

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>Strand B. People and Environments: The Role of Government and Responsible Citizenship</b>				
<b>B1.</b> 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	Interrelationships; Cause and Consequence	Citizens and governments need to work together in order to be able to address issues effectively and fairly.	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?	<i>Graphs</i> Analysing and constructing line, bar, and double bar graphs (see, e.g., B2.4)  <i>Maps* and Globes</i> 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)
<b>B2.</b> 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	Perspective	When examining an issue, it is important to understand who the different stakeholders are and to consider their perspectives.	Why do we need government? Why are there different levels of government? What services should governments be responsible for?	
<b>B3.</b> demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada	Significance	To be active and effective citizens, Canadians need to understand their rights and responsibilities as well as how governments work.		

\* The term *map* refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.