**School Active Transportation**

**Teacher Handbook**

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**Introduction**

This StoryMap is a module for educators and students in Grades 9-12 to learn more about active transportation. The module uses the ArcGIS Online Story Map application, which includes an introductory element of Geographic Information Systems (GIS) and can be adapted for multiple subject areas. This module is curriculum-linked to support learning inside and outside of the classroom. This resource is flexible in that it can be used for teacher-led lesson plans or self-guided by students with direct engagement with content.

|  |  |
| --- | --- |
| **Module** | **In this module, students will:** |
| School Active Transportation | * Learn about Vision Zero * Learn about active transportation and the infrastructure that supports it * Explore walking routes in their neighbourhood * Map out their trip to school * Learn about behaviours that make travelling on Peel roads safer * Learn how active transportation promotes a healthy lifestyle and healthy environment |

**Why Geographic Information Systems (GIS)?**

* Provides real data for students to explore and connect with their community
* Connects students to infrastructure elements in their community
* Helps students understand content in many disciplines including geography, environmental studies, and enables teachers to find multiple entry points into their curriculum
* Helps visualize data and provide real world applications

**Module Overview:**

**Length of lesson:** 40 minutes

**Preparation:** Access to a computer lab or class set of laptops/tablets

**Key Themes:** Vision Zero,active transportation, bike lanes, crossrides, multi-modal pathways, pedestrian safety, crosswalks

**Learning Goals:** This module introduces students to ArcGIS, including tools and techniques that support spatial analysis. Students will map out their route to school and achieve a better understanding of their communities.

At the end of this module students will be able to:

* Define active transportation
* Use an online map to identify active transportation modes/infrastructure in their communities
* Explain the various components of active transportation in their neighbourhoods

**Refer to the ‘School Active Transportation - Handout’**

**Handout Answers**

**Planning a Community for Life**

Students will get to watch a short video on how Peel Region plans for growth. To view the video without the overlying text, click the ‘full screen’ icon on the bottom right of the screen.

**Question for students:**

* After watching the short video, what is Peel Region’s goal as we manage growth?
  + To create complete communities where residents can life, work, play, shop, and get around in different ways
* Do you have another goal that you would include to build a better community for all?

**Activity 1: Road safety infrastructure and Vision Zero**

In this activity, students will explore the different types of infrastructure that Peel Region is using to improve road safety and promote active transportation. They will complete the table below, by providing definitions for each type of infrastructure discussed.

|  |  |
| --- | --- |
| **Road Infrastructure** | **Definition** |
| Pedestrian push buttons | * Are easy to reach and press. * Trigger a walk signal. |
| Crosswalks | * Are a marked part of the road where pedestrians may cross an intersection. * Cyclists are required to dismount and cross by walking. * Vehicles must come to a full stop when pedestrians are crossing at a crosswalk. |
| Bike lanes | * Are marked sections of road for use by cyclists. * Run alongside the road, next to the curb.   Let cyclists ride at preferred, comfortable pace without worrying about slowing down other vehicles on the road. |
| Crossrides | * Are defined spaces on the road where cyclists can stay on their bikes while crossing through intersections. They may be located where multi-use trails or bike lanes cross a road. * Have specific street signage, signal heads, and symbols. * Can be combined with pedestrian crosswalks to encourage both modes of active transportation. |
| Multi-modal pathways | * Are physically separated from motor vehicles and are wide enough to support pedestrians and cyclists. * Peel Region has an extensive network of multi-modal pathways that provide opportunities for residents to walk or cycle for recreation or for travel. |

**Activity 2: Road safety infrastructure in your neighbourhood**

**NOTE**: Answers to this student handout will vary based on the school selected.

In this activity, students will use the ‘**Walk & Roll Peel School Walk/Bike Times**’ map to identify types of road safety infrastructure in their school neighbourhood.

Frist, students will identify the various features they will need to use on the map; including the search bar, layers icon and zoom functions.

**Refer to Appendix 1 – StoryMap Legend**

* Select the search icon and enter your school address. Make sure the suggested address that appears in the same city and country before selecting it.
* Select the legend icon and familiarize yourself with the different features included on the map (schools, crossing guard, trails, school walking and bike times)
* In the record box, please note the different records students will have to scroll through until they find the walk times for their school



**Questions for Students:**

* What are some features listed on the legend?
  1. Street addresses
  2. Schools (Catholic and Public elementary, Catholic and Public secondary, Christian, Education centres, Private, College, University, Montessori, Islamic, Other)
  3. Crossing Guard
  4. Trails (paved multi-use, unpaved multi-use, bicycle lane, singed on road route, on road connection, hiking trail, unmarked dirt trail)
  5. School walk times
* What are some features you notice when you look at the area around your school?
* How many multi-use trails are available around your school?
* Find your home on the map and click on the surrounding area. A walk-time box will show up. Scroll through the records using the arrows at the bottom of the box until you see the walk times for your school.
  1. How long would it take you to walk/bike to school?
  2. Are you surprised with the findings? Why, or why not.

**Activity 3: Environmental benefits of active transportation**

The Transportation Tomorrow study from 2016 looked at travel patterns in Peel Region. A total of 660,200 trips were made by residents.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Driver** | **Passenger** | **Transit** | **Go Train** | **Walk & Cycle** | **Other** |
| **Mode of Travel** | 63% | 13% | 8% | 4% | 8% | 5% |
| **Median Trip Length (km)** | 8.9km | 3.4km | 10.4km | 27.7km | N/A | N/A |

**Questions for students**

1. What stands out to you from this study?
2. This study was completed 7 years ago, do you think the values are similar today?
3. Do you think residents in Peel are trying other modes of travel rather than driving?
   * What would encourage you to walk or cycle more?

**Graphing exercise with the class**

Have students complete a survey of their classmates, asking what their main mode of transportation is to/from school. Students complete the table below and calculate the percent distribution by mode of travel. Are the results similar to the Transportation Tomorrow study?

|  |  |  |
| --- | --- | --- |
| **Main mode of transportation to/from school** | **Tally (# students)** | **% Distribution by travel mode** |
| Drive |  |  |
| Carpool |  |  |
| Public transit |  |  |
| Walk |  |  |
| Cycle/Scooter |  |  |
| Other |  |  |
| TOTAL |  |  |

**Making an impact**

After completing all the activities in the StoryMap, reflect on how active transportation is important for everyone to learn more about. Think about the health benefits of walking, cycling and being outside instead of getting a drive to school.

Have students come up with a list of benefits for active transportation?

* Enhances physical, mental, and overall health
* Supports academic performance
* Supports caring for the earth (less cars on the roads)
* Supports road safety near school zones (less cars on the roads when students walk to school)
* Reduce costs of driving to school
* Reduces Greenhouse Gas Emissions (GHG)
* Students are ready to go and learn after walking to school
* Students get to experience all the different seasons throughout the year
* Students get to know their neighbourhood
* Students become more independent and responsible

**Questions for students**

1. How could you promote active transportation at your school?
2. What does active school travel mean to you?

**Optional Extension Activities**

In groups or as a whole class come up with some action items that your school community can do that promotes active transportation. Refer to the StoryMap to learn about yearly campaigns and for some helpful tips to start you off.

* Organize a dedicated day for getting students walking to school (ex Walking Wednesday’s)
* Participate in yearly events at your school (Pedestrian Safety Month, Winter Walk Month, Bike to School Week, Bike Month etc.,)
* Hold a walking challenge with your class/school

**Active Transportation yearly events**

* Learn about yearly active transportation events, visit: [Active transportation education resources - Region of Peel (peelregion.ca)](https://peelregion.ca/environmental-education/transportation/)
  + Pedestrian Safety Month – October
  + Winter Walk Month – February
  + Bike to School Week – May to June
  + Bike Month – June

**Eco Club at your school**

* Promote active transportation at your school
* Get to earn points towards EcoSchool certification
* Set-up walking groups at your school

**Journaling**

* How do you feel being dropped off to school by car, or school bus?
* How do you feel when you walk, cycle, or scooter to school?

**School assembly**

* Have students create videos about active transportation and address why is it important to the school community.

**Careers in Transportation**

Have your students research traffic engineering, transportation careers, urban planning and describe the academic and professional experience required for this job. Try getting them to search for transportation specialist, active transportation analyst, transportation planner to expand the search.

* What kind of professional careers in transportation do you already know about?
* What kind of roles or responsibilities might exist in transportation careers?

**Extend your students learning**

**Use a Mapping App that you use on your personal device, have students complete the following:**

* Drop a pin and label the following places on your map
  + Your home, school, grocery story close to your home, local park, local recreation centre, place of work, and other areas to explore
* Measure the distance between your home and your school, grocery store, park etc.,
* Would you walk to the grocery store?
* Would you walk to school?
* What are those limiting factors that you have for not walking to school?
* Would you consider taking public transit?
* Do you know where to find your local city’s bus routes and schedule?
  + [City of Brampton | Brampton Transit | Plan your Trip](https://www.brampton.ca/en/residents/transit/plan-your-trip/pages/welcome.aspx)
  + [MiWay (mississauga.ca)](https://www.mississauga.ca/miway-transit/)
  + [Bus & Train Schedules | Trip Planning | GO Transit](https://www.gotransit.com/en/trip-planning/seeschedules)

**Additional Opportunities for Discussion:**

* Have students draw a map of their neighbourhood and identify areas that may need improvement (i.e., crosswalk on a busy street, more bike lanes, better signs around your community, bike racks at your school).
* Have students think about a route to a friend’s house or a recreation centre they visit often. Tie in climate change and where can they take active transportation and plan out additional routes and how long it would take.
* Ask students if they feel encouraged informing future generations of why active transportation needs to become a more dependent use of transportation instead of the use of automobiles?
* Ask students what are some changes that would need to be made by the Region that they feel will help promote walking and cycling to school? Do they notice some of changes in their neighbourhood now that promotes active transportation (i.e., bike lanes, crosswalks, signage that promotes road safety)?
* What are some ways students can encourage other members in their community to use active transportation after participating in this module?
* Have your school or your class create a walking goal, where you can track how many steps every student has taken every day. Up for a competition, open this up for divisions/classes at your school to see who can get the most steps.
* Ask students if they feel safer driving or walking to school? How can their neighbourhood change?
* Ask students why is it important to understand road rules and bike lanes?
* Have students talk about the importance of pedestrian signals and crosswalks in areas of high traffic (i.e., narrow areas that have lots of cars and foot traffic)

To learn more about other Region of Peel education programs and resources, visit:

* [Environmental education - Region of Peel (peelregion.ca)](https://peelregion.ca/environmental-education/)

**Useful Links to share with your students:**

[Vision Zero Strategy](https://www.peelregion.ca/pw/transportation/residents/vision-zero.asp)

<http://bikebrampton.ca/>

<http://www.brampton.ca/EN/City-Hall/Council-Committees/Pages/Cycling-Advisory-Committee.aspx>

<http://www.bramptoncyclingclub.com/>

[City of Brampton | Community Safety | Community Safety and Well-Being](https://www.brampton.ca/EN/residents/Community-Safety/Pages/Welcome.aspx?mc_cid=20e994bb04&mc_eid=9e9f31802e)

<http://www.caledoncyclingclub.com/>

<http://www.creditvalleycyclingclub.com/>

<http://midweekclub.ca/>

<http://www.mbrc.org/>

<http://www.mississaugacycling.ca/>

<https://peelregion.ca/planning-maps/walkandrollpeel/pdfs/10-step-handbook-high-school-bike-proj.pdf> [Peel EcoSchools - Toronto and Region Conservation Authority (TRCA)](https://trca.ca/peel-ecoschools/)

[Active transportation education resources - Region of Peel (peelregion.ca)](https://peelregion.ca/environmental-education/transportation/)

**Appendix 1 – StoryMap Legend**

|  |  |
| --- | --- |
| **Expand the map area** |  |
| **Legend** |  |
| **Search function** |  |
| **Viewing Modes:**  Preview on Phone  Preview on Tablet  Preview on Desktop  Preview on Fullscreen  X Exit out of Window |  |
| **Schools** |  |
| **Trails** |  |
| **School Walk/Bike (Minutes)** |  |

**Curriculum Connections**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Subject & Unit** | **Strand** | **Specific Expectations** |
| 9 | Geography  Interactions in the Physical Environment (Academic) | B1.2 | Analyse interrelationships between Canada’s physical characteristics and various human activities that they support (eg. Transportation). |
| 9 | Geography  Changing Populations (Academic) | D3.1 | Describe patterns of population settlement in Canada and assess the importance of various factors in determining population size, distribution, and density (eg. Connections to transportation. |
| 9 | Geography  Liveable Communities (Academic) | E1.2 | Analyse the sustainability of existing and proposed transportation systems, and assess options for their future development (e.g., widening highways, creating high occupancy vehicle lanes, creating bike lanes). |
| 9 | Geography  Liveable Communities (Academic) | E1.4 | Analyse factors that affect the social and economic sustainability of communities (e.g. investment in infrastructure, such as transportation) |
| 9 | Geography  Liveable Communities (Academic) | E1.5 | Propose courses of action that would make a community more sustainable. |
| 9 | Geography  Liveable Communities (Academic) | E3.1 | Analyse the characteristics of different land uses in a community, explain how these characteristics and their spatial distribution affect the community (e.g., size and distribution of transportation corridors). |
| 9 | Geography  Liveable Communities (Applied) | E1.3 | Describe ways in which communities can improve their environmental sustainability (e.g. addition of bike lanes to major roadways). |
| 9 | Geography  Liveable Communities (Applied) | E2.3 | Explain how changes in land use can affect the growth or decline of different parts of a community. |
| 9 | Geography  Liveable Communities (Applied) | E3.1 | Describe different types of land use within their community |
| 9, 10 | Geography, History and Civics (Politics)  Interactions in the Physical Environment |  | This strand develops students’ understanding of how natural phenomena and events influence their daily lives. They will analyse the role of physical systems and processes in shaping the natural environment and the many ways in which the natural environment influences the types of human activity that take place in Canadian communities. Students will also analyse the effects that human activities, such as transportation, recreation, and industrial processes, have on the Earth’s physical systems and processes. |
| 9,10 | Geography, History and Civics (Politics)  The Geographic Inquiry Process | A | Field studies may include, but are not limited to, studies in local neighbourhoods, school grounds, and various sites that allow students to explore different land uses (e.g., recreational, commercial, industrial, and transportation uses). |
| 9,10 | Geography, History and Civics (Politics)  Overview | B | This course examines interrelationships within and between Canada’s natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live |
| 9,10 | Geography, History and Civics (Politics)  Overview | E.1 | People have a role in determining the sustainability of human systems, such as food production and transportation, within Canadian communities. |
| 9 | Geography  Geographic Inquiry and Skill Development (Academic) | A2.4 | Identify careers in which a geography background might be an asset (e.g., urban planner, emergency preparedness coordinator, land surveyor, GIS technician, transportation logistics coordinator, forester, politician, community events organizer) |
| 9 | Geography  The Physical Environment and Human Activities (Academic) | B1.2 | Analyse interrelationships between Canada’s physical characteristics and various human activities that they support (e.g., mountainous landforms support recreation; water bodies and flat land facilitate urban development and transportation) |
| 9 | Geography  The Physical Environment and Human Activities (Academic) | B1.3 | Sample Question: “How might a warmer climate affect the skiing industry or the maple syrup industry in southern Ontario or grain farming on the Prairies?” “How do environmental changes affect plants and animals? What are some plants and animals that are now at risk or may become so because of environmental changes?” “How does a change in permafrost affect transportation and infrastructure?” “What influence might warmer temperatures and more frequent severe storms have on high-density urban centres in Canada?” “How can communities respond to shoreline erosion?” |
| 9 | Geography Population Issues (Academic) | D1.1 | Analyse the impact of selected population trends on people living in Canadian communities (e.g., aging population increases demand for health care and institutional support; increasing population density affects housing, job, and transportation needs; increased number of working parents with responsibilities for both child and elder care affects family life and housing needs; neighbourhoods that consist largely of a single ethnic or cultural group pose challenges to social integration; growth of First Nations, Métis, and Inuit populations increases need for education, housing, health care, infrastructure, and resolution of land claims and rights disputes) and their implications for the future (e.g., aging population will further increase demand for health care, retirement housing, and transit support; increased diversity of newcomers will increase demand for language training) |
| 9 | Geography Demographic Patterns and Trends (Academic) | D3.1 | Describe patterns of population settlement in Canada (e.g., linear, scattered, clustered), and assess the importance of various factors in determining population size, distribution, and density (e.g., landforms; climate; proximity to food and water sources; connections to transportation, communications, energy, and economic networks) |
| 9 | Geography Demographic Patterns and Trends (Academic) | D3. 1 | Sample questions: “Where do people live in Canada and why?” “What pattern or patterns do you see in the location of First Nations reserves across Canada? What are some factors that account for the location of reserves?” “What are some physical factors that may influence the location of a settlement?” “How might access to various forms of transportation influence the development and density of communities? How would a settlement pattern influenced by highway routes differ from one influenced by flight routes?” “What’s the difference between a town, a city, and a census metropolitan area (CMA)? Why might a city prefer to be called a town?” “Why do some settlements grow into large metropolitan areas and others stay as small towns?” |
| 9 | Geography Demographic Patterns and Trends (Academic) | D3.2 | Identify factors (e.g., job opportunities, accessibility of transportation and communication networks, availability of social services, availability of natural resources, cultural attitudes) that influence the demographic characteristics of settlements across Canada (e.g., ethnic composition, age-sex distribution, types of employment, levels of education) |
| 9 | Geography The Sustainability of Human Systems (Academic) | E1.2 | “What are the costs and benefits of air travel? How do carbon offset programs mitigate the environmental impact of air travel? Are they enough?” “How can changes in transportation systems help to control urban sprawl?” “Why might some communities consider creating a bike lane as an alternative to widening a roadway? Why might this option be better in some communities than others?” |
| 9 | Geography The Sustainability of Human Systems (Academic) | E1.4 | Analyse factors that affect the social and economic sustainability of communities (e.g., diversified economy; investment in public services and infrastructure, such as transportation networks, health and social services, recreational and cultural facilities; educational opportunities; recognition of heritage; diverse neighbourhoods) |
| 9 | Geography Impacts of Urban Growth (Academic) | E2.3 | Using spatial skills: Official plans provide abundant opportunities for examining planning strategies within a local context. For example, students can assess the extent to which features, such as green belts, park areas, and bike lanes, that reduce the impact of urban sprawl on natural systems have been incorporated in the plan. They can analyse infrastructure needs and capacity (e.g., the number of access roads, water mains, gas lines, or sewage facilities) to determine whether existing infrastructure is sufficient to meet the needs of a locality, or whether infrastructure should be expanded or population growth capped. They can also create their own maps to determine where water and waste management sites should be located or transportation access provided. |
| 9 | Geography Characteristics of Land Use in Canada | E3.1 | Analyse the characteristics of different land uses in a community (e.g., size and distribution of transportation corridors, differences in residential types, location of industrial land), and explain how these characteristics and their spatial distribution affect the community |
| 9 | Geography The Use of Natural Resources (Applied) | C3.1 | Identify the natural resources needed to produce and distribute a product that is used in the everyday lives of people living in Canada (e.g., raw materials, resources used in production and transportation) |
| 9 | Geography The Use of Natural Resources (Applied) | C3.4 | Describe how energy is used in Canada (e.g., transportation, residential use, industrial use) |
| 9 | Geography The Use of Natural Resources (Applied) | C3.4 | Sample questions: “How do different types of transportation vary in their usage of energy?” “What types of energy do you use in your day-to-day living, and for what purposes?” |
| 9 | Geography Population Characteristics (Applied) | D3.1 | Using spatial skills: Students can use GIS to identify correlations between population settlements and characteristics such as transportation routes, physical features, industries, and resources. A different size of symbol based on various statistical intervals, can be used to illustrate the relative size of different populations. Students can also create an annotated thematic map to highlight characteristics associated with different sizes of settlements across Canada. |
| 9 | Geography Sustainable Communities (Applied) | E1.3 | Using spatial skills: Students may create maps and diagrams to illustrate the changes they would make to a community in order to make it more environmentally sustainable (e.g., changes in transportation, land use, buildings). |
| 9 | Geography Impacts of Land Use (Applied) | E2.1 | Sample questions: “Why are many communities built on the shoreline of a body of water? What are the benefits for these communities? What are the risks?” “How does surrounding farmland support a community, and what stresses might the community place on the farmland? How might the loss of nearby farmland affect a community?” “What are some of the ways in which activities within communities affect air and water quality locally and further afield?” “Which type of environment best suits the way you would like to live: urban, suburban, or rural?” “Which natural and built characteristics (e.g., climate, resources, landscape, water bodies; transportation networks, industries, social and cultural amenities, architecture, recreational areas) would you include in a list of criteria for selecting an ideal place to live?” |
| 9 | Geography Impacts of Land Use (Applied) | E2.2 | Sample questions: “Are recreational areas close to the residential areas?” “Do public transportation routes provide easy access to commercial areas?” “Is residential land located near industrial spaces?” “Are sewage treatment plants next to recreational land?” “If you were to redesign your community, would you change the patterns of land use in any way?” |
| 9 | Geography Impacts of Land Use (Applied) | E2.3 | Explain how changes in land use can affect the growth or decline of different parts of a community (e.g., new suburban malls can drain business from downtown stores and lead to the decline of a community’s central core; replacing an old industrial district with retail or recreational development, adding additional transportation capacity, new cultural institutions, amenities, industrial parks can stimulate growth) |
| 9 | Geography Patterns of Land Use (Applied) | E3.1 | Describe different types of land use within their community (e.g., commercial, transportation, industrial, residential, institutional, recreational, agricultural, open space), and explain reasons for their location |
| 9 | Geography Patterns of Land Use (Applied) | E3.2 | Describe spatial distribution patterns for human systems and services in their community (e.g., infrastructure components, such as transportation and energy networks, communication towers, water and waste facilities) |
| 9 | Geography Patterns of Land Use (Applied) | E3.2 | Using spatial skills: Official plans are useful for identifying how transportation routes, hydro lines, and other infrastructure corridors are distributed and relating their location to other land uses |
| 9 | Geography Patterns of Land Use (Applied) | E3.3 | Identify spatial connections between human systems and services in their community and the broader regional, national, and/or global networks to which they belong (e.g., food distribution, communications, transportation, and energy networks) |
| 9 | Geography Patterns of Land Use (Applied) | E3.3 | Using spatial skills: Students can create maps to illustrate connections between various communities and other regions and networks, such as farming regions and transportation and energy networks. |
| 10 | History Social, Economic, and Political Context (Applied) | B1.2 | Identify some major developments in science and/or technology and applications of scientific/technological knowledge during this period, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and/or Inuit individuals and/or communities (e.g., the impact of: new military technologies on Canadian soldiers; developments in mechanization on Canadian farmers; developments in transportation and communication, such as those related to cars, radios, or motion pictures, on the recreational activities of some Canadians; insulin and/or other medical developments on the health of people in Canada) |
| 10 | History Social, Economic, and Political Context (Applied) | B1.2 | Identify some major developments in science and/or technology and applications of scientific/technological knowledge during this period, and explain their significance for different people in Canada, including First Nations, Métis, and/or Inuit individuals and communities (e.g., the impact that military technology such as the Ross rifle had on Canadian soldiers in World War I; the significance of developments in transportation such as airplanes and automobiles for rural Canadians or people involved in manufacturing; the impact of the development of insulin on Canadians with diabetes) |
| 10 | History Social, Economic, and Political Context (Applied) | E1.5 | Sample questions: “How has the moratorium on cod fishing affected the lives of people in Atlantic Canada?” “How have governments in Canada responded to the issue of cyberbullying?” “How have governments in Canada responded to issues around texting when driving and/or other forms of distracted driving?” |
| 10 | Civics and Citizenship (Open) Political Inquiry | A1.1 | Formulate different types of questions to guide investigations into issues, events, and/or developments of civic importance (e.g., factual questions: What form of government does Canada have? What are my rights and responsibilities as a citizen in my local community? Comparative questions: What are the similarities and differences in the positions of stakeholder groups on an issue related to local transit in Ontario? causal questions: If I were to implement this plan of action, what impact might it have on my community?) |
| 10 | Civics and Citizenship (Open) Civic Issues, Democratic Values | B1.1 | Sample questions: “What are some privacy or safety issues related to the use of social media? Do they have an impact on the way you or your friends use social media?” “What positions are being voiced in your community with respect to a local transit issue?” “What are some different views on the privatization of aspects of the health care system in Canada?” “What are some considerations that affect people’s consumer choices? Why might people who favour free trade and those who favour fair trade differ in the criteria they use when making these choices?” |
| 10 | Civics and Citizenship (Open) Civic Contributions | C1.3 | Sample questions: “In what ways does using public transit, biking, or carpooling contribute to the common good?” “What are some significant changes in your local community that have been brought about as a result of citizen action?” “What impact can consumers’ choices have on the natural environment?” |
| 11 | Geography Travel and Tourism | D1.1 | Sample question: "What services do travellers want to have access to at a location? How might these differ, depending on a traveller’s age or gender or the purpose of his or her trip? |
| 11 | Civics Politics in Action: Making a Change | D.1.1 | What factors do you need to consider when deciding how a problem should be addressed? Whose viewpoints should you consider? Who will benefit from a proposed solution to a problem? Will anyone be adversely affected by it? |
| 11 | Geography Introduction to Spatial Technologies | C2.2 | Sample question: "How can spatial technologies be used to help promote environmental sustainability in a community?" |
| 12 | Geography World Issues: A Geographic Analysis | C2.2 | Sample question: "How might the environmental choices we make today have an impact on the world tomorrow?" |
| 12 | Geography: Urban Patterns and Population Issues | B.1.1 | Sample question: "What makes a community liveable?" |
| 12 | Geography Living in a Sustainable World | D.1.1 | Sample question "Why might there be conflicting strategies for reducing the human impact on the environment?" |