WELCOME to Day 2

Implementation Training for:
The Revised Ontario Curriculum for
Social Studies, Grades 1 to 6;
History and Geography, Grades 7 and 8
Agenda

• Review of Key Foundational Pieces
  • Citizenship Education Framework
  • Concepts of Disciplinary Thinking
  • The Inquiry Process

• Planning for Combined Grades
  • Using big ideas and framing questions

• Cross-curricular Integration
Connecting the Pieces
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

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

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

Attributes
- Inclusiveness, equity, and respect
- Rights and responsibilities
- Freedom, social cohesion, fairness, and justice
- Citizenship, collaboration, and cooperation
- Empathy and respect
- Respect for others

(A sense of personal identity as a member of various communities)
- Interconnectedness, beliefs, and values
- Self-efficacy, culture, perspective, and community
- Explore issues related to personal and societal rights and responsibilities
- Demonstrate self-respect, as well as respect and empathy for others
- Work in a collaborative and critically thoughtful manner
# Concepts of Disciplinary Thinking Across Subjects

<table>
<thead>
<tr>
<th>Concepts of Disciplinary Thinking across Subjects</th>
<th>Social Studies</th>
<th>History</th>
<th>Geography</th>
<th>Politics</th>
<th>Economics</th>
<th>Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significance</td>
<td>Significance</td>
<td>Spatial Significance</td>
<td>Political Significance</td>
<td>Economic Significance</td>
<td>Legal Significance</td>
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<tr>
<td>Cause and Consequence</td>
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<td>Objectives and Results</td>
<td>Cause and Effect</td>
<td></td>
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<tr>
<td>Continuity and Change</td>
<td>Continuity and Change</td>
<td>Stability and Change</td>
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<tr>
<td>Patterns and Trends</td>
<td>Patterns and Trends</td>
<td>Stability and Variability</td>
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<tr>
<td>Interrelationships</td>
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</tr>
<tr>
<td>Perspective</td>
<td>Historical Perspective</td>
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The Inquiry Process

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

Interpret and Analyse
Analyse the data, evidence, and information, using different types of graphic organizers as appropriate.

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.
Activity 1

• In what ways does this quote reflect the key foundational pieces of the revised document?

• In what ways does this quote connect to other Ministry and board initiatives, policies and strategies?
Planning for Combined Grades

Using the Grade Overview Pages

START HERE
Sample Unit

• Combined Grade 2/3 - People and Environments
  – How does the natural environment in which we live effect how we live and what we do?
New Combined Big Ideas

The natural features of the environment have an effect on how people live.

How we use the land can effect the physical environment
Combined Unit Framing Questions

Grade 2

- How do physical features and climate contribute to differences in the ways people around the globe live?
- How does the natural environment affect the ways in which people meet their needs?
- Why do people live where they live?
- What are some of the ways in which different regions of the world are distinct?

Grade 3

- How do physical features and climate influence the ways in which land is used and how people live?
- How does the physical environment affect the ways in which people meet their needs?
- How do the actions of people affect the land?
- Why do people in Ontario live where they live? Why are some jobs located where they are?
### Combined 2/3 Unit
**FOCUS ON: Cause and Consequence; Interrelationships**

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<th>Overarching Question</th>
<th>How does the natural environment in which we live effect how we live and what we do?</th>
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<td><strong>Big Ideas</strong></td>
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<td>➢ How we use the land can effect the physical environment</td>
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Then you come up with one large overarching question.
# Learning Goals and Concepts of Thinking

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<th>Grade 3</th>
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<tr>
<td>1. identify selected locations and physical features around the world using maps and globes</td>
<td>1. explain the characteristics of the major landform regions in Ontario</td>
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<tr>
<td>2. explore the connection between climate and how people live in a community in the world by reading photographs</td>
<td>2. explore the connection between features of the natural environment and how the land is used by reading photographs</td>
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<td>3. investigate how people around the world meet their needs and wants by asking good questions</td>
<td>3. investigate the interrelationship between natural environments and the types of jobs that are available there</td>
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<tr>
<td>4. compare how people in different communities around the world meet their needs</td>
<td>4. compare how land is used and jobs that are available in different regions of Ontario</td>
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<tr>
<td>5. explore the consequences, good and bad, of how people use the environment to meet their needs</td>
<td>5. explore the short and long term effects of land and/or resource use in Ontario</td>
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## Concepts of Social Studies Thinking
- **Cause and Consequence**
- **Interrelationships**
- **Perspective**
Combined Grade Activity

• Work with a partner to brainstorm and create a combined grade unit
Bringing it all together to help students understand the whole picture
Alignment with Ministry Policies, Strategies, Frameworks
Policies, Strategies, Frameworks, Resources
What does this look like?

**Action**

- Examine the sample curriculum expectations with links to:
  - Equity and Inclusive Education
  - Environmental Education
  - First Nations, Métis and Inuit Policy Framework
  - Financial Literacy
  - Mental Health

- Consider connections to relevant policies, programs, strategies and resources.
Sample Integrated Unit

Combined 2/3 Unit
FOCUS ON: Cause and Consequence; Interrelationships

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- What skills and learning from other subjects relate to these big ideas and questions?
- What other expectations can be met with this unit?
- What activities and learning goals may I have to add or revise?
Planning for Integration

• Working with the same partner from this morning take the time to look at the unit you created this morning.
  • How might we use the big ideas to guide integration?
  • Which expectations, Overall and Specific, can be integrated into this unit?
  • What skills are students going to develop?
Sharing Ideas