



Grade 1

**CORRELATION TO THE ONTARIO
SOCIAL STUDIES CURRICULUM**



Correlation to Social Studies Curriculum

A. HERITAGE AND IDENTITY: OUR CHANGING ROLES AND RESPONSIBILITIES

BB = Big Book TR = Teacher's Resource PC = Picture Card

Focus on: <i>Continuity and Change</i>	Big Book A	Teacher's Resource	Picture Cards
SPECIFIC EXPECTATIONS			
<p>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., <i>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</i>)</p> <p>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?"</p>	BB p. 6 BB p. 12 BB p. 14 BB p. 15 BB pp. 16–17 BB p. 18 BB p. 19 BB p. 20 BB p. 21 BB pp. 24–25	TR pp. 28–32 TR pp. 52–56 TR pp. 62–65 TR pp. 66–70 TR pp. 71–75 TR pp. 86–90 TR pp. 91–95 TR pp. 96–100 TR pp. 101–105 TR pp. 111–115	PC 3 PC 4 PC 5 PC 6 PC 7 PC 8 PC 9
<p>A1.2 describe how some significant events in their lives (e.g., <i>the birth of a sibling, starting school, moving to a new home, getting a pet</i>) led to changes in their roles, relationships, and/or responsibilities</p> <p>Sample questions: "Has anything happened this year that changed your responsibilities at home? How did things change? Why did they change?"</p>	BB p. 14 BB pp. 24–25	TR pp. 62–65 TR pp. 111–115	PC 4 PC 9
<p>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</p>	BB p. 4 BB p. 7 BB p. 13 BB p. 19 BB p. 28	TR pp. 20–23 TR pp. 33–36 TR pp. 57–61 TR pp. 91–95 TR pp. 134–137	PC 1 PC 7 PC 11
<p>A1.4 describe the impact that people can have on each other in some different situations (e.g., <i>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</i>) and some of the ways in which interactions between people can affect a person's sense of self</p> <p>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?"</p>	BB p. 5 BB pp. 10–11 BB p. 12 BB p. 15 BB pp. 16–17 BB p. 18 BB p. 19 BB p. 20 BB pp. 22–23 BB Ch. A4, pp. 26–31	TR pp. 24–27 TR pp. 42–45 TR pp. 52–56 TR pp. 66–70 TR pp. 71–75 TR pp. 86–90 TR pp. 91–95 TR pp. 96–100 TR pp. 106–110 TR Ch. A4, pp. 124–152	PC 2 PC 5 PC 6 PC 7 PC 8 PC 10 PC 11 PC 12

Focus on: <i>Interrelationships</i>	Big Book A	Teacher's Resource	Picture Cards
SPECIFIC EXPECTATIONS			
<p>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., <i>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</i>)</p> <p>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?"</p>	<p>BB p. 4 BB p. 6 BB pp. 10–11</p>	<p>TR pp. 20–23 TR pp. 28–32 TR pp. 42–45</p>	<p>PC 1 PC 3</p>
<p>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., <i>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</i>), using primary and/or secondary sources that they have located themselves or that have been provided to them (e.g., <i>photographs, family and other stories, interviews, artefacts, newspapers and magazines</i>)</p> <p>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?"</p>	<p>BB p. 4 BB p. 5 BB p. 7 BB p. 15 BB pp. 16–17 BB p. 19 BB p. 21 BB p. 26 BB p. 28 BB p. 29 BB p. 30</p>	<p>TR pp. 20–23 TR pp. 24–27 TR pp. 33–36 TR pp. 66–70 TR pp. 71–75 TR pp. 91–95 TR pp. 101–105 TR pp. 124–128 TR pp. 134–137 TR pp. 138–142 TR pp. 143–147</p>	<p>PC 1 PC 2 PC 5 PC 6 PC 7 PC 10 PC 11 PC 12</p>
<p>A2.3 analyze and construct simple maps as part of their investigations into places that are significant to them or to their family (e.g., <i>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</i>)</p>	<p>BB pp. 8–9</p>	<p>TR pp. 37–41</p>	
<p>A2.4 interpret and analyze information relevant to their investigations, using a variety of tools (e.g., <i>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</i>)</p>	<p>BB p. 7 BB pp. 8–9 BB p. 19 BB p. 21 BB pp. 24–25 BB p. 28</p>	<p>TR pp. 33–36 TR pp. 37–41 TR pp. 91–95 TR pp. 101–105 TR pp. 111–115 TR pp. 134–137</p>	<p>PC 7 PC 9 PC 11</p>
<p>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</p> <p>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?"</p>	<p>BB p. 15 BB pp. 22–23 BB pp. 24–25 BB p. 27 BB p. 29 BB p. 31</p>	<p>TR pp. 66–70 TR pp. 106–110 TR pp. 111–115 TR pp. 129–133 TR pp. 138–142 TR pp. 148–152</p>	<p>PC 5 PC 9</p>

<p>A2.6 communicate the results of their inquiries, using appropriate vocabulary (e.g., <i>role, relationship, responsibility, sense of self, identity</i>) and formats (e.g., <i>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</i>)</p>	<p>BB p. 12 BB p. 14 BB p. 15 BB p. 18 BB p. 20 BB p. 27 BB p. 30</p>	<p>TR pp. 52–56 TR pp. 62–65 TR pp. 66–70 TR pp. 86–90 TR pp. 96–100 TR pp. 129–133 TR pp. 143–147</p>	<p>PC 4 PC 5 PC 8 PC 12</p>
<p>Focus on: <i>Significance</i></p>	<p>Big Book A</p>	<p>Teacher’s Resource</p>	<p>Picture Cards</p>
<p>SPECIFIC EXPECTATIONS</p>			
<p>A3.1 describe some of their own roles, relationships, and responsibilities (e.g., <i>as a student, member of a family, friend, member of the community</i>)</p> <p>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?”</p>	<p>BB p. 4 BB p. 5 BB p. 6 BB pp. 10–11 BB p. 12 BB p. 13 BB p. 14 BB pp. 16–17 BB p. 18 BB p. 19 BB p. 20 BB p. 21 BB pp. 22–23 BB pp. 24–25</p>	<p>TR pp. 20–23 TR pp. 24–27 TR pp. 28–32 TR pp. 42–45 TR pp. 52–56 TR pp. 57–61 TR pp. 62–65 TR pp. 71–75 TR pp. 86–90 TR pp. 91–95 TR pp. 96–100 TR pp. 101–105 TR pp. 106–110 TR pp. 111–115</p>	<p>PC 1 PC 2 PC 3 PC 4 PC 6 PC 7 PC 8 PC 9</p>
<p>A3.2 identify some of the significant people, places, and things in their life, including their life in the community (e.g., <i>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</i>), and describe their purpose or the role they have</p> <p>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?”</p>	<p>BB p. 5 BB p. 6 BB pp. 8–9 BB pp. 10–11 BB p. 12 BB p. 13 BB p. 15 BB pp. 16–17 BB p. 21</p>	<p>TR pp. 24–27 TR pp. 28–32 TR pp. 37–41 TR pp. 42–45 TR pp. 52–56 TR pp. 57–61 TR pp. 66–70 TR pp. 71–75 TR pp. 101–105</p>	<p>PC 2 PC 3 PC 5 PC 6</p>
<p>A3.3 demonstrate an understanding of simple chronology by identifying and organizing chronologically some significant events related to their personal experience (e.g., <i>their progress from daycare to Kindergarten and then to Grade 1; learning to walk, to ride a tricycle, and then to ride a bicycle</i>)</p> <p>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?”</p>	<p>BB p. 7 BB p. 14 BB pp. 24–25</p>	<p>TR pp. 33–36 TR pp. 62–65 TR pp. 111–115</p>	<p>PC 4 PC 9</p>
<p>A3.4 identify some elements of respectful behaviour that they can practise in their everyday life (e.g., <i>sharing, cooperating, being courteous, not damaging the natural or built environment</i>) and/or that other people practise (e.g., <i>some people bow to each other as a sign of respect; when meeting an Elder, one offers tobacco, a sacred medicine, for symbolic purposes</i>)</p>	<p>BB p. 5 BB p. 26 BB p. 27 BB p. 28 BB p. 29 BB p. 30 BB p. 31</p>	<p>TR pp. 24–27 TR pp. 124–128 TR pp. 129–133 TR pp. 134–137 TR pp. 138–142 TR pp. 143–147 TR pp. 148–152</p>	<p>PC 5 PC 10 PC 11 PC 12</p>

A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect	BB p. 6 BB pp. 8–9 BB p. 20 BB pp. 22–23 BB p. 26 BB p. 27 BB p. 28 BB p. 29 BB p. 30 BB p. 31	TR pp. 28–32 TR pp. 37–41 TR pp. 96–100 TR pp. 106–110 TR pp. 124–128 TR pp. 129–133 TR pp. 134–137 TR pp. 138–142 TR pp. 143–147 TR pp. 148–152	PC 3 PC 8 PC 10 PC 11 PC 12
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B. PEOPLE AND ENVIRONMENTS: THE LOCAL COMMUNITY

BB = Big Book TR = Teacher’s Resource PC = Picture Card

Focus on: <i>Interrelationships</i>	Big Book B	Teacher’s Resource	Picture Cards
SPECIFIC EXPECTATIONS			
<p>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</p> <p>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?”</p>	BB pp. 4–5 BB pp. 8–9 BB pp. 10–11 BB p. 12 BB p. 13 BB pp. 14–15 BB p. 16 BB p. 17 BB pp. 24–25 BB pp. 26–27 BB p. 28 BB p. 29	TR pp. 176–180 TR pp. 186–189 TR pp. 190–194 TR pp. 195–199 TR pp. 200–203 TR pp. 212–216 TR pp. 217–221 TR pp. 222–226 TR pp. 263–267 TR pp. 268–272 TR pp. 273–277 TR pp. 278–282	PC 13 PC 14 PC 15 PC 16 PC 17 PC 18 PC 19 PC 21 PC 22 PC 23
<p>B1.2 identify some services and service-related occupations in their community (e.g., <i>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</i>), and describe how they meet people’s needs, including their own needs</p>	BB p. 16 BB p. 17 BB p. 20 BB p. 21 BB pp. 22–23 BB pp. 26–27 BB p. 28	TR pp. 217–221 TR pp. 222–226 TR pp. 248–252 TR pp. 253–257 TR pp. 258–262 TR pp. 268–272 TR pp. 273–277	PC 18 PC 19 PC 20 PC 23
<p>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., <i>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</i>), and describe how their actions might enhance the features of the local environment</p>	BB p. 19 BB p. 21 BB p. 28	TR pp. 232–236 TR pp. 253–257 TR pp. 273–277	PC 23

Focus on: <i>Cause and Consequence</i>	Big Book B	Teacher's Resource	Picture Cards
SPECIFIC EXPECTATIONS			
<p>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 (<i>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</i>)</p> <p>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?"</p>	<p>BB pp. 10–11 BB p. 12 BB p. 17 BB pp. 22–23 BB pp. 24–25 BB p. 29</p>	<p>TR pp. 190–194 TR pp. 195–199 TR pp. 222–226 TR pp. 258–262 TR pp. 263–267 TR pp. 278–282</p>	<p>PC 15 PC 19 PC 21 PC 22 PC 24</p>
<p>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 (<i>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</i>)</p> <p>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?"</p>	<p>BB pp. 4–5 BB pp. 8–9 BB pp. 14–15 BB p. 16 BB p. 17 BB p. 19 BB p. 20 BB p. 28</p>	<p>TR pp. 176–180 TR pp. 186–189 TR pp. 212–216 TR pp. 217–221 TR pp. 222–226 TR pp. 232–236 TR pp. 248–252 TR pp. 273–277</p>	<p>PC 13 PC 14 PC 17 PC 18 PC 19 PC 20 PC 23</p>
<p>B2.3 analyze 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 (<i>e.g., show the location of parks, bodies of water, or shopping districts, using symbols or photographs, a legend, directions, and colour</i>)</p>	<p>BB pp. 6–7 BB p. 18 BB p. 19 BB p. 20 BB p. 21 BB pp. 30–31</p>	<p>TR pp. 181–185 TR pp. 227–231 TR pp. 232–236 TR pp. 248–252 TR pp. 253–257 TR pp. 283–287</p>	<p>PC 20</p>
<p>B2.4 interpret and analyze information and data relevant to their investigations, using a variety of tools (<i>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</i>)</p> <p>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?"</p>	<p>BB pp. 10–11 BB p. 12 BB p. 19 BB p. 21</p>	<p>TR pp. 190–194 TR pp. 195–199 TR pp. 232–236 TR pp. 253–257</p>	<p>PC 15</p>

<p>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</p> <p>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?”</p>	<p>BB p. 12 BB p. 19 BB p. 21 BB p. 28</p>	<p>TR pp. 195–199 TR pp. 232–236 TR pp. 253–257 TR pp. 273–277</p>	<p>PC 15 PC 23</p>
<p>B2.6 communicate the results of their inquiries using appropriate vocabulary (e.g., <i>location, map, symbol, distance, legend, direction, scale, community</i>) and formats (e.g., <i>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</i>)</p>	<p>BB p. 13 BB pp. 22–23 BB pp. 26–27 BB p. 29</p>	<p>TR pp. 200–203 TR pp. 258–262 TR pp. 268–272 TR pp. 278–282</p>	<p>PC 16 PC 24</p>
<p>Focus on: Significance; Patterns and Trends</p>	<p>Big Book B</p>	<p>Teacher’s Resource</p>	<p>Picture Cards</p>
<p>SPECIFIC EXPECTATIONS</p>			
<p>B3.1 identify some of the natural and built features of their community (e.g., <i>rivers, lakes, parks, roads, stores, houses, apartment buildings, libraries, schools, arenas, recreation centres, places of worship</i>)</p> <p>Sample questions: “What kinds of buildings do you or your families use? What do you use them for?”</p>	<p>BB pp. 4–5 BB pp. 8–9 BB pp. 10–11 BB p. 12 BB p. 13 BB pp. 14–15 BB p. 16 BB p. 17 BB p. 20 BB p. 28</p>	<p>TR pp. 176–180 TR pp. 186–189 TR pp. 190–194 TR pp. 195–199 TR pp. 200–203 TR pp. 212–216 TR pp. 217–221 TR pp. 222–226 TR pp. 248–252 TR pp. 273–277</p>	<p>PC 13 PC 14 PC 15 PC 16 PC 17 PC 18 PC 19 PC 20 PC 23</p>
<p>B3.2 identify some distinct areas in the local community (e.g., <i>residential areas, commercial areas, high-traffic areas, different areas within the school</i>), and describe some of the characteristics of these areas (e.g., <i>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</i>)</p> <p>Sample questions: “How would you describe the park nearby? What makes a park a park? Are there things that all parks have?”</p>	<p>BB p. 13 BB pp. 24–25 BB p. 28 BB pp. 30–31</p>	<p>TR pp. 200–203 TR pp. 263–267 TR pp. 273–277 TR pp. 283–287</p>	<p>PC 16 PC 21 PC 22 PC 23</p>
<p>B3.3 describe the location of some significant places in their community, using relative location (e.g., <i>near, far, up, down</i>), relative distance (e.g., <i>close, far, farther</i>), and relative direction (e.g., <i>right, left, in front, behind</i>)</p>	<p>BB pp. 6–7 BB pp. 8–9 BB pp. 14–15 BB p. 18 BB pp. 24–25 BB pp. 30–31</p>	<p>TR pp. 181–185 TR pp. 186–189 TR pp. 212–216 TR pp. 227–231 TR pp. 263–267 TR pp. 283–287</p>	<p>PC 14 PC 17 PC 21 PC 22</p>
<p>B3.4 demonstrate an understanding of the basic elements of a map (e.g., <i>title, symbols in the legend, direction, scale, and colour</i>) when reading and constructing simple maps showing places that are significant to them (e.g., <i>their classroom, the school, their immediate neighbourhood</i>)</p> <p>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?”</p>	<p>BB pp. 6–7 BB pp. 10–11 BB p. 13 BB p. 18 BB pp. 30–31</p>	<p>TR pp. 181–185 TR pp. 190–194 TR pp. 200–203 TR pp. 227–231 TR pp. 283–287</p>	<p>PC 16</p>

<p>B3.5 demonstrate an understanding of some common non-standard units of measurement (e.g., <i>footsteps, tiles, blocks, houses</i>)</p>	<p>BB p. 18 BB pp. 30–31</p>	<p>TR pp. 227–231 TR pp. 283–287</p>	
<p>B3.6 demonstrate the ability to construct simple maps of places they have visited, using symbols and non-standard units (e.g., <i>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</i>)</p>	<p>BB pp. 6–7 BB p. 18 BB p. 19 BB pp. 30–31</p>	<p>TR pp. 181–185 TR pp. 227–231 TR pp. 232–236 TR pp. 283–287</p>	
<p>B3.7 identify some of the services in the community for which the government is responsible (e.g., <i>postal service, police services, fire services, hospitals, garbage collection, ploughing snow, maintenance of public areas, water treatment</i>), and describe key responsibilities of people in the community in relation to those services (e.g., <i>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</i>)</p>	<p>BB p. 20 BB p. 21 BB pp. 22–23 BB pp. 24–25 BB pp. 26–27</p>	<p>TR pp. 248–252 TR pp. 253–257 TR pp. 258–262 TR pp. 263–267 TR pp. 268–272</p>	<p>PC 20 PC 21 PC 22</p>