

GRADE 1 SOCIAL STUDIES AND ENGLISH LANGUAGE ARTS: Exploring the Local Environment

Summary of Learning Opportunity

Students explore the local environment, identifying important places in their community and highlighting natural and human-made structures. They then create and communicate stories about the significance of the place or structure. Big ideas: We shape the local environment and the local environment shapes who we are and how we live. Healthy communities recognize and respect the diversity of individuals and care for the local environment.

Curricular Competencies and Content	Social Studies 1	<ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. • Explain the significance of...objects and places (significance) • Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) • Characteristics of the local community that provide organization and meet the needs of the community
	English Language Arts 1	<ul style="list-style-type: none"> • Recognize the importance of story in personal, family, and community identity • Create stories and other texts to deepen awareness of self, family, and community • Strategies and processes: oral language, writing, metacognitive

Literacy and Numeracy Connections

Instruction and Assessment

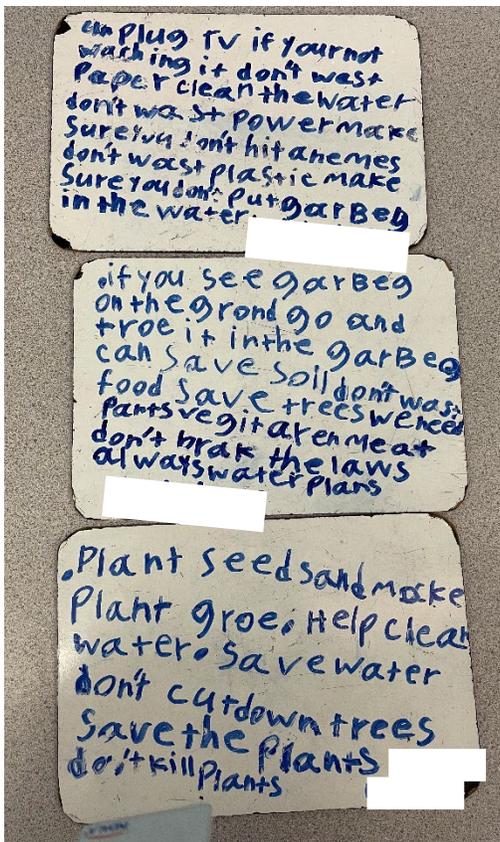
Competencies Developed, Practiced, and/or Assessed

<p>LITERACY: Comprehends text—Makes connections; Applies understanding—Extracts ideas and information</p>	<p>1. Walk in the local community Notice humanmade features—discuss how they are made, take photos Notice features in natural areas—discuss, take photos Compare and contrast natural vs. humanmade features. How are they the same and different?</p>	<p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)</p>
<p>LITERACY: Communicates ideas and information—Expresses ideas and information</p>	<p>2. Read aloud: <i>Map of Good Memories</i> by Fran Nuno Students draw a map of their community, including personally important features and highlighting humanmade v. natural structures Discuss the importance/usefulness of each</p>	<p>Explain the significance of...objects and places (significance) Recognize the importance of story in personal, family, and community identity</p>
<p>LITERACY: Communicates ideas and information—Expresses ideas and information</p>	<p>3. Create structures with natural materials. Tell a story about the structure, how it was made, or why it is significant.</p>	<p>Recognize the importance of story in personal, family, and community identity Create stories and other texts to deepen awareness of self, family, and community</p>

Proficient Student Work



Student-created structure with found natural materials. This student told an oral story about this structure and its importance in the neighbourhood.



A small group of three students decided to use whiteboards to plan how they could take care of the environment. They drafted some ideas they could use on signs.

Teacher's Observation, Assessment, and Reflection

The student work on the left demonstrated **proficiency**; they were very engaged in this learning. Students connected the activities about natural and humanmade structures and applied that understanding to create their own structures and explain their significance. They shared ideas during the in-class discussion. Three students drew conclusions from their observations during the nature walk in our local community, recognized their importance, and expressed their ideas (created text) on whiteboards.

Along with having time in the day for explicit literacy instruction, it is possible to have rich literacy learning happening throughout the day in cross-curricular activities. This helped me broaden the definition of 'literacy' and help to recognize the strengths of all learners including those whose strengths were previously unrecognized in more traditional formats.

Key Considerations and Further Connections

The teacher employed principles of Universal Design for Learning by giving the students choice in activity and action. Students were assessed via observation and conferencing. A checklist of Literacy or curricular competencies could be used for classroom assessment.

Further curriculum connections:

- Contributing to the community and Caring for the environment: Personal and Social—Social Awareness and Responsibility Core Competency
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors (First Peoples Principles of Learning)
- Exploration of the Indigenous worldview of reciprocity
- Explore elements, processes, materials...tools, and techniques of the arts (Arts)
- Demonstrate curiosity and a sense of wonder about the world (Science)