Ontario Heritage Fairs

Linking the Fairs to the 2013 Ontario Curriculum Social Studies 1 to 6 and History and Geography 7 and 8

FÊTES DU PATRIMOINE DU CANADA | CANADA'S HERITAGE FAIRS

HERITAGE FAIRS • FÊTES DU PATRIMOINE OHFA • AFPO

JEUNES CITOYENS YOUNG CITIZENS

The Ontario Social Studies 1-6 History and Geography 7 and 8 Curriculum

- ...today and in the future, students need to be **critically literate** in order to synthesize information, make informed decisions, communicate effectively, and thrive in an ever-changing global community. It is important that students be **connected to the curriculum**, that they see themselves in what is taught, how it is taught, and how it applies to the world at large. The curriculum recognizes that the needs of learners are diverse and helps all learners develop the knowledge they need to become **informed, productive, caring, responsible, and active citizens** in their own communities and in the world.

The Ontario Curriculum Social Studies 1 to 6, History and Geography 7 and 8 (2013, p. 3)

The Ontario Curriculum Social Studies 1-6 Goals In Social Studies, History, Geography:

- Students realize the vision for the program as they develop the ability to use the "Concepts of Disciplinary Thinking" to investigate issues, events, and developments;
- Students develop the ability to determine and apply appropriate criteria to evaluate information and evidence and to make judgements
- Students develop skills and personal attributes that are needed for discipline-specific inquiry and that can be transferred to other areas in life
- Students build collaborative and cooperative working relationships, use appropriate technology as a tool to help them gather and analyse information, solve problems, and communicate.

Critically Literate

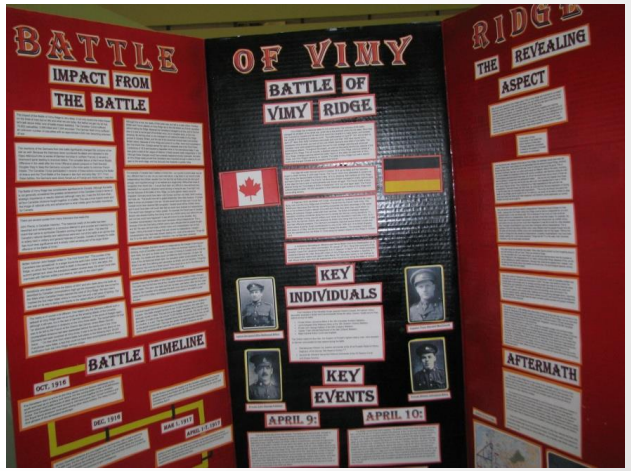
- Students apply the critical literacy skills developed in their social studies, history and geography classes while completing their heritage fair projects.
- The inquiry process is the core of the Heritage Fair unit.

- Questions
  ⇩
- Gathering and organizing evidence/data
  ⇩
- Interpreting and Analysis
  ⇩
- Evaluation and Conclusions
  ⇩
- Communication

Making Connections

- Heritage Fairs encourage students to use the Inquiry Method, Spatial Skills and Interdisciplinary Concepts to give meaning to their learning and connect to the “big ideas”.

- Why am I learning this?
- What is the impact?
- What is the relevance?
- Why should we care?

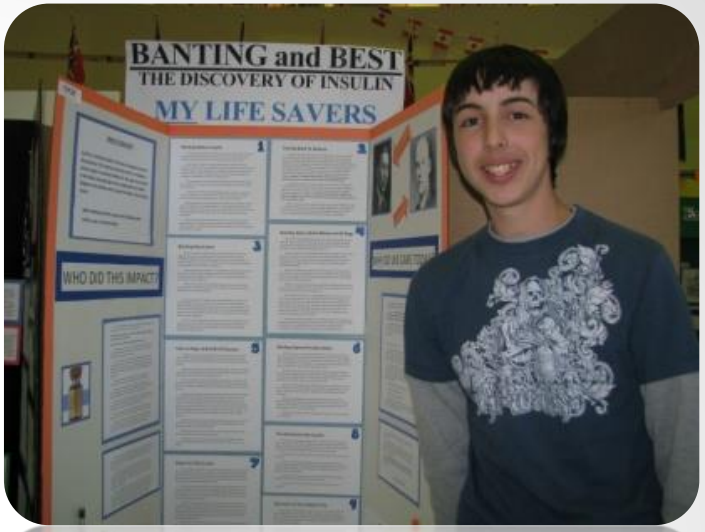


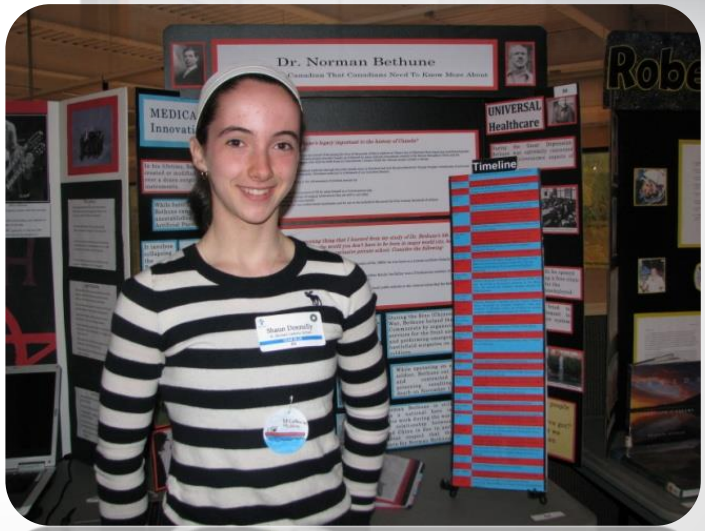
Concepts of Disciplinary Thinking – Making Connections

- Significance
- Cause and consequence
- Continuity and change
- Perspective
- Patterns and Trends
- Interrelationships

Significance

- This concept requires students to determine the importance of something (e.g., an issue, event, development, person, place, process, interaction).Students come to understand that significance often depends on the context or situation.





Cause and Consequence

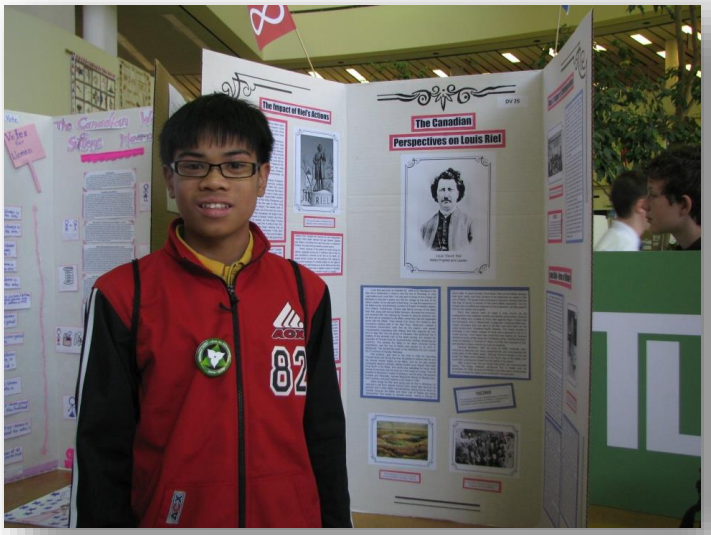
- This concept requires students to determine the factors that affect or lead to something (e.g., an event, situation, action, interaction) as well as its impact or effects. Students study the causes and consequences of various types of events, situations, and interactions in both the natural environment and human society.

Continuity and Change

- This concept requires students to determine what has stayed the same and what has changed over a period of time. Continuity and change can be studied with reference to ways of life, political policies, economic practices, relationships with the environment, social values etc.

Perspective

- This concept refers to the ways in which different individuals and/or groups view something (e.g., an issue, event, development, person, place, process, interaction).Students learn that different groups have different perspectives, which depend on factors such as beliefs, social position, and geographic location, among others.

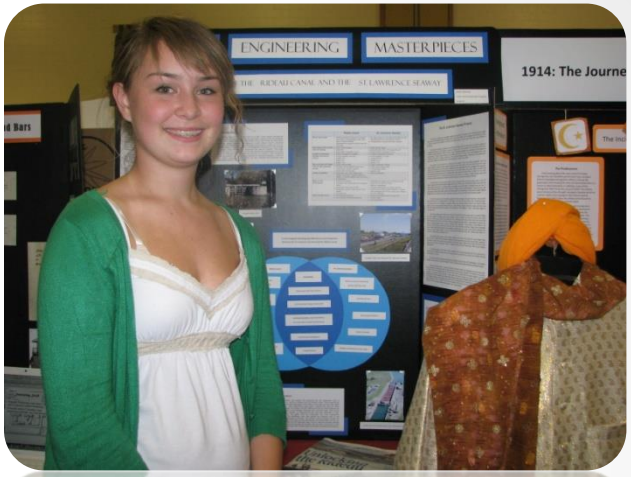


Patterns and Trends

- This concept requires students to study characteristics that are similar and that repeat themselves in a natural or human environment (patterns) and characteristics or traits that exhibit a consistent tendency in a particular setting and/or over a period of time (trends)

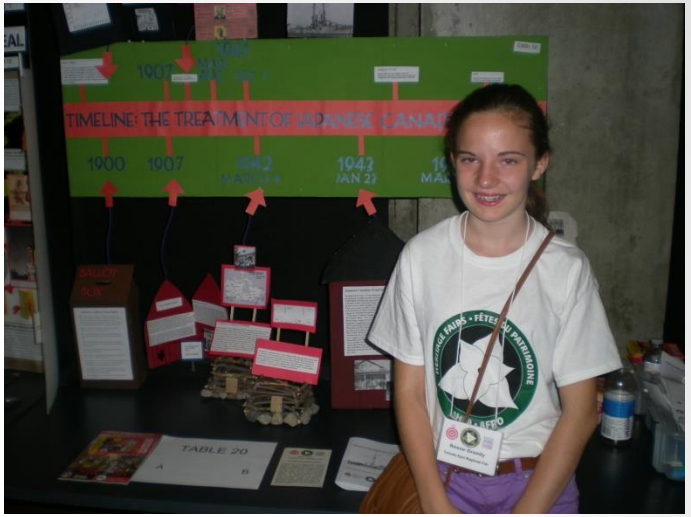
Interrelationships

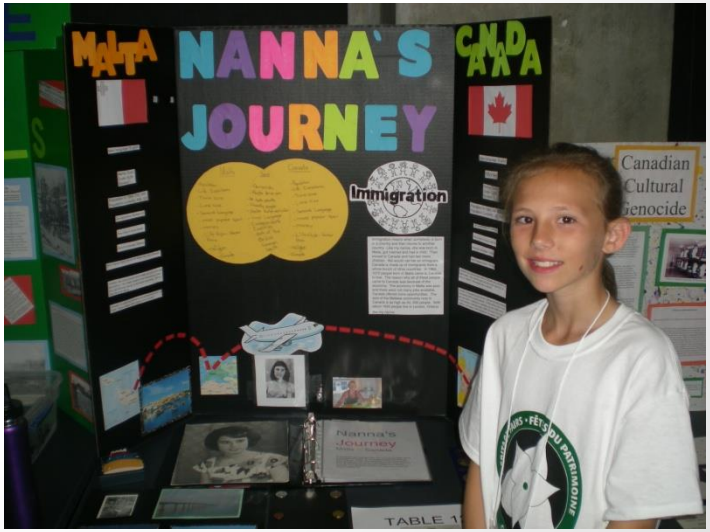
- This concept requires students to explore connections within and between natural and/or human systems, including how they adapt to and have an impact on one another.



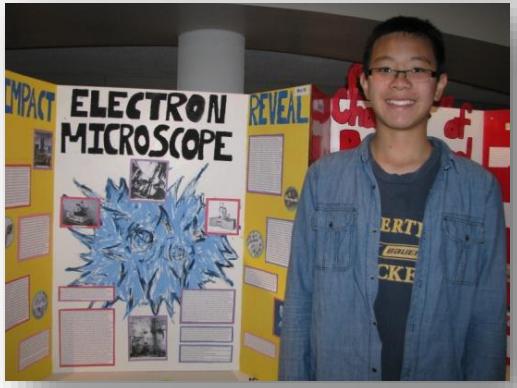
Spatial Skills

- Maps, timelines, Venn diagrams, etc. are used regularly by students to help organize and give meaning to their heritage fair stories.





Cross Curricular and Integrated Studies

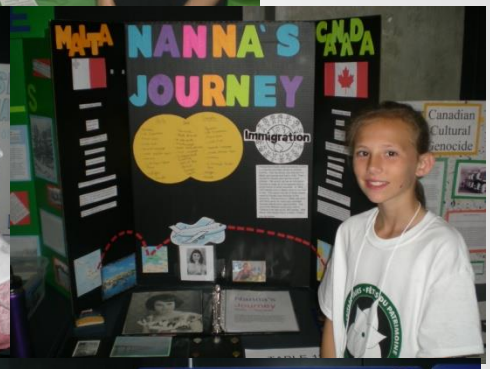


Heritage Fairs provide students with opportunities to learn and use related content and/or skills in two or more subjects.

History Social Studies Geography
Language Mathematics The Arts
Science Technology

Heritage Fairs

- encourage students to use the media of their choice to tell their stories; language, art, music, technology, drama, dance, spatial skills are integrated in dynamic presentations of student research results.



- … social studies instruction does not merely have students repeat information that they have heard or read; rather, it engages them in thinking about ideas, concepts, people, places, events and, yes, even facts.

Mike Yell, “Thinking and Social Studies” (2009)

The Ontario Curriculum Social Studies 1to 6, History and Geography 7 and 8 (2013, p. 10)

Citizenship

"The social studies, history, geography, and Canadian and world studies programs will enable students to become responsible, active citizens within the diverse communities to which they belong..."

(Vision statement: Ontario Social Studies/History and Geography Curriculum 2013)

The responsible, active citizen participates in their community for the common good. Citizenship education provides "ways in which young people are prepared and consequently ready and able to undertake their roles as citizens."

Julian Fraillon and Wolfram Schulz, "Concept and Design of the International Civic and Citizenship Study" (2008)

The Ontario Curriculum Social Studies 1to 6, History and Geography 7and 8 (2013, p.9)

Heritage Fairs develop Citizenship.

Participation gives students:

- a sense of identity
- connections within their community
- an understanding of local, domestic and global concerns and issues
- a voice in matters relevant to their community and globally
- self-confidence and public speaking skills

SS H&G Curriculum Vision

- … enable students to become responsible, active citizens within the diverse communities to which they belong. As well as becoming critically thoughtful and informed citizens who value an inclusive society, students will have the skills they need to solve problems and communicate ideas and decisions about significant developments, events, and issues.

The Ontario Curriculum Social Studies 1 to 6, History and Geography 7 and 8 (2013, p. 6)

Our Heritage ..Our Future!

Our students today are the citizens of tomorrow.

Heritage Fairs:

- **create an environment where students are excited to learn and share**
- **celebrate cultural diversity and multiple perspectives**
- **engage students in practical applications of the inquiry process**
- **reveal connections between the past and present**
- **connect the content to the “big ideas” - encourage students to look beyond the facts**
- **provide recognition for student achievement**
- **create intergenerational connections within communities**

Heritage Fairs

Bringing Communities together to Celebrate Ontario and Canadian Heritage!