**People and Environments, Grade 5**

**The Role of Responsible Government**

**Task:** Working alone or with a partner, research one local, national or global issue (environmental or social) and think about possible solutions for the issue.

Possible topics can include:

* Homelessness
* Child poverty
* Issues for people with disabilities
* Bullying in schools
* Garbage disposal
* Cutting down forests for developments
* Safe drinking water
* Pollution
* Using more renewable energy
* Climate change
* Better public transportation

**Part one: Research**

Research your topic and find out what different groups think about the issue (ex. Building developers vs. environmental activists, children vs. adults, First Nations groups, etc.). How does your issue do harm to people or the environment? What is your opinion about the issue? How might your issue violate major rights or responsibilities associated with citizenship in Canada?

**Part two: Levels of Government**

Find out what levels of government are responsible for making laws and enforcing the laws about your issue (ex. Provincial government is responsible for education, local government is responsible for road repairs and snow removal). Who specifically could you contact to find out more about the issue or to voice your opinion (ex. Who is your MPP? Who is your MP?)?

**Part three: Mapping**

Identify on a map where your issue mostly occurs and how it may have changed over time. For example, what information could you include on a map to show that climate change affects all levels of government? What information did you learn from reading the map?

**Part four: Solutions**

How have different leaders or levels of government tried to solve this issue? Do you believe they have been successful? Why or why not? What other solutions would you recommend? What could citizens like you do about this issue?

Expectations:

Presentations will be completed using a cardboard backboard and will be set up like a science fair or heritage fair.

Students are expected to work effectively during class time to gather research and create presentations. Partners must share the workload and be sure that both members of the group understand the concepts. They will be expected to present their findings to the class and answer important questions about their research. Oral communication of their understanding is important. Pictures, illustrations, maps and charts will help to visualize and enhance the research. Students may choose to create a model to further show one concept.

Timelines:

Students will be given two weeks to gather research and another two weeks to put the presentation backboard together. Students will conference regularly with the teacher and will be expected to work productively both in class and at home (if necessary).

Date assigned: Thursday, May 30, 2017

Research due: Thursday, April 13, 2017

Backboard due: Monday, May 1, 2017

Presentations: Thursday, May 4, 2017

My partner is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade 6 Social Studies Issue Project

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| **Expectations** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Research**  B2.1 formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues  B2.2 gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspective of the level (or levels) of government responsible for addressing the issues | Student shows limited ability to ask questions to conduct research independently.  Student shows limited ability to gather and organize research independently. | Student shows some ability to ask questions to conduct research independently.  Student shows some ability to gather and organize research independently. | Student shows considerable ability to ask questions to conduct research independently.  Student shows considerable ability to gather and organize research independently. | Student shows excellent ability to ask questions to conduct research independently.  Student shows considerable ability to gather and organize research independently. |
| **Analysis**  B1.1 assess the effectiveness of actions taken by one or more levels of government to address an issue of national, provincial/territorial, and/or local significance  B2.3 analyse and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues | Student shows limited ability to analyse how the government, groups and people respond to an important issue.  Student shows limited ability to analyse maps and how they apply to their topic. | Student shows some ability to analyse how the government, groups and people respond to an important issue.  Student shows some ability to analyse maps and how they apply to their topic. | Student shows considerable ability to analyse how the government, groups and people respond to an important issue.  Student shows considerable ability to analyse maps and how they apply to their topic. | Student shows excellent ability to analyse how the government, groups and people respond to an important issue.  Student shows excellent ability to analyse maps and how they apply to their topic. |
| **Communication**  B2.6 communicate the results of their inquiries, using appropriate vocabulary | Student shows limited ability to communicate using proper vocabulary. | Student shows some ability to communicate using proper vocabulary. | Student shows considerable ability to communicate using proper vocabulary. | Student shows excellent ability to communicate using proper vocabulary. |
| **Global Impact**  B3.5 identify some significant political, social, and economic interactions between Canada and other regions of the world, and describe some ways in which they affect these regions | Student shows limited ability to identify how Canada interact with other regions in the world. | Student shows some ability to identify how Canada interact with other regions in the world. | Student shows considerable ability to identify how Canada interact with other regions in the world. | Student shows excellent ability to identify how Canada interact with other regions in the world. |
| **Oral Communication**  2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form | Student shows limited ability to clearly communicate orally. | Student shows some ability to clearly communicate orally. | Student shows considerable ability to clearly communicate orally. | Student shows excellent ability to clearly communicate orally. |
| **Conventions**  3.1 spell familiar words correctly  3.2 spell unfamiliar words using a variety of strategies  3.4 use punctuation appropriately to help communicate their intended meaning | Student shows limited ability to spell familiar and unfamiliar words correctly and to use proper punctuation. | Student shows some ability to spell familiar and unfamiliar words correctly and to use proper punctuation. | Student shows considerable ability to spell familiar and unfamiliar words correctly and to use proper punctuation. | Student shows excellent ability to spell familiar and unfamiliar words correctly and to use proper punctuation. |