



ONTARIO  
ELEMENTARY  
SOCIAL STUDIES  
TEACHERS  
ASSOCIATION

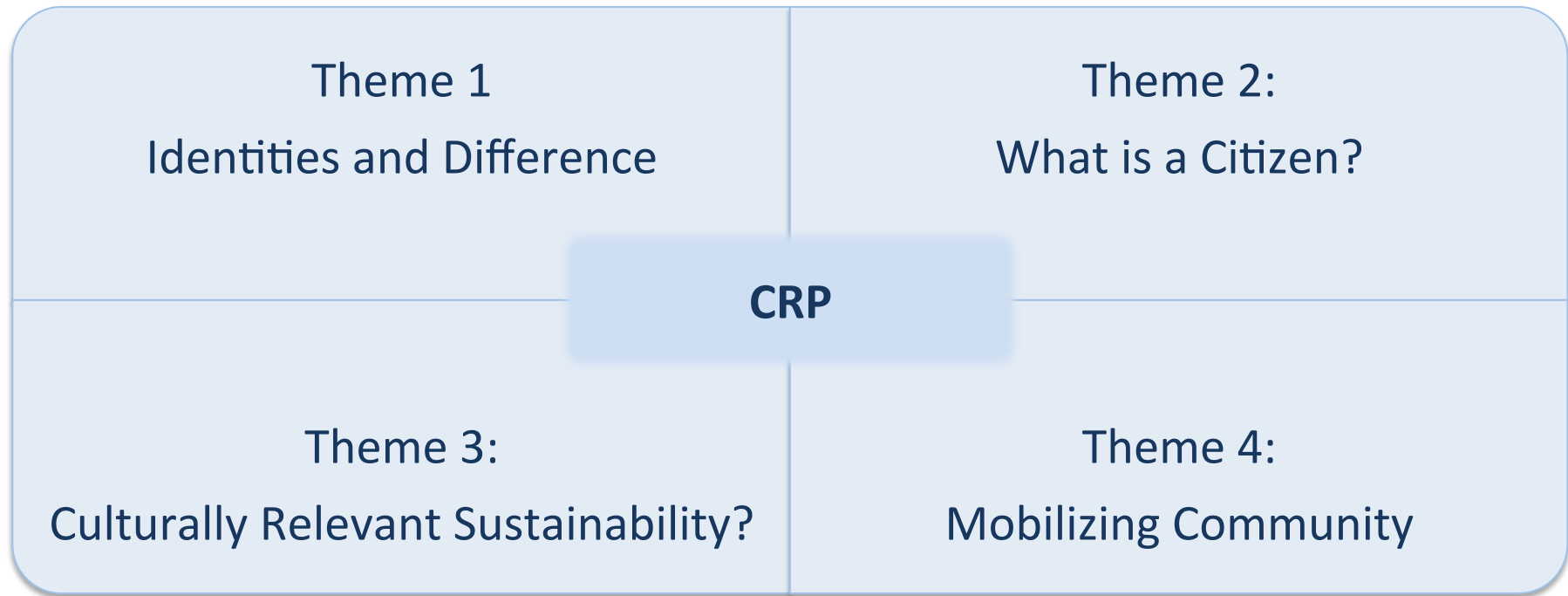
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## CULTURALLY RELEVANT PEDAGOGY (CRP) & CITIZENSHIP EDUCATION

This document suggests springboards for mobilizing Culturally Relevant Pedagogy through connections to the Citizenship Framework and inquiry process within the Social Studies, History and Geography curriculum. It includes suggestions for the primary, junior and intermediate divisions.

To gain a deeper understanding of this resource watch the videos on the OESSTA website.

[www.oessta-teachers.com](http://www.oessta-teachers.com)



## CULTURALLY RELEVANT PEDAGOGY & CITIZENSHIP EDUCATION

CRP: KEY CONNECTIONS		Main Elements of Citizenship Education			
		<b>Active Participation:</b> <i>Work for the common good in local, national, and global communities</i>	<b>Identity:</b> <i>A sense of personal identity as a member of various communities</i>	<b>Attributes:</b> <i>Character traits, values, habits of mind</i>	<b>Structures:</b> <i>Power and systems within societies</i>
Components of CRP	CRP Practices	Ways of Developing Citizenship Knowledge, Skills, Attitudes			
<b>Teachers:</b>		<b>Students:</b>			
Cultural Competence	<ul style="list-style-type: none"> <li>- Mobilize students' cultures as vehicles for learning</li> <li>- Foster connections to knowledge of families and communities</li> <li>- Value and respect students' social identities and lived realities</li> </ul>	<ul style="list-style-type: none"> <li>- Build positive relationships with diverse individuals and groups</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and develop their sense of connectedness to local, national, and global communities</li> <li>- Develop a sense of their civic self-image</li> <li>- Consider and respect others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate self-respect, as well as respect and empathy for others</li> </ul>	<ul style="list-style-type: none"> <li>- Develop an understanding of how political, economic, and social institutions affect their lives and others' lives</li> </ul>
Critical Consciousness	<ul style="list-style-type: none"> <li>- Create opportunities for students to develop a broader socio-political consciousness</li> <li>- Foster critique of cultural norms, values, mores and institutions that produce and maintain inequities</li> </ul>	<ul style="list-style-type: none"> <li>- Adopt leadership roles in their community</li> <li>- Participate in their community</li> <li>- Investigate controversial issues</li> <li>- Voice informed opinions on matters relevant to their community</li> </ul>	<ul style="list-style-type: none"> <li>- Investigate moral and ethical dimensions of developments, events, and issues</li> </ul>	<ul style="list-style-type: none"> <li>- Explore issues related to personal and societal rights and responsibilities</li> <li>- Develop attitudes that foster civic engagement</li> <li>- Work in a collaborative and critically thoughtful manner</li> </ul>	<ul style="list-style-type: none"> <li>- Develop an understanding of the importance of rules and laws</li> <li>- Develop an understanding of how political, economic, and social institutions affect their lives</li> <li>- Develop an understanding of power dynamics</li> <li>- Develop an understanding of the dynamic and complex relationships within and between systems</li> </ul>

## THEME 1: IDENTITIES AND DIFFERENCE – PRIMARY DIVISION

What is our identity? While everyone shares commonalities and connections, individuals have different experiences. Who is connected to experiences of inclusion and exclusion, and how do relationships happen in connection with power in and out of school?

Overall Expectations	Teaching and Learning Ideas Using Elements of the Inquiry Process
<p><b>G1 Strand A. Heritage and Identity: Our Changing Roles and Responsibilities</b></p> <p><b>A2</b> use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives</p> <p><b>A3</b> demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities</p> <p><b>G2: Strand A. Heritage and Identity: Changing Family and Community Traditions</b></p> <p><b>A3</b> describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups</p> <p><b>G3: Strand A. Heritage and Identity: Communities in Canada, 1780–1850</b></p> <p><b>A1</b> compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day.</p>	<p><b>Gather and Organize (Focus on: Significance, Interrelationships, Perspective)</b></p> <p><u>Suggested Activities:</u> Brainstorm all of the ways they identify, describe themselves, their roles, and the groups they feel they belong to (Examples of student responses might include age and grade, ethnicity, birthplace/country of origin, neighbourhood, favourite colour, toys, hobbies, etc) and create a class list of groupings/categories.</p> <hr/> <p><b>Formulate Questions (Focus on: Interrelationships, Continuity and Change)</b></p> <p><u>Suggested Activities:</u> Students consider the connections between their identities/roles/grouping and their personal experiences of inclusion and exclusion, and in consideration of where and when they feel most included.</p> <hr/> <p><b>Interpret and Analyse (Focus on: Patterns and Trends, Cause and Consequence)</b></p> <p><u>Suggested Activities:</u> Students connect aspects about themselves to experiences of feeling included (at school and/or at home). Students connect things about themselves to experience of feeling excluded (at school and/or at home).</p> <p>Students compare experiences of inclusion and exclusion of different groups, currently, and in the past.</p> <hr/> <p><b>Evaluate/Draw Conclusions/Communicate (Focus on: Significance, Cause and Consequence)</b></p> <p><u>Suggested Activities:</u> Students brainstorm 2 ways/actions to ensure everyone in the class is valued and included <b>What have you done/could you do in the context of your classroom/ school/ community?</b></p>

## THEME 1: IDENTITIES AND DIFFERENCE – JUNIOR DIVISION

What is our identity? While everyone shares commonalities and connections, individuals have different experiences. Who is connected to experiences of inclusion and exclusion, and how do relationships happen in connection with power in and out of school?

Overall Expectations	Teaching and Learning Ideas Using Elements of the Inquiry Process
<p><b>G4: Strand A. Heritage and Identity: Early Societies, 3000 BCE–1500 CE</b>  <b>A1</b> compare key aspects of life in a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society</p> <p><b>G5: Strand A. Heritage and Identity: First Nations and Europeans in New France and Early Canada</b>  <b>A1</b> analyse some key short- and long-term consequences of interactions among and between First Nations and European explorers and settlers in New France prior to 1713</p> <p><b>G5: Strand B. People and Environments: The Role of Government and Responsible Citizenship</b>  <b>B3</b> demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada</p> <p><b>G6: Strand A. Heritage and Identity: Communities in Canada, Past and Present</b>  <b>A3</b> Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada (FOCUS ON: <i>Significance; Continuity and Change</i>)</p>	<p><b>Gather and Organize (Focus on: Significance, Interrelationships, Perspective)</b>  <u>Suggested Activities:</u>            Students brainstorm all of the ways they identify, describe themselves, their roles, and the groups they feel they belong to (Examples of student responses might include age and grade, ethnicity, birthplace/country of origin, race, gender, neighbourhood, hobbies, etc) and create a class list of groupings/categories.            Students consider the connections between their identities/roles/grouping and their personal experiences of inclusion and exclusion, and in consideration of where and when they feel most included.</p> <hr/> <p><b>Formulate Questions (Focus on: Interrelationships, Continuity and Change, Patterns and Trends)</b>  <u>Suggested Activities:</u>            Formulate questions about their lives now, and the identities and experiences of particular groups in particular time periods (e.g. groups or individuals in early societies, First Nation groups before and after encounters with Europeans, different groups in Canada in the 20th and 21st Century).            Students explore social structures and approaches to difference in diverse early societies, particularly with respect to how power was distributed and what was valued or devalued in various contexts.</p> <hr/> <p><b>Interpret and Analyse (Focus on: Patterns and Trends, Cause and Consequence)</b>  <u>Suggested Activities:</u>            Students connect aspects about themselves to experiences of feeling included (at school and/or at home).            Students connect things about themselves to experience of feeling excluded (at school and/or at home).            Students identify connections between their own identities, including ethnicity, race, birthplace, ancestry, etc, and diverse early societies and explore those connections.            What are ways in which people and governments exclude and respond to the exclusion of particular groups, presently and in the past?</p> <hr/> <p><b>Evaluate and Draw Conclusions, Communicate (Focus on: Significance, Cause and Consequence)</b>  <u>Suggested Activities:</u>            How has the Canadian government responded to the barriers experienced by particular groups in Canadian society over time? How have groups shown resilience and creativity in overcoming barriers now and in the past?            Students share and research the different experience of difference citizens in Canada by developing interview questions, interviewing individuals, and sharing stories of the experiences of diverse citizens based on personal accounts/testimonials (acquired through interview processes).</p> <p><b>What have you done/could you do in the context of your classroom/school/community?</b></p>

## THEME 1: IDENTITIES AND DIFFERENCE – INTERMEDIATE DIVISION

What is our identity? While everyone shares commonalities and connections, individuals have different experiences. Who is connected to experiences of inclusion and exclusion, and how do relationships happen in connection with power in and out of school?

Overall Expectations	Teaching and Learning Ideas Using Elements of the Inquiry Process
<p><b>G7: History, Strand A. New France and British North America, 1713-1800</b>  <b>A1</b> analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada  <b>A2</b> use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain</p> <p><b>G7: History, Strand B. Canada, 1800 – 1850: Conflict and Challenges</b>  <b>B1</b> analyse aspects of the lives of various groups in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713–1800  <b>B2</b> use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850</p> <p><b>G8: History, Strand A. Creating Canada, 1850-1890</b>  <b>A1</b> assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequality, on various Canadians between 1850 and 1890 as well as on the creation and expansion of the Dominion of Canada.</p>	<p><b>Gather and Organize (Focus on: Significance, Interrelationships, Perspective)</b>  <u>Suggested Activities:</u>            Students brainstorm all of the ways they identify, describe themselves, their roles, and the groups they feel they belong to (examples of student responses might include age and grade, ethnicity, birthplace/country of origin, race, gender, neighbourhood, hobbies, etc) and create a class list of groupings/categories.</p> <p>Students consider the connections between their identities/roles/grouping and their personal experiences of inclusion and exclusion, and in consideration of where and when they feel most included.</p> <hr/> <p><b>Formulate Questions (Focus on: Interrelationships, Continuity and Change, Patterns and Trends)</b>  <u>Suggested Activities:</u>            Students analyse experiences of displacement amongst different groups in a relevant time frame, including First Nations and Metis, Loyalists, African slaves, and immigrants to Canada.</p> <p>Compare experiences of different groups in relevant historical period to the experiences of immigrants today, and the differences between the two time periods, as well as amongst immigrants currently.</p> <p>Formulate questions about perspectives of various groups, considering social locations and issues of power, and develop in-role writing that is reflective of students understanding of the perspectives of various groups.            Consider how some voices were privileged and other voices marginalized during Canada’s nation building.</p> <hr/> <p><b>Interpret and Analyse (Focus on: Patterns and Trends, Cause and Consequence)</b>  <u>Suggested Activities:</u>            Identify and demonstrate an understanding of the struggles and strengths of groups and individuals (during the relevant period) and how they impacted society of the time through their participation in particular events. Ask students to make explicit connections to individuals and groups in relation to their lives now, and what this means for having an impact on society now.</p> <hr/> <p><b>Evaluate and Draw Conclusions, Communicate (Focus on: Significance, Cause and Consequence)</b>  <u>Suggested Activities:</u>            Develop visions of how Canada might be different or similar if different voices were further considered during the time of Canada’s nation-building, and how different voices might have an impact on Canadian identity and the experiences of various groups in Canada.</p> <p><b>What have you done/could you do in the context of your classroom/school/community?</b></p>

## THEME 2: WHAT IS A CITIZEN? – PRIMARY DIVISION

Are there different conceptions of citizenship? What does it mean to be a Canadian citizen, and what are the differences in experiences between citizens in Ontario/Canada, now and in the past?

Overall Expectations	Teaching and Learning Ideas Using Elements of the Inquiry Process
<p><b>G1: Strand A. Heritage and Identity: Out Changing Roles and Responsibilities</b> <b>A2</b> use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and situations in their daily lives <b>A3</b> demonstrate an understanding that they and others have different roles, relationships, and responsibilities, and all people should be treated with respect, regardless of roles, relationships, and responsibilities</p> <p><b>G2: Strand B. People and Environments: Global Communities</b> <b>B3</b> identify and locate physical features and selected communities around the world, and describe some aspects of people’s ways of life in those communities</p> <p><b>G3: Strand A. Heritage and Identity: Communities in Canada, 1780–1850</b> <b>A1</b> compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day <b>A2</b> use the social studies inquiry process to investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, and key measures taken to address these challenges</p> <p><b>G3: Strand B. People and Environments: Living and Working in Ontario</b> <b>B1</b> demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario</p>	<p><b>Formulate Questions (Focus on: Interrelationships, Perspective)</b> <u>Suggested Activities:</u> Students formulate questions about the term “citizen”. Formulate questions about the characteristics of citizens of Canada and citizens of the world. Formulate questions about what it means to be a Canadian citizen: (e.g., What comes to mind when one thinks of a “Canadian”? What do Canadian citizens look like? What are the roles, relationships and responsibilities of Canadians? What are the experiences of those who have become a Canadian citizen? Are some Canadian citizens more included, more excluded?)</p> <p><b>Gather and Organize (Focus on: Significance, Patterns and Trends, Perspective)</b> <u>Suggested Activities:</u> Students ask formulated questions on citizenship to other students, and family members about their understandings and experiences of citizenship. Students collect responses using surveys (connecting to Mathematics) or interviews (by recording responses), and organize responses into various categories. Students consider their own and their family’s ethnic and/or country of origin and gather information of people’s lives in different places in the world through connecting with their own and others’ families in the school community.</p> <p><b>Interpret and Analyse (Focus on: Patterns and Trends, Cause and Consequence)</b> <u>Suggested Activities:</u> Students consider information gained from their community and consider similarities and differences amongst communities and groups, including the challenges of different groups. Consider changes in the make-up of Canadian citizens in the past and present, and how roles and responsibilities might have changed. Consider how experiences of challenges for particular citizens might or might not have changed over time, and between groups.</p> <p><b>Evaluate and Draw Conclusions, Communicate (Focus on: Significance, Interrelationships, Cause and Consequence)</b> <u>Suggested Activities:</u> Students draw conclusions of what they think citizenship means, and describe what they think the key roles and responsibilities of citizens of Canada and the world should be (in consideration of the relationship between the natural environment, land use, employing, and “development”) Students create and communicate a “Manifesto” of what it means to be a “good citizen” in consideration of their experiences and what they have learned about the experiences of others.</p> <p><b>What have you done/could you do in the context of your classroom/school/community?</b></p>

## THEME 2: WHAT IS A CITIZEN? – JUNIOR DIVISION

Are there different conceptions of citizenship? What does it mean to be a Canadian citizen, and what are the differences in experiences between citizens in Ontario/Canada, now and in the past?

Overall Expectations	Teaching and Learning Ideas Using Elements of the Inquiry Process
<p><b>G4: Strand A. Heritage and Identity: Early Societies, 3000 BCE–1500 CE</b> <b>A1</b> compare key aspects of life in a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society.</p> <p><b>G5: Strand B. People and Environments: The Role of Government and Responsible Citizenship</b> <b>B1</b> assess responses of governments in Canada to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues <b>B3</b> demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada</p> <p><b>G6: Strand A. Heritage and Identity: Communities in Canada, Past and Present</b> <b>A1</b> assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions <b>A3</b> demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada</p> <p><b>G6: Strand B. People and Environments: Canada’s Interactions with the Global</b> <b>B1</b> explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena <b>B2</b> use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues.</p>	<p><b>Formulate Questions (Focus on: Interrelationships, Perspective)</b> <u>Suggested Activities:</u> Students formulate questions regarding their and others’ perspectives of what it means to be a citizen. Formulate questions about the characteristics of citizens of Canada and citizens of the world (e.g. what were the characteristics of citizenship for different groups in early societies, and how were they similar to or different from each other?). Formulate questions about what it means to be a Canadian citizen: (e.g., What does a Canadian citizen look like? What are citizens’ roles, relationships and responsibilities? What are the experiences of those who have become a Canadian citizen? Do all citizens have the same privileges? Do some Canadian citizens experience exclusion, despite being citizens of Canada? How have Canadians demonstrated citizenship locally and in the international community?)</p> <p><b>Gather and Organize (Focus on: Significance, Patterns and Trends, Perspective)</b> <u>Suggested Activities:</u> Students ask formulated questions on citizenship to members of school community, about their understandings and experiences of citizenship. Collect responses using surveys (connecting to Mathematics) or interviews (by recording responses), and organize responses into various categories. Consider their own and their family’s ethnic and/or country of origin and gather information of people’s lives in different places in the world. Collect information on the actions of various Canadian citizens who have a positive impact on local and global issues.</p> <p><b>Interpret and Analyse (Focus on: Patterns and Trends, Cause and Consequence, Perspective)</b> <u>Suggested Activities:</u> Students consider information gained from their community and consider similarities and differences amongst communities and groups, including the challenges of different groups Consider what influences perspectives of various countries and parts of world, including media, including map projections (e.g., students can critically compare various map projections and analyse what they communicate based on how they project the world). Consider the role of Canadians in addressing global issues, particularly with respect to historical contexts of colonialism and the current context of globalization</p> <p><b>Evaluate and Draw Conclusions, Communicate (Focus on: Significance, Interrelationships, Cause and Consequence)</b> <u>Suggested Activities:</u> Students draw conclusions of what they think citizenship means, and describe what they think the key roles and responsibilities of citizens of Canada and the world should be. Students create and communicate a “Manifesto” of what it means to be a “good citizen” in consideration of their experiences and what they have learned about the experiences of others, and their relationship to various groups and the natural environment. <b>What have you done/could you do in the context of your classroom/school/ community?</b></p>



## THEME 2: WHAT IS A CITIZEN? – INTERMEDIATE DIVISION

Are there different conceptions of citizenship? What does it mean to be a Canadian citizen, and what are the differences in experiences between citizens in Ontario/Canada, now and in the past?

Overall Expectations	Teaching and Learning Ideas Using Elements of the Inquiry Process
<p><b>History - G7: Strand A. New France and British North America, 1713–1800</b>  <b>A2</b> use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain</p> <p><b>G7: Strand B. Canada, 1800–1850: Conflict and Challenges</b>  <b>B2</b> use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850</p> <p><b>G8: Strand A. Creating Canada, 1850–1890</b>  <b>A2</b> use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890</p> <p><b>Geography - G7: Strand A. Physical Patterns in a Changing World</b>  <b>A3</b> demonstrate an understanding of significant patterns in Earth’s physical features and of some natural processes and human activities that create and change those features</p> <p><b>G8: A. Global Settlement: Patterns and Sustainability</b>  <b>A3</b> demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment</p> <p><b>G8: B. Global Inequalities: Economic Development and Quality of Life</b>  <b>B1</b> analyse some interrelationships among factors that contribute to global inequalities, with a focus on inequalities in quality of life, and assess various responses to these inequalities</p>	<p><b>Formulate Questions (Focus on: Interrelationships, Perspective)</b>  <u>Suggested Activities:</u>            Students formulate questions regarding their and others’ perspectives of what it means to be a citizen. Formulate questions about the characteristics of citizens of Canada and citizens of the world, and how citizenship might look different in different places. Formulate questions about what it means to be a Canadian citizen: (e.g., What are citizens’ roles, relationships and responsibilities? What are the experiences of those who have become a Canadian citizen? Do all citizens have the same privileges? Do some Canadian citizens experience exclusion, despite being citizens of Canada? How have Canadians demonstrated citizenship locally and in the international community?)</p> <p><b>Gather and Organize (Focus on: Significance, Patterns and Trends, Perspective)</b>  <u>Suggested Activities:</u>            Students ask formulated questions on citizenship to members of the school community, including school staff, other students, family and community members about their understandings and experiences of citizenship. Collect responses using surveys (connecting to Mathematics) or interviews (by recording responses), and organize responses into various categories. Consider their own and their family’s ethnic and/or country of origin and gather information of people’s lives in different places in the world through mobilizing the knowledge of their own and others’ families in the school community. Collect information on the actions of various Canadian citizens who have an impact on local and global issues.</p> <p><b>Interpret and Analyse (Focus on: Patterns and Trends, Cause and Consequence, Perspective)</b>  <u>Suggested Activities:</u>            Students consider information gained from their community and consider similarities and differences amongst communities and groups, including the challenges different groups experience locally and globally.</p> <p>Consider how challenges for particular citizens might or might not have changed over time, and between groups in a Canadian context and in different regions of the world. Consider the role of Canadians in addressing global issues, particularly with respect to historical contexts of colonialism and the current context of globalization.</p> <hr/> <p><b>Evaluate and Draw Conclusions, Communicate (Focus on: Significance, Interrelationships, Cause and Consequence)</b>  <u>Suggested Activities:</u>            Students draw conclusions of what they think citizenship means, and describe what they think the key roles and responsibilities of citizens of Canada and the world should be. Students create and communicate a “Manifesto” of what it means to be a “good citizen” in consideration of their experiences and what they have learned about the experiences of others, and their relationship to various groups and the natural environment.</p> <p><b>What have you done/could you do in the context of your classroom/school/ community?</b></p>

### THEME 3: CULTURALLY RELEVANT SUSTAINABILITY? – PRIMARY DIVISION

Are there different conceptions of citizenship? What does it mean to be a Canadian citizen, and what are the differences in experiences between citizens in Ontario/Canada, now and in the past?

Overall Expectations	Teaching and Learning Ideas Using Elements of the Inquiry Process
<p><b>G1: Strand B. People and Environments: The Local Community</b></p> <p><b>B1</b> describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people’s needs</p> <p><b>B2</b> use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short- and long-term effects of this interrelationship</p> <p><b>B3</b> describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance</p> <p><b>G2: Strand B. People and Environments: Global Communities</b></p> <p><b>B1</b> describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions</p> <p><b>B2</b> use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live</p> <p><b>G3: Strand B. People and Environments: Living and Working in Ontario</b></p> <p><b>B2</b> use the social studies inquiry process to investigate some of the environmental effects of different types of land and/ or resource use in Ontario municipal regions, as well as some of the measures taken to reduce the negative impact of that us</p>	<p><b>Formulate Questions (Focus on: Interrelationships, Perspective)</b></p> <p><u>Suggested Activities:</u>            Students formulate questions regarding human needs and wants, and the distinctions and similarities between needs and wants.            Formulate questions about the natural and built features of their community.            Formulate questions about the relationship between locations, communities, and environmental benefits and burdens.</p> <hr/> <p><b>Gather and Organize (Focus on: Significance, Patterns and Trends, Perspective)</b></p> <p><u>Suggested Activities:</u>            Students organize their own ideas about their perspectives of what items, services, etc. constitute needs and which constitute wants.            Gather information from others in the school community with respect to what constitutes needs, and what constitutes wants (e.g. students develop and conduct a survey with members of school community).            Gather information with respect to services and natural and built features of the community (e.g. using a community walk, mapping the community based on memory, and existing maps) .            Interview long time residents of the community in order to gather information about how climate and land use might have changed over time.            Audit how land is used in the community and understand the impact on people and the environment.</p> <hr/> <p><b>Interpret and Analyse (Focus on: Patterns and Trends, Cause and Consequence)</b></p> <p><u>Suggested Activities:</u>            Assess how the built and natural features of the community might or might not meet the needs and wants of community members (including students and their families).            Consider the impact of particular features of the community on the environment and human health.            Consider similarities and differences amongst various communities in the region with respect to the relationship between people and the natural and build features of their communities.</p> <hr/> <p><b>Evaluate and Draw Conclusions, Communicate (Focus on: Significance, Interrelationships)</b></p> <p><u>Suggested Activities:</u>            Students evaluate and draw conclusions about access to environmental benefits in the community amongst different groups and/or locations in the community, as well as draw conclusions as to what has a negative impact on the environment, and if there are differences with respect to who is most impacted in the community            Create a community map that shows the aspects of the community that are beneficial to humans and the environment (that meet various needs), and modify (as a proposed change) aspects of the community that have a negative impact on people and the environment (that are barriers to meeting needs) so that they might enhance the community.</p> <p><b>What have you done/could you do in the context of your classroom/school/ community?</b></p>

### THEME 3: CULTURALLY RELEVANT SUSTAINABILITY? – JUNIOR DIVISION

Considering environmental issues in relation to issues of socio-economic status, and different impacts of climate change on different people – locally and globally. Are there relationships between class (SES) and consumption, and how to respond to environmental imperatives?

Overall Expectations	Teaching and Learning Ideas Using Elements of the Inquiry Process
<p><b>G4: Strand B. People and Environments: Political and Physical Regions of Canada</b>  <b>B1</b> assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada  <b>B2</b> use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada</p>	<p><b>Formulate Questions (Focus on: Interrelationships, Perspective)</b>  <u>Suggested Activities:</u>            Formulate questions about individual, community, national and global needs and wants.            Formulate questions about balancing human needs and wants with negative environmental impact, and differences between the access to needs and wants and environmental impacts amongst various communities and regions in Canada.            Formulate questions about examples communities that successfully balance meeting human needs and wants and environmental stewardship.            Formulate questions how relationships with the environment impact human relationships, including issues of power and identity (e.g. how might the meeting of human needs and wants ( e.g. natural resource extraction ) be a source of conflict amongst groups, or the relationship between environmental issues and poverty)</p>
<p><b>G5: Strand B. People and Environments: The Role of Government and Responsible Citizenship</b>  <b>B2</b> use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues</p>	<p><b>Gather and Organize (Focus on: Significance, Patterns and Trends, Perspective)</b>  <u>Suggested Activities:</u>            Students organize their own ideas about their perspectives of what items, services, etc. constitute needs and which constitute wants.            Refer to natural resource maps (of Canada and world) in order to gather data about the location of various “resources”, their extraction, and the differences and similarities of human impact in various areas.            Research local and global issues that reflect the relationship between environment and human impact under the theme of power and its impact on who attains environmental benefits, and who retains environmental burdens.</p>
<p><b>G6: Strand A. Heritage and Identity: Communities in Canada, Past and Present</b>  <b>A2</b> use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of two or more distinct communities in Canada</p>	<p><b>Interpret and Analyse (Focus on: Patterns and Trends, Cause and Consequence, Perspective)</b>  <u>Suggested Activities:</u>            Students assess how industrial development might or might not meet the needs and wants of community members (including students and their families)            Deliberate issues related to the environment and human needs and wants from the perspectives of various stakeholders on an issue (e.g. students develop position statements from the perspectives of various groups involved in an issue, and <i>dramatically deliberate</i> on an issue in order to come to a resolution).</p>
<p><b>G6: Strand B. People and Environments: Canada’s Interactions with the Global Community</b>  <b>B2</b> use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues</p>	<p><b>Evaluate and Draw Conclusions, Communicate (Focus on: Significance, Interrelationships, Cause and Consequence)</b>  <u>Suggested Activities:</u>            Students evaluate the impact of environmental issues on particular groups of people locally, in various regions in Canada, and globally             Develop and communicate a plan for sustainable community development that aims to address equity of access to needs and wants and environmental stewardship (e.g. students create a sustainability business plan based on criteria of community engagement, poverty reduction, and environmental enhancement/naturalization).</p>
	<p><b>What have you done/could you do in the context of your classroom/school/community?</b></p>

### THEME 3: CULTURALLY RELEVANT SUSTAINABILITY? – INTERMEDIATE DIVISION

Considering environmental issues in relation to issues of socio-economic status, and different impacts of climate change on different people – locally and globally. Are there relationships between class (SES) and consumption, and how to respond to environmental imperatives?

Overall Expectations	Teaching and Learning Ideas Using Elements of the Inquiry Process
<p><b>G7 Geography: Strand A. Physical Patterns in a Changing World</b></p> <p><b>A1</b> analyse some challenges and opportunities presented by the physical environment and ways in which people have responded to them</p> <p><b>A2</b> use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective</p> <p><b>G7 Geography: Strand B. Natural Resources around the World: Use and Sustainability</b></p> <p><b>B1</b> analyse aspects of the extraction/ harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources</p> <p><b>B2</b> use the geographic inquiry process to investigate issues related to the impact of the extraction/ harvesting and/or use of natural resources around the world from a geographic perspective</p> <p><b>G8 Geography: A. Global Settlement: Patterns and Sustainability</b></p> <p><b>A1</b> analyse some significant interrelationships between Earth’s physical features and processes and human settlement patterns, and some ways in which the physical environment and issues of sustainability may affect settlement in the future</p> <p><b>A2</b> use geographic inquiry process to investigate issues related to the interrelationship between human settle-ment and sustainability from a geographic perspective</p> <p><b>A3</b> demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment</p>	<p><b>Formulate Questions (Focus on: Interrelationships, Perspective)</b></p> <p><u>Suggested Activities:</u></p> <p>Formulate questions about individual, community, national and global needs and wants, and the perceived resources necessary to meet those needs and satisfy wants</p> <p>Formulate questions about how human settlement patterns impact the environment and how the environment impacts human settlement patterns now and in the past, and develop considerations for the future</p> <p>Formulate questions about examples communities that successfully balance meeting human needs and wants and environmental stewardship</p> <p>Formulate questions how human activities impact the environment and how such activities might impact human well-being positively or negatively (e.g. how might meeting of human needs and wants - e.g. natural resource extraction - be a source of conflict amongst groups, or the relationship between environmental issues, poverty, and human health concerns)</p> <hr/> <p><b>Gather and Organize (Focus on: Significance, Patterns and Trends, Perspective)</b></p> <p><u>Suggested Activities:</u></p> <p>Students organize their own ideas about their perspectives about which items constitute needs and which constitute wants</p> <p>Refer to natural resource maps (of Canada and world) in order to gather data about the location of various “resources”, their extraction, and the differences and similarities of human impact in various areas</p> <p>Survey school community members to understand reasons for settlement in an area.</p> <hr/> <p><b>Interpret and Analyse (Focus on: Patterns and Trends, Cause and Consequence, Perspective)</b></p> <p><u>Suggested Activities:</u></p> <p>Students assess how the extraction and/or use of natural resources might or might not meet the needs and wants of community members (including students and their families)</p> <p>Deliberate issues related to the environment and human needs and wants (e.g., natural resource extraction, human settlement) from the perspectives of various stakeholders on an issue (e.g. students develop position statements from the perspectives of various groups involved in an issue – e.g. development on the Oak Ridges Moraine, the Alberta Tar Sands, Coltan mining in the Democratic Republic of Congo - and <i>dramatically deliberate</i> on an issue in order to come to a resolution).</p> <hr/> <p><b>Evaluate and Draw Conclusions, Communicate (Focus on: Significance, Interrelationships, Cause and Consequence)</b></p> <p>Students evaluate the impact of humans on the environment and the impact environmental issues on particular groups of people locally, in various regions in Canada, and globally</p> <p>Develop and communicate a plan for sustainable community development that aims to address equity of access to needs and wants and environmental stewardship (e.g. students create and communicate a sustainability business plan based on criteria of community engagement, poverty reduction, and environmental enhancement/naturalization).</p> <p><b>What have you done/could you do in the context of your classroom/school/community?</b></p>

## THEME 4: MOBILIZING COMMUNITY – PRIMARY DIVISION

Developing and fostering awareness of members of the community and community strengths. Mobilizing knowledge of and making connections to community while considering various perspectives on community issues.

Overall Expectations	Teaching and Learning Ideas Using Elements of the Inquiry Process
<p><b>G1: Strand A. Heritage and Identity: Our Changing Roles and Responsibilities</b>  <b>A2</b> use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives  <b>A3</b> demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities</p> <p><b>G2: Strand A. Heritage and Identity: Changing Family and Community Traditions</b>  <b>A3</b> describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups</p> <p><b>G3: Strand A. Heritage and Identity: Communities in Canada, 1780–1850</b>  <b>A1</b> compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day</p>	<p><b>Formulate Questions (Focus on: Interrelationships, Perspective)</b>  <u>Suggested Activities:</u>            Formulate questions regarding who makes up the school community in connection to various identity groupings.            Formulate questions regarding “community heroes/heroines” – who are they? Who are heroes/heroines in our lives? What role do they play for us, our families, and for the rest of the community?</p> <hr/> <p><b>Gather and Organize (Focus on: Significance, Patterns and Trends, Perspective)</b>  <u>Suggested Activities:</u>            Students gather perspectives from various people in the school (students, teachers, family members) regarding their views of the school community.            Share and collect stories (oral and written) of their own and their family’s experiences in the community, Gather information on community heroes/heroines: e.g. roles in families of students and beyond.</p> <hr/> <p><b>Interpret and Analyse (Focus on: Patterns and Trends, Cause and Consequence, Perspective)</b>  <u>Suggested Activities:</u>            Determine resources, spaces, and supports that contribute to the well being of people and environment in the community.            Consider characteristics of a community hero/heroine .</p> <hr/> <p><b>Evaluate and Draw Conclusions, Communicate (Focus on: Significance, Interrelationships, Cause and Consequence)</b>  <u>Suggested Activities:</u>            Communicate key issues and ideas using a visual representation of a community embedded in different ways with student generated information and stories.            Create/organize opportunities for various members of the community to communicate successes and challenges, strengths and struggles of the community around the school.            Invite community heroes/heroines to come in to class to share their stories and roles for various members of the community.</p> <p><b>What have you done/could you do in the context of your classroom/school/community?</b></p>

## THEME 4: MOBILIZING COMMUNITY – JUNIOR DIVISION

Developing and fostering awareness of members of the community and community strengths. Mobilizing knowledge of and making connections to community while considering various perspectives on community issues.

Overall Expectations	Teaching and Learning Ideas Using Elements of the Inquiry Process
<p><b>G4: Strand A. Heritage and Identity: Early Societies, 3000 BCE–1500 CE</b> <b>A1</b> compare key aspects of life in a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society</p> <p><b>G5: Strand B. People and Environments: The Role of Government and Responsible Citizenship</b> <b>B3</b> demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada</p> <p><b>G6: Strand A. Heritage and Identity: Communities in Canada, Past and Present</b> <b>A3</b> Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada</p>	<p><b>Formulate Questions (Focus on: Interrelationships, Perspective)</b> <u>Suggested Activities:</u> Formulate questions regarding who makes up the school community in connection to various identity groupings, now and in the past. Develop questions regarding community resources and supports, how and why students and families have used (or not used) such resources and supports, etc. Formulate questions regarding various challenges and issues, as well as strengths of their own community, as well as other communities in Canada.</p> <hr/> <p><b>Gather and Organize (Focus on: Significance, Patterns and Trends, Perspective)</b> <u>Suggested Activities:</u> Students gather perspectives from various people in the school (students, teachers, family members) regarding their views of the school community. Engage in a community walk, asking students to plan and lead the walk, and share/tell about particular parts of the community they are most familiar with, and highlighting contributions of various community members (citizens). Organize information gathered on the community walk into a community map – compare student-created maps to already existing maps of the community, including historical maps. Find and organize historical information on the community from various perspectives. Gather data regarding who is in the community and what resources exist . Gather information regarding other historical and contemporary communities in Canada.</p> <hr/> <p><b>Interpret and Analyse (Focus on: Patterns and Trends, Cause and Consequence, Perspective)</b> <u>Suggested Activities:</u> Students analyze potential gaps in access to resources amongst community members in their community, as well as other historical and contemporary communities in Canada. Determine resources, spaces, and supports that contribute to the well being of people and environment in their community and in other communities. Compare resources available between school community and surrounding areas Consider characteristics of a community hero/heroine.</p> <hr/> <p><b>Evaluate and Draw Conclusions, Communicate (Focus on: Significance, Interrelationships, Cause and Consequence)</b> <u>Suggested Activities:</u> Students establish issues significant to them, their families, and or their class Draw conclusions as to possible ways of addressing key issues. Communicate key issues and ideas using a visual representation of a community embedded in different ways with student generated information and stories. Create/organize opportunities for various members of the community to communicate successes and challenges, strengths and struggles of the community around the school.</p> <p><b>What have you done/could you do in the context of your classroom/school/community?</b></p>

## THEME 4: MOBILIZING COMMUNITY – INTERMEDIATE DIVISION

Developing and fostering awareness of members of the community and community strengths. Mobilizing knowledge of and making connections to community while considering various perspectives on community issues.

Overall Expectations	Teaching and Learning Ideas Using Elements of the Inquiry Process
<p><b>G7: History, Strand A. New France and British North America, 1713-1800</b></p> <p><b>A1</b> analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada</p> <p><b>A2</b> use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain</p> <p><b>G7: History, Strand B. Canada, 1800 – 1850: Conflict and Challenges</b></p> <p><b>B1</b> analyse aspects of the lives of various groups in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713–1800</p> <p><b>B2</b> use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850</p> <p><b>G8: History, Strand A. Creating Canada, 1850-1890</b></p> <p><b>A1</b> assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequality, on various Canadians between 1850 and 1890 as well as on the creation and expansion of the Dominion of Canada</p>	<p><b>Formulate Questions (Focus on: Interrelationships, Perspective)</b></p> <p><u>Suggested Activities:</u>            Students formulate questions regarding who makes up the school community in connection to various identity groupings, now and in the past.            Develop questions regarding community resources and supports, how and why students and families have used (or not used) such resources and supports, etc.            Formulate questions about how communities have changed and interacted over time.            Formulate questions regarding instances of community resiliency, resistance, and creativity historically and present-day.</p> <hr/> <p><b>Gather and Organize (Focus on: Significance, Patterns and Trends, Perspective)</b></p> <p><u>Suggested Activities:</u>            Students gather perspectives from various people in the school (students, teachers, family members) regarding people’s views of what constitutes the school community.            Engage in a community walk, asking students to plan and lead the walk, and share/tell about particular parts of the community they are most familiar with, and highlighting contributions of various community members (citizens).            Organize information gathered on the community walk into a community map – compare student-created maps to already existing maps of the community, including historical maps.            Gather data regarding who makes up the school community and what resources exist.            Share and collect stories (oral and written) of their own and their family’s experiences in the community.            Collect stories of individual and community resiliency, resistance, and creativity, in local community and beyond.</p> <hr/> <p><b>Interpret and Analyse (Focus on: Patterns and Trends, Cause and Consequence, Perspective)</b></p> <p><u>Suggested Activities:</u>            Students analyze potential gaps in access to resources amongst community members.            Determine resources, spaces, and supports that contribute to the well being of people and environment in the community            Compare resources available between school community and surrounding areas.            Consider the contributions of various community members in addressing issues that support the well-being of community members and the environment.            Analyse examples of community resilience, resistance and creativity in consideration of how they might apply to localized issues.</p> <hr/> <p><b>Evaluate and Draw Conclusions, Communicate (Focus on: Significance, Interrelationships, Cause and Consequence)</b></p> <p><u>Suggested Activities:</u>            Students establish issues significant to them, their families, and or their class.            Draw conclusions as to possible ways of addressing key issues.            Communicate key issues and ideas using a visual representation of a community embedded in different ways with student generated information and stories.            Create/organize opportunities for various members of the community to communicate successes and challenges, strengths and struggles of the community around the school.</p> <p><b>What have you done/could you do in the context of your classroom/school/community?</b></p>

