

PRE SHOW

Gibberish

Drama

Grade 1-6 Overall Expectations

B1. Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;

B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experience

Grade 1-6 Specific Expectations

B1.2 demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played

B1.4 communicate feelings, thoughts, and ideas to a specific audience, using audio, visual, and/or technological aids to strengthen the impact on the viewer

B2.2 identify (or) explain, using drama terminology, the elements and conventions of drama used in shared drama experiences and theatre and describe how they help communicate ideas and feelings and create interest

Language: Oral Communication

Grade 1-6 Overall Expectations

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Grade 1-6 Specific Expectations

1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups

1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts

2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small-and large-group discussions

2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning

2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

3.1 identify, initially with support and direction, a few strategies they found helpful before, during, and after listening and speaking

Climate Change (Pre and Post)

Science

Grade 1 Overall Expectations

1. assess the role of humans in maintaining a healthy environment;
2. investigate needs and characteristics of plants and animals, including humans
3. demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans

Grade 1 Specific Expectations

1.2 assess ways in which daily and seasonal changes have an impact on society and the environment

2.4 use scientific inquiry/research skills including generating questions and knowledge acquired from previous investigations, to identify daily and/or seasonal changes and their effects

3.5 describe changes in the appearance or behaviour of living things that are adaptations to seasonal changes

3.6 describe how humans prepare for and/or respond to daily and seasonal changes

Grade 2 Overall Expectations

1. assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things

Grade 2 Specific Expectations

1.1 assess the impact of human activities on air and water in the environment, taking different points of view into consideration (e.g., the point of view of parents, children, other community members), and plan a course of action to help keep the air and water in the local community clean

1.2 assess personal and family uses of water as responsible/efficient or wasteful, and create a plan to reduce the amount of water used, where possible

Grade 3 Overall Expectations

1. assess the impact of soils on society and the environment, and of society and the environment on soils;

Grade 3 Specific Expectations

1.1 assess the impact of soils on society and the environment, and suggest ways in which humans can enhance positive effects and/or lessen or prevent harmful effects

1.2 assess the impact of human action on soils, and suggest ways in which humans can affect soils positively and/or lessen or prevent harmful effects on soils

Grade 4 Overall Expectations

1. analyse the effects of human activities on habitats and communities

1. assess the social and environmental impacts of human uses of rocks and minerals;

Grade 4 Specific Expectations

1.1 analyse the positive and negative impacts of human interactions with natural habitats and communities, taking different perspectives into account and evaluate ways of minimizing the negative impacts

1.2 identify reasons for the depletion or extinction of a plant or animal, evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening

1.1 assess the social and environmental costs and benefits of using objects in the built environment that are made from rocks and minerals

1.2 analyse the impact on society and the environment of extracting and refining rocks and minerals for human use, taking different perspectives into account

Grade 5 Overall Expectations

1. evaluate the social and environmental impacts of processes used to make everyday products
1. analyse the immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources
2. investigate energy transformation and conservation

Grade 5 Specific Expectations

1.1 evaluate the environmental impacts of processes that change one product into another product through physical or chemical changes

1.1 analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts

1.2 evaluate the effects of various technologies on energy consumption and propose ways in which individuals can improve energy conservation

1.2 assess the social and environmental impact of using processes that rely on chemical changes to produce consumer products, taking different perspectives into account, and make a case for maintaining the current level of use of the product or for reducing it

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)

Grade 6 Overall Expectations

1. assess human impacts on biodiversity, and identify ways of preserving biodiversity;
3. demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans

Grade 6 Specific Expectations

1.1 analyse a local issue related to biodiversity, taking different points of view into consideration (e.g., the points of view of members of the local community, local First Nations, Métis, Inuit), propose action that can be taken to preserve biodiversity, and act on the proposal

1.2 assess the benefits that human societies derive from biodiversity and the problems that occur when biodiversity is diminished

3.2 demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them

3.6 identify everyday products that come from a diversity of organisms

Social Studies

Grade 1 Overall Expectations

B1. Application: describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people’s needs

Grade 1 Specific Expectations

B1.1 describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist

B1.3 create a plan that outlines some specific ways in which they can responsibly interact with the built and/or natural environment in the local community

B2.1 formulate questions to guide investigations into some aspects of the interrelationship between people and the natural and built features of their community, with a focus on some of the short- and long-term effects of this interrelationship

Grade 6 Overall Expectations

B1. **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

Grade 6 Specific Expectations

B2.1 formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance

B2.2 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

POST SHOW

Relationship Space

Drama

Grade 1-6 Overall Expectations

B1. **Creating and Presenting:** apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;

B2. **Reflecting, Responding, and Analysing:** apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experience

Grade 1-6 Specific Expectations

B1.2 demonstrate an understanding of the element of role by selectively using a few other elements of drama to build belief in a role and establish its dramatic context

B1.3 plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role

B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others’ drama works

B2.2 explain, using drama terminology, how different elements are used to communicate and reinforce the intended message in their own and others’ drama works

I Don’t Understand

Drama

Grade 1-6 Overall Expectations

B1. Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;

Grade 1-6 Specific Expectations

B1.2 demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played

Language: Oral Communication

Grade 1-6 Overall Expectations

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

Grade 1-6 Specific Expectations

1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups

1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts

1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them

Language: Writing

Grade 1-6 Overall Expectations

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience

2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience

Grade 1-6 Specific Expectations

1.1 identify the topic, purpose, and audience for a variety of writing form

1.2 generate ideas about a potential topic using a variety of strategies and resources

2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood

Role on the Wall

Drama

Grade 1-6 Overall Expectations

B1. Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;

Grade 1-6 Specific Expectations

B1.1 Engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times and places

B1.4 communicate feelings and ideas to a familiar audience (e.g., classmates) using a few simple visual or technological aids to support and enhance their drama work

B2.1 express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story

Language: Reading

Grade 1-6 Overall Expectations

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Grade 1-6 Specific Expectations

1.5 make inferences about texts using stated and implied ideas from the texts as evidence

1.7 analyse texts and explain how specific elements in them contribute to meaning

Language: Writing

Grade 1-6 Overall Expectations

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience

Grade 1-6 Specific Expectations

1.2 generate ideas about a potential topic using a variety of strategies and resources

1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources

1.4 sort and classify ideas and information for their writing in a variety of ways

Behind the Scenes

Grade 1-6 Overall Expectations

D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding

D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

Grade 1-6 Specific Expectations

D1.1 create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject

D2.1 express personal feelings and ideas about art experiences and images

Theatre Math

Grade 1

Overall Expectations

- Estimate, measure, and describe length, area, mass, capacity, time, and temperature, using non-standard units of the same size
- compose and decompose common two-dimensional shapes and three-dimensional figures

Specific Expectations

- estimate, measure (i.e., by placing non- standard units repeatedly, without overlaps or gaps), and record lengths, heights, and distances
- compose patterns, pictures, and designs, using common two-dimensional shapes

Grade 2

Overall Expectations

- Estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using non-standard units and standard units;
- Compose and decompose two-dimensional shapes and three-dimensional figures

Specific Expectations

- estimate and measure length, height, and distance, using standard units (i.e., centimetre, metre) and non-standard units
- compose and decompose two-dimensional shapes

Grade 3

Overall Expectations

- Estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using standard units

Specific Expectations

- estimate, measure, and record the perimeter of two-dimensional shapes, through investigation using standard units

Grade 4

Overall Expectations

- Estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using a variety of strategies;
- Identify and describe the location of an object, using a grid map, and reflect two-dimensional shapes

Specific Expectations

- estimate, measure, and record length, height, and distance, using standard units
- draw items using a ruler, given specific lengths in millimetres or centimetres
- estimate, measure using a variety of tools (e.g., centimetre grid paper, geoboard) and strategies, and record the perimeter and area of polygons;

- construct skeletons of three-dimensional figures, using a variety of tools, and sketch the skeletons

Grade 5

Overall Expectations

- Estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using a variety of strategies;

Specific Expectations

- estimate and measure the perimeter and area of regular and irregular polygons, using a variety of tools
- select and justify the most appropriate standard unit (i.e., millimetre, centimetre, decimetre, metre, kilometre) to measure length, height, width, and distance, and to measure the perimeter of various polygon

Grade 6

Overall Expectations

- estimate, measure, and record quantities, using the metric measurement system; classify and construct polygons and angles;
- sketch three-dimensional figures and construct three-dimensional figures from drawings

Specific Expectations

- demonstrate an understanding of the relationship between estimated and precise measurements, and determine and justify when each kind is appropriate
- estimate, measure, and record length, area, mass, capacity, and volume, using the metric measurement system
- solve problems involving the estimation and calculation of the areas of triangles and the areas of parallelograms
- sketch, using a variety of tools, isometric perspectives and different views (i.e., top, side, front) of three-dimensional figures

Anowarakowa Kawennote

Social Studies

Grade 1

Overall Expectations: Our Changing Roles and Responsibilities/ The Local Community

A1. Application: describe some of the ways in which people’s roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people’s roles, relationships, and responsibilities as well as their sense of self

A2. Inquiry: use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives

A3. Understanding Context: demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities

B1. Application: describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people’s needs

B2. Inquiry: use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short- and long-term effects of this interrelationship

Specific Expectation

A1.1 describe how and why a person’s roles, relationships, and responsibilities may change in different places or situations and at different times

A1.4 describe the impact that people can have on each other in some different situations

A2.1 formulate questions to guide investigations into some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self

A2.2 gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity/sense of self

A2.4 interpret and analyse information relevant to their investigations, using a variety of tools

A3.4 identify some elements of respectful behaviour that they can practise in their everyday life

A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect

B1.1 describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist

B2.1 formulate questions to guide investigations into some aspects of the interrelationship between people and the natural and built features of their community, with a focus on some of the short- and long-term effects of this interrelationship

B2.2 gather and organize information on the interrelationship between people and the natural and built features of their community, and on the effects of this interrelationship, using sources that they have located themselves or that have been provided to them

Grade 2

Overall Expectations: Changing Family and Community Traditions/Global Communities

A1. Application: compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/celebrations

A2. Inquiry: use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong

A3. Understanding Context: describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups

B1. Application: describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions

B2. Inquiry: use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live

Specific Expectations

A1.1 compare ways in which some traditions have been celebrated over multiple generations in their family, and identify some of the main reasons for changes in these traditions

A1.3 compare some of the past and present traditions and celebrations of different ethno- cultural groups in their local community, and identify some of the main reasons for the change

A2.2 gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them

A3.2 identify some different groups in their community (*e.g., various religious and ethnocultural groups*), and describe some of the ways in which they contribute to diversity in Canada

A3.4 describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities in Canada

A3.6 identify some ways in which heritage is passed on through various community celebrations and event

B1.2 describe some of the ways in which two or more distinct communities have adapted to their location, climate, and physical features

B1.3 demonstrate an understanding of the importance of sustainability in people’s interrelationship with their natural environment and of some of the consequences of sustainable and/or non-sustainable actions

B2.1 formulate questions to guide investigations into some aspects of the interrelationship between the natural environment of selected communities and the ways in which people live

Grade 3

Overall Expectations: Communities in Canada, 1780–1850/ Living and Working in Ontario

A1. **Application:** compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day

A2. **Inquiry:** use the social studies inquiry process to investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, and key measures taken to address these challenges

A3. **Understanding Context:** identify some of the communities in Canada around the beginning of the nineteenth century, and describe their relationships to the land and to each other

Specific Expectations

A1.2 compare some of the roles of and challenges facing people in Canada around the beginning of the nineteenth century with those in the present day

A1.3 identify some key components of the Canadian identity (*e.g., bilingualism, multiculturalism, founding nations, religious freedom*), and describe some of the ways in which communities that were in Canada around the early 1800s have had an impact on Canadian identity

A2.1 formulate questions to guide investigations into some of the major challenges facing different groups and communities in Canada from around 1780 to 1850 and measures taken to address these challenges

A2.2 gather and organize information on major challenges facing different groups and communities, and on measures taken to address these challenges, using a variety of primary and/or secondary sources

A2.5 evaluate evidence and draw conclusions about some of the major challenges facing different groups and communities in Canada during this period, and measures taken to overcome these challenges

A3.1 identify various First Nations and some Métis communities in Upper and Lower Canada from 1780 to 1850, including those living in traditional territory and those who moved or were forced to relocate to new areas in response to European settlement, and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program

A3.3 identify some of the main factors that helped shape the development of settlements in Canada during this period and describe how the physical features of the land and the availability of goods and services can facilitate settlement and enhance community life

A3.4 describe some of the major challenges facing communities in Canada during this period

A3.7 describe how some different communities in Canada related to each other during this period, with a focus on whether the relationships were characterized by conflict or cooperation

Grade 4

Overall Expectations Early Societies, 3000 BCE–1500 CE/Political and Physical Regions of Canada

A1. **Application:** compare key aspects of life in a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society

A2. **Inquiry:** use the social studies inquiry process to investigate ways of life and relationships with the environment in a few early societies (to 1500), including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies

A3. **Understanding Context:** demonstrate an understanding of key aspects of a few early societies

(to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other

Specific Expectations

A1.2 compare aspects of the daily lives of different groups within a few early societies, including at least one First Nation and one Inuit society

A1.4 compare a few early societies, including at least one First Nation and one Inuit society, in

terms of their relationship with the environment, and describe some key similarities and differences in environmental practices between these societies and present-day Canada

A2.1 formulate questions to guide investigations into ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies

A2.2 gather and organize information on ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, using a variety of primary and secondary sources in both print and electronic formats

A2.5 evaluate evidence and draw conclusions about ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies

A3.4 describe significant physical features and natural processes and events in a few early societies, including at least one First Nation and one Inuit society

A3.5 describe the importance of the environment for a few early societies, including at least one First Nation and one Inuit society, with a particular focus on how the local environment affected the ways in which people met their physical needs

B1.3 describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources

B2.2 gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada

B3.6 describe significant opportunities and challenges related to quality of life in some of Canada’s political regions

Grade 5

Overall Expectations: First Nations and Europeans in New France and Early Canada/The Role of Government and Responsible Citizenship

A1. Application: analyse some key short- and long-term consequences of interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada

A2. Inquiry: use the social studies inquiry process to investigate aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada, from the perspectives of the various groups involved

A3. Understanding Context: describe significant features of and interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada

B1. Application: assess responses of governments in Canada, including First Nations, Métis, and Inuit governments, to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues

B2. Inquiry: use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level of government responsible for addressing the issues

B3. Understanding Context: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada, including First Nations, Métis, and Inuit governments

Specific Expectations

A1.1 describe some of the positive and negative consequences of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada

A1.2 analyse aspects of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada to determine ways in which different parties benefited from each other

A1.3 explain some of the ways in which interactions among Indigenous peoples, among European explorers and settlers, and between Indigenous and European people in what would eventually become Canada are connected to issues in present-day Canada

Roseneath Theatre

From the study guide for “**Head À Tête**” 2018/2019 Season
a play written by David S. Craig and Robert Morgan

A2.1 formulate questions to guide investigations into aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada, from the perspectives of various groups involved

A2.2 gather and organize information on interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada, using a variety of primary and secondary sources that present various perspectives

A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools

A2.5 evaluate evidence and draw conclusions about aspects of the interactions among First Nations, Métis, and Inuit individuals and communities, among Europeans, and between Europeans and First Nations, Métis, and Inuit in what would eventually become Canada during this period, highlighting the perspectives of the different groups involved

A3.2 describe some significant interactions among First Nations and between First Nations and Inuit before contact with Europeans

A3.3 describe the main motives for Europeans’ exploration of Indigenous lands that were eventually claimed by Canada and for the establishment of permanent European settlements

A3.8 describe some significant effects of European conflicts on Indigenous peoples and on what would eventually become Canada

B1.1 assess the effectiveness of actions taken by one or more levels of government, including Indigenous governments, to address an issue of national, provincial/territorial, and/or local significance

B1.2 create a plan of action to address a social issue of local, provincial/territorial, and/or national significance

B2.1 formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues

B3.1 describe the major rights and responsibilities associated with citizenship in Canada

B3.4 describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues

B3.6 demonstrate a basic understanding of what is meant by the federal and provincial governments’ having a duty to consult and accommodate First Nations, Métis, and Inuit communities, and describe some circumstances in which this constitutional right for Indigenous peoples might apply

B3.8 explain why different groups may have different perspectives on specific social and environmental issues

B3.9 describe some different ways in which citizens can take action to address social and environmental issues

Grade 6

Overall Expectations: Communities in Canada, Past and Present/

A1. Application: assess contributions to Canadian identities made by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions

A2. Inquiry: use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada

A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada

Specific Expectations

A1.2 analyse some of the contributions that various First Nations, Métis, and Inuit communities and individuals have made to Canada

A1.3 analyse some of the contributions that various settler/newcomer groups have made to Canadian identities

A1.4 explain how various groups and communities, including First Nations, Métis, and Inuit communities, have contributed to the goal of inclusiveness in Canada

Roseneath Theatre

From the study guide for “**Head À Tête**” 2018/2019 Season
a play written by David S. Craig and Robert Morgan

A2.1 formulate questions to guide investigations into different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada

A2.2 gather and organize information from a variety of primary and secondary sources that present different perspectives on the historical and/or contemporary experience of a few communities, including First Nations, Métis, and/or Inuit communities, in Canada

A2.5 evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada

A3.1 identify the traditional Indigenous and treaty territory or territories on which their community is located

A3.4 identify various types of communities in Canada and some ways in which they have contributed to the development of the country

A3.7 describe interactions between communities in Canada, including between newcomers and groups that were already in the country