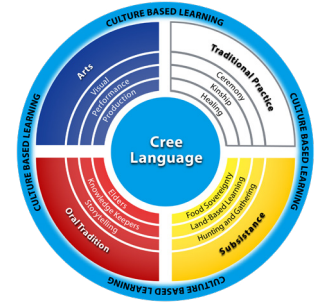


















Social Studies Pilot 2024












 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>PREAMBLE: Teachers can increase their own understandings of Indigenous ways of knowing and being and history in relation to social studies curricular outcomes through the following recommended courses:</p> <ul style="list-style-type: none"> Indigenous Administration Courses: Continuing Education: Northern Lakes College University of Alberta: Indigenous Canada 				
<p align="center">ORGANIZING IDEA</p> <p>Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.</p>				
<p align="center">GUIDING QUESTION</p> <p align="center">How does the land in Canada differ from place to place?</p>				
<p align="center">LEARNING OUTCOME</p> <p align="center">Students explore the diverse physical regions of Canada.</p>				
<p>Maps and globes can represent the location of places and boundaries between places, including</p> <ul style="list-style-type: none"> physical regions major cities provinces and territories <p>Canada has distinct physical regions; for example,</p> <ul style="list-style-type: none"> Canadian Shield Great Lakes Prairies Arctic Appalachian Mountains <p>[continued...]</p>	<p>Physical regions and natural resources vary throughout Canada.</p>	<p>Compare the different features of Canada's physical features.</p> <p>Compare information about natural resources found across Canada to natural resources found in the local community.</p> <p>[continued...]</p>	<p> Place Names</p> <p> Orienteering Series: Trail Markings/Landmarks</p>	<p> Stories from the Land: Indigenous Place Names in Canada</p>





 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Physical regions can be distinguished by</p> <ul style="list-style-type: none"> • physical features • climate • natural resources <p>Physical features are landforms and bodies of water.</p> <p>First Nations, Métis, and Inuit can live in traditional territories and regions.</p> <p>Canada has a variety of natural resources; for example,</p> <ul style="list-style-type: none"> • fish • forests • agricultural land • minerals • oil and gas <p>Maps and globes can be used to describe relative location.</p> <p>Relative location refers to the location of one place compared to another place.</p> <p>Relative location can be described using terms, including</p> <ul style="list-style-type: none"> • near, far • north, east, south, west 		<p>[continued...]</p> <p>Locate places in Canada, using a map or globe, including physical regions, provinces, territories, and major cities.</p> <p>Compare the locations of places using relative location.</p>	<p> Place Names</p> <p> Orienteering Series: Trail Markings/Landmarks</p>	<p> Stories from the Land: Indigenous Place Names in Canada</p>

 Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION How is heritage expressed in communities across Canada?				
LEARNING OUTCOME Students explore the foundational heritage of First Nations, Francophone, and Métis communities.				
<p>Since time immemorial, First Nations and Inuit inhabited the land and had unique ways of living on the land.</p> <p>First Nations and Inuit hold beliefs about land, including</p> <ul style="list-style-type: none"> land has living and non-living elements of nature land provides for people land is to be shared and respected land is only to be used as needed; taking only what is needed from land <p>First Nations and Inuit treaties are agreements that define relationships between people and with the land.</p> <p>Kanata is a First Nations (Huron-Iroquois) word used as the name for Canada today.</p>	<p>First Nations and Inuit have a relationship with the land that is reflected in traditional ways of living and through treaties.</p>	<p>Illustrate how First Nations and Inuit communities lived off the land.</p> <p>Develop maps to demonstrate traditional territories.</p>	<p> Plants and Trees – Animate/Inanimate</p> <p> Stewardship and Community – Sharing</p> <p>  Select from Creation Stories; Star Stories; Trickster Stories</p>	<p>  All videos on the Indigenous Culture Based Learning website share Cree cultural knowledge and history, which address the KUSPs of this Learning Outcomes section.</p>
<p>Heritage is culture and traditions that are passed down through generations.</p> <p>Heritage can be expressed and learned in many ways; for example,</p> <ul style="list-style-type: none"> stories arts land ceremonies Elders architecture <p>Communities in Canada reflect diverse heritages.</p> <p>Canada is a multicultural nation with people from diverse cultures.</p> <p>Multiculturalism is about different cultural communities keeping their identity and creating a sense of belonging.</p> <p>[continued...]</p>	<p>Diverse cultural groups contribute to the heritage of Canada.</p>	<p>Describe characteristics of diverse groups in a local community.</p> <p>Distinguish between distinct Métis cultural practices that reflect heritage.</p> <p>Collect and share information about the heritage of a Francophone community.</p> <p>Express the benefits and challenges of multiculturalism and how it contributes to building acceptance.</p>		

 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Francophone heritage and culture includes</p> <ul style="list-style-type: none"> • history of first settlements • French language <p>Métis heritage and culture can include</p> <ul style="list-style-type: none"> • distinct traditions with First Nations and European roots • blended European and First Nations languages (Michif) 				
ORGANIZING IDEA Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.				
GUIDING QUESTION How do communities meet needs and wants?				
LEARNING OUTCOME Students explore ways trade supports local communities.				
<p>Natural resources can be transformed into goods to meet needs and wants.</p> <p>The natural resources found in a place can influence the types of jobs that are available and where people choose to live.</p> <p>Communities and businesses can trade to increase variety and availability of goods by</p> <ul style="list-style-type: none"> • buying or importing • selling or exporting <p>Natural resources and goods are transported and traded across Canada and around the world in various ways; for example, by</p> <ul style="list-style-type: none"> • trains • airplanes • trucks • pipelines 	<p>Trade and transportation provide communities with access to natural resources and goods.</p>	<p>Compare everyday goods that are produced from natural resources.</p> <p>Infer how the natural resources available in a place can impact the jobs people do and where they live.</p> <p>Compare how a variety of goods and natural resources are traded and transported across Canada and the world.</p> <p>Model how the needs and wants of a local community can be met through trade.</p> <p>Evaluate how trade and transportation impact the variety and availability of natural resources and goods in the local community.</p>		

	Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION What is the role of government?					
LEARNING OUTCOME Students explore the role of leaders in government.					
<p>A government is an organization that makes decisions and provides leadership for a community.</p> <p>There are three levels of government in Canada:</p> <ul style="list-style-type: none"> • local (municipal) • provincial and territorial • federal <p>Each level of government has leaders; for example,</p> <ul style="list-style-type: none"> • at the local level: mayors, Chiefs, councillors • at the provincial level: premier, lieutenant-governor • at the federal level: prime minister, Governor General, leader of the Opposition <p>First Nations, Métis, and Inuit leaders work locally and are recognized federally.</p> <p>Each level of government provides different services to communities.</p> <p>Leaders are chosen by the people in the community who vote in elections.</p> <p>Courts make decisions when there is disagreement.</p> <p>Decisions at the federal level of government are made by elected leaders who meet to discuss and vote on ideas in the House of Commons and in the Senate.</p>	<p>Elected leaders in government make decisions for the community.</p>	<p>Analyze the role of government in the community.</p> <p>Identify leaders, and their titles, in a variety of communities.</p> <p>Differentiate between the three levels of government.</p> <p>Categorize elected leaders into their corresponding level of government.</p> <p>Evaluate the role of courts in solving disagreements.</p>	<p> Stewardship and Community – Sharing</p> <p>  Sharing and Talking Circles</p>		

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.				
GUIDING QUESTION How can people contribute to discussions?				
LEARNING OUTCOME Students explore how facts and opinions inform discussions.				
Facts and opinions can be shared in discussions. A fact is information that can be proven to be true. An opinion is what someone thinks or feels about a topic. Opinions can be shaped by many factors; for example, <ul style="list-style-type: none"> • past experiences • influence of others • interpretation of facts 	People can express and consider different opinions.	Distinguish between facts and opinions. Formulate and express personal opinions about topics. Debate to share opinions about a topic in the local community. Listen to understand and consider the opinions of others.		
GUIDING QUESTION How can people resolve issues?				
LEARNING OUTCOME Students examine ways to make decisions and solve problems.				
People in communities make decisions for various reasons, including <ul style="list-style-type: none"> • to respond to needs and wants • to make rules • to solve problems There are various methods for making decisions, including <ul style="list-style-type: none"> • voting • discussing until an agreement is reached (consensus) • giving one person the ability to decide [continued...]	Considering diverse perspectives supports decision making and problem solving.	Analyze issues in the local community that require decision making. Listen to understand and consider the opinions of others on a community issue. Simulate decision making and problem solving to address a community issue.	 Sharing and Talking Circles	 Orange Shirt Day/Residential Schools: Orange Shirt Day and Beyond from Empowering the Spirit  Orange Shirt Day Society: For Teachers  Rupertsland Institute: National Day for Truth and Reconciliation

Knowledge	Understanding	Skills & Procedures	ᑭᓐᓄᓇᑯᓐ Nehiyaw Ways of Knowing	Other Suggestions
<p>People have individual perspectives on problems.</p> <p>Perspective is the result of various factors; for example,</p> <ul style="list-style-type: none"> • heritage • culture • knowledge • opinions • experiences • beliefs and values <p>There are various steps to solving problems, including</p> <ul style="list-style-type: none"> • identifying the problem • considering the ideas and suggestions of others • brainstorming solutions • agreeing on an action 			 Sharing and Talking Circles	 Orange Shirt Day/Residential Schools: Orange Shirt Day and Beyond from Empowering the Spirit  Orange Shirt Day Society: For Teachers  Rupertsland Institute: National Day for Truth and Reconciliation