

What Makes Our Community Great? CARC Social Studies

Grade Level	1	General Outcome	1.1 Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.
Time Frame	Class Dependant	Enduring Understanding (purpose of the lesson)	Can be used as an opening research activity. Students will create a simple PowerPoint slide to illustrate an aspect of their thriving community
Critical Challenge/Big Idea	Create a PowerPoint slide that effectively illustrates one aspect of how their community functions.		
Value and Attitude Outcomes	Knowledge and Understanding Outcomes		Skills and Process Outcomes
<p>1.1.2 value the groups and communities to which they belong 1.1.2.1 demonstrate a willingness to share and cooperate with others (C, PADM)</p>	<p>1.1.4 Determine what makes their community thrive 1.1.4.1 In what ways do people cooperate in order to live together peacefully (C, I) 1.1.4.2 How do groups make decisions? (PADM) 1.1.4.3 In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C) 1.1.4.4 How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM) 1.1.4.5 How does caring for the natural environment contribute to the well being of our community? (C, LPP)</p>		<p>critical thinking and creative thinking 1.S.1.1 examine ideas and information from varied sources 1.S.1.3 compare and contrast information from similar types of electronic sources</p> <p>cooperation, conflict resolution and critical thinking. 1.S.5.1 consider the ideas and suggestions of others 1.S.5.3 demonstrate a willingness to share space and resources</p> <p>demonstrate age appropriate behaviour for social involvement as responsible citizens 1.S.6.1 behaviour in accordance with classroom, school and community expectations.</p>



















		<p>apply the research process 1.S.7.1 compare and contrast information gathered 1.S.7.3 navigate within an electronic document 1.S.7 4 access and retrieve appropriate information from electronic sources, when available, for a specific inquiry 1.S.7.5 process information from more than one source to retell what has been discovered</p>
<p>Summative Assessment Strategies</p>	<p>Because this is an introductory partner project, it is not summatively assessed.</p>	
<p>Introductory Activity/ The Hook</p>	<p>Discuss the following questions:</p> <ul style="list-style-type: none"> ● In what ways do people cooperate in order to live together peacefully? ● How do groups make decisions? ● In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? ● How do our actions and decisions contribute to the well-being of groups and communities? ● How does caring for the natural environment contribute to the well-being of our community? <p>If this is used as an opening activity for the unit, a modified KWL chart can be used as students will know little about some of these questions. See below.</p>	
<p>Teaching/ Learning Strategies and Activities</p>	<ol style="list-style-type: none"> 1. Decide who would be the best person or group in the community to answer each of the above questions. E-mail questions to various groups/leaders in the community. If students are e-mailing, ensure the messages are monitored prior to sending or receiving by students. 2. As a class read the answers to the inquiries, determine the main ideas, paraphrase and put into grade one language. 3. Pair students and assign each pair one of the main ideas from the replies. They will draw a picture illustrating the sentence(s) assigned. Scan each picture. 4. Set up an activity centre where, with adult help, each pair can create a simple PowerPoint slide containing the typed information, their scanned picture, the name of the source, a sound, and a transition. 5. Use technology to share the slideshow with parents, other classes and administration. 	

	6. As a culminating activity, the class will choose an environmental activity suggested by a community leader/group to contribute to the well-being of our town.
Resources	Access to the internet and e-mail Computer stations with PowerPoint installed
Formative Assessment Strategies	Class discussion of questions prior to research Class discussion of responses to e-mail Student self evaluation
Other ICT Outcomes which may be Addressed Note: All ICT outcomes for social studies are infused in the Program of Study for each grade level and the "Outcomes" section of this document.	<p>C.5 - Students will use technology to aid collaboration during inquiry. 1.1 share information collected from electronic sources to add to a group task</p> <p>P.1 - Students will compose, revise and edit text. 1.1 create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques</p> <p>P.4 - Students will integrate various applications. 1.1 integrate text and graphics to form a meaningful message 1.2 balance text and graphics for visual effect</p> <p>P.6 - Students will use communication technology to interact with others. 1.1 compose a message that can be sent through communication technology 1.2 communicate electronically with people outside the classroom</p>

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
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Our Community

What Do We Know ?	What Questions Do We Have?	Who Could Answer Our Questions?

<p style="text-align: center;">Student Self-Assessment for <i>What Makes Our Community Such a Wonderful Place?</i></p>	<p style="text-align: center;">WOW!</p>	<p style="text-align: center;">YES</p>	<p style="text-align: center;">YES, BUT</p>
<p>I thought of a question to ask people in our town.</p>			
<p>I helped write an email.</p>			
<p>I helped put the answers into our own words.</p>			
<p>I drew a good picture about my topic.</p>			
<p>I made a PowerPoint slide with a title, sentences and a picture.</p>			
<p>I put a sound and a transition on my slide.</p>			
<p>I helped do the environmental project.</p>	