

# 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?

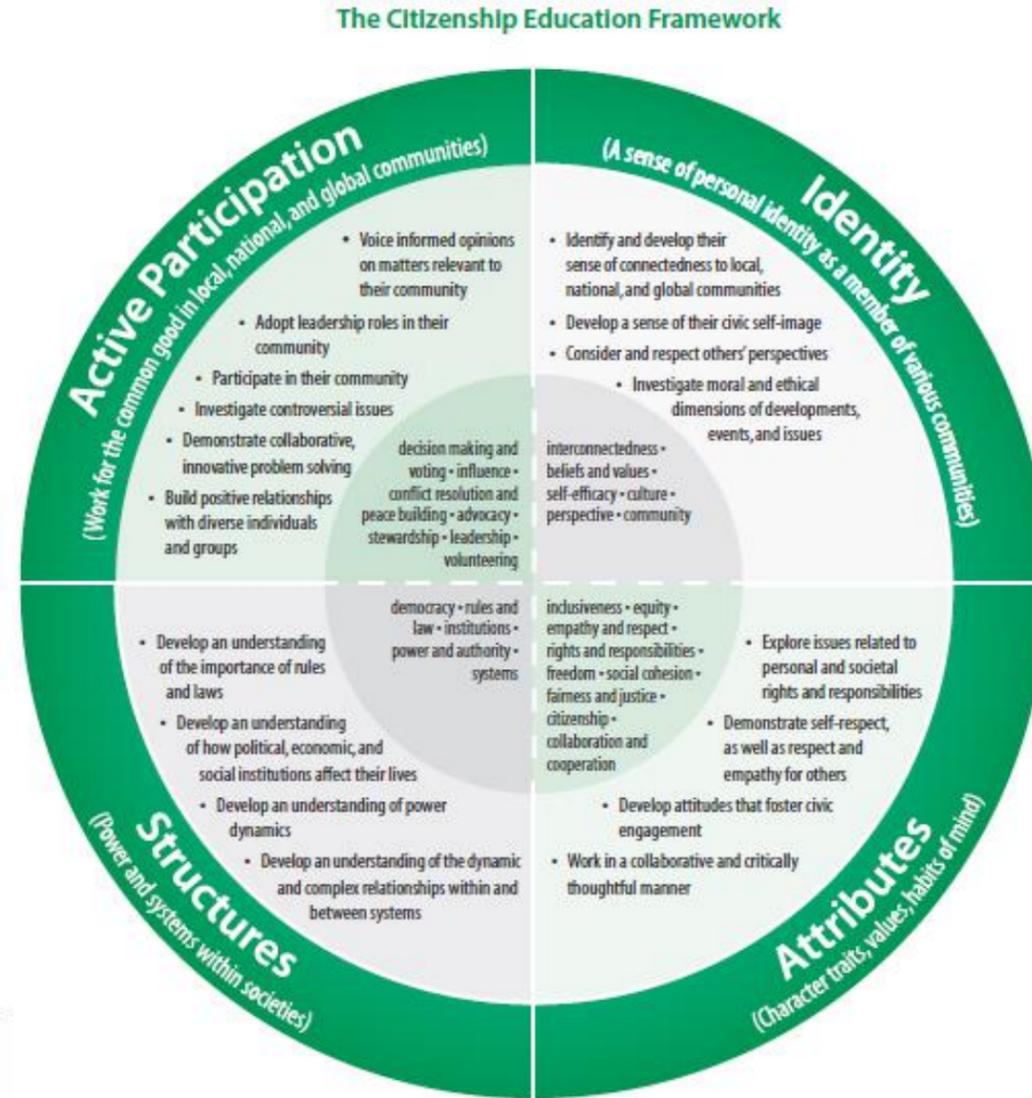
The resiliency and contributions of FNMI veterans and communities in civic issues and democracy.

## 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

support every child  
reach every student

Ontario

## 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?