





Fall

HOW THE FALL CURRICULUM CHARTS ARE ORGANIZED



The Learning Outcomes that follow from **Social Studies** must be taught during the FALL season. Learning outcomes must be grounded in Nehiyaw Ways of Knowing and Land Based Learning. Social Studies outcomes identified in this chart also cross over to the WINTER season. ❄️







These **Social Studies** charts include suggested, although not exhaustive, connections to Nehiyaw Ways of Knowing and Land Based Learning. Throughout the year, teachers will collaborate and generate more/other ideas that will value add to the suggested connections.

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know</i> or <i>worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning FALL ELO rows are highlighted
9.1 ISSUES FOR CANADIANS: GOVERNANCE AND RIGHTS FALL AND EARLY WINTER			
GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how Canada’s political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.			
Values and Attitudes			
9.1.1 Appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)			
9.1.2 Appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)			
9.1.3 Appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)			


Knowledge and Understanding

9.1.4 Examine the structure of Canada's federal political system by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> How are laws passed in the federal political system? (PADM) 		
	<ul style="list-style-type: none"> What is the relationship between the executive, legislative and judicial branches of Canada's federal political system? (PADM) 		
	<ul style="list-style-type: none"> What processes are used to determine Members of Parliament (MPs) and Senators? (PADM) 		
	<ul style="list-style-type: none"> To whom are Members of Parliament and Senators accountable? (PADM, C) 		Members of parliament are accountable to the people, and Indigenous people need to ensure their voices are heard through the MOP.
	<ul style="list-style-type: none"> What is the role of political parties within Canada's federal political system? (PADM, C) 		Important to have higher representation of Indigenous people in the political system and helping Indigenous students understand the political system build the foundation for these students to pursue a political career.
	<ul style="list-style-type: none"> What is the role of the media in relation to political issues? (PADM, C) 		
	<ul style="list-style-type: none"> How do lobby groups impact government decision making? (PADM, C) 		
9.1.5 Analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> To what extent do political and legislative processes meet the needs of all Canadians? (PADM, C) 		Indigenous people's needs are not met adequately. Explore whether federal and provincial political and legislative processes should be changed, through student research and debate.
	<ul style="list-style-type: none"> How do citizens and organizations participate in Canada's justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)? (C, PADM) 		Reporting crimes; taking care of the environment; restorative justice; knowing the law
	<ul style="list-style-type: none"> What are citizens' legal roles and their responsibilities? (C, PADM) 		
	<ul style="list-style-type: none"> What is the intention of the Youth Criminal Justice Act? (C, PADM) 		

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know</i> or <i>worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning FALL ELO rows are highlighted
9.1.6 Assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada? (PADM, I) How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights? (PADM, C, I) In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the workplace (i.e., issues of gender, age, race, religion)? (PADM, I, C) What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens? (PADM, C) 		Important for students to understand this Charter and how they are protected by law.
9.1.7 Assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada? (PADM, I) 		Use current examples to bring this point alive
	<ul style="list-style-type: none"> In what ways does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in minority settings? (I, PADM) 		
	<ul style="list-style-type: none"> To what extent does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in Québec? (PADM, I, C) 		Teach students that for every right there is also a responsibility. Students need to understand the difference between a right and a freedom.
	<ul style="list-style-type: none"> To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada? (PADM, I, C) 		Connect to reconciliation. Examine the charter in light of the Indigenous perspective and where there are challenges related to the upholding of those rights.
	<ul style="list-style-type: none"> How does the Indian Act recognize the status and identity of Aboriginal peoples? (PADM, I, C) 		
	<ul style="list-style-type: none"> How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples? (I, PADM, LPP) 		Engage students in research and debates/ essays to share their perspectives on the two official languages: English and French. Debate the need for Indigenous communities to reinstate and revitalize their languages.
	<ul style="list-style-type: none"> How do governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis Settlements in Alberta)? (PADM, I, CC, LPP) 		
		Look at the status and identity of Aboriginal people <i>over time</i> (since the Treaty was signed)	

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know</i> or <i>worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning FALL ELO rows are highlighted 
9.1.8 Assess, critically, how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> • What factors influence immigration policies in Canada (i.e., economic, political, health, security)? (C, ER, PADM) • How are changes to Canadian policies on immigration and refugees a reflection of world issues? (PADM, GC, C, I) • What impact does increasing immigration have on Aboriginal peoples and communities? (C, I, GC, PADM) • How are provincial governments able to influence and implement immigration policies? (PADM, GC) • How is the implementation of immigration policies in Québec an attempt to strengthen the French language in North America? (PADM, GC, C, I) • What is the relationship between immigration policies in Canada and the rights guaranteed in the Canadian Charter of Rights and Freedoms? (I, PADM) • To what extent does Canada benefit from immigration? (GC, PADM) 	 	<div style="background-color: #f4a460; height: 240px; width: 100%;"></div>
SKILLS AND PROCESSES FOR SOCIAL STUDIES			
Dimensions of Thinking			
9.S.1 Develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> • determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue • evaluate, critically, ideas, information and positions from multiple perspectives • demonstrate the ability to analyze current affairs from multiple perspectives • re-evaluate personal opinions to broaden understanding of a topic or an issue 	 	<div style="background-color: #d3d3d3; height: 210px; width: 100%;"></div>



Big Idea, Major Concepts, GLOs

Specific Learning Outcomes

ELOs are bold; Others are *need to know* or *worth being familiar with*

Season

Nehiyaw Ways of Knowing and Land Based Learning

FALL ELO rows are highlighted



9.S.1 Develop skills of critical thinking and creative thinking: (continued)

- **generate creative ideas and strategies in individual and group activities**
- access diverse viewpoints on particular topics by using appropriate technologies
- assemble and organize different viewpoints in order to assess their validity









9.S.2 Develop skills of historical thinking:

- analyze selected issues and problems from the past, placing people and events in a context of time and place
- **distinguish cause, effect, sequence and correlation in historical events and issues, including the long- and short-term causal relations**
- use historical and community resources to organize the sequence of historical events
- **analyze the historical contexts of key events of a given time period**
- create a simulation or a model by using technology that permits the making of inferences
- identify patterns in organized information

Project-based assignment

9.S.3 Develop skills of geographic thinking:

- **interpret thematic maps to analyze economic and political issues**
- use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps
- construct diagrams, charts, graphs and tables to analyze geographic information
- **define geographic problems and issues and pose geographic questions**
- access and operate multimedia applications and technologies from stand-alone and online sources (e.g., GIS)

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know or worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning <i>FALL ELO rows are highlighted</i> 
9.S.4. Demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> take appropriate action and initiative when required in decision-making and problem-solving scenarios participate in and predict outcomes of problem-solving and decision-making scenarios propose and apply strategies or options to solve problems and deal with issues propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making <ul style="list-style-type: none"> - articulate clearly a plan of action to use technology to solve a problem - identify the appropriate materials and tools to use in order to accomplish a plan of action - evaluate choices and the progress in problem solving, then redefine the plan of action as appropriate 	 	<div style="background-color: #f4a460; height: 50px; width: 100%;"></div>
Social Participation as a Democratic Practice			
9.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:	<ul style="list-style-type: none"> demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably demonstrate a positive attitude regarding the needs and perspectives of others <ul style="list-style-type: none"> - access, retrieve and share information from electronic sources, such as common files - use networks to brainstorm, plan and share ideas with group members demonstrate leadership within groups where appropriate <ul style="list-style-type: none"> - access, retrieve and share information from electronic sources, such as common files 	 	<div style="background-color: #f4a460; height: 50px; width: 100%;"></div>
9.S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:	<ul style="list-style-type: none"> develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within their community 		

Research for Deliberative Inquiry

9.S.7 Apply the research process:

- **reflect on changes of perspective or opinion based on information gathered and research conducted**
- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- develop a position supported by information gathered during research
- draw conclusions based upon research and evidence
- determine how information serves a variety of purposes and that the accuracy or relevance may need verification
- organize and synthesize researched information
- formulate new questions as research progresses
- practise responsible and ethical use of information and technology
- include and organize references as part of research
 - create a plan for an inquiry that includes consideration of time management
 - demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic
 - develop a process to manage volumes of information that can be made available through electronic sources
 - evaluate the relevance of electronically accessed information to a particular topic
 - make connections among related, organized data, and assemble various pieces into a unified message
 - refine searches to limit sources to a manageable number
 - analyze and synthesize information to create a product




Communication

9.S.8 Demonstrate skills of oral, written and visual literacy:

- communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
- use skills of informal debate to persuasively express differing viewpoints regarding an issue
- elicit, clarify and respond appropriately to questions, ideas and diverse points of view presented in discussions
- **make reasoned comments relating to the topic of discussion**
- listen to others to understand their perspectives





9.S.9 Develop skills of media literacy:

- examine techniques used to enhance the authority and authenticity of media messages
- **examine the values, lifestyles and points of view represented in a media message**
- analyze the impact of television, Internet, radio and print media on a particular current affairs issue







Winter

HOW THE WINTER CURRICULUM CHARTS ARE ORGANIZED

The Learning Outcomes that follow from **Social Studies** must be taught during the WINTER season. Learning outcomes must be grounded in Nehiyaw Ways of Knowing and Land Based Learning. Social Studies outcomes identified in this chart also cross over from the FALL season  and to the SPRING season. 

These **Social Studies** charts include suggested, although not exhaustive, connections to Nehiyaw Ways of Knowing and Land Based Learning. Throughout the year, teachers will collaborate and generate more/other ideas that will value add to the suggested connections.

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know or worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning WINTER ELO rows are highlighted 
9.1 ISSUES FOR CANADIANS: GOVERNANCE AND RIGHTS FALL AND EARLY WINTER			
GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how Canada’s political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.			
Values and Attitudes			
9.1.1 Appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)		 	
9.1.2 Appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)			
9.1.3 Appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)			


Knowledge and Understanding

9.1.4 Examine the structure of Canada's federal political system by exploring and reflecting upon the following questions and issues:

- How are laws passed in the federal political system? (PADM)
- **What is the relationship between the executive, legislative and judicial branches of Canada's federal political system? (PADM)**
- What processes are used to determine Members of Parliament (MPs) and Senators? (PADM)
- **To whom are Members of Parliament and Senators accountable? (PADM, C)**
- **What is the role of political parties within Canada's federal political system? (PADM, C)**
- What is the role of the media in relation to political issues? (PADM, C)
- How do lobby groups impact government decision making? (PADM, C)
- To what extent do political and legislative processes meet the needs of all Canadians? (PADM, C)



Members of parliament are accountable to the people, and Indigenous people need to ensure their voices are heard through the MOP.




Important to have higher representation of Indigenous people in the political system and helping Indigenous students understand the political system build the foundation for these students to pursue a political career.

Indigenous people's needs are not met adequately. Explore whether federal and provincial political and legislative processes should be changed, through student research and debate.

9.1.5 Analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions and issues:

- **How do citizens and organizations participate in Canada's justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)? (C, PADM)**
- **What are citizens' legal roles and their responsibilities? (C, PADM)**
- **What is the intention of the Youth Criminal Justice Act? (C, PADM)**

Reporting crimes; taking care of the environment; restorative justice; knowing the law

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know or worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning WINTER ELO rows are highlighted
9.1.6 Assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada? (PADM, I) How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights? (PADM, C, I) In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the workplace (i.e., issues of gender, age, race, religion)? (PADM, I, C) What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens? (PADM, C) 	 	Important for students to understand this Charter and how they are protected by law.
9.1.7 Assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada? (PADM, I) 		Use current examples to bring this point alive
	<ul style="list-style-type: none"> In what ways does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in minority settings? (I, PADM) 		
	<ul style="list-style-type: none"> To what extent does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in Québec? (PADM, I, C) 		Teach students that for every right there is also a responsibility. Students need to understand the difference between a right and a freedom.
	<ul style="list-style-type: none"> To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada? (PADM, I, C) 		Connect to reconciliation. Examine the charter in light of the Indigenous perspective and where there are challenges related to the upholding of those rights.
	<ul style="list-style-type: none"> How does the Indian Act recognize the status and identity of Aboriginal peoples? (PADM, I, C) 		
	<ul style="list-style-type: none"> How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples? (I, PADM, LPP) 		Engage students in research and debates/ essays to share their perspectives on the two official languages: English and French. Debate the need for Indigenous communities to reinstate and revitalize their languages.
	<ul style="list-style-type: none"> How do governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis Settlements in Alberta)? (PADM, I, CC, LPP) 		Look at the status and identity of Aboriginal people over time (since the Treaty was signed)



Big Idea, Major Concepts, GLOs

Specific Learning Outcomes
 ELOs are bold; Others are need to know or worth being familiar with

Season

Nehiyaw Ways of Knowing and Land Based Learning
 WINTER ELO rows are highlighted



9.1.8 Assess, critically, how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues:

- **What factors influence immigration policies in Canada (i.e., economic, political, health, security)? (C, ER, PADM)**
- **How are changes to Canadian policies on immigration and refugees a reflection of world issues? (PADM, GC, C, I)**
- **What impact does increasing immigration have on Aboriginal peoples and communities? (C, I, GC, PADM)**
- **How are provincial governments able to influence and implement immigration policies? (PADM, GC)**
- How is the implementation of immigration policies in Québec an attempt to strengthen the French language in North America? (PADM, GC, C, I)
- **What is the relationship between immigration policies in Canada and the rights guaranteed in the Canadian Charter of Rights and Freedoms? (I, PADM)**
- **To what extent does Canada benefit from immigration? (GC, PADM)**



9.2 ISSUES FOR CANADIANS: ECONOMIC SYSTEMS IN CANADA AND THE UNITED STATES
 LATE WINTER AND SPRING

GENERAL OUTCOME:
 Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.

Values and Attitudes

9.2.1 Appreciate the values underlying economic decision making in Canada and the United States (C, ER)

9.2.2 Appreciate the relationship between consumerism and quality of life (C, CC)

9.2.3 Appreciate the impact of government decision making on quality of life (C, CC, PADM)





Big Idea, Major Concepts, GLOs


Specific Learning Outcomes
ELOs are bold; Others are need to know or worth being familiar with





Season





Nehiyaw Ways of Knowing and Land Based Learning
WINTER ELO rows are highlighted



Knowledge and Understanding

<p>9.2.4.4 Compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues:</p>	<ul style="list-style-type: none"> • What are the principles of a market economy? (ER) • Why do governments intervene in a market economy? (ER, PADM) • Why is Canada viewed as having a mixed economy? (ER, PADM) • What is the role of the consumer in market and mixed economies? (ER) • To what extent do consumer actions reflect individual and collective identity? (ER, I) • How has the emergence of labour unions impacted market and mixed economies? (ER) • What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies? (ER, PADM, GC) • How do the economic systems of Canada and the United States differ in answering the basic economic question of scarcity? (ER, PADM, GC) 					
<p>9.2.5 Assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues:</p>	<ul style="list-style-type: none"> • What are the indicators of quality of life? (PADM, ER) • How does individual consumer behaviour impact quality of life (e.g., environmental issues)? (PADM, ER) • How does marketing impact consumerism? (ER) • How does consumerism provide opportunities for and limitations on impacting quality of life? (PADM, ER) • How is consumerism used as a power of a collective (e.g., boycotts)? (ER, PADM, C) • To what extent do perspectives regarding consumerism, economic growth and quality of life differ regionally in North America? (PADM, ER, GC, I) • What societal values underlie social programs in Canada and the United States? (PADM, ER, GC, I) 					

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know</i> or <i>worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning WINTER ELO rows are highlighted 
9.2.6 Assess, critically, the interrelationship between political decisions and economic systems by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> • How do the economic platforms of political parties differ from one another (i.e., Democrat versus Republican; Liberal versus Conservative)? (ER, PADM) • How is a political party's philosophy reflected in its platform (i.e., social programs, specific taxes, taxation model)? (ER, PADM) • How does the underground economy impact the federal and provincial tax base and social programs (i.e., tax evasion, black market)? (ER, PADM, C) • How does the underground economy impact the federal and provincial tax base and social programs (i.e., tax evasion, black market)? (ER, PADM, C) 		
SKILLS AND PROCESSES FOR SOCIAL STUDIES			
Dimensions of Thinking			
9.S.1 Develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> • determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue • evaluate, critically, ideas, information and positions from multiple perspectives • demonstrate the ability to analyze current affairs from multiple perspectives • re-evaluate personal opinions to broaden understanding of a topic or an issue • generate creative ideas and strategies in individual and group activities <ul style="list-style-type: none"> - access diverse viewpoints on particular topics by using appropriate technologies - assemble and organize different viewpoints in order to assess their validity 		
9.S.2 Develop skills of historical thinking:	<ul style="list-style-type: none"> • analyze selected issues and problems from the past, placing people and events in a context of time and place • distinguish cause, effect, sequence and correlation in historical events and issues, including the long- and short-term causal relations 		

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know</i> or <i>worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning WINTER ELO rows are highlighted
9.S.2 Develop skills of historical thinking: (continued)	<ul style="list-style-type: none"> use historical and community resources to organize the sequence of historical events analyze the historical contexts of key events of a given time period <ul style="list-style-type: none"> - create a simulation or a model by using technology that permits the making of inferences - identify patterns in organized information 	  	Project-based assignment
9.S.3 Develop skills of geographic thinking:	<ul style="list-style-type: none"> interpret thematic maps to analyze economic and political issues use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps construct diagrams, charts, graphs and tables to analyze geographic information define geographic problems and issues and pose geographic questions <ul style="list-style-type: none"> - access and operate multimedia applications and technologies from stand-alone and online sources (e.g., GIS) 		
9.S.4. Demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> take appropriate action and initiative when required in decision-making and problem-solving scenarios participate in and predict outcomes of problem-solving and decision-making scenarios propose and apply strategies or options to solve problems and deal with issues propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making <ul style="list-style-type: none"> - articulate clearly a plan of action to use technology to solve a problem - identify the appropriate materials and tools to use in order to accomplish a plan of action - evaluate choices and the progress in problem solving, then redefine the plan of action as appropriate 		


Social Participation as a Democratic Practice

9.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
- **demonstrate a positive attitude regarding the needs and perspectives of others**
 - access, retrieve and share information from electronic sources, such as common files
 - use networks to brainstorm, plan and share ideas with group members
- demonstrate leadership within groups where appropriate
 - access, retrieve and share information from electronic sources, such as common files



9.S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:











- develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within their community

Research for Deliberative Inquiry

9.S.7 Apply the research process:

- **reflect on changes of perspective or opinion based on information gathered and research conducted**
- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- develop a position supported by information gathered during research
- draw conclusions based upon research and evidence
- determine how information serves a variety of purposes and that the accuracy or relevance may need verification
- organize and synthesize researched information
- formulate new questions as research progresses



 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know or worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning WINTER ELO rows are highlighted
9.S.7 Apply the research process: (continued)	<ul style="list-style-type: none"> practise responsible and ethical use of information and technology include and organize references as part of research <ul style="list-style-type: none"> - create a plan for an inquiry that includes consideration of time management - demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic - develop a process to manage volumes of information that can be made available through electronic sources - evaluate the relevance of electronically accessed information to a particular topic - make connections among related, organized data, and assemble various pieces into a unified message - refine searches to limit sources to a manageable number - analyze and synthesize information to create a product 	  	(This row is highlighted in grey)
Communication			
9.S.8 Demonstrate skills of oral, written and visual literacy:	<ul style="list-style-type: none"> communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration use skills of informal debate to persuasively express differing viewpoints regarding an issue elicit, clarify and respond appropriately to questions, ideas and diverse points of view presented in discussions make reasoned comments relating to the topic of discussion listen to others to understand their perspectives 	  	(This row is highlighted in grey)
9.S.9 Develop skills of media literacy:	<ul style="list-style-type: none"> examine techniques used to enhance the authority and authenticity of media messages examine the values, lifestyles and points of view represented in a media message analyze the impact of television, Internet, radio and print media on a particular current affairs issue 	  	(This row is highlighted in grey)







Spring

HOW THE SPRING CURRICULUM CHARTS ARE ORGANIZED

The Learning Outcomes that follow from **Social Studies** must be taught during the SPRING season. Learning outcomes must be grounded in Nehiyaw Ways of Knowing and Land Based Learning. Social Studies outcomes identified in this chart also cross over from the WINTER season. ❄️

These **Social Studies** charts include suggested, although not exhaustive, connections to Nehiyaw Ways of Knowing and Land Based Learning. Throughout the year, teachers will collaborate and generate more/other ideas that will value add to the suggested connections.

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes <small>ELOs are bold; Others are need to know or worth being familiar with</small>	Season	Nehiyaw Ways of Knowing and Land Based Learning <small>SPRING ELO rows are highlighted</small> 
9.2 ISSUES FOR CANADIANS: ECONOMIC SYSTEMS IN CANADA AND THE UNITED STATES LATE WINTER AND SPRING			
GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.			
Values and Attitudes			
9.2.1 Appreciate the values underlying economic decision making in Canada and the United States (C, ER)		 	
9.2.2 Appreciate the relationship between consumerism and quality of life (C, CC)			
9.2.3 Appreciate the impact of government decision making on quality of life (C, CC, PADM)			


Knowledge and Understanding

9.2.4.4 Compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues:






- **What are the principles of a market economy? (ER)**
- **Why do governments intervene in a market economy? (ER, PADM)**
- Why is Canada viewed as having a mixed economy? (ER, PADM)
- What is the role of the consumer in market and mixed economies? (ER)
- **To what extent do consumer actions reflect individual and collective identity? (ER, I)**
- **How has the emergence of labour unions impacted market and mixed economies? (ER)**
- **What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies? (ER, PADM, GC)**
- How do the economic systems of Canada and the United States differ in answering the basic economic question of scarcity? (ER, PADM, GC)



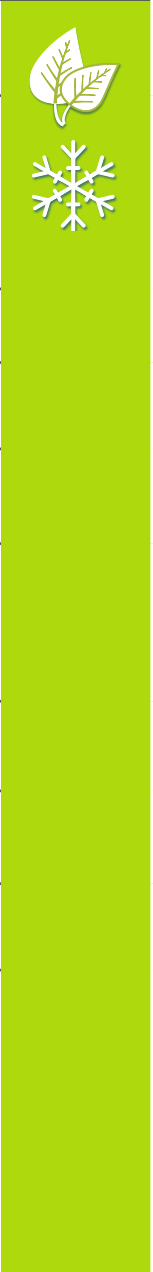


9.2.5 Assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues:

- **What are the indicators of quality of life? (PADM, ER)**
- **How does individual consumer behaviour impact quality of life (e.g., environmental issues)? (PADM, ER)**
- **How does marketing impact consumerism? (ER)**
- **How does consumerism provide opportunities for and limitations on impacting quality of life? (PADM, ER)**
- **How is consumerism used as a power of a collective (e.g., boycotts)? (ER, PADM, C)**
- **To what extent do perspectives regarding consumerism, economic growth and quality of life differ regionally in North America? (PADM, ER, GC, I)**
- What societal values underlie social programs in Canada and the United States? (PADM, ER, GC, I)



 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know or worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning SPRING ELO rows are highlighted
9.2.6 Assess, critically, the interrelationship between political decisions and economic systems by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> • How do the economic platforms of political parties differ from one another (i.e., Democrat versus Republican; Liberal versus Conservative)? (ER, PADM) • How is a political party's philosophy reflected in its platform (i.e., social programs, specific taxes, taxation model)? (ER, PADM) • How does the underground economy impact the federal and provincial tax base and social programs (i.e., tax evasion, black market)? (ER, PADM, C) • How does the underground economy impact the federal and provincial tax base and social programs (i.e., tax evasion, black market)? (ER, PADM, C) 	 	
SKILLS AND PROCESSES FOR SOCIAL STUDIES			
Dimensions of Thinking			
9.S.1 Develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> • determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue • evaluate, critically, ideas, information and positions from multiple perspectives • demonstrate the ability to analyze current affairs from multiple perspectives • re-evaluate personal opinions to broaden understanding of a topic or an issue • generate creative ideas and strategies in individual and group activities <ul style="list-style-type: none"> - access diverse viewpoints on particular topics by using appropriate technologies - assemble and organize different viewpoints in order to assess their validity 	 	
9.S.2 Develop skills of historical thinking:	<ul style="list-style-type: none"> • analyze selected issues and problems from the past, placing people and events in a context of time and place • distinguish cause, effect, sequence and correlation in historical events and issues, including the long- and short-term causal relations 		

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know or worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning SPRING ELO rows are highlighted 
9.S.2 Develop skills of historical thinking: (continued)	<ul style="list-style-type: none"> • use historical and community resources to organize the sequence of historical events • analyze the historical contexts of key events of a given time period <ul style="list-style-type: none"> - create a simulation or a model by using technology that permits the making of inferences - identify patterns in organized information 		
9.S.3 Develop skills of geographic thinking:	<ul style="list-style-type: none"> • interpret thematic maps to analyze economic and political issues • use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps • construct diagrams, charts, graphs and tables to analyze geographic information • define geographic problems and issues and pose geographic questions <ul style="list-style-type: none"> - access and operate multimedia applications and technologies from stand-alone and online sources (e.g., GIS) 		
9.S.4. Demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> • take appropriate action and initiative when required in decision-making and problem-solving scenarios • participate in and predict outcomes of problem-solving and decision-making scenarios • propose and apply strategies or options to solve problems and deal with issues • propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making <ul style="list-style-type: none"> - articulate clearly a plan of action to use technology to solve a problem - identify the appropriate materials and tools to use in order to accomplish a plan of action - evaluate choices and the progress in problem solving, then redefine the plan of action as appropriate 		



Social Participation as a Democratic Practice

9.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
- demonstrate a positive attitude regarding the needs and perspectives of others
 - access, retrieve and share information from electronic sources, such as common files
 - use networks to brainstorm, plan and share ideas with group members
- demonstrate leadership within groups where appropriate
 - access, retrieve and share information from electronic sources, such as common files



9.S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:






- develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within their community

Research for Deliberative Inquiry

9.S.7 Apply the research process:

- **reflect on changes of perspective or opinion based on information gathered and research conducted**
- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- develop a position supported by information gathered during research
- draw conclusions based upon research and evidence
- determine how information serves a variety of purposes and that the accuracy or relevance may need verification
- organize and synthesize researched information
- formulate new questions as research progresses



 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are need to know or worth being familiar with	Season	Nehiyaw Ways of Knowing and Land Based Learning SPRING ELO rows are highlighted
9.S.7 Apply the research process: (continued)	<ul style="list-style-type: none"> practise responsible and ethical use of information and technology include and organize references as part of research <ul style="list-style-type: none"> - create a plan for an inquiry that includes consideration of time management - demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic - develop a process to manage volumes of information that can be made available through electronic sources - evaluate the relevance of electronically accessed information to a particular topic - make connections among related, organized data, and assemble various pieces into a unified message - refine searches to limit sources to a manageable number - analyze and synthesize information to create a product 	 	
Communication			
9.S.8 Demonstrate skills of oral, written and visual literacy:	<ul style="list-style-type: none"> communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration use skills of informal debate to persuasively express differing viewpoints regarding an issue elicit, clarify and respond appropriately to questions, ideas and diverse points of view presented in discussions make reasoned comments relating to the topic of discussion listen to others to understand their perspectives 	 	
9.S.9 Develop skills of media literacy:	<ul style="list-style-type: none"> examine techniques used to enhance the authority and authenticity of media messages examine the values, lifestyles and points of view represented in a media message analyze the impact of television, Internet, radio and print media on a particular current affairs issue 		