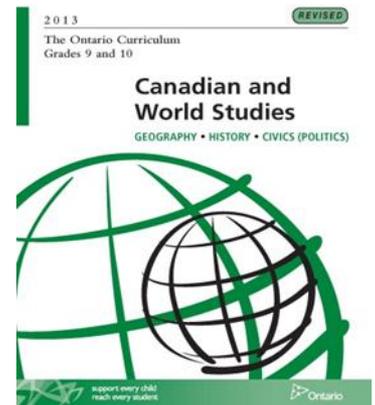


WELCOME to
Implementation Training for:

The Revised Ontario
Curriculum for
Canadian and World Studies

Grades 9 and 10

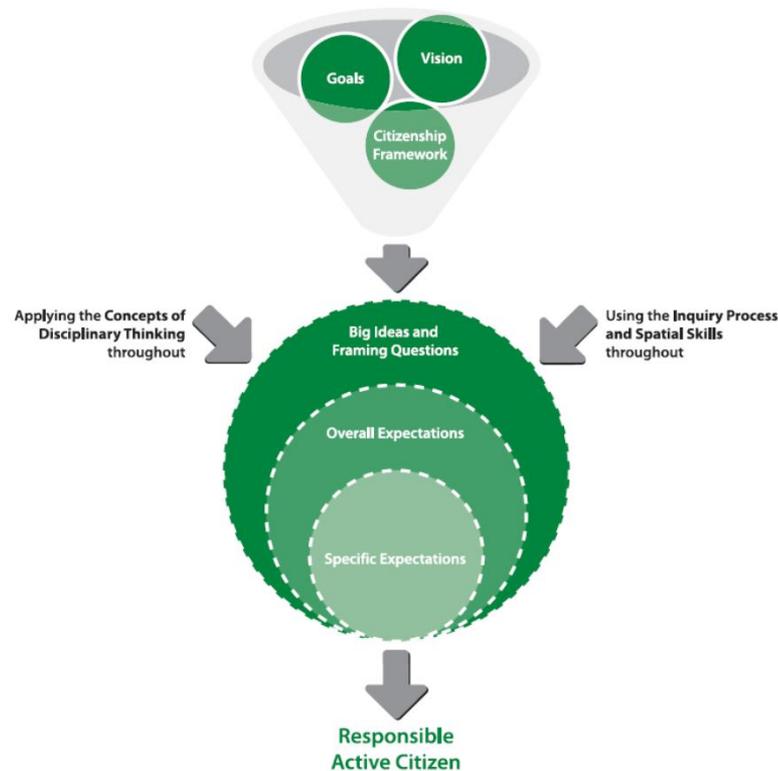


Questions

- 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

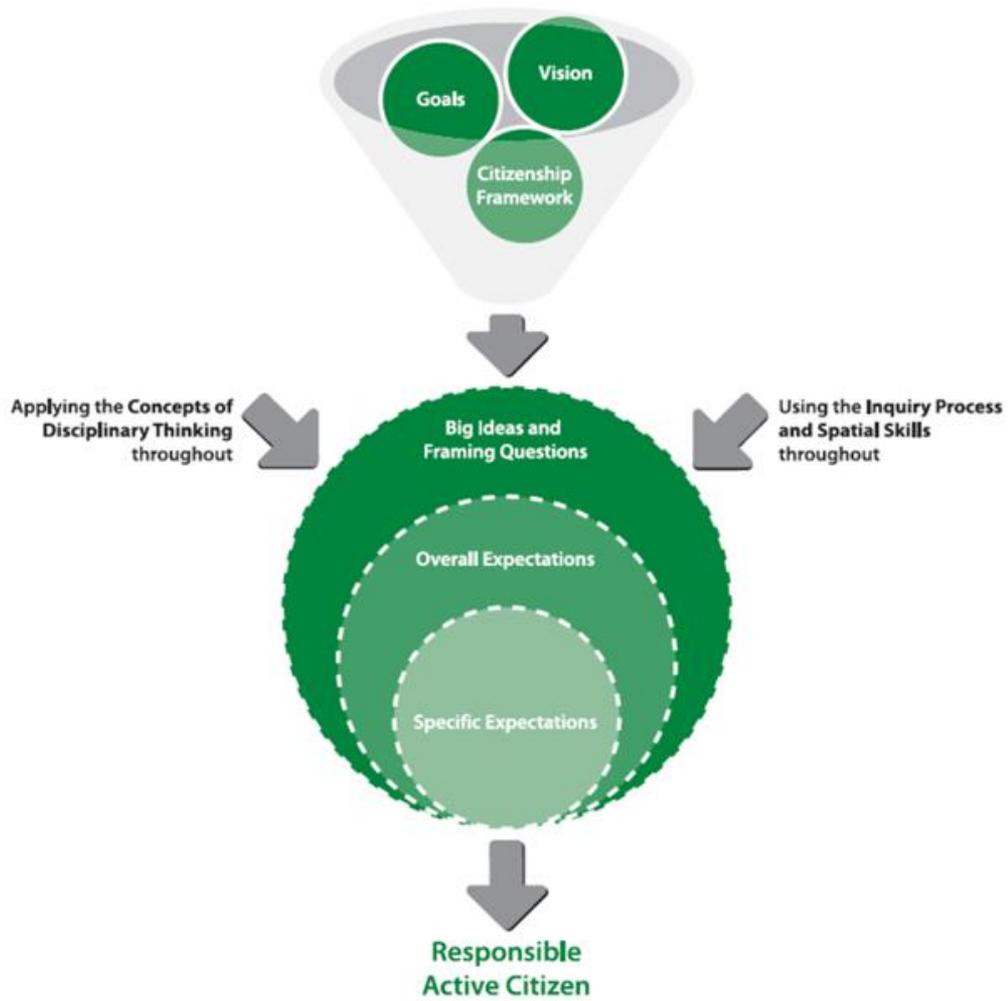
The social studies, history, geography and Canadian and world studies programs will enable students to become responsible, active citizens within the diverse communities to which they belong. As well as becoming critically thoughtful and informed citizens who value an inclusive society, students will 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

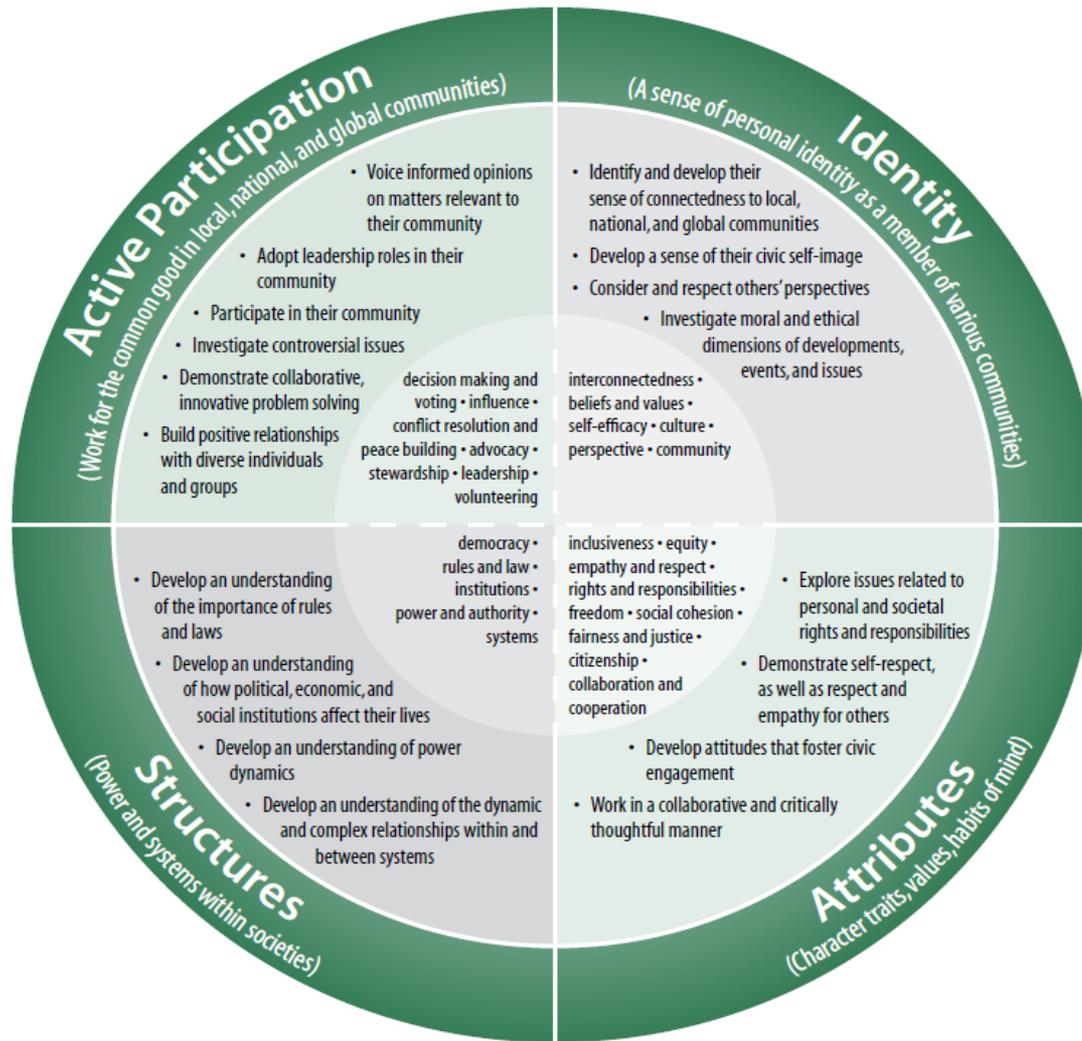
- develop the ability to use the “concepts of disciplinary thinking” to investigate issues, events, and developments;
- develop the ability to determine and apply appropriate criteria to evaluate information and evidence and to make judgements;
- develop skills and personal attributes that are needed 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 and analyse 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?



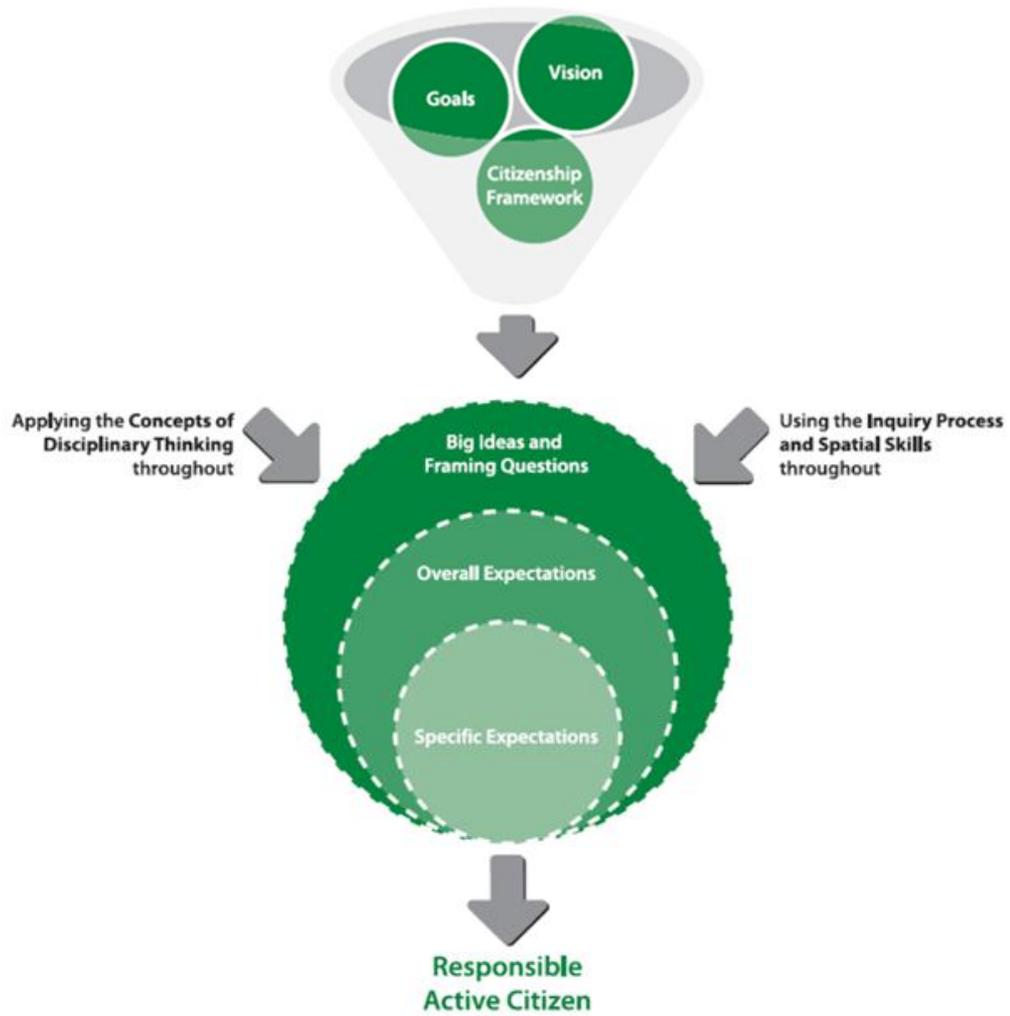
CITIZENSHIP EDUCATION FRAMEWORK



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

Reading the Overview Pages



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

Concepts of Disciplinary Thinking across Subjects

Social Studies	History	Geography	Politics	Economics	Law
Significance	Historical Significance	Spatial Significance	Political Significance	Economic Significance	Legal Significance
Cause and Consequence	Cause and Consequence		Objectives and Results	Cause and Effect	
Continuity and Change	Continuity and Change		Stability and Change		Continuity and Change
Patterns and Trends		Patterns and Trends		Stability and Variability	
Interrelationships		Interrelationships			Interrelationships
Perspective	Historical Perspective	Geographic Perspective	Political Perspective	Economic Perspective	Legal Perspective

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



DOING THE DISCIPLINE

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.



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?

