WELCOME to Implementation Training for:

The Revised Ontario Curriculum for Canadian and World Studies Grades 9 and 10
Questions

• Why is Canadian and World Studies an important part of the curriculum?

• How does Canadian and World Studies prepare students for living in today’s world?
Key Elements of the Revised Curriculum
Connecting the Pieces
The Vision for Social Studies, History and Geography & Canadian and World Studies

The social studies, history, geography and Canadian and world studies programs will enable students to become responsible, active citizens within the diverse communities to which they belong. As well as becoming critically thoughtful and informed citizens who value an inclusive society, students will have the skills they need to solve problems and communicate ideas and decisions about significant developments, events and issues.
Goals for Social Studies, History and Geography & Canadian and World Studies

• develop the ability to use the “concepts of disciplinary thinking” to investigate issues, events, and developments;
• develop the ability to determine and apply appropriate criteria to evaluate information and evidence and to make judgements;
• develop skills and personal attributes that are needed for discipline-specific inquiry and that can be transferred to other areas in life;
• build collaborative and cooperative working relationships;
• use appropriate technology as a tool to help them gather andanalyse information, solve problems, and communicate
Subject Specific Goals
Activity

• How do the subject specific goals connect to each other, the goals for Social Studies, History and Geography and Canadian World Studies and to other Ministry initiatives?
CITIZENSHIP EDUCATION FRAMEWORK

Active Participation
- Voice informed opinions on matters relevant to their community
- Adopt leadership roles in their community
- Participate in their community
- Investigate controversial issues
- Demonstrate collaborative, innovative problem solving
- Build positive relationships with diverse individuals and groups

Attributes
- Democracy
- Rules and laws
- Institutions
- Power and authority systems

Structures
- Develop an understanding of the importance of rules and laws
- Develop an understanding of how political, economic, and social institutions affect their lives
- Develop an understanding of power dynamics
- Develop an understanding of the dynamic and complex relationships within and between systems

Identity
- Identify and develop their sense of connectedness to local, national, and global communities
- Develop a sense of their civic self-image
- Consider and respect others' perspectives
- Investigate moral and ethical dimensions of developments, events, and issues

Interconnectedness
- Beliefs and values
- Self-efficacy
- Culture
- Perspective

Attributes (Character traits, values, habits of mind)
- Inclusiveness
- Equity
- Integrity
- Responsibility
- Freedom
- Social cohesion
- Fairness and justice
- Citizenship
- Collaboration and cooperation

Identity (A sense of personal identity as a member of various communities)
- Empathy and respect
- Rights and responsibilities
- Freedom
- Social cohesion
- Fairness and justice
- Citizenship
- Collaboration and cooperation

Active Participation (Work for the common good in local, national, and global communities)
- Develop attitudes that foster civic engagement
- Work in a collaborative and critically thoughtful manner
Citizenship Education Framework
Brainstorming Activity

• What do each of these elements look like in your course, school and/or board?
• To what other board and ministry initiatives are the elements of citizenship reflected in and tied to?
Overview Pages
A starting point for planning instruction
Overview Pages

• Big Ideas
  - transferable to other subjects and, more broadly, to life itself
  - provide the opportunity for students to think across disciplines in an integrated way.

• Framing Questions
  - stimulate students’ curiosity and critical thinking
  - heighten the relevance of what they are studying
What questions do these overview pages prompt you to ask or wonder about?
Concepts of Disciplinary Thinking
Concepts of Disciplinary Thinking

• Students not simply learning facts, but acquiring the ability to think and process content in ways best suited for each subject

• The concepts of thinking are inherent to “doing” each subject

• Each of the subjects in Canadian and World Studies has its own way of thinking and its own concepts
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<td>Historical Significance</td>
<td>Spatial Significance</td>
<td>Political Significance</td>
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<td>Cause and Consequence</td>
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Reading the Subject Openers

Concepts of Disciplinary Thinking can be found at:
Geography: pg. 64 - 65
History: pg. 104 - 105
Civics and Citizenship(Politics): pg. 142 - 143
Quarry Activity
Images and Concepts of Thinking

• Read the images and text that are in the packages.
• As a table brainstorm how you might use one, some or all of these images in your Grade 9 Geography, or Grade 10 History or Civics class.
• Which concept of disciplinary thinking would you use these images with and why?
Gallery Walk
Question: What will students be doing to demonstrate their understanding of the Concepts of Disciplinary Thinking?

• Use the overview pages
• Select an overall expectation
• Read the related big idea(s) and framing questions
• Design a learning task and related learning goal that will allow students to demonstrate they are using the concepts of disciplinary thinking
Sharing

• Select a cue card from the centre of the table, it will have a number on it.
• Move to the section of the room that is labelled with that number.
• Once there take the time to share your ideas with each other.
Interpret and Analyse
Analyze the data, evidence, and information, using different types of graphic organizers as appropriate.

Gather and Organize
Collect and organize relevant data, evidence, and/or information from primary and secondary sources and/or field studies.

Formulate Questions
Formulate questions related to the applicable overall expectation in order to identify the focus of their inquiry.

Evaluate and Draw Conclusions
Synthesize data, evidence, and/or information, and make informed, critical judgements based on that data, evidence, and/or information.

Communicate
Communicate judgements, decisions, conclusions, predictions, and/or plans of action clearly and logically.
Reading the Subject Openers

Inquiry Process can be found at:
Geography: pg. 66 - 67
History: pg. 105 - 106
Civics and Citizenship (Politics): pg. 144 - 145
Activity Building on the Doing

• Working with the same partner(s) from Doing the Discipline take the time to look at the Learning Activity you created.

➤ Which Inquiry skills could you intentionally teach and model with this activity?

➤ What learning goals might you need to add?

➤ How might you need to tweak the activity in order to address a specific inquiry skill?
Spatial Skills

- Spatial skills underpin spatial literacy, enabling students to develop and communicate a sense of place. Map, globe and graphing skills help students visualize and make meaning of spatial data.
- Taught explicitly in Geography but applied in all disciplines.
Map, Globe and Graphing Skills – A Continuum

To provide all teachers with a clear indication of appropriate skill development throughout the social studies, history, geography and Canadian and world studies program selected skills have been organized in this continuum.
Activity

On chart paper brainstorm which specific spatial skills you would want to develop and teach in your subject.

How might you go about modelling and teaching that spatial skill?