

What do students need to know, understand, honour and do?

What do students need to know?

The beliefs and values that underlie FNMI peoples and veterans that prompted participation in WW1 and thereafter.

Concepts of thinking— Political Significance; Political Perspective

What do students need to understand?

The participation of FNMI veterans and communities in civic duty was voluntary and their involvement was met with controversy.

What do students need to honour?

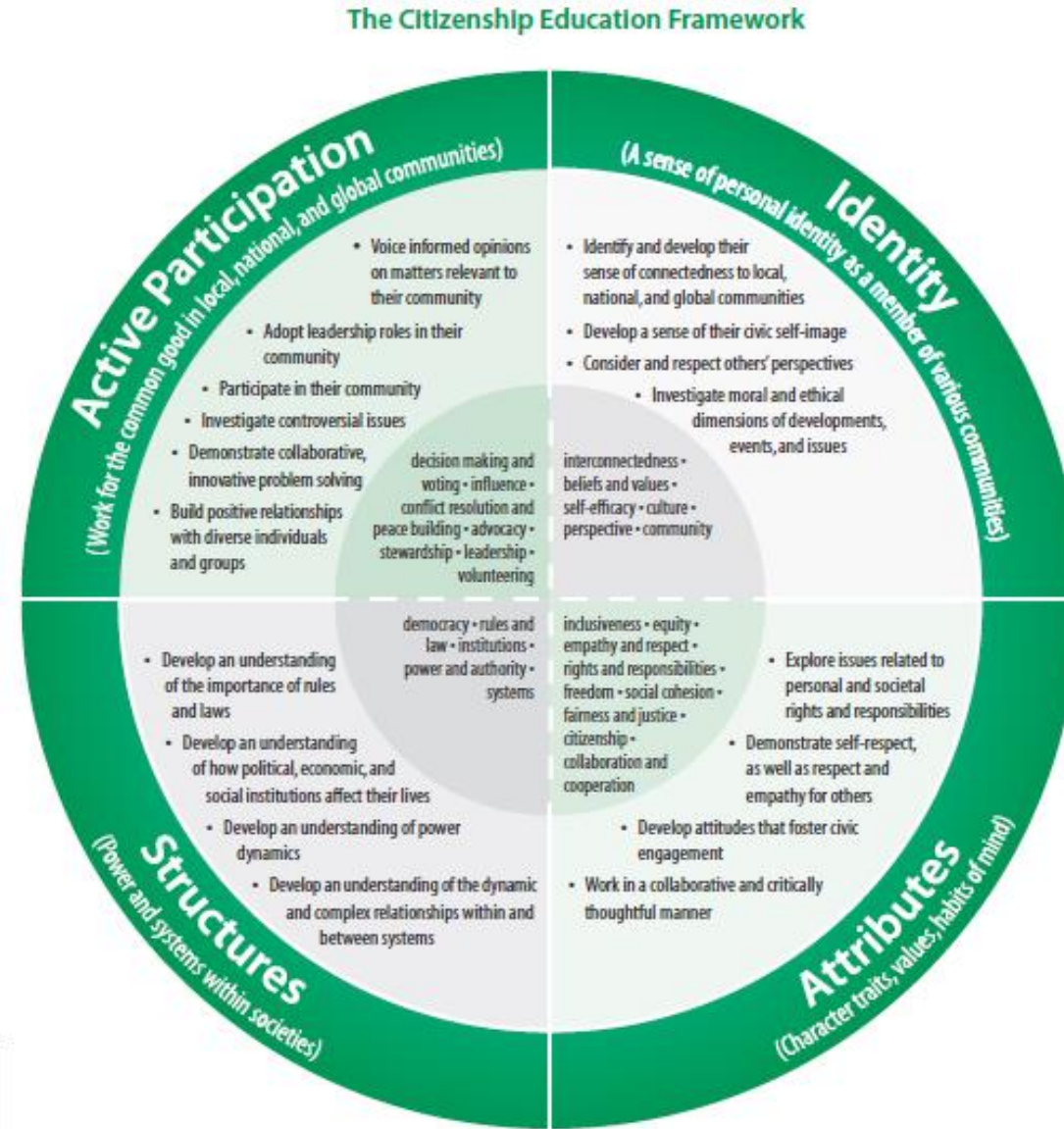
The resiliency and contributions of FNMI veterans and communities in civic issues and democracy.

What do students need to do?

Research FNMI involvement in civic duties with a focus on key issues.

Assess their new knowledge through the citizenship education framework.

Essential Understandings



DESIGNING THE LEARNING

Discipline

Civics

Civics and Citizenship

Course

CHV20

2013

REVISED

The Ontario Curriculum
Grades 9 and 10

Canadian and
World Studies

GEOGRAPHY • HISTORY • CIVICS (POLITICS)



DESIGNING THE LEARNING

Starting with the Curriculum Select a Strand and OE?

1. Overall Expectation and Concept(s) of Thinking:

B1. Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues (FOCUS ON: *Political Significance; Political Perspective*)

2. Connections to the Achievement Chart:

Knowledge and Understanding:

Knowledge of Content. **Thinking:** Use of Critical/Creative Thinking Processes.

Communication: Expression and organization of ideas in oral, visual and written forms. **Application:** Transfer of knowledge and skills to new contexts.

Learning Goals and Success Criteria?

4. Learning Goal:

(We are learning to... so that...)

We are learning to investigate civic issues as it relates to FNMI veterans/communities so that we can appreciate their contributions to Canadian democracy.

5. Success Criteria:

(I will know I am successful when I can...)

- Gather information from a variety of sources on FNMI participation in civic duties and the issues, beliefs and events that underlie them.
- Record this information in a variety of formats ranging from visual organizers, collages and inquiry projects.
- Evaluate the significance and perspectives surrounding FNMI peoples' involvement in civic action/duty through our in-class activities.
- Assess my knowledge drawing upon key factors identified in the citizenship education framework.

Developing The Learning?

6. How will students demonstrate their understanding

- Students will complete a visual organizer to identify key issues, beliefs and values that surround FNMI veterans.
- Students will view the ONECA FNMI veterans' contributions video and create a collage of words and images.
- Students will perform a poem, rap or open letter describing the beliefs and values that underlie FNMI participation in civic duty.
- Students will engage in an inquiry project with their current content and resources as the springboard.
- Students will share their findings from the inquiry projects in a public space of class deliberations and choice.
- Students will work in small groups and evaluate the political significance and perspectives that defined their in-class activities related to these themes.
- Students will assess their knowledge using the citizenship education framework.

Check In: Are the success criteria addressed in student learning?