise responsible behaviour in caring for the environment. *(continued)*

Outcomes

Students will be expected to

- identify examples of conservation and sustainability
- explain how conservation and sustainability are important to the environment
- promote sustainable practices on a local, national, and global level

Suggestions for Learning and Teaching

- Teachers can bring a globe into the classroom and ask the children to observe the large portion of the earth that is covered by water.
- Teachers can select and use an appropriate book as a read aloud. The selected book should introduce the three R's: Reduce, Reuse, Recycle. You may wish to do a recycling program in your classroom. With the students, set a goal for the class to bring in 10–15 containers each for a class recycling project. Take them to visit a recycling plant. Other activities could include “picking up garbage,” “planting trees or flowers,” or “making a compost”. Explore how other parts of the world care for their environment.
- Students can develop an activity or invention for conservation of a natural resource.

Teacher Talk

The forest, desert, oceans, etc., are habitats for a variety of animals and plants. Using their knowledge of the needs of all living things (food, water, air) students could explore how people around the world should care for the habitat of animals and plants in order to ensure their needs are met. Students should explore the importance of protecting these habitats, and that all living things depend on the environment. From this, ask students to identify personal actions they can take to contribute to a healthy environment.

- Students can take a nature walk or a guided tour of a stream, river, seashore, pond, meadow or park to observe different ecosystems that make up their environment. Make a class or individual accordion book to illustrate their observations.

1.2.3 Students will be expected to take age-appropriate action to practise responsible behaviour in caring for the environment. *(continued)*

Suggestions for Assessment**Suggested Links**

1.2.3 Students will be expected to take age-appropriate action to practise responsible behaviour in caring for the environment. *(continued)*

Outcomes

Students will be expected to

- identify examples of conservation and sustainability
- explain how conservation and sustainability are important to the environment
- promote sustainable practices on a local, national, and global level

Suggestions for Learning and Teaching

- Teachers can select and use an appropriate book as a read aloud. The selected book should explore natural habitats. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about natural habits and what they might do to protect them.
- Teachers can invite a guest speaker such as a forestry representative to bring in seedlings for all the students or someone from a fish hatchery.
- Students can make their own paper. Use the paper to make a card or poster for someone special. Ask children to think about, “What would happen if the large paper mills would recycle paper to make newspaper instead of using trees?”

1.2.3 Students will be expected to take age-appropriate action to practise responsible behaviour in caring for the environment. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - read a book about conservation
- Inquiry
 - discuss ways children use/conserves clean water daily
 - visit a recycling plant/project
- Participation
 - plant a tree; pick up garbage; make a compost
 - make recycled paper
 - observe bodies of water on a globe
 - bring to class 10–15 used containers for a class recycling project

Products Created/Written Evaluation/Portfolios

- the accordion book based on steps to conserve the environment
- the KWL Chart on conservation

Know	Want to Know	Learned

Summative

- Teachers could take the class on a nature walk and observe how well the environment of their community is being protected. Children could do an individual project after the walk.
- Teachers could invite a speaker to class to talk about a local recycling/environment project.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
 - *Hurt No Living Thing*, Shel Silverstein
 - *The Giving Tree*, Shel Silverstein
 - “The Way of Living Things,” Jack Prelustsky, Random House Books of Poetry
- Science
 - “Needs of Living Things”

Resources

- *Maps, Globes, Graphs*, Henry Stech
- *Common Ground: The Water, Earth, and Air We Share*, Molly Bang

Agencies/groups

National/International

Local

Unit 3: Place and Time

Overview

In this unit, children will practise mapping skills and explore the history of their community. They will develop an awareness that the way people live and the interaction among communities, evolve over time. Time is a concept that is new to children and discussion will have to be kept at the level of a six year old. In the previous outcome children would have explored the concept of “then” and “now.” Review these concepts and build on this prior knowledge.

This unit begins with a focus on geography and mapping skills. As children use and create simple maps, they will gain an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations. In the second outcome, they will explore how their own community has evolved over time. In the next outcome, they will explore the relationship that Aboriginal peoples have with place in Atlantic Canada, and how this relationship has evolved over time. In some cases, teachers may decide to combine these last two outcomes as an integrated study. In the final outcome of the unit, students will learn how interactions between communities (such as fishing, farming, ethnic communities, or countries) have changed over time. The focus of this outcome is to show children that advances in communication and transportation have made the world smaller; that the production of goods and services has changed over time; and that we communicate/visit communities today that were almost impossible to be in touch with before.

Outcomes

Students will be expected to

- 1.3.1 demonstrate an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations
- 1.3.2 demonstrate an understanding that the way people live in their community evolves over time
- 1.3.3 demonstrate an understanding that Aboriginal peoples’ relationship with place has changed over time
- 1.3.4 explain how interactions between communities (local, national, and global) have changed over time

Process and Skills Development

Communication

- point out places they know about on a simple wall map or globe
- create a time line using drawings/pictures of “then” and “now”
- create a time line of a story read in class
- contribute to discussion of a story read in class

Inquiry

- identify words associated with “directions” in a story

- illustrate a theme under headings: “past” and “present”
- ask questions about the past
- compare ice-boat travel with crossing Northumberland Strait today

Participation

- interpret simple maps for direction, clarity, and their understanding of the use of symbols and legends.
- role-play a story/legend/myth of the Mi’kmaq, Maliseet, Inuit or Innu
- gather and sort pictures about a theme and label “old” and “new”
- view videos/DVDs/books/pictures/photos/art depicting community activities over time

Suggested Time for Unit Completion

To be finalized by individual provinces.

1.3.1 Students will be expected to demonstrate an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations.

Outcomes

Students will be expected to

- identify and develop signs and symbols used in legends on maps and globes
- give verbal directions using relative terms for different locations
- recognize that maps and globes are used to represent the world
- use signs and symbols on simple maps to identify and locate features within the school, community, and province
- create and use simple maps and/or models
- create and use pictures or develop symbols to represent features on a map

Suggestions for Learning and Teaching

Teacher Talk

As teachers, we cannot assume that all children are familiar with the vocabulary associated with direction, therefore, terms such as “up-down,” “over-under,” “east-west,” “north-south” need to be modelled so that students have a common understanding. This is something that could be done daily during the course of the school year. To assist students to become familiar with the use of maps and mapping, simple maps and globes should be part of the classroom and made readily available for students to examine whenever an opportunity is present. Classroom activities should involve students in their learning by providing as much movement and action as possible.

- Teachers can begin by teaching the concepts of location and direction using an appropriate book as a read aloud. As the story is read, draw attention to words used to describe the places, location, and direction.
- Teachers can, as a follow-up, take students on a walk through the school or in the community. Draw attention to the signs, particular rooms and the route they followed to get there. During the community walk point out directions, street names, buildings, landmarks, etc. On your return to the classroom, create a play space by drawing a large map of their community walk and place the map on the floor. Discuss with students what kind of symbols they could use to represent the many signs, buildings, streets, landmarks, etc., they saw on their walk. Ask students to create labels and colour in the map.
- Teachers know that students have some idea of what a map is, and have some practice using labels, symbols, and directions. Ask each student to draw a map of his/her own, showing the route he/she would take to get from his/her home to school.

1.3.1 Students will be expected to demonstrate an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations.

Suggestions for Assessment**Suggested Links**

1.3.1 Students will be expected to demonstrate an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations. *(continued)*

Outcomes

Students will be expected to

- identify and develop signs and symbols used in legends on maps and globes
- give verbal directions using relative terms for different locations
- recognize that maps and globes are used to represent the world
- use signs and symbols on simple maps to identify and locate features within the school, community, and province
- create and use simple maps and/or models
- create and use pictures or develop symbols to represent features on a map

Suggestions for Learning and Teaching

Teacher Talk

As teachers we realize that teaching “direction” is an ongoing activity that has to be done almost on a daily basis, and that every time we ask students to stand “beside” their seat, on the “left-hand” side, stand “behind” their seat or point “above” the table, “below” the table, they are learning the vocabulary used to indicate location and direction. Once students have a common understanding of terms associated with this outcome and have practice giving directions, using and drawing maps, the teacher is provided with an excellent opportunity to build on what students have learned.

- Students can examine a simple wall map and/or globe to locate their own community, province, and places they know about.
- Students can create a bulletin board or map of the school or playground. Ask students to make a key using symbols for doors, play equipment, trees, parking, etc.
- Students can select and use an appropriate book as a read aloud. The selected book should describe a trip. After reading the book to the class, the teacher may wish to ask the children to give a verbal account of the story and/or give a verbal account of a trip they have personally taken.
- Students make a map of their bedroom or another room in their house. Ask students to use their knowledge of mapping and have them create a fire safety escape map. Discuss beforehand with students the things they may use for symbols.

1.3.1 Students will be expected to demonstrate an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - point out places they know about on a simple wall map or globe
- Inquiry
 - identify words associated with “directions” in the story, *Go, Ducks, Go* and either give a verbal account of the ducks’ journey, or ask students to draw, label, and colour a map of the journey taken by the ducks (The teacher could put “start” and “end” on the map to assist students.)
 - create a wall grid and locate objects or classmates on the grid (Ask students “How would you find ... ?”)
- Participation
 - interpret simple maps for direction, clarity and their understanding of the use of symbols and legends
 - respond to the questions and comments of others when discussing symbols, landmarks, maps, etc.
 - create maps to show their level of understanding of maps, symbols, legends
 - bring to class various kinds of maps from home
 - locate objects in the classroom verbally and on simple maps

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
 - *Go, Ducks, Go*
 - *Where Is It?*, Karen Bryant-Mole
 - *Rosie’s Walk*, Pat Hutchins
 - *Dr. Seuss, Stop that Ball*, Dr. Seuss
 - *Round Trip*, Ann Jonas
 - *Hurry Up Franklin*
- Math
 - (direction)

Resources

- *The Living Atlas*
- *Rand McNally Beginner’s Atlas*
- *Mapping with Children*, David Sobel
- simple maps
- *Trudy’s Time and Play House* (computer software)

Agencies/Groups

National/International

Local

1.3.1 Students will be expected to demonstrate an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations. *(continued)*

Outcomes

Students will be expected to

- identify and develop signs and symbols used in legends on maps and globes
- give verbal directions using relative terms for different locations
- recognize that maps and globes are used to represent the world
- use signs and symbols on simple maps to identify and locate features within the school, community, and province
- create and use simple maps and/or models
- create and use pictures or develop symbols to represent features on a map

Suggestions for Learning and Teaching

- Students can, as a culminating activity, look at a variety of maps that represent their community, province, country, and the world. Encourage students to bring to class any kind of map they can find such as tourist maps, bus route maps, attractions, etc., that they have seen. Discuss with students the various kinds of symbols, signs, colours, and legends used in these maps.
- Students can, as an alternative activity, create 3-D models of places familiar to them, such as their classroom or bedroom; school playground, or community using materials such as plasticine, milk cartons, popsicle sticks or pipe cleaners. Or students could create a simple map of their classroom, bedroom, or community using pictures/drawings to represent windows, doors, furniture, etc.

1.3.1 Students will be expected to demonstrate an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations. *(continued)*

Suggestions for Assessment

Formative

Products Created/Written Evaluation/Portfolios

- the maps created by students
- the 3-D models of places familiar to them such as their classroom, school playground, community, house, etc., using simple materials such as plasticine, milk cartons, Popsicle sticks, pipe cleaners
- the drawing of a “bird’s-eye view” of the school grounds
- the drawing of a fire safety escape map for their house
- the participation/contribution and artistic skills in class activities while making the class play-space map of their school/community walk.

Summative

- Take your students on a nature walk and ask them to practise mapping by having them create a map of their walk, noting directions, landmarks, vegetation, water, paths, etc.
- Ask students to give direction for the route they would take to go to the bathroom, cafeteria, or gym, etc. Note words used by students associated with location and direction to see if they have learned the outcome.
- Give groups of two or three students a treasure map and ask them to find the treasure. Arrange with the teacher librarian, secretary, or custodian to have the “treasure” situated near them. When they have found the treasure, ask them, “What was difficult?” “How did you solve the problem of finding the treasure?” The follow up discussion and success will give you an insight into student ability and understanding in reading maps.
- Give each student a sticker that he/she hides in the classroom. Ask the student to draw a map to find his/her sticker. Exchange the map with another student so he/she can locate the sticker. Allow students to create their own symbols or ask everyone to use the same symbols (which would have been put on the blackboard) so that the students can practise incorporating a legend. Ask students to incorporate a legend on their maps. Observe how students locate the sticker.

Suggested Links

1.3.2 Students will be expected to demonstrate an understanding that the way people live in their community evolves over time.

Outcomes

Students will be expected to

- develop an understanding of time concepts
- identify reasons for settlement and development of the local community
- identify and describe changes in their local community over time
- create a simple time line to record events in their community's history
- recognize that their community consists of people and places with interesting stories to tell

Suggestions for Learning and Teaching

This is an opportunity to explore with children the meaning of such terms as: past, present, future, long ago, “before and after” and “then and now.”

- Teachers can explain to students that changes take place from day to day and demonstrate this by asking them to identify changes that have taken place during the past week. Emphasize that some changes occur slowly, like their hair growing or change may be more dramatic like the construction of a house.
- Students can develop a simple time line of important events that may happen throughout the school year. Provide children with a model by using an example of the construction of a building or the life of a pet. It is important that you introduce vocabulary such as “days,” “weeks,” “months,” “years,” and “today,” “past and present,” “before and after,” and the “future.”
- Students can participate in an activity using a clock. Teachers can ask students to look at the time on the clock and ask them what they do at that time of day. Each student could be provided with a drawing of a clock and be asked to colour in a period of time. Students could then be asked to tell the class what they do at that time.
- Teachers can select and use an appropriate book as a read aloud. The selected book should address the concept of “then and now.” After reading the book to the class, the teacher may wish to create a t-chart with the class identifying things from the story that fit into the categories of “then” or “now.”

1.3.2 Students will be expected to demonstrate an understanding that the way people live in their community evolves over time.

Suggestions for Assessment**Suggested Links**

1.3.2 Students will be expected to demonstrate an understanding that the way people live in their community evolves over time. *(continued)*

Outcomes

Students will be expected to

- develop an understanding of time concepts
- identify reasons for settlement and development of the local community
- identify and describe changes in their local community over time
- create a simple time line to record events in their community's history
- recognize that their community consists of people and places with interesting stories to tell

Suggestions for Learning and Teaching

Teacher Talk

Students' understanding of time will be further developed as they take part in an age-appropriate study of how and why their community developed.

- Teachers can invite a local historian or a knowledgeable member of the community to visit the class and tell about how the community got started, settled and developed. Ask the visitor to bring photographs. Before the visitor arrives, help students create a list of appropriate questions to ask. Some examples could include "Why was the community started?" "Who were the first settlers?" "Why did they come?" "What was life like?"
- Teachers can do a comparison chart of the community under the headings "past and present." Identify various topics of the community such as buildings, work, transportation, recreation. Fill in the chart as students respond to the questions about change in the community. Teachers may wish to invite grandparents/elders from the community and talk about what their childhood was like and how the community has changed.
- Students can visit a local museum or an historic site in their community to learn more about settlement, development, and change in their community.
- Students can develop a simple time line that records events of their community's history using information provided by a visitor to class, museum visit, or chart created about their community.

1.3.2 Students will be expected to demonstrate an understanding that the way people live in their community evolves over time. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - create a time line of their school year
 - create a simple time line of their community’s history
- Inquiry
 - create a time line after reading to the class a story such as *Love You Forever* by Robert Munsch
 - list questions to ask a guest
- Participation
 - fill in comparison chart
 - record a story
 - create a simple display of artifacts

Products Created/Written Evaluation/Portfolios

- the portfolio of student time lines, drawings, “past and present” activities
- the drawing of a clock coloured in

Summative

- Provide each child with a sheet of paper that is folded in two sections: “past” and “present.” Ask each child to choose a theme such as transportation, buildings, industries and illustrate it using drawings/pictures.
- Provide students with a collection of pictures/photographs that represent “then and now” of technologies, clothing styles, transportation and have them label each picture “old” and “new.”
- Ask students to do a dramatic skit to illustrate how a technology has changed their everyday lives.
- Ask students to incorporate technology by using a calendar-making website on a computer.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- *Beginning Map Skills*, John and Patty Carratello
- *Something from Nothing*, Phoebe Gilman
- *Great Maritime Inventions*, Mario Theriault
- *Encyclopedia of American Cars*, Beekman Publishers
- *How a House Is Built*, Gail Gibbons

1.3.2 Students will be expected to demonstrate an understanding that the way people live in their community evolves over time. *(continued)*

Outcomes

Students will be expected to

- develop an understanding of time concepts
- identify reasons for settlement and development of the local community
- identify and describe changes in their local community over time
- create a simple time line to record events in their community's history
- recognize that their community consists of people and places with interesting stories to tell

Suggestions for Assessment

- Teachers can talk with students about how stories (oral/written) tell us about our history. Teachers could share simple stories or ask a visitor to tell stories about the community.
- Students can record stories and share these with the class.
- Students can create a simple display about the history of their community.

1.3.2 Students will be expected to demonstrate an understanding that the way people live in their community evolves over time. *(continued)*

Suggestions for Assessment

Suggested Links

Resources

- *Samuel Todd's Book of Great Inventions*, E. L. Konigsburg
- *What Happens When* (Big Book)
- *Love You Forever*, Robert Munsch
- *The Grouchy Ladybug*, Eric Carle
- *Time* (Big Book), Scholastic

Agencies/Groups

National/International

Local

- grandparent/elder
- historian

1.3.3 Students will be expected to demonstrate an understanding that Aboriginal peoples' relationship with place has changed over time.

Outcomes

Students will be expected to

- recognize that there are Aboriginal peoples
- compare where Aboriginal peoples live today and lived in the past
- give examples of past and present interaction between Aboriginal peoples and place

Suggestions for Learning and Teaching

Teacher Talk

Aboriginal peoples have inhabited Atlantic Canada since time immemorial. Four traditional aboriginal groups are the Mi'kmaq, Maliseet, Inuit, and Innu peoples. Each developed a distinct relationship with place including the land, water, resources, and climate. The purpose of this outcome is to help children develop an awareness of, and an appreciation for, Aboriginal communities in the Atlantic region. They will also learn that the relationship Aboriginal peoples have with place has changed over time.

The focus of this outcome is change over time. It is important that the outcome not be a stereotypical study of early Aboriginal peoples. Teachers can point out that there are numerous Aboriginal communities in the Atlantic region. The intent is to have students realize that Aboriginal communities, like all communities, evolve over time. In the next outcome students will study how their community has evolved over time. In some cases the two outcomes (1.3.2 and 1.3.3.) can be combined. Teachers should encourage students to read and discuss Aboriginal stories throughout the year.

- Teachers can select and use an appropriate book as a read aloud. The selected book should address the concept of sharing from an Aboriginal perspective. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about sharing and how this might be similar to things they have experienced themselves.
- Teachers can show students a map of their province and point out Aboriginal communities. Then, using an example of a local Mi'kmaq, Maliseet, Inuit, or Innu community, do a case study “then and now.” You could use a “woods and waters” theme. As a class, develop a simple time line of the significant events of the Maliseet, Mi'kmaq, Inuit, or Innu community.

1.3.3 Students will be expected to demonstrate an understanding that Aboriginal peoples' relationship with place has changed over time.

Suggestions for Assessment**Suggested Links**

1.3.3 Students will be expected to demonstrate an understanding that Aboriginal peoples' relationship with place has changed over time. *(continued)*

Outcomes

Students will be expected to

- recognize that there are Aboriginal peoples
- compare where Aboriginal peoples live today and lived in the past
- give examples of past and present interaction between Aboriginal peoples and place

Suggestions for Learning and Teaching

Teacher Talk

Aboriginal communities throughout Atlantic Canada represent a rich legacy of traditions, stories, myths and legends. Like all peoples, the Mi'kmaq, Maliseet, Inuit, and Innu have interesting stories to tell that describe their relationship with their environment in the Atlantic region.

- Teachers can invite a member of the Mi'kmaq/Maliseet/Inuit/Innu community to class. Ask the guest to tell a story, myth, or legend. Ask him/her to focus on the relationship Aboriginal peoples have with their environment and how this relationship has changed over time. Or ask the guest to demonstrate a craft and show how it has evolved over time. Your school could hold an Aboriginal Day for children with games, stories, and legends.

1.3.3 Students will be expected to demonstrate an understanding that Aboriginal peoples' relationship with place has changed over time. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - create a time line using drawings/pictures of “then and now” that represent the changes of the First Nations community explored
- Inquiry
 - illustrate a theme with a drawing/picture such as clothing, transportation, buildings, hunting, fishing by using a sheet of paper that is folded into two sections: “past and present”
- Participation
 - learn/play an Aboriginal game
 - illustrate/make drawings of an event in a piece of literature read to the class

Products Created/Written Evaluation/Portfolios

Summative

- Ask children to role-play a story/myth/legend of the Mi'kmaq, Maliseet, Inuit, or Innu.
- Provide children with a collection of pictures/photographs representing technologies, clothing, transportation “then and now” of a Mi'kmaq, Maliseet, Inuit, or Innu community. Label each picture “old” or “new.” Ask children to explain the change they see.
- Ask students to make a decorative greeting created in Mi'kmaq, Maliseet, Inuit, or Innu language.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics
- Science
 - environment

Provincial Curriculum

- Art

Resources

- “Crow and Little Bear” from The Learning Circle (ages 4–7)
- *Legends of Prince Edward Island*, F H MacArthur
- *Place Names of Atlantic Canada*, William Hamilton

Agencies/Groups

National/International

- First Nations

Local

- Mi'kmaq, Maliseet, Inuit, Innu elder

1.3.4 Students will be expected to explain how interactions between communities (local, national, and global) have changed over time.

Outcomes

Students will be expected to

- recognize that various kinds of communities exist in their province, country, and the world
- identify and describe how changes in transportation have allowed communities to interact more closely with one another
- identify and describe how changes in communication have allowed communities to interact more closely with one another

Suggestions for Learning and Teaching

Teacher Talk

The focus of this outcome is to help students understand that interactions between communities within their province, country, and around the world have increased with advances in communication and transportation. In the past, distance was measured in kilometres but today we measure distance in hours or the time it takes to communicate/travel from place to place. This is an outcome that deals with geography and history.

- Teachers can explain to students that there are various kinds of communities, such as ethnic communities, fishing/farming/mining communities, rural/urban communities, desert/polar communities, far away and nearby communities, and that there are communities we communicate with or visit today that were almost impossible to be in touch with before. Teachers could use stories, information texts, and maps to reinforce these ideas.
- Students can look at a map of their province. Ask them to identify places they know about. Begin by locating the local community and then identify neighbouring communities.
- Teachers can explore with students the interactions that take place among these communities. Use examples such as location of sports/cultural events, recreation, and places to shop. Ask students to identify, on a local map, the communities they shop in, visit for sports and recreation, or visit family and friends.
- Students can view a video that shows how communities across the country interact with one another. Communication and transportation links could be discussed also.

1.3.4 Students will be expected to explain how interactions between communities (local, national, and global) have changed over time.

Suggestions for Assessment**Suggested Links**

1.3.4 Students will be expected to explain how interactions between communities (local, national, and global) have changed over time. *(continued)*

Outcomes

Students will be expected to

- recognize that various kinds of communities exist in their province, country, and the world
- identify and describe how changes in transportation have allowed communities to interact more closely with one another
- identify and describe how changes in communication have allowed communities to interact more closely with one another

Suggestions for Learning and Teaching

- Students can create a collage to represent the variety of communities that exist (local, national, and global).
- Students can use pictures to compare and contrast how communication and transportation have changed over time. Teachers could ask questions such as: “How did people travel before the automobile?” “How did people communicate before the telephone?”
- Students can look at videos, books, pictures, photographs, and art that depicts transportation and communication in their community. Discuss similarities and changes. Explore how these changes have affected interaction between communities.
- Students can create a transportation centre that would allow students to explore various types of transportation. Students can see how transportation has changed and how transportation (busses, trains, airplanes, ferries) helps people interact with each other.
- Teachers can invite a guest speaker to class, such as a letter carrier, and ask the guest to explain the changes that have taken place in mail delivery in their community over time.
- Teachers can invite a speaker to discuss changes about how people communicate with each other (computer, telephone, radio, TV, newspaper).
- Teachers can collect and display samples of products or promotional materials from various fields of communication (community newspapers, flyers, magnet ads, pens, mugs).
- Teachers can create a simple communication medium or device in the classroom (newspaper, tin-can telephone, T-shirt).

1.3.4 Students will be expected to explain how interactions between communities (local, national, and global) have changed over time. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - respond to a story read in class such as *Bread, Bread, Bread* by Ann Morris
- Inquiry
 - ask questions of guest
 - compare travel “past and present”
- Participation
 - look at videos, books, pictures/photos and art that depict community activities over time and today

Products Created/Written Evaluation/Portfolios

Summative

- Ask students to create a class book about the impact one invention has had on society. An example could be the telephone, electricity, the computer, or TV. Ask children to write a statement: “With a telephone I can ... Without a telephone I cannot ...”
- Make a list of goods and services available in your community. Ask each child to choose one from the list and illustrate the past equivalent. For example: “In the past people had gardens and grew their own vegetables ... Today they ...”
- Ask students to look at a current map/globe where early settlers of the Atlantic region travelled and lived. Discuss with children how people communicated and travelled. Discuss how this has changed. Create a simple time line of technology and transportation.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics
- Science

Provincial Curriculum

- Art

Resources

- *Across a Bridge*, Ryan Ann Hunter
- *Bread, Bread, Bread*, Ann Morris
- *Over Canada*, Royal Bank of Canada (video)

Agencies/Groups

National/International

Local

- Department of Tourism
- maps of your province

Unit 4: Needs and Wants

Overview

This unit introduces students to simple economic concepts that they experience in their daily lives. In the first outcome, students will build on what they learned about needs/wants in their kindergarten year. As they investigate this topic, they will gain a greater understanding that all people have similar needs, that wants vary from person to person, and that respect for other people's needs and wants is important. In the second outcome, students will explore a variety of factors that influence how needs and wants are met and will identify such ways as working, sharing, trading, borrowing, and giving. They will explore some of the services and facilities available in their community and understand that people need to co-operate with each other to meet their various needs and wants. They will gain an understanding of the importance of volunteer work in their community, and identify some of the factors that influence their choices as consumers. In the third outcome, students will gain an understanding of how communities depend on each other for the exchange of goods and services and examine some of the factors that influence the availability of goods and services in their community. They will recognize that goods produced and services available in one community may be different from those goods produced or services available in other communities. Students will expand their understanding of how communities (local, national, and global) depend on each other for goods and services.

Outcomes

Students will be expected to

- 1.4.1 recognize that all people have needs and wants
- 1.4.2 demonstrate an understanding of the factors that influence how needs and wants are met
- 1.4.3 demonstrate an understanding of how communities depend on each other for the exchange of goods and services

Process and Skills Development

Communication

- make a list
- discuss/respond to a story read in class
- draw/write a response related to the exchange of goods/services between communities
- respond to a guest speaker or visit to a local service facility

Inquiry

- interview a person about their needs/wants
- identify items in the classroom that are borrowed/shared
- contribute to class discussion of the difference between needs/wants

Participation

- contribute to the product/mapping activity

Suggested Time for Unit Completion

To be finalized by individual provinces.

1.4.1. Students will be expected to recognize that all people have needs and wants.

Outcomes

Students will be expected to

- recognize that all people have similar needs
- give examples of how wants vary from person to person due to a variety of factors
- demonstrate age-appropriate actions that show respect for other people's needs and wants

Suggestions for Learning and Teaching

Teacher Talk

Needs and wants were introduced to children in the kindergarten curriculum. Students should have gained an understanding of what needs and wants are. Review the meaning of the two concepts. For example, you could point out that a “need” is something that is necessary for survival, such as food, clothing, shelter, love, and the need to belong; and that a “want” is something that a person desires/wishes, such as a trip to Disneyland or a new toy but is not necessary for survival. Students would have identified some of the “needs” common to all children and should have an awareness that people of all ages have needs and a variety of wants.

- Teachers can review the concept of needs and wants. Imagine they have been stranded on a deserted island with no adults and they have only ten wishes. What would they be? Ask children which of the wishes are needed for survival? Which are wants? As a class make a list of needs and wants.
- Teachers can display a poster of items representing “needs” and “wants.” Ask children to identify the items they see which are necessary (needs) and which are not (wants). Then ask children to create their own poster with pictures, drawings under the headings: needs and wants. Clothes pins could be used to place the pictures on the poster under the appropriate headings. Display the posters and as a class have children identify all the similar needs they see from one poster to another. This would be a good opportunity to establish an awareness that children everywhere have basic needs/wants.
- Teachers can extend the previous activity to demonstrate that all living things have basic needs for survival. Discuss with students the needs of a pet or a person. Identify the needs common to both. Use a Venn diagram to chart the similarities and differences.

1.4.1. Students will be expected to recognize that all people have needs and wants.

Suggestions for Assessment**Suggested Links**

1.4.1. Students will be expected to recognize that all people have needs and wants. *(continued)*

Outcomes

Students will be expected to

- recognize that all people have similar needs
- give examples of how wants vary from person to person due to a variety of factors
- demonstrate age-appropriate actions that show respect for other people's needs and wants

Suggestions for Learning and Teaching

- Teachers can select and use an appropriate book as a read aloud. The selected book should address the topic of food or clothing from around the world. Ask students to suggest reasons why we need shelter. How does their family meet the child's need for shelter? What parts of our homes fill the need for shelter and which ones are for wants? Display pictures of various homes from around the world. Identify possible materials used for construction. Make connections between the materials available, climate, and the type of home built. Then ask children to create a big book to illustrate the need for shelter around the world.

Teacher Talk

Once children have established an understanding of the difference between needs and wants, they should have developed some awareness that wants vary from person to person, depending on a variety of factors such as where a person lives, his/her age, interests, activities, peer pressure, advertising.

- Students can create a big picture book. Divide the book into five sections. Ask children to draw or cut and glue pictures of people of different ages for each section: for example: baby, 6 year old, teenager, adult, senior citizen. Then ask children to draw or cut and glue pictures showing the various things a person wants for each age. Similar books could be developed to show differences in wants related to where people live or their interests.

1.4.1. Students will be expected to recognize that all people have needs and wants. *(continued)*

Suggestions for Assessment**Suggested Links**

1.4.1. Students will be expected to recognize that all people have needs and wants. *(continued)*

Outcomes

Students will be expected to

- recognize that all people have similar needs
- give examples of how wants vary from person to person due to a variety of factors
- demonstrate age-appropriate actions that show respect for other people's needs and wants

Suggestions for Learning and Teaching

Teacher Talk

This would be a good opportunity to expand on what children have learned about the various needs/wants of all people, and help them develop an understanding that we need to respect the needs/wants of people everywhere, by doing such things as being friends, sharing, talking to people, helping others, listening attentively, allowing for privacy, and sharing concerns.

- Students can conduct an interview with a younger/older sibling, a parent, grandparent, or some other person. Ask them "What are five things you really need and what are five things you really want?" Teachers could talk about the responses from the interviews and why we need to respect a person's needs and wants.
- Teachers can recognize student actions that show respect for other people's needs and wants in the Passport to Citizenship or Good Deed Book.

1.4.1. Students will be expected to recognize that all people have needs and wants. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - list ten wishes
- Inquiry
 - interview a person about their needs/wants
- Participation
 - contribute to responses that demonstrate their understanding of needs and wants; and respect for others' wants

Products Created/Written Evaluation/Portfolios

- the poster with headings: "Needs and Wants"
- the Venn diagram to show similar needs and wants of animals and people
- the Big Book of pictures representing the needs for shelter around the world
- the Big Book of pictures representing needs and wants of people, depending on their age

Summative

Ask children to interview another person to identify his/her needs and wants (age, location).

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- *Byron through the Seasons*, La Rouche Children
- *A Tiny Seed*, Eric Carle
- *The Very Hungry Caterpillar*, Eric Carle
- *A House for Hermit Crab*, Eric Carle
- *A Very Grouchy Ladybug*, Eric Carle
- *Houses around the World*
- *My Friends, My Family and Me*, Frank Schaeffer Publishers
- *Tony's Bread*, Tome De Paolo

Agencies/Groups

National/International

Local

1.4.2 Students will be expected to demonstrate an understanding of the factors that influence how needs and wants are met.

Outcomes

Students will be expected to

- identify different ways people's needs and wants are met
- give examples of services/facilities that meet the needs and wants of people
- recognize the need for people to co-operate with each other in their community to meet their various needs and wants
- recognize the importance of volunteer work
- identify some of the factors that influence their choices as consumers

Suggestions for Learning and Teaching

Teacher Talk

In the previous outcome students would have identified differences between a need and a want, and that needs and wants of people may vary depending on their age, situation in life, or where they live. The focus of this outcome is to help students understand that there is a variety of ways, such as by working, trading, sharing, borrowing, giving and volunteering that allow people to meet their needs and wants. Children are aware that most of their needs/wants are provided for by adults; however, students do make some choices as consumers.

- Teachers can select and use an appropriate book as a read aloud. The selected book should address the idea that working is one way to meet needs and wants.
- Teachers can point out that most people work for money to buy what they need/want. Explain to children that there is a variety of jobs that people do for pay, and that there is paid work and unpaid work. Explain that unpaid work is provided by volunteers who expect nothing in return. Ask children to identify other kinds of ways there are to meet their needs/wants. You could prompt them by suggesting examples such as: by working, trading, giving/sharing, bartering, borrowing, recycling. Focus on the importance of belonging to a family and having friends. Point out to children that people often co-operate with each other to obtain their needs/wants.

1.4.2 Students will be expected to demonstrate an understanding of the factors that influence how needs and wants are met.

Suggestions for Assessment**Suggested Links**

1.4.2 Students will be expected to demonstrate an understanding of the factors that influence how needs and wants are met. (continued)

Outcome

Students will be expected to

- identify different ways people’s needs and wants are met
- give examples of services/facilities that meet the needs and wants of people
- recognize the need for people to co-operate with each other in their community to meet their various needs and wants
- recognize the importance of volunteer work
- identify some of the factors that influence their choices as consumers

Suggestions for Learning and Teaching

- ♥ Students can brainstorm to identify services/facilities available in their community. Some services/facilities students may be aware of could include such things as hospitals, libraries, clinics, senior citizens’ housing, day-cares, food banks, police, fire protection, recreation facilities, stores, places of worship, and schools. Also include children’s groups such as Sparks and Brownies. List and display. **Ask students if they use any of these services.** Invite a guest speaker from the community and ask the guest to tell the class the service his/her organization/occupation provides. Or as a class, visit a local facility that meets the needs of the community. Try to visit places children haven’t visited, such as the waste management, sewage treatment facility, the food bank, or seniors’ housing.

Teacher Talk

The needs/wants of people living in their community depends on many people/organizations/groups working together in a co-operative effort. Review with children what they learned about “groups” in unit one and how people work together with each other to meet the various needs/wants of people of their community.

- Teachers can select and use an appropriate book as a read aloud. The selected book should deal with the topic of a community coming together to help members of the community. After reading the book to the class, the teacher may wish to engage the children in a discussion of how their own communities work together to help all members.

1.4.2 Students will be expected to demonstrate an understanding of the factors that influence how needs and wants are met. (continued)

Suggestions for Assessment**Suggested Links**

1.4.2 Students will be expected to demonstrate an understanding of the factors that influence how needs and wants are met. *(continued)*

Outcomes

Students will be expected to

- identify different ways people's needs and wants are met
- give examples of services/facilities that meet the needs and wants of people
- recognize the need for people to co-operate with each other in their community to meet their various needs and wants
- recognize the importance of volunteer work
- identify some of the factors that influence their choices as consumers

Suggestions for Learning and Teaching

Teacher Talk

As a follow-up, you could use the classroom/school as an example to demonstrate how students/teachers/staff co-operate by sharing to meet their needs. This would also be a good opportunity to teach children about respect for other's needs and responsibility when items are shared/borrowed.

- Students can identify items in the classroom or school that are borrowed/shared. For example, the item could be play equipment, pencil, or toy; or the teacher may borrow a storybook or piece of equipment. Then ask the class to suggest the responsibility associated with this method of transaction.
- Students can name a project taking place in their community such as the construction of a house or recreation park that involves the co-operation of many people: carpenters, plumbers, electricians, plasterers, painters. As a class create a list of the people involved. Cut/draw pictures and create a display. Discuss how they work together.

Teacher Talk

Many things that people need and want are provided for by volunteers who do not get paid for what they do. Personal enjoyment and a sense of duty as good citizens are their rewards. Focus on the fact that many services are provided by volunteers such as fire protection, service clubs, Sparks, Brownies, Meals-on-Wheels, Block Parents, and Neighbourhood Watch and that without volunteers many of the things people need would not be provided.

- Teachers can help children understand the concept of "unpaid work," the many services it provides to people, and the personal satisfaction and enjoyment derived from being a volunteer.
- Select and use an appropriate book as a read aloud. The selected book should address the importance of doing things for others. Ask the class to identify and list volunteers they know about such as volunteer firefighters, etc. If children demonstrate a natural curiosity, arrange for the class to meet a volunteer and invite him/her to class.
- Teachers can acknowledge any volunteer work done by students in their Passport to Good Citizenship or Good Deed Book.

1.4.2 Students will be expected to demonstrate an understanding of the factors that influence how needs and wants are met. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - write/draw a response of one need and one want. For example a prompt sentence such as: “I get my clothes from ...”
 - write/draw a response related to the volunteer’s visit to class
- Inquiry
 - cut/draw pictures of ways people meet their needs/wants (Pin the pictures on a clothesline.)
 - identify and list services/facilities available in their community
 - identify one example within the community that is maintained by volunteers
 - identify items in the classroom or school that are borrowed/shared
 - create a “paper quilt” for display using drawings each student has made of a service/facility in their community
 - name a project taking place in the community and create a list of the people involved
- Participation
 - contribute to discussion to a story read in class
 - contribute to discussion of how the community meets needs/wants of its members
 - draw/cut pictures that illustrate one influence that affects a choice they make as a consumer
 - identify and list volunteers of the community
 - identify a fad, toy, clothing, or item and discuss how it affects one’s needs/wants

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics
- Science

Provincial Curriculum

- Art

Resources

- *The Paper Boy*, Dave Pilkey
- *Clifford’s Good Deeds*, Norman Bridwell
- *Clifford Gets a Job*, Norman Bridwell
- *Clifford the Firehouse Dog*, Norman Bridwell
- *Daddies at Work*, Eve Merriam
- *Mommies at Work*, Eve Merriam

1.4.2 Students will be expected to demonstrate an understanding of the factors that influence how needs and wants are met. *(continued)*

Outcome

Students will be expected to

- identify different ways people's needs and wants are met
- give examples of services/facilities that meet the needs and wants of people
- recognize the need for people to co-operate with each other in their community to meet their various needs and wants
- recognize the importance of volunteer work
- identify some of the factors that influence their choices as consumers

Suggestions for Learning and Teaching

♥ Teacher Talk

Very young children are aware of some of the influences that affect their choices as consumers. For example, brand names, peer pressure, what friends have, and advertising are influences they know about. Focus on the child as a consumer and help him/her explore good decision making practices. **Teachers should be careful not to promote any fad, product, brand name, or place children in a situation that would make them uncomfortable or feel left out.**

- Teachers can select and use an appropriate book as a read aloud. The selected book should address that there are many things that influence their choices as consumers. Then ask the class to identify one fad, toy, clothing or item and ask: "Where is it advertised?" "How does it affect your needs/wants?" Alternatively, ask children "If you are hungry when you go to the supermarket, how may this affect what you buy?"

1.4.2 Students will be expected to demonstrate an understanding of the factors that influence how needs and wants are met. *(continued)*

Suggestions for Assessment

Formative

Products Created/Written Evaluation/Portfolios

- the writings/drawings/pictures students create/gather
- the list of services/facilities in their community
- the clothesline of pictures

Summative

- As a class, chart six ways “needs and wants” are met in society. Give an example for each. Note responses that children give that demonstrate how they meet their needs/wants. Discuss contributions each child provides.
- As a class visit a local facility that meets the needs of the community.
- If children demonstrate a natural curiosity about the volunteers they know about, arrange for the class to meet a volunteer and invite him/her to class.
- As a class ask children to make a “tree-and-leaf” representation that demonstrates how their community cares for children, the sick, seniors.
- Ask children to, as a class or in groups, using simple materials such as blocks or Popsicle sticks, construct a model of a facility in their community that provides a service/facility. Observe their understanding of co-operation as they work on the project.
- As a class activity ask children to plan and participate in an example of co-operation to help out someone in their community.

Suggested Links

Resources

- *Uncle Willie and the Soup Kitchen*, DyAnne diSalvo-Ryan
- *The Clean-Up Surprise*
- *Alexander Who Used to Be Rich*, Judith Viorst
- *Berenstain Bears’ Trouble with Money*, Stan & Jan Berenstain
- *Big Bird Goes to Hospital* (See Children’s Workshop Video Series.)
- *Communities*, G. Saunders-Smith

Agencies/Groups

National/International

- Sparks, Brownies, etc.

Local

- any service club member/volunteer
- supermarket, farm, factory

1.4.3 Students will be expected to demonstrate an understanding of how communities depend on each other for the exchange of goods and services.

Outcomes

Students will be expected to

- recognize the difference between goods and services
- give examples to show that communities produce different goods
- recognize that services available in one community may be different from those available in other communities

Suggestions for Learning and Teaching

Teacher Talk

Students will need to know that needs and wants are provided by goods and services. “Goods” are tangible things such as food, clothing, autos, bikes, toys that are manufactured or made; and “services” are intangibles such as benefits/work, health care, bussing, schools, recreation, letter delivery, milk delivery, plumbing, and electrical services. Point out to students that some goods/services may not be available in their community but may be available in other communities.

- Teachers can provide students with a simple map of their local area and ask them to draw/cut out pictures/symbols of products produced there and place them on the map.
- Students can make a poster/collage using pictures to represent a variety of examples of “Goods” and “Services” found in their community. This would be a good opportunity to review with students that all the goods and services they need may not be available in their community, and that communities (rural and urban) within their province/country and around the world need to depend on each other.

1.4.3 Students will be expected to demonstrate an understanding of how communities depend on each other for the exchange of goods and services.

Suggestions for Assessment**Suggested Links**

1.4.3 Students will be expected to demonstrate an understanding of how communities depend on each other for the exchange of goods and services. *(continued)*

Outcomes

Students will be expected to

- recognize the difference between goods and services
- give examples to show that communities produce different goods
- recognize that services available in one community may be different from those available in other communities

Suggestions for Learning and Teaching

Teacher Talk

As students develop an understanding that many of the things they and their family use may not be available in their local community, the teacher can explain some reasons such as: climate/weather, place, natural resources, population, expertise and transportation. Many of these factors relate to the difference between urban/rural communities.

- Students can create a display showing the differences between rural and urban communities.
- Teachers can give each student an item (word, picture, model) and ask them to show whether it best fits in a rural, urban community or both.
- Teachers can do a case study of two communities children know about. Try to use a rural and urban community. Make a list of the “goods/services” available in each community. Teachers could discuss reasons why some goods/services are not available.
- Teachers can take the class on a field trip to a supermarket. Discuss with children such questions as: “What goods/services does a supermarket provide?” “How do goods get transported to the supermarket?”

1.4.3 Students will be expected to demonstrate an understanding of how communities depend on each other for the exchange of goods and services. *(continued)*

Suggestions for Assessment**Suggested Links**

1.4.3 Students will be expected to demonstrate an understanding of how communities depend on each other for the exchange of goods and services. *(continued)*

Outcomes

Students will be expected to

- recognize the difference between goods and services
- give examples to show that communities produce different goods
- recognize that services available in one community may be different from those available in other communities

Suggestions for Learning and Teaching

- Students can draw/cut out pictures of some of the many kinds of transportation used to bring goods to market.
- Students can collect labels of foodstuffs, clothing, or bring in an item from home. Identify which items are produced/created locally and those that have to be imported. “Where do the items come from?” “How do they get here?” Using a world map and pins, locate where each product originated. Discuss how the items might have been transported.
- Teachers can work with students to create a survey on the availability of services. Use the table provided below as a template.

Services	Local Community	Nearest Community	Nearest Town/City	Other
gas station				
medical				
fire protection				
police				
convenience store				
dry cleaning				
professional sports/games				

1.4.3 Students will be expected to demonstrate an understanding of how communities depend on each other for the exchange of goods and services. *(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - draw/write a response of one advantage of the exchange of goods/services between communities.
- Inquiry
 - respond using a drawing/writing to a guest speaker or visit a local service facility
- Participation
 - contribute to discussion
 - map a label/product brought to class

Products Created/Written Assessment/Portfolios

- the poster/collage children made of the “goods and services” found in their community.

Summative

- Ask students to create a class book that identifies the needs of children and how those needs are met. Each child could contribute a two-page spread. For example, the left page could say: “We need milk to make our bones strong.” And the right page could say: “Milk comes from the dairy farmer. It comes in big trucks.”
- The teacher could do a case study with the class comparing the goods/services available in a rural and urban community.
- Ask students to make a picture book/collage/poster of some kinds of transportation used to bring goods to market.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- *Milk Makers*, Gail Gibbons
- *Supermarket*, Gail Smith-Saunders

Agencies/Groups

National/International

Local

- farm, factory

|