

# Social Studies 1

*Guide*

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## Social Studies 1

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# Social Studies 1

Curriculum Guide

2019



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## Year Overview

This curriculum provides young children with an exciting opportunity to explore the various ways people interact among themselves and with the world around them. The learning and teaching suggestions for the year build on the experience students acquired in their primary year that focused on the child as an individual making connections. During the year, they will explore interactions through four outcomes.

**Students will investigate the diversity of cultural groups.** In this outcome, learners 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.

**Students will implement age-appropriate action for responsible behaviour in caring for the environment.** With this outcome, learners investigate how people depend upon and interact with different natural environments, locally, nationally, and globally. They develop an awareness that such things as climate and weather, natural features, and the presence of natural environments, influence human activity. Learners will explore age-appropriate actions to practise responsible behaviour in caring for the environment on a local, national and global level.

**Students will investigate the locations of Mi'kmaq communities in Nova Scotia.** The focus of this outcome is on geography and mapping skills to discover the Mi'kmaq communities in Nova Scotia. As learners use and create simple maps, they will gain an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations. They will explore the relationship that Aboriginal peoples have with place in Nova Scotia.

**Students will analyse the difference between needs and wants.** Through this outcome, learners 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.

## Outcomes and Indicators

Students will investigate the diversity of cultural groups.

Indicators:

- Ask **questions** on the diversity of cultural groups, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups (CZ, COM, CT)
- **Investigate** information about various cultural groups in Nova Scotia (CZ, COM, PCD, CT)

Students will implement age-appropriate action for responsible behaviour in caring for the environment.

Indicators:

- Ask **questions** about protecting the environment (CZ, COM, PCD, CT)
- **Investigate** responsible behaviour and caring for the environment, inclusive of Netukulimk (COM, PCD, CT)

Students will investigate the locations of Mi'kmaq communities in Nova Scotia.

Indicators:

- Ask **questions** about where modern Mi'kmaq communities are located in Nova Scotia (COM, CT, TF)
- **Investigate** the names of Mi'kmaq communities in Nova Scotia (COM, CT, TF)

Students will analyse the difference between needs and wants.

Indicators:

- **Investigate** the difference between needs and wants (COM, PCD, CT)
- Ask **questions** that help identify the difference between needs and wants (COM, PCD, CT)



# Students will investigate the diversity of cultural groups.

## Background

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.

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 province.

## Indicators

- Ask **questions** on the diversity of cultural groups, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups (CZ, COM, CT)
- **Investigate** information about various cultural groups in Nova Scotia (CZ, COM, PCD, CT)

## Concepts (and Guiding Questions)

### Diverse cultural groups in Nova Scotia

- How are various cultural groups a part of the community?
- How are the cultural groups in the community unique and special?

## Skills

### Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

### Question

Generate broad questions that arise from a problem.

## Assessment, Teaching, and Learning

- Teachers can ask students to remember what they know about groups. Have them think about why people are part of different groups. As a class, make a chart that identifies the following:
  - types of groups
  - customs
  - beliefs and traditions
- Teachers can select and use an appropriate book as a read-aloud. The selected book should discuss or show different cultural groups 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. Have each of them think of how each of them can demonstrate this and make a mural to illustrate an action they can take. 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."

- Have children represent an understanding of the meaning of respect and the similarity/diversity of cultural groups.
- Teachers 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.

## Students will implement age-appropriate actions for responsible behaviour in caring for the environment.

### Background

There is a great opportunity here for the teacher to encourage students to explore their community. Children will explore age-appropriate actions for responsible behaviour in caring for the environment on a local level.

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 in their community.

### Indicators

- Ask **questions** about protecting the environment (CZ, COM, PCD, CT)
- **Investigate** responsible behaviour and caring for the environment, inclusive of Netukulimk (COM, PCD, CT)

### Concepts (and Guiding Questions)

#### Responsible behaviour for caring for and protecting the environment

- Why is it important to care for the environment?
- What are some of the ways that we can protect the environment?

#### Netukulimk

- How do we work together to share and protect the environment?

### Skills

#### Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

#### Question

Generate broad questions that arise from a problem.

### Assessment, Teaching, and Learning

- 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, have students develop a community map of the natural and constructed features.
- 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.

- Teachers can develop with the class webs for different natural environments. Choose environments such as forest, ocean, plains, or desert. Have students 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, and recreation.
- 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.
- Students 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, or fertile soil. Students can interview their 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 their responses with their group and the group would share with the whole class.
- 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 and iceberg. In small groups, have children 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. Have children 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 turning off the water when brushing their teeth and not wasting water at the fountain. Relate to the global level by discussing the fact that some children in the world do not have clean water for drinking.
- Students can develop an activity or invention for conservation of a natural resource.
- 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.
- 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.
- Teachers could take the class on a nature walk and observe how well the environment of your 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.

## Students will investigate Mi'kmaq communities in Nova Scotia .

### Background

The focus of this outcome is to gain an understanding that there are modern Mi'kmaq communities across Nova Scotia. 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 and are modern.

### Indicators

- Ask **questions** about where modern Mi'kmaq communities are located in Nova Scotia (COM, CT, TF)
- **Investigate** the names of Mi'kmaq communities in Nova Scotia (COM, CT, TF)

### Concepts (and Guiding Questions)

There are modern Mi'kmaq communities in Nova Scotia

- Who are Mi'kmaq in Nova Scotia?
- Where do Mi'kmaq people live in Nova Scotia?

### Skills

#### Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

#### Question

Generate broad questions that arise from a problem.

### Assessment, Teaching, and Learning

- Teachers can select and use an appropriate book as a read-aloud. The selected book should address an aspect of Mi'kmaq culture. After reading the book to the class, the teacher may wish to engage the children in a discussion of Mi'kmaq culture and modern communities.
- Teachers can show students a map of their province and point out Mi'kmaq communities. Students create a collection of pictures/photographs from a selected Mi'kmaq community.
- Teachers can invite a member of the Mi'kmaq community to class. Have the guest tell a story focusing on Mi'kmaw businesses and the people in the community.

## Students will analyse the difference between needs and wants.

### Background

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.

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 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.

### Indicators

- **Investigate** the difference between needs and wants (COM, PCD, CT)
- Ask **questions** that help identify the difference between needs and wants (COM, PCD, CT)

### Concepts (and Guiding Questions)

#### Needs and wants are different

- How do you know if something is a need or a want?
- What is similar/different for other's needs and wants?

### Skills

#### Analyse

Gather and select information. Reflect on the information. Communicate findings.

#### Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

#### Question

Generate broad questions that arise from a problem.

### Assessment, Teaching, and Learning

- Teachers can 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.
- 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.
- 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 have children create their own poster with pictures or 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.

- Students can create a big picture book. Divide the book into five sections. Have children 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 have children draw or cut and glue pictures showing the various things a person wants at each age. Similar books could be developed to show differences in wants related to where a person lives or their interests.
- Have children interview another person to identify their needs and wants (age, location).
- 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 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.