

A vibrant green background featuring black silhouettes of a community social scene. In the upper left, a person is on a bicycle, and others are walking. In the center, a group of people is gathered around a table, with balloons and a stroller nearby. To the right, a person is pushing a stroller, and a woman is holding a child's hand. The lower portion of the image shows stylized black silhouettes of houses and trees. A large black gear-like shape frames the central text.

Nelson SOCIALS

Grade 1
SAMPLE
MATERIAL
INSIDE



About Nelson Socials

Grades K–7

Nelson Socials is a new, comprehensive series that helps students become active, engaged citizens with the ability to think and communicate critically, historically, and geographically. To gain a deeper understanding of their world, students are encouraged to ask questions to discover content through Curricular and Core Competencies. Authentic First Peoples voices are also infused through a variety of sources and perspectives to build ways of knowing and learning from the past and present.

Key Features

- Customized, engaging content provides complete curriculum coverage of all *Learning Standards*
- Active learning is encouraged through the use of a variety of sources and inquiry-based activities
- Embedded Curricular and Core Competencies support Social Studies skills and processes
- Authentic First Peoples voices focuses on learning through the First Peoples and Principles of Learning
- Comprehensive teaching support has been developed for easy implementation





Resource Component Overview

This sampler provides a preview of the components available in the Grade 1 classroom set. Each component works together to achieve complete curriculum alignment.



**Grade 3 components shown above.*

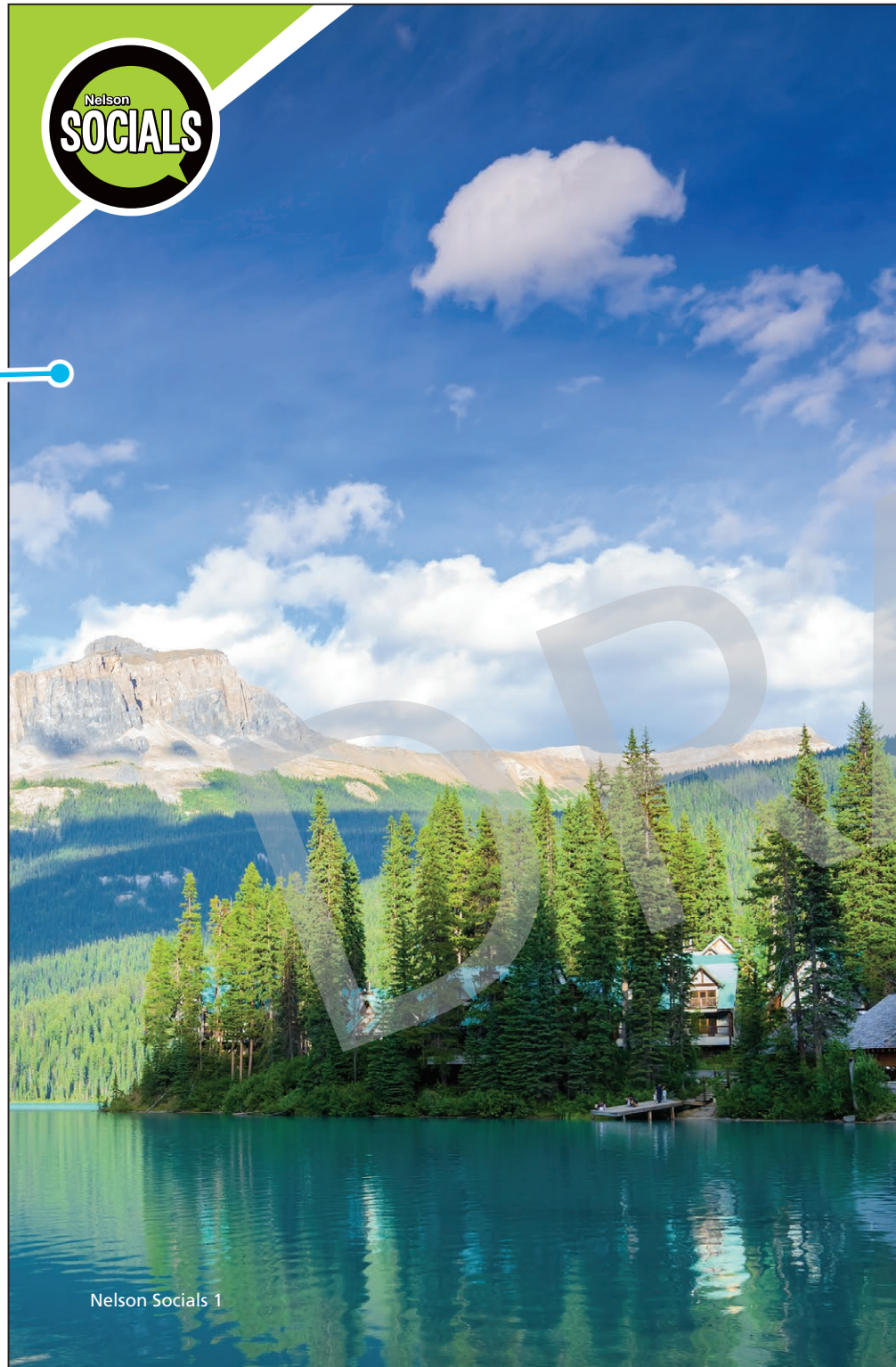
Inside the Classroom Set

For Students	For Teachers
<p>Student Cards</p> <ul style="list-style-type: none"> 12 single sided student cards (8 copies of each), stored in a sturdy box Offered in a flexible-use format which can be sorted in different ways, including; theme, or individual curricular competencies 	<p>Teacher Cards</p> <ul style="list-style-type: none"> Embedded teaching support is provided on all Teacher Cards to support teachers during lessons Cards include prompts to help guide discussions and provide background information <p>Teacher's Resource (Print Version)</p> <ul style="list-style-type: none"> A robust planning tool that supports the entire lesson and includes how to facilitate learning through First Peoples perspectives Includes comprehensive lesson plans and assessment tools <p>Online Teaching Centre</p> <ul style="list-style-type: none"> Provides a PDF version of the print Teacher's Resource, as well as the following additional material: <ul style="list-style-type: none"> Image bank Modifiable Blackline Masters Videos with teaching support Weblinks RSS feed



Student Card

Highly engaging visual to promote discussion, and encourage students to ask questions.



Nelson Socials 1

1



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Teacher Card

Each lesson begins with a question tied to a curricular competency.

Questions to help guide students in their discussions and evidence gathering.

What Natural and Human-Made Features Make Up Our Local Environment?

Gathering and Analyzing Evidence

- What features of the environment do you see?
- What clues tell you that a feature is natural?
- What clues tell you that a feature is human-made?
- How might people or animals use each feature?

Natural and Human-Made Features Background:

British Columbia's environment includes both natural and human-made features. Different regions have varying degrees of each. Different environments, such as the one shown in this image, have remaining natural features (forested area, trees, water) that exist among human-made features (docks, cabins) to support human activity or ways of life.

DRAFT



Formative Assessment: Collecting and Using Information

Observe as students identify the natural and human-made features of the environment.

Descriptive Feedback: "You noticed that there are trees, mountains, and water. What tells you that these features are natural parts of the environment. What tells you that other features are human-made?"

Formative assessment prompts help teachers collect information about students' understanding of content and application of competencies by offering opportunities for observation, conversation, descriptive feedback, and adjustments for instruction.

Teacher Resource

Lessons are divided into 3 themes which reflect the Big Ideas and learning standards.

Environment and Ways of Life

What Natural and Human-Made Features Make Up Our Local Environment?

Emphasizes perspective rather than knowledge of the parts, when introducing students to First Peoples and Indigenous perspectives.

- Big Idea
- We shape the local environment, and the local environment shapes who we are and how we live.

You Will Need

- Student Card 1
- Teacher Card 1
- clipboards/journals
- pencils
- chalk
- plasticine

Online Teaching Centre Resources

Weblinks

Core Competencies: Students will use **critical thinking** skills as they sort various features of the environment into natural and human-made. The lesson concludes with students using **creative thinking** to **communicate** their understanding of natural and human-made features.

Curricular Competencies and Content Standards: Students will **make inferences** and **draw conclusions** about the **natural and human-made features** of their local environment.

Learning from First Peoples: First Peoples in Canada made many alterations to landscapes. These include construction of fish weirs, artificial clam gardens, and slash-and-burn forests on the east coast to promote deer grazing.

Background Information

Large urban areas have shaped their environment to adapt to the growing populations and their needs, whereas regions that have lower populations are able to maintain more natural features where the environment has not been largely changed. Natural environmental features in British Columbia (e.g., Golden, BC) include Blaeberry River, Thompson Falls, and mountains. Human-made environmental features in British Columbia (e.g., Vancouver, BC) include commercial/residential towers, roads, Lions Gate Bridge, bike lanes.

Background information is included to provide teachers with support on topics and ideas presented in each lesson.

See Evidence on page 9.

Activate and Inquire

- Introduce the lesson's Big Question: **What Natural and Human-Made Features Make Up Our Local Environment?** Explain to students that throughout this lesson they will be gathering evidence to help them answer this question. Display the Big Question for reference throughout the lesson.
- Explain to students that you will be taking them on a walk to discover the natural and human-made features in their local environment. Explain that their task is to pay attention to the clues of the features they observe. Provide them with clipboards/journals and pencils.
- Choose a place that has a combination of natural and human-made environmental features for the class walkabout. Pause regularly during the walk, and invite students to notice the details and clues of features in their surroundings. Encourage students to be present during the walk by asking them questions: *What colours are you observing? How do different parts of the environment feel? Smell? Do you recognize any familiar features?* Ask students to share their thoughts and responses with a partner and then record their observations on their paper. Invite them to sketch what they see around them each time you pause for observations.



A thumbnail of each Student Card is shown to quickly and easily locate the lesson cards.

- When you return to the classroom, discuss the clues and details they were able to observe on the walkabout. Invite questions and connections from the students. Ask students to take a moment to look at the different environmental features they have included in their image. Ask them to share their observations with a partner.
- Develop a short description of the criteria for both types of features as a class. Record students' thinking on a T-chart. Criteria for natural features could include irregular shapes, could exist without people, and people need them. Criteria for human-made features could include regular shapes, changes made by people, made from natural materials.
- Encourage partners to review and label their observation sketches using the criteria. Ask them to circle the features with two different colours.
- Pass around a stick of chalk and encourage students to apply the criteria or qualities of natural or human-made features.
- Check their understanding of natural and human-made features by having them sort a few features independently with less discussion.

Acquire and Apply

- Gather students in groups of four or five, and provide each group with Student Card 1. Ask students questions from Teacher Card 1 to encourage a deeper discussion about natural and human-made features. When students identify natural and human-made features and use adjectives to describe them, add their examples to the T-chart.
- Encourage students to remind themselves of the terms "natural" and "human-made." Ask them to consider what the biggest difference between the two terms are when looking for clues. Human-made has a connection to humans—what features in the pictures show signs of humans? What features do they notice that show no sign of humans? These would be natural features. Be sure that students understand that "natural" doesn't necessarily equate to "better."

Respond and Reflect

- Have students answer the lesson's Big Question by using art materials such as plasticine or recycled materials to create a natural and human-made environmental feature they have seen around the community. Use the established criteria to ensure the re-created features represent the appropriate term.
- Do a gallery walk and have students sort a partner's art into natural or human-made features based on the criteria.

▲ Critical Thinking

Core Competency icons highlight where and which core competencies are embedded in the lesson.

- ▲ Creative Thinking
- ▲ Communication

Formative Assessment

Collecting and Using Information

Observe students' ability to categorize features as natural or human-made.
Descriptive Feedback: "You've identified that natural features occur within nature and that human-made features are created by humans."

Formative Assessment boxes provide teachers with support for monitoring student learning. Descriptive feedback prompts give teachers suggestions on how to give feedback to further student learning.



Notes

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Notes

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Order Information

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Classroom Set (Includes Student Cards and Teacher's Resource with access to the Online Teaching Centre)	9780176814977
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Classroom Set (Includes Student Cards and Teacher's Resource with access to the Online Teaching Centre)	9780176815059
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nelson.com 07/17

ISBN-13: 978-0-17-684906-1
 ISBN-10: 0-17-684906-8

