Science and Technology (2007)

The following expectation provides an opportunity to include consideration of Aboriginal perspectives on the topic under study.

**Understanding Earth and Space Systems**

2. Developing Investigation and Communication Skills
2.2 use scientific inquiry/research skills … to investigate issues related to energy and resource conservation (e.g., interview an Aboriginal person about his or her traditional teachings on conservation)

Social Studies (2013)

In the Heritage and Identity strand all specific expectations have connections to First Nation peoples and only the overall expectations are listed. The People and Environments strand focuses on the levels of government involvement in First Nations, Métis, and Inuit territorial and environmental issues, as well as First Nations, Métis, and Inuit governance.

The combination of the citizenship education framework (provided on page 10 of the curriculum document) and the knowledge and skills outlined in the curriculum expectations provides opportunities for students to learn what it means to be a responsible, active citizen – in both the community of the classroom and the diverse communities to which students belong within and outside the school, including First Nations, Métis, and Inuit communities. As teachers make connections between the citizenship education framework and the curriculum expectations, they may focus on terms and topics listed in the framework. Some examples of terms and topics of particular relevance to First Nations, Métis, and Inuit contexts are stewardship, advocacy, rights and responsibilities, and interconnectedness.

A. Heritage and Identity: First Nations and Europeans in New France and Early Canada

A1. Application: analyse some key short- and long-term consequences of interactions among and between First Nations and European explorers and settlers in New France prior to 1713 ...
A2. Inquiry: use the social studies inquiry process to investigate aspects of the interactions among and between First Nations and Europeans in Canada prior to 1713 from the perspectives of the various groups involved ...
A3. Understanding Context: describe significant features of and interactions between some of the main communities in Canada prior to 1713, with a particular focus on First Nations and New France ...
**B. People and Environments: The Role of Government and Responsible Citizenship**

**B1. Application: Governments and Citizens Working Together**

B1.1 assess the effectiveness of actions taken by one or more levels of government to address an issue of national, provincial/territorial, and/or local significance (e.g., the effectiveness of the Far North Act in addressing concerns of Inuit and First Nations about development in northern Ontario; ...)

B1.3 create a plan of action to address an environmental issue of local, provincial/territorial, and/or national significance (e.g., managing waste disposal, regulating industrial practices that damage the environment, ensuring safe drinking water, expanding availability of energy from renewable sources, reducing vehicle emissions), specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens, including themselves

*Sample questions:* ... “What types of policy and action are needed to address the problems facing communities affected by erosion and the melting permafrost in Nunavut?”

**B2. Inquiry: Differing Perspectives in Social and Environmental Issues**

B2.2 gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspective of the level (or levels) of government responsible for addressing the issues (e.g., with respect to the issue of climate change, gather data on sources of carbon dioxide emissions affecting Canada, photographic evidence of melting polar ice and its impact on Inuit and Arctic wildlife ...)

B2.6 communicate the results of their inquiries, using appropriate vocabulary (e.g., ... chief, band council, ...) and formats (e.g., a report to present to their local MP, MPP, or city/town councillor; a photo essay on the impact of the issue; a brochure or informational poster that presents the strongest points in the position of various stakeholders; a song, rap, or poem promoting the most convincing arguments on the issue; a map to accompany an oral presentation; a role play that other students can participate in to present differing perspectives)

**B3. Understanding Context: Roles and Responsibilities of Government and Citizens**

B3.2 describe the jurisdiction of different levels of government in Canada (i.e., federal, provincial, territorial, municipal, First Nation, and Métis governance; the Inuit Tapiriit Kanatami) and some of the services provided by each (e.g., health services, education, policing, defence, social assistance, garbage collection, water services, public transit, libraries)

*Sample questions:* “Which level or levels of government provide funding for public libraries?” “Which level of government has the responsibility for education? Why?” “What is the jurisdiction of a band council?”
B3.3 describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues (e.g., services/issues related to transportation, health care, the environment, and/or crime and policing)

Sample questions: ... “Why must different levels of government cooperate in addressing Native land claims?”

B3.6 explain why different groups may have different perspectives on specific social and environmental issues (e.g., ... why the federal government and First Nations band councils might have different perspectives on housing problems on reserves)
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<th>Overall Expectations</th>
<th>Related Concepts of Social Studies Thinking</th>
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<td><strong>Strand A. Heritage and Identity: First Nations and Europeans in New France and Early Canada</strong></td>
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| **A1.** Analyse some key short- and long-term consequences of interactions among and between First Nations and European explorers and settlers in New France prior to 1713 | Cause and Consequence; Continuity and Change | Interactions between people have consequences that can be positive for some people and negative for others. | Why might the same event have a different impact on different people? Why is it important to understand that people have different perspectives? | **Maps* and Globes**
Analysing historical maps to determine settlement patterns (see, e.g., A2.3)
Analysing and constructing thematic maps to show connections between types of land and settlement (see, e.g., A2.3) |
| **A2.** Use the social studies inquiry process to investigate aspects of interactions among and between First Nations and Europeans in Canada prior to 1713 from the perspectives of the various groups involved | Perspective; Interrelationships | When studying interrelationships between groups of people, it is important to be aware that each group has its own perspective on those interrelationships. | How do we form our own perspective? How do other people form theirs? What causes conflict? Do all conflicts have a resolution? Why is it important to cooperate with others? | |
| **A3.** Describe significant features of and interactions between some of the main communities in Canada prior to 1713, with a particular focus on First Nations and New France | Significance; Interrelationships | Cooperation and conflict are inherent aspects of human interactions/relationships. | | |

(continued)
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<tr>
<td><strong>B1.</strong> assess responses of governments in Canada to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues</td>
<td>Interrelationships; Cause and Consequence</td>
<td>Citizens and governments need to work together in order to be able to address issues effectively and fairly.</td>
<td>When and how should members of the community come together to make change? Why is it important to consider the perspectives of all stakeholders when trying to formulate solutions to problems?</td>
<td><strong>Graphs</strong> Analysing and constructing line, bar, and double bar graphs (see, e.g., B2.4)</td>
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<tr>
<td><strong>B2.</strong> use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues</td>
<td>Perspective</td>
<td>When examining an issue, it is important to understand who the different stakeholders are and to consider their perspectives.</td>
<td></td>
<td><em><em>Maps</em> and Globes</em>* Analysing and extracting information from demographic and thematic maps, including digital representations (see, e.g., B2.3) Constructing demographic and thematic maps, including digital representations (see, e.g., B2.3)</td>
</tr>
<tr>
<td><strong>B3.</strong> demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada</td>
<td>Significance</td>
<td>To be active and effective citizens, Canadians need to understand their rights and responsibilities as well as how governments work.</td>
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* The term map refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.