

GRADE 1

OVERVIEW

In Grade 1 social studies, students will examine various roles, relationships, and responsibilities, how and why these may change, and how they are connected to one's identity, culture, and sense of self. They will develop their appreciation of the need to treat all people, as well as the built and natural environment, responsibly and with respect. Students will also examine their local community, its characteristics and services, and how it meets the needs of the people who live and work there. Students will be introduced to the social studies inquiry process, and will use this process when conducting investigations related to roles, relationships, and responsibilities, and to their local community. In addition, students will learn how to use the basic elements of maps to help them extract information from and construct maps for specific purposes.

The Grade 1 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *community, identity, relationships, respect, and stewardship*.

The following chart presents an overview of the Grade 1 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand A. Heritage and Identity: Our Changing Roles and Responsibilities				
A1. describe some of the ways in which people’s roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people’s roles, relationships, and responsibilities as well as their sense of self	Continuity and Change	A person’s roles, responsibilities, and relationships change over time and in different situations.	How and why do people’s roles and responsibilities change as they encounter new situations and develop relationships with different people? How do people’s various roles and responsibilities help shape who they are? Why is it important to respect others? How do we show respect for others?	Maps* and Globes Using elements of maps (e.g., a title, symbols in a legend, direction, scale [non-standard], and colour) to help them extract information from or when constructing maps for specific purposes (see, e.g., A2.3)
A2. use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives	Interrelationships	Their own roles, responsibilities, and relationships play a role in developing their identity.		
A3. demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities	Significance	All people are worthy of respect, regardless of their roles, relationships, and responsibilities.		

(continued)

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand B. People and Environments: The Local Community				
B1. describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people's needs	Interrelationships	Communities have natural and built features and provide services that help meet the needs of the people who live and work there.	What are people's responsibilities within their community? What might happen if people did not meet their responsibilities? In what ways do people and the natural and built features of our community work together to help meet the needs of the community? How do we recognize patterns in the natural and built features of the local community? How can we represent those patterns?	Graphs Constructing and using pictographs (see, e.g., B2.4) Constructing and using tallies (see, e.g., B2.2) Maps* and Globes Using elements of maps (e.g., a title, symbols in a legend, direction, scale [non-standard], and colour) to help them extract information from maps (see, e.g., B2.3, B3.4) Using elements of maps when constructing maps for specific purposes (see, e.g., B1.3, B2.3, B3.4, B3.6) Using relative location, relative distance, and relative direction to locate significant places in their community (see, e.g., B3.3)
B2. use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short- and long-term effects of this interrelationship	Cause and Consequence	Our actions can have an impact on the natural and built features of the community, so it is important for us to act responsibly.		
B3. describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance	Significance; Patterns and Trends	A community consists of different areas, each of which has a specific layout and characteristics.		

* The term *map* refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.

A. HERITAGE AND IDENTITY: OUR CHANGING ROLES AND RESPONSIBILITIES

OVERALL EXPECTATIONS

By the end of Grade 1, students will:

- A1. Application:** describe some of the ways in which people’s roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people’s roles, relationships, and responsibilities as well as their sense of self (**FOCUS ON:** *Continuity and Change*)
- A2. Inquiry:** use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives (**FOCUS ON:** *Interrelationships*)
- A3. Understanding Context:** demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities (**FOCUS ON:** *Significance*)

SPECIFIC EXPECTATIONS

A1. Application: Why Roles and Responsibilities Change

FOCUS ON: *Continuity and Change*

By the end of Grade 1, students will:

- A1.1** describe how and why a person’s roles, relationships, and responsibilities may change in different places or situations and at different times (*e.g., how and why a student’s relationship with a teacher is different from that with a peer; how their parents’ roles differ at home and at work; how a child’s responsibilities at home may change as he or she gets older; why expectations for table manners may be different when they are home than when they are a guest in someone else’s home*)

Sample questions: “Why do you think your role at school is different from your role at home?”
“In what ways might your responsibilities at home change as you get older?”

Student talk: “My mom works in an office with lots of other people. Her boss decides what she works on. She picks me up after school. We go home and she makes supper. I help set the table. She reads to me before I go to sleep.”

- A1.2** describe how some significant events in their lives (*e.g., the birth of a sibling, starting school, moving to a new home, getting a pet*) led to changes in their roles, relationships, and/or responsibilities

Sample questions: “Has anything happened this year that changed your responsibilities at home? How did things change? Why did they change?”

Student talk: “We got a puppy last year. I make sure his water dish is always full.”

- A1.3** compare some of the significant events in their own lives and/or the lives of their family members with those in the lives of their peers

Student talk: “I have a baby brother. Do you have any brothers and sisters?” “My grandmother moved in with us this spring. Who lives with you?” “We went to visit my aunt and uncle in Montreal last summer. What did you do in the summer?”

A1.4 describe the impact that people can have on each other in some different situations (e.g., when a person helps a child who is lost, when a child bullies another child, when a teacher helps a student find the answer to a problem, when schoolmates share toys or art supplies) and some of the ways in which interactions between people can affect a person's sense of self

Sample questions: "When you started school this year, how did you feel when you first came into the classroom? If you were nervous, did someone help you to feel better? How did they do that? How could you do that for some other student?" "How do you think a child feels when he or she is bullied?"

Student talk: "I feel sad when someone does not let me play." "I was scared on the first day of school. My big brother helped me in the lunchroom that day. That made me feel better."

A2. Inquiry: Roles, Responsibilities, and Identity

FOCUS ON: *Interrelationships*

By the end of Grade 1, students will:

A2.1 formulate questions to guide investigations into some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity / sense of self (e.g., brainstorm with their peers to formulate simple questions related to an event that has affected their self-concept, to changes in their responsibilities since they started school, or to how they behave in different places)

Sample questions: "Think about situations in which you feel safe and confident or nervous and shy. What is it about those situations that makes you feel that way?" "How might you compare your role as a friend to your role as a big sister?"

A2.2 gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity / sense of self (e.g., a birth or death in the family, their first day at school, a friend getting hurt at the park, getting lost in a shopping mall, their family's place of worship), using primary and/or secondary sources that they have located themselves or that have been provided to them (e.g., photographs, family and other stories, interviews, artefacts, newspapers and magazines)

Sample questions: "Who might you talk to in order to find out about some of your family's

stories?" "Who can help you find some of the information you need?"

Student talk: "I got a bunch of photographs from my dad that show special people and places in my life."

A2.3 analyse and construct simple maps as part of their investigations into places that are significant to them or to their family (e.g., construct a map that includes a title, legend, and directions to show the route from their home to their best friend's home or to school; find the school entrance, playground, and their classroom on a map of their school)

Student talk: "I took some of the photos from our walk and put them on my map of our community. It shows what the place looks like."

A2.4 interpret and analyse information relevant to their investigations, using a variety of tools (e.g., use a timeline of significant events in their life to help them make connections between those events and changes in their sense of self; list their responsibilities at home and at school on a Venn diagram to help them determine their similarities and differences; use a graphic organizer to help them determine the relationship between the responsibilities of adults in their life and their own responsibilities)

Student talk: "I have more to do at school than at home, because my mom does a lot for me." "When my sister was born I felt happy. But I got mad too, because my dad didn't play with me as much."

A2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity / sense of self

Sample questions: "What did you find out about differences in your roles and responsibilities at home and at school or at a place of worship? Why do you behave differently in these places? What would happen if you behaved the same way at school or at a place of worship as you do at home?" "What events have led to the biggest changes in your sense of self? Why do think that is?"

A2.6 communicate the results of their inquiries, using appropriate vocabulary (e.g., role, relationship, responsibility, sense of self, identity) and formats (e.g., an oral presentation on the biggest change in their life and how it affected them; a map showing places that are important to them; captioned photographs of significant people in their lives)

A3. Understanding Context: Roles, Relationships, and Respect

FOCUS ON: Significance

By the end of Grade 1, students will:

A3.1 describe some of their own roles, relationships, and responsibilities (*e.g., as a student, member of a family, friend, member of the community*)

Sample questions: “What roles do you have at school? At home?” “What are some of your responsibilities at school? At home?” “What is your relationship with other members of your family?”

A3.2 identify some of the significant people, places, and things in their life, including their life in the community (*e.g., people: parent, teacher, Elder, doctor; places: school, friends’ homes, the library, parks or playgrounds, their place of worship; things: pets, culturally specific items in their home, toys and comfort items*), and describe their purpose or the role they have

Sample questions: “What is the purpose of our school?” “What role does your doctor play in your life?” “What role does an Elder play in your community?”

A3.3 demonstrate an understanding of simple chronology by identifying and organizing chronologically some significant events related to their personal experience (*e.g., their progress from daycare to Kindergarten and then to Grade 1; learning to walk, to ride a tricycle, and then to ride a bicycle*)

Sample questions: “Where on our timelines do we place our first day in Grade 1? Is that date the same for everyone in the class? Where will you place your first time riding a bike? Do you think that event happened at the same time for everyone in the class?”

A3.4 identify some elements of respectful behaviour that they can practise in their everyday life (*e.g., sharing, cooperating, being courteous, not damaging the natural or built environment*) and/or that other people practise (*e.g., some people bow to each other as a sign of respect; when meeting an Elder, one offers tobacco, a sacred medicine, for symbolic purposes*)

Student talk: “When I ask for something, I try to remember to say ‘please’.”

A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect

Student talk: “You shouldn’t interrupt when someone else is talking. I don’t like it when someone interrupts me.” “When we walk on the nature trail, we stay on the path. We don’t want to step on plants because it might kill them.”

B. PEOPLE AND ENVIRONMENTS: THE LOCAL COMMUNITY

OVERALL EXPECTATIONS

By the end of Grade 1, students will:

- B1. Application:** describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people’s needs (**FOCUS ON:** *Interrelationships*)
- B2. Inquiry:** use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short- and long-term effects of this interrelationship (**FOCUS ON:** *Cause and Consequence*)
- B3. Understanding Context:** describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance (**FOCUS ON:** *Significance; Patterns and Trends*)

SPECIFIC EXPECTATIONS

B1. Application: Interrelationships within the Community

FOCUS ON: *Interrelationships*

By the end of Grade 1, students will:

- B1.1** describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist

Sample questions: “Where does your family go to buy food? What might happen if the store (farmers’ market, farm) were no longer there?” “Who uses the local park? Why do they use it? Is there anywhere else these activities could take place if the park weren’t there?” “How would you feel if the playground were torn down?”

Student talk: “I like playing on the swings. I would be sad if they were not there. The other park is far away, so I wouldn’t be able to go there much.”

- B1.2** identify some services and service-related occupations in their community (*e.g., occupations such as sanitation worker, store clerk, restaurant server, repair person; services provided by the post office, the band office, the water treatment plant, grocery stores, gas stations*), and describe how they meet people’s needs, including their own needs

Student talk: “We put leaves out in bags in the fall. In the spring we get compost that is made from leaves and old food. We put it in the garden to help things grow.”

- B1.3** create a plan that outlines some specific ways in which they can responsibly interact with the built and/or natural environment in the local community (*e.g., map out the location of garbage and recycling cans in parks so they can properly dispose of their waste; help plan a garden at home, composting in the school, or other ways of reducing their environmental footprint; plan ways to participate in clean-up days*), and describe how their actions might enhance the features of the local environment

Student talk: “We are going to plant a tree in our backyard. It will grow and be a place for birds and squirrels to live. Trees help clean the air, too.”

B2. Inquiry: Interrelationships and Their Impact

FOCUS ON: *Cause and Consequence*

By the end of Grade 1, students will:

B2.1 formulate questions to guide investigations into some aspects of the interrelationship between people and the natural and built features of their community, with a focus on some of the short- and long-term effects of this interrelationship (e.g., *brainstorm with their peers to formulate simple questions related to the effects of not using garbage cans or not cleaning up after their dogs on the playground, of a community tree-planting event, of the building of a new road or big-box store on what was once green space, or of shutting down a local store*)

Sample questions: “What are some of the good things about the natural features in our neighbourhood? How could we make them better?” “What are some ways in which people have had an impact on the natural features in the community?” “What happens when a new subdivision or mall goes up where there used to be trees?”

B2.2 gather and organize information on the interrelationship between people and the natural and built features of their community, and on the effects of this interrelationship, using sources that they have located themselves or that have been provided to them (e.g., *use a tally sheet to monitor the use of garbage cans and recycling containers around the school; use a digital camera to record the amount of garbage on the ground in the park; organize satellite images that show changes in natural or built features in their community; interview a person who works in the park*)

Sample questions: “How could we gather data on the messiest places in the schoolyard?” “How can we use satellite images of the First Nation reserve to help us create maps and locate familiar features that we use?” “How could we use photos to see where new trees have been planted or old trees have been cut down?”

Student talk: “I talked to the woman who works in the park. She told me that they put in special plants that butterflies like. I hope I see more butterflies next summer.”

B2.3 analyse maps, and construct simple maps using appropriate elements, as part of their investigations into the interrelationship between people and significant natural and built features in their community (e.g., *show the location of parks, bodies of water, or shopping districts, using symbols or photographs, a legend, directions, and colour*)

Student talk: “I pasted photos on my map of the park to show where the trees, pond, and swings are.”

B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools (e.g., *plot their data on a pictograph or chart to determine ways in which an area in their community has changed; compare their own photographs of the way an area looks now to old photographs to determine changes*)

Sample questions: “Let’s look at these old and new pictures of this area of town. What do you see that’s different? Are there more trees? Fewer trees? Are there more buildings? Are they the same kinds of buildings? What tool could you use to record the changes?”

Student talk: “My family goes to the big new grocery store. On our walk I saw empty stores on Main Street. The small grocery store is gone.” “There’s a parking lot here now. In the old picture, there were trees and a little park.”

B2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between people and natural and built features of their local community, and some of the effects of this interrelationship

Sample questions: “Why did they replace the cement around the pond in the park with grasses and reeds? What difference did that make? Do you think it was important to do? Why or why not?”

Student talk: “More people go to the park near the library. It’s easy to get to and there’s lots to do. Sometimes people in the park throw garbage on the ground. It looks messy, and sometimes it can hurt children or animals. They need more garbage cans so people don’t litter.”

B2.6 communicate the results of their inquiries using appropriate vocabulary (e.g., *location, map, symbol, distance, legend, direction, scale, community*) and formats (e.g., *a cooperatively produced book of photos from a field study; song lyrics, a rap, or a poem about the benefits of a community garden; a poster illustrating the benefits of planting trees; a map showing the natural and built features of their neighbourhood; role play illustrating responsible and respectful treatment of the environment*)

B3. Understanding Context: The Elements of the Local Community

FOCUS ON: *Significance; Patterns and Trends*

By the end of Grade 1, students will:

B3.1 identify some of the natural and built features of their community (e.g., rivers, lakes, parks, roads, stores, houses, apartment buildings, libraries, schools, arenas, recreation centres, places of worship)

Sample questions: “What kinds of buildings do you or your families use? What do you use them for?”

Student talk: “There’s a small recreation centre in my neighbourhood. There’s a big arena on the other side of town.” “We have a lot of tall apartment buildings around our school.”

B3.2 identify some distinct areas in the local community (e.g., residential areas, commercial areas, high-traffic areas, different areas within the school), and describe some of the characteristics of these areas (e.g., high-traffic areas have wide roads and stoplights; commercial areas have lots of stores; residential areas have rows of houses and are separate from business areas; the school has wings of classrooms that are connected by hallways)

Sample questions: “How would you describe the park nearby? What makes a park a park? Are there things that all parks have?”

Student talk: “Where we live, there are stop signs on corners. Where we shop, there are wide streets. They have traffic lights.”

B3.3 describe the location of some significant places in their community, using relative location (e.g., near, far, up, down), relative distance (e.g., close, far, farther), and relative direction (e.g., right, left, in front, behind)

Student talk: “The playground is close to my home.” “The swimming pool is behind the library.”

B3.4 demonstrate an understanding of the basic elements of a map (e.g., title, symbols in the legend, direction, scale, and colour) when reading and constructing simple maps showing places that are significant to them (e.g., their classroom, the school, their immediate neighbourhood)

Sample questions: “Why is blue a good colour to use to show where water is?” “What should we use green for?” “Why would ‘Canada’ not be an appropriate title for our sketch map of the schoolyard?”

B3.5 demonstrate an understanding of some common non-standard units of measurement (e.g., footsteps, tiles, blocks, houses)

Student talk: “It takes nine steps for me to go from my desk to the door.” “My friend’s house is four houses away from mine.”

B3.6 demonstrate the ability to construct simple maps of places they have visited, using symbols and non-standard units (e.g., use different symbols to show the location of the play, picnic, and walking areas in a local park; use houses or blocks as units of measurement; include a scale and legend on a map showing the route and distance from their classroom to the washroom; use symbols on a sketch map of their route to school to show the built and natural features they pass by)

Student talk: “I put a square for the library and then coloured the area around it green to show the park.” “The brown lines on my map are roads.” “My map shows that I am ten houses away from the corner store.”

B3.7 identify some of the services in the community for which the government is responsible (e.g., postal service, police services, fire services, hospitals, garbage collection, ploughing snow, maintenance of public areas, water treatment), and describe key responsibilities of people in the community in relation to those services (e.g., to properly sort garbage and recycling and place the bins on the street for pick up; to shovel snow off their sidewalks; to dispose of hazardous waste at collection sites; to install and maintain smoke detectors; to keep noise down after hours)

Student talk: “The garbage collector comes and picks up the garbage. Then I help my mom bring in the garbage cans from the end of our driveway.” “When it snows, my older sister shovels the sidewalk but the city clears the road.”