

Outline of Course of Study

<u>Name of School:</u>	Ottawa Islamic School
<u>Department:</u>	Department of Social Study
<u>Program Developer or Teacher:</u>	Safaa El Dahabi
<u>Course Development Date:</u>	August 2023
<u>Course Reviser / Revision Date:</u>	Safaa El Dahabi / Sept 2023
<u>Course Title / Grade / Type:</u>	Social Study
<u>Course Level:</u>	Grade 6
<u>Curriculum Policy Document:</u>	The Ontario Curriculum, 2006

Course Description/ Rationale:

The social studies, history, geography, and Canadian and world studies programs will enable students to become responsible, active citizens within the diverse communities to which they belong. As well as becoming critically thoughtful and informed citizens who value an inclusive society, students will have the skills they need to solve problems and communicate ideas and decisions about significant developments, events, and issues

Overall Expectations:

The course consists of 2 strands namely Heritage and Identity: Communities in Canada, Past and Present, and Strand 2 are People and Environments: Canada's Interactions with the Global Community.

Strand 1: Heritage and Identity: Communities in Canada, Past and Present

Overall Expectations

By the end of this strand, students will:

1. Application: assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions (FOCUS ON: Cause and Consequence; Patterns and Trends)
2. Inquiry: use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada (FOCUS ON: Perspective)
3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada (FOCUS ON: Significance; Continuity and Change)

Strand 2: People and Environments: Canada's Interactions with the Global Community

Overall Expectations

By the end of this strand, students will:

1. Application: 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 (FOCUS ON: Interrelationships; Perspective)
2. Inquiry: 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 (FOCUS ON: Cause and Consequence)

3. Understanding Context: describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement (FOCUS ON: Significance; Patterns and Trends)

Specific Expectations:

Specific Expectations for Heritage and Identity: Communities in Canada, Past and Present

1. explain how various features that characterize a community can contribute to the identity and image of a country
2. evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity
3. explain how various groups have contributed to the goal of inclusiveness in Canada
4. formulate questions to guide investigations into different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada
5. use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of two or more distinct communities in Canada to demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada
6. identify the main reasons why different peoples came to Canada
7. describe some key economic, political, cultural, and social aspects of life in settler communities in Canada

Specific Expectations for People and Environments: Canada's Interactions with the Global Community

1. explain why Canada participates in specific international accords and organizations
2. analyse responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic, environmental, political, and/or social issue of international significance
3. 3 explain why some environmental issues are of international importance and require the participation of other regions of the world, along with that of Canada, if they are to be effectively addressed
4. 1 formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance
5. gather and organize information on global issues of political, social, economic, and/or environmental importance, including their impact and responses to them, using a variety of resources and various technologies
6. analyse and construct different types of maps, both print and digital, as part of their investigations into global issues, their impact, and responses to them
7. interpret and analyse information and data relevant to their investigations, using a variety of tools
8. evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues
9. communicate the results of their inquiries, using appropriate vocabulary
10. identify some of the major ways in which the Canadian government interacts with other nations of the world
11. describe Canada's participation in different international accords, organizations, and/or programs

12. describe several groups or organizations through which Canada and Canadians are involved in global issues

13. identify countries/regions with which Canada has a significant economic relationship

Outline of Course Content:

Unit	Title	Time
1	Human Right	Sep & Oct
2	World Health	October
3	Economy and Trade	November
4	Disaster Relief	December & Jan
5	The Environment	January& Feb
6	Investigating Canada's Role in a Global Issue	March
7	Communities in Canada, Past & Present	April
8	Communities in Canada, Past & Present	May
9	Communities in Canada, Past & Present	June

Teaching/Learning Strategies:

- Lectures/handouts/note taking
- Case Studies
- Brainstorming
- Worksheets
- Homework, class work, assignments
- Small/large group discussions
- Multimedia presentations

Teaching/Learning Tools:

- Textbook
- Overhead projector, screen, and transparencies
- Online software, videos/films
- Relevant magazines & articles

Assessment Strategies: The actual assessment instruments used as the process used for assessing student learning and the level of their achievement of meeting curricular expectations (e.g. journal). Below is a list of the most commonly used assessment strategies for this course:

- Tests/Quizzes
- Assignments
- Research Projects/Reports
- Multimedia Presentations
- Examinations

Considerations for Program Planning

1. Student Well-Being and Mental Health
2. Instructional Approaches
3. Planning for Students with Special Education Needs
4. Healthy Relationships
5. Human Rights, Equity, and Inclusive Education
6. The Role of the School Library
7. The Role of Information and Communications Technology
8. Education and Career/Life Planning

9. Experiential Learning
10. Pathways to a Specialist High Skills Major (SHSM)
11. Health and Safety
12. Ethics

Resources:

Nelson social studies books including:

Communities in Canada, Past & Present

Canada and the Global community

Notebook

Worksheets