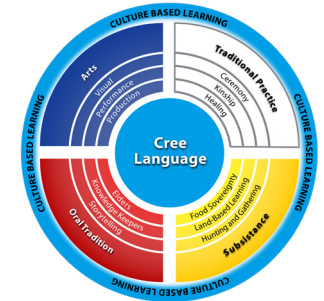






# Social Studies





 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b>	ᑭᐱᐱᐱᐱ Nehiyaw Ways of Knowing	<b>Other Suggestions</b>
<b>3.1 COMMUNITIES IN THE WORLD</b>			
<b>GENERAL OUTCOME:</b> <b>Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.</b>			
<b>VALUES AND ATTITUDES</b>			
3.1.1 appreciate similarities and differences among people and communities:	<ul style="list-style-type: none"> <li>• <b>demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)</b></li> <li>• <b>demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)</b></li> </ul>		
<b>KNOWLEDGE AND UNDERSTANDING</b>			
3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> <li>• What determines quality of life? (CC)</li> <li>• How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)</li> <li>• How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM)</li> </ul>		

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<p>3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p>	<ul style="list-style-type: none"> <li>• <b>What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)</b></li> <li>• How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)</li> <li>• How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM)</li> <li>• How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM)</li> <li>• How do the individuals and groups in the communities maintain peace? (GC, PADM)</li> <li>• How do the individuals and groups in the communities cooperate and share with other group members? (C, CC)</li> <li>• <b>How is cultural diversity expressed within each community? (CC, I)</b></li> </ul>		
<p>3.1.3 examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p>	<ul style="list-style-type: none"> <li>• <b>Where, on a globe and/or map, are the communities in relation to Canada? (LPP)</b></li> <li>• In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP)</li> <li>• <b>In what ways do the communities show concern for their natural environment? (GC, LPP)</b></li> <li>• <b>How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP)</b></li> </ul>		

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3.1.4 examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> <li>• What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC)</li> <li>• What goods and services do the communities import from and export to other parts of the world? (ER, GC)</li> <li>• What are the main forms of technologies, transportation and communication in the communities? (ER, GC)</li> </ul>		
<b>3.2 GLOBAL CITIZENSHIP</b>			
<b>GENERAL OUTCOME:</b> <b>Students will demonstrate an understanding and appreciation of Canada’s roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.</b>			
<b>VALUES AND ATTITUDES</b>			
3.2.1 appreciate elements of global citizenship:	<ul style="list-style-type: none"> <li>• recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC)</li> <li>• <b>respect the equality of all human beings (C, GC, I)</b></li> </ul>		
<b>KNOWLEDGE AND UNDERSTANDING</b>			
3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> <li>• How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens? (C, GC)</li> <li>• <b>What are some environmental concerns that Canada and communities around the world share? (ER, GC)</b></li> <li>• In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM)</li> <li>• How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)? (C, GC)</li> </ul>		

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3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:	<ul style="list-style-type: none"> <li>• What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))? (C, GC)</li> <li>• What are examples of international organizations formed by nations (e.g., UN)? (C, GC, PADM)</li> </ul>		
<b>SKILLS AND PROCESSES FOR SOCIAL STUDIES</b>			
<b>Dimensions of Thinking</b>			
3.5.1 develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> <li>• evaluate ideas and information from different points of view</li> <li>• choose and justify a course of action</li> <li>• generate original ideas and strategies in individual and group activities</li> <li>• compare and contrast information from similar types of electronic sources, such as information collected on the Internet</li> </ul>		
3.5.2 develop skills of historical thinking:	<ul style="list-style-type: none"> <li>• correctly apply terms related to time, including past, present, future</li> <li>• arrange events, facts and/or ideas in sequence</li> </ul>		
3.5.3 develop skills of geographic thinking:	<ul style="list-style-type: none"> <li>• create and use a simple map to locate communities studied in the world</li> <li>• use cardinal and intermediate directions to locate places on maps and globes</li> <li>• <b>apply the concept of relative location to determine locations of people and places</b></li> <li>• apply the terms hemisphere, poles, equator</li> </ul>		
3.5.4 demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> <li>• apply new ideas and strategies to contribute to decision making and problem solving</li> <li>• support proposed ideas, strategies and options with facts and reasons</li> </ul>		

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3.S.4 demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> <li>collaborate with others to devise strategies for dealing with problems and issues</li> <li>use technology to organize and display data in a problem-solving context</li> </ul>		
<b>Social Participation as a Democratic Practice</b>			
3.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:	<ul style="list-style-type: none"> <li>demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate</li> <li>demonstrate willingness to seek consensus among members of a work group</li> <li>consider the needs and points of view of others</li> <li>work and play in harmony with others to create a safe and caring environment</li> <li>share information collected from electronic sources to add to a group task</li> </ul>		
3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:	<ul style="list-style-type: none"> <li>participate in projects that improve or meet the particular needs of their school or community</li> </ul>		
<b>Research for Deliberative Inquiry</b>			
3.S.7 apply the research process:	<ul style="list-style-type: none"> <li>make connections between cause-and-effect relationships from information gathered from varied sources</li> <li>evaluate whether information supports an issue or a research question</li> <li>develop questions that reflect a personal information need</li> <li>follow a plan to complete an inquiry</li> <li>access and retrieve appropriate information from electronic sources for a specific inquiry</li> <li>navigate within a document, compact disc or other software program that contains links</li> <li>organize information from more than one source</li> </ul>		

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	<ul style="list-style-type: none"> <li>process information from more than one source to retell what has been discovered</li> <li>draw conclusions from organized information</li> <li>make predictions based on organized information</li> <li>formulate new questions as research progresses</li> </ul>		
<b>Communication</b>			
3.S.8 demonstrate skills of oral, written and visual literacy:	<ul style="list-style-type: none"> <li>organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration</li> <li>listen to others in order to understand their points of view</li> <li>interact with others in a socially appropriate manner</li> <li>create visual images for particular audiences and purposes</li> <li>use technology to support and present conclusions</li> </ul>		
3.S.9 develop skills of media literacy:	<ul style="list-style-type: none"> <li>compare information on the same issue or topic from print media, television, photographs and the Internet</li> <li>identify key words from information gathered from a variety of media on a topic or issue</li> </ul>		