

TEACHER GUIDE

Thank you for choosing to visit Harbourfront Centre!
 Harbourfront Centre is Canada's community waterfront, home of arts, culture and education, and a registered, charitable not-for-profit cultural organization operating a 10-acre campus on Toronto's central waterfront. School Visits offers hands-on, inquiry-based programs that are designed to foster creativity and personal growth while connecting to the Ontario Curriculum.

WHAT TO EXPECT FROM YOUR DAY

When you arrive on site, you will be greeted by one of our staff. Payment will be taken care of by our Registrar during the morning of your visit. Your class will then receive a brief introduction to Harbourfront Centre and your program(s) will begin shortly thereafter.

Grade: K - 3

Key Inquiry Question: How can a comparison of different communities lead to better understanding of the world?

CURRICULUM LINKS
Science:
Grade 1: The Local Community (SS)

The Big Ideas from this unit are:

- ✦ Communities have natural and built features and provide services that help meet the needs of the people who live and work there
- ✦ Our actions can have an impact on the natural and built features of the community, so it is important for us to act responsibly
- ✦ A community consists of different areas, each of which has a specific layout and characteristics

Grade 2: Global Communities (SS)

The Big Ideas from this unit are:

- ✦ The climate and physical features of a region affect how people live in that region
- ✦ Different people have adapted to similar climate and physical features in similar ways
- ✦ The world is made up of many different regions, which have distinct characteristics

Grade 3: Living and Working in Ontario (SS)

The Big Ideas from this unit are:

- ✦ The natural features of the environment influence land use and the type of employment that is available in a region.
- ✦ Human activities and decision about land use may alter the environment
- ✦ Human activities affect the environment, but the environment also affects human activities.

ACTIVATION (PRE-VISIT IDEAS)

1. Have students complete a **KWL chart** (see the link in Additional Links to Learning). In this chart, students should complete what they **K**now about Toronto's waterfront community, and what they **W**ant to know before attending Harbourfront Centre.
2. Brainstorm the services within their home communities that contribute the overall structure of the community (fire fighters, police)
3. Explore key words that students might encounter on their trip to Harbourfront like (Harbour, Renewable Energy, Islands, Marine)

EXTENSION (POST-VISIT IDEAS)

1. Have your students revisit their **KWL charts** and complete the **L**earned column. Ask students whether what they wrote in the K or W columns was modified or enhanced after participating in the workshop.
2. Have students prepare a **reflection** activity based on their experience at Harbourfront Centre. This can take a number of different forms and can build cross-curricular links to support your in-class discussion of the topics addressed onsite.

ADDITIONAL LINKS TO LEARNING

(Harbourfront Centre School Visits does not assume responsibility for content on the weblinks in this document. Please confirm the content is appropriate for your class and school community before using these suggested resources in your classroom)

- 1) KWL Chart https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf
- 2) Conservation Ontario: Our Great Lakes <http://www.learnaboutthegreatlakes.ca/english/index.html>
- 3) Ontario's Invading Species Awareness Program <http://www.invadingspecies.com/>

URBAN STUDIES ASSESSMENT TOOL

Name: _____ Date: _____

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
INTERACTION IN GROUP DISCUSSION	never able to respond to direct questions; never volunteers point of view	rarely able to respond to direct questions; rarely volunteers point of view	responds occasionally to questions; occasionally volunteers point of view	responds frequently to questions; routinely volunteers point of view
LISTENING SKILLS	student does not listen when others talk and follows few of the instructor's directions.	student does not listen when others talk and sometimes follows the instructor's directions	student listens when others talk and often follows the instructor's directions	student listens when others talk and always follows instructor's directions
USE OF TECHNIQUES	applies few of the skills, concepts and techniques taught.	applies some of the skills, concepts and techniques taught.	applies most of the skills, concepts and techniques taught.	applies all (or almost all) of the skills, concepts and techniques taught.
PARTICIPATION	student never participates willingly and acts inappropriately	student rarely participates and occasionally acts inappropriately	student willing participates and acts appropriately	student participates enthusiastically and always acts appropriately

COMMENTS
