

Ontario



Gr. 5/6 Social Studies

Canada's Actions at Home & in the Global Community

Teach ONE Lesson to BOTH Grades!



Blended Learning Using the Big Ideas of the Curriculum

Big Ideas

So...what do we want our students to get out of our social studies classes? Why is it important that our students learn about history and geography anyway? Ultimately.... **what's the big idea?**

Big ideas are the major concepts that our students need to understand in order to make sense of the world around them, and to become creative and responsible citizens of their local community as well as the global community.

In the Ontario curriculum, the "big ideas" are directly related to the overall expectations, as well as to the "Concepts of Disciplinary Thinking" (see p. 14-15 of the document).

Overall Expectations (what the students are expected to demonstrate)	Concept(s) of Disciplinary Thinking (what students should be thinking about as they investigate)	Big Ideas (what students should walk away from the unit with)
<p>B1: Application</p> <p>Gr. 5: assess responses of governments in Canada to some significant issues, & develop plans of action for governments & citizens to address social & environmental issues</p> <p>Gr. 6: explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena</p>	<ul style="list-style-type: none"> • Interrelationships • Perspective • Cause & Consequence 	<p>Gr. 5: Citizens & governments need to work together in order to be able to address issues effectively & fairly.</p> <p>Gr. 6: The actions of Canada and Canadians can make a difference in our country and in the world.</p>
<p>B2: Inquiry</p> <p>Gr. 5: use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives</p> <p>Gr. 6: use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues</p>	<ul style="list-style-type: none"> • Cause & Consequence • Interrelationships 	<p>Gr. 5: When examining an issue, it is important to understand who the different stakeholders are and to consider their perspectives.</p> <p>Gr. 6: Global issues require global action.</p>
<p>B3: Understanding</p> <p>Gr. 5: demonstrate an understanding of the roles & key responsibilities of citizens, and of the different levels of government, in Canada</p> <p>Gr. 6: describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact on this involvement</p>	<ul style="list-style-type: none"> • Significance • Patterns & Trends 	<p>Gr. 5: To be active & effective citizens, Canadians need to understand their rights & responsibilities as well as how governments work.</p> <p>Gr. 6: Canada and Canadians participate in the world in many different ways.</p>

Blended Learning Goals Based on the Big Ideas of the Curriculum

Learning Goals

Here are some suggested learning goals that are used throughout this unit. You may want to be aware of how these goals were created!

The Ontario Social Studies Curriculum (2018) has broken each strand into three parts that match the 3 overall curriculum expectations:

- o Application
- o Inquiry
- o Understanding Context

Each of these overall expectations has a number of specific expectations. I have chosen to approach my learning goals for this unit in the following manner:

1. One overarching learning goal for each of the 3 overall expectations.
2. One specific learning goal for each of the "inquiry skill" specific expectations within the "inquiry" section.

Overarching Learning Goals (tied to Overall Expectations)	Inquiry Skill Learning Goals (tied to Specific Expectations from B2)
<p>Gr. 5: We are learning when and how members of the community should come together to make change.</p> <p>Gr. 6: We are learning to explain why it is important for Canada to participate in global issues, and to identify different perspectives on these issues.</p> <p>Combined: We are learning why it is important for individual citizens, as well as governments, to participate in important issues.</p>	<ul style="list-style-type: none">• We are learning to ask deep questions about local, provincial/territorial, national, and global issues.• We are learning to gather and organize information about social and environmental issues at home and in the global community.• We are learning to analyze and create maps to help us understand social and environmental issues.• We are learning to create a map of our social and environmental issues in the community.• We are learning to create a map of our social and environmental issues in the community.• We are learning to create a map of our social and environmental issues in the community.
<p>Gr. 5: We are learning to identify different perspectives on social & environmental issues.</p> <p>Gr. 6: We are learning to investigate the causes and consequences of Canadian involvement in global issues.</p> <p>Combined: We are learning to identify the different causes, consequences & perspectives on important issues.</p>	
<p>Gr. 5: We are learning to consider the rights & responsibilities of individual Canadian citizens, as well as of various levels of government.</p> <p>Gr. 6: We are learning to identify and describe the important events, interactions, patterns and trends of Canada's role within the global community.</p> <p>Combined: We are learning to consider the rights, responsibilities and important events as we learn about important issues.</p>	

We are learning to ask deep questions about local, provincial/territorial, national, and global issues.

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Whole Class Focus on Syrian Refugees. Students Work in Expert Groups on ONE Topic.

Gr. 5

First Nations
Education
in Canada



Lac-
Megantic
Train
Derailment



First Nations
Water Crisis



2018
Ottawa-
Area
Tornadoes



What Questions Do You Have About This Picture?



Gr. 5/6 Mixed
Enrichment Group
or Student

Covid-19
Pandemic



Human
Rights



New Gr. 6
Topic for
2023
Curriculum

Gr. 6

Education in
Afghanistan



2004
Indian Ocean
Tsunami



Clean Water
in Haiti



Ukraine
Crisis



Expert Topic Texts

New Gr. 6
Topic for
2023
Curriculum

GRADE
6

Covid-19 Pandemic



COVID-19 Pandemic

What is Covid-19?

Covid-19 is a virus that is **infectious** (spread from person to person).

What are the symptoms of Covid-19?

- The most common symptoms are:
- Fever
 - Dry cough
 - Fatigue
 - Body aches
 - Difficulty breathing
 - Loss of taste and/or smell

When was Covid-19 First Found?

Covid-19 was first found in the Chinese city of Wuhan on December 1, 2019. Some scientists believe that the virus was first transmitted to humans who were exposed to infected animals. By March 2020, Covid-19 had spread to over 100 countries. On March 11, 2020 the **World Health Organization (WHO)** declared that the virus had become a **pandemic** (an outbreak of a disease that quickly infects a large number of people, over a large area).

What is the World Health Organization (WHO)?

The World Health Organization is part of the United Nations (UN). It works on public health issues throughout the world.

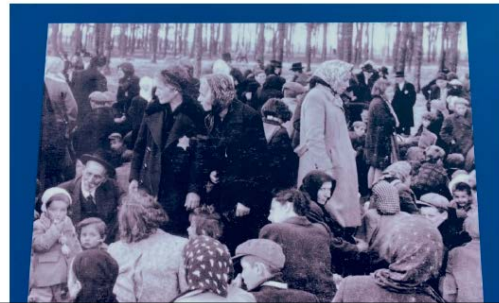
The WHO has many scientists and doctors who are always looking at health problems throughout the world. It has been working for more than 60 years on global health issues such as:

- Smallpox eradication
- Childhood vaccinations
- Polio eradication
- HIV/AIDS

Eradicate

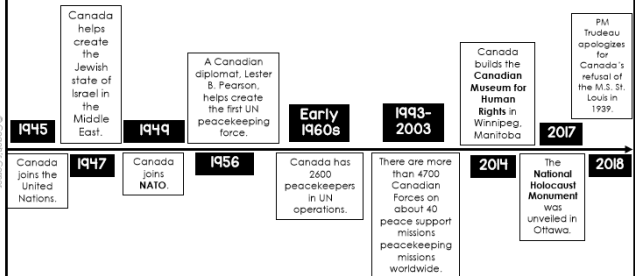
To **eradicate** something means to destroy something completely. For example, if you had fleas in your house, your parents might hire an exterminator to get rid of all the fleas. The WHO works to eradicate diseases that spread from person to person.

Human Rights



Canada Becomes a Global Peacekeeper

Canada started becoming a "global player" in world events. That means the country was important enough to be asked its opinion of events that affected the world.



United Nations: An organization made up of many countries to promote peace and development.

NAO (North American Treaty Organization): a group of 28 European and North American nations who promise to help any member nation that may be attacked by another country.



[illegible]

Blended Learning: Teach 1 lesson to both grades

- Lessons are focused on Syrian Refugee Crisis
- Each student then applies the concepts from the lesson to his/her own grade-level topic.

Unit Foci

This inquiry-based Grade 5/6 unit begins with a whole-class examination of the topic of Syrian refugees, where students explore how this issue has been dealt with on both the national (settling refugees to Canada) and international stage (supporting the global community with refugees pouring into Europe).

Students will then choose from one of the following topics, dependent upon their grade level. The 2023 Ontario Social Studies Curriculum asks Grade 5 and 6 students to consider **social** and **environmental** issues. As students work through this unit, they will be working in "expert groups", with each group considering ONE of the following topics. They will be sharing what they've learned with the whole class during regular "knowledge building circles" (KBC). Grade 5 topics are kept to issues within Canada, while Grade 6 topics involve Canada's interactions on the international stage.

The 2nd last topic, the Covid-19 Pandemic, has not been subdivided into grade levels due to its uniqueness. While Canada has prioritized rapid testing and vaccination programs for its citizens, it must work with other countries from whom it must purchase most of these items. Canada must also work to ensure that their actions are not prohibiting developing countries from also accessing tests and vaccines. For these reasons, I suggest you handle the Covid-19 Pandemic issue in one of two ways:

1. Assign this topic to a high-ability mixed Grade 5/6 group.
2. Assign this topic only to a Grade 6 group.

NOTE: In August 2023 an additional Gr. 6 topic: Human Rights, was added due to a change in Ontario Social Studies Curriculum Expectation B3.5.

	Grade 5	Grade 6
Social: Education	First Nations Education	Afghanistan
Environment: Clean Water	First Nations Water Crisis	Haiti
Environment: Disaster Response	<ul style="list-style-type: none"> • Lac Megantic • 2018 Ottawa Region Tornadoes 	<ul style="list-style-type: none"> • 2004 Asian Tsunami • Ukraine Crisis (Russian Invasion)
Health	Covid-19 Pandemic	
2023 Additional Gr. 6 Topic	Human Rights and the Holocaust	

3-Part Lesson Plans: ONE Lesson Plan for **BOTH** Grades!!

Materials

- [For Every Child](#) UNICEF Video
- Chart paper & markers
- [United Nations Convention on the Rights of the Child](#) text
- [Optional](#): Every Child...worksheet & example

Getting Started

- Put students in pairs to discuss the question **"What do all children need to be safe and healthy?"** Students should use markers to record their ideas in point form on chart paper.
- Have each pair of students join another pair to share their ideas. Students may add to their charts if they choose after this discussion.

Working On It

- Come together as a class and share the ideas developed by students in answer to the initial question.
- Discuss **needs** vs **wants**.
- Show students the UNICEF Video [For Every Child](#).
- Have students return to their small groups of 4 to revise their ideas as needed, given the information from the video.
- Introduce the [United Nations Convention on the Rights of the Child](#). Distribute copies to each student. Allow them time to read through the document and think about the question: **Which right do YOU think is most important?**
- **Optional**: Distribute the [Every Child...](#) sheet to each student and have them complete it according to their own ideas about the relative importance of the children's rights outlined in the convention. This would make a simple but effective persuasive writing task that could be put on public display.

Reflecting & Connecting

- Have students consider the rights that they have at home, at school, and in Canada. Have them reflect upon why the United Nations felt it was important to create the Convention on the Rights of the Child. What must life be like for children in other parts of Canada? In other parts of the world?
- Explain that during the upcoming social studies unit the class will be involved in examining how the actions of the various levels of government within Canada address the rights of people within our country, as well as looking at how the Canadian government and NGOs (non-governmental organizations) responds to the needs of the global community.
- Ask students to begin paying attention to issues in various forms of media showing the use/misuse of rights, particularly those belonging to children.

Materials

- Sample blank Ontario Report Card
- Large sticky notes
- Chart paper & markers
- Report Card - Example

Getting Started

- Display a copy of the Learning Skills section of the Ontario Report Card. Review the various criteria by which teachers evaluate students.
- Explain that they will be creating their own "report cards" on Canada, focusing upon how well our country responds to important issues.
- Either in small groups or as a whole class, have students brainstorm and agree upon the categories they will use to make their evaluations. If you use small groups, you may simply want to have students work on this in their expert groups.
- You may want to keep to only 3 or 4 categories in order to keep things manageable for you and for your students.

Working On It

- Once the categories have been agreed upon, write each category at the top of a piece of chart paper, and spread the chart paper around the room.
- Have students work in their Expert Groups. Give each group a different coloured pad of sticky notes.
- Have the Expert Groups travel from chart to chart in rotation, recording criteria on sticky notes and leaving the notes on the chart. Once a criteria has been recorded by one group, it cannot be recorded again by another group.
- End with every group back with the chart with which they began. Have these groups examine & discuss the criteria that has been collected. Tell students that each group will present their chart to the class, so they need to be clear about which of the gathered criteria is most relevant to their category. Students may want to sort or order the sticky note criteria before presenting.

Reflecting & Connecting

- Have each group present the "report card" category they are responsible for, and have students give their thoughts about the criteria. Is the criteria reasonable, understandable, and manageable to evaluate Canada's contribution to the global community?
- Once the criteria (perhaps 3 per category) have been agreed upon, come to an agreement about the layout of the report card. You may choose to have a small group of students create the template, or you could create it yourself, depending upon the available time.
- **NOTE:** I have provided an example of a possible report card **for your benefit as the teacher**. I strongly advise against simply showing it to the students, as they will stop thinking about what categories and criterion they feel are important, and simply follow the example.

Hyperlinks to Relevant Websites for Teachers

Materials

- Student Text: [How Has Canada Responded to Refugees in the Past?](#)
- Videos:
 - [June 24 1979 Vietnamese Boat People – The Price of Freedom](#)
 - [Former Vietnamese Refugee Pays It Forward](#)

Getting Started

- Ask students whether they have ever heard of Canada accepting refugees other than Syrians. Discuss what they already know of refugees in Canada.
- Show students the [June 24 1979 Vietnamese Boat People – The Price of Freedom](#) video. (Note: although this is an American video from *60 Minutes*, it will still work for Canada) Ask students how they think Canada responded to the Vietnamese Boat People.
- Distribute the student text: [How Has Canada Responded to Refugees in the Past?](#) Either read aloud or have student work in pairs/groups.
- Introduce the [Patterns & Trends](#) poster. Discuss, and then ask students how it applies to what they now know about Canada's refugee history. What patterns & trends do they see?
- Show students [Former Vietnamese Refugee Pays It Forward](#) video. Discuss how the Vietnamese Boat People are paying it forward for the Syrian refugees. (Issues may be necessary again!)

Working On It

- Display and/or distribute the [Patterns & Trends Foldable Example](#).
- Discuss whether students agree/disagree with the statements on the example.
- Explain that students will work in groups to look for examples of patterns/trends in their own issues. What things do they see happening over and over again? How are things changing?
- Distribute the [Patterns & Trends](#) template and explain how it is to be completed.
- Allow students to gather in their expert groups to discuss their issues and do further research as needed as they think about patterns and trends.
- Again, group members may share ideas, but each student completes their own foldable.

Reflecting & Connecting

Knowledge Building Circle

- Have groups take turns highlighting the patterns and trends they have found in their issues. Groups may want to elect a spokesperson to represent them. After each group has shared, allow other classmates to ask for clarification or offer their own insights.
- Ask students to think about the UN Declaration of the Rights of the Child. Can they see any evidence that there is a trend throughout their issues of greater protection of children?
- Have students keep their foldables in a safe location so that it may be used later in the unit.

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Lesson 14: Patterns and Trends

Grade 5 B35 B37

Grade 6 B31 B34 B37 B39

COVID-19 - Government Response

Global Affairs Canada

<https://www.canada.ca/en/global-affairs/news/2020/12/canadas-investments-to-support-equitable-access-to-covid-19-tests-treatments-and-vaccines.html>



COVID Alert App

<https://www.cbc.ca/kidsnews/post/high-tech-covid-robot-face-masks-and-canadas-new-covid-alert-app>



How Canada Compares to Other Countries On COVID-19

<https://theconversation.com/how-canada-compares-to-other-countries-on-covid-19-cases-and-deaths-12632>



Non-Governmental Organizations

World Vision Canada

<https://www.worldvision.ca/about-us/covid-19-outbreak-response>



Canadian Red Cross

<https://www.redcross.ca/how-we-help/current-emergency-responses/covid-19-%F2%80%93-novel-coronavirus>



Individuals and Groups

Caremongering

<https://www.ctvnews.ca/health/coronavirus/you-re-not-alone-in-this-canadians-are-caremongering-through-the-covid-19-pandemic-1.4859369>



The Gift: Chatham Kent

<https://blackburnnews.com/chatham/chatham-news/2020/09/several-organizations-team-give-gift-chatham-kent/>



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QR Codes for Student Research

Emphasis on the “Concepts of Social Studies Thinking”

Patterns & Trends

- ✓ **Patterns:** features that repeat themselves in several different locations (ie. disaster responses)
- ✓ **Trends:** features that

Interrelationships

- ✓ Governments participate in special international agreements & organizations to affect global issues.
- ✓ Sometimes an issue in one region can affect many others.
- ✓ Some issues in one region can only be solved through the participation of other regions of the world.
- ✓ Corporations, independent groups, and caring citizens can also work to address global issues.

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Perspective

- ✓ Issues & events can be looked at in different ways by different people.
- ✓ A person's culture

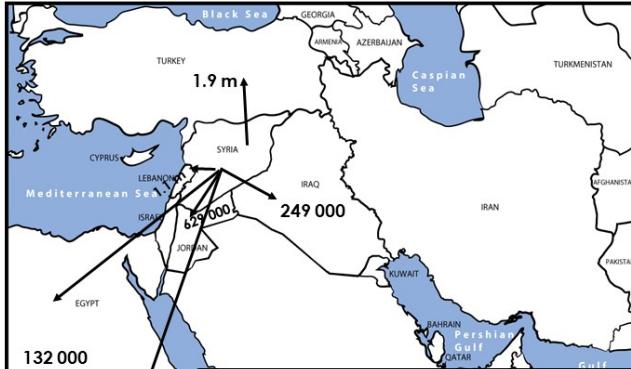
Cause & Consequence

- ✓ Change can have multiple causes & consequences.
- ✓ Some causes can be more important than others.
- ✓ People's actions **and** particular social, political, economic & cultural conditions work to create change.
- ✓ Some causes have unintended consequences.

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Mapping

Syrian Refugees to Nearby Nations



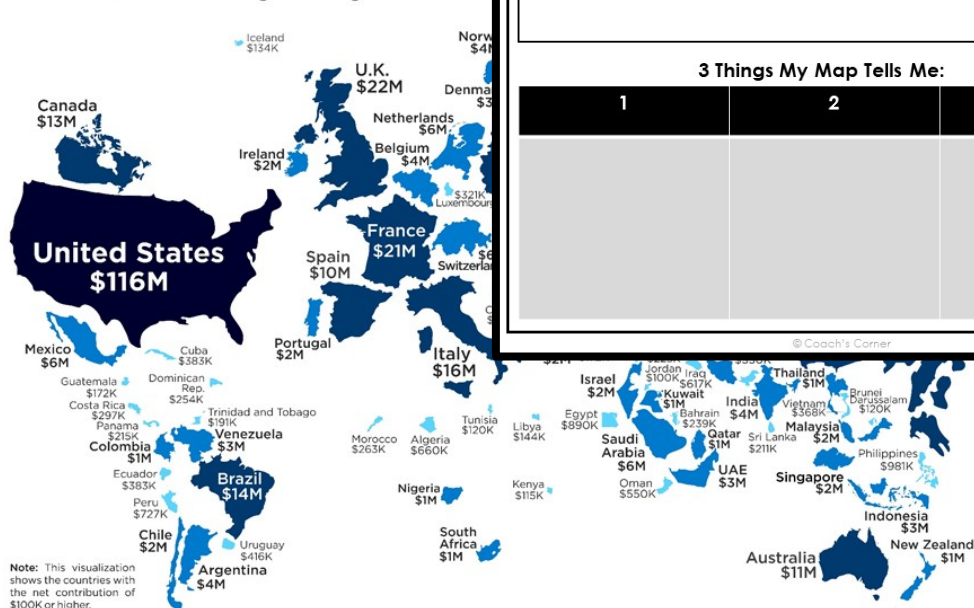
North Africa
24 000

Source: [Amnesty International](https://www.amnesty.org/en/latest/news/2015/06/syrian-refugees/)

- What questions does this map raise?
- Are you surprised by the data?
- What information is missing?
- Is this map the most helpful way to show this data?

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The World Health Organization Net Contribution Payable by Member States



Note: This visualization shows the countries with the net contribution of \$100K or higher.
How to read this map: Size and color of the countries correspond to the value of net contribution payable for the year 2020. Countries appear bigger and darker as the value of net contribution is higher. E.g. United States.

Article & Sources:
<https://howmuch.net/articles/who-contribution>
World Health Organization - <https://www.who.int/>

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Mapping My Important Issue

Name: _____

My Important Issue: _____

Type of Map: _____

Where I Found my Map: _____

3 Things My Map Tells Me:

1	2	3

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howmuch.net

Important Issues Flipbook

Important Issues Flipbook

Name: _____

Important Issues

Issue _____

Why Canada Should Be Involved _____

Issue _____

Why Canada Should Be Involved _____

Issue _____

Why Canada Should Be Involved _____

Mapping My Issue

Type of Map: _____

Where I Found My Map: _____

3 Things My Map Tells Me:

1	2	3

Describe the significant features of this issue.

Name of Significant Person, Events or Development _____

Name of Significant Person, Events or Development _____

Name of Significant Person, Events or Development _____

Cause and Consequence

A Cause

- Is an event that makes other things happen
- Is clearly related to the event
- Is important to the degree of the consequences that follow

A Consequence

- Is a reaction to a cause
- Can be positive or negative
- Can be minor or very serious
- Can affect only one person or many people
- Can be immediate (happened right away) and last only a very short time) or long-lasting (for a very long time)

Picture or Drawing of Event

Causes (Why did this event occur?) _____

Consequences (What happened as a result?) _____

Pattern and Trends

Think about your issue. What other issues can be compared to this issue? What common patterns or trends do you notice in how Canadian governments, organizations and citizens respond to these issues?

Example 1 _____

Example 2 _____

Example 3 _____

Example 4 _____

Description of Patterns or Trends _____

Canada's Response to Important Issues

Research to find how a level of government, an NGO, and a person or group responded to your issue.

Government	Actions	Effectiveness
NGO (Non-Governmental Agency)		
Independent Group or Person		

Perspectives

Issues and events can be looked at in different ways by different people.

- A person's culture, customs, language, beliefs, values, and experiences affect his or her perspective.

Use this organizer to show the different perspectives people have about your issue.

Person or Group _____

Person or Group _____

Issue _____

Person or Group _____

Person or Group _____

Report Card on Canada's Response

Use this page to create a report card to show how well Canada responded to global issues.

Category and Criteria	Grade	Learning Goal Example Next Step

Engaging Activities

Every Child...

Every child has the right to _____

Every child has the right _____

Every child has the right _____

Every child has the right _____


But most of all, every child has the right to _____

because _____

By: _____

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Team Captain

- Only student allowed to ask the teacher a question from the group.
- Clearly explains any 

Recorder (2)

- Takes notes of the group members' ideas.
- Reads notes back to group for clarification.



Timekeeper

- Uses a watch or timer.
- Makes sure group members are using their time well.
- Tells the group when to finish and pack up their work.



Materials Manager

- Collects and returns all items required by the group.
- Ensures that all materials are kept safe and in good condition.



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I Am _____

I am _____ (a special characteristic)

I hear _____ (an imaginary or real sound)

I see _____ (an imaginary or real sight)

I want _____ (a real desire)

I am _____ (repeat 1st line)

I face _____ (a challenge or barrier)

I worry _____

I seek the help of _____ (a person or people who help you).

I am _____ (repeat 1st line)

I understand _____ (something you know is true)

I say _____
(something you believe in)

I try _____ (something you make an effort to do)

I am _____ (repeat 1st line)

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Texts Presented in Different Formats

Facts About Syrian Children



52% of all Syrian refugees are children.



Over 8000 children have crossed Syria's border without a parent.

Almost 3



Working Together to Help the Syrian Refugees

The Syrian refugees who now live in Canada are thankful to the many people and organizations that helped them find new homes, jobs, and friends in our country. Various individuals, families and groups, along with government officials, made this journey possible. Let's look at how they worked together to bring some of these refugees to Toronto.

Federal Government

Allowed more than 26 000 Syrian refugees to enter Canada.

Sent teams of officials to Europe to quickly process refugee applications.

Provincial Government

Sent a health-care team to meet new refugees at Toronto's airport.

Gave \$6 million to the 6 Ontario communities that were to get the most refugees.

Municipal Government

City of Toronto created a **Refugee Settlement Program** to help the new arrivals.

Used the money from the Ontario government to help refugee families pay their rent.

Non-Governmental Organization

Syrian Active Volunteers help translate for refugees at hospitals, banks, and other places.

CARE Canada helps Syrians in refugee camps before they come to Canada.

Community Group

The Clothing Drive collects used clothing for Syrian Refugees.

The **First Unitarian Congregation of Toronto** sponsored 5 Syrian families.

Individual Citizens

Michael Ballard collects Arabic-English dictionaries for new refugees.

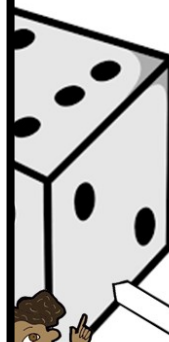
Many people have held their own fundraising drives, and donated the money to a refugee organization.

Perspective

People have different perspectives for different reasons.

I see a white die with 2 spots of 3 dots.

I see 2 eyes on a square face.



Camille



Ovid

Assessment Tools

A Note About...Assessment (sigh...)

As students move through the inquiry cycle, usually more than once during the unit, you will be faced with the challenge of assessing and evaluating their progress. I have found that the best method of keeping track of assessments, while saving my sanity, is not through checklists but rather through jot notes on an organizer such as the one below, which is for the **Thinking** category of the 2018 Ontario Social Studies Curriculum. On this particular organizer, I might check off "Critical Thinking" at the top, and then use either written evidence (ie, "Significance Flipbook") or oral discussions to assess this skill.

After entering each student's name in a box, I would then write a quick "star & wish" for that skill. This makes it SO easy when you write report cards, because then you have a bank of ready-made comments. Often I give students a written "star & wish" anyway, particularly on written tasks, so I just transfer the notes onto my "grid." Here's what it might look like for a student, Kyle:

- Check off main category
 - Use highlighter to indicate exactly what skill you are evaluating
- Kyle**
- Identified 3 very significant events
 - Needs to support each event with more evidence
- Star (strength)
- Wish (next step)

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Assessment & Evaluation - Thinking

A: Use of Thinking Skills
gathers & organizes data

B: Use of Propositional Skills
identifies a point of view / compares conclusions

Critical Thinking
Creative problem-solving
Uses inquiry to guide thinking

I have included 4 Assessment grids - one for each section of the Social Studies rubric.

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Assessment & Evaluation - Knowledge & Understanding

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A: Knowledge of Content
Knows relevant facts, terms & definitions

B: Understanding of Content
Not only knows key facts, but also understands underlying concepts

Assessment of Conversation During a Knowledge Building Circle

Knowledge Building Circle:

The good news about inquiry-based learning is that you don't have to be the expert on everything...the kids become experts in their own fields, and then share their knowledge with others through participating in a "knowledge building circle." You will regularly call for these circles at key points during the unit to allow each group to share their specialized learning, and for students to question, challenge, and reflect upon the ideas presented by others. Curriculum-based learning goals set the agenda for the day's circle, and students contribute any learning they have done that will help the group meet that goal. Check out this great video from LearnTeachLead.ca which shows a Grade 6 class involved in a knowledge building circle:

<http://learnteachlead.ca/videos/knowledge-building-circle/>

So how can you assess the rich conversation between students during a knowledge-building circle? By keeping in mind the learning goal(s) and success criteria that should be at the heart of the discussion, you can take jot notes of key points made by various students. These jot notes can be referenced later as you prepare for report cards and/or parent-teacher interviews.

It is helpful to record evidence of both content knowledge and inquiry skills when taking notes during these discussions. This resource contains a template (and example) that allows for both types of assessment to be noted. **Please note that it is important to remind students (and yourself!) of the learning goal and success criteria that you will be listening for evidence of as you record your notes.**

Content Knowledge Expectations: B1 and B3

Content Learning Goal	Inquiry Skill Learning Goal
<p>Success Criteria</p> <ul style="list-style-type: none"> I can provide information about a global issue using the internet, books, or other media. I can provide specific facts to show the impact of international response to a global issue. 	<p>Success Criteria</p> <ul style="list-style-type: none"> I can provide information about a global issue using the internet, books, or other media. I can provide specific facts to show the impact of international response to a global issue.
<p>Name: _____</p> <p>Referenced to learn question or debate was that the first Nations group had that the world could have prior treaty rights.</p> <p>Name: _____</p> <p>Notes that the Canadian government has a very different point of view about the importance of supporting African communities than Nigerian leaders. I learned from points of view.</p> <p>Name: _____</p> <p>highlighted resources to explain why Canada could take about the diversity of people in Africa and the main reason was to stop AIDS from coming to Canada.</p> <p>Name: _____</p>	<p>Name: _____</p> <p>Shows an article he found in an old Canadian "Book" about the houses and explained the way visible in the article.</p> <p>Name: _____</p> <p>Used old maps to learn about the responsibilities of the 14th and 15th to 16th in Africa.</p> <p>Name: _____</p> <p>Questioned Cooper about the African leaders about should design ways that the government wanted to and general the role of accounts of First Nations communities.</p> <p>Name: _____</p>

Inquiry Skill Expectations: B2

Learning Goal & Success Criteria (Knowledge Building Circle)

Date: _____

Content Learning Goal:	Inquiry Skill Learning Goal:
Success Criteria	Success Criteria
Name: _____	Name: _____
Name: _____	Name: _____
Name: _____	Name: _____
Name: _____	Name: _____
Name: _____	Name: _____
Name: _____	Name: _____

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BONUS: Modified Section

Simply Stated Social Studies

Grade 5-7 Curriculum
Grade 1-2 Reading Level



Canada's Actions at Home and In the World

Three Levels of Government

In Canada there are three different levels of government. Each level is responsible for different things.

The **federal government** makes decisions about things that matter to all Canadians. Both provinces or territories have their own smaller government. That government makes decisions about things that matter to Canada in that province or territory.

Towns and cities have their own **municipal governments**. These governments make decisions about things that are important to the people that live there.

Each kind of government makes decisions about different things.

Federal (Prime Minister)	Provincial or Territorial (Premier)	Municipal (Mayor or Reeve)
Immigration	Education	Local Roads
Income Tax	Health care	Public transportation
Armed forces	Highways	Public libraries
Canada Post	Provincial Police	City Parks
Forestry	Driver's Licenses	Local Police and Fire Departments

How Has Canada Handled COVID-19? A Photo-Essay Project



By: Sophia



18 Canada's Response to Important Issues: Report Card

Name: _____

Now we know many things about how Canada acts on important issues. We know that Canada has worked with others to make decisions to keep people safe from COVID-19.

In the final activity, you will be using a **photo-essay** about what Canada has done about:

Before you start your photo-essay, think about how well you feel Canada handled Covid.

• Cut out the boxes of the bottom of the page.

• Read each sentence.

• Think about how well Canada handled that risk.

• Glue it in the column you think it belongs.

Could Do Better	Okay	Excellent

9 Significance of Life Events

Name: _____

Lots of things happen every day in the world. Some things are more important than others. It's something that is really important, we say it is **significant**. We can write about these 2 tips to help us decide how significant something is:

- the event or person helped us understand important ideas.
- the event or person helped us understand important ideas.

What to Do:

1. In each box below, draw or write about a different important event in your life.
2. Put a circle around the event you think is most significant.

1	2	3

How did this event change your life?

What did you learn?

2 Introducing the Issues



What questions do you have about this picture?
Finish each sentence to write a question about the picture.

1. What is _____?
2. How would _____?
3. Why is _____?
4. Where are _____?
5. Who is _____?

Perfect for students with IEPs!

Teacher Feedback



Love this resource! It's jam-packed with ideas and creative booklet for students to do an inquiry project where they are the expert. Easy to follow instructions for the teacher too. Minimum prep.
- Diana F.

Wonderful resource with so much information! The lessons are engaging and thought provoking and provide so many curriculum expectations other than just Social Studies. I highly recommend using this resource!

Whitney G.

Very thorough! Lifesaver for someone who has never taught a split before.

Sarah C.