2018

REVISED

The Ontario Curriculum

# Social Studies

Grades 1 to 6

# History and Geography

Grades 7 and 8


support every child
reach every student

Ontario

# CONTENTS




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# PREFACE

This document replaces *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2013*. Beginning in September 2018 all social studies, history, and geography programs for Grades 1 to 8 will be based on the expectations outlined in this document.

This edition of the curriculum includes a revision of the social studies and history curriculum,[1] developed in collaboration with First Nations, Métis, and Inuit educators, community members, and organizations. The revision was undertaken in response to the Truth and Reconciliation Commission of Canada's calls to action numbers 62 and 63.

## ELEMENTARY SCHOOLS FOR THE TWENTY-FIRST CENTURY

Ontario elementary schools strive to support high-quality learning while giving every student the opportunity to learn in the way that is best suited to their individual strengths and needs. The Ontario curriculum is designed to help every student reach their full potential through a program of learning that is coherent, relevant, and age appropriate. It recognizes that, 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, skills, and perspectives they need to become informed, productive, caring, responsible, and active citizens in their own communities and in the world.

## SUPPORTING STUDENTS' WELL-BEING AND ABILITY TO LEARN

Promoting the healthy development of all students, as well as enabling all students to reach their full potential, is a priority for educators across Ontario. Students' health and well-being contribute to their ability to learn in all disciplines, including social studies, history, and geography, and that learning in turn contributes to their overall well-being.

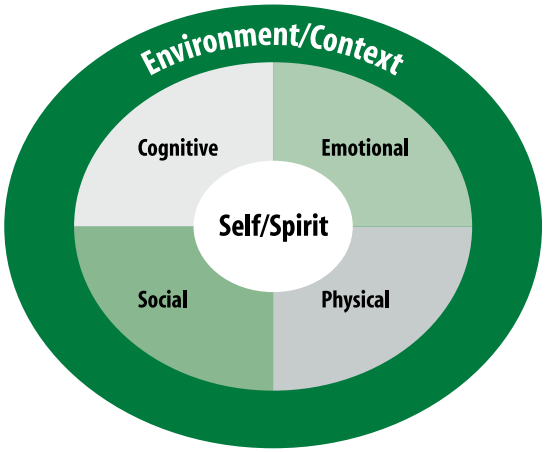
Educators play an important role in promoting children and youth's well-being by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting. A learning environment of this kind will support not only students' cognitive, emotional, social, and physical development but also their sense of self and spirit, their mental health, their resilience, and their overall state of well-being. All this will help them achieve their full potential in school and in life.

1. This revision focused specifically on strands with content pertaining to history. Consequently, there may be some differences in terminology and style in revised and unrevised strands.

A variety of factors, known as the "determinants of health", have been shown to affect a person's overall state of well-being. Some of these are income, education and literacy, gender and culture, physical and social environment, personal health practices and coping skills, and availability of health services. Together, such factors influence not only whether individuals are physically healthy but also the extent to which they have the physical, social, and personal resources needed to cope and to identify and achieve personal aspirations. These factors also have an impact on student learning, and it is important to be aware of them as factors contributing to a student's performance and well-being.

An educator's awareness of and responsiveness to students' cognitive, emotional, social, and physical development, and to their sense of self and spirit, is critical to their success in school. A number of research-based frameworks, including those described in *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007), *On My Way: A Guide to Support Middle Years Child Development* (2017), and *Stepping Stones: A Resource on Youth Development* (2012),[2] identify developmental stages that are common to the majority of students from Kindergarten to Grade 12. At the same time, these frameworks recognize that individual differences, as well as differences in life experiences and exposure to opportunities, can affect development, and that developmental events are not specifically age-dependent.

The framework described in *Stepping Stones* is based on a model that illustrates the complexity of human development. Its components – the cognitive, emotional, physical, and social domains – are interrelated and interdependent, and all are subject to the influence of a person's environment or context. At the centre is an "enduring (yet changing) core" – a sense of self, or spirit – that connects the different aspects of development and experience (p. 17).




Source: *Stepping Stones: A Resource on Youth Development*, p. 17.

2. Best Start Expert Panel on Early Learning, *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007) is available at www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf; Ministry of Children and Youth Services, *On My Way: A Guide to Support Middle Years Child Development* (2017) is available at www.children.gov.on.ca/htdocs/English/professionals/middleyears/onmyway/index.aspx; and Government of Ontario, *Stepping Stones: A Resource on Youth Development* (2012) is available at www.children.gov.on.ca/htdocs/English/documents/youthopportunities/steppingstones/SteppingStones.pdf.

Educators who have an awareness of a student's development take each component into account, with an understanding of and focus on the following elements:

- ***cognitive development*** – brain development, processing and reasoning skills, use of strategies for learning
- ***emotional development*** – emotional regulation, empathy, motivation
- ***social development*** – self-development (self-concept, self-efficacy, self-esteem); identity formation (gender identity, social group identity, spiritual identity); relationships (peer, family, romantic)
- ***physical development*** – physical activity, sleep patterns, changes that come with puberty, body image, nutritional requirements

## The Role of Mental Health

Mental health touches all components of development. Mental health is much more than the absence of mental illness. Well-being is influenced not only by the absence of problems and risks but by the presence of factors that contribute to healthy growth and development. By nurturing and supporting students' strengths and assets, educators help promote positive mental health in the classroom. At the same time, they can identify students who need additional support and connect them with the appropriate services.[3]

What happens at school can have a significant influence on a student's well-being. With a broader awareness of mental health, educators can plan instructional strategies that contribute to a supportive classroom climate for learning in all subject areas, build awareness of mental health, and reduce stigma associated with mental illness. Taking students' well-being, including their mental health, into account when planning instructional approaches helps establish a strong foundation for learning.

3. See the ministry document *Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being* (2013).

# INTRODUCTION

## THE VISION AND GOALS OF THE SOCIAL STUDIES, HISTORY, AND GEOGRAPHY CURRICULUM

The Grade 1 to 8 social studies, history, and geography curriculum shares a common vision with the Grade 9 to 12 Canadian and world studies curriculum. That vision and the goals of the elementary and secondary program are as follows:

**Vision and Goals for Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8; and Canadian and World Studies, Grades 9 to 12**

**Vision**

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. 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.

**Goals**

In social studies, history, and geography, and all the subjects in Canadian and world studies, 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;
- develop the ability to determine and apply appropriate criteria to evaluate information and evidence and to make judgements;
- develop skills and personal attributes that are needed for discipline-specific inquiry and that can be transferred to other areas in life;
- build collaborative and cooperative working relationships;
- use appropriate technology as a tool to help them gather and analyse information, solve problems, and communicate.

The chart on the next page outlines how students will achieve the goals in the individual subjects of this elementary curriculum – social studies, history, and geography[4] – and how these subjects will prepare them to realize the vision of the program.

4. The goals for history and geography in the secondary Canadian and world studies curriculum are the same as those for history and geography in the elementary curriculum. The goals for the other subjects in Canadian and world studies can be found in Appendix A on page 199.

| **Goals of Social Studies –** Developing a sense of who I am, and who we are<br><br>*Where have I come from? What makes me belong? Where are we now? How can I contribute to society?* | **Goals of History –** Developing a sense of time<br><br>*Who are we? Who came before us? How have we changed?* | **Goals of Geography –** Developing a sense of place<br><br>*What is where, why there, and why care?* |
|---|---|---|
| Students will work towards:<br>• developing an understanding of responsible citizenship;<br>• developing an understanding of the diversity within local, national, and global communities, both past and present;<br>• developing an understanding of interrelationships within and between the natural environment and human communities;<br>• developing the knowledge, understanding, and skills that lay the foundation for future studies in geography, history, economics, law, and politics;<br>• developing the personal attributes that foster curiosity and the skills that enable them to investigate developments, events, and issues. | Students will work towards:<br>• developing an understanding of past societies, developments, and events that enables them to interpret and analyse historical, as well as current, issues;<br>• analysing how people from diverse groups have interacted and how they have changed over time;<br>• understanding the experiences of and empathizing with people in past societies;<br>• developing historical literacy skills by analysing and interpreting evidence from primary and secondary sources. | Students will work towards:<br>• developing an understanding of the characteristics and spatial diversity of natural and human environments and communities, on a local to a global scale;<br>• analysing the connections within and between natural and human environments and communities;<br>• developing spatial skills through the use of spatial technologies and the interpretation, analysis, and construction of various types of maps, globes, and graphs;<br>• being responsible stewards of the Earth by developing an appreciation and respect for both natural and human environments and communities. |

## Tools and Strategies to Help Achieve the Vision of the Program

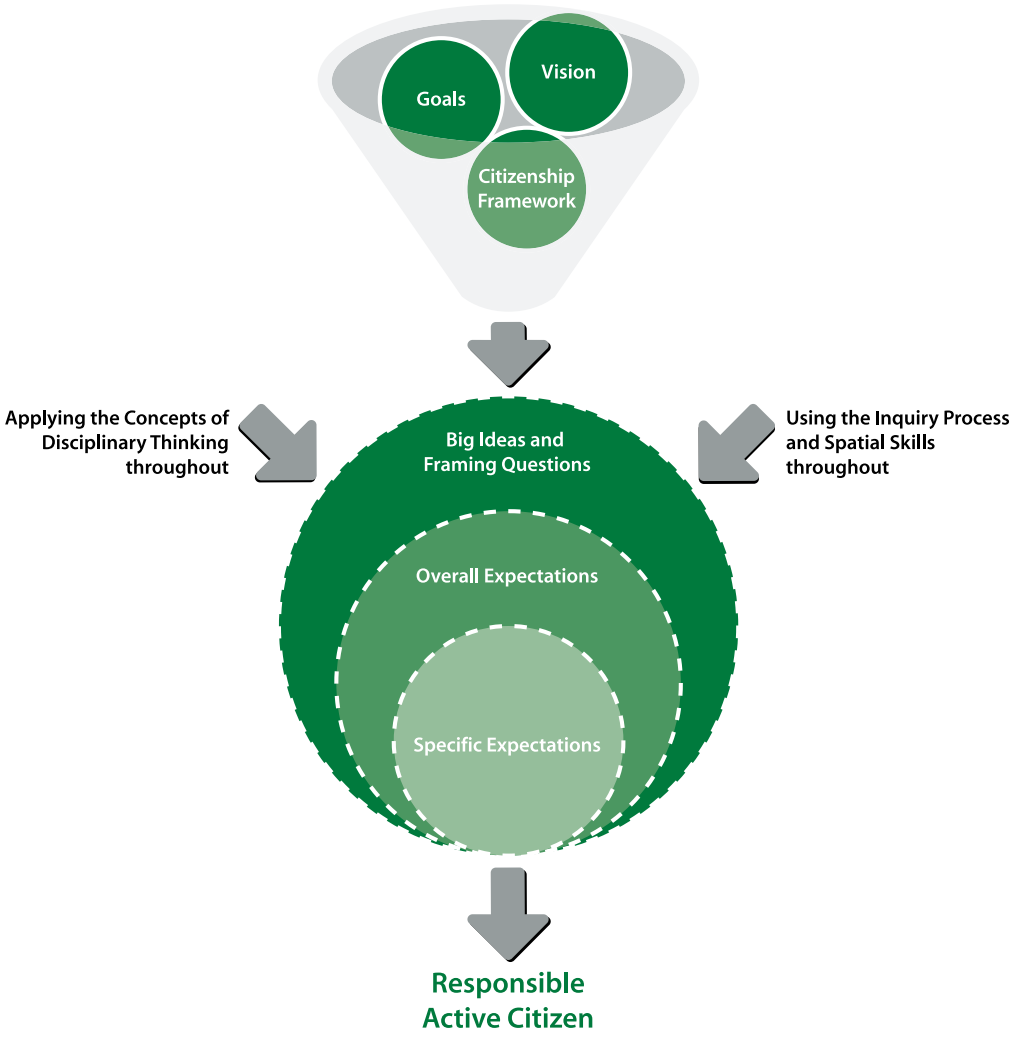
The following tools and strategies have been incorporated into the curriculum as a necessary part of the learning to help students achieve the vision for learning in social studies, history, and geography in the elementary curriculum.

- **The citizenship education framework** (see page 10): This framework brings together the main elements of citizenship education. The grade and subject overviews in the social studies, history, and geography curriculum highlight connections to specific topics and terms in the framework to enhance opportunities for citizenship education.
- **The concepts of disciplinary thinking** (see page 13): These concepts provide a way for students to develop the ability to think critically about significant events, developments, and issues, both within the curriculum and in their lives outside the classroom.
- **The inquiry process** (see page 23): Students use the components of the inquiry process to investigate, and to communicate their findings about, significant events, developments, and issues. By applying the inquiry process, students develop skills that they need in order to think critically, solve problems, make informed judgements, and communicate ideas.

- **Big ideas** (see page 14): The big ideas provide context for the overall expectations and the concepts of disciplinary thinking that are related to them. The big ideas reflect the enduring understandings that students retain from their learning, transfer to other subjects, and draw upon throughout their lives.
- **Framing questions** (see the overview charts for each grade/subject): The framing questions are overarching questions related to the overall expectations and big ideas. They are intended to stimulate students' critical thinking and to encourage them to consider the broader relevance of what they are studying.
- **Spatial skills** (see page 25): Students use spatial skills and tools to analyse and construct various types of maps and graphs. By developing these skills, students will be able to understand and analyse visual data and information, contributing to their ability to solve problems.

The figure below illustrates the interrelationship between these tools and strategies and the achievement of expectations in the social studies, history, and geography curriculum.

## Connecting the Pieces



## THE IMPORTANCE OF SOCIAL STUDIES, HISTORY, AND GEOGRAPHY IN THE CURRICULUM

In social studies, history, and geography, students develop skills, knowledge and understanding, and attitudes that will serve them both inside and outside the classroom, including in their communities and the world of work. The focus of teaching and learning in the social studies, history, and geography curriculum is the development of transferable skills that students need in order to acquire and apply knowledge and understanding. Students apply these skills in a variety of contexts to examine information critically, to assess the significance of events and processes, to develop an understanding of and respect for different points of view, and to reach supportable conclusions and propose solutions to problems.

### Citizenship Education in the Social Studies, History, and Geography Curriculum

> **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)

Citizenship education is an important facet of students' overall education. In every grade and course in the social studies, history, and geography curriculum, students are given opportunities to learn about what it means to be a responsible, active citizen in the community of the classroom and the diverse communities to which they belong within and outside the school. It is important for students to understand that they belong to many communities and that, ultimately, they are all citizens of the global community.

The diagram on page 10 presents a framework for citizenship education. In this figure:

- the outer circle lists the four main elements of citizenship education – active participation, identity, attributes, and structures – and describes each element;
- the second circle outlines ways in which students may develop the knowledge, skills, and attitudes associated with responsible citizenship. Teachers should ensure that students have opportunities to develop these attitudes, understandings, and practices as they work to achieve the expectations in social studies, history, and geography (and those in other subjects as well);
- the innermost circle lists various terms and topics that are related to citizenship education. Teachers may focus on these terms/topics when making connections between citizenship education and expectations in the social studies, history, and geography curriculum as well as those in other curriculum documents. In the figure, each term/topic in the innermost circle is connected to a specific element within the framework. However, it is important to note that, in practice, a term can be applied to more than one element – as the dotted lines imply – and that a number of terms may be woven together in a unit that incorporates citizenship education.

The citizenship education framework is provided in tabular form in Appendix B.

## Citizenship Education Framework


The combination of the citizenship education framework and the knowledge and skills in the curriculum expectations brings citizenship education to life, not only in social studies, history, and geography, but in many other subjects as well.

## SOCIAL STUDIES

> *… 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)

Social studies is an interdisciplinary subject that draws upon economics, geography, history, law, and politics, as well as some of the subjects in the social sciences and humanities.

The social studies program enables students to investigate various ideas, concepts, and issues using an interdisciplinary approach, giving students an integrated learning experience and leading to a deeper understanding of the interconnections between social, political, economic, and environmental ideas and issues.

The social studies program in Grades 1 to 6 develops students' understanding of who they are, where they come from, where they belong, and how they contribute to the society in which they live. Students develop a sense of who they are by exploring their identity within the context of various local, national, and global communities in which they participate. Students develop their understanding of where they came from by studying past societies, analysing connections between the past and present, and exploring the contribution of past societies to Canada's heritage. Students develop their understanding of a variety of Indigenous[5] communities in what would eventually become Canada, both before and after European contact. Students also explore the role that colonialism has played in Canada and the impact it has had on various communities and individuals. They explore where they belong and develop a sense of place by investigating the various spaces – physical, social, cultural – in which they live. Finally, students explore ways in which they can contribute to the society in which they live, developing the knowledge, skills, and attributes they need to be responsible citizens who make a positive contribution to their communities. The program is designed to give students multiple opportunities to learn about and apply the four elements of citizenship (see page 10).

In each grade, students enhance their ability to use the concepts of social studies thinking to process content suitable for that grade. They also continually develop skills related to the social studies inquiry process. Students develop their ability to formulate relevant questions; to gather, organize, interpret, and analyse information, data, and evidence from a variety of primary and secondary sources, using various tools and technologies; to extract information from and construct maps and graphs for a variety of purposes; and to formulate and communicate ideas, conclusions, and judgements.

## HISTORY

> *Competent historical thinkers understand both the vast differences that separate us from our ancestors and the ties that bind us to them; they can analyze historical artifacts and documents, which can give them some of the best understandings of times gone by; they can assess the validity and relevance of historical accounts, when they are used to support entry into a war, voting for a candidate, or any of the myriad decisions knowledgeable citizens in a democracy must make. All this* **requires** *"knowing the facts", but "knowing the facts" is not enough. Historical thinking does not replace historical knowledge: the two are related and interdependent.*
>
> Peter Seixas, "'Scaling Up' the Benchmarks of Historical Thinking" (2008)

History involves the study of diverse individuals, groups, and institutions as well as significant events, developments, and issues in the past. The Grade 7 and 8 history program provides students with an overview of Canadian history, from pivotal events in colonial North America during the early eighteenth century to issues facing a young nation on the eve of World War I. It conveys a sense of the dynamic nature of Canada and of its interconnections with other parts of the world. Students learn that Canada

5. In this document, the term "Indigenous" is generally used to refer to First Nations, Métis, and Inuit individuals and communities in Canada. However, "Aboriginal" is used in specific historical or legal contexts, as appropriate.

has many stories and that each one is significant and requires thoughtful consideration. They learn about the impact of colonialism, the Indian Act, the residential school system, treaties, and systemic racism on Indigenous individuals and communities in Canada.

Students will develop a way of thinking about history through the application of the concepts of historic thinking. They will also learn how to apply the historical inquiry process, gathering, interpreting, and analysing historical evidence and information from a variety of primary and secondary sources in order to investigate and make judgements about issues, developments, and events of historical importance.

The study of history enables students to appreciate Canadian heritage and identity, the diversity and complexity of Canadian society, and the challenges and responsibilities associated with Canada's position in the world. In doing so, it helps prepare students to fulfil their role as informed and responsible global citizens. The study of history in Grades 7 and 8 builds on the skills, attitudes, and knowledge developed in social studies in Grades 1 to 6 and supports the further study of Canadian history in Grade 10.

## GEOGRAPHY

> *Our daily lives are interwoven with geography. Each of us lives in a unique place and in constant interaction with our surroundings. Geographic knowledge and skills are essential for us to understand the activities and patterns of our lives and the lives of others.*
>
> Gilbert M. Grosvenor Center for Geographic Education, *Why Geography Is Important* (2007)

In defining geography, Charles Gritzner notes that "All geographic inquiry should begin with the question, 'Where?'" He argues that, in considering "major Earth-bound events, features, and conditions", geographers also investigate why they are where they are, or happen where they happen. And, because these events, features, and conditions "can and often do have some impact on our lives", geographers consider why they are important to us.[6] Gritzner has condensed these ideas into a short but meaningful phrase: "What is where, why there, and why care?" The Grade 7 and 8 geography program provides students with the opportunity to explore these three aspects of geography as they investigate patterns, processes, and interrelationships within and between Earth's physical environments and human communities.

The Grade 7 and 8 geography program introduces students to the geographic inquiry process and provides students with opportunities to investigate the places that make up the world around them, analyse how people and environments around the globe affect one another, and develop their ability to become environmentally responsible citizens. Students will develop a way of thinking about geography through the application of the concepts of geographic thinking. They will develop their spatial skills as they learn to analyse information and data obtained from diverse sources, including fieldwork, aerial photographs, satellite imaging, various types of maps and graphs, and digital representations. The study of geography in Grades 7 and 8 builds on the skills, attitudes, and knowledge developed in social studies in Grades 1 to 6 and enables students to move on to the further study of geography in Grade 9.

6. Charles Gritzner, "Defining Geography: What Is Where, Why There, and Why Care", accessed at http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/155012.html.

# CONCEPTS UNDERLYING THE SOCIAL STUDIES, HISTORY, AND GEOGRAPHY CURRICULUM

## Concepts of Disciplinary Thinking

In social studies, history, and geography, it is crucial that students not simply learn various facts but that they acquire the ability to think and to process content in ways best suited to each subject. To that end, the curriculum focuses on developing students' ability to apply *concepts of disciplinary thinking*, which are inherent in "doing" each subject. Each of the three subjects in the elementary curriculum (as well as the subjects that make up the Canadian and world studies curriculum) has its own way of thinking, and its own concepts. Given the inherently interdisciplinary nature of social studies, the six concepts of social studies thinking – significance, cause and consequence, continuity and change, patterns and trends, interrelationships, and perspective – provide the foundation for the concepts of geographic and historical thinking in Grades 7 and 8, as well as for the concepts related to each subject in Canadian and world studies in the secondary grades, as shown in the following chart. (Note that the variations in the wording of the concepts reflect terminology specific to each subject.) For full descriptions of the concepts of disciplinary thinking in social studies, history, and geography, see the charts on pages 60, 138, and 170, respectively.

**Concepts of Disciplinary Thinking across Subjects**

| Social Studies | History | Geography | Politics | Economics | Law |
|---|---|---|---|---|---|
| Significance | Historical Significance | Spatial Significance | Political Significance | Economic Significance | Legal Significance |
| Cause and Consequence | Cause and Consequence | | Objectives and Results | Cause and Effect | |
| Continuity and Change | Continuity and Change | | Stability and Change | | Continuity and Change |
| Patterns and Trends | | Patterns and Trends | | Stability and Variability | |
| Interrelation-ships | | Interrelation-ships | | | Interrelation-ships |
| Perspective | Historical Perspective | Geographic Perspective | Political Perspective | Economic Perspective | Legal Perspective |

Concepts of disciplinary thinking can be used in any investigation in social studies, history, and geography, although certain concepts are more obviously related to some topics than others, and concepts are often interrelated (for example, in social studies, it is often difficult to consider significance independent of perspective). Students use the concepts when they are engaged in the inquiry process, whether they are conducting an investigation that involves the process as a whole or are applying specific skills related to different components of that process as they work towards achieving a given expectation. In Grades 1 to 8, at least one concept of disciplinary thinking is identified as a focus for each overall expectation. Teachers can use the specified concepts to deepen students' investigations (for example, encouraging students to apply the concept of geographic perspective to look at an issue from multiple points of view). It is important that teachers use their professional judgement to ensure that the degree of complexity is appropriate for both the grade level and the individual student's learning style and that it does not lead to confusion.

## "Big Ideas"

A "big idea" is an enduring understanding, an idea that we want students to delve into and retain long after they have forgotten many of the details of the content they studied. The big ideas address basic questions such as "Why am I learning this?" or "What is the point?" Through exploration of the big ideas, students are encouraged to become creators of their understandings and not passive receivers of information. Many of the big ideas are transferable to other subjects and, more broadly, to life itself. In many cases, they provide the opportunity for students to think across disciplines in an integrated way.

In this document, the big ideas are connected to the overall expectations and the related concepts of disciplinary thinking in each strand. They are given in the chart on the overview page that precedes each grade in social studies and history and geography. By way of example, the following chart shows the three big ideas related to Strand B, "People and Environments: Canada's Interactions with the Global Community" in Grade 6 social studies.

**From Big Ideas and Related Concepts to Expectations**

| Overall Expectations | Related Concepts of Social Studies Thinking | Big Ideas |
|---|---|---|
| **B1.** 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 | Interrelationships; Perspective | The actions of Canada and Canadians can make a difference in the world. |
| **B2.** use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues | Cause and Consequence | Global issues require global action. |
| **B3.** describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement | Significance; Patterns and Trends | Canada and Canadians participate in the world in many different ways. |

## INDIGENOUS EDUCATION IN ONTARIO

> *First Nation, Métis, and Inuit students in Ontario will have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue postsecondary education or training and/or to enter the workforce. They will have the traditional and contemporary knowledge, skills, and attitudes required to be socially contributive, politically active, and economically prosperous citizens of the world. All students in Ontario will have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures, and perspectives.*
>
> *Ontario First Nation, Metis and Inuit Education Policy Framework* (2007)

The *Ontario First Nation, Métis, and Inuit Education Policy Framework* is part of Ontario's Indigenous Education Strategy, which supports the achievement and well-being of Indigenous students across the province. The strategy also raises awareness about First Nation, Métis, and Inuit cultures, histories, perspectives, and contributions among

all students in Ontario schools. The strategy is an essential component of Ontario's partnership with Indigenous peoples, and addresses a critical gap in Ontario's efforts to promote high levels of achievement for *all* students.

Consistent with the strategy, the present revision of the social studies and history curriculum was developed in collaboration with First Nations, Métis, and Inuit educators, community members, and organizations in response to the Truth and Reconciliation Commission's calls to action numbers 62 and 63. The revision strengthens learning connected with Indigenous perspectives, cultures, histories, and contemporary realities, including those related to the residential school system and treaties.

It is essential that learning activities and materials used to support Indigenous education are authentic and accurate and do not perpetuate culturally and historically inaccurate ideas and understandings. It is important for educators and schools to select resources that portray the uniqueness of First Nations, Métis, and Inuit histories, perspectives, and world views authentically and respectfully. It is also important to select resources that reflect local Indigenous communities as well as First Nations, Métis, and Inuit individuals and communities from across Ontario and Canada. Resources that best support Indigenous education feature Indigenous voices and narratives and are developed by, or in collaboration with, First Nations, Métis, and Inuit communities. Schools can contact their board's Indigenous lead for assistance in evaluating and selecting resources.

### Cultural Safety

It is important to create a learning environment that is respectful and that makes students feel safe and comfortable not only physically, socially, and emotionally but also in terms of their cultural heritage. A culturally safe learning environment is one in which students feel comfortable about expressing their ideas, opinions, and needs and about responding authentically to topics that may be culturally sensitive. Teachers should be aware that some students may experience emotional reactions when learning about issues that have affected their own lives, their family, and/or their community, such as the legacy of the residential school system. Before addressing such topics in the classroom, teachers need to consider how to prepare and debrief students, and they need to ensure that resources are available to support students both inside and outside the classroom.

## ROLES AND RESPONSIBILITIES IN SOCIAL STUDIES, HISTORY, AND GEOGRAPHY

### Students

Students' responsibilities with respect to their own learning develop gradually and increase over time as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how applied effort can enhance learning and improve achievement. As they mature and develop their ability to persist, to manage their behaviour and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. There are some students, however, who are less able to take full responsibility for their learning because of special challenges they face. The attention, patience, and encouragement of teachers can be extremely important to the success of these students. Learning to take responsibility for their improvement and achievement is an important part of every student's education.

Mastering the skills and concepts connected with learning in the social studies, history, and geography curriculum requires ongoing practice, personal reflection, an effort to respond to feedback, and commitment from students. It also requires a willingness to try new activities, collaborate with peers, and always follow safety practices, especially during field studies. Through ongoing practice and reflection about their development, students deepen their appreciation and understanding of themselves and others, the communities to which they belong, and the natural environment.

## Parents

Parents[7] play an important role in their children's learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the social studies, history, and geography curriculum, parents can better appreciate what is being taught in each grade and what their children are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations will also help parents understand how their children are progressing in school and will enhance their ability to work with teachers to improve their children's learning.

Parents are the primary educators of their children with respect to learning about values, appropriate behaviour, and cultural, spiritual, and personal beliefs and traditions, and they are their children's first role models. It is therefore important for schools and parents to work together to ensure that home and school provide a mutually supportive framework for young people's education.

Effective ways in which parents can support their children's learning include the following: attending parent-teacher interviews, participating in parent workshops and school council activities (including becoming a school council member), and encouraging their children to complete their assignments and to practise new skills or apply new learning at home. Parents can be supportive by discussing current events with their children, encouraging them to develop an awareness of issues relevant to their studies. Parents can also promote their children's understanding of and appreciation for the multiple communities to which they belong – ethnocultural, religious, linguistic, national – by exposing them to people, cultural events, and stories related to their heritage. Within the school, parents can promote and attend events related to social studies, history, and geography.

## Teachers

Teaching is key to student success. Teachers are responsible for using appropriate and effective instructional strategies to help students achieve the social studies, history, and geography curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student. The attitude with which teachers approach social studies, history, and geography is critical, as teachers are important role models for students.

7. The word *parent(s)* is used in this document to refer to parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child.

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop and refine their skills and knowledge as they apply the concepts of disciplinary thinking to the content of social studies, history, and geography. These learning experiences should enable students to make meaningful connections between what they already know and what they are learning. Teachers should reflect on the results of the learning opportunities they provide, and make adjustments to them as necessary to help every student achieve the curriculum expectations to the best of their ability.

It is important that teachers create an environment that will foster a sense of community, where all students feel included and appreciated and where their perspectives are treated with respect. One way of accomplishing this is for teachers to select topics, resources, and examples that reflect the diversity in the classroom.

To increase their comfort level and their skill in teaching social studies, history, and geography, and to ensure effective delivery of the curriculum, teachers should reflect on their own attitudes, biases, and values with respect to the topics they are teaching. They may wish to seek out current research, resources on instructional approaches, mentors, and/or professional development and training opportunities, as necessary.

As a part of good teaching practice, teachers should inform parents about what their children are learning and when various topics are to be addressed. Such communication enables parents to work in partnership with the school, promoting discussion, follow-up at home, and student learning in a family context. Stronger connections between the home and the school support student learning and achievement.

Teachers provide students with frequent opportunities to communicate their understanding, practise their skills, and apply new learning and, through regular and varied assessment, give them the specific, descriptive feedback they need in order to further develop and refine their learning. By assigning tasks that promote the development of critical and creative thinking skills, teachers also help students become thoughtful and effective communicators. Opportunities to relate knowledge and skills in social studies, history, and geography to wider contexts, both across the curriculum and in the world beyond the school, motivate students to learn and to become lifelong learners.

## Principals

The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. The principal is a community builder who creates an environment that is welcoming to all, and who ensures that all members of the school community are kept well informed.

To support student learning, principals ensure that the Ontario curriculum is being properly implemented in all classrooms through the use of a variety of instructional approaches. They also ensure that appropriate resources are made available for teachers and students. To enhance teaching and learning in all subjects, including social studies, history, and geography, principals promote learning teams and work with teachers to facilitate their participation in professional development activities. Principals are also responsible for ensuring that every student who has an Individual Education Plan (IEP) is receiving the modifications and/or accommodations described in their plan – in other words, for ensuring that the IEP is properly developed, implemented, and monitored.

## Community Partners

Community partners are an important resource for a school's social studies, history, and geography program. Various partners can provide valuable support and enrichment for student learning. These partners may include conservation authorities; provincial and national parks; service providers such as fire departments and social service agencies; non-governmental organizations; museums and historical societies; First Nation, Métis, and Inuit friendship centres; veterans groups; cultural centres and other community organizations; and businesses. Such organizations can provide expertise, skills, materials, and programs that are not available through the school or that supplement those that are. Partnerships with such organizations can benefit not only the students but also the life of the community.

Schools and school boards can play a role by coordinating efforts with community partners. They can involve community volunteers in supporting instruction and in promoting a focus on social studies, history, and geography inside and outside the school. Community partners can be included in events held in the school, such as skills competitions, ceremonies, information events, career days, heritage fairs, and environment days. School boards can collaborate with leaders of existing community-based programs for youth, including programs offered in public libraries and community centres. Local museums, heritage sites, conservation lands, parks, and neighbourhoods can provide rich environments for field trips and for exploration of the local community and its resources.

In choosing community partners, schools should build on existing links with their local communities and create new partnerships in conjunction with ministry and school board policies. These links are especially beneficial when they have direct connections to the curriculum. Teachers may find opportunities for their students to participate in community events, especially events that support the students' learning in the classroom, are designed for educational purposes, and provide descriptive feedback to student participants.

# THE PROGRAM IN SOCIAL STUDIES, HISTORY, AND GEOGRAPHY

## CURRICULUM EXPECTATIONS

*The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2018* identifies the expectations for each grade and describes the knowledge and skills that students are expected to acquire, demonstrate, and apply in their class work and activities, on tests, in demonstrations, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations – overall expectations and specific expectations – are listed for each grade in each strand, or broad area of the curriculum, in social studies, history, and geography for Grades 1 to 8. (The strands are numbered A and B.) *Taken together, the overall and specific expectations represent the mandated curriculum*.

The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade. The *specific* expectations describe the expected knowledge and skills in greater detail. The specific expectations are organized under numbered subheadings, each of which indicates the strand and the overall expectation to which the group of specific expectations corresponds (e.g., "B2" indicates that the group relates to overall expectation 2 in strand B). This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups. The numbered headings are used merely to help teachers focus on particular aspects of knowledge and skills as they develop various lessons and learning activities for their students.

In each strand in social studies (see page 22), the overall expectations and their related specific expectations are organized into three sections – Application, Inquiry, and Understanding Context.[8] The arrangement of these sections is not meant to represent the order in which they are to be taught. The Application and Inquiry sections are placed at

8. In history and geography, the titles of the first two sections are the same as those in social studies, but the third set of expectations is entitled Understanding Historical Context and Understanding Geographic Context, respectively.

the beginning of each strand to encourage teachers and students to focus on these as learning goals. Teachers should tailor instruction connected with the expectations in the Understanding Context section to support the focus of the Application and Inquiry sections. Such an approach enables students to develop the knowledge and understanding that will underpin their inquiries and that they will apply in new contexts.

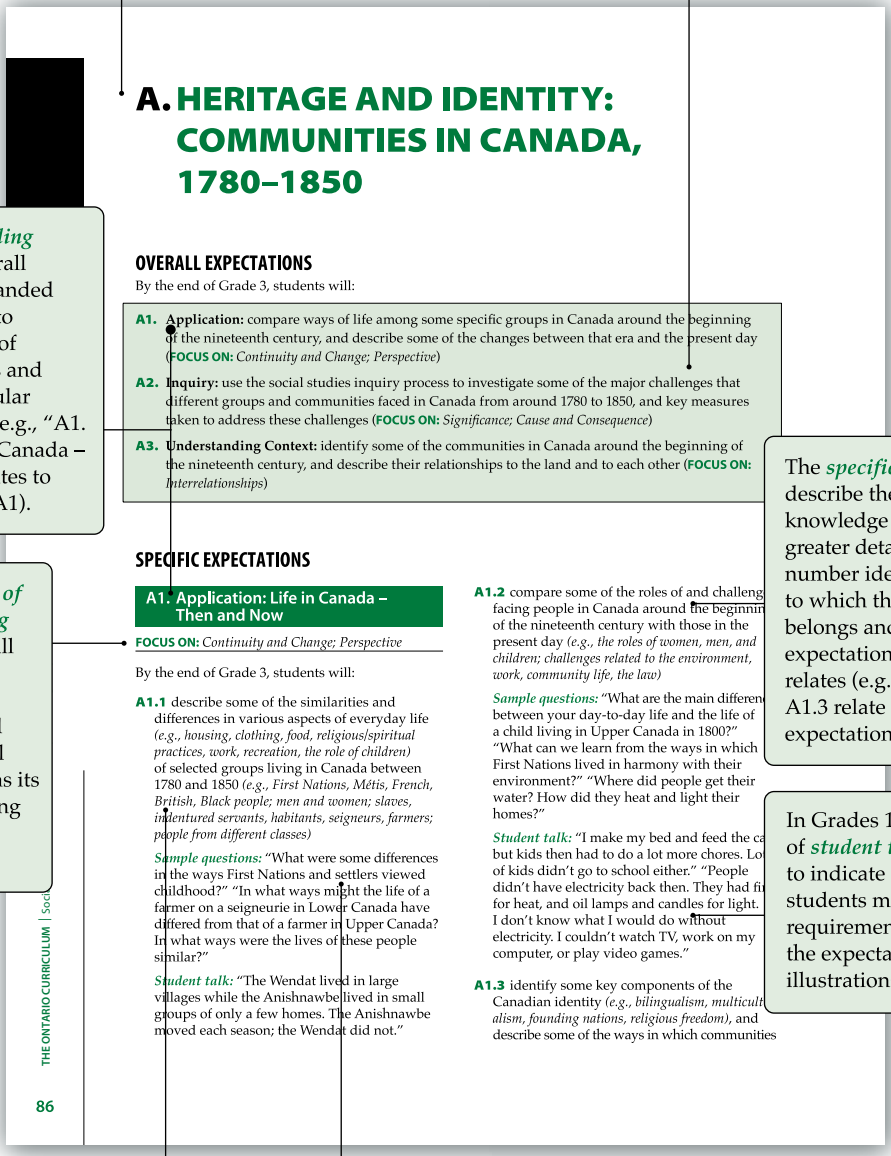
In social studies, history, and geography, each overall expectation (and its related set of specific expectations) is connected to at least one concept of disciplinary thinking. The concepts specified are the ones that are most relevant to that group of expectations. This does not imply, however, that other concepts cannot be considered in connection with those expectations.

Most of the specific expectations are accompanied by examples and "sample questions", as requested by educators. The examples, given in parentheses, are meant to clarify the requirement specified in the expectation, illustrating the kind of knowledge or skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. The sample questions are meant to illustrate the kinds of questions teachers might pose in relation to the requirement specified in the expectation. Both the examples and the sample questions have been developed to model appropriate practice for the grade and are meant to serve as illustrations for teachers. Both are intended as suggestions for teachers rather than as exhaustive or mandatory lists. Teachers can choose to use the examples and sample questions that are appropriate for their classrooms, or they may develop their own approaches that reflect a similar level of complexity. In Grades 1 to 3, an additional element, "student talk", follows a number of specific expectations. "Student talk" is included to demonstrate the scope and possible focus of the intended learning as well as to show how a student might discuss the topic or issue in a way that makes it personally relevant. Whatever the specific ways in which the requirements outlined in the expectations are implemented in the classroom, they must, wherever possible, be inclusive and reflect the diversity of the student population and the population of the province.

The diagram on page 21 shows all of the elements to be found on a page of curriculum expectations.

Expectations in social studies, history, and geography are organized into two *strands*, numbered A and B.

The *overall expectations* describe in general terms the knowledge and skills students are expected to demonstrate by the end of each grade. Three overall expectations are provided for each strand in every grade. The numbering of overall expectations indicates the strand to which they belong (e.g., A1 through A3 are the overall expectations for strand A).



## A. HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, 1780–1850

### OVERALL EXPECTATIONS

By the end of Grade 3, students will:

**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 (**FOCUS ON:** *Continuity and Change; Perspective*)

**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 (**FOCUS ON:** *Significance; Cause and Consequence*)

**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 (**FOCUS ON:** *Interrelationships*)

### SPECIFIC EXPECTATIONS

**A1. Application: Life in Canada – Then and Now**

**FOCUS ON:** *Continuity and Change; Perspective*

By the end of Grade 3, students will:

**A1.1** describe some of the similarities and differences in various aspects of everyday life *(e.g., housing, clothing, food, religious/spiritual practices, work, recreation, the role of children)* of selected groups living in Canada between 1780 and 1850 *(e.g., First Nations, Métis, French, British, Black people; men and women; slaves, indentured servants, habitants, seigneurs, farmers; people from different classes)*

*Sample questions:* "What were some differences in the ways First Nations and settlers viewed childhood?" "In what ways might the life of a farmer on a seigneurie in Lower Canada have differed from that of a farmer in Upper Canada? In what ways were the lives of these people similar?"

*Student talk:* "The Wendat lived in large villages while the Anishnawbe lived in small groups of only a few homes. The Anishnawbe moved each season; the Wendat did not."

**A1.2** compare some of the roles of and challeng facing people in Canada around the beginnin of the nineteenth century with those in the present day *(e.g., the roles of women, men, and children; challenges related to the environment, work, community life, the law)*

*Sample questions:* "What are the main differen between your day-to-day life and the life of a child living in Upper Canada in 1800?" "What can we learn from the ways in which First Nations lived in harmony with their environment?" "Where did people get their water? How did they heat and light their homes?"

*Student talk:* "I make my bed and feed the ca but kids then had to do a lot more chores. Lo of kids didn't go to school either." "People didn't have electricity back then. They had fi for heat, and oil lamps and candles for light. I don't know what I would do without electricity. I couldn't watch TV, work on my computer, or play video games."

**A1.3** identify some key components of the Canadian identity *(e.g., bilingualism, multicult alism, founding nations, religious freedom)*, and describe some of the ways in which communities

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A *numbered subheading* introduces each overall expectation. An expanded subheading is used to identify each group of specific expectations and relates to one particular overall expectation (e.g., "A1. Application: Life in Canada – Then and Now" relates to overall expectation A1).

The *specific expectations* describe the expected knowledge and skills in greater detail. The expectation number identifies the strand to which the expectation belongs and the overall expectations to which it relates (e.g., A1.1, A1.2, and A1.3 relate to the first overall expectation in strand A).

At least one *concept of disciplinary thinking* relevant to the overall expectation and its related specific expectations is listed following the overall expectation as well as its numbered subheading above the specific expectations.

In Grades 1 to 3, samples of *student talk* are included to indicate ways in which students might address the requirement specified in the expectation. They are illustrations only.

The *examples* help to clarify the requirement specified in the expectations and to suggest its intended depth and level of complexity. The examples are illustrations only, not requirements. They appear in parentheses and are set in italics.

*Sample questions* illustrate the kinds of questions that teachers might pose in relation to the requirement specified in the expectation, suggesting the intended depth and level of complexity of the expectations. They are illustrations only, not requirements. Sample questions follow the specific expectations and examples.

# THE STRANDS IN THE SOCIAL STUDIES, HISTORY, AND GEOGRAPHY CURRICULUM

## Social Studies, Grades 1 to 6

The expectations for social studies (Grades 1 to 6) are organized into the following two strands:

- **A. Heritage and Identity:** In this strand, students are provided with opportunities to explore various topics that will enable them to develop an understanding of the connections between the past and present; of interactions within and between diverse communities, including First Nations, Métis, and Inuit communities and students' own communities; of the impact of colonialism; and of the rights and responsibilities associated with citizenship. Students will develop an understanding of personal, cultural, and national identities, both past and present, and of various contributions to heritage in Canada.
- **B. People and Environments:** This strand focuses on natural and built environments and the connections between the two. Students explore geographic, social, political, economic, and environmental issues in the context of local, regional, national, and global communities, and they develop an understanding of the social and environmental responsibilities of citizens and of various levels of government.

The topics treated in the two strands for Grades 1 to 6 are listed below.

**A. Heritage and Identity**

Grade 1: Our Changing Roles and Responsibilities
Grade 2: Changing Family and Community Traditions
Grade 3: Communities in Canada, 1780–1850
Grade 4: Early Societies to 1500 CE
Grade 5: Interactions of Indigenous Peoples and Europeans prior to 1713, in What Would Eventually Become Canada
Grade 6: Communities in Canada, Past and Present

**B. People and Environments**

Grade 1: The Local Community
Grade 2: Global Communities
Grade 3: Living and Working in Ontario
Grade 4: Political and Physical Regions of Canada
Grade 5: The Role of Government and Responsible Citizenship
Grade 6: Canada's Interactions with the Global Community

## History and Geography, Grades 7 and 8

In Grades 7 and 8, the expectations for both history and geography in each grade are also divided into two strands. The strands for history, which are organized chronologically across the two grades, focus on the story of Canada from the early eighteenth century until 1914. Students learn about the experiences of and challenges facing different groups, including First Nations, Métis, and Inuit communities, in Canada during this period. They also learn about the legacy of colonialism and how it continues to impact people in Canada today. Students learn how to apply concepts of historical thinking and develop their understanding of how we study the past. The topics, concepts, and methodologies covered in these strands prepare students for the compulsory history course in Grade 10, which focuses on Canada from 1914 to the present.

The strands for geography, which are organized thematically across the two grades, provide students with opportunities to explore a variety of topics in world physical and human geography. Students develop their spatial skills and learn how to apply concepts of geographic thinking and the geographic inquiry process. These strands provide the foundation for topics covered in the compulsory geography course in Grade 9, which focuses on issues in Canadian geography.

The topics for Grades 7 and 8 are listed below.

**History**

Grade 7: New France and British North America, 1713–1800
Canada, 1800–1850: Conflict and Challenges

Grade 8: Creating Canada, 1850–1890
Canada, 1890–1914: A Changing Society

**Geography**

Grade 7: Physical Patterns in a Changing World
Natural Resources around the World: Use and Sustainability

Grade 8: Global Settlement: Patterns and Sustainability
Global Inequalities: Economic Development and Quality of Life

## THE INQUIRY PROCESS IN SOCIAL STUDIES, HISTORY, AND GEOGRAPHY

Although there are differences in focus, concepts, and the types of questions asked, the inquiry processes for social studies, history, and geography are based on the same general model. This model represents a process that students use to investigate events, developments, and issues; solve problems; and reach supportable conclusions. The inquiry process consists of five components:

- formulating questions
- gathering and organizing information, evidence, and/or data
- interpreting and analysing information, evidence, and/or data
- evaluating information, evidence, and/or data and drawing conclusions
- communicating findings

It is important for teachers to understand that the inquiry process is not necessarily implemented in a linear fashion. Not all investigations will involve all five components; moreover, there are different entry points within the process. For example, teachers may:

- provide students with questions and ask them to gather and analyse information, evidence, and/or data to investigate them;
- provide students with a piece of evidence and ask them to analyse it and to draw conclusions based on their analysis;
- ask students to apply the entire process.

The entry points into the inquiry process may depend on student readiness. Prior knowledge, resources, and time may also be factors.

It is important to be aware that inquiries will not always result in one "right answer". Rather, to assess the effectiveness of their investigations, students must develop the ability to reflect on their work throughout the inquiry process. Such reflection requires the ability to develop criteria that can be used, for example, to evaluate the relevance of their questions, the accuracy and strength of their evidence, the depth and logic of their analysis, and the strength of the support for their interpretation and conclusion. Teachers need to demonstrate the skills needed for reflection, and provide opportunities for students to practise them, while encouraging students to continually reflect on their work.

Likewise, students are engaged in aspects of communication throughout the inquiry process, as they ask questions, organize and analyse information, and critically evaluate their findings. The final communication of a student's findings should take the form most suited to the nature of the inquiry, as well as to the intended audience, and should take the student's learning style and strengths into account.

## The Inquiry Process

Each subject brings a particular way of thinking through content, and a different approach to the inquiry process. Skills and strategies for each stage of the social studies, historical, and geographic inquiry processes need to be taught explicitly. The type of questions asked, the information, evidence, and/or data gathered, and the analysis applied will vary by subject. Charts outlining approaches to the inquiry process in social studies, history, and geography can be found on pages 63, 140, and 172, respectively.

## SPATIAL SKILLS: USING MAPS, GLOBES, AND GRAPHS

Spatial skills underpin spatial literacy, enabling students to develop and communicate a sense of place. Map, globe, and graphing skills help students visualize and make meaning of spatial data. These skills help students understand how data relating to three-dimensional spaces can be represented on two-dimensional surfaces. Although students learn spatial skills in social studies and geography, they apply them, in conjunction with the concepts of disciplinary thinking, in all three subjects in the social studies, history, and geography curriculum, and in Canadian and world studies as well. In addition, students may apply these skills in everyday contexts and in other subjects.

Spatial skills are directly linked to literacy, mathematical literacy, and technological skills.

- **Literacy:** Maps, globes, and graphs are graphic text forms, and students need to develop both literacy and spatial skills in order to extract information from, analyse, and construct these forms. To construct these graphic texts, students must learn how different types of maps, globes, and graphs can represent natural and human characteristics and the relationships between them. Students learn that the same spatial data set can support various interpretations and can be used to communicate different messages, depending on how the data are presented. In order to make meaning of maps and graphs, students must understand and be able to correctly use mapping and graphing conventions, just as they need to understand language conventions when using other text forms.
- **Mathematical Literacy:** There is a close connection between spatial skills and mathematics. In order to extract information from, analyse, and construct maps and graphs, students need to understand the intent of different types of data and how variations in scale interval can influence their meaning. Many of these skills are reflected in the following strands in the mathematics curriculum for Grades 1 to 8: Data Management and Probability; Measurement; and Patterning and Algebra.
- **Technology:** The social studies, history, and geography curriculum provides many opportunities for students to combine technological and spatial skills. For example, students may use online atlases or interactive maps when gathering data or information, or may use graphing and mapping applications to communicate their findings. Spatially literate students need to be able to use geographic information systems (GIS) and global positioning systems (GPS), which require the development of both spatial and technological skills.

## The Use of Globes and Maps and Mapping Applications in the Inquiry Process

Each strand in the social studies, history, and geography curriculum includes a section entitled Inquiry, which guides students through the inquiry process for the particular subject. Included in each Inquiry section is an expectation that focuses on map skills, which may include using mapping applications, extracting information from globes or maps, and analysing and/or constructing print or digital maps. Maps – and the spatial skills associated with them – may be integrated into any component of the inquiry process, as the following examples illustrate.

- *Formulating questions:* Students formulate questions related to the type of map or maps best suited to their inquiry.
- *Gathering/organizing:* Students determine the purpose of different maps and which are most relevant to their inquiry.
- *Analysing/interpreting:* Students extract information from, plot information on, and/or analyse various types of maps to help them determine patterns, trends, and/or interrelationships.
- *Communication:* Students construct maps in order to communicate key pieces of information.

Teachers need to determine the best entry point for teaching map and globe skills based on their students' readiness.

It is important to note that map and globe skills can also be applied in expectations outside the Inquiry section. Students need to be aware of the uses of and conventions associated with various types of maps. Teachers should demonstrate and provide opportunities for students to practise the skills of constructing, extracting information from, and analysing maps in a variety of contexts.

## The Spatial Skills Continuum

The appropriate development of spatial skills is central to the social studies, history, and geography curriculum. The final column of the chart that appears in the overview for each grade in social studies and history and geography in this curriculum document highlights sample spatial skills and activities that are appropriate for that grade and that are relevant to some of its specific expectations. To provide teachers with a clear indication of appropriate skills development throughout the social studies, history, geography and Canadian and world studies program, selected skills have been organized into a continuum, which appears in Appendix C to this document (see page 203). This continuum illustrates progression in the spatial skills categories of map and globe skills (divided into map elements and spatial representation) and graphing skills from Grades 1 to 12.

# ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

## BASIC CONSIDERATIONS

*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010* sets out the Ministry of Education's assessment, evaluation, and reporting policy. The policy aims to maintain high standards, improve student learning, and benefit students, parents, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement[9] of educators at all levels, as well as on their ability to work together and to build trust and confidence among parents and students.

A brief summary of some major aspects of the current assessment, evaluation, and reporting policy, with a focus on policy relating to elementary schools, is given below. Teachers should refer to *Growing Success* for more detailed information.

### Fundamental Principles

The primary purpose of assessment and evaluation is to improve student learning.

The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

9. "Professional judgement", as defined in *Growing Success* (p. 152), is "judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction".

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

## Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation, should *not* be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits *separately* allows teachers to provide information to parents and the student that is specific to each of these two areas of achievement.

The six learning skills and work habits are responsibility, organization, independent work, collaboration, initiative, and self-regulation.

## Content Standards and Performance Standards

The Ontario curriculum for Grades 1 to 12 comprises *content standards* and *performance standards*. Assessment and evaluation will be based on both the content standards and the performance standards.

The content standards are the overall and specific curriculum expectations identified in the curriculum documents for every subject and discipline.

The performance standards are outlined in the achievement chart, which is provided in the curriculum documents for every subject and discipline (see pages 34–35). The achievement chart is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations

in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The purposes of the achievement chart are to:

- provide a common framework that encompasses all curriculum expectations for all subjects/courses across the grades;
- guide the development of high-quality assessment tasks and tools (including rubrics);
- help teachers plan instruction for learning;
- provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards;
- establish categories and criteria with which to assess and evaluate students' learning.

## Assessment *for* Learning and *as* Learning

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment *for* learning" and "assessment *as* learning". As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

As essential steps in assessment *for* learning and *as* learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer assessment and self-assessment.

## Evaluation

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the school year, often at the end of a period of learning.

All curriculum expectations must be accounted for in instruction and assessment, but *evaluation focuses on students' achievement of the overall expectations*. Each student's achievement of the overall expectations is evaluated on the basis of the student's achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

Determining a report card grade involves the interpretation of evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation), combined with the teacher's professional judgement and consideration of factors such as the number of tests/exams or assignments for evaluation that were not completed or submitted and the fact that some evidence may carry greater weight than other evidence. The grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

## Reporting Student Achievement

Three formal report cards are issued in Ontario's publicly funded elementary schools, as described below.

The Elementary Progress Report Card shows a student's development of learning skills and work habits during the fall of the school year, as well as the student's general progress in working towards achievement of the curriculum expectations in each subject (reported as "progressing very well", "progressing well", or "progressing with difficulty").

The Elementary Provincial Report Card shows a student's achievement at specific points in the school year. The first provincial report card reflects student achievement of the overall curriculum expectations introduced and developed from September to January/February of the school year, as well as the student's development of learning skills and work habits during that period. The second reflects achievement of curriculum expectations introduced or further developed from January/February to June, as well as further development of learning skills and work habits during that period. The provincial report card for Grades 1–6 uses letter grades; the report card for Grades 7 and 8 uses percentage grades.

Although there are three formal reporting periods, communication with parents and students about student achievement should be continuous throughout the year, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.

## THE ACHIEVEMENT CHART FOR SOCIAL STUDIES, HISTORY, AND GEOGRAPHY

The achievement chart identifies four categories of knowledge and skills and four levels of achievement in social studies, history, and geography. The components of the chart are explained below. (See also the section "Content Standards and Performance Standards", on page 28.)

### Categories of Knowledge and Skills

The categories represent four broad areas of knowledge and skills within which the expectations for any given subject or course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

***Knowledge and Understanding.*** Subject-specific content acquired in each subject or course (knowledge), and the comprehension of its meaning and significance (understanding).

***Thinking.*** The use of critical and creative thinking skills and/or processes.

***Communication.*** The conveying of meaning and expression through various forms.

***Application.*** The use of knowledge and skills to make connections within and between various contexts.

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on "balance" reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation. However, it also indicates that for different subjects, the relative importance of each of the categories may vary. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course, and in instructional practice.

## Criteria and Descriptors

To further guide teachers in their assessment and evaluation of student learning, the achievement chart provides "criteria" and "descriptors".

A set of criteria is identified for each category in the achievement chart. The criteria are subsets of the knowledge and skills that define the category. The criteria identify the aspects of student performance that are assessed and/or evaluated, and they serve as a guide to what teachers look for. In the social studies, history, and geography curriculum, the criteria for each category are as follows:

**Knowledge and Understanding**

- knowledge of content
- understanding of content

**Thinking**

- use of planning skills
- use of processing skills
- use of critical/creative thinking processes

**Communication**

- expression and organization of ideas and information in oral, visual, and/or written forms
- communication for different audiences and purposes in oral, visual, and/or written forms
- use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms

**Application**

- application of knowledge and skills in familiar contexts
- transfer of knowledge and skills to new contexts
- making connections within and between various contexts

"Descriptors" indicate the characteristics of the student's performance, with respect to a particular criterion, on which assessment or evaluation is focused. *Effectiveness* is the descriptor used for each of the criteria in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion.

## Levels of Achievement

The achievement chart also identifies four levels of achievement, defined as follows:

***Level 1*** represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving in specific areas, as necessary, if they are to be successful in a subject in the next grade.

***Level 2*** represents achievement that approaches the standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

***Level 3*** represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades.

***Level 4*** identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. *However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade.*

Specific "qualifiers" are used with the descriptors in the achievement chart to describe student performance at each of the four levels of achievement – the qualifier *limited* is used for level 1; *some* for level 2; *considerable* for level 3; and a *high degree of* or *thorough* for level 4. Hence, achievement at level 3 in the Thinking category for the criterion "use of planning skills" would be described in the achievement chart as "[The student] uses planning skills with *considerable* effectiveness".

## THE ACHIEVEMENT CHART: SOCIAL STUDIES, GRADES 1–6, AND HISTORY AND GEOGRAPHY, GRADES 7 AND 8

| Categories | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **Knowledge and Understanding** – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding) | | | | |
| | The student: | | | |
| **Knowledge of content** *(e.g., facts, terms, definitions)* | demonstrates limited knowledge of content | demonstrates some knowledge of content | demonstrates considerable knowledge of content | demonstrates thorough knowledge of content |
| **Understanding of content** *(e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)* | demonstrates limited understanding of content | demonstrates some understanding of content | demonstrates considerable understanding of content | demonstrates thorough understanding of content |
| **Thinking** – The use of critical and creative thinking skills and/or processes | | | | |
| | The student: | | | |
| **Use of planning skills** *(e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)* | uses planning skills with limited effectiveness | uses planning skills with some effectiveness | uses planning skills with considerable effectiveness | uses planning skills with a high degree of effectiveness |
| **Use of processing skills** *(e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions)* | uses processing skills with limited effectiveness | uses processing skills with some effectiveness | uses processing skills with considerable effectiveness | uses processing skills with a high degree of effectiveness |
| **Use of critical/creative thinking processes** *(e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)* | uses critical/ creative thinking processes with limited effectiveness | uses critical/ creative thinking processes with some effectiveness | uses critical/ creative thinking processes with considerable effectiveness | uses critical/ creative thinking processes with a high degree of effectiveness |
| **Communication** – The conveying of meaning through various forms | | | | |
| | The student: | | | |
| **Expression and organization of ideas and information** *(e.g., clear expression, logical organization)* **in oral, visual, and written forms** | expresses and organizes ideas and information with limited effectiveness | expresses and organizes ideas and information with some effectiveness | expresses and organizes ideas and information with considerable effectiveness | expresses and organizes ideas and information with a high degree of effectiveness |

| Categories | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **Communication** – *(continued)* | | | | |
| | The student: | | | |
| **Communication for different audiences** *(e.g., peers, adults)* **and purposes** *(e.g., to inform, to persuade)* **in oral, visual, and written forms** | communicates for different audiences and purposes with limited effectiveness | communicates for different audiences and purposes with some effectiveness | communicates for different audiences and purposes with considerable effectiveness | communicates for different audiences and purposes with a high degree of effectiveness |
| **Use of conventions** *(e.g., mapping and graphing conventions, communication conventions),* **vocabulary, and terminology of the discipline in oral, visual, and written forms** | uses conventions, vocabulary, and terminology of the discipline with limited effectiveness | uses conventions, vocabulary, and terminology of the discipline with some effectiveness | uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness | uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness |
| **Application** – The use of knowledge and skills to make connections within and between various contexts | | | | |
| | The student: | | | |
| **Application of knowledge and skills** *(e.g., concepts, procedures, spatial skills, processes, technologies)* **in familiar contexts** | applies knowledge and skills in familiar contexts with limited effectiveness | applies knowledge and skills in familiar contexts with some effectiveness | applies knowledge and skills in familiar contexts with considerable effectiveness | applies knowledge and skills in familiar contexts with a high degree of effectiveness |
| **Transfer of knowledge and skills** *(e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies)* **to new contexts** | transfers knowledge and skills to new contexts with limited effectiveness | transfers knowledge and skills to new contexts with some effectiveness | transfers knowledge and skills to new contexts with considerable effectiveness | transfers knowledge and skills to new contexts with a high degree of effectiveness |
| **Making connections within and between various contexts** *(e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues)* | makes connections within and between various contexts with limited effectiveness | makes connections within and between various contexts with some effectiveness | makes connections within and between various contexts with considerable effectiveness | makes connections within and between various contexts with a high degree of effectiveness |

# SOME CONSIDERATIONS FOR PROGRAM PLANNING IN SOCIAL STUDIES, HISTORY, AND GEOGRAPHY

## INSTRUCTIONAL APPROACHES

*Effective instruction is key to student success.* To provide effective instruction, teachers need to consider what they want students to learn, how they will know whether students have learned it, how they will design instruction to promote the learning, and how they will respond to students who are not making progress.

When planning what students will learn, teachers identify the main concepts and skills described in the curriculum expectations, consider the contexts in which students will apply the learning, and determine students' learning goals.

Instructional approaches should be informed by the findings of current research on instructional practices that have proved effective in the classroom. For example, research has provided compelling evidence about the benefits of the explicit teaching of strategies that can help students develop a deeper understanding of concepts. Strategies such as "compare and contrast" (e.g., through Venn diagrams and comparison matrices) and the use of analogy give students opportunities to examine concepts in ways that help them see what the concepts *are* and what they *are not*. Although such strategies are simple to use, teaching them explicitly is important in order to ensure that all students use them effectively.

A well-planned instructional program should always be at the student's level, but it should also push them towards their optimal level of challenge for learning, while providing the support and anticipating and directly teaching the skills that are required for success.

### A Differentiated Approach to Teaching and Learning

An understanding of students' strengths and needs, as well as of their backgrounds and life experiences, can help teachers plan effective instruction and assessment. Teachers continually build their awareness of students' learning strengths and needs by observing

and assessing their readiness to learn, their interests, and their learning styles and preferences. As teachers develop and deepen their understanding of individual students, they can respond more effectively to the students' needs by differentiating instructional approaches – adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics, even adjusting the learning environment, if appropriate, to suit the way their students learn and how they are best able to demonstrate their learning. Unless students have an Individual Education Plan with modified curriculum expectations, *what* they learn continues to be guided by the curriculum expectations and remains the same for all students.

## Lesson Design

Effective lesson design involves several important elements. Teachers engage students in a lesson by activating their prior learning and experiences, clarifying the purpose for learning, and making connections to contexts that will help them see the relevance and usefulness of what they are learning. Teachers select instructional strategies to effectively introduce concepts, and consider how they will scaffold instruction in ways that will best meet the needs of their students. At the same time, they consider when and how to check students' understanding and to assess their progress towards achieving their learning goals. Teachers provide multiple opportunities for students to apply their knowledge and skills and to consolidate and reflect on their learning. A three-part lesson design (e.g., "Minds On, Action, and Consolidation") is often used to structure these elements.

## Instructional Approaches in Social Studies, History, and Geography

Instruction in social studies, history, and geography should help students acquire the knowledge, skills, and attributes they need in order to achieve the curriculum expectations and to be able to think critically throughout their lives about current affairs and issues related to social studies, history, and geography. Effective instruction in social studies, history, and geography motivates students and instils positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. To be effective, instruction must be based on the belief that all students can be successful and that learning in social studies, history, and geography is important and valuable for all students.

Students' views of and attitudes towards social studies, history, and geography can have a significant effect on their achievement of expectations. When students believe that these subjects simply represent a body of preordained knowledge about certain topics, they may question the relevance of their studies or may not approach their investigations with an open and inquiring mind. Students must be given opportunities to see that inquiry is not just about finding what others have found, and that they can use the inquiry process not only to uncover knowledge but also to construct understandings and develop their own positions on issues. Learning should be seen as a process in which students monitor and reflect on the development of their knowledge, understandings, and skills.

All learning, especially new learning, should be embedded in well-chosen contexts for learning – that is, contexts that are broad enough to allow students to investigate initial understandings, identify and develop useful skills, and gain experience with relevant and interesting applications of their knowledge and skills. In the social studies, history, and geography curriculum, the expectations in the Application section of each strand

provide various opportunities for students to transfer the knowledge and skills that they have developed to new contexts, to make connections to current events and relevant issues, and/or to propose practical action to address issues. The Application expectations also help both teachers and students begin each social studies, history, and geography unit or topic with the "end in mind".

The social studies, history, and geography curriculum provides opportunities for teachers and students to select, within broad parameters, topics for investigation. This flexibility allows teachers to tailor topics to suit the interests and readiness of their students and to address the context of their local communities. It also allows students to focus on the process of "doing" history, geography, or social studies, rather than simply assimilating content. It is important that teachers plan their program or units with the "end in mind", selecting appropriate content, and ensuring that students develop the knowledge, understanding, and skills to support this end.

## Indigenous Expertise and Protocols

Teachers can provide opportunities for Elders, Métis Senators, knowledge keepers, knowledge holders, residential school survivors and intergenerational survivors, and Indigenous experts in fields such as history, the environment, culture, governance, and law to offer their experience, skills, knowledge, and wisdom to benefit all students. Teachers ensure that the expertise of the community advisers they consult and/or invite into the classroom is well suited to the topic at hand, that cultural and engagement protocols are followed, and that community members are approached in a respectful and appropriate manner. Schools can contact their board's Indigenous lead or a local Indigenous organization for assistance in identifying experts in particular areas and determining the protocols for inviting them into the school or classroom.

## Connections to Current Events and Issues

Teachers need to integrate current events and issues within the curriculum expectations, and not treat them as separate topics. The integration of current events and issues into the curriculum will help students make connections between what they are learning in class and past and present-day local, national, and global events, developments, and issues. Examining current events helps students analyse controversial issues, understand diverse perspectives, develop informed opinions, and build a deeper understanding of the world in which they live. In addition, investigating current events will stimulate students' interest in and curiosity about the world around them. The inclusion of current events in social studies, history, and geography will help keep the curriculum a relevant, living document.

## Field Study

The social studies, history, and geography curriculum offers various opportunities for hands-on learning through field study. The outdoor world provides an abundance of resources and materials that can support learning. Field studies in the schoolyard, a park or field, or a local neighbourhood allow students to observe and discuss patterns in the built environment, traces of human activities, and different types of land use or natural physical features. Some field studies are open ended – for example, students may investigate similarities and differences between local environments. Others are organized for a specific

purpose, such as investigating garbage build-up with the intention of developing an action plan to address the problem, or investigating the characteristics of a specific physical feature such as a river system or wetland.

Prior to a field study, teachers need to ensure that students understand the purpose of the study, the types of questions that it is meant to address, and how students can gather data and/or evidence to help answer those questions. In the primary grades, teachers should also model asking questions during the field study itself. For example, in a field study to explore interrelationships between the physical and built environment, teachers might model asking questions about the amount of traffic in different areas in the community and about corresponding road safety concerns. In later years, students may pose questions about a geographic or historical issue or inquiry and design field studies in order to gain the information needed to answer them.

## CROSS-CURRICULAR AND INTEGRATED LEARNING

In cross-curricular learning, students are provided with opportunities to learn and use related content and/or skills in two or more subjects. For example, all subjects, including social studies, history, and geography, can be related to the language curriculum. In social studies, history, and geography, students use a range of language skills: they build subject-specific vocabulary; they use words and graphics to communicate feelings and share and interpret information; and they read about past events and current social and environmental issues and research new information. Teachers can also use reading material about social studies, history, or geography issues in their language lessons. Similarly, social studies, history, and geography lessons can be used as a vehicle for instruction in critical literacy. Students learn to critique media messages, determining the intended audience, the authors' intentions, the missing voices, and the underlying values. They analyse a variety of primary and secondary sources, such as letters and diaries, news stories, paintings and photographs, annotated maps, and government websites, interpreting information and assessing the strength of various positions on issues related to social studies, history, and geography.

In integrated learning, students are provided with opportunities to work towards meeting expectations from two or more subjects within a single unit, lesson, or activity. By linking expectations from different subject areas, teachers can provide students with multiple opportunities to reinforce and demonstrate their knowledge and skills in a range of settings. There are clear connections, for example, between the expectations in social studies, history, and geography and those in subject areas such as language, science, mathematics, and the arts. Social studies, history, and geography can be used to provide other ways of learning and making connections.

In integrated learning, teachers need to ensure that *the specific knowledge and skills for each subject are taught*. For example, if students are using paintings as part of an inquiry into ways of life in nineteenth-century Canada, the teacher should ensure that skills related to both historical inquiry and the critical analysis process in the arts are integrated into the activity.

Integrated learning can also be a solution to problems of fragmentation and isolated skill instruction – that is, in integrated learning, students can learn and apply skills in a meaningful context. In such contexts, students also have an opportunity to develop their ability to think and reason and to transfer knowledge and skills from one subject area to another.

## PLANNING SOCIAL STUDIES, HISTORY, AND GEOGRAPHY PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students with special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Classroom teachers commit to assisting every student to prepare for living with the highest degree of independence possible.

*Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (Draft 2011)* describes a set of beliefs, based in research, that should guide all program planning for students with special education needs in all disciplines. Teachers planning social studies, history, and geography programs need to pay particular attention to these beliefs, which are as follows:

- All students can succeed.
- Each student has their own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design[10] and differentiated instruction[11] are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student's literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

In planning social studies, history, and geography programs for students with special education needs, teachers should begin by examining both the curriculum expectations for the student's appropriate grade level and the student's particular strengths and learning needs to determine which of the following options is appropriate for the student:

- no accommodations[12] or modified expectations; or
- accommodations only; or

10. The goal of Universal Design for Learning (UDL) is to create a learning environment that is open and accessible to all students, regardless of age, skills, or situation. Instruction based on principles of universal design is flexible and supportive, can be adjusted to meet different student needs, and enables all students to access the curriculum as fully as possible.

11. Differentiated instruction, as discussed on page 36 of this document, is effective instruction that shapes each student's learning experience in response to the student's particular learning preferences, interests, and readiness to learn.

12. "Accommodations" refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment (see *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, p. 72).

- modified expectations, with the possibility of accommodations; or
- alternative expectations, which are not derived from the curriculum expectations for a grade and which constitute alternative programs.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in their Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs,[13] can be found in *Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide, 2017 (Draft)* (referred to hereafter as *Special Education in Ontario, 2017*). For a detailed discussion of the ministry's requirements for IEPs, see Part E of *Special Education in Ontario*. (The document is available at http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf)

## Students Requiring Accommodations Only

Some students with special education needs are able, with certain accommodations, to participate in the regular curriculum and to demonstrate learning independently. Accommodations allow the student with special education needs to access the curriculum without any changes to the grade-level curriculum expectations. The accommodations required to facilitate the student's learning must be identified in their IEP (*Special Education in Ontario, 2017*, p. E38). A student's IEP is likely to reflect the same accommodations for many, or all, subject areas.

Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners.

There are three types of accommodations:

- *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. Some examples include the use of graphic organizers, photocopied notes, or assistive software.
- *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate their learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

(See page E39 of *Special Education in Ontario, 2017*, for more examples.)

If a student requires "accommodations only" in social studies, history, and geography, assessment and evaluation of their achievement will be based on the regular grade-level curriculum expectations and the achievement levels outlined in this document. The IEP box on the student's progress report card and provincial report card will not be checked, and no information on the provision of accommodations will be included.

13. Alternative programs are identified on the IEP by the term "alternative (ALT)".

### Students Requiring Modified Expectations

In social studies, history, and geography, modified expectations for most students with special education needs will be based on the regular grade-level curriculum, with an increase or decrease in the number and/or complexity of expectations. Modification may also include the use of expectations at a different grade level. Modified expectations must represent specific, realistic, observable, and measurable goals, and must describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.

Modified expectations must indicate the knowledge and/or skills that the student is expected to demonstrate and that will be assessed in each reporting period (*Special Education in Ontario, 2017*, p. E27). Modified expectations should be expressed in such a way that the student and parents can understand not only exactly what the student is expected to know or be able to demonstrate independently, but also the basis on which their performance will be evaluated, resulting in a grade or mark that is recorded on the Elementary Provincial Report Card. The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (*Special Education in Ontario, 2017*, p. E28).

If a student requires modified expectations in social studies, history, and geography, assessment and evaluation of their achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. On the progress report card and the provincial report card, the IEP box must be checked for any subject in which the student requires modified expectations, and, on the provincial report card, the appropriate statement from *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, page 61, must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the subject.

## PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 26 per cent of the children in Ontario's English-language schools is a language other than English. In addition, some students use varieties of English – also referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these children are entering a new linguistic and cultural environment. All teachers share in the responsibility for these students' English-language development.

English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not

only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

Most English language learners in Ontario schools have an age-appropriate proficiency in their first language. Although they need frequent opportunities to use English at school, there are important educational and social benefits associated with continued development of their first language while they are learning English. Teachers need to encourage parents to continue to use their own language at home in rich and varied ways as a foundation for language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs from teachers who specialize in meeting their language-learning needs:

*English as a Second Language (ESL)* programs are for students born in Canada or newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools.

*English Literacy Development (ELD)* programs are primarily for newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools, and who arrive with significant gaps in their education. These children generally come from countries where access to education is limited or where there are limited opportunities to develop language and literacy skills in any language. Some First Nations, Métis, or Inuit students from remote communities in Ontario may also have had limited opportunities for formal schooling, and they also may benefit from ELD instruction.

In planning programs for children with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, children who are in an early stage of English-language acquisition may go through a "silent period" during which they closely observe the interactions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have gained enough proficiency in English to feel confident of their interpretations and responses. Students thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are ready to participate in paired, small-group, or whole-class activities, some students will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations.

Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes.

Responsibility for students' English-language development is shared by the classroom teacher, the ESL/ELD teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the classroom. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations for social studies, history, and geography include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learners at their present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., modelling; use of gestures; open-ended activities; extensive use of visual cues, images, diagrams; visual representations of key ideas; graphic organizers; scaffolding; preteaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., simplified text; illustrated guides or diagrams that show the components of the social studies inquiry process; word walls with vocabulary specific to social studies, history, and geography; resources available in languages that students speak at home; bilingual dictionaries; visual material and displays; materials and activities that reflect cultural diversity);
- use of assessment accommodations (e.g., provision of extra time; use of interviews and oral presentations; demonstration of learning through participation in dramatic activities or through songs or chants; use of portfolios, demonstrations, visual representations or models, or tasks requiring completion of graphic organizers instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Teachers need to adapt the program for English language learners as they acquire English proficiency. For students in the early stages of language acquisition, teachers need to modify the curriculum expectations in some or all curriculum areas. Most English language learners require accommodations for an extended period, long after they have achieved proficiency in everyday English.

When curriculum expectations are modified in order to meet the language-learning needs of English language learners, assessment and evaluation will be based on the documented modified expectations. Teachers will check the ESL/ELD box on the progress report card and the provincial report card only when modifications have been made to curriculum expectations to address the language needs of English language learners (the box should *not* be checked to indicate simply that they are participating in ESL/ELD programs or if they are only receiving accommodations). There is no requirement for a statement to be added to the "Comments" section of the report cards when the ESL/ELD box is checked.

Although the degree of program adaptation required will decrease over time, students who are no longer receiving ESL or ELD support may still need some program adaptations to be successful.

For further information on supporting English language learners, refer to the following documents:

- *Supporting English Language Learners, Grades 1 to 8: A Practical Guide for Ontario Educators, 2008*
- *Supporting English Language Learners with Limited Prior Schooling: A Practical Guide for Ontario Educators, Grades 3 to 12, 2008*
- *English Language Learners – ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007*
- *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom, 2005*

## ENVIRONMENTAL EDUCATION IN SOCIAL STUDIES, HISTORY, AND GEOGRAPHY

> *Ontario's education system will prepare students with the knowledge, skills, perspectives, and practices they need to be environmentally responsible citizens. Students will understand our fundamental connections to each other and to the world around us through our relationship to food, water, energy, air, and land, and our interaction with all living things. The education system will provide opportunities within the classroom and the community for students to engage in actions that deepen this understanding.*
>
> *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009*, p. 6

*Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools* outlines an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system.

The three goals outlined in *Acting Today, Shaping Tomorrow* are organized around the themes of teaching and learning, student engagement and community connections, and environmental leadership. The first goal is to promote learning about environmental issues and solutions. The second is to engage students in practising and promoting environmental stewardship, both in the school and in the community. The third stresses the importance of having organizations and individuals within the education system provide leadership by implementing and promoting responsible environmental practices throughout the system so that staff, parents, community members, and students become dedicated to living more sustainably.

Social studies, history, and geography offer many opportunities for accomplishing these goals. In Grades 1–6 social studies, the People and Environments strand focuses on contemporary environmental issues and the importance of sustainable living and development. Students investigate a wide range of environmental issues and are sometimes asked to develop plans of action aimed at promoting stewardship. The Heritage and Identity strand enables students to explore the significance of the environment to different communities at different times. Similar opportunities for learning about and taking action with regard to the environment are included in the history and geography program in Grades 7 and 8.

A resource document – *The Ontario Curriculum, Grades 1–8, and Kindergarten Programs: Environmental Education, Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in planning lessons that integrate environmental education with other subject areas. It identifies curriculum expectations and related examples and prompts, in subjects across the Ontario curriculum, that provide opportunities for student learning "in, about, and/or for" the environment. Teachers can use this document to plan lessons that relate explicitly to the environment, or they can draw on it for opportunities to use the environment as the context for learning. The document can also be used to make curriculum connections to school-wide environmental initiatives. This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca/eng/curriculum/elementary/environ18curr.pdf.

## HEALTHY RELATIONSHIPS AND SOCIAL STUDIES, HISTORY, AND GEOGRAPHY

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community.

Several provincial policies and initiatives, including the Foundations for a Healthy School framework, the equity and inclusive education strategy, and the Safe Schools strategy, are designed to foster caring and safe learning environments in the context of healthy and inclusive schools. These policies and initiatives promote positive learning and teaching environments that support the development of healthy relationships, encourage academic achievement, and help all students reach their full potential.

In its 2008 report, *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships*, the Safe Schools Action Team confirmed "that the most effective way to enable all students to learn about healthy and respectful relationships is through the school curriculum" (p. 11). Teachers can promote this learning in a variety of ways. For example, they can help students develop and practise the skills they need for building healthy relationships by giving them opportunities to apply critical-thinking and problem-solving strategies and to address issues through group discussions, role play, case study analysis, and other means. Co-curricular activities such as clubs and intramural and interschool sports provide additional opportunities for the kind of interaction that helps students build healthy relationships. Teachers can also have a positive influence on students by modelling the behaviours, values, and skills that are needed to develop and sustain healthy relationships, and by taking advantage of "teachable moments" to address immediate relationship issues that may arise among students.

The study of healthy relationships infuses the social studies, history, and geography curriculum. For example, the primary grades provide opportunities for students to explore the topic of healthy relationships in terms of personal responsibilities towards others and the interrelationships between individuals and other people in the community.

In the junior grades, students study conflict and cooperation among individuals and communities throughout history, identifying sources of conflict, opportunities for cooperation, and how different peoples viewed and related to each other. Students examine power dynamics and its role in human interrelationships. These explorations continue in history and geography in Grades 7 and 8, but at a deeper level, guided by questions that encourage students to think critically about global inequalities and the impact that people have on each other and on the environment.

A climate of acceptance and open-mindedness is vital in the social studies, history, and geography classroom. These attitudes enable students to develop an awareness of the complexity of a range of issues. Moreover, in examining issues from various perspectives, students develop an understanding of and respect for different points of view. Students also develop empathy as they analyse events and issues from the perspectives of people in different parts of Canada or the world, or from different historical eras. All of these attitudes and attributes provide a foundation for forming and maintaining healthy relationships.

## EQUITY AND INCLUSIVE EDUCATION IN SOCIAL STUDIES, HISTORY, AND GEOGRAPHY

The Ontario equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. Antidiscrimination education continues to be an important and integral component of the strategy.

In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, creed, gender identity/expression, gender, sexual orientation, socio-economic status, or other factors – are welcomed, included, treated fairly, and respected. Diversity is valued when all members of the school community feel safe, welcomed, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences.

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to strive for high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the broader society. Antidiscrimination education promotes equity, healthy relationships, and active, responsible citizenship.

Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions of women, the perspectives of various ethnocultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit communities, teachers enable students from a wide range of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the curriculum reflect the diversity of Ontario

society. In addition, teachers should differentiate instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

Interactions between the school and the community should reflect the diversity of both the local community and the broader society. A variety of strategies can be used to communicate with and engage parents and members from diverse communities, and to encourage their participation in and support for school activities, programs, and events. Family and community members should be invited to take part in teacher interviews, the school council, and the parent involvement committee, and to attend and support activities such as plays, concerts, co-curricular activities and events, and various special events at the school. Schools may consider offering assistance with childcare or making alternative scheduling arrangements in order to help caregivers participate. Students can also help by encouraging and accompanying their families, who may be unfamiliar with the Ontario school system. Special outreach strategies and encouragement may be needed to draw in the parents of English language learners and First Nations, Métis, or Inuit students, and to make them feel more welcomed in their interactions with the school.

The principle of valuing inclusiveness is an element of the vision statement of the social studies, history, geography, and Canadian and world studies programs. Thus, encouraging students to understand and value diversity is a focus of the social studies, history, and geography program. In the primary grades, students learn that there is diversity within families and communities. Students explore how traditions change over time and how various traditions are observed or celebrated by different members of the community, including the classroom community. In later grades, students explore concepts of power and exclusion, learning about the living conditions of different groups of people in the past and present, including women, First Nations, and people in developing countries. At the same time, the program provides students with opportunities to learn about how people from every walk of life contribute to society. There are numerous opportunities to break through stereotypes and to learn about various religious, social, and ethnocultural groups, including First Nations, Métis, and Inuit people, and their distinct traditions. Students investigate injustices and inequalities, but not simply through the lens of victimization. Rather, they examine ways in which various people act or have acted as agents of change and can serve as role models for active citizenship.

It is important that teachers of social studies, history, and geography create an environment that will foster a sense of community where all students feel included and appreciated. It is imperative that students see themselves reflected in the choices of materials, resources, and examples selected by the teacher. When leading discussions on topics related to diverse religious, ethnocultural, or socio-economic groups or the rights of citizenship, teachers should ensure that all students – regardless of culture, religious affiliation, gender, class, or sexual orientation – feel included and recognized in all activities and discussions. By teachers carefully choosing support materials that reflect the makeup of a class, students will see that they are respected and will, in turn, come to respect the differences that exist in their classroom and in the larger community.

## FINANCIAL LITERACY IN SOCIAL STUDIES, HISTORY, AND GEOGRAPHY

The document *A Sound Investment: Financial Literacy Education in Ontario Schools, 2010* (p. 4) sets out the vision that:

> *Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them.*

There is a growing recognition that the education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world.

Because making informed decisions about economic and financial matters has become an increasingly complex undertaking in the modern world, students need to build knowledge and skills in a wide variety of areas. In addition to learning about the specifics of saving, spending, borrowing, and investing, students need to develop broader skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues, so that they can analyse and manage the risks that accompany various financial choices. They also need to develop an understanding of world economic forces and the effects of those forces on the local, national, and global levels. In order to make wise choices, they will need to understand how such forces affect their own and their families' economic and financial circumstances. Finally, to become responsible citizens in the global economy, they will need to understand the social, environmental, and ethical implications of their own choices as consumers. For all of these reasons, financial literacy is an essential component of the education of Ontario students – one that can help ensure that Ontarians will continue to prosper in the future.

One of the objectives of the social studies, history, geography, and Canadian and world studies programs is to enable students to become responsible, active citizens who are informed and critically thoughtful. Financial literacy is a key element of this objective. In the social studies, history, and geography program, students have multiple opportunities to investigate and study financial literacy concepts that are related to the course content. In social studies in the junior years, for example, students compare the economy and social structures of early societies with those of today. They study the role of trade in establishing and cementing relationships between First Nations and early Europeans in Canada. Students examine our reliance on the development of natural resources to meet our needs and wants. Throughout the program, students also study aspects of the role of the government in Canada's economy, regional aspects of that economy, and some of the economic links between Canada and the rest of the world. In history, students have a number of opportunities to investigate the impact of economic factors on Canadian history and explore how different communities responded to or were affected by these factors. In geography, students investigate the importance of natural resources to the global economy. In addition, they learn about global economic disparities and their impact on the quality of life in different countries around the world.

A resource document – *The Ontario Curriculum, Grades 4–8: Financial Literacy, Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in bringing financial literacy into the classroom. This document identifies curriculum expectations and related examples and prompts, in various subjects from Grade 4 through Grade 8, that provide opportunities through which students can acquire skills and knowledge related to financial literacy. The document can also be used to make curriculum connections to school-wide initiatives that support financial literacy. This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca/eng/document/policy/FinLitGr4to8.pdf.

## LITERACY, MATHEMATICAL LITERACY, AND INQUIRY IN SOCIAL STUDIES, HISTORY, AND GEOGRAPHY

> *Literacy is defined as the ability to use language and images in rich and varied forms to read, write, listen, view, represent, and think critically about ideas. It involves the capacity to access, manage, and evaluate information; to think imaginatively and analytically; and to communicate thoughts and ideas effectively. Literacy includes critical thinking and reasoning to solve problems and make decisions related to issues of fairness, equity, and social justice. Literacy connects individuals and communities and is an essential tool for personal growth and active participation in a cohesive, democratic society.*
>
> *Reach Every Student: Energizing Ontario Education, 2008*, p. 6

> *Literacy instruction must be embedded across the curriculum. All teachers of all subjects … are teachers of literacy.*
>
> *Think Literacy Success, Grades 7–12: The Report of the Expert Panel on Students at Risk in Ontario, 2003*, p. 10

As these quotations suggest, literacy involves a range of critical thinking skills and is essential for learning across the curriculum. Literacy instruction takes different forms of emphasis in different subjects, but in all subjects, literacy needs to be explicitly taught. Literacy, mathematical literacy, and inquiry and research skills are critical to students' success in all subjects of the curriculum and in all areas of their lives.

In social studies, history, and geography, students develop a wide range of literacy, mathematical literacy, and inquiry skills. First, they develop literacy skills by reading, interpreting, and analysing various texts, including diaries, letters, interviews, speeches, treaties, information from governments and non-governmental organizations, news stories, and fiction and non-fiction books. In addition, they develop the skills needed to construct, extract information from, and analyse various types of maps and digital representations, including topographic, demographic, thematic, annotated, choropleth, and geographic information systems (GIS) maps. Students also develop an understanding of terminology specific to each subject and use language with care and precision in order to communicate effectively. Second, students develop mathematical literacy skills by extracting information from and constructing various types of graphs, including line, bar, and scatter graphs related to various topics. Third, the curriculum provides numerous opportunities for students to develop their inquiry skills as they engage in the social studies, historical, and geographic inquiry processes. Teachers need to teach the skills related to all these areas and then provide opportunities for students to practise them in the context of their investigations.

Oral communication skills are fundamental to the development of social studies, history, and geography literacy and are essential for thinking and learning. Through purposeful talk, students not only learn to communicate information but also explore and come to understand ideas and concepts, identify and solve problems, organize their experience and knowledge, and express and clarify their thoughts, feelings, and opinions. To develop their oral communication skills, students need numerous opportunities to talk about a range of topics in social studies, history, and geography. These opportunities are available throughout the curriculum. The expectations in all strands give students a chance to engage in brainstorming, reporting, and other oral activities to identify what they know about a new topic, discuss strategies for solving a problem, present and defend ideas or debate issues, and offer critiques or feedback on work or on opinions expressed by their peers.

When reading texts related to social studies, history, and geography, students need to use a variety of strategies to construct meaning, choosing strategies appropriate to the particular text form. They need to understand vocabulary and terminology that are unique to social studies, history, and geography and need to acquire the skills necessary to interpret various kinds of graphic depictions (e.g., maps, infographics, graphs, and charts). To help students construct meaning, it is essential that teachers continue to help them develop their reading skills and strategies. In addition, there are many works of fiction that can be used to illustrate key concepts in social studies, history, and geography, such as power and authority, conflict and cooperation, citizenship, identity, perspective, and environmental stewardship. Teachers of language could assign fictional works that model concepts from the social studies, history, and geography curriculum in order to provide opportunities for meaningful discussion about both current and past issues.

In addition to providing opportunities for literacy development, social studies, history, and geography also reinforce mathematical literacy, in areas involving computational strategies and data management and, in particular, the ability to read and construct graphs. For example, calculations and graphing are often used in field studies: students engaged in a field study focusing on littering in public spaces need to develop methods of gathering data on the accumulation of litter and might construct graphs to communicate their findings. Alternatively, students exploring trends in world geography might need to interpret population pyramids and climate graphs as well as data related to economic development and/or quality of life.

Whether students are talking, writing, or showing their understanding in social studies, history, and geography teachers can prompt them, through questioning, to explain the reasoning that they have applied to a particular solution or strategy, or to reflect on what they have done. Because rich, open-ended questioning is the starting point for effective inquiry or for addressing a problem, it is important that teachers model this style of questioning for their students and allow students multiple opportunities to ask, and find answers to, their own questions.

Inquiry and research are at the heart of learning in all subject areas. In social studies, history, and geography, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. Careful structuring of learning opportunities and teacher questioning can encourage the development of these inquiry skills in students. Within the inquiry process, for example, questioning plays a large role in shaping the direction of an investigation – appropriate questions can

enhance the richness of an investigation and encourage students to solve problems and go beyond the mere collection of facts. Students solve problems in order to increase their chances of success in an investigation. Solving problems enables students to explore, discover, create, experiment, and arrive at solutions.

Different kinds of questions can be used to stimulate thinking. These include:

- *simple content and/or skill-related questions*, which elicit purposeful feedback and develop skill awareness *(e.g., How much of the food in your home is from local producers? What information should you be looking for when reading this map or graph?)*;
- *analytical questions*, which develop decision-making and problem-solving skills with respect to an issue by asking how or why *(e.g., If you choose to purchase food from non-local producers, what criteria could you use to make the best choices? Of the two maps you have collected, which one is more informative and helpful? Why?)*;
- *review questions*, which develop thinking skills related to reflecting on social studies, historical, and geographic thinking or on the development of knowledge or skills, and devising ways to improve on an activity or approach *(e.g., Would your criteria be applicable outside of southern Ontario? How might the criteria be different for people living in Thunder Bay? What could you change in your original criteria to ensure that a wider perspective is considered? What skills are you developing as you analyse these maps?)*.

The ability to respond to such questions helps students build their confidence and competence as they develop social studies, historical, and geographic literacy. The teacher's questioning also provides students with a model for developing their own habits of inquiry.

As they advance through the grades, students acquire the skills to locate relevant information from a variety of print and electronic sources, such as books, periodicals, dictionaries, encyclopedias, interviews, videos, and relevant Internet sources. The questioning they practised in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and evaluate the quality of information allows a student to become an independent, lifelong learner.

## CRITICAL THINKING AND CRITICAL LITERACY IN SOCIAL STUDIES, HISTORY, AND GEOGRAPHY

Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications, make a judgement, and/or guide decision making. Critical thinking includes skills such as questioning, predicting, hypothesizing, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives. Students who are taught these skills become critical thinkers who can move beyond superficial conclusions to a deeper understanding of the issues they are examining. They are able to engage in an inquiry process in which they explore complex and multifaceted issues, and questions for which there may be no clear-cut answers.

Students use critical thinking skills in social studies, history, and geography when they assess, analyse, and/or evaluate the impact of something and when they form an opinion about something and support that opinion with a rationale. In order to think critically, students need to examine the opinions and values of others, detect bias, look for implied meaning, and use the information gathered to form a personal opinion or stance, or a personal plan of action with regard to making a difference. The development of these skills is supported by the Inquiry section of each strand as well as by the concepts of disciplinary thinking that are identified for each overall expectation in the curriculum (for a description of the concepts of disciplinary thinking, see page 13).

As they work to achieve the social studies, history, and geography expectations, students frequently need to identify the possible implications of choices. As they gather information from a variety of sources, they need to be able to interpret what they are listening to, reading, or viewing; to look for instances of bias; and to determine why that source might express that particular bias.

Students approach critical thinking in various ways. Some students find it helpful to discuss their thinking, asking questions and exploring ideas. Other students, including many First Nations, Métis, and Inuit students, may take time to observe a situation or consider a text carefully before commenting; they may prefer not to ask questions or express their thoughts orally while they are thinking.

In developing critical thinking skills in social studies, history, and geography, students must ask themselves effective questions in order to interpret information, detect bias in their sources, determine why a source might express a particular bias, and consider the values and perspectives of a variety of groups and individuals.

Critical literacy is the capacity for a particular type of critical thinking that involves looking beyond the literal meaning of a text to determine what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical literacy goes beyond conventional critical thinking by focusing on issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable, who benefits from the text, and how the reader is influenced.

Critically literate students understand that meaning is not found in texts in isolation. People make sense of a text, or determine what a text means, in a variety of ways. Students therefore need to be aware of points of view (e.g., those of people from various cultures), the context (e.g., the beliefs and practices of the time and place in which a text was created and those in which it is being read or viewed), the background of the person interacting with the text (e.g., upbringing, friends, school and other communities, education, experiences), intertextuality (e.g., information that a reader or viewer brings to a text from other texts read previously), gaps in the text (e.g., information that is left out and that the reader or viewer must fill in), and silences in the text (e.g., voices of a person or group not heard).

In social studies, history, and geography, students who are critically literate are able, for example, to actively analyse media messages and determine potential motives and underlying messages. They are able to determine what biases might be contained in texts, media, and resource material and why that might be, how the content of these materials might be determined and by whom, and whose perspectives might have been left out and why. Students would then be equipped to produce their own interpretation of the issue. Opportunities should be provided for students to engage in a critical discussion of "texts", which can include books (including textbooks), television programs, movies, web pages, advertising, music, gestures, oral texts, and other means of expression. Such discussions empower students to understand how the authors of texts are trying to influence them as members of society. Language and communication are never neutral: they are used to inform, entertain, persuade, and manipulate.

Another aspect of critical thinking is metacognition, which involves developing one's thinking skills by reflecting on one's own thought processes. Metacognitive skills include the ability to monitor one's own learning. Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills related to critical literacy across all disciplines. In social studies, history, and geography, metacognitive skills are developed in a number of ways. Throughout the inquiry process, students use metacognitive skills to reflect on their thinking, ensuring, for example, that their questions are appropriate, that they have logically interpreted the information they have generated, and that the appropriate concepts of disciplinary thinking are reflected in their analysis. Through the application of metacognitive skills, students constantly revisit and rethink their work, leading to a deepening of the inquiry process.

## THE ROLE OF THE SCHOOL LIBRARY IN SOCIAL STUDIES, HISTORY, AND GEOGRAPHY PROGRAMS

The school library program can help build and transform students' knowledge in order to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the social studies, history, and geography curriculum by encouraging students to read widely, teaching them to read many forms of text for understanding and enjoyment, and helping them to improve their research skills and to use information gathered through research effectively. The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- acquire an understanding of the richness and diversity of artistic and informational texts produced in Canada and around the world;
- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning.

The school library program plays a key role in the development of information literacy and research skills. Teacher-librarians, where available, collaborate with classroom or content-area teachers to design, teach, and provide students with authentic information and research tasks that foster learning, including the ability to:

- access, select, gather, process, critically evaluate, create, and communicate information;
- use the information obtained to explore and investigate issues, solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives;
- communicate their findings to different audiences, using a variety of formats and technologies;
- use information and research with understanding, responsibility, and imagination.

In addition, teacher-librarians can work with teachers of social studies, history, and geography to help students:

- develop literacy in using non-print forms, such as the Internet, CDs, DVDs, and videos, in order to access databases, web quests, web-based graphical tools, satellite images, global positioning systems (GPS) resources, interactive on-line maps and atlases, and a variety of primary sources;
- design inquiry questions for research for social studies, history, and geography projects;
- create and produce single-medium or multimedia presentations.

Teachers of social studies, history, and geography are also encouraged to collaborate with both local librarians and teacher-librarians on collecting digital, print, and visual resources for projects (e.g., storybooks on a theme or topic to inspire role play in the primary grades; picture books for inspiration; culture-specific image collections; informational and performance videos). Librarians may also be able to assist in accessing a variety of online resources and collections (e.g., professional articles, image galleries, videos).

In addition to resource materials in the school library, teachers may be able to access specialized libraries of copyright-free music collections for use in social studies, history, and geography. Teachers need to discuss with students the concept of ownership of work and the importance of copyright in all forms of media.

## THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY IN SOCIAL STUDIES, HISTORY, AND GEOGRAPHY

Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support student learning in social studies, history, and geography. ICT can help students not only to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings but also to make connections with other schools, at home and abroad, and to bring the global community into the local classroom.

The integration of information and communications technologies into the social studies, history, and geography program represents a natural extension of the learning expectations. ICT tools can be used in a number of ways:

- *In the inquiry process:* ICT programs can help students throughout the inquiry process as they gather, organize, and analyse information, data, and evidence, and as they write, edit, and communicate their findings.
- *To help develop spatial skills:* Students can extract and analyse information using on-line interactive mapping and graphing programs. Such programs can also help students organize and present information in maps and graphs. Students in the junior and intermediate grades can use GIS to layer information when analysing and creating new maps.
- *As part of field studies:* When engaging in a field study, students can combine a number of ICT tools such as GPS, hand-held personal digital devices, and digital cameras. Technology also makes it possible to use simulations when field studies are not feasible.

Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning. Current technologies are useful both as research tools and as creative media. For example, computer technology enables students to obtain evidence from digital atlases; to gain access to the websites of archives, museums, and heritage sites around the world; and to gather statistics relevant to local, national, and global issues. They can also use cloud/online data storage and portable storage devices to store information, as well as technological devices, software, and online tools to communicate their findings in creative and engaging ways.

Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues related to Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.

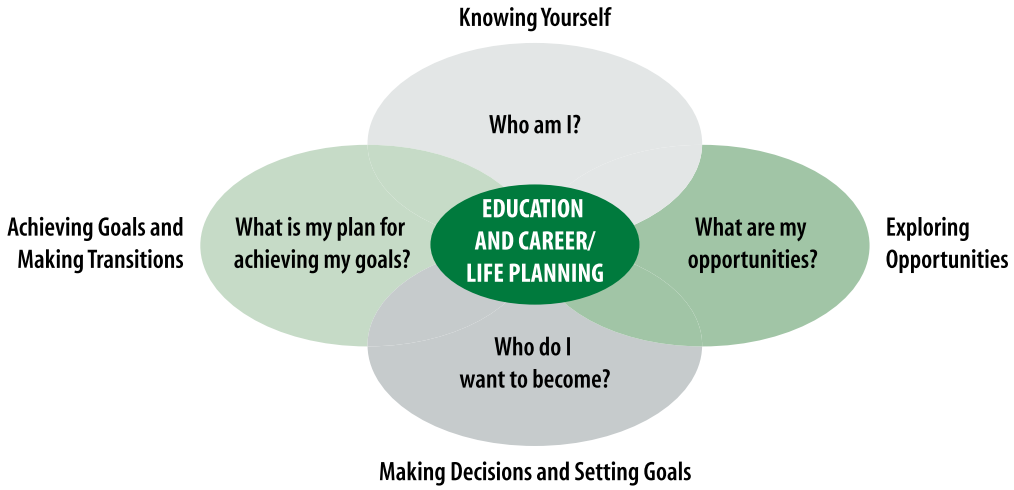
ICT tools are also useful for teachers in their teaching practice, both for whole-class instruction and for the design of curriculum units that contain varied approaches to learning in order to meet diverse student needs. A number of digital resources to support learning are licensed through the ministry; they are listed at https://www.osapac.ca/dlr/.

## EDUCATION AND CAREER/LIFE PLANNING THROUGH THE SOCIAL STUDIES, HISTORY, AND GEOGRAPHY CURRICULUM

The goals of the Kindergarten to Grade 12 education and career/life planning program are to:

- ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
- provide classroom and school-wide opportunities for this learning; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

The framework of the program is a four-step inquiry process based on four questions linked to four areas of learning: (1) knowing yourself – Who am I?; (2) exploring opportunities – What are my opportunities?; (3) making decisions and setting goals – Who do I want to become?; and, (4) achieving goals and making transitions – What is my plan for achieving my goals?




Classroom teachers support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners. The curriculum expectations in social studies, history, and geography provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work, and life.

## HEALTH AND SAFETY IN SOCIAL STUDIES, HISTORY, AND GEOGRAPHY

Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and ministry policies. Students must be made aware that health and safety are everyone's responsibility – at home, at school, and in the workplace.

Concern for safety should be an integral part of instructional planning and implementation. Teachers should follow board safety guidelines to ensure that students have the knowledge and skills needed for safe participation in all learning activities. Wherever possible, potential risks must be identified and procedures developed to prevent or minimize incidents and injuries. In a safe learning environment, the teacher will:

- be aware of up-to-date safety information;
- plan activities with safety as a primary consideration;
- observe students to ensure that safe practices are being followed;
- have a plan in case of emergency;
- show foresight;
- act quickly.

Teachers must consider safety issues before students participate in a field trip. They must assess potential dangers and implement measures to protect students from risks. Safety considerations related to field trips include:

- assessing risks related to the plants and animals (e.g., poison ivy);
- determining whether there is a need for appropriate clothing and protection (e.g., a hat, sunscreen, and/or rain gear).

The school principal must ensure that parents have informed the school of any medical conditions that might affect their children, either in the regular classroom or during field trips. Teachers must take students' medical conditions into consideration when planning activities both inside and outside the classroom.

# SOCIAL STUDIES, GRADES 1 TO 6

# INTRODUCTION

## The Topics

The expectations for social studies in Grades 1 to 6 are divided into two strands – A. Heritage and Identity and B. People and Environments – as described on page 22. The topics covered in each grade are as follows:

**Grade 1** A. Our Changing Roles and Responsibilities
B. The Local Community

**Grade 2** A. Changing Family and Community Traditions
B. Global Communities

**Grade 3** A. Communities in Canada, 1780–1850
B. Living and Working in Ontario

**Grade 4** A. Early Societies to 1500 CE
B. Political and Physical Regions of Canada

**Grade 5** A. Interactions of Indigenous Peoples and Europeans prior to 1713, in What Would Eventually Become Canada
B. The Role of Government and Responsible Citizenship

**Grade 6** A. Communities in Canada, Past and Present
B. Canada's Interactions with the Global Community

## The Concepts of Social Studies Thinking

The six concepts of social studies thinking – significance, cause and consequence, continuity and change, patterns and trends, interrelationships, perspective – underpin all thinking and learning in social studies. In Grades 1–6, at least one concept of social studies thinking is identified as the focus for each overall expectation. The following chart describes each concept and provides sample questions related to it. These questions highlight opportunities for students to apply a specific concept in their studies. (See page 13 for a fuller discussion of the concepts of disciplinary thinking.)

| **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: for example, what is important to one person or group of people may not be important to another. The significance of something is generally determined by its short- and/or long-term impact on people and or places.<br><br>**Related Questions***<br>– What role does an Elder play in your community? (Grade 1, A3.2)<br>– What are some of the big celebrations in your family during the year? (Grade 2, A3.4)<br>– Why are the temples at Angkor Wat or mosques at Timbuktu such important archaeological sites? What can they tell us about the societies that built them? (Grade 4, A3.2)<br>– How do we determine the importance of certain developments or events? (Grade 6, Overview) |

*(continued)*

* These questions are drawn directly from the overview charts that precede each grade and from the sample questions that accompany many specific expectations.

**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.

**Related Questions**

- Why don't farmers in Ontario grow bananas or pineapples? (Grade 2, B1.2)
- What impact do human activities and different land uses have on the environment? How can we reduce their impact? (Grade 3, Overview)
- What were some of the major short- and long-term consequences for the Haudenosaunee and Anishinaabe people of contact with European explorers and settlers? (Grade 5, A1.1)
- What impact does Canada's consumption of coffee or chocolate have on the people and environment of the producer countries? (Grade 6, B2.1)

**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, and so on. Students make judgements about continuity and change by making comparisons between some point in the past and the present, or between two points in the past.

**Related Questions**

- In what ways might your responsibilities at home change as you get older? (Grade 1, A1.1)
- What are the main differences between your day-to-day life and the life of a child living in Upper Canada in 1800? (Grade 3, A1.2)
- What farming techniques used by the Mayans and the people of ancient India are still practised by Canadian farmers? (Grade 4, A1.4)
- What types of organizations existed in the past, or exist now, to help new immigrants in Canada? (Grade 6, A3.7)

**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). The characteristics may be spatial, social, economic, physical, or environmental. Students discover patterns by making connections between characteristics; they discover trends by making connections between those characteristics over time.

**Related Questions**

- How would you describe the park nearby? What makes a park a park? Are there things that all parks have? (Grade 1, B3.2)
- What are some of the characteristics of the natural environment in regions of Ontario that are recreational destinations? (Grade 3, B1.1)
- What makes a region a region? (Grade 4, Overview)
- When you locate on a map the countries that are the most common tourism destinations for Canadians, do you notice any patterns? (Grade 6, B3.6)

*(continued)*

**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. Students explore various components within a system, interactions between components of a system, and relationships between systems.

**Related Questions**

- In what ways do people and the natural and built features of our community work together to help meet the needs of the community? (Grade 1, Overview)
- What does the Inuksuk tell you about the relationships between Inuit societies, the land, and the environment? (Grade 4, A2.4)
- Which level or levels of government should address the issue of the sale and export of spring water from Ontario? (Grade 5, B1.3)
- Why does the issue of invasive species require action at the international level? (Grade 6, B1.3)

**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. Students also learn the importance of analysing sources to determine whose perspectives they convey and of gathering sources that reflect multiple perspectives.

**Related Questions**

- How does an understanding of unique individuals and groups help us appreciate the diversity in our community? (Grade 2, Overview)
- What were some differences in the ways First Nations and settlers viewed childhood? (Grade 3, A1.1)
- How might the opening of a mine both help and hurt a community? (Grade 4, B2.1)
- Whose voices should be heard in discussions about the building of a new housing subdivision? (Grade 5, B2.1)

## The Social Studies Inquiry Process

In each strand, section 2 focuses explicitly on the social studies inquiry process, guiding students in their investigations of issues, events, and/or developments. This process is *not* intended to be applied in a linear manner: students will use the applicable components of the process in the order most appropriate for them and for the task at hand. Although the Inquiry section covers all of the components of the inquiry process, it is important to note that students apply skills associated with the inquiry process in the context of any expectation, regardless of whether it is in the Application, Inquiry, or Understanding Context section. (See page 23 for a fuller discussion of the inquiry process in the social studies, history, and geography program.)

The following chart identifies ways in which students may approach each of the components of the social studies inquiry process.

| **Formulate Questions** |
|---|
| Students formulate questions, either independently or with guidance from the teacher, and either individually or in groups:<br>– to explore various events, developments, and/or issues that are related to the overall expectations in order to identify the focus of their inquiry<br>– to help them determine which key concept (or concepts) of social studies thinking is relevant to their inquiry<br>– that reflect the selected concept(s) of social studies thinking<br>– to develop criteria that they will use in evaluating evidence and information, making judgements or decisions, and/or reaching conclusions |
| **Gather and Organize** |
| Students:<br>– collect relevant data, evidence, and/or information from primary sources,[a] secondary sources,[b] and/or field studies[c]<br>– determine if their sources are accurate and reliable<br>– identify the points of view in the sources they have gathered<br>– use a variety of methods to organize the data, evidence, and information they are using<br>– record the sources of the data, evidence, and information they are using<br>– decide whether they have collected enough data, evidence, and/or information for their inquiry |

*(continued)*

a. Primary sources include, but are not limited to, artefacts, art works, cookbooks, diaries, letters, oral histories, photographs, graphs, satellite images, and some maps and diagrams.

b. Secondary sources include, but are not limited to, current news articles, documentaries and other films, reference books, and most websites.

c. Field studies include, but are not limited to, studies in local neighbourhoods, parks, and school grounds.

| Interpret and Analyse |
|---|
| Students:<br>– analyse data, evidence, and information, applying the relevant concepts of social studies thinking (see preceding chart)<br>– use different types of graphic organizers to help them interpret and/or analyse their data, evidence, and/or information<br>– identify the key points or ideas in each source<br>– extract information from graphs, charts, diagrams, and/or maps<br>– construct graphs, charts, diagrams, and/or maps to help them analyse events, developments, and/or issues<br>– analyse their sources to determine the importance of an event, development, or issue for individuals and/or groups<br>– identify biases in individual sources<br>– determine if all points of view are represented in the source materials as a whole, and which, if any, are missing |
| **Evaluate and Draw Conclusions** |
| Students:<br>– synthesize data, evidence, and/or information, and make informed, critical judgements based on that data, evidence, and/or information<br>– make connections between the past and present<br>– predict outcomes<br>– determine the impact of events, developments, and/or issues on people and/or places<br>– take a position and support it with evidence |
| **Communicate** |
| Students:<br>– use appropriate forms (e.g., oral, visual, written, kinaesthetic) for different audiences and purposes<br>– communicate judgements, decisions, conclusions, predictions, and/or plans of action clearly and logically<br>– use terminology and concepts correctly and effectively<br>– cite sources using appropriate forms of documentation |

# GRADE 1

## OVERVIEW

In Grade 1 social studies, students will examine various roles, relationships, and responsibilities, how and why these may change, and how they are connected to one's identity, culture, and sense of self. They will develop their appreciation of the need to treat all people, as well as the built and natural environment, responsibly and with respect. Students will also examine their local community, its characteristics and services, and how it meets the needs of the people who live and work there. Students will be introduced to the social studies inquiry process, and will use this process when conducting investigations related to roles, relationships, and responsibilities, and to their local community. In addition, students will learn how to use the basic elements of maps to help them extract information from and construct maps for specific purposes.

The Grade 1 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *community*, *identity*, *relationships*, *respect*, and *stewardship*.

The following chart presents an overview of the Grade 1 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 13 for an explanation of big ideas and the concepts of disciplinary thinking and page 60 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 25 for a description of spatial skills).

| Overall Expectations | Related Concepts of Social Studies Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **Strand A. Heritage and Identity: Our Changing Roles and Responsibilities** | | | | |
| **A1.** 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 | Continuity and Change | A person's roles, responsibilities, and relationships change over time and in different situations. | How and why do people's roles and responsibilities change as they encounter new situations and develop relationships with different people?<br><br>How do people's various roles and responsibilities help shape who they are?<br><br>Why is it important to respect others? How do we show respect for others? | ***Maps* and Globes***<br>Using elements of maps (e.g., a title, symbols in a legend, direction, scale [non-standard], and colour) to help them extract information from or when constructing maps for specific purposes (see, e.g., A2.3) |
| **A2.** 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 | Interrelationships | Their own roles, responsibilities, and relationships play a role in developing their identity. | | |
| **A3.** 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 | Significance | All people are worthy of respect, regardless of their roles, relationships, and responsibilities. | | |

*(continued)*

| Overall Expectations | Related Concepts of Social Studies Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **Strand B. People and Environments: The Local Community** | | | | |
| **B1.** 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 | Interrelationships | Communities have natural and built features and provide services that help meet the needs of the people who live and work there. | What are people's responsibilities within their community? What might happen if people did not meet their responsibilities?<br><br>In what ways do people and the natural and built features of our community work together to help meet the needs of the community?<br><br>How do we recognize patterns in the natural and built features of the local community? How can we represent those patterns? | ***Graphs***<br>Constructing and using pictographs (see, e.g., B2.4)<br><br>Constructing and using tallies (see, e.g., B2.2)<br><br>***Maps* and Globes***<br>Using elements of maps (e.g., a title, symbols in a legend, direction, scale [non-standard], and colour) to help them extract information from maps (see, e.g., B2.3, B3.4)<br><br>Using elements of maps when constructing maps for specific purposes (see, e.g., B1.3, B2.3, B3.4, B3.6)<br><br>Using relative location, relative distance, and relative direction to locate significant places in their community (see, e.g., B3.3) |
| **B2.** 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 | Cause and Consequence | Our actions can have an impact on the natural and built features of the community, so it is important for us to act responsibly. | | |
| **B3.** describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance | Significance; Patterns and Trends | A community consists of different areas, each of which has a specific layout and characteristics. | | |

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

# A. HERITAGE AND IDENTITY: OUR CHANGING ROLES AND RESPONSIBILITIES

## OVERALL EXPECTATIONS

By the end of Grade 1, students will:

**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 (**FOCUS ON:** *Continuity and Change*)

**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 (**FOCUS ON:** *Interrelationships*)

**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 (**FOCUS ON:** *Significance*)

## SPECIFIC EXPECTATIONS

### A1. Application: Why Roles and Responsibilities Change

**FOCUS ON:** *Continuity and Change*

By the end of Grade 1, students will:

**A1.1** describe how and why a person's roles, relationships, and responsibilities may change in different places or situations and at different times *(e.g., how and why a student's relationship with a teacher is different from that with a peer; how their parents' roles differ at home and at work; how a child's responsibilities at home may change as he or she gets older; why expectations for table manners may be different when they are home than when they are a guest in someone else's home)*

***Sample questions:*** "Why do you think your role at school is different from your role at home?" "In what ways might your responsibilities at home change as you get older?"

***Student talk:*** "My mom works in an office with lots of other people. Her boss decides what she works on. She picks me up after school. We go home and she makes supper. I help set the table. She reads to me before I go to sleep."

**A1.2** describe how some significant events in their lives *(e.g., the birth of a sibling, starting school, moving to a new home, getting a pet)* led to changes in their roles, relationships, and/or responsibilities

***Sample questions:*** "Has anything happened this year that changed your responsibilities at home? How did things change? Why did they change?"

***Student talk:*** "We got a puppy last year. I make sure his water dish is always full."

**A1.3** compare some of the significant events in their own lives and/or the lives of their family members with those in the lives of their peers

***Student talk:*** "I have a baby brother. Do you have any brothers and sisters?" "My grandmother moved in with us this spring. Who lives with you?" "We went to visit my aunt and uncle in Montreal last summer. What did you do in the summer?"

**A1.4** describe the impact that people can have on each other in some different situations *(e.g., when a person helps a child who is lost, when a child bullies another child, when a teacher helps a student find the answer to a problem, when schoolmates share toys or art supplies)* and some of the ways in which interactions between people can affect a person's sense of self

***Sample questions:*** "When you started school this year, how did you feel when you first came into the classroom? If you were nervous, did someone help you to feel better? How did they do that? How could you do that for some other student?" "How do you think a child feels when he or she is bullied?"

***Student talk:*** "I feel sad when someone does not let me play." "I was scared on the first day of school. My big brother helped me in the lunchroom that day. That made me feel better."

## A2. Inquiry: Roles, Responsibilities, and Identity

**FOCUS ON:** *Interrelationships*

By the end of Grade 1, students will:

**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 *(e.g., brainstorm with their peers to formulate simple questions related to an event that has affected their self-concept, to changes in their responsibilities since they started school, or to how they behave in different places)*

***Sample questions:*** "Think about situations in which you feel safe and confident or nervous and shy. What is it about those situations that makes you feel that way?" "How might you compare your role as a friend to your role as a big sister?"

**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 *(e.g., a birth or death in the family, their first day at school, a friend getting hurt at the park, getting lost in a shopping mall, their family's place of worship)*, using primary and/or secondary sources that they have located themselves or that have been provided to them *(e.g., photographs, family and other stories, interviews, artefacts, newspapers and magazines)*

***Sample questions:*** "Who might you talk to in order to find out about some of your family's stories?" "Who can help you find some of the information you need?"

***Student talk:*** "I got a bunch of photographs from my dad that show special people and places in my life."

**A2.3** analyse and construct simple maps as part of their investigations into places that are significant to them or to their family *(e.g., construct a map that includes a title, legend, and directions to show the route from their home to their best friend's home or to school; find the school entrance, playground, and their classroom on a map of their school)*

***Student talk:*** "I took some of the photos from our walk and put them on my map of our community. It shows what the place looks like."

**A2.4** interpret and analyse information relevant to their investigations, using a variety of tools *(e.g., use a timeline of significant events in their life to help them make connections between those events and changes in their sense of self; list their responsibilities at home and at school on a Venn diagram to help them determine their similarities and differences; use a graphic organizer to help them determine the relationship between the responsibilities of adults in their life and their own responsibilities)*

***Student talk:*** "I have more to do at school than at home, because my mom does a lot for me." "When my sister was born I felt happy. But I got mad too, because my dad didn't play with me as much."

**A2.5** evaluate evidence and draw conclusions about 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

***Sample questions:*** "What did you find out about differences in your roles and responsibilities at home and at school or at a place of worship? Why do you behave differently in these places? What would happen if you behaved the same way at school or at a place of worship as you do at home?" "What events have led to the biggest changes in your sense of self? Why do think that is?"

**A2.6** communicate the results of their inquiries, using appropriate vocabulary *(e.g., role, relationship, responsibility, sense of self, identity)* and formats *(e.g., an oral presentation on the biggest change in their life and how it affected them; a map showing places that are important to them; captioned photographs of significant people in their lives)*

## A3. Understanding Context: Roles, Relationships, and Respect

**FOCUS ON:** *Significance*

By the end of Grade 1, students will:

**A3.1** describe some of their own roles, relationships, and responsibilities *(e.g., as a student, member of a family, friend, member of the community)*

***Sample questions:*** "What roles do you have at school? At home?" "What are some of your responsibilities at school? At home?" "What is your relationship with other members of your family?"

**A3.2** identify some of the significant people, places, and things in their life, including their life in the community *(e.g.,* people: *parent, teacher, Elder, doctor;* places: *school, friends' homes, the library, parks or playgrounds, their place of worship;* things: *pets, culturally specific items in their home, toys and comfort items)*, and describe their purpose or the role they have

***Sample questions:*** "What is the purpose of our school?" "What role does your doctor play in your life?" "What role does an Elder play in your community?"

**A3.3** demonstrate an understanding of simple chronology by identifying and organizing chronologically some significant events related to their personal experience *(e.g., their progress from daycare to Kindergarten and then to Grade 1; learning to walk, to ride a tricycle, and then to ride a bicycle)*

***Sample questions:*** "Where on our timelines do we place our first day in Grade 1? Is that date the same for everyone in the class? Where will you place your first time riding a bike? Do you think that event happened at the same time for everyone in the class?"

**A3.4** identify some elements of respectful behaviour that they can practise in their everyday life *(e.g., sharing, cooperating, being courteous, not damaging the natural or built environment)* and/or that other people practise *(e.g., some people bow to each other as a sign of respect; when meeting an Elder, one offers tobacco, a sacred medicine, for symbolic purposes)*

***Student talk:*** "When I ask for something, I try to remember to say 'please'."

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

***Student talk:*** "You shouldn't interrupt when someone else is talking. I don't like it when someone interrupts me." "When we walk on the nature trail, we stay on the path. We don't want to step on plants because it might kill them."

# B. PEOPLE AND ENVIRONMENTS: THE LOCAL COMMUNITY

## OVERALL EXPECTATIONS

By the end of Grade 1, students will:

**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 (**FOCUS ON:** *Interrelationships*)

**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 (**FOCUS ON:** *Cause and Consequence*)

**B3.** **Understanding Context:** describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance (**FOCUS ON:** *Significance; Patterns and Trends*)

## SPECIFIC EXPECTATIONS

### B1. Application: Interrelationships within the Community

**FOCUS ON:** *Interrelationships*

By the end of Grade 1, students will:

**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

*Sample questions:* "Where does your family go to buy food? What might happen if the store (farmers' market, farm) were no longer there?" "Who uses the local park? Why do they use it? Is there anywhere else these activities could take place if the park weren't there?" "How would you feel if the playground were torn down?"

*Student talk:* "I like playing on the swings. I would be sad if they were not there. The other park is far away, so I wouldn't be able to go there much."

**B1.2** identify some services and service-related occupations in their community *(e.g., occupations such as sanitation worker, store clerk, restaurant server, repair person; services provided by the post office, the band office, the water treatment plant, grocery stores, gas stations)*, and describe how they meet people's needs, including their own needs

*Student talk:* "We put leaves out in bags in the fall. In the spring we get compost that is made from leaves and old food. We put it in the garden to help things grow."

**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 *(e.g., map out the location of garbage and recycling cans in parks so they can properly dispose of their waste; help plan a garden at home, composting in the school, or other ways of reducing their environmental footprint; plan ways to participate in clean-up days)*, and describe how their actions might enhance the features of the local environment

*Student talk:* "We are going to plant a tree in our backyard. It will grow and be a place for birds and squirrels to live. Trees help clean the air, too."

## B2. Inquiry: Interrelationships and Their Impact

**FOCUS ON:** *Cause and Consequence*

By the end of Grade 1, students will:

**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 *(e.g., brainstorm with their peers to formulate simple questions related to the effects of not using garbage cans or not cleaning up after their dogs on the playground, of a community tree-planting event, of the building of a new road or big-box store on what was once green space, or of shutting down a local store)*

***Sample questions:*** "What are some of the good things about the natural features in our neighbourhood? How could we make them better?" "What are some ways in which people have had an impact on the natural features in the community?" "What happens when a new subdivision or mall goes up where there used to be trees?"

**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 *(e.g., use a tally sheet to monitor the use of garbage cans and recycling containers around the school; use a digital camera to record the amount of garbage on the ground in the park; organize satellite images that show changes in natural or built features in their community; interview a person who works in the park)*

***Sample questions:*** "How could we gather data on the messiest places in the schoolyard?" "How can we use satellite images of the First Nation reserve to help us create maps and locate familiar features that we use?" "How could we use photos to see where new trees have been planted or old trees have been cut down?"

***Student talk:*** "I talked to the woman who works in the park. She told me that they put in special plants that butterflies like. I hope I see more butterflies next summer."

**B2.3** analyse maps, and construct simple maps using appropriate elements, as part of their investigations into the interrelationship between people and significant natural and built features in their community *(e.g., show the location of parks, bodies of water, or shopping districts, using symbols or photographs, a legend, directions, and colour)*

***Student talk:*** "I pasted photos on my map of the park to show where the trees, pond, and swings are."

**B2.4** interpret and analyse information and data relevant to their investigations, using a variety of tools *(e.g., plot their data on a pictograph or chart to determine ways in which an area in their community has changed; compare their own photographs of the way an area looks now to old photographs to determine changes)*

***Sample questions:*** "Let's look at these old and new pictures of this area of town. What do you see that's different? Are there more trees? Fewer trees? Are there more buildings? Are they the same kinds of buildings? What tool could you use to record the changes?"

***Student talk:*** "My family goes to the big new grocery store. On our walk I saw empty stores on Main Street. The small grocery store is gone." "There's a parking lot here now. In the old picture, there were trees and a little park."

**B2.5** evaluate evidence and draw conclusions about some aspects of the interrelationship between people and natural and built features of their local community, and some of the effects of this interrelationship

***Sample questions:*** "Why did they replace the cement around the pond in the park with grasses and reeds? What difference did that make? Do you think it was important to do? Why or why not?"

***Student talk:*** "More people go to the park near the library. It's easy to get to and there's lots to do. Sometimes people in the park throw garbage on the ground. It looks messy, and sometimes it can hurt children or animals. They need more garbage cans so people don't litter."

**B2.6** communicate the results of their inquiries using appropriate vocabulary *(e.g., location, map, symbol, distance, legend, direction, scale, community)* and formats *(e.g., a cooperatively produced book of photos from a field study; song lyrics, a rap, or a poem about the benefits of a community garden; a poster illustrating the benefits of planting trees; a map showing the natural and built features of their neighbourhood; role play illustrating responsible and respectful treatment of the environment)*

## B3. Understanding Context: The Elements of the Local Community

**FOCUS ON:** *Significance; Patterns and Trends*

By the end of Grade 1, students will:

**B3.1** identify some of the natural and built features of their community *(e.g., rivers, lakes, parks, roads, stores, houses, apartment buildings, libraries, schools, arenas, recreation centres, places of worship)*

***Sample questions:*** "What kinds of buildings do you or your families use? What do you use them for?"

***Student talk:*** "There's a small recreation centre in my neighbourhood. There's a big arena on the other side of town." "We have a lot of tall apartment buildings around our school."

**B3.2** identify some distinct areas in the local community *(e.g., residential areas, commercial areas, high-traffic areas, different areas within the school)*, and describe some of the characteristics of these areas *(e.g., high-traffic areas have wide roads and stoplights; commercial areas have lots of stores; residential areas have rows of houses and are separate from business areas; the school has wings of classrooms that are connected by hallways)*

***Sample questions:*** "How would you describe the park nearby? What makes a park a park? Are there things that all parks have?"

***Student talk:*** "Where we live, there are stop signs on corners. Where we shop, there are wide streets. They have traffic lights."

**B3.3** describe the location of some significant places in their community, using relative location *(e.g., near, far, up, down)*, relative distance *(e.g., close, far, farther)*, and relative direction *(e.g., right, left, in front, behind)*

***Student talk:*** "The playground is close to my home." "The swimming pool is behind the library."

**B3.4** demonstrate an understanding of the basic elements of a map *(e.g., title, symbols in the legend, direction, scale, and colour)* when reading and constructing simple maps showing places that are significant to them *(e.g., their classroom, the school, their immediate neighbourhood)*

***Sample questions:*** "Why is blue a good colour to use to show where water is?" "What should we use green for?" "Why would 'Canada' not be an appropriate title for our sketch map of the schoolyard?"

**B3.5** demonstrate an understanding of some common non-standard units of measurement *(e.g., footsteps, tiles, blocks, houses)*

***Student talk:*** "It takes nine steps for me to go from my desk to the door." "My friend's house is four houses away from mine."

**B3.6** demonstrate the ability to construct simple maps of places they have visited, using symbols and non-standard units *(e.g., use different symbols to show the location of the play, picnic, and walking areas in a local park; use houses or blocks as units of measurement; include a scale and legend on a map showing the route and distance from their classroom to the washroom; use symbols on a sketch map of their route to school to show the built and natural features they pass by)*

***Student talk:*** "I put a square for the library and then coloured the area around it green to show the park." "The brown lines on my map are roads." "My map shows that I am ten houses away from the corner store."

**B3.7** identify some of the services in the community for which the government is responsible *(e.g., postal service, police services, fire services, hospitals, garbage collection, ploughing snow, maintenance of public areas, water treatment)*, and describe key responsibilities of people in the community in relation to those services *(e.g., to properly sort garbage and recycling and place the bins on the street for pick up; to shovel snow off their sidewalks; to dispose of hazardous waste at collection sites; to install and maintain smoke detectors; to keep noise down after hours)*

***Student talk:*** "The garbage collector comes and picks up the garbage. Then I help my mom bring in the garbage cans from the end of our driveway." "When it snows, my older sister shovels the sidewalk but the city clears the road."

# GRADE 2

## OVERVIEW

In Grade 2 social studies, students will develop their understanding of their local community and begin to examine the global community. Students will explore a variety of traditions within their families and their local communities, developing an understanding of how these traditions contribute to and enrich their own community and Canadian society. They will also study communities around the world, developing an awareness of the relationship between location, climate, physical features, and how people live in various communities. Students will use the social studies inquiry process to investigate traditions, ways of life, and relationships with the environment in local and global communities, and they will develop their ability to extract information from and construct maps for specific purposes.

The Grade 2 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *community*, *identity*, *relationships*, *respect*, and *stewardship*.

The following chart presents an overview of the Grade 2 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 13 for an explanation of big ideas and the concepts of disciplinary thinking and page 60 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 25 for a description of spatial skills).

| Overall Expectations | Related Concepts of Social Studies Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **Strand A. Heritage and Identity: Changing Family and Community Traditions** | | | | |
| **A1.** 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 | Perspective; Cause and Consequence | Understanding the diversity that exists among families and within the local community leads to an appreciation of diverse perspectives. | How does an understanding of unique individuals and groups help us appreciate the diversity in our community?<br><br>Why is it important to have an understanding of your family's past?<br><br>Why should we respect the diverse cultures and traditions in the communities in which we live? | ***Graphs***<br>Extracting information from bar graphs (see, e.g., A2.4)<br><br>Constructing bar graphs using their own data (see, e.g., A2.4)<br><br>***Maps* and Globes***<br>Using appropriate elements of maps (e.g., a title, symbols in a legend, direction, and scale [non-standard]), to help them extract information and/or when constructing maps for specific purposes (see, e.g., A2.3)<br><br>Identifying and locating countries on a map or globe (see, e.g., A3.3) |
| **A2.** 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 | Continuity and Change | The traditions that we celebrate today have developed over the generations. | | |
| **A3.** 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 | Interrelationships; Significance | Canada is made up of various communities that have diverse traditions and celebrations. | | |

*(continued)*

| Overall Expectations | Related Concepts of Social Studies Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **Strand B. People and Environments: Global Communities** | | | | |
| **B1.** 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 | Cause and Consequence | The climate and physical features of a region affect how people in that region live. | How do physical features and climate contribute to differences in the ways people around the globe live?<br><br>How does the natural environment affect the ways in which people meet their needs?<br><br>Why do people live where they live?<br><br>What are some of the ways in which different regions of the world are distinct? | ***Graphs***<br>Constructing bar graphs and pictographs for specific purposes (see, e.g., B2.4)<br><br>***Maps* and Globes***<br>Extracting information from globes, atlases, and maps about location, climate, and physical characteristics of a region (see, e.g., B2.2, B3.2, B3.5)<br><br>Identifying and locating continents, significant bodies of water, the equator, poles, and hemispheres on maps or a globe (see, e.g., B3.2)<br><br>Understanding and using cardinal directions (see, e.g., B3.3)<br><br>Developing their ability to use appropriate elements of maps (e.g., a title, symbols in a legend, direction, scale [non-standard], and colour) to help them extract information and/or when constructing maps for specific purposes (see, e.g., B2.3, B3.2, B3.5) |
| **B2.** 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 | Interrelationships; Patterns and Trends | Different people have adapted to similar climate and physical features in similar ways. | | |
| **B3.** identify and locate various physical features and selected communities around the world, and describe some aspects of people's ways of life in those communities | Significance | The world is made up of many different regions, which have distinct characteristics. | | |

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

# A. HERITAGE AND IDENTITY: CHANGING FAMILY AND COMMUNITY TRADITIONS

## OVERALL EXPECTATIONS

By the end of Grade 2, students will:

**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 (**FOCUS ON:** *Perspective; Cause and Consequence*)

**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 (**FOCUS ON:** *Continuity and Change*)

**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 (**FOCUS ON:** *Interrelationships; Significance*)

## SPECIFIC EXPECTATIONS

### A1. Application: Why Traditions Change

**FOCUS ON:** *Perspective; Cause and Consequence*

By the end of Grade 2, students will:

**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 *(e.g., immigration to Canada, family members marrying someone from a different culture, changes in technology)*

***Sample questions:*** "How might technology affect the ways in which we celebrate some holidays?" "How did moving to a new country change the way your family celebrated some of its traditions?"

***Student talk:*** "When we visit my grandparents, they have a real Christmas tree. My grandma says that her parents put candles on their tree because they didn't have electricity. At home we have an artificial tree with built-in lights. They are safer than candles." "My dad is from India. My mom is from Quebec. My dad buys special sweets for Diwali because he remembers eating them in India. My mom's family didn't do that."

**A1.2** compare their family's structure and some of their traditions and celebrations with those of their peers' families *(e.g., traditions/celebrations related to rites of passage, holidays, foods)*

***Student talk:*** "I sometimes stay with my dad and other times I stay with my mom. Who do you live with?" "My big sister had her bat mitzvah last month. Some day I will do that too. When you get older, will you do something like that or something different?" "My grandmother always makes kheer for Eid. Does your family have special food for holidays?" "My family went to see the dragon dance on Chinese New Year. What do you do for the New Year?"

**A1.3** compare some of the past and present traditions and celebrations of different ethnocultural groups in their local community, and identify some of the main reasons for the change *(e.g., influenced by practices around Christmas, some Jewish families now give presents at Hanukkah; when some of their spiritual or cultural traditions were outlawed, First Nations people developed different practices, but now some traditional practices are returning)*

***Sample questions:*** "What celebrations include the hanging of lights?" "Why were First Nations

people unable to have powwows at one time? What reaction did First Nations people have to this law?"

***Student talk:*** "Our neighbours hang lights up on their house for Diwali and keep them up for Christmas." "A long time ago, the government said First Nations couldn't have powwows. The law has changed and there are big powwows again."

## A2. Inquiry: Past and Present Traditions

**FOCUS ON:** *Continuity and Change*

By the end of Grade 2, students will:

**A2.1** formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities to which they belong *(e.g., simple questions related to past and present practices associated with Christmas, Yom Kippur, Eid ul-Fitr, Diwali, or Kwanzaa)*

***Sample questions:*** "What does your family do at Hanukkah? Are those the same things that your grandparents did? What is different?" "Does your family eat special food at Eid ul-Fitr? Are those foods the same as those your grandparents used to eat?"

**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 *(e.g., photo albums, family stories, interviews, artefacts, newspaper clippings, paintings, Elders' stories)*

***Sample questions:*** "Where might you find photos to look into similarities and differences in wedding fashions at different times?" "How might interviewing an Elder help you find out about seasonal celebrations in the local First Nation community and the ways these celebrations have changed?"

***Student talk:*** "My opa tells me stories of Christmas when he was young. They used to have real candles on their tree."

**A2.3** analyse and construct simple maps as part of their investigations into past and present traditions and celebrations in their local community *(e.g., locate on a map the regions of origin of different settlers in their area; construct a map that includes an appropriate legend to show different peoples who settled in the area)*

***Sample questions:*** "Which First Nation lived on this land before your community was established? How can we show that on this map?"

**A2.4** interpret and analyse information relevant to their investigations, using a variety of tools *(e.g., list the holiday decorations that their family uses today and that were used by their grandparents and great-grandparents, and use a Venn diagram to help them determine the similarities and differences; create a list of holiday traditions of their parents, grandparents, and great-grandparents, and use a bar graph to help them determine which have changed)*

***Sample question:*** "What tools could you use to help you find out ways in which this celebration has remained the same?"

***Student talk:*** "My grandfather told me how he helped kill the Thanksgiving turkey. Now my mom buys ours at a store. That's different. But we still have turkey for Thanksgiving dinner. That's the same."

**A2.5** evaluate evidence and draw conclusions about past and present traditions and celebrations in their own families and the communities to which they belong

***Sample questions:*** "What did you find out about the differences between traditions related to the New Year (Hanukkah, Eid ul-Fitr, a powwow) now and in the past? What is still the same? Do you think the changes are good?"

***Student talk:*** "Christmas has changed in some ways. Our tree and decorations are different in a lot of ways. But we still put up stockings and give presents. We eat the special dinner that my grandma makes. It's the same as what her mother made. So a lot is the same too. It's good that those things are the same. They make Christmas special."

**A2.6** communicate the results of their inquiries, using appropriate vocabulary *(e.g., holiday, tradition, culture, celebrations, generations)* and formats *(e.g., a big book cooperatively produced by the class using photographs uploaded from digital cameras; a recording of stories about how celebrations have changed and stayed the same in their family; interpretive movements representing a variety of celebrations)*

## A3. Understanding Context: Tradition and Heritage

**FOCUS ON:** *Interrelationships; Significance*

By the end of Grade 2, students will:

**A3.1** identify and describe different types of families *(e.g., families with one parent, two parents, no children; same-sex families; blended and multi-generational families; immigrant families; families where the parents come from different religious or ethnocultural groups)*

***Student talk:*** "I have my dad and my stepdad. My stepdad has other kids too." "My best friend's dad is from Jamaica, but her mother was born in Toronto. My friend's grandmother lives with them too."

**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 *(e.g., different languages, foods, music, clothing, holidays; ethnic neighbourhoods with specialized shops and restaurants)*

***Sample questions:*** "What kinds of religious buildings are in our neighbourhood? Are there other religions in Canada?" "What are some of the different types of ethnic restaurants in our community?" "When we went to the local grocery store, what were some of the different types of regional foods we saw? Why are there so many different types of food in the grocery store?"

***Student talk:*** "I go to South Asian dance classes. We are learning a dance we are going to perform at a festival." "On the weekend, we went to the farmers' market. Some people there sell bread and sausage they made. They dress a lot different than me. I like the caps the girls wear."

**A3.3** identify countries of personal or familial significance, and locate them on a globe and/or print, digital, or interactive map

**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 *(e.g., fall fairs; faith holidays such as Easter, Passover, Eid ul-Fitr; special days such as Remembrance Day, Canada Day, National Aboriginal Day, Kwanzaa, Earth Day; religious ceremonies; ethnocultural festivals)*

***Sample questions:*** "What are some of the big celebrations in your family during the year?" "Why do some people wear poppies for Remembrance Day?"

***Student talk:*** "I get to show my goat at the fall fair this year. There will be lots of animals. Some people bring pumpkins and other things they have grown. It's fun to see stuff from different farms." "This year I have my first communion. I get to wear a special dress. My parents will have a party for me."

**A3.5** demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and people from multiple generations in their family and/or community *(e.g., construct a three-generation family tree; construct a timeline showing marriages and births within their family; prepare a chronological list showing when family members moved, including, if applicable, when they immigrated to Canada)*

***Student talk:*** "My grandpa came from Ireland when he was a boy and lived in Newfoundland. My dad was born in Kingston, Ontario. Now we live in Windsor." "Diwali comes after Thanksgiving and Hallowe'en. Those are all before Christmas. Then comes New Year's Day. Chinese New Year is later."

**A3.6** identify some ways in which heritage is passed on through various community celebrations and events *(e.g., recipes are passed down to new generations when traditional food is prepared for a community celebration; ethnocultural festivals often showcase traditional costumes, music, dance, stories, and/or games)*

***Student talk:*** "I went to a Portuguese festival in the summer. I liked the food and music." "I helped my aunt make bannock for a community dinner." "My uncle lives in Nova Scotia. He says they have parties called ceilidhs. He is going to teach me how to play a Scottish song on the fiddle."

**A3.7** identify some ways in which heritage is passed on through various family celebrations and practices *(e.g., celebrations around Christmas, Eid ul-Fitr, Hanukkah, Diwali, Kwanzaa; traditions related to rites of passage)*

***Student talk:*** "I love my granny's perogies. We always make them for the holidays. She showed me how to make the filling." "I danced the hora at my cousin's bar mitzvah." "My mom speaks Italian when she visits my nonna. I'm going to learn Italian too."

# B. PEOPLE AND ENVIRONMENTS: GLOBAL COMMUNITIES



## OVERALL EXPECTATIONS

By the end of Grade 2, students will:

**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 (**FOCUS ON:** *Cause and Consequence*)

**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 (**FOCUS ON:** *Interrelationships; Patterns and Trends*)

**B3.** **Understanding Context:** identify and locate various physical features and selected communities around the world, and describe some aspects of people's ways of life in those communities (**FOCUS ON:** *Significance*)

## SPECIFIC EXPECTATIONS

### B1. Application: Variations in Global Communities

**FOCUS ON:** *Cause and Consequence*

By the end of Grade 2, students will:

**B1.1** compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs *(e.g., in northern Europe, people have homes that are heated and insulated, while in the Caribbean, houses do not need to be insulated and may have rooms that are open to the outdoors; in cities, most people buy their groceries from a local shop or a grocery store, but in rural South America people either grow their own food or trade with other farmers)*

*Sample questions:* "Why might some children in central Africa or in the Amazon region of South America never have played a video game or watched TV? In what other ways is their lifestyle different from that of children in Canada?"

*Student talk:* "When my family moved from the Philippines, we had to buy a whole lot of warmer clothes. I just got my first pair of mittens. I learned how to swim in the Philippines. Now I want to learn how to skate." "My mom comes from Ethiopia and had to get water from a well when she was my age. I just turn on the tap. They had to be very careful about how much water they used."

**B1.2** describe some of the ways in which two or more distinct communities have adapted to their location, climate, and physical features *(e.g., in Arctic Canada, where it is cold, people wear warm clothes made with fur and hide or insulated with down or fleece; in Hawaii some schools start early in the morning and end before it gets really hot in the afternoon)*

*Sample questions:* "Why don't farmers in Ontario grow bananas or pineapples?" "How do people stay cool in very hot places like South Asia?"

*Student talk:* "It's too cold to farm in the Arctic. Inuit people hunt seals and whales from the ice. They sometimes travel by dog sled or snowmobile because you can't drive a car on the ice."

**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 *(e.g., if people in dry regions do not use their water carefully, they may run out; if people do not use sustainable farming techniques, they may exhaust the fertility of the soil; responsible use of resources helps ensure that they will be available for future generations)*

***Sample questions:*** "What might happen if people use too much water?" "What can happen when people cut down all the trees for farmland?"

## B2. Inquiry: Natural Environments and Ways of Life

**FOCUS ON:** *Interrelationships; Patterns and Trends*

By the end of Grade 2, students will:

**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 *(e.g., questions about how climate relates to clothing, agriculture, housing, recreation)*

***Sample questions:*** "How and why might your choice in clothes change if you lived closer to the equator? Would some of your hobbies/sports change? Why or why not?" "Why do countries such as Norway, Switzerland, and Canada win so many medals in skiing competitions while other countries such as Australia and Mexico do not?"

**B2.2** gather and organize information and data about some communities' locations, climate, and physical features, and the ways of life of people in these communities *(e.g., use atlases, globes, print, digital or interactive maps, and/or satellite images to determine location; find photographs in magazines or on the Internet that provide information on people's food, shelter, and/or clothing)*

**B2.3** analyse and construct simple maps to determine and illustrate patterns in the interrelationship between the location of some communities and human activities in those communities *(e.g., use a print, digital, or interactive map to determine the proximity of communities to the equator and then infer whether their climates are likely to be hot, temperate, or cold; use different colours on a map to illustrate climatic changes as one moves north and south from the equator; include photographs of shelter, clothing, or recreational activities on a map to show how people's adaptations are related to the general location of their community on the globe)*

***Sample questions:*** "What colours would you use to show different temperatures? What do you notice about the pattern created by the colours?" "Where would you place this picture on our world map? Why?"

***Student talk:*** "I put pictures of skiers and skaters in Canada and northern Europe. I put pictures of pineapples and bananas near the equator." "I coloured the places near the equator red because it is warm there a lot. Places that are cold are purple. There is purple near the top and bottom of the world map."

**B2.4** interpret and analyse information relevant to their investigations, using a variety of tools *(e.g., plot data on a chart, bar graph, or pictograph to help them determine which countries have similar climates; determine the climatic region in which people live by examining photos of their clothing or homes)*

***Sample questions:*** "Let's look at your collection of photographs. Which part of the world might these represent? Why? Does anything not fit?" "Why did you put a snowflake beside all of these countries on your chart?"

***Student talk:*** "I put the sun beside these countries because they are near the equator and are warm."

**B2.5** evaluate evidence and draw conclusions about some aspects of the interrelationship between communities' natural environment and the ways of life of people in those communities

***Sample questions:*** "What similarities have you found in the housing of people who live in cold regions?" "In what ways are sports and recreation different in countries with hot and cold climates?"

***Student talk:*** "In Canada and Russia, there's a lot of hockey and skating in the winter because it's cold and there is ice and snow. It doesn't get cold in Hawaii, so people swim and surf."

**B2.6** communicate the results of their inquiries, using appropriate vocabulary *(e.g., globe, sphere, hemisphere, continent, country, equator, North Pole, South Pole, model, distance, culture)* and formats *(e.g., a book of captioned photos from a field study; song lyrics, a rap, or poem on the way of life in different communities around the world; a poster showing clothing of people who live in cold climates and in hot climates; a role play to illustrate variations in recreational activities)*

## B3. Understanding Context: Physical Features and Communities

**FOCUS ON:** *Significance*

By the end of Grade 2, students will:

**B3.1** demonstrate an understanding that there are a variety of countries, continents, physical features, and bodies of water around the world and that their locations can be represented in different ways *(e.g., using globes; print, digital, and/or interactive maps; mapping programs; electronic images)*

***Student talk:*** "North America is a continent. Canada is a country." "Canada looks different on the wall map and the globe, but it's really the same."

**B3.2** identify continents, significant bodies of water, the equator, poles, and hemispheres, using a globe, print, digital, or interactive maps, and/or a mapping program

***Sample questions:*** "Where is North America on this globe?" "Who can place the label for the Atlantic Ocean on the interactive map?"

**B3.3** identify cardinal directions on a map (i.e., N, S, E, W), and use these directions when locating selected communities, countries, and/or continents

***Sample questions:*** "What continent is south of North America?" "In what direction would you be going if you were travelling from Toronto to Beijing?"

**B3.4** identify the location of selected countries, cities, and/or towns around the world, and describe how their location and climate are related *(e.g., Mexico is warm year-round because it is close to the equator; Canada has four seasons because it is far from the equator; Winnipeg is usually colder than Toronto in the winter because it is farther north)*

***Sample questions:*** "Approximately where is our community on the globe in relation to the equator and the poles?" "Let's find Brazil on this map of the world. Where is it in relation to the equator? Do you think it's hot or cold in Brazil? Why?"

***Student talk:*** "This is Mumbai, the city where my parents were born. It is down by the equator. It is hot there all the time." "Norway gets lots of snow in the winter because it is so close to the North Pole."

**B3.5** demonstrate the ability to extract information on the location and climate of a region from photographs and print, digital, and/or interactive maps

***Sample questions:*** "Where might this photograph have been taken? Why do you think that?" "Where might the communities shown in these photos be located in relation to the equator and the poles? Why do you think that?" "Let's look at this online aerial map. Where do you think it is? What pieces of information in the map support your answer?"

**B3.6** identify basic human needs *(e.g., for food, water, clothing, transportation, shelter)*, and describe some ways in which people in communities around the world meet these needs *(e.g.,* food: *hunting, fishing, farming, shopping at grocery stores*; transportation: *on foot, using animals, using motorized vehicles, by water)*

***Sample questions:*** "Do all people have the same needs?" "How does your family meet the need for food? How might a person living off the land in Arctic Canada meet this need?"

**B3.7** describe selected communities around the world, with reference to their major physical features, wildlife, and some aspects of their culture *(e.g., physical features such as mountains, lakes, rivers; native animals; cultural practices related to food, clothing, recreation, the arts)*

***Student talk:*** "In Canada, the land is mostly flat in Saskatchewan, but there are mountains in British Columbia. The Great Lakes are in Ontario. Canada has oceans on the east, west, and north." "The Amazon is a very long river in Brazil. There are jungles near it. The river has fish that can eat animals. There are very big snakes, too." "I like African masks. They are carved out of wood. I saw a picture of masks from Asia. They were painted different colours."

**B3.8** describe similarities and differences between their community and a community in a different region in the world *(e.g., with respect to food, clothing, housing, beliefs, climate, flora and fauna, recreation, agricultural practices)*

***Student talk:*** "We went to Florida last winter. It was cold here, but in Florida we swam and ran on the beach." "In parts of Canada we have bears and moose, but in parts of Africa they have lions and elephants."

# GRADE 3

## OVERVIEW

In Grade 3 social studies, students are introduced to some of the diverse communities that existed in Canada between approximately 1780 and 1850. Students will explore what life was like for different groups of people during that time period and will compare the lives of these people to those of present-day Canadians. They will use primary sources such as journals, letters, maps, and paintings to investigate how people in early Canada responded to challenges in their lives. Students will also learn about the physical and municipal regions of Ontario. They will explore the relationship between the natural environment, land use, and employment opportunities, and how different uses of land and resources affect the environment. Students will continue to develop their spatial skills, extracting information from graphs, globes, and maps, constructing print and digital maps, and using mapping programs to help them determine the relationship between the environment and land use in both the past and the present.

The Grade 3 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *beliefs and values*, *culture*, *identity*, *relationships*, and *stewardship*.

The following chart presents an overview of the Grade 3 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 13 for an explanation of big ideas and the concepts of disciplinary thinking and page 60 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 25 for a description of spatial skills).

| Overall Expectations | Related Concepts of Social Studies Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **Strand A. Heritage and Identity: Communities in Canada, 1780–1850** | | | | |
| **A1.** 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 | Continuity and Change; Perspective | The different communities in early-nineteenth-century Canada influence the way we live today. | In what ways are our lives similar to and different from the lives of people in the past?<br><br>What methods can we use to find out about the challenges faced by people in the past? What methods can we use to find out how they may have felt about those challenges and how they coped with them?<br><br>How did people in the past relate to the environment? To each other?<br><br>Who lived in colonial Canada? How did these groups differ from each other? | ***Graphs***<br>Constructing matrixes to show comparison (see, e.g., A2.4)<br><br>***Maps*and Globes***<br>Extracting information from and constructing thematic maps (e.g., maps showing climate, physical features, vegetation) (see, e.g., A2.3)<br><br>Identifying on a map the location of specific historical communities (see, e.g., A3.1 and A3.2) |
| **A2.** 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 | Significance; Cause and Consequence | Social and environmental challenges were a major part of life in all communities in early-nineteenth-century Canada. | | |
| **A3.** 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 | Interrelationships | Canada was already a multicultural society in 1800. | | |

*(continued)*

| Overall Expectations | Related Concepts of Social Studies Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **Strand B. People and Environments: Living and Working in Ontario** | | | | |
| **B1.** demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario | Interrelationships; Patterns and Trends | The natural features of the environment influence land use and the type of employment that is available in a region. | How do physical features influence the ways in which land is used? How does the way land is used influence local communities and local jobs?<br><br>What impact do human activities and different land uses have on the environment? How can we reduce their impact?<br><br>Why do people in Ontario live where they live? Why are some jobs located where they are? | ***Graphs***<br>Extracting information from bar and line graphs (see, e.g., B2.4)<br><br>Constructing bar and/or line graphs for a specific purpose (see, e.g., B2.4)<br><br>***Maps* and Globes***<br>Extracting information from and constructing maps, including thematic maps (e.g., maps showing land use, municipalities, physical features) (see, e.g., B1.3, B2.3)<br><br>Developing their ability to use elements of maps, including standard units of measurement (e.g., metres, kilometers) and variations in fonts (e.g., capitalization, bold face), to help them extract information and/or when constructing maps (see, e.g., B3.2, B3.7) |
| **B2.** use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in Ontario municipal regions, as well as some of the measures taken to reduce the negative impact of that use | Cause and Consequence; Perspective | Human activities and decisions about land use may alter the environment. | | |
| **B3.** describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs | Significance | Human activities affect the environment, but the environment also affects human activities. | | |

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

# A. HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, 1780–1850

## OVERALL EXPECTATIONS

By the end of Grade 3, students will:

**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 (**FOCUS ON:** *Continuity and Change; Perspective*)

**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 (**FOCUS ON:** *Significance; Cause and Consequence*)

**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 (**FOCUS ON:** *Interrelationships*)

## SPECIFIC EXPECTATIONS

### A1. Application: Life in Canada – Then and Now

**FOCUS ON:** *Continuity and Change; Perspective*

By the end of Grade 3, students will:

**A1.1** describe some of the similarities and differences in various aspects of everyday life *(e.g., housing, clothing, food, religious/spiritual practices, work, recreation, the role of children)* of selected groups living in Canada between 1780 and 1850 *(e.g., First Nations, Métis, French, British, Black people; men and women; slaves, indentured servants, habitants, seigneurs, farmers; people from different classes)*

***Sample questions:*** "What were some differences in the ways First Nations and settlers viewed childhood?" "In what ways might the life of a farmer on a seigneurie in Lower Canada have differed from that of a farmer in Upper Canada? In what ways were the lives of these people similar?"

***Student talk:*** "The Wendat lived in large villages while the Anishnawbe lived in small groups of only a few homes. The Anishnawbe moved each season; the Wendat did not."

**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 *(e.g., the roles of women, men, and children; challenges related to the environment, work, community life, the law)*

***Sample questions:*** "What are the main differences between your day-to-day life and the life of a child living in Upper Canada in 1800?" "What can we learn from the ways in which First Nations lived in harmony with their environment?" "Where did people get their water? How did they heat and light their homes?"

***Student talk:*** "I make my bed and feed the cat, but kids then had to do a lot more chores. Lots of kids didn't go to school either." "People didn't have electricity back then. They had fires for heat, and oil lamps and candles for light. I don't know what I would do without electricity. I couldn't watch TV, work on my computer, or play video games."

**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 *(e.g., with reference to Canada's official languages, cultural contributions, place names, observances such as National Aboriginal Day or Black History Month)*

***Sample questions:*** "What are some place names in Canada that derive from First Nations languages? That reflect the background of settlers from Great Britain?" "Who are the Métis? How are they different from First Nations? What are some ways in which both groups have contributed to Canadian identity?"

## A2. Inquiry: Community Challenges and Adaptations

**FOCUS ON:** *Significance; Cause and Consequence*

By the end of Grade 3, students will:

**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 *(e.g., isolation; climate; lack of access to doctors, law enforcement, or manufactured goods in isolated communities; encroachment of European settlers on traditional First Nations territory; racism facing First Nations peoples and Black Loyalists)* and measures taken to address these challenges

***Sample questions:*** "What challenges faced settlers living far from towns? What challenges faced people living in developing towns?" "What types of challenges were particular to First Nations people or African Canadians?" "What are some of the ways in which people responded to challenges related to the climate and natural setting of their community?"

**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 *(e.g., settler journals, artefacts, period paintings and drawings, historical fiction)*

***Sample questions:*** "What do the journals of Elizabeth Simcoe, Catharine Parr Traill, or other settlers tell us about settlers' dependence on First Nations medicine? About settlers' responses to the natural environment?" "What sort of information can you get from period paintings and drawings about challenges in different parts of early Canada?" "How might you use historical fiction to help you understand the challenges facing new immigrants to Canada in this period?"

***Student talk:*** "This painting shows a man wearing snowshoes that are really big and have netting. They let people walk in deep snow without sinking down."

**A2.3** analyse and construct print and digital maps, including thematic maps, as part of their investigations into challenges facing different groups and communities in Canada during this period, and measures taken to address these challenges *(e.g., find main roads and canals on a digital thematic map showing transportation routes; plot settlements on a map in order to determine their proximity to water; compare a map showing traditional precontact territories of First Nations to a map showing reserves in 1850)*

***Sample questions:*** "How could analysing a climate map contribute to your understanding of the challenges that settlers faced during winter in Lower Canada?" "As you plot the settlements on your map, what pattern is emerging?"

***Student talk:*** "The map I read helped me see that the Quebec winters are colder and longer than in southern Ontario. It would have been hard for settlers in Lower Canada to stay warm and keep enough food for the winter." "My map shows that many farms and villages are beside lakes or rivers."

**A2.4** interpret and analyse information relevant to their investigations, using a variety of tools *(e.g., use timelines and maps to help them determine how European settlement affected the location and size of First Nations and/or Métis communities; create a matrix to help them analyse the different challenges communities faced and how they adapted to them)*

***Sample questions:*** "How could you use a cause-and-consequence organizer to help you identify the challenges facing and adaptations made by a community in early Canada? What other tools might help you analyse the information you have gathered?" "Why do you think all these settlements are located along waterways?"

**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

***Sample questions:*** "What are some adaptations that settlers made in response to the lack of manufactured products available in isolated settlements?" "What functions did a barn-raising or quilting bee serve?" "How did some Black people in Nova Scotia respond to racism in that colony?"

***Student talk:*** "Water was very important to communities in the late 1700s. They used it to cook, drink, and wash their clothes. They needed it for their crops and animals. They travelled by boat too, because there weren't many good roads. So people chose to settle near lakes or rivers."

**A2.6** communicate the results of their inquiries using appropriate vocabulary *(e.g., First Nations, Métis, Upper Canada, Lower Canada, settler, refugee, Loyalist, allies, land grant, seigneurie, habitant, slave, hardship, isolation)* and formats *(e.g., a booklet entitled "How to Survive in Upper Canada"; a comic book that shows settler life before and after the construction of roads; a diary entry from the perspective of a Mohawk child detailing the family's relocation in response to settlers' encroachment on their land; a poster that shows how people adapted to the climate; a map showing how European settlement affected First Nations territories)*

## A3. Understanding Context: Life in Colonial Canadian Communities

**FOCUS ON:** *Interrelationships*

By the end of Grade 3, students will:

**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 *(e.g., the traditional territories of the Anishnawbe around Thunder Bay; Chippewa land in southern Ontario; new Mohawk settlements in the Bay of Quinte area; the tract of land that the Six Nations gave the Mississauga; Métis communities around Lake Huron)*

**A3.2** identify various settler communities in Canada during this period *(e.g., French along the St. Lawrence River; English and Irish in Kingston, Bytown, and York/Toronto, Upper Canada; African Canadians in Grey County, Upper Canada; Scots in Nova Scotia and the Red River Valley; Mennonites in Waterloo County, Upper Canada; United Empire Loyalists in Upper and Lower Canada; Black Loyalists in Nova Scotia)*, and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program

***Student talk:*** "Look how far west the Scottish settlement in Red River is. I didn't think settlers lived out there then."

**A3.3** identify some of the main factors that helped shape the development of settlements in Canada during this period *(e.g., the establishment of trading posts based on trade routes and the knowledge of First Nations peoples; navigable lakes and rivers for trade and transportation; climate; proximity to natural resources; the origins of settlers)*, and describe how the physical features of the land *(e.g., topography, proximity to water, fertility of the soil)* and the availability of goods and services *(e.g., mills, churches, roads)* can facilitate settlement and enhance community life

***Sample questions:*** "If you were going to establish a farm, what type of land would you look for? What types of resources would you want to have access to?" "Why are there a lot of settlements along the St. Lawrence River and the Great Lakes?" "Why would wealthy British settlers want to live near ports and towns?" "What impact did European settlers' desire to have the best land for their farms have on the location of reserve lands?"

***Student talk:*** "If I were going to be a farmer, I would want flat land that had a river nearby so my animals had water to drink. I would not want too many trees. It is hard to plant crops between trees." "I would want to build my house near a town so I could buy things and have someone to talk to."

**A3.4** describe some of the major challenges facing communities in Canada during this period *(e.g., challenges relating to the climate; isolation in backwoods settlements; competition for resources; European diseases among First Nations; colonial wars and other conflicts; racism)*

***Sample questions:*** "How were the Black Loyalists treated in Nova Scotia?" "What would you do for recreation if you lived deep in the woods and had no electricity?" "What types of challenges did settlers face as a result of the climate in Upper Canada?"

**A3.5** describe the impact of some different kinds of settlements *(e.g., seasonal settlements of semi-nomadic First Nations, trading posts, resource towns, large-scale farms, large towns or developing cities)* on the natural environment and on any existing settlements

***Sample questions:*** "How might a new settlement in the middle of a First Nation's territory affect how the First Nation used the land during different seasons?" "How did developing towns deal with garbage and sewage?" "Who was living in Lower Canada when British Loyalists were given land grants there? What effect did the new settlers have on existing peoples?" "What are the positive and negative effects of clearing land for farms?"

***Student talk:*** "In order to farm they had to cut down all the trees. Now the animals that lived in those trees do not have a place to live. Some animals died, and some went somewhere else to live, but the farmers needed to be able to grow their crops to feed their families."

**A3.6** describe some key aspects of life in selected First Nations, Métis, and settler communities in Canada during this period, including the roles of men, women, and children *(e.g., with reference to diet; how food was obtained; clothing; housing; recreation; education; the division of labour between men, women, and children)*

***Sample questions:*** "What might a child's responsibilities be in a backwoods settlement?" "How did men and women in some First Nations work together to ensure the survival of their families?" "How would settlers have divided the chores between men and women, boys and girls?" "What happened to families if the husband/father died or was seriously ill?"

***Student talk:*** "Anishnawbe men and boys would hunt. Girls and women gathered nuts, berries, and vegetables. Men, women, and children built the wigwams."

**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 *(e.g., cooperation between First Nations and settler communities with respect to the sharing of medicines and technologies; intermarriage between First Nations women and European men; cooperative efforts to establish farms and villages; conflict as settlers impinged on First Nations lands; conflicts between different religious or ethnic groups)*

***Sample questions:*** "What types of things could newcomers have learned from the people who were already living in the area in which the newcomers were settling? What might be some of the reasons for conflict between the newcomers and the people who already lived in the area?" "What are some of the ways in which First Nations people and European settlers cooperated with each other?" "How did settlers in Nova Scotia view the arrival of Black Loyalists?"

***Student talk:*** "I think the First Nations people really helped the settlers. They taught them about things like how to make maple syrup and how to make medicine from plants." "I think the First Nations learned important things from the European settlers. They learned how to use metal for pots and containers, and how to use spices in their cooking."

# B. PEOPLE AND ENVIRONMENTS: LIVING AND WORKING IN ONTARIO

## OVERALL EXPECTATIONS

By the end of Grade 3, students will:

**B1.** **Application:** demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario (**FOCUS ON:** *Interrelationships; Patterns and Trends*)

**B2.** **Inquiry:** use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in two or more Ontario municipal regions, as well as some of the measures taken to reduce the negative impact of that use (**FOCUS ON:** *Cause and Consequence; Perspective*)

**B3.** **Understanding Context:** describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs (**FOCUS ON:** *Significance*)

## SPECIFIC EXPECTATIONS

### B1. Application: Land Use and the Environment

**FOCUS ON:** *Interrelationships; Patterns and Trends*

By the end of Grade 3, students will:

**B1.1** describe some major connections between features of the natural environment of a region and the type of land use and/or the type of community that is established in that region *(e.g., ports on lakes or major rivers; farming on flat land with fertile soil; resource towns in areas with ore, trees, or other natural resources)*

***Sample questions:*** "What type of community might be established in an area that is heavily forested?" "Why are many towns and cities located near lakes and rivers?" "What are some of the characteristics of the natural environment in regions of Ontario that are recreational destinations?"

***Student talk:*** "The area around most of Lake Ontario and Lake Erie is good for farming because it is flat and fertile. But it has a lot of cities on it too because the water is important for everyday life." "People like to spend holidays in places where there are lakes for boating and swimming and forest trails for walking. There are sometimes cottages along the lakes. In the winter, they go where there are big hills or long trails for skiing and they use the hiking trails for snowmobiling."

**B1.2** describe some major connections between features of the natural environment and the type of employment that is available in a region, with reference to two or more municipal regions in Ontario *(e.g., in the District Municipality of Muskoka, which is known for its lakes, beaches, and many islands, some of the employment opportunities are seasonal jobs in the recreation industry; Dryden and its surrounding area is heavily forested, so there are a number of employment opportunities in the pulp and paper industry; the natural attraction of Niagara Falls led to the development of the area around it as a tourist centre, so the region offers many jobs in tourist and service industries)*

***Sample questions:*** "Why are some jobs dependent on the seasons?" "What are some of the jobs that are connected to forests, lakes, and rivers? What sorts of jobs are connected to agricultural land use?"

***Student talk:*** "I want to work as a farmer, so I will probably need to live outside the Toronto area. It is hard to farm near Toronto because they have built on most of the land."

**B1.3** identify and describe some of the main patterns in population distribution and land use in two or more municipal regions in Ontario, using mapping and globe skills *(e.g., read city maps to extract information on how much land is used for residential and transportation purposes; read digital provincial land use and/or agricultural maps to identify population patterns in agricultural areas; create a thematic map to show how land used for commercial purposes often exists in specific pockets within areas with large populations)*

***Sample questions:*** "Where do you see the greatest number of cities and towns on this map of Ontario? Why might they be centred in this area?" "Where are the reserve communities located? What do you notice about the location of reserve communities?" "Why are some of the streets in the residential section of this city curved or dead ends?"

## B2. Inquiry: The Impact of Land and Resource Use

**FOCUS ON:** *Cause and Consequence; Perspective*

By the end of Grade 3, students will:

**B2.1** formulate questions to guide investigations into some of the short- and/or long-term effects on the environment of different types of land and/or resource use in two or more municipal regions of Ontario *(e.g., the impact of mining, forestry, agriculture, suburban land development)* and measures taken to reduce the negative impact of that use

***Sample questions:*** "What are some of the differences in the impact of land use in a big city and a rural area?" "What impact can mining have on the surrounding environment? What can be done to limit the negative impact on the environment?" "What natural resources are available in the local First Nation community? How have they affected that community?" "What types of development might result in water pollution?" "What criteria might you use to judge the impact of land and/or resource use?"

***Student talk:*** "Last spring we almost hit a moose that was crossing the highway. My dad said he hit a deer there before. Why would they build a road where animals live?" "When I was skipping stones on the river, I saw yellowy-brown foam on the water. I wonder where the pollution comes from and how it could be cleaned up." "My cousin spends his summer planting trees for a forestry company. He says they are replacing the trees they cut down. Do all companies do that?"

**B2.2** gather and organize a variety of data and information on the environmental effects of different land and/or resource use and measures taken to reduce the negative impact of that use *(e.g., photographs, resource books, magazines, online articles, information from regional conservation authorities or provincial and national park websites, information from municipalities on recycling, an interview with an Elder on traditional ecological knowledge about a region and his or her observations on changes in that region)*

***Sample questions:*** "Where might you find information on how public transportation can reduce car emissions?" "How could you use photographs to help you determine the impact of mining and of rehabilitating mines?" "What sources could you use to study the effectiveness of constructing natural bridges over roadways to allow animals to follow their regular migration patterns?"

**B2.3** analyse and construct print and digital maps, including thematic maps, as part of their investigations into the environmental impact of land and/or resource use in different municipal regions *(e.g., use maps and atlases to locate information about the spatial boundaries of municipal areas and the different land uses within them; use an interactive atlas to identify natural resources in your local area)*

***Sample question:*** "What information would you need to include on a map showing natural resources in your community?"

***Student talk:*** "On my computer last night I looked at a map of a big mine outside Timmins. I zoomed in and followed the roads from my house to the mine."

**B2.4** interpret and analyse information and data relevant to their investigations, using a variety of tools *(e.g., use a graphic organizer to help them determine the environmental impact of an aggregate mine; plot trends in forest cover of a municipal region on a line or bar graph and compare it to a graph showing land-use trends for the same municipal region)*

***Sample questions:*** "How might you use a graphic organizer to help you determine the impact of different types of land use on the environment?" "How could using a bar graph help you determine the impact of municipal waste and recycling practices?" "What do these photographs show about the impact of this type of land use?"

**B2.5** evaluate evidence and draw conclusions about some of the short- and long-term effects on the environment of different types of land use in municipal regions of Ontario and about key measures to reduce the negative impact of that use

***Sample questions:*** "What did you find out about the environmental impact of some types of agricultural land use?" "What is your position on the creation of provincial parks or regional conservation areas?"

***Student talk:*** "I found out that mining can generate air and water pollution and can scar the land, but some mining companies have donated their old mines to local regional conservation authorities. They are hoping to turn these into parkland."

**B2.6** communicate the results of their inquiries, using appropriate vocabulary *(e.g., municipality, county, reserve, population, pollution, deforestation, rehabilitation, public transportation, ecological footprint, natural resources, traditional ecological knowledge [TEK])* and formats *(e.g., a plan of action to address a local land-use issue; a cooperatively produced book of photos showing the environmental impact of a mine; a report on the benefits of forestry in provincial parks; song lyrics, a rap, or a poem about the effects of industrial pollution on a local waterway; an informational poster on what individuals can do to reduce their ecological footprint)*

***Student talk:*** "I am writing a letter to our mayor explaining why we should build bridges over the roads so the deer and moose do not get hit by cars."

## B3. Understanding Context: Regions and Land Use in Ontario

**FOCUS ON:** *Significance*

By the end of Grade 3, students will:

**B3.1** demonstrate an understanding that Ontario is divided into different municipal or regional entities *(e.g., cities, towns, townships, villages, counties, reserves)* and that local governments within these entities provide specific services and regulate development according to local needs *(e.g., elected municipal governments deal with local issues and needs; reserves have band councils and chiefs; different municipalities have different laws or policies relating to land development)*

***Sample questions:*** "What county is our community in?" "What are some of the responsibilities of a municipality?" "Where is the nearest reserve community located?"

**B3.2** demonstrate an understanding that political maps, both print and digital, use different typographical styles to indicate different types of entities *(e.g., bold face capitals for a country* [**CANADA**], *capitals for a province* [ONTARIO], *and lower case for a city* [Sudbury])

***Sample questions:*** "Why do map makers use different types of lettering? Why is it important to notice the differences in lettering? What information do they provide?"

***Student talk:*** "On the map of Ontario, the name *Toronto* is larger than the name *Barrie* because it is the capital of the province." "On the map of North America, I can see that the word *Canada* is written in very large print right across the top of the map. That means it is the name of a country."

**B3.3** identify the major landform regions in Ontario *(e.g., the Canadian Shield, the Great Lakes–St. Lawrence Lowlands, the Hudson Bay Lowlands)*, and describe the major characteristics that make each distinct

***Sample questions:*** "What makes the Canadian Shield different from the Great Lakes–St. Lawrence Lowlands?" "What are the similarities between the Hudson Bay Lowlands and the Great Lakes–St. Lawrence Lowlands?"

**B3.4** identify and describe the main types of employment that are available in two or more municipal regions in Ontario *(e.g., jobs dependent on natural resources; jobs in manufacturing, tourism and recreation, the service sector, education, government)*

***Sample questions:*** "What are some of the jobs that are available in our community? Are these the same kinds of jobs that are available in another community in a different region of Ontario?" "Do we have more or fewer types of job opportunities because of the size of our community?" "What are some communities in which jobs are dependent on the natural resources available in the area?"

***Student talk:*** "Toronto is a very big city so there are a lot of different jobs there. I live in Brighton. It is smaller but still has lots of different jobs. I could be a teacher, fire fighter, nurse, carpenter, or farmer." "Both my parents work in the pulp and paper mill in town." "Ottawa has a lot of government jobs."

**B3.5** describe major types of land use *(e.g., for agriculture, industry, commerce, housing, recreation, transportation, conservation)* and how they address human needs and wants *(e.g., agricultural lands provide us with a variety of foods for local consumption*

*and export; land use for recreation enables people to enjoy the outdoors and to participate in or watch sports and other activities; residential areas have different types of buildings to meet people's housing needs; conservation lands protect ecosystems and habitat for organisms so that biodiversity is preserved for future generations; untouched wetlands help ensure clean water and a healthy habitat)*

***Sample questions:*** "If we went on a walk around our neighbourhood, what types of land use would we see? What types of needs do they meet?" "What is the purpose of commercial areas?"

**B3.6** compare some aspects of land use in two or more municipalities *(e.g., the number and size of roads; the size and location of commercial areas; the location and types of housing; the proximity of residential and commercial/industrial areas; the size and number of parks and other recreational spaces; space for waste disposal; the amount of agricultural land in the area; the amount of open space)*

***Sample questions:*** "How do these two municipalities use their waterfront? Is the land recreational? Commercial? Industrial?" "How much parkland do these two municipalities have? Is there other land set aside for recreation? What kinds of activities can take place there?" "What are some of the differences in residential areas in a city like Toronto or Ottawa and a smaller town or village?"

***Student talk:*** "This town has made a walking trail all along its river. There are trees and grass and places to have a picnic or to fish. In this city, there are industrial buildings along the water. People go there to work, not to spend their free time."

**B3.7** construct print and/or digital maps that show some different land uses, landform regions, and/or municipalities in Ontario, using appropriate elements of a map, including standard units of measurement *(e.g., use an online atlas or mapping program to create a map showing the major cities in Ontario, with a scale in kilometres; create a map showing the location of major landform regions in the province)*

# GRADE 4

## OVERVIEW

In Grade 4 social studies, students will develop their understanding of how we study the past, as they use various methods to examine social organization, daily life, and the relationship with the environment in different societies that existed to 1500 CE, including at least one First Nation and one Inuit society in what would eventually become Canada. Students will build on what they have learned in earlier grades, using visual evidence, primary and secondary sources, and thematic maps to investigate a number of early societies from different regions and eras and representing different cultures. Students will investigate the interrelationship between daily life and the environment in these societies and will compare aspects of life in these societies with that in present-day Canada. Continuing to build on what they learned in earlier grades, students will study the interrelationship between human activities and the environment on a national scale. They will build on their knowledge of municipal and landform regions, studying Canada's political regions, including the provinces and territories, and physical regions such as the country's landform, vegetation, and climatic regions. Students will investigate issues related to the challenge of balancing human needs and environmental stewardship in Canada. They will continue to develop their mapping skills, analysing print, digital, and interactive maps and using spatial technologies to investigate human interactions with the environment.

The Grade 4 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *beliefs and values*, *community*, *culture*, *power*, *relationships*, and *stewardship*.

The following chart presents an overview of the Grade 4 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 13 for an explanation of big ideas and the concepts of disciplinary thinking and page 60 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 25 for a description of spatial skills).

| Overall Expectations | Related Concepts of Social Studies Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **Strand A. Heritage and Identity: Early Societies to 1500 CE** | | | | |
| **A1.** 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 | Continuity and Change; Perspective | By studying the past, we can better understand the present. | What methods can we use to compare societies from different eras and regions?<br><br>What are the most significant differences between contemporary Canadian society and societies of the past?<br><br>What are some of the legacies of early societies that continue in Canadian society today?<br><br>In what ways did the environment influence early societies? Does the environment have the same impact on contemporary Canadian society? What has changed? Why has it changed? | ***Maps* and Globes***<br>Analysing and constructing thematic maps (e.g., climate, soil, vegetation maps) related to early societies' relationship with the environment (see, e.g., A2.2, A2.3)<br><br>Identifying the location of early societies on globes and/or maps (see, e.g., A3.1)<br><br>Extracting information on early societies from thematic maps (see, e.g., A3.1) |
| **A2.** 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 | Interrelationships | The environment had a major impact on daily life in early societies. | | |
| **A3.** 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 | Significance | Not all early societies were the same. | | |

*(continued)*

| Overall Expectations | Related Concepts of Social Studies Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **Strand B. People and Environments: Political and Physical Regions of Canada** | | | | |
| **B1.** assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada | Cause and Consequence; Interrelationships | Human activity and the environment have an impact on each other. | What impact can the natural environment of different regions have on human activities?<br><br>What impact can human activities have on the natural environment?<br><br>How do we find the balance between environmental stewardship and human needs/ wants?<br><br>Why is it important to consider the long-term impact of human activities?<br><br>What makes a region a region? | ***Graphs***<br>Extracting information from climate graphs (see, e.g., B2.2)<br><br>Constructing double bar graphs to show comparisons within a region (see, e.g., B2.4)<br><br>***Maps* and Globes***<br>Analysing and constructing thematic maps (e.g., maps using shading or symbols to represent regions or land use) for specific purposes (see, e.g., B2.3)<br><br>Using number/ letter grids and intermediate directions to locate Canada's physical and political regions on maps (see, e.g., B3.7) |
| **B2.** use the social studies inquiry process to investigate some 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 | Perspective | Human activities should balance environmental stewardship with human needs/ wants. | | |
| **B3.** identify Canada's political and physical regions, and describe their main characteristics and some significant activities that take place in them | Significance; Patterns and Trends | A region shares a similar set of characteristics. | | |

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

# A. HERITAGE AND IDENTITY: EARLY SOCIETIES TO 1500 CE

## OVERALL EXPECTATIONS

By the end of Grade 4, students will:

**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 (**FOCUS ON:** *Continuity and Change; Perspective*)

**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 (**FOCUS ON:** *Interrelationships*)

**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 (**FOCUS ON:** *Significance*)

## SPECIFIC EXPECTATIONS

### A1. Application: Past and Present Societies

**FOCUS ON:** *Continuity and Change; Perspective*

By the end of Grade 4, students will:

**A1.1** compare social organization *(e.g., social classes, general political structure, inherited privilege, the status of women)* in a few early societies, including at least one First Nation and one Inuit society *(e.g., a slave-owning and a feudal society; a matrilineal First Nation and a society in medieval Asia)*

***Sample questions:*** "What is the difference between a slave and a serf? In what ways were social classes in a feudal society different from those in a slave-owning society? In what ways were they the same?" "What were some differences in the position of women in ancient Greece, medieval France, and early Haudenosaunee society?" "What were some differences and similarities between the clan systems of early Haida and Cree societies?" "What were some of the similarities and differences in systems of leadership between an early First Nation society and an ancient Islamic society?" "What were some ways in which early Potawatomi, Chippewa, or Inuit societies demonstrated a communal, cooperative approach towards responsibilities in daily life? How does this organization compare to the ways in which society in medieval Japan or India divided up such responsibilities?"

**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 *(e.g., the work, family life, education, food, dress, and/or housing of a slave and a senator in ancient Rome; women of different castes in medieval India; a serf and lord in feudal England; a man and a woman in medieval China or in early Mohawk society; a merchant and noble in Renaissance Italy)*, and explain how differences were related to the social organization of that society *(e.g., the caste system in India; the matrilineal organization of Haudenosaunee society; classes in imperial Rome or in feudal societies in Europe or Asia; the emergence of a wealthy merchant class in Renaissance Italy)*

***Sample questions:*** "In what ways were the lives of a serf, samurai, and shogun in feudal Japan different? What do those differences tell you about the social organization of that society?" "What differences were there in the education of men and women in ancient Greece?" "How did the daily lives of men and women differ

in an early Inuit society?" "What were some different groups that contributed to the social organization of early Algonquin society? What were the main responsibilities of these groups? What impact did their roles and responsibilities have on their daily lives? How did these groups work together for the benefit of everyone in that society?"

**A1.3** describe some of the ways in which their daily life differs from the lives of young people from different backgrounds *(e.g., wealthy, poor, slave, urban, rural)* in a few early societies, including at least one First Nation and one Inuit society *(e.g., with reference to family life, education, leisure time and recreation, responsibilities, work)*

***Sample questions:*** "What kind of education was available to children in Europe during the medieval time period? Who would have been educated? What were they taught? Did most children learn to read and write?" "How did traditional ways of parenting and community interactions with children influence the lives of young people in early Indigenous societies?" "What were some of the games and sports played by the ancient Mayans and in early Inuit or First Nations societies? In what ways are they similar to or different from the games and sports you play?" "In what ways is the game of lacrosse that is played today different than what was played in early Haudenosaunee societies? In what ways is it the same?" "How did children gain knowledge and learn about customs and cultural practices in early Thule or Coast Salish communities? How does this compare to how you learn about these things?"

**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 *(e.g., with reference to seasonal rhythms, use of land and resources, differences between urban and rural communities, religious and spiritual practices/beliefs with respect to the environment)*, and describe some key similarities and differences in environmental practices between these societies and present-day Canada

***Sample questions:*** "What were some Celtic seasonal celebrations? Are these reflected in any celebrations in present-day Canada?" "What was the role of the moon in early Haudenosaunee, Anishinaabe, and/or Inuit societies? How did it affect the society's celebration of seasonal cycles? What is the connection between lunar seasons and the resources the environment provided for people in the past? The resources it provides in the present? In what ways are lunar seasons still recognized or celebrated in present-day Canada?" "What were some of the agricultural practices of the ancient Greeks? What are some ways in which they were similar to or different from the agricultural practices of the early Haudenosaunee?" "What are some ways in which Indigenous societies in what would become North America used local plants for medicine? Why is this knowledge still important today?" "What farming techniques used by the Mayans and the people of ancient India are still practised by Canadian farmers?" "How would a city in medieval Britain or ancient Rome have dealt with sewage and garbage? What are some ways that sewage and garbage are dealt with in various areas of present-day Canada? What health issues might arise if sewage and garbage were not treated or properly disposed of?"

## A2. Inquiry: Ways of Life and Relationships with the Environment

**FOCUS ON:** *Interrelationships*

By the end of Grade 4, students will:

**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 *(e.g., connections between the local environment and settlement, art, medicine, religion, spirituality, types of work; the impact on the environment of agriculture or the development of towns, cities, settlements, communities, and/or villages)*

***Sample questions:*** "What are some ways in which societies along the Nile or in Mesopotamia had an impact on the environment?" "What role did religion or spiritual beliefs play in the daily life of the early Haida or Norse, or in ancient Egypt? In what ways were beliefs connected to the society's view of and relationship with the environment?" "Why did people settle in the Indus Valley?" "In what ways did the environment and traditional ecological knowledge shape hunting and gathering practices in the societies you are investigating?"

**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 *(e.g., images depicting the daily life of different social classes; religious or spiritual stories that provide evidence of a society's view of the environment; agricultural artefacts; traditional stories, creation stories, legends, and/or*

*oral history shared by Elders, community members, and/or knowledge keepers; virtual field trips to museums and to First Nations cultural centres to view artefacts and images)*

***Sample questions:*** "Where might you look for information on how different people lived in rural Europe in medieval times? What do you think paintings from the time could tell you about how different people lived and their relationship with the land?" "Where might you find information on the art work of Indigenous societies in what would become North America? What do you think petroglyphs, birch bark scrolls, hide paintings, beadwork, and/or quillwork from the time could tell you about how Indigenous people lived and their relationships to the land?" "What might a society's architecture or art tell you about its relationship with the natural environment?" "What do the creation stories of a local First Nation tell you about its traditional relationship with the land and with all living things?"

**A2.3** analyse and construct print and/or digital maps, including thematic maps, as part of their investigations into interrelationships between the environment and life in a few early societies, including at least one First Nation and one Inuit society *(e.g., analyse thematic and/or physical maps showing rivers, vegetation, volcanoes, soil types; create a thematic map showing traditional trade routes of the Cree, Algonquin, or Haudenosaunee; analyse a climate map to determine the climatic challenges facing early settlements; construct soil and vegetation maps to determine the connection between soil type and agricultural activity; analyse maps to determine the proximity of early settlements to water; construct a map showing the location of some traditional First Nations and/or Inuit territories; use a decolonial map or atlas to determine the Indigenous names of the places they are investigating)*

***Sample questions:*** "What does this map tell you about why the Nile was so important to ancient Egypt?" "What type of thematic map might help you make connections between local plant life and the development of medicines?" "What type of information would you need to include on a map that shows seasonal camps of the early Inuit or Ojibwe?" "What kinds of maps might provide clues about the sustainability of a society?"

**A2.4** interpret and analyse information relevant to their investigations, using a variety of tools *(e.g., use a graphic organizer to help them determine the relationship between soil type, availability of water, and agricultural activity; analyse the content of paintings on the Internet or at a local gallery for information on a society's religious practices; analyse artefacts found in a museum or on a website for information on a society's daily life and relationship with the environment; use a Venn diagram or a T-chart to help them compare historic hunting customs, including giving thanks to animals, between an early First Nation and an early Inuit society; analyse petroglyphs and rock formations for information on sacred sites and their location)*

***Sample questions:*** "What do these works of art reveal about the religious and spiritual beliefs and practices of this society? Do they tell you anything about the connection between these beliefs and the environment?" "What does the Inuksuk tell you about the relationships between Inuit societies, the land, and the environment?" "Given the information you have found, what are some similarities and differences in the clothing of the early Haudenosaunee, Anishinaabe, and Inuit? In what ways do the materials used in the clothes relate to the land and the environment?" "What does the archaeological evidence reveal about the way these people lived? What materials did they use to build their homes? What do these materials reveal about the local environment?" "What do these hunting tools tell you about the historic hunting practices in Mi'kmaq and Odawa societies? What is similar about these practices? What is different? How do these practices compare to those in early Inuit societies?"

**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

***Sample questions:*** "What did you find out about religious beliefs/practices in medieval Japan? In what ways were these beliefs related to the physical features of the land?" "What did you find out about traditional medicines used by some early First Nations and Inuit societies? How were traditional medicines reflected in the ways of life and ceremonies of these societies? In what ways were these medicines related to the environment?"

**A2.6** communicate the results of their inquiries, using appropriate vocabulary *(e.g., peasant, serf, merchant, noble, Elder, clan mother, faith keeper, knowledge keeper, Inuk shaman, medicine man, healer, healer's helper, feudalism, god/goddess, privilege, hierarchy, culture, civilization, rural, urban, resources/gifts)* and formats *(e.g., an annotated map showing how a society situated on a flood plain was affected by and responded to its environment; an interactive map that highlights traditional territories of some*

*early Indigenous societies in what would become North America, along with key natural features of the environment; an oral presentation on the impact of medieval cities on the environment; a stop-animation video on the lives of children in a society that followed seasonal migration routes or lived in different locations during different seasons; a chart and presentation comparing farming techniques of different societies)*

## A3. Understanding Context: Characteristics of Early Societies

**FOCUS ON:** *Significance*

By the end of Grade 4, students will:

**A3.1** identify the location of some early societies, including at least one First Nation and one Inuit society, on a globe or on print, digital, and/or interactive maps, and demonstrate the ability to extract information on early societies' relationship with the environment from thematic maps *(e.g., climate, physical, topographical, vegetation maps)*

***Sample questions:*** "Where were early Incan societies located? What modern countries are part of this region now?" "Where was Mesopotamia?" "What were the main physical features in this society, according to this map? What challenges do you think they might have presented? What benefits might they have provided?"

**A3.2** demonstrate the ability to extract information on daily life in a few early societies, including at least one First Nation and one Inuit society, from visual evidence *(e.g., art works such as paintings, sculptures, carvings, masks, mosaics, hide paintings, beadwork, quillwork, soapstone carvings; clothing; ceremonial dress; regalia; petroglyphs; monuments; rock/earth mounds; artefacts such as tools, household utensils, pottery, religious articles, weapons)*

***Sample questions:*** "What do the murals at Bonampak tell us about the life of the Maya?" "What do the Elgin Marbles show us about ancient Greece?" "What can we learn from the Book of Kells about the importance of religion to the Celts?" "Why did the Wendat make their combs out of bone? What type of bone did they use? Why? Is this material different from the material used by the early Inuit to make their combs? If so, how would you explain the difference?" "Why are the temples at Angkor Wat or mosques at Timbuktu such important archaeological sites? What can they tell us about the societies that built them?" "What do Haudenosaunee longhouses and the totem poles of Indigenous peoples on the west coast of what would eventually become Canada tell you about the social structures of those societies?"

**A3.3** describe significant aspects of daily life in a few early societies, including at least one First Nation and one Inuit society *(e.g., with reference to food, housing, clothing, education, recreation, spiritual/religious life, family life, transportation, ceremonies, ways of giving thanks and acknowledgement)*

***Sample questions:*** "How did the Cree travel during different seasons?" "What were some of the modes of transportation for early Inuit? Why were animals important to these modes of transportation? What role did stars play in navigation?" "What types of clothing was worn by the Incas? The medieval Chinese?" "Why were the 'Three Sisters' so important to the Haudenosaunee?" "What religions were practised in ancient India?"

**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 *(e.g.,* physical features: *rivers, flood plains, mountains, volcanoes, barren lands, tundra, ocean shore, fertile soil;* natural processes: *seasonal changes in climate, animal migration, erosion;* natural events: *earthquakes, floods, volcanic eruptions)* and how they affected these societies, with a focus on the societies' sustainability and food production *(e.g., how flooding of rivers in ancient Egypt, India, and China enriched agricultural land, making it possible to sustain large populations; how the thin topsoil of Central America, Mesopotamia, and Easter Island limited population growth; how volcanoes threatened the survival of communities in ancient Greece and parts of the Roman Empire; how fluctuations in temperature led early Inuit societies to develop techniques like igunaq [meat fermentation] to prevent food spoilage, Cree societies to develop sphagnum moss bags to prolong meat freshness, or Anishinaabe societies to develop techniques to smoke fish)*

***Sample questions:*** "How did seasonal migration of buffalo affect the lives of early Plains First Nations?" "What impact did the annual flooding of the Indus River have on food production in ancient India?" "Why were Indigenous peoples in the sub-Arctic and Arctic regions of what would eventually become Canada more migratory than coastal and Haudenosaunee peoples?" "What were some ways in which seasonal changes and environmental knowledge shaped early Inuit societies? How did these societies learn to thrive in the harsh climate of the Arctic?"

**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 *(e.g., food, housing, clothing)*

***Sample questions:*** "What techniques did the Aztecs develop to allow them to farm on the sides of mountains and hills?" "What techniques did the Anishinaabe and Haudenosaunee use to fish in lakes and rivers?" "What use did early Haida people make of cedar trees?" "How were igloos in an Inuit winter camp constructed and expanded as needed? Who lived in an igloo?" "How did practices of some early Indigenous peoples in what would become North America, including practices associated with their relationship to the land and water systems, help to ensure a sustainable environment?"

**A3.6** identify and describe some of the major scientific and technological developments in the ancient and medieval world, including some from at least one First Nation and one Inuit society *(e.g., calendars; the printing press; developments in agriculture, architecture, medicine, transportation, weaponry, navigation)*

***Sample questions:*** "What is the purpose of an Inuksuk? How did these structures assist people and communities in early Inuit societies?" "Why were moon cycles significant to many early societies? How were these cycles connected to local ecosystems? How did these cycles affect lifestyles, practices, and daily life in these societies?" "Why was the birch bark canoe so important to the Algonquin people?" "How did the Anishinaabe carry fire from place to place?" "What techniques did the Haudenosaunee develop to store their foodstuffs?" "How did Mesopotamia or Egypt use irrigation systems for their agriculture?" "What were some important astronomical developments in early India or Mesoamerica?"

**A3.7** describe how a few early societies, including at least one First Nation and one Inuit society, were governed *(e.g., early democracy in Greece or Haudenosaunee society; city states on the Swahili Coast; emperors in China; the roles of nobles, priests, and the military in Aztec society, of kings, nobles, and knights in medieval France, or of chiefs in the Haida nation)*

***Sample questions:*** "What was the role of the emperor or empress in Heian Japan? How did the aristocracy help the emperor rule?" "How was the head of the government in ancient Athens chosen?" "How were Haudenosaunee or Anishinaabe chiefs and leaders chosen?" "What role did knowledge, age, and experience play in leadership in early Inuit societies?" "What were some ways in which systems of governance and social structures of some early Indigenous societies in what would eventually become Canada supported daily life?"

**A3.8** describe the social organization of a few different types of early societies, including at least one First Nation and one Inuit society *(e.g., a slave-owning society, a feudal society, an agrarian society)*, and the role and status of some significant social and work-related groups in these societies *(e.g., women, men, children, slaves, peasants, nobles, monarchs, warriors, knights, priests/priestesses, druids, shamans, imams, monks, nuns, merchants, artisans, apprentices, scribes, midwives, healers)*

***Sample questions:*** "How was Mayan society organized? Was there a hierarchy? Was it possible to move into a different social class?" "How were slaves treated in ancient Egypt? Why were slaves used? Who owned slaves?" "What does the foot binding of women in China tell you about the status of women and social organization in that society?" "What was the role of women and children in early Mohawk and Cree societies?"

**A3.9** describe some key reasons why different groups in a few early societies, including at least one First Nation and one Inuit society, cooperated or came into conflict at different times *(e.g., to explore; to expand territory; to make decisions, govern, and administer; to promote trade; to wage war or make peace; to acquire wealth, power, and control; to rebel; to spread religious beliefs and/or enforce the power of particular religious institutions; to protect spiritual beliefs, ceremonies and other cultural practices, and traditional lands)*

***Sample questions:*** "What was the Silk Road?" "What were the Crusades? What was their underlying cause?" "What were some instances of slave or peasant rebellions? What were their causes?" "What were some of the reasons why the Haudenosaunee and Anishinaabe nations came into conflict? When did they cooperate?"

**A3.10** describe some attempts within a few early societies, including at least one First Nation and one Inuit society, to deal with conflict and to establish greater cooperation *(e.g., democratic developments in ancient Greece; establishment of religious rights in medieval Islam; matrilineal structures among some First Nations; the Magna Carta; guilds; intermarriage between royal houses; treaties and alliances; the Great Law of Peace; the resolution of conflict with drumming, dancing, poetry, and/or humour among Inuit; the role of lacrosse games; the use of marriage and the ceremonial sharing of food and skins to symbolize alliances and the building of relationships in Inuit societies)*

***Sample questions:*** "What were the main reasons behind some of the treaties between some First Nations prior to European contact?" "What role did the practice of adoption play in Haudenosaunee, Inuit, and/or Celtic societies?" "How did wampum belts formalize and support cooperation between Haudenosaunee and some other First Nations peoples?" "What role did guilds play in medieval European and/or Asian societies? Why were they important?" "What are some ways in which religion contributed to cooperation in some early societies?"

# B. PEOPLE AND ENVIRONMENTS: POLITICAL AND PHYSICAL REGIONS OF CANADA

## OVERALL EXPECTATIONS

By the end of Grade 4, students will:

**B1.** **Application:** assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada (**FOCUS ON:** *Cause and Consequence; Interrelationships*)

**B2.** **Inquiry:** use the social studies inquiry process to investigate some 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 (**FOCUS ON:** *Perspective*)

**B3.** **Understanding Context:** identify Canada's political and physical regions, and describe their main characteristics and some significant activities that take place in them (**FOCUS ON:** *Significance; Patterns and Trends*)

## SPECIFIC EXPECTATIONS

### B1. Application: Industrial Development and the Environment

**FOCUS ON:** *Cause and Consequence; Interrelationships*

By the end of Grade 4, students will:

**B1.1** analyse some of the general ways in which the natural environment of regions in Canada has affected the development of industry *(e.g., how the characteristics of the Canadian Shield made possible the development of mining and smelting, forestry, fresh water fisheries, pulp and paper; how the characteristics of the Maritime provinces made possible the development of fisheries, coal mining, agriculture, off-shore oil drilling; how the topography and climate of the Prairies make the region suitable for large-scale farming and ranching)*

***Sample questions:*** "What industries might develop in a forested area? Do all forested regions have the same types of industries? What accounts for the difference?" "Why do some industries need to be near water?" "What makes the Western Cordillera a good location for mining and smelting as well as forestry-based industries? What other types of industries have developed in this region? Why?"

**B1.2** assess aspects of the environmental impact of different industries in two or more physical and/or political regions of Canada *(e.g., hydro-electric development in Quebec, the development of the oil sands in northern Alberta, fishing in Atlantic Canada, steel production in Nova Scotia, forestry and fishing in British Columbia, coal-powered electrical plants in Ontario, smelting in northern Ontario, shipping in the Great Lakes–St. Lawrence region)*

***Sample questions:*** "How has the increase in mining in the North affected the environment?" "What are the Sydney Tar Ponds? How were they created? What impact have they had on the environment?" "What is 'clearcutting'? Why is that practice used by forestry companies? What is its environmental impact?"

**B1.3** describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources *(e.g., controlling industrial tailings; putting solar panels on houses or other buildings; ensuring responsible hunting and fishing practices; consulting with First Nations, Métis, and/or Inuit communities about resource development in their territories)*, and assess their effectiveness

***Sample questions:*** "What are some things that the forestry industry has done to help manage forests? Are these actions enough to preserve forests for future use? If not, what else do you think should be done?" "What are some of the things you and your family can do to live in a more sustainable way?"

## B2. Inquiry: Balancing Human Needs and Environmental Stewardship

**FOCUS ON:** *Perspective*

By the end of Grade 4, students will:

**B2.1** formulate questions to guide investigations into some of the 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

***Sample questions:*** "What impact might ecotourism have on the Rockies or the Gulf Islands of British Columbia? How might such tourism be managed to limit its impact?" "How might the opening of a mine both help and hurt a community?" "Should wind turbines be developed in all regions of Canada? Why or why not?" "What is the best way to balance the demand for more housing with the responsibility to protect the environment?"

**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 *(e.g., spatial technologies and satellite images showing physical features; print and digital thematic maps showing land use or population; climate graphs for various regions; writer views with peers from different regions using electronic communications; an interview with a First Nation or Inuk Elder or a Métis Senator)*

***Sample questions:*** "What can satellite images reveal about the impact of an industry on a region?" "What type of information might you be able to gather by interviewing an Elder?"

**B2.3** analyse and construct print and/or digital maps, including thematic maps, as part of their investigations into balancing human needs/wants and activities with environmental stewardship in Canada *(e.g., analyse population settlement maps; construct natural resource maps, using symbols to represent different resources; construct physical region maps, using shading to represent elevation change)*

***Sample questions:*** "How might you show the location of ski resorts on your map of British Columbia?" "What would you need to include on a map to show the relationship between the Canadian Shield and mining industries?" "What can a map tell you about the relationship between the location of cities and towns and transportation links?"

**B2.4** interpret and analyse information and data related to their investigations, using a variety of tools *(e.g., use a graphic organizer to help them determine the interrelationship between a region's physical features and tourism or recreation; plot population trends in a specific region and compare them to a graph showing industrial development in the same region; use a decision-making chart to determine the best location for a new hydroelectric dam; use a double bar graph to help them determine the effect of an increase in tourism on waste production in a region)*

***Sample question:*** "How might you use an ideas web to help you determine the effect of the closing of a pulp and paper mill on the people in the community and on the environment?"

**B2.5** evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada

***Sample questions:*** "What did you find out about the interrelationship between tourism and the environment on Vancouver Island? What would you recommend with regard to the development of the tourism industry in this area?" "What is your position on the issue of urban sprawl in the Greater Toronto Area? What do you think should be done to address this challenge?" "Do you think the environmental damage that resulted from building this dam was justified by the benefits that the dam brings? Why or why not?"

**B2.6** communicate the results of their inquiries using appropriate vocabulary *(e.g., mountains, foothills, prairies, tundra, wetlands, forestry, mining, agriculture, fish farming, tourism, commerce, hydro-electricity, wind farms)* and formats *(e.g., a poster explaining the chosen location for a hydro-electric project; a cooperatively produced big book of photos from a field study or from the Internet about how companies are responding to their role as environmental stewards; a brochure outlining the steps an industry is taking to help protect the local area; a song, rap, or poem from the perspective of an animal that is losing its habitat because of a new housing development)*

## B3. Understanding Context: Regions in Canada

**FOCUS ON:** *Significance; Patterns and Trends*

By the end of Grade 4, students will:

**B3.1** identify various physical regions in Canada *(e.g., landform, vegetation, and climatic regions)*, and describe their location and some of the major ways in which they are distinct from and similar to each other *(e.g., the location of the Western Cordillera and the Appalachian regions and the characteristics of the mountains in each region; characteristics of boreal forest and tundra regions; similarities and differences between agricultural areas in the Niagara region, the Annapolis Valley, and the western plains; climatic differences between the rainforest of Vancouver Island and arid areas such as the Canadian badlands)*

***Sample questions:*** "What are some of the physical regions within Canada's landform regions?" "What characteristics of boreal forest make it different from mixed-wood forest?" "What are the differences in climate between the east and west coasts of Canada?"

**B3.2** identify some of the main human activities, including industrial development and recreational activities, in various physical regions of Canada *(e.g., large-scale farming in the plains and lowlands; mining and smelting in the Canadian Shield; cattle ranching in grasslands and plains; development of transportation routes along rivers and in valleys and mountain passes; fisheries in oceans, lakes, and rivers; skiing in mountain regions; boating on waterways; hiking on forest or coastal trails)*

**B3.3** describe the four main economic sectors (i.e., the primary sector is resource based, the secondary sector is based on manufacturing and processing, the tertiary sector is service based, the quaternary sector is information based), and identify some industries that are commonly associated with each sector *(e.g.,* primary*: logging, fishing, mining;* secondary: *pulp and paper, car manufacturing;* tertiary: *banks, stores, transportation;* quaternary: *education, research and development)*

***Sample questions:*** "What is similar about all primary industries?" "Why is banking considered to be part of the tertiary sector?"

**B3.4** identify various types of political regions in Canada *(e.g., provinces, territories, municipalities, First Nations bands and reserves)*, and describe some of their basic similarities and differences *(e.g., the powers of a province versus those of a territory)*

***Sample questions:*** "What are the differences between a province and a territory? In what ways are they similar?" "In what ways are the powers and responsibilities of a municipality similar to or different from those of a First Nation band or Métis council?"

**B3.5** identify Canada's provinces and territories and their capital cities, and describe them with reference to their location and some of the peoples who live in them *(e.g., New Brunswick, which is in Atlantic Canada, is the only bilingual province and has a large Acadian population; Toronto, which is the capital of Ontario, has a large immigrant population, which includes people from China, South Asia, Europe, and Latin America as well as Indigenous Canadians; the majority of people in Nunavut, in Arctic Canada, are Inuit)*

***Sample questions:*** "Which is Canada's most populous province? What are some of the largest groups living in that province?" "Which capital cities are ports? What does this tell you about the importance of water transportation to Canada?"

**B3.6** describe significant opportunities and challenges related to quality of life in some of Canada's political regions *(e.g., job opportunities in Alberta's booming resource sector; loss of jobs in the fishing industry in Newfoundland and Labrador; pollution generated in the Alberta oil sands; challenges related to employment and housing on First Nations reserves; urban sprawl in the Greater Toronto Area)*

***Sample questions:*** "How has the development of the oil sands contributed to the Alberta economy? What are some environmental challenges related to its development?"

**B3.7** demonstrate an understanding of cardinal and intermediate directions (i.e., NW, SW, NE, and SE), and use these directions as well as number and letter grids to locate selected political and physical regions of Canada on a variety of print and digital/interactive maps

***Sample questions:*** "What is the purpose of the numbers and letters following place names in the index or gazetteer of an atlas?" "What direction would you be going if you were travelling from Ottawa to Toronto? From Regina to Edmonton?"

# GRADE 5

## OVERVIEW

In Grade 5 social studies, students will learn about key characteristics of various Indigenous nations and European settler communities prior to 1713, in what would eventually become Canada. Using primary sources, such as treaties, historical images, and diaries, as well as secondary sources, they will investigate, from a variety of perspectives, relationships within and interactions between these communities as well as the impact of colonialism. They will develop their understanding of how historical events during this time have had an impact on present-day Canada. Students will also explore the responsibilities of Canadian citizens and levels of government. They will continue to develop their ability to examine current issues from various perspectives by investigating a Canadian social and/or environmental issue from the point of view of a variety of stakeholders, and they will develop plans of action to address significant social and environmental issues. Students will also begin to understand the impact of colonialism on contemporary Canada. They will continue to develop their mapping, globe, and graphing skills to help them extract, interpret, and analyse information, and they will enhance their understanding of multiple perspectives on both historical and contemporary issues.

The Grade 5 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *collaboration and cooperation, decision making, respect, rights and responsibilities,* and *stewardship*.

The following chart presents an overview of the Grade 5 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 13 for an explanation of big ideas and the concepts of disciplinary thinking and page 60 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 25 for a description of spatial skills).

| Overall Expectations | Related Concepts of Social Studies Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **Strand A. Heritage and Identity: Interactions of Indigenous Peoples and Europeans prior to 1713, in What Would Eventually Become Canada** | | | | |
| **A1.** 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 | Cause and Consequence; Continuity and Change | Interactions between people have consequences that can be positive for some people and negative for others. | What are some ways in which colonialism has shaped Canada?<br><br>Why might the same event have a different impact on different people?<br><br>Why is it important to understand that different people have different perspectives?<br><br>How do we form our own perspective? How do other people form theirs?<br><br>What causes conflict? Do all conflicts have a resolution?<br><br>Why is it important to cooperate with others? | ***Maps* and Globes***<br>Analysing historical maps to determine settlement patterns (see, e.g., A2.3)<br><br>Analysing and constructing thematic maps to show connections between types of land and settlement (see, e.g., A2.3) |
| **A2.** 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 | Interrelationships; Perspective | When studying interrelationships between groups of people, it is important to be aware that each group has its own perspective on those interrelationships. | | |
| **A3.** 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 | Significance; Interrelationships | Cooperation and conflict are inherent aspects of human interactions/ relationships. | | |

*(continued)*

| Overall Expectations | Related Concepts of Social Studies Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **Strand B. People and Environments: The Role of Government and Responsible Citizenship** | | | | |
| **B1.** 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 | 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?<br><br>Why is it important to consider the perspectives of all stakeholders when trying to formulate solutions to problems?<br><br>Why do we need government? Why are there different levels of government? What services should governments be responsible for?<br><br>How does colonialism still affect Canada today? | ***Graphs***<br>Analysing and constructing line, bar, and double bar graphs (see, e.g., B2.4)<br><br>***Maps* and Globes***<br>Analysing and extracting information from demographic and thematic maps, including digital representations (see, e.g., B2.3)<br><br>Constructing demographic and thematic maps, including digital representations (see, e.g., B2.3) |
| **B2.** 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 (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. | | |
| **B3.** 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 | 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.

# A. HERITAGE AND IDENTITY: INTERACTIONS OF INDIGENOUS PEOPLES AND EUROPEANS PRIOR TO 1713, IN WHAT WOULD EVENTUALLY BECOME CANADA

## OVERALL EXPECTATIONS

By the end of Grade 5, students will:

**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 (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)

**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 (**FOCUS ON:** *Interrelationships; Perspective*)

**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 (**FOCUS ON:** *Significance; Interrelationships*)

## SPECIFIC EXPECTATIONS

### A1. Application: The Impact of Interactions

**FOCUS ON:** *Cause and Consequence; Continuity and Change*

By the end of Grade 5, students will:

**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 *(e.g., with reference to the impact of European diseases on First Nations; the impact of Europeans' belief that they had the right to claim First Nations territory for themselves; intermarriage between First Nations women and European men and the ethnogenesis of the Métis; competition between different First Nations peoples, Métis, and European settlers for land and resources; alliances among First Nations and between First Nations and European settlers; the introduction of alcohol and European weapons; the contribution of First Nation ideas about democratic community governance systems)*, and analyse their significance

*Sample questions:* "What were some of the major short- and long-term consequences for the Haudenosaunee and Anishinaabe people of contact with European explorers and settlers?" "If you look at the consequences of interactions between First Nations and European settlers and explorers, which were of greatest significance to the settlers? To explorers? To First Nations? Which are most significant to Indigenous and non-Indigenous Canadians in the twenty-first century? Why does the assessment of the significance of an event or development depend on the perspective of the group you are considering?" "What impact did European missionaries have on First Nations' traditional beliefs, spiritual ceremonies, world views, ways of life, and/or attitudes about the importance of the land? What reactions did First Nations people have to the beliefs, teachings, and/or practices of the Jesuits?" "What were some of the short- and long-term consequences of the fur trade for both First Nations and Europeans?" "Why did Leif Erikson, Martin Frobisher, and/or

John Cabot come to the northeastern coast of what became Canada? What was the impact of their arrival on Inuit?"

**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 *(e.g., early European settlers, slave owners, coureurs de bois, and European fur trade company employees benefited from First Nations and Métis ways of knowing, including their knowledge of land-based subsistence with respect to hunting, medicines, foods, geography, modes of transportation appropriate for local conditions, and established trade routes; the imperial government in France benefited economically from the fur trade and from alliances with First Nations, who aided them in their conflict with the British; First Nations benefited from some of the new materials and technologies introduced by Europeans; First Nations and European peoples benefited from the cultural knowledge, social ties, and language skills of the Métis)*

***Sample questions:*** "What are some First Nations items, beliefs, traditions, customs, and/or world views that were adopted by European explorers and settlers? What are some European settlers' and explorers' items, beliefs, and/or world views that were adopted by First Nations and/or Métis peoples?" "How were New France and Britain connected to the fur trade during this period? What was the significance for the Métis of European involvement in the fur trade?"

**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 *(e.g., with reference to land claims; treaty rights and responsibilities; treaty-making processes and people excluded from these processes; environmental stewardship and relationships with the land; resource ownership, extraction, and use)*

***Sample questions:*** "How do First Nations today view early treaties entered into with the French? How does the government of Canada view those treaties? How would you account for differences in these points of view?" "Why did early settlers rely on the Indigenous ecological knowledge (IEK) of First Nations people? In what ways might the IEK of today's First Nations, Métis, and/or Inuit be relevant to an environmental issue such as climate change?" "What were the differences between First Nations and European settlers in what would become Canada with respect to views on land use and ownership? How have some of these differences led to conflict in present-day Canada over Indigenous land rights?" "What role did friendship, respect, and peaceful co-existence play in relations between First Nations, Métis, and Europeans prior to 1713? What lessons can we learn from the spirit and intent of these early relations?" "What impact did contact between First Nations and Europeans at this time have on the traditional roles of First Nations women? What connection might there be between changes in these roles and present-day violence against Indigenous girls and women?"

## A2. Inquiry: Perspectives on Interactions

**FOCUS ON:** *Interrelationships; Perspective*

By the end of Grade 5, students will:

**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 *(e.g., questions about interactions from the perspectives of groups such as European settlers; First Nations, Métis, and/or Inuit men and women; different First Nations, Métis, and/or Inuit communities; coureurs de bois; missionaries; Filles du Roi; warriors; shamans; slaves and slave owners)*

***Sample questions:*** "In what ways might the relationships between First Nations, Métis, and voyageurs or coureurs de bois have been different from the relationship between First Nations, Métis, and European settlers? What factors might account for some of the differences?" "How did various Indigenous peoples view the European newcomers? What factors might account for differences in their views?" "How did various Europeans, First Nations, and Métis tend to view each other's spiritual beliefs and ceremonies? Would the view of a coureur de bois 'up country' likely have been the same as that of a nun or priest in Montreal? Why or why not?" "Why did First Nations and Métis peoples help European settlers and explorers? What were some of the teachings, values, and/or beliefs in First Nations and Métis cultures that explain their attitudes towards settlers?" "What were some of the values and beliefs held by various European settlers and explorers about First Nations and Métis peoples? In what ways did these values and beliefs affect the relationships between European settlers, explorers, First Nations, and Métis?" "How did the development of the fur trade industry affect

relationships between First Nations, Métis, and European people?" "What natural resources did various First Nations use to make their shelters, clothing, sacred items, hunting equipment, and/or agricultural tools? In what ways, if any, did access to and use of these resources change with the arrival of European settlers?"

**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 *(e.g., treaties; pictographs; petroglyphs; paintings; maps of trade routes; artefacts and their replicas; oral histories; traditional First Nations and European stories relating to similar themes/events; census records; journals written by Jesuits, early explorers, and/or Hudson's Bay Company employees; accurate and authentic voices from Internet resources and/or books on Canadian history; interviews with Métis Senators, Elders, and/or knowledge keepers)*

***Sample questions:*** "Where would you locate information about the alliance between Champlain and the Wendat? Whose perspective or perspectives does this information present?" "When using this painting as a historical source, why is it important to consider when and by whom it was created?" "Why are most documents from this period written from a Eurocentric perspective? Given the source of these documents, what types of biases do you think they might contain?" "What biases existed at the time, and continue to exist, against the preservation and reliability of oral histories? Why might knowledge passed through oral history be valued? Why might it not be valued?" "When using information from the Internet, why is it important to consider who created it and for what purpose?" "How can you tell if a resource has an authentic voice and presents accurate information?"

**A2.3** analyse and construct maps as part of their investigations into interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada *(e.g., thematic maps that show how physical features influenced settlement patterns, seasonal migration, trade routes, Indigenous social networks, agricultural practices, or the habitat of animals that sustained the fur trade; historical maps that show First Nations territory prior to and after contact; historical maps that show the emergence of Métis communities)*

***Sample questions:*** "What type of map could you construct to show alliances between different First Nations and Britain and France?" "What types of maps would help you identify the First Nations or Inuit communities that were most affected by early fur trade routes?" "What information would you need to include on a map showing traditional Indigenous hunting and agricultural lands before and after contact with European settlers?" "What type of map could you construct to show traditional seasonal territorial routes of some Indigenous peoples and how those changed with the arrival of European settlers?" "What does this series of maps tell you about the impact of ongoing exploration in search of the Northwest Passage to Asia on European claims to territories that would become part of Canada?"

**A2.4** interpret and analyse information and evidence relevant to their investigations, using a variety of tools *(e.g., assess evidence to ensure that its voice is authentic and the information it provides is accurate; use a graphic organizer to help them compare the views of First Nations, Métis, and European settlers on nature and resource use; examine the content of journals or diaries to determine how European settlers and explorers reacted when meeting and working with First Nations peoples; use oral histories to develop their understanding of how one or more First Nations reacted to meeting and guiding settlers; use a comparison chart to help them analyse different perspectives on the fur trade or the establishment of Christian missions)*

***Sample questions:*** "What does this written account suggest about how European settlers and/or missionaries viewed First Nations people? What does this oral history suggest about how First Nations viewed European settlers and/or missionaries?" "How could you use a comparison chart to help you identify differences in the ways various First Nations interacted with Jesuit missionaries?" "How could you use a fishbone organizer to help you analyse information on economic, military, and cultural interactions between the British and the Haudenosaunee?" "What does this document tell you about how Indigenous ecological knowledge helped European settlers survive? What type of organizer or matrix could you use as a tool to help you compare information on how IEK helped European settlers survive in different parts of what would eventually become Canada?"

**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

***Sample questions:*** "From your evaluation of this evidence, what can you conclude about the relationship between European settlers, Métis, the Anishinaabe, and the Haudenosaunee? How did each of these groups view this relationship?" "From your research, what can you conclude about the goals of Jesuit missionaries? How did these missionaries view First Nations cultural practices, spiritual ceremonies, beliefs, and/or world views? How might a shaman have viewed the Jesuits? Why?"

**A2.6** communicate the results of their inquiries, using appropriate vocabulary *(e.g., Elder, faith keeper, knowledge keeper, Métis Senator, shaman, oral history, wampum belt, pictograph, petroglyph, missionary, colonization, colonialism, settler, xenophobia, racism, prejudice, charter, treaty, coureur de bois, seigneur, Filles du Roi)* and formats *(e.g., a poem, song, or story that describes the founding of Quebec from two distinct perspectives; an annotated map that shows different perspectives on the growth of the fur trade and resulting settlements; a collection of images they have created themselves, downloaded from websites, and/or taken from printed sources, showing different perspectives on the work of missionaries)*

## A3. Understanding Context: Significant Characteristics and Interactions

**FOCUS ON:** *Significance; Interrelationships*

By the end of Grade 5, students will:

**A3.1** identify major Indigenous nations that came into contact with European settlers and/or explorers prior to 1713 in what would become Canada *(e.g.,* Great Lakes–St. Lawrence region: *some of the many nations were Abenaki, Algonkin, Haudenosaunee, Ojibwe, Ottawa, Potawatomie, Wendat, Weskarini;* northern Ontario: *some of the nations were Cree and Ojibwe;* Atlantic Canada: *some of the many nations were Beothuk, Innu, Mi'kmaq, Passamaquoddy, Wolastoqiyik;* Arctic: *some of the nations were Inuit and Dene)*, and describe key characteristics of selected nations *(e.g., with respect to language; religious/spiritual beliefs and ceremonies; governance structures; food and clothing; roles of men, women, and children; the role and significance of arts and crafts)*

***Sample questions:*** "What was the Haudenosaunee form of government? What role did women play in decision making?" "What types of crops were grown by the Wendat?" "What were some foods originally grown by First Nations that were introduced into European diets?" "What materials did the Mi'kmaq use to make their garments and moccasins?" "What were some of the spiritual practices of Algonquin people?" "What natural resources did Inuit rely on?" "How did the Potawatomie educate their children?" "What was the Anishinaabe clan system of governance and how did it support voice and identity?" "What is the Tree of Peace? What does it tell you about the values in Haudenosaunee society?"

**A3.2** describe some significant interactions among First Nations and between First Nations and Inuit before contact with Europeans *(e.g., with reference to trade, alliances and treaties, and other instances of cooperation; competition between First Nations for control of waterways)*

***Sample questions:*** "What types of items did First Nations trade among themselves? What types of items did Inuit trade only among themselves? What types of items did First Nations and Inuit trade with each other? How would you describe these trading processes?" "What was the Haudenosaunee Confederacy? Why was it formed?" "What was the Three Fires Confederacy? Why was it formed?" "What type of interactions existed between the Haudenosaunee and Anishinaabe of the Great Lakes–St. Lawrence region or between the Mi'kmaq and Wolastoqiyik in Atlantic Canada?"

**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 *(e.g., with reference to Norse in Newfoundland and Labrador; the voyages of Cabot, Cartier, and/or Hudson; settlements by De Mons and/or Champlain in Quebec; exploration by Étienne Brûlé; motives such as colonization, the desire to gain control over Indigenous lands by imposing sovereignty and land ownership, missionary work to spread Christianity, the desire of European settlers to escape from oppressive European government structures, the exploitation of natural resources, including the establishment and expansion of the fur trade and the fishing industry)*

***Sample questions:*** "What was the goal of Henry Hudson's voyages?" "For whom did Champlain work? What were the reasons for his establishing a settlement in Quebec?" "Which European countries were interested in the territory that

would become Canada? Why?" "What were some beliefs and attitudes of European settlers about land ownership and Indigenous people? What was the significance of these beliefs/attitudes for colonization and European settlement?" "What is the Doctrine of Discovery? How was it supported by the 1493 Papal Bull? How did the attitudes reflected in this doctrine provide a motive for European exploration and settlement of Indigenous lands?" "What is racism? What is xenophobia? How did these attitudes affect the ways Europeans approached exploration and settlement of Indigenous territories?"

**A3.4** identify significant offices and institutions in New France *(e.g., the seigneurial system; the Roman Catholic Church; the king, governor, bishop, and intendant; nuns, priests, missionaries)*, and describe their importance to settlers in New France

***Sample questions:*** "What services did the Roman Catholic Church provide to settlers in New France?" "What was the role of the seigneur?" "What effect did the seigneurial system have on the way land was divided and developed?" "Who were the Filles du Roi? Who sent them to New France? Why?"

**A3.5** describe significant aspects of the interactions between Indigenous peoples and European explorers and settlers in what would eventually become Canada *(e.g., with reference to trade; sharing of beliefs, knowledge, skills, technology; disruption of Indigenous gender norms and roles; intermarriage; military alliances and conflict; the theft of Indigenous lands; spread of diseases; introduction of alcohol; the roles of First Nations, Métis, and Europeans in the fur trade; the impact of the fur trade on Indigenous peoples; loss of First Nations' access to lands for sustenance and to support ways of life)*

***Sample questions:*** "What were some of the ways in which European settlers and explorers depended on First Nations and Métis people for survival?" "What role did First Nations women play in the fur trade?" "What relationship did French missionaries have with the Wendat? What impact did the missionaries have on the Wendat?" "What is the Two Row Wampum? What was its significance with respect to the relationship between the Haudenosaunee and European settlers?" "How did First Nations establish alliances in response to the encroachment of the European settlers?" "What were some treaties that were negotiated between First Nations and Europeans during this period? Why might First Nations and Europeans have had different interpretations of these treaties? How did such differences affect the relationship between these groups?"

**A3.6** describe key factors that led to the ethnogenesis of the Métis people in what would eventually become Canada, with specific attention to the Great Lakes and Mattawa regions *(e.g., contact between First Nations and European fur traders and explorers; the need among European traders/explorers in unfamiliar territories for help and guidance from First Nations; intermarriage between traders and First Nations women; gender imbalances in new settlements)*

***Sample questions:*** "Why did some European fur trade employees marry First Nations women? What was the impact of such intermarriage?" "What impact did the early fur trade have on the roles of Métis women?" "How did the relationship between European settlers and First Nations and Métis change over time? Why?" "What effect did the fur trade have on the development of the Métis way of life and the characteristics, skills, practices, and/or attitudes of the Métis people?"

**A3.7** describe some significant differences among Indigenous peoples and between selected Indigenous and Europeans communities in what would eventually become Canada *(e.g., with reference to governance and economic organization; spiritual and/or cultural practices; land use/ownership; attitudes towards the environment; the roles of men, women, and children)*, and identify some of the reasons for these differences *(e.g., climate; availability of resources and arable land; the culture, customs, and economic and political system in the mother country; individualistic versus communal world views; familiarity with the land and its resources)*

***Sample questions:*** "What were the differences between Haudenosaunee and Ojibwe housing?" "How did the social organization on a seigneurie differ from that in the town of Montreal?" "What were some of the differences between the life of a child in a Wendat family and one in a settler family in New France?" "How did climate and the availability of resources affect the way the Innu lived?" "What were some key differences in the beliefs and attitudes of Indigenous peoples and Europeans towards the environment and the land? What were some practices that arose from these beliefs/attitudes? What impact did these practices have on the environment?" "How did differences in the ways in which First Nations viewed their relationship with the land and European settlers viewed land ownership lead to conflict?" "What were

some differences in the governance structures of the Anishinaabe Three Fires Confederacy, the Haudenosaunee Confederacy, and the government in New France?"

**A3.8** describe some significant effects of European conflicts on Indigenous peoples and on what would eventually become Canada *(e.g., conflict between First Nations who were allied to different imperial powers; changes in control of Acadia between the French and British; fur trade rivalries)*

***Sample questions:*** "In what ways was the Haudenosaunee Confederacy affected by the rival colonial interests of France and Britain?" "What areas of what eventually became Canada were claimed by rival European powers? What are some ways in which their rivalries shaped present-day Canada?"

# B. PEOPLE AND ENVIRONMENTS: THE ROLE OF GOVERNMENT AND RESPONSIBLE CITIZENSHIP

## OVERALL EXPECTATIONS

By the end of Grade 5, students will:

**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 (**FOCUS ON:** *Interrelationships; Cause and Consequence*)

**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 (or levels) of government responsible for addressing the issues (**FOCUS ON:** *Perspective*)

**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 (**FOCUS ON:** *Significance*)

## SPECIFIC EXPECTATIONS

### B1. Application: Governments and Citizens Working Together

**FOCUS ON:** *Interrelationships; Cause and Consequence*

By the end of Grade 5, students will:

**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 *(e.g., with reference to the Far North Act in addressing concerns of Inuit and First Nations about development in northern Ontario; municipal, provincial, and/or federal programs/policies aimed at reducing child poverty; policies related to the management of the Great Lakes; actions to support nation-to-nation relationships between federal/provincial governments and First Nations, Métis, and Inuit governments; youth advisory councils within the federal and provincial governments; policies/actions intended to address issues related to drinking water in First Nations communities; policies/actions on housing in Inuit communities; the actions taken as a result of the Métis Nation of Ontario Secretariat Act [2015] from the perspective of the Métis and the federal and provincial governments)*

*Sample questions:* "What criteria could you use to judge the effectiveness of government actions?" "How would you rate the effectiveness of different governments' involvement in the protection of the Rouge Valley?" "Which levels of government are involved in managing the Alberta oil sands? Are their actions effective? Why or why not?" "What are some of the actions that are being taken to reduce child poverty in Canada? In Ontario? In Indigenous communities? In local municipalities? Which level or levels of government are responsible for policy on this issue? Are their actions effective? Why or why not?" "What are some of the actions that local, provincial, federal, and/or Indigenous governments have taken to address the issue of missing and murdered Indigenous women and girls? What criteria could you use to judge the effectiveness of these approaches?" "How would you assess the effectiveness of the Métis Nation of Ontario's green energy plan?"

**B1.2** create a plan of action to address a social issue of local, provincial/territorial, and/or national significance *(e.g., homelessness, child poverty, bullying in schools, availability of physicians in remote communities, lack of employment opportunities within some regions, overcrowded and*

*poorly constructed housing and/or lack of mental health and social services in First Nations and/or Inuit communities, funding for education in First Nations communities, preservation of Indigenous languages, missing and murdered Indigenous women and girls)*, specifying the actions to be taken by the appropriate government or governments, including Indigenous governments, as well as by citizens

***Sample questions:*** "What types of services are needed to help homeless people? Who could best provide those services? Who should be consulted around the provision of such services?" "What are the most important issues facing people with disabilities? What levels of government need to be involved in addressing these issues? What does each level of government need to do?" "What can private citizens do to help children living in poverty? How could these actions supplement government programs in this area?" "What type of services do elderly people need? Which services should be provided by government and which by community groups or family members? What particular barriers do elderly First Nations, Métis, and/or Inuit individuals experience in accessing services? How could those barriers be addressed?" "What services are needed to support the physical and mental health of Indigenous youth? Who needs to be consulted when developing a strategy to address this issue? How would you decide which community groups are best suited to provide these services?"

**B1.3** create a plan of action to address an environmental issue of local, provincial/territorial, and/or national significance *(e.g., managing waste disposal, regulating industrial practices that damage the environment, ensuring safe drinking water, expanding availability of energy from renewable sources, reducing vehicle emissions, addressing land and water contamination on First Nations territory)*, specifying the actions to be taken by the appropriate government or governments, including Indigenous governments, as well as by citizens

***Sample questions:*** "Which level or levels of government should address the issue of the sale and export of spring water from Ontario? What action do you think citizens of the province should take on this issue? How can you ensure that your plan takes into account the perspectives of local Indigenous communities?" "What types of policy and action are needed to address the problems facing communities affected by erosion and the melting permafrost in Nunavut? How can you ensure that your plan of action on this issue takes Inuit perspectives into account?" "When addressing an environmental issue, why is it important to investigate strategies developed by various Indigenous peoples and governments?"

## B2. Inquiry: Differing Perspectives on Social and Environmental Issues

**FOCUS ON:** *Perspective*

By the end of Grade 5, students will:

**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 *(e.g., the perspectives of different levels of government, non-governmental organizations [NGOs], professionals in the field, and people directly affected by an issue such as child poverty on and off reserves, preservation of traditional languages, homelessness, bullying in schools, access to health care, climate change in the Arctic, waste disposal, or deforestation)*

***Sample questions:*** "What costs and benefits should be considered when discussing the development of a new mine or energy project? Whose knowledge and understanding of the land needs to be included throughout the consultation process? Why might different groups have different opinions on such development? Why might there be a variety of Indigenous viewpoints on resource extraction on traditional territory? Why does the federal and/or provincial government tend to support resource extraction industries?" "What costs and benefits should be considered when deciding whether to develop a public transit system? Why might different groups have different views on the costs and benefits? What level or levels of government would have a say on this issue?" "Whose voices should be heard in discussions about the building of a new housing subdivision?" "What groups should be consulted when policy to address climate change is being developed?" "What are various governments and community groups doing to preserve Indigenous languages in Canada?" "What are some questions that need to be considered around the issue of funding for First Nations schools? Who should be consulted in such discussions?"

**B2.2** gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspectives of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues *(e.g., with respect to the issue of climate change, gather data on sources of carbon dioxide emissions affecting Canada, photographic evidence of melting polar ice and its impact on Inuit and on Arctic wildlife, information on the positions and/or actions of various NGOs working on climate change, projections from corporations on the costs of addressing greenhouse gas emissions, information on the impact of climate change on the natural world from oral history and interviews with Elders, knowledge keepers, and Métis Senators, editorials and articles from Indigenous media outlets on the impact of climate change, and/or information on the positions of the federal, provincial, and/or territorial governments)*

***Sample questions:*** "Where might you look for information about child poverty in a large Canadian city? Who might have different perspectives on this issue? How would you ensure that the information you gather reflects more than one perspective?" "What key words might you use to search a government website for information on the issue of climate change? How would you find material that reflects the perspectives of NGOs working in this area? How would you find material that reflects First Nations, Métis, or Inuit perspectives on this issue?" "Where might you look for information about the cost of food in northern Canada?" "Why would it be important to consult Indigenous media sources when gathering information about the impact of resource development on Indigenous territories?" "Where might you look for information on the Mother Earth Water Walkers and the actions they are taking in response to Great Lakes water contamination?"

**B2.3** analyse and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues *(e.g., a thematic map showing the extent of the areas affected by climate change or how air pollution generated in one jurisdiction affects another; a demographic map showing levels of poverty or homelessness in different provinces; a thematic map showing the location of potential resource-extractions sites in relation to treaty territories, historic Métis settlements, and sacred sites)*

***Sample questions:*** "What information would you need to include on your map to show how and why the issue of pollution in the Great Lakes involves several different governments?" "What have you learned from reading this map on income in Canada?" "What information could you include on a map on the potential impact of climate change to show that the issue involves all levels of government as well as people in different regions?" "What information would you need in order to create a map that demonstrates the impact of the pulp and paper industry on First Nations communities along a waterway?" "What information would you include on an annotated map that shows regional flooding before and after the construction of the St. Lawrence Seaway and the impact of any changes on the traditional territories of the Haudenosaunee and the Anishinaabe?"

**B2.4** interpret and analyse information and data relevant to their investigations, using a variety of tools *(e.g., use an idea web to help them determine connections between the way in which a group is affected by climate change and its perspective on the issue; extract information from a line or bar graph to determine variations in homelessness in several municipalities; use a double bar graph to help them determine the effectiveness of recycling and waste-diversion programs)*

***Sample questions:*** "How are these different groups affected by this issue? How might they be affected by possible solutions?" "What type of chart could you use to help you determine similarities and differences in the position of various groups on this issue?" "When you analyse information on this issue, what differences and similarities do you find in coverage in the mainstream and Indigenous media?" "What type of graphic organizer could you use to help you analyse the perspectives of advocacy groups, industry, and different levels of governments, including Indigenous governments, on the sustainable use of a resource in Canada?"

**B2.5** evaluate evidence and draw conclusions about social and/or environmental issues, outlining the strengths and weaknesses of different perspectives on the issues, including the perspectives of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues

***Sample questions:*** "Whose position on this issue do you think is strongest? Why?" "Is there agreement among different levels of government with a stake in this issue? Why or why not?" "What are the most difficult challenges associated with this issue?" "In coming up with a way to address this issue, why is it important to consider the perspectives of all stakeholders?"

**B2.6** communicate the results of their inquiries, using appropriate vocabulary *(e.g., government, local, municipal, provincial/territorial, federal, chief, band council, municipal council, Parliament, member of Parliament [MP], member of provincial parliament [MPP], non-governmental organization, stakeholder)* and formats *(e.g., a report to present to their local MP, MPP, or city/town councillor; a photo essay on the impact of the issue; a brochure or informational poster that presents the strongest points in the position of various stakeholders; a song, rap, or poem promoting the most convincing arguments on the issue; a map to accompany an oral presentation; a role play that other students can participate in to present differing perspectives)*

## B3. Understanding Context: Roles and Responsibilities of Government and Citizens

**FOCUS ON:** *Significance*

By the end of Grade 5, students will:

**B3.1** describe the major rights and responsibilities associated with citizenship in Canada *(e.g.,* rights: *equal protection under the law, freedom of speech, freedom of religion, the right to vote;* responsibilities: *to respect the rights of others, to participate in the electoral process and political decision making, to improve their communities)*

***Sample questions:*** "What are the major rights of a citizen in Canada? Why might some Canadians have the same rights on paper but not in practice? Why did some people in Canada not have full citizenship rights in the past? What role did race and gender play in this denial of rights?" "What does it mean to be a good citizen?" "What are your responsibilities as a member of our class at our school? As a citizen of Canada?" "What impact have past laws had on the right of First Nations to participate in the electoral process?" "What are some ways in which laws have limited the rights of Indigenous women?"

**B3.2** describe the jurisdiction of different levels of government in Canada, as well as of some other elected bodies (i.e., federal, provincial, territorial, and municipal governments; band councils; school boards), and some of the services provided by each *(e.g., health services, education, policing, defence, social assistance, garbage collection, water services, public transit, libraries)*

***Sample questions:*** "Which level or levels of government provide funding for public libraries?" "Which level of government has the responsibility for public education? Why?" "What is the jurisdiction of a band council?"

**B3.3** describe some First Nations, Métis, and Inuit governance structures that currently exist in Canada *(e.g., with reference to the Métis Nation of Ontario, Inuit Tapiriit Kanatami, the Chiefs of Ontario, the Nishnawbe Aski Nation, the Union of Ontario Indians, the Haudenosaunee Confederacy)*

***Sample questions:*** "In what ways is the governance model of the Métis Nation of Ontario based on the provisional government of Louis Riel?" "How did Inuit efforts to reclaim their lands lead to the development of governments in Nunavut?" "What are some of the political structures of First Nations in Canada that were established because of the Indian Act? Within these structures, how are leaders chosen? How has the system of First Nations governance under the Indian Act undermined traditional governance systems?" "How strong is the voice of youth on the Provisional Council of the Métis Nation of Ontario? How strong is the voice of youth in the government of Ontario or Canada? Why would having such a voice be important in addressing issues that are important to Métis youth?" "What is the significance of the medicine wheel or clan system to some First Nations governance models?" "How are decisions made in some different Indigenous governance models? How have some past federal and/or provincial laws affected these governance models?"

**B3.4** describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues *(e.g., services/issues related to transportation, health care, the environment, and/or crime and policing)*

***Sample questions:*** "What is the relationship between provincial and federal governments in the area of health care?" "Why are there both provincial and federal ministries of the environment or natural resources?" "Why must different levels of government cooperate in addressing Indigenous land claims?" "How does the Nishnawbe Aski Nation [NAN] Education Unit work to provide education for the First Nations communities it represents? How does NAN work on educational issues with the provincial and federal governments?" "How are services provided for First Nations, Métis, and Inuit communities and individuals in different regions across Canada? How have treaties and the Indian Act affected access to services?"

**B3.5** describe different processes that governments can use to solicit input from the public *(e.g., elections, town hall meetings, public hearings, band council meetings, Métis general assemblies or community council meetings, commissions of inquiry, Supreme Court challenges, processes for granting easements, referendums, nation-to-nation discussions with First Nations and/or Inuit governments)*, and explain why it is important for all levels of government to provide opportunities for public consultation

***Sample questions:*** "How might a city government solicit the opinions of residents?" "What is a royal commission? How does it provide an opportunity for members of the public to provide input on an issue?"

**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 *(e.g., when considering proposals to run pipelines through traditional territory or mining development projects that would affect First Nations communities; when developing agreements about the extraction of natural resources on treaty land)*

***Sample questions:*** "What is the 'duty to consult'? Who is bound by this duty?" "How might the duty to consult and accommodate help transform the relationship of the federal and provincial governments with First Nations, Métis, and Inuit communities?" "What does the 'honour of the Crown' mean in the context of the federal government's duty to consult with First Nations, Métis, and Inuit individuals and communities?"

**B3.7** describe key actions taken by governments, including Indigenous governments, to solve some significant national, provincial/territorial, and/or local issues *(e.g., federal policies relating to the effects of climate change in the Arctic or the issue of sovereignty in Canadian waters; provincial policies around child mental health issues; municipal recycling and waste diversion programs; government action to relocate elk from the town of Banff, Alberta; existing laws that affect traditional Indigenous harvesting, hunting, and fishing rights; First Nations, Métis, and Inuit community projects and strategies to preserve Indigenous languages)*

***Sample questions:*** "What programs are in place in our community to reduce the amount of garbage going to landfill?" "What are some national and provincial parks and regional conservation authorities in Canada? What is their purpose?" "What actions have First Nations taken to protect salmon spawning grounds or old growth forests?"

**B3.8** explain why different groups may have different perspectives on specific social and environmental issues *(e.g., why oil industry representatives, farmers, environmentalists, and the Alberta government might differ on development of the oil sands; why the federal government and First Nations band councils might have different perspectives on housing problems on reserves)*

***Sample questions:*** "Why might farmers, land developers, residents, and environmentalists all have different perspectives about development on the Oak Ridges Moraine or the Niagara Escarpment?" "Which groups might have different perspectives on the idea of changing the school year? Why?" "What are some ways in which people's values can affect their perspectives on an issue?" "How might specific cultural values and teachings influence the perspectives of Indigenous peoples on an environmental issue?" "Why might a forestry company, a local community, and a First Nations, Métis, or Inuk harvester of animals and plants have different perspectives on a plan to open logging in a specific area?"

**B3.9** describe some different ways in which citizens can take action to address social and environmental issues *(e.g., by determining the position of their local candidates on various issues and supporting/voting for the one whose position they agree with; through the court system; by organizing petitions or boycotts; by volunteering with organizations that work on specific issues; by writing to their elected representatives or to the media; by creating or participating in art projects that bring attention to an issue)*

***Sample questions:*** "How can a person determine the position of local candidates or party leaders on issues of importance?" "How could you become more active in your community?"

# GRADE 6

## OVERVIEW

In Grade 6 social studies, students will explore the experiences and perspectives of diverse communities in historical and contemporary Canada and examine how they have contributed to the development of identities in Canada. In addition to developing their understanding of different communities in Canada, students will explore the global community and Canada's role in it. They will investigate current social, political, economic, and environmental issues, and develop their understanding of the importance of international action and cooperation. In conducting their investigations, students will enhance their graphing and mapping skills and develop their ability to extract, interpret, and analyse information from a variety of sources, and using various technologies.

The Grade 6 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *beliefs and values*, *collaboration*, *cooperation*, *culture*, *equity*, *freedom*, *identity*, *relationships*, and *respect*.

The following chart presents an overview of the Grade 6 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 13 for an explanation of big ideas and the concepts of disciplinary thinking and page 60 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 25 for a description of spatial skills).

| Overall Expectations | Related Concepts of Social Studies Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **Strand A. Heritage and Identity: Communities in Canada, Past and Present** | | | | |
| **A1.** 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 | Cause and Consequence; Patterns and Trends | Many different communities have made significant contributions to Canada's development. | How have different communities contributed to the evolution of Canadian identities?<br><br>What experiences have shaped the stories of different communities in Canada? What experiences have shaped the story of your own community?<br><br>How do we determine the importance of certain developments or events? Why might an event or development be important to one group but not to others?<br><br>In what ways is your story part of the story of Canada? | ***Graphs***<br>Constructing line graphs, using computer programs, to show change over time (see, e.g., A2.4)<br><br>***Maps* and Globes***<br>Analysing flow and thematic maps (see, e.g., A2.3)<br><br>Constructing thematic maps on paper and digitally (see, e.g., A2.3) |
| **A2.** 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 | Perspective | Different groups may experience the same development or event in different ways. | | |
| **A3.** 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 | Significance; Continuity and Change | Significant events in different communities have contributed to the development of the identities of those communities and of Canada. | | |

*(continued)*

| Overall Expectations | Related Concepts of Social Studies Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **Strand B. People and Environments: Canada's Interactions with the Global Community** | | | | |
| **B1.** 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 | Interrelationships; Perspective | The actions of Canada and Canadians can make a difference in the world. | Why is it important for Canada to be involved with countries around the world?<br><br>Why does the well-being of the world's people and the environment depend on international cooperation?<br><br>In what ways is Canada's economy related to the global economy?<br><br>How have natural disasters affected Canada and the world?<br><br>What do Canada and Canadians do for other people around the world? What else can we do? | ***Graphs***<br>Extracting information from and constructing double bar graphs (see, e.g., B2.4)<br><br>Extracting information from a climate graph (see, e.g., B2.4)<br><br>Constructing graphs using computers (see, e.g., B2.4)<br><br>***Maps* and Globes***<br>Extracting information from various maps, including issue-based maps (see, e.g., B2.3)<br><br>Analysing and constructing various types of print and digital maps, including issue-based maps (see, e.g., B2.3, B2.4, B2.6)<br><br>Extracting and applying information using latitude and longitude (see, e.g., B3.6) |
| **B2.** use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues | Cause and Consequence | Global issues require global action. | | |
| **B3.** describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement | Significance; Patterns and Trends | Canada and Canadians participate in the world in many different ways. | | |

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

# A. HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, PAST AND PRESENT

## OVERALL EXPECTATIONS

By the end of Grade 6, students will:

**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 (**FOCUS ON:** *Cause and Consequence; Patterns and Trends*)

**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 (**FOCUS ON:** *Perspective*)

**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 (**FOCUS ON:** *Significance; Continuity and Change*)

## SPECIFIC EXPECTATIONS

### A1. Application: Diversity, Inclusiveness, and Canadian Identities

**FOCUS ON:** *Cause and Consequence; Patterns and Trends*

By the end of Grade 6, students will:

**A1.1** explain how various features, including built, physical, and social features of communities, can contribute to identities in and images of a territory and/or country *(e.g., built features such as memorials, different types of buildings, parks, canals, dams, railroads; physical features such as climate, landscape, vegetation, wildlife; social aspects such as cultural traditions, religious celebrations, economic bases; geographic, political, and/or socio-economic boundaries between communities)*, and assess the contribution of some of these features to images of and identities in Canada *(e.g., with reference to resource-based communities such as mining or logging towns or fishing outports; the Canadian winter; landscapes such as mountains, prairies, sea coasts, tundra; wildlife such as moose, elk, beaver, bison, cod; the variety of populations with heritages from around the world in neighbourhoods in some of Canada's largest cities)*

*Sample questions:* "In what ways do war memorials, including the National Aboriginal Veterans Monument, contribute to an understanding of identities in Canada?" "Why are the old grain elevators on the prairies a key image of Canada?" "In what ways does the Canadian climate contribute to identities in and stereotypes of the country? To its global image?" "Why are the maple leaf and the beaver symbols of Canada? What do these symbols imply about this country? How are these symbols connected to First Nations and Métis communities?" "Why are certain features/symbols more significant to some groups than to others?" "What are some ways in which physical geography influenced the location of First Nations, Métis, and Inuit communities and traditional territories? How did geographic features affect the ways of life of some of these communities? What impact have the ways of life of some of these communities had on the images of or identities in Canada?"

**A1.2** analyse some of the contributions that various First Nations, Métis, and Inuit communities and individuals have made to Canada *(e.g., with reference to artists such as wood, bone, and soapstone carvers, painters and printmakers, bead workers, and/or the Indigenous Group of Seven;*

*Inuit understanding of life and travel in the Arctic; the democratic ideas/practices of the Haudenosaunee; guidance/aid provided by First Nations, Métis, and Inuit people to European fur traders and explorers; modes of transportation such as canoes and kayaks; Indigenous knowledge of plants and medicines; technologies used for fishing, aquaculture, and agriculture)*

***Sample questions:*** "What impact did the Métis List of Rights of 1860 have on the Manitoba Act and on Canada?" "What are some ways in which First Nations and Inuit methods of transportation have contributed to Canada?"

**A1.3** analyse some of the contributions that various settler/newcomer groups have made to Canadian identities *(e.g., the contributions of French and English communities to the development of Canada as a bilingual country, of the British to the Canadian parliamentary system, of Chinese labourers to the construction of the transcontinental railway, of Irish and Italian workers to the development of canal systems on the Great Lakes, of various communities to Canada's multicultural identity)*

***Sample questions:*** "Who are the founding nations of Canada? For whom is the concept of 'founding nations' troubling? Why?" "In what ways is the Canadian system of government similar to that of Great Britain? What accounts for the similarities? Do you think Canada's status as a constitutional monarchy is important to our identity as Canadians? Why or why not?" "What are some ways in which people from Africa, the Caribbean, or South or East Asia have contributed to Canada and to identities in Canada?"

**A1.4** explain how various groups and communities, including First Nations, Métis, and Inuit communities, have contributed to the goal of inclusiveness in Canada *(e.g., with reference to the efforts of women's rights, civil rights, Indigenous, or labour organizations, or of advocacy organizations for immigrants, disabled people, or various religious or ethnic groups; the Métis idea of and belief in respectful blending)*, and assess the extent to which Canada has achieved the goal of being an inclusive society *(e.g., with reference to the policy of multiculturalism, the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Ontarians with Disabilities Act, freedom of religion, the recognition of gay marriage, the ratification of the United Nations Declaration on the Rights of Indigenous People)*

***Sample questions:*** "What are some of the actions that have been taken by First Nations, Métis, or Inuit individuals or organizations to improve the status of Indigenous people in Canadian society?" "What was the role of women's groups in ensuring that gender was included in the Charter of Rights?" "What actions have been taken by individuals or by organizations such as L'Arche to improve the status and the quality of life of people with disabilities in Canadian society?" "Do you think that Canadian society allows for your community to make a meaningful contribution to identities in Canada? Why or why not?"

## A2. Inquiry: The Perspectives of Diverse Communities

**FOCUS ON:** *Perspective*

By the end of Grade 6, students will:

**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 *(e.g., the development of the reserve system from the perspective of First Nations, European settlers, and the federal government; the negotiation and interpretation of Indigenous treaties, from the perspective of Indigenous peoples and the federal government; the forced relocation of Japanese Canadians during World War II from the perspective of Japanese Canadians, the government at the time, and the government that issued an apology to Japanese Canadians; the formation of neighbourhoods of people who have different heritages, from the perspective of the newcomers, their children, the people already in the neighbourhood, the local school, and/or the agencies and governments that provide services to the neighbourhood)*

***Sample questions:*** "What were the federal government's reasons for enacting and enforcing a policy of relocating Inuit to the High Arctic in the 1950s? What impact did this relocation have on Inuit ways of life? What does this policy tell you about the beliefs and values of the people who formulated it?" "What was Métis scrip? How was it used? How did the government and land speculators capitalize on scrip policy? How did it affect Métis people?" "Why was the Chinese head tax created? What was the thinking of the government that imposed it? How did the policy affect Chinese immigrants to Canada and their families in China?" "Why did some people think Louis Riel was a hero while others thought he was a traitor?" "Why do newcomers to Canada tend to settle in neighbourhoods with people from the same country/region or who speak the same language?" "Why was the Indian Act created? What did the act reveal about how the federal government viewed Indigenous people? What are some ways in

which the act affected, and continues to affect, First Nations individuals and communities?"

**A2.2** gather and organize information from a variety of primary and secondary sources *(e.g., photographs; letters and diaries; oral stories; maps; songs; paintings; newspaper reports; interviews with Elders, knowledge keepers, and/or community members at friendship centres or cultural centres; books written on the experiences of new settlers in a community; books written about a specific community; online databases and archival collections; treaties and wampum belts)* 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

***Sample questions:*** "What type of information can you gather from the petitions and letters of First Nations, Métis, and Inuit people about their experience of and perspectives on being relocated to reserves and/or new settlements? What other types of sources should you consult for information on the perspectives of these people? For other people's perspectives?" "Why might photographs be a good source if you are investigating the internment of Japanese Canadians? What kinds of information do you think you can get from these photographs?" "What type of information can you gather from a treaty between the Crown and Indigenous nations? Why is it important to find accurate information on the intent of the original treaty as understood by the Indigenous community signing it? Why might there be differing interpretations of a treaty?"

**A2.3** analyse and construct print and digital maps as part of their investigations into different perspectives on the historical and/or contemporary experience of communities, including First Nations, Métis, and/or Inuit communities, in Canada *(e.g., analyse a flow map showing the relocation of First Nations, Métis, and/or Inuit communities; plot census data on a map to show the locations of different communities; construct a thematic map to show changes over time in the ethnic origin of the people in a community; construct a map that identifies places of significance within selected Indigenous communities; construct a map that shows the historic Métis communities in Ontario; construct an annotated map that explains the use of an Inuksuk [or several Inuksuit] as a navigational tool and the significance of its [or their] placement within Inuit territories)*

***Sample questions:*** "What does this flow map tell you about who has lived in this region in the past?" "What does this thematic map tell you about the land granted to Black Loyalists?" "What type of map might you construct to help you understand the perspectives of Métis and Scots in the Red River district?" "What items might you include on a map to illustrate the impact of provincial and national boundaries on the Akwesasne Mohawk Nation?"

**A2.4** interpret and analyse information and evidence relevant to their investigations, using a variety of tools *(e.g., use a graphic organizer to help them determine differences in perspectives of participants in the Red River Resistance or North-West Resistance; plot census data on a line graph using a computer-based graphing program in order to help them determine changes over time in a specific community; analyse a collection of photographs for evidence about newcomers' feelings towards their new community and about the feelings of people already living in that community towards the newcomers; examine the content of diaries to determine how people in the past felt about living in their community)*

***Sample questions:*** "How could you use a cause-and-effect organizer to help you determine the impact of this event on different communities, including, where applicable, a First Nation, Métis, and/or Inuit community?" "What does this monument tell you about the way the community viewed the person or event it commemorates? Is this person/event viewed the same way today?" "What do the paintings at Grand Pré tell you about the expulsion of the Acadians? Whose perspective do you think is conveyed in these paintings? Why?" "What does this timeline tell you about the reasons why this place name has changed over time?"

**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

***Sample questions:*** "What did you learn about the experiences of people living in Toronto at the beginning of the twentieth century? Were there conflicts between any ethnic or religious groups? In what ways were the experiences of poor people different from those of wealthier residents? How and why did the perspectives of a factory owner and a factory worker in the city differ? Are similar differences still evident today?" "What have you learned about why Inuit moved or were relocated to more southerly

communities in the past? In what ways are these reasons similar to and/or different from why Inuit are relocating today? What impact have such relocations had on the lives of Inuit?" "What have you discovered about the lives of children in remote Cree communities? What challenges do these children face with respect to education, health care, and/or social services?"

**A2.6** communicate the results of their inquiries, using appropriate vocabulary *(e.g., perspective, ethnic group, emigrant, immigrant, entrepreneur, labourer, class, colonization, decolonization, colonialism, racism, classism, xenophobia, displacement, relocation, settler, newcomer)* and formats *(e.g., a dramatic piece in which different characters voice the perspectives of different groups; a presentation that expresses different perspectives with cultural sensitivity and uses authentic voices; a slideshow that includes photographs and/or paintings that illustrate different perspectives on the same event)*

## A3. Understanding Context: The Development of Communities in Canada

**FOCUS ON:** *Significance; Continuity and Change*

By the end of Grade 6, students will:

**A3.1** identify the traditional Indigenous and treaty territory or territories on which their community is located *(e.g., Orillia is located on the traditional territory of the Ojibwe/Chippewa and Anishinaabe and is within the boundaries set by the Williams Treaties; Sault Ste Marie is located on the traditional territory of the Métis, Cree, Ojibwe/Chippewa, and Anishinaabe and is within the boundaries set by the Robinson-Huron Treaty; Red Lake is located on the traditional territory of the Métis and the Ojibwe/Chippewa and is within the boundaries set by Treaty 3)*

***Sample questions:*** "Where might you look for information on the traditional territory or the treaty territory on which your community stands? Why might this information not be in an atlas in the classroom? Why is it important to be aware of this information?"

**A3.2** identify the main reasons why different peoples migrated to Canada *(e.g., political or religious freedom; political allegiances; perceptions about the availability of land; economic opportunity; family ties; poverty, famine, colonization of or political unrest in their country of origin; forced migration of slaves and "Home Children")*

***Sample questions:*** "What reasons did various people have for immigrating to New France?" "Why did so many people from Ireland come to Quebec and Ontario in the middle of the nineteenth century?" "Who were the 'Home Children'? Why did they come to Canada?" "Why do people from many other countries continue to come to Canada?"

**A3.3** describe some key economic, political, cultural, and social aspects of life in settler/newcomer communities in Canada *(e.g., with reference to land ownership; agricultural practices; work; cultural practices; religious and/or spiritual beliefs/practices; dress and diet; family life and the roles of men, women, and children; social and service clubs)*, and identify significant ways in which the culture of settlers' places of origin influenced their ways of life in Canada and, where applicable, had an impact on Indigenous communities

***Sample questions:*** "How did the system of land ownership in France influence land-owning practices in New France/Quebec?" "What are the sources of traditional folk music in Atlantic Canada?" "What is the origin of bannock/fry bread?" "What religious beliefs/practices have different newcomers brought with them to Canada? What impact did the religion of some settler groups have on First Nations communities?" "How is Métis music and dance related to French and Scottish fiddle music and dance?"

**A3.4** identify various types of communities in Canada and some ways in which they have contributed to the development of the country *(e.g., First Nations, Inuit, Métis, French, and/or British; later immigrant groups such as Chinese, Germans, Scandinavians, South Asians, or Caribbean people; religious communities; economic communities such as resource towns; workers and labour organizations; rural and urban communities)*

***Sample questions:*** "What are some of the economic communities in different regions of Canada that have contributed to the development of the country?" "What contributions have labour unions made to the development of Canada?" "How did the ancestral connections of the Métis allow them to bridge divides between federal/provincial governments and First Nations, Métis, and Inuit?" "What values did many Indigenous people have with respect to sharing the land? How were these values evident in the responses of many Indigenous people to newcomers? What impact have those responses had on the way Canada developed? What impact have they had on your life?"

**A3.5** describe significant events or developments in the history of two or more First Nations, Métis, and/or Inuit communities in Canada *(e.g., the arrival of European explorers and setters; the fur trade; the colonial/federal government's banning of Indigenous ceremonies and gatherings; Indigenous treaties; the reserve system; the Indian Act; residential schools; the Gradual Civilization Act; court challenges for recognition of hunting and fishing rights; the creation of Nunavut, Nunavik, and Nunatsiavut; the struggle by Métis and Inuit for recognition in the constitution of their rights and status; loss of language and culture)* and how these events affected the communities' development and/or identities

***Sample questions:*** "What are some ways in which the residential school experience affected First Nations, Métis, and Inuit families and communities?" "What are some ways in which the Numbered Treaties affected First Nations communities?" "How does the government of Canada interpret the treaty relationship? Has Ottawa lived up to its treaty agreements?" "Why might Métis or Inuit not see themselves as treaty people?" "How has the construction of railroads, dams, and/or canals affected the location and development of First Nations and Métis communities?" "What does the term 'enfranchisement' mean in the context of the history of the Indian Act? How were some Indigenous women and their families affected by enfranchisement?"

**A3.6** describe significant events or developments in the history of two or more settler/newcomer communities in Canada *(e.g.,* French Canadians: *expulsion of the Acadians, loss of the Battle of the Plains of Abraham;* Japanese: *forced relocation during World War II, the apology for this action from the federal government in 1988;* Black Canadians: *the Act against Slavery, 1793; the Underground Railroad;* Germans: *religious freedom for Mennonite immigrants; the renaming of Berlin, Ontario, to Kitchener during World War I)* and how these events affected the communities' development and/or identities

***Sample questions:*** "Why was Canada a main terminus of the Underground Railroad? Where did the former slaves settle?" "What is meant by the term 'enemy alien'? Why did the Canadian government place some Ukrainian Canadians in internment camps during World War I?" "What were some challenges facing Jewish people in Canada in the first half of the twentieth century?" "What was Africville? What impact did its demolition have on its residents?"

**A3.7** describe interactions between communities in Canada, including between newcomers and groups that were already in the country *(e.g., trade among precontact First Nations; cooperation between First Nations and the French and British in the fur trade; Indigenous treaties; conflict between Catholic and Protestants in Ontario or white and Asian residents in British Columbia; racism directed at Black settlers in Nova Scotia and southern Ontario; responses of local businesses, ranging from the refusal to serve certain groups to providing new products and services to help meet the needs of new communities; interactions between newcomers and settlement agencies or advocacy organizations)*

***Sample questions:*** "How did white residents of Canada tend to view the arrival of immigrants from Asia in the nineteenth and early twentieth centuries?" "What types of organizations existed in the past, or exist now, to help new immigrants in Canada?" "What do existing treaties tell you about interactions between Indigenous peoples and newcomers/settlers in Canada? What do experts on Indigenous treaties mean when then speak of the spirit and intent of treaties? What was the spirit/intent among Indigenous peoples with respect to their treaty negotiations with newcomers? How is it possible to have different interpretations of these treaties?"

**A3.8** identify key differences, including social, cultural, and/or economic differences, between a few historical and/or contemporary communities, including at least one First Nations, Métis, or Inuit community, in Canada *(e.g., differences in gender roles between First Nations and French settlers in early Canada; social and economic differences between upper-class and working-class people in industrializing cities; differences in lifestyle between people in rural areas and those in established towns and cities; differences in the religious background of residents in different communities or at different times; differences between Indigenous peoples and newcomers/settlers with respect to spiritual/cultural beliefs about the relationship with the land)*

***Sample questions:*** "What are the differences between the life of a child living in poverty in nineteenth-century Canada and in the present day?" "When you look at the religious buildings and spiritual sites in our community, which are the oldest? Which are the newest? Is there any pattern with respect to the location of these buildings? If so, what does this pattern tell you?" "In what ways have different communities benefited from economic development in Canada? Have all communities benefited equally? Why or why not?"

**A3.9** describe significant changes within their own community in Canada *(e.g., within their ethnic or religious community, their local community, or their region)*

***Sample questions:*** "When did members of your community first come to Canada? Where did they settle? What was their life like? How is your life different from theirs?" "In what ways, if any, has your community experienced discrimination in Canada?"

**A3.10** identify and describe fundamental elements of Canadian identities *(e.g., inclusiveness; respect for human rights; respect for diversity; multiculturalism; parliamentary democracy; constitutional monarchy; bilingualism; the recognition of three founding nations; universal health care; recognition of First Nations, Métis, and Inuit as Indigenous peoples and original inhabitants of what is now Canada; the importance of treaties and treaty rights)*

***Sample questions:*** "Why is the relationship between Indigenous peoples and settlers/newcomers important for Canada?" "In what ways are the monarch and the monarchy connected to Canada and identities in Canada?" "What are some of the rights guaranteed by the Charter of Rights?" "When you consider the various elements of Canadian identity, how would you rank them in order of importance to a selected community in Canada? What criteria would you use? Do you think the ranking would be the same for all communities in Canada? Why, or why not?" "What are some instances of the Canadian government not respecting the human rights of a group of people?"

# B. PEOPLE AND ENVIRONMENTS: CANADA'S INTERACTIONS WITH THE GLOBAL COMMUNITY

## OVERALL EXPECTATIONS

By the end of Grade 6, students will:

**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 (**FOCUS ON:** *Interrelationships; Perspective*)

**B2.** **Inquiry:** use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues (**FOCUS ON:** *Cause and Consequence*)

**B3.** **Understanding Context:** describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement (**FOCUS ON:** *Significance; Patterns and Trends*)

## SPECIFIC EXPECTATIONS

### B1. Application: Canada and International Cooperation

**FOCUS ON:** *Interrelationships; Perspective*

By the end of Grade 6, students will:

**B1.1** explain why Canada participates in specific international accords and organizations *(e.g., the North American Free Trade Agreement [NAFTA]; Asia-Pacific Economic Cooperation [APEC]; the World Health Organization [WHO]; the North Atlantic Treaty Organization [NATO]; the United Nations [UN], including the Declaration on the Rights of Indigenous People and/or the Convention on the Rights of the Child)*, and assess the influence of some significant accords and/or organizations in which Canada participates

***Sample questions:*** "What action has the UN or NATO taken in response to international conflicts? What was Canada's involvement? How effective do you think these actions were?" "Is the UN Convention on the Rights of the Child reflected in Canada's Charter of Rights and Freedoms?" "What is the role of the WHO? What are some of the issues that the WHO has been involved in that have affected Canada?"

**B1.2** analyse responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic, environmental, political, and/or social issue of international significance *(e.g., how the federal government, different NGOs, business people, and individual consumers have responded to economic globalization; how different levels of government, health care workers, and individual citizens responded to the spread of H1N1 or SARS; how governments, development and human rights NGOs, and individuals, including students in their school, have responded to an issue such as a natural disaster in another region, child labour, child soldiers, climate change, or civil war and refugees)*

***Sample questions:*** "How have different groups and individuals in Canada responded to the plight of refugees?" "What has been the response of Canadian governments, NGOs, and individual citizens to recent large-scale natural disasters?" "What are some of the ways in which NGOs and school groups have worked together to improve the life of children living in poverty?"

**B1.3** explain why some environmental issues are of international importance and require the participation of other regions of the world, along with that of Canada, if they are to be effectively addressed *(e.g., issues such as global warming, carbon dioxide and sulphur dioxide emissions, ownership and availability of fresh water, deforestation, overfishing, invasive species, habitat protection of migrating species, or disposal of electronic waste)*

***Sample questions:*** "Why does the issue of invasive species require action at the international level?" "How have disagreements over ocean fishing affected fish stocks in Canadian waters?" "Why can the disposal of your old computer be an environmental issue of international importance?" "What are the main sources of smog in southern Ontario?"

## B2. Inquiry: Responses to Global Issues

**FOCUS ON:** *Cause and Consequence*

By the end of Grade 6, students will:

**B2.1** formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance *(e.g., child labour, dwindling oil supplies, ownership of and access to fresh water, climate change, food shortages, refugees, or natural disasters)*, their impact on the global community, and responses to the issues

***Sample questions:*** "What was Canada's role in a recent relief effort in another part of the world? Was this effort sufficient to meet the needs of the distressed population?" "What impact does Canada's consumption of coffee or chocolate have on the people and environment of the producer countries?" "How have the Canadian government and the Canadian people reacted to the melting of Arctic ice fields?"

**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 *(e.g., use spatial technologies, satellite images, and/or online image banks as part of their investigation into the diminishing of ocean reef life; gather accounts by Inuit and northern First Nations witnesses to the effects of climate change; find annual precipitation rates for a region to study the relationship between drought and famine; locate data about products that Canadians import from countries that use child labour or other cheap labour; use interactive websites to find data and information about health issues facing specific countries or regions)*

***Sample questions:*** "If you were studying the impact of climate change in the North, why would it be useful to listen to an Elder speak about the changes in the migration patterns of animals?" "How could you use photographs in your inquiry into climate change?" "Where might you look for data on changes in temperature and precipitation?" "Where would you find reliable data on the number of refugees in a region? Why might figures from the UN differ from those provided by the country from which the refugees originate?"

**B2.3** analyse and construct different types of maps, both print and digital, as part of their investigations into global issues, their impact, and responses to them *(e.g., locate on a digital map or in a print atlas the region affected by a conflict that has given rise to refugee camps; use interactive atlases to track the spread of a disease; use issue-based or demographic maps to examine correlations between quality of life indicators; create a flow map that shows the starting point for some products that enter Canada)*

***Sample questions:*** "How might you use thematic maps as part of your study of literacy and poverty rates in countries where Canadian development NGOs are active?" "What types of information would you need to plot on a map to examine whether arid countries that export agricultural products to Canada are being affected by desertification?"

**B2.4** interpret and analyse information and data relevant to their investigations, using a variety of tools *(e.g., use an online mapping program to help them determine the relationship between Canadian aid and quality of life; analyse climate graphs to help them determine the effects of declining precipitation in a region or country; use a graphic organizer or a graph constructed on the computer to compare the number of Canadians who gave aid to Haiti after the 2010 earthquake with those who gave aid to Japan after the 2011 earthquake and tsunami)*

***Sample questions:*** "What does this double bar graph reveal about the relationship between this NGO's activities and access to clean water in various countries in this region?" "What did you find out about the amount of money that was raised in response to the Haitian and Japanese earthquakes?" "What do your quality-of-life maps suggest about why some countries tend to receive more aid than others?"

**B2.5** evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues

***Sample questions:*** "What impact did the 2010 earthquake have on Haiti? What actions have the people in Haiti taken to rebuild their country? What type of aid did the country receive after the disaster? Has the aid resulted in improvements in the lives of the Haitian people? What else do you think could be done?" "What impact has climate change had on desertification in Africa? What other factors might contribute to desertification in this region? In what ways does the aid directed at this region attempt to address this issue? What else do you think needs to be done?"

**B2.6** communicate the results of their inquiries, using appropriate vocabulary *(e.g., non-governmental organization, intergovernmental organization, accord, international convention, aid, relief efforts)* and formats *(e.g., a plan of action for a fund-raising project in their school; a report for their school newsletter about why people should buy fair trade products; a song, rap, or poem written from the perspective of a person in a refugee camp or a child labourer; an infographic that shows how much money Canadians contributed in the past year to various global causes; a map that shows the impact of climate change in an agricultural region)*

## B3. Understanding Context: Canada's Global Interactions

**FOCUS ON:** *Significance; Patterns and Trends*

By the end of Grade 6, students will:

**B3.1** identify some of the major ways in which the Canadian government interacts with other nations of the world *(e.g., through trade agreements, military alliances and action, intergovernmental organizations, environmental accords; by providing disaster relief or funds for social and/or economic development)*

***Sample questions:*** "What is a free trade agreement?" "What is an intergovernmental organization?"

**B3.2** describe Canada's participation in different international accords, organizations, and/or programs *(e.g., the UN Declaration on the Rights of Indigenous Peoples, the WHO, NATO, the Blue Flag Program, UNICEF, NAFTA)*

***Sample questions:*** "What is the Kyoto Protocol? What is Canada's current position on it?" "What is the difference between NATO and the UN? Why does Canada belong to both? What does 'belonging' to these organizations mean for Canada?"

**B3.3** describe several groups or organizations through which Canada and Canadians are involved in global issues *(e.g., NGOs such as Doctors Without Borders, Free the Children, Ryan's Well, World Wide Fund for Nature; multinational corporations; intergovernmental organizations such as the UN, la Francophonie, the Commonwealth, APEC)*

***Sample questions:*** "What is an NGO? How is it different from an intergovernmental organization?" "What are some NGOs that focus on issues affecting children around the world?" "What does the Canadian International Development Agency (CIDA) do?"

**B3.4** describe the responses of the Canadian government and some NGOs to different disasters and emergencies around the world *(e.g., the 2010 earthquake in Haiti; the 2004 tsunami in the Indian Ocean; the AIDS pandemic in sub-Saharan Africa or another health crisis; poverty and drought in the Horn of Africa)*

***Sample questions:*** "How and why did the Stephen Lewis Foundation develop? What type of work does the foundation do?" "What types of aid are required by a region hit by a natural disaster? How do the Canadian government and Canadian NGOs attempt to address these needs?"

**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 *(e.g., the stabilization of regions resulting from Canada's peacekeeping efforts; the development of maquiladoras as a result of trade agreements; change in the status of women as a result of education projects in a developing region)*

***Sample questions:*** "What are some of the international social issues in which Canada is active? How does Canada work to address these issues?"

**B3.6** identify and locate on a map countries and regions with which Canada has a significant interrelationship, and use longitude and latitude to locate cities in these countries/regions *(e.g., Washington, D.C., London, Beijing, Tokyo, Mogadishu, Nairobi, Tripoli, Mumbai, Kabul, Port-au-Prince)*

***Sample questions:*** "Who are Canada's closet allies?" "What are some countries in which Canada has had a military presence?" "When you locate on a map the countries that are the most common tourism destinations for Canadians, do you notice any patterns?" "What are some of the countries that are members of the Commonwealth of Nations and la Francophonie?"

**B3.7** identify countries/regions with which Canada has a significant economic relationship *(e.g., the relationship with the United States and Mexico through NAFTA; trade relations with China; sources of tourists to Canada and/or destinations of Canadians travelling internationally; Canadian investments overseas; recipients of Canadian aid)* and some of the reasons why close relationships developed with these countries/regions and not others *(e.g., geographic proximity, stable governments, production of products needed by Canada, markets for Canadian goods and services, types of labour/ environmental regulations)*

***Sample questions:*** "Who are Canada's largest trading partners? Why?" "Which countries receive the most aid from Canada? What region or regions do they tend to come from?"

**B3.8** describe significant economic effects on Canada and Canadians of interactions between Canada and other regions of the world *(e.g., loss of manufacturing jobs to countries with lower labour costs; the impact of trade agreements and/or disputes; the impact of changing immigration policies; the economic impact of the dominance of American cultural industries)*

***Sample questions:*** "How have lower labour costs in other countries affected manufacturing companies in Canada?" "In what ways does American trade policy affect Canada?"

**B3.9** describe some ways in which Canada's interactions with other regions of the world have affected the environment *(e.g., the impact of Canada's participation in the African tree-planting campaign of the United Nations Environment Programme; the proliferation of invasive species in the Great Lakes as a result of international trade/ transportation; over-farming and loss of production for local markets as a result of Canadians' desire for cheap cotton, sugar, cocoa, and tea)*

***Sample questions:*** "What is an invasive species? How have Canada's relations with other regions around the world led to the expansion of invasive species in Canada?" "How does over-farming hurt the environment?"

# HISTORY, GRADES 7 AND 8

# INTRODUCTION

## The Topics

In both Grade 7 and Grade 8 history, the expectations are divided into two chronological strands. The topics covered in the two grades are as follows:

**Grade 7** A. New France and British North America, 1713–1800
B. Canada, 1800–1850: Conflict and Challenges

**Grade 8** A. Creating Canada, 1850–1890
B. Canada, 1890–1914: A Changing Society

## The Concepts of Historical Thinking

The four concepts of historical thinking – historical significance, cause and consequence, continuity and change, historical perspective – underpin all thinking and learning in history. In Grades 7 and 8, at least one concept of historical thinking is identified as the focus for each overall expectation. The following chart describes each concept and provides sample questions related to it. These questions highlight opportunities for students to apply a specific concept in their studies. (See page 13 for a fuller discussion of the concepts of disciplinary thinking.)

| **Historical Significance** |
|---|
| This concept requires students to determine the importance of something (e.g., an issue, event, development, person, place, interaction) in the past. Historical importance is determined generally by the impact of something on a group of people and whether its effects are long lasting. Students develop their understanding that something that is historically significant for one group may not be significant for another. Significance may also be determined by the relevance of something from the past, including how it connects to a current issue or event.<br><br>**Related Questions***<br>– What factors led to Pontiac's Resistance? How successful was this resistance? Why is it significant for First Nations? (Grade 7, A3.1)<br>– Why was the Battle of Saint-Eustache significant to French Canadians? (Grade 7, B3.1)<br>– How did the colonialist policies of the new Canadian government have an impact on First Nations, Métis, and Inuit individuals and communities? (Grade 8, Overview)<br>– What impact did Clifford Sifton's immigration policies and strategies have on Canadian heritage and identity? (Grade 8, B3.6) |

*(continued)*

* These questions are drawn directly from the overview charts that precede each grade and from the sample questions that accompany many specific expectations.

### Cause and Consequence

This concept requires students to determine the factors that affected or led to something (e.g., an event, situation, action, interaction) as well as its impact/effects. Students develop an understanding of the complexity of causes and consequences, learning that something may be caused by more than one factor and may have many consequences, both intended and unintended.

**Related Questions**

- Who were the parties to the Treaty of Niagara or the 1760 Treaty of Peace and Friendship? What were the key short-term and long-term consequences of the selected treaty for the different parties? (Grade 7, A3.2)
- What were some of the key social, economic, and political issues that led to the Rebellions of 1837–38? (Grade 7, B3.1)
- What order of importance would you assign to the various factors that led to Confederation? What criteria would you use to determine the ranking of these factors? (Grade 8, A1.1)
- Why did the residential school system meet with growing resistance from Indigenous families during this period? What happened when parents resisted the removal of their children? Why did some parents not resist? (Grade 8, B3.5)

### 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 explored with reference to ways of life, political policies, economic practices, relationship with the environment, social values and beliefs, and so on. Students make judgements about continuity and change by making comparisons between some point in the past and the present, or between two points in the past.

**Related Questions**

- What can we learn from the ways in which people met challenges in the past? (Grade 7, Overview)
- What were some central values and world views of Inuit in the eighteenth century? What are some ways in which these values and world views are reflected in present-day Inuit communities? (Grade 7, A1.1)
- What are some ways in which the educational experiences of First Nations people during this period were similar to and different from those of First Nations people today? (Grade 8, B1.2)
- What challenges would Ukrainian immigrants have faced on the Prairies at the end of the nineteenth century? … What do these climate and landform maps tell you about the environmental challenges Prairie settlers faced at the beginning of the twentieth century? Do similar challenges still exist today? (Grade 8, B1.3)

### Historical Perspective

This concept requires students to analyse past actions, events, developments, and issues within the context of the time in which they occurred. This means understanding the social, cultural, political, economic, and intellectual context, and the personal values and beliefs, that shaped people's lives and actions. Students need to be conscious of not imposing today's values and ethical standards on the past. Students also learn that, in any given historical period, people may have diverse perspectives on the same event, development, or issue.

**Related Questions**

- What social attitudes were reflected in the forced removal of First Nations and Métis communities on the arrival of Loyalists or European immigrants? (Grade 7, B1.1)
- What were the major concerns of women's rights groups at the turn of the century? Which women did women's rights groups at this time represent? Who was included and who was excluded? (Grade 8, B1.4)

## The Historical Inquiry Process

In each strand, section 2 focuses explicitly on the historical inquiry process, guiding students in their investigations of events, developments, issues, and ideas. This process is *not* intended to be applied in a linear manner: students will use the applicable components of the process in the order most appropriate for them and for the task at hand. Although the Inquiry section covers all of the components of the inquiry process, it is important to note that students apply skills associated with the inquiry process in the context of any expectation, regardless of whether it is in the Application, Inquiry, or Understanding Historical Context section. (See page 23 for a fuller discussion of the inquiry process in the social studies, history, and geography program.)

The following chart identifies ways in which students may approach each of the components of the historical inquiry process.

| **Formulate Questions** |
|---|
| Students formulate questions:<br>– to explore various events, developments, and/or issues that are related to the overall expectations in order to identify the focus of their inquiry<br>– to help them determine which key concept (or concepts) of historical thinking is relevant to their inquiry<br>– that reflect the selected concept(s) of historical thinking<br>– to develop criteria that they will use in evaluating evidence and information, making judgements or decisions, and/or reaching conclusions |
| **Gather and Organize** |
| Students:<br>– collect relevant evidence and information from a variety of primary sources[a] and secondary sources,[b] including community sources[c]<br>– determine if their sources are credible, accurate, and reliable<br>– identify the purpose and intent of each source<br>– identify the points of view in the sources they have gathered<br>– use a variety of methods to organize the evidence and information they have gathered<br>– record the sources of the evidence and information they are using<br>– decide whether they have collected enough evidence and information for their inquiry |

*(continued)*

a. Primary sources include, but are not limited to, artefacts, art works, census data, cookbooks, diaries, letters, legislation, legislative acts, oral histories, photographs, speeches, treaties, and some maps.

b. Secondary sources include, but are not limited to, current news articles, documentaries and other films, reference books, and most websites.

c. Community sources include, but are not limited to, local museums and heritage sites, and resources from community groups and associations.

| Interpret and Analyse |
| --- |
| Students:<br>– analyse evidence and information, applying the relevant concepts of historical thinking (see preceding chart)<br>– use different types of graphic organizers to help them interpret and/or analyse their evidence and information<br>– identify the key points or ideas in each source<br>– interpret maps to help them analyse events, developments, and/or issues<br>– analyse their sources to determine the importance of the event, development, or issue for individuals and/or groups<br>– identify biases in individual sources<br>– determine if all points of view are represented in the source materials as a whole, and which, if any, are missing |
| **Evaluate and Draw Conclusions** |
| Students:<br>– synthesize evidence and information, and make informed, critical judgements based on that evidence and information<br>– make connections between the past and present<br>– determine short- and long-term consequences of events, developments, and/or issues on different individuals, groups, and/or regions<br>– assess whether an event or action was ethically justifiable, given the context of the time<br>– reach conclusions about events, developments, and/or issues, and support them with evidence |
| **Communicate** |
| Students:<br>– use appropriate forms (e.g., oral, visual, written, kinaesthetic) for different audiences and purposes<br>– communicate their arguments, conclusions, and judgements clearly and logically<br>– use historical terminology and concepts correctly and effectively<br>– cite sources using appropriate forms of documentation |

# HISTORY, GRADE 7

## OVERVIEW

In Grade 7 history, students will examine social, political, economic, and legal changes in Canada between 1713 and 1850. They will explore the experiences of and challenges facing different groups, including First Nations, Métis, and Inuit communities, in Canada during this period, and will compare them to the experiences of present-day Canadians. In this grade, students will be introduced to the historical inquiry process and will apply it to investigate different perspectives on issues in eighteenth- and early-nineteenth-century Canada, including issues associated with the shift in European imperial powers and the impact on Indigenous individuals and communities. Students will learn about various groups that existed in colonial Canada and how they were affected by the conflicts and changes that characterized this period. They will begin to apply the concepts of historical thinking to their study of Canadian history, leading to deeper and more meaningful explorations of life in colonial Canada. Students will also develop their ability to gather and critically analyse evidence from primary sources in order to form their own conclusions about historical issues and events.

The Grade 7 history expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *beliefs and values*, *equity*, *freedom*, *identity*, *power and authority*, and *relationships*.

The following chart presents an overview of Grade 7 history, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of historical thinking and a big idea (see pages 14 and 13 for an explanation of big ideas and the concepts of disciplinary thinking and page 60 for definitions of the concepts of historical thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 25 for a description of spatial skills).

| Overall Expectations | Related Concepts of Historical Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **Strand A. New France and British North America, 1713–1800** | | | | |
| **A1.** analyse aspects of the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada | Continuity and Change; Historical Perspective | Understanding the experiences of and challenges facing people in the past helps put our experiences and challenges into context. | Do we experience any of the same challenges people in Canada experienced in earlier times? What types of developments permit us to respond to them in different ways than people did in the past?<br><br>Why might different people view the same event in different ways?<br><br>How do we determine what is historically significant? | ***Maps* and Globes***<br>Analysing and constructing political maps to show alliances (see, e.g., A2.4)<br><br>Analysing demographic or population maps related to settlement patterns, territorial expansion (see, e.g., A2.4)<br><br>Analysing and constructing flow maps on movement patterns and/or displacement of different groups (see, e.g., A2.4) |
| **A2.** use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain | Historical Significance; Historical Perspective | Different groups responded in different ways to the shift in power in Canada from France to Britain. | | |
| **A3.** describe various significant people, events, and developments, including treaties, in Canada between 1713 and 1800, and explain their impact | Historical Significance; Cause and Consequence | The significance of historical events is determined partly by their short- and long-term impact. | | |

*(continued)*

| Overall Expectations | Related Concepts of Historical Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **Strand B. Canada, 1800–1850: Conflict and Challenges** | | | | |
| **B1.** analyse aspects of the lives of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713–1800 | Continuity and Change; Historical Perspective | Throughout Canadian history, people have struggled to meet challenges and to improve their lives. | What can we learn from the ways in which people met challenges in the past?<br><br>Why is it important to consider various perspectives when analysing events or issues?<br><br>What types of forces can bring about change? | ***Graphs***<br>Analysing and/or constructing graphs related to immigration to Canada (see, e.g., B2.5)<br><br>***Maps* and Globes***<br>Analysing and constructing political maps to show alliances (see, e.g., B2.4)<br><br>Analysing demographic or population maps related to settlement patterns, territorial expansion (see, e.g., B2.4)<br><br>Analysing and constructing flow maps on movement patterns and/or displacement of different groups (see, e.g., B2.4) |
| **B2.** use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1800 and 1850 | Historical Significance; Historical Perspective | The first half of the nineteenth century was a time of major conflict and change in Canada. | | |
| **B3.** describe various significant people, events, and developments, including treaties between Indigenous nations and imperial powers, in Canada between 1800 and 1850, and explain their impact | Historical Significance; Cause and Consequence | Social and political conflicts and changes in the first half of the nineteenth century have had a lasting impact on Canada. | | |

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

# A. NEW FRANCE AND BRITISH NORTH AMERICA, 1713–1800

## OVERALL EXPECTATIONS

By the end of Grade 7, students will:

**A1.** **Application:** analyse aspects of the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

**A2.** **Inquiry:** use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain (**FOCUS ON:** *Historical Significance; Historical Perspective*)

**A3.** **Understanding Historical Context:** describe various significant people, events, and developments, including treaties, in Canada between 1713 and 1800, and explain their impact (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

## SPECIFIC EXPECTATIONS

### A1. Application: Colonial and Present-day Canada

**FOCUS ON:** *Continuity and Change; Historical Perspective*

By the end of Grade 7, students will:

**A1.1** analyse key similarities and differences in social values and aspects of life between people in present-day Canada and some different groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800 *(e.g., with reference to gender roles, religious practices, spirituality, ceremonies and rituals, living conditions, diet, recreation, and/or political rights; attitudes towards slavery, social class, the role of women, and/or crime and punishment; attitudes of newcomers/settlers and First Nations, Métis, and Inuit towards each other and towards the land)*

*Sample questions:* "What are the main differences between your life and the life of a child in Haudenosaunee society or on a seigneurie in New France?" "What social attitudes permitted slavery to exist in colonial Canada?" "What did the presence of missionaries among First Nations during this period imply about the social values of the colonizing peoples? In what ways have attitudes towards First Nations peoples held by some non-Indigenous Canadians changed? In what ways have they stayed the same?" "What were some central values and world views of Inuit in the eighteenth century? What are some ways in which these values and world views are reflected in present-day Inuit communities?"

**A1.2** analyse some of the main challenges facing various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1713 and 1800 and ways in which people responded to those challenges *(e.g., with reference to conflict arising from imperial rivalries; climatic and environmental challenges; competition for land and resources between European imperial powers and the consequences for Indigenous communities; the hard physical labour and isolation associated with life in new settlements; disease; discrimination facing Black Loyalists; restrictions on rights and freedoms of slaves, seigneurial tenants, or indentured workers)*, and assess similarities and differences between some of these challenges and responses and those of people in present-day Canada

*Sample questions:* "What were some of the environmental challenges facing people in early Canada? What similarities do you see between these challenges and current environmental challenges facing people in Canada today?" "In what ways are the lives of elderly people different now than they were in the past? What

are the main reasons for the differences?" "What challenges did the Mississaugas of the New Credit encounter as a result of encroachment on and European occupation of their traditional territory? How did they respond to these challenges? How would you compare this response to actions taken today in response to threats to First Nations lands?" "What sort of care was available for sick people in eighteenth-century Canada? Why were medicines of Indigenous origin so important at this time? Why are they still important today?"

**A1.3** analyse the displacement experienced by various groups and communities, including First Nations, Métis, and Inuit communities, who were living in or who came to Canada between 1713 and 1800 *(e.g., the expulsion of the Acadians; the forced relocation experienced by many First Nations and/or Métis to reserves or different territories; the migration of Loyalists to various regions of Canada; the forced migration of African slaves to New France and British North America; the immigration of people to Canada seeking land, religious freedom, and/or work)*, and compare it with present-day examples of displacement *(e.g., the relocation of a First Nation reserve community in Canada as a result of changing environmental or economic conditions; the experience of and services available to immigrants or refugees to Canada)*

***Sample questions:*** "What was the experience of different Loyalist groups? What challenges did these groups face? Why did some Black Loyalists choose to return to Africa? Why did some Black Loyalists choose to stay in Canada?" "In what ways would the experience of immigrants to colonial Canada have been different from that of present-day immigrants to this country? What accounts for some of these differences?" "What was the experience of Inuit who were displaced by the commercial seal hunt that began in Newfoundland in 1723? When analysing this displacement, whose perspectives should you consider?"

## A2. Inquiry: From New France to British North America

**FOCUS ON:** *Historical Significance; Historical Perspective*

By the end of Grade 7, students will:

**A2.1** formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain *(e.g., the expulsion of the Acadians; treaties and alliances among First Nations and between First Nations and European nations, including the Treaty of Niagara, 1764; key battles in the North American colonies; legal and territorial changes as a result of the Seven Years' War; increased settlement by British immigrants; challenges associated with Britain administering a colony with a French majority; the Constitutional Act, 1791; the creation of the North West Company and other fur trade companies; the Jay Treaty)*

***Sample questions:*** "What groups were involved in the Battle of the Plains of Abraham? Why would each group have viewed the conflict differently?" "Why was the Quebec Act passed? Who supported it? Who opposed it? Why?" "What questions arise when you examine the image of the Covenant Chain Wampum of 1764? Which questions could you use to guide your investigation into different perspectives on this treaty agreement?" "What questions arise when you examine the Métis sash?" "Why would French colonists, English colonists, and First Nations have had different views about the arrival of the Loyalists?" "How did the shift in power from France to Britain affect First Nations and Métis people involved in the fur trade? How did this shift in power affect First Nations and Métis people not involved in the fur trade?"

**A2.2** gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, using a variety of primary sources *(e.g., diaries, gravestone inscriptions, Indigenous oral histories, archaeological evidence, wampum belts, material from online archives, paintings, petitions, speeches)* and secondary sources *(e.g., poetry or songs written after this historical period, museum exhibits, documentaries, online videos, historical fiction, monuments, web resources and/or books on Canadian history)*

***Sample questions:*** "Why would the diaries and letters of expelled Acadians be a good source on their experiences and perspectives? What sources could you consult to investigate the perspectives of other groups on the expulsion?" "What are petitions? Whose perspectives would they reveal? How might you find out if there are any petitions on the issue you are investigating?" "Where might you find information about the position of First Nations on the Peace and Friendship Treaties?" "Are you finding the

perspectives of First Nations, Métis, and/or Inuit in the primary and secondary sources you are consulting? How can you ensure that your sources represent all relevant perspectives, including those of First Nations, Métis, and/or Inuit?" "Do these sources reflect the perspectives of women, including Indigenous women?"

**A2.3** assess the credibility of sources and information relevant to their investigations *(e.g., by considering the perspective, bias, accuracy, authenticity, purpose, and/or context of the source and the values and/or expertise of its author)*

***Sample questions:*** "If you were consulting websites for information on the Haldimand Proclamation of 1784, how would you determine which sites are the most reliable and credible? Which perspectives do the websites reflect?" "Why is it important to consult multiple sources when examining a historical event, issue, or development?"

**A2.4** analyse and construct maps as part of their investigations into significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, with a focus on exploring their spatial boundaries *(e.g., construct maps to show the location of various battles in North America during the Seven Years' War; analyse flow maps to show where groups, including Indigenous communities, were displaced from and where they went; analyse population maps to determine changes in settlement patterns and the groups, including Indigenous communities, that were affected)*

***Sample questions:*** "What type of map could you use to show the routes taken by the Acadians after they were expelled from the Maritime colonies?" "When you study maps of Canada before and after the Treaty of Paris, what do you notice about changes in settlement trends? What do you notice about European settlement trends in First Nations territories?" "What information would you need to include on a map to show the various alliances and conflicts in North America during the Seven Years' War?" "What do you notice when you analyse maps showing Métis migration patterns before and after the establishment of the North West Company or the Hudson's Bay Company?"

**A2.5** interpret and analyse information and evidence relevant to their investigations, using a variety of tools *(e.g., analyse paintings of key events in the Seven Years' War to extract information and to determine the perspective that is presented and the perspectives that are missing; analyse documents to determine the response of people in New France, including First Nations and Métis people, to the colony's being ceded to Great Britain; use a graphic organizer to help them compare the perspectives of French and English colonists and First Nations and Métis people on the division of the colony into Upper and Lower Canada)*

***Sample questions:*** "What tools might you use to help you analyse the evidence you have compiled?" "What do these paintings reveal about the subject? About the perspective of the artist? Given the information you have found in your other sources, do you think the depiction in this painting is accurate?" "What does your evidence suggest about the significance of the Battle of the Plains of Abraham for colonists in New France? For First Nations allied to the French? For British colonists and the colonial administration? Is there any group (or groups) whose perspective is missing from this evidence? If so, why might that be?"

**A2.6** evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nation, Métis, and/or Inuit communities, on some significant events, developments, or issues related to the shift in power in colonial Canada from France to Britain

***Sample questions:*** "What did you find out about how different individuals and groups in Quebec viewed the shift in power to Britain?" "What have you learned from looking at this event from different perspectives? Do you think all the perspectives are equally valid? Why or why not?"

**A2.7** communicate the results of their inquiries using appropriate vocabulary *(e.g., perspective, colony, treaty, expulsion, displacement, values, roles, power, conflict, Acadian, medicines, oral histories, ethnogenesis)* and formats appropriate for specific audiences *(e.g., a historical narrative in storybook or graphic form about the responses of different people to the expulsion of the Acadians; a debate presenting differing perspectives on the battle of the Plains of Abraham; an information poster on the Constitutional Act, 1791, including the response of different groups to the act; an audiovisual presentation about the ways different groups viewed the Peace and Friendship Treaties)*

***Sample questions:*** "Which format is best suited to communicating the results of your inquiry in an engaging and meaningful manner? Why?"

## A3. Understanding Historical Context: Events and Their Consequences

**FOCUS ON:** *Historical Significance; Cause and Consequence*

By the end of Grade 7, students will:

**A3.1** identify factors leading to some key events that occurred in and/or affected Canada between 1713 and 1800 *(e.g., the expulsion of the Acadians, the Seven Years' War, the Battle of the Plains of Abraham, the American Revolution, Pontiac's Resistance, Loyalist migrations)*, and describe the historical significance of some of these events for different individuals, groups, and/or communities, including Indigenous individuals and/or communities

***Sample questions:*** "Why did the British government expel the Acadians? Where did they go? Who took over their lands? Who are the Cajuns? What is their connection to the Acadians?" "What were the underlying causes of the Seven Years' War? Why is that war seen as a turning point in North American history?" "What factors led to Pontiac's Resistance? How successful was this resistance? Why is it significant for First Nations?"

**A3.2** identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada *(e.g., with reference to the Covenant Chain, 1677–1755; the Treaty of Portsmouth, 1713; the Peace and Friendship Treaties, 1713–60; the Treaty of Niagara and the Covenant Chain Wampum, 1764; the British-Inuit Peace Treaty, 1765; the Treaty of Fort Stanwix, 1784; the Haldimand Proclamation, 1784; the Jay Treaty, 1794; the Treaty of Greenville, 1795)*

***Sample questions:*** "Who were the parties to the Treaty of Niagara or the 1760 Treaty of Peace and Friendship? What were the key short-term and long-term consequences of the selected treaty for the different parties?" "Who were treaty people in eighteenth-century Canada? What did it mean to be a treaty person at that time?" "What treaty brought the Seven Years' War to an end? What were the main stipulations in this treaty? How did the treaty affect Indigenous individuals and communities?"

**A3.3** identify key political and legal changes that occurred in and/or affected Canada during this period *(e.g., the Royal Proclamation, 1763; the Treaty of Utrecht, 1713; the Quebec Act, 1774; the Constitutional Act, 1791)*, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities

***Sample questions:*** "In what ways was the Quebec Act a departure from earlier policy? What impact did it have?" "Why was the Constitutional Act of 1791 implemented? What impact did this act have on French and English Canada? What impact did it have on Indigenous people?" "What key provisions from the Royal Proclamation of 1763 addressed the issue of title to Indigenous land?"

**A3.4** identify key social and economic changes that occurred in and/or affected Canada during this period *(e.g., fur trade competition between the North West Company and the Hudson's Bay Company, Loyalist settlement, growth in agriculture and in the timber industry, the ethnogenesis of the Métis)*, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and/or Inuit individuals and communities

***Sample questions:*** "What were some factors during this time that had an impact on the ethnogenesis of the Métis?" "What was the North West Company? How did its establishment change the fur trade? What impact did these changes have on First Nations and Métis people and on French and British traders?" "To whom does the term 'country wives' refer? What impact did the policies of different fur trade companies have on the role of 'country wives'?" "What were some of the challenges facing Loyalists on their arrival in Canada? Did all Loyalists face the same challenges?"

**A3.5** describe some significant aspects of daily life in various First Nations, Métis, and Inuit communities in Canada during this period *(e.g., with reference to housing, clothing, transportation, size of families, gender roles, kinship ties, beliefs and values, celebrations, ceremonies and rituals, spiritual life)*

***Sample questions:*** "How did Indigenous peoples' traditional knowledge of and their relationship with the land and water affect aspects of daily life in their communities?" "What were some differences in the ways of life in two Indigenous communities in your local area?" "How did Métis marriage customs acknowledge both First Nations and European ancestors?"

**A3.6** describe some significant aspects of daily life of different newcomer/settler groups living in Canada during this period *(e.g., with reference to seigneurs and habitants in New France; migrant fishers in Newfoundland; European traders in less populated regions; Black Loyalists in Nova Scotia; militia, priests, nuns, artisans, and/or labourers in Louisbourg or Quebec City; Acadian or Planter farm families in the Annapolis Valley)*

***Sample questions:*** "What would life have been like for young people your age living in an artisan's family in New France? Would they be in school? Would they be working? What might they have done in their spare time?" "What were the day-to-day responsibilities of men, women, and children in a rural family in early Upper Canada?"

**A3.7** describe significant interactions between various individuals, groups, and institutions in Canada during this period *(e.g., with reference to interactions affecting First Nations, Métis, Inuit, French and English colonists, Acadians, Planters, Loyalists, slaves; the functions of, and interactions of people with, the Catholic Church, Protestant churches, and/or the French and British colonial administrations)*

***Sample questions:*** "What role did the Catholic Church play in the lives of colonists in New France? What roles did the Catholic and Protestant churches play in the lives of First Nations and Métis people?" "What impact did rivalries among European powers have on the relations between French and English colonists in Canada?" "What rivalries and alliances existed among Indigenous nations? Why were they significant?" "How would you describe relations between First Nations, Métis, and Loyalists in Upper Canada? Between French settlers and Loyalists in Lower Canada? What role did pressures for land and resources play in these relationships?" "What types of interactions did Inuit and First Nations in Newfoundland and Labrador have with Europeans who worked in the commercial fishery and/or seal hunt?"

**A3.8** identify some significant individuals and groups in Canada during this period *(e.g., Marie-Josèphe Angélique, Michel Bégon, Esther Brandeau, Joseph Brant, Molly Brant, Cadotte, Alexander Mackenzie, Pontiac, Elizabeth Simcoe, John Graves Simcoe, Thanadelthur; trappers and fur traders, Métis "country wives", missionaries, explorers, Loyalists, habitants)*, and explain their contribution to Canadian heritage and/or identities

***Sample questions:*** "What role did Métis people play in the fur trade?" "Who was Marie-Josèphe Angélique? What does her story tell us about Canada in this period?" "Why do we have a holiday named after John Graves Simcoe?" "Who was Thanadelthur? What were her contributions to Canada?"

# B. CANADA, 1800–1850: CONFLICT AND CHALLENGES

## OVERALL EXPECTATIONS

By the end of Grade 7, students will:

**B1.** **Application:** analyse aspects of the lives of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713–1800 (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

**B2.** **Inquiry:** use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1800 and 1850 (**FOCUS ON:** *Historical Significance; Historical Perspective*)

**B3.** **Understanding Historical Context:** describe various significant people, events, and developments, including treaties between Indigenous nations and imperial powers, in Canada between 1800 and 1850, and explain their impact (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

## SPECIFIC EXPECTATIONS

### B1. Application: Changes and Challenges

**FOCUS ON:** *Continuity and Change; Historical Perspective*

By the end of Grade 7, students will:

**B1.1** analyse social and political values and significant aspects of life for some different groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850 *(e.g., ways of life in British and French forts, in new settlements in the bush, on First Nations reserves; living conditions for different classes in industrializing cities; attitudes towards Irish immigrants, African Canadians, Métis, Inuit; attitudes of political elites and groups seeking political reform; gender roles in First Nations, Métis, and Inuit communities)*, and assess similarities and differences between these values and aspects of life and those in eighteenth-century Canada *(e.g., with reference to improvements in access to education; changes in attitudes towards slavery or political elites; changes resulting from political reform; changes in ways of life of First Nations on reserves)*

***Sample questions:*** "What social attitudes were reflected in the forced removal of First Nations and Métis communities on the arrival of Loyalists or European immigrants?" "In what ways were the political values of Upper Canadian reformers different from those of Canadian colonists in the eighteenth century? In what ways were they the same?" "What do William Parry's writings reveal about British attitudes towards Inuit?" "How did the increasing presence of European women in fur trade communities affect 'country wives'? What does this development tell you about the social values of many newcomers with respect to First Nations and Métis people?" "What did European settlers mean when they used the word 'frontier' to describe the West? What attitudes or values did this term reflect? How did these attitudes, and the practices they supported, affect First Nations and Métis people living in the West?"

**B1.2** analyse some of the challenges facing individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1800 and 1850 *(e.g., war with the United States, industrialization, poor wages and working conditions, rigid class structure, limited political rights, discrimination and segregation, religious conflict, limited access to education, influx of new immigrants, epidemics, transportation challenges, harshness of life in new settlements in the West, continuing appropriation of First Nations, Métis, and Inuit land and resources by European settler communities)* and ways in which people responded to those challenges *(e.g., strikes, rebellion, resistance, legislation to expand access*

*to education, treaties, construction of canals, mutual aid societies, work bees, quarantining immigrants)*

***Sample questions:*** "What were some of the challenges new immigrants faced on arriving in Canada? What were some responses to those challenges?" "What were some of the methods used by Reformers and Patriotes in their quest for political change?" "How did discrimination and segregation affect the ways in which African Canadians met their everyday needs?" "What significance did a father's fur trade company rank have for his Métis children?" "How did Inuit respond to the challenge of living in the Arctic? Why did they succeed in this environment while members of the Franklin expedition did not?"

**B1.3** analyse the displacement experienced by various groups and communities, including Indigenous communities, who were living in or who came to Canada between 1800 and 1850 *(e.g., displacements resulting from damage to property during the War of 1812 or the Rebellions of 1837–38; from the loss of First Nations and Métis territory due to increasing encroachment and settlement by colonists; from immigration of Europeans seeking land, religious freedom, and/or work)* and how some of these groups dealt with their displacement

***Sample questions:*** "Why did so many Irish immigrants come to Canada in the 1840s? What was their experience aboard ship and upon arrival in Canada? How did people already living in Canada react to them?" "What were the responses of First Nations and Métis people to their displacement owing to increasing encroachment on their traditional territories?" "How did the Métis people of Mackinac Island and Drummond Island respond to the displacement that resulted from the redrawing of the Canada/U.S. border after the War of 1812?"

## B2. Inquiry: Perspectives in British North America

**FOCUS ON:** *Historical Significance; Historical Perspective*

By the end of Grade 7, students will:

**B2.1** formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1800 and 1850 *(e.g., the War of 1812, cholera epidemics, increased immigration from Europe, heightened class divisions in Upper and Lower Canada, the rise of the Patriotes in Lower Canada, the Battle of Saint-Eustache, the Battle of Seven Oaks, the Mica Bay incident, education reform)*

***Sample questions:*** "Which questions might guide your investigation into the reaction of different groups, including Indigenous peoples, to the call to arms in 1812?" "What questions might guide your investigation into the roles of Inuit in Arctic exploration during this period?" "What view did members of the Family Compact have of William Lyon Mackenzie? Was their view different from that of moderate Reformers?" "What view did different groups have of the increasing number of Irish immigrants in Upper and Lower Canada?"

**B2.2** gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources *(e.g., diaries, Indigenous oral histories, traditional songs, excerpts from books that were popular at the time, newspaper editorials, paintings or drawings from that period, petitions, speeches)* and secondary sources *(e.g., poetry, songs, paintings, or drawings from after this historical period; museum exhibits; documentaries; online videos; historical fiction; web resources and/or books on Canadian history)*

***Sample questions:*** "Would the letters of Richard Pierpoint be a reliable source on the living conditions and concerns of African Canadians during this period? What sources could you consult to investigate other perspectives?" "Where might you find information about the viewpoints of different individuals or groups on political issues leading up to the Rebellion in Lower Canada?" "How and where could you search for primary sources on Indigenous perspectives on the War of 1812 and its aftermath?" "When you analyse this painting depicting life in the Arctic, what can you determine about the perspective of the artist? What might this painting look like if it had been painted from an Inuit perspective?"

**B2.3** assess the credibility of sources and information relevant to their investigations *(e.g., by considering the perspective, bias, accuracy, authenticity, purpose, and/or context of the source and the values and/or expertise of its author)*

***Sample questions:*** "If you were consulting websites for information on the Pemmican Proclamation, how would you determine which sites were the most reliable and credible?" "Who wrote this diary? What social, economic, or political position did this person hold? How

might this person's position have affected his or her values or perspective? How might those values affect the usefulness of this source?"

**B2.4** analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, with a focus on exploring their spatial boundaries *(e.g., locate major battles of the War of 1812 or of the Rebellions of 1837–38; construct flow maps to show where famine Irish were displaced from and where they settled in Canada; analyse demographic maps to determine settlement patterns in Upper Canada and how they affected First Nations and Métis people in the colony)*

***Sample questions:*** "What types of maps might you use to gather information on immigrants entering Canada?" "When you examine this map, what do you notice about the location of the main battles of the War of 1812?" "What types of information would you need to put on a map to illustrate encroachment by newcomers/settlers on the lands of the Six Nations in the Haldimand area?"

**B2.5** interpret and analyse information and evidence relevant to their investigations, using a variety of tools *(e.g., use a graphic organizer to compare the perspectives of English and French Canadians on the Durham Report; analyse the content of selected paintings to determine the perspectives that are presented and the perspectives that are missing; use a graphic organizer to help them determine similarities and differences in the perspective of various groups, communities, and/or individuals, including Indigenous communities and individuals, on life outside colonial towns/cities; use graphs to help them determine the increase in immigrants to the various colonies in British North America)*

***Sample questions:*** "Which type of organizer might be best suited to help you analyse various perspectives on the Act of Union?" "What information would you need to plot on a Venn diagram to help you analyse similarities and differences in the perspectives of the supporters of Mackenzie and Papineau?" "What does this newspaper editorial reveal about attitudes towards Irish Catholics in Upper Canada?" "What type of graphic organizer might you use to help you determine whose perspectives are present in and absent from these documents describing the impact of the War of 1812 on First Nations and Métis families?"

**B2.6** evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, or issues that affected Canada and/or people in Canada during this period

***Sample questions:*** "What did you find out about the ways Métis and First Nations viewed the growth in settlement in Upper Canada?" "What did you learn about differences in the ways various groups in Lower Canada viewed the Rebellion of 1837? What accounts for the differences in perspective?" "What have you concluded about why some religious institutions in Canada felt the need to establish residential schools? What evidence supports your conclusions?"

**B2.7** communicate the results of their inquiries using appropriate vocabulary *(e.g., immigrant, rebels, famine, Loyalist, Reformer, Patriote, British North America, Upper Canada, Lower Canada, Family Compact, Château Clique, responsible government)* and formats appropriate for specific audiences *(e.g., a dual perspective poem or story on western settlement written from the points of view of settlers and First Nations and/or Métis people; a dramatic presentation on the lives of immigrants from different regions or classes; an annotated map explaining the impact of the Rebellions of 1837 on various groups; a work of art depicting the various groups involved in an event along with a write-up explaining their viewpoints)*

***Sample question:*** "What might be the most effective way to explain the different perspectives on this issue to your audience?"

## B3. Understanding Historical Context: Events and Their Consequence

**FOCUS ON:** *Historical Significance; Cause and Consequence*

By the end of Grade 7, students will:

**B3.1** identify factors contributing to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850 *(e.g., the War of 1812, the Upper Canada Rebellion, the Battle of Saint-Eustache, Irish immigration, establishment of the Underground Railroad, exploration by John Franklin or David Thompson)*, and describe the historical significance of some of these events/trends for different individuals, groups, and/or communities, including Indigenous individuals and/or communities

***Sample questions:*** "What were the major causes of the War of 1812? What impact did the war have on Canadian identities and communities?" "What were some of the factors that led to First Nations and Métis involvement in the War of 1812? What were the major consequences of their

involvement?" "Why did Tecumseh support the British in the War of 1812?" "What were some of the key social, economic, and political issues that led to the Rebellions of 1837–38? What is the significance of the rebellions for Canadian political history?" "Why was the Battle of Saint-Eustache significant to French Canadians?" "What was the motivation for the Franklin expedition? What was the significance of this expedition for Inuit communities? For the British?" "Who or what was most responsible for the genocide of the Beothuk?"

**B3.2** identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada *(e.g., with reference to the Selkirk Treaty, 1817; the Huron Tract Treaty, 1827; the Saugeen Treaty, 1836; the Mississaugas of New Credit Land Cession Agreements; the Manitoulin Island Treaties, 1836 and 1862; the Robinson-Superior and Robinson-Huron Treaties, 1850)*

***Sample questions:*** "What were the short-term and long-term consequences of being included or not being included in the treaty process for First Nations? For the Métis? For Inuit?"

**B3.3** identify key political and legal changes that occurred in and/or affected Canada during this period *(e.g., alliances between First Nations and British forces during the War of 1812; the Treaty of Ghent, 1814; the Abolition of Slavery Act, 1833; the Durham Report; the Act of Union; responsible government; the Common School Act, 1846; the Rebellion Losses Bill, 1849; the Sayer Trial, 1849)*, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities

***Sample questions:*** "In what ways did the Treaty of Ghent affect members of the militia in colonial Canada?" "Who did the Act of Union benefit?" "What impact did the expansion of the Hudson's Bay Company monopoly to the Pacific coast have on First Nations and Métis people? On European traders? On prospective western settlers?" "What were the intended and unintended consequences of the Pemmican Proclamation?"

**B3.4** identify key social and economic changes that occurred in and/or affected Canada during this period *(e.g., increasing immigration, the global recession of the 1830s, growing markets for lumber and wheat, political reform movements in Upper and Lower Canada, the construction of canals and railway lines, education reform, mining in Canada West, cholera and smallpox epidemics, the genocide of the Beothuk in Newfoundland)*, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities

***Sample questions:*** "What impact did the economic downturn of the 1830s have on farmers in both Upper and Lower Canada? What impact did it have on ports in the Maritimes?" "How did the merger of the Hudson's Bay Company and the North West Company in 1821 affect the way of life of Métis and First Nations communities?" "In what ways did the construction of canals benefit various people in the colonies?" "In what ways might the condition of roads have hurt the colonial economy?"

**B3.5** describe significant interactions between different groups and communities in Canada during this period *(e.g., French, English, First Nations, Métis, Inuit, Loyalists, African Canadians, Irish and Scottish immigrants, different religious denominations, the Family Compact, the Château Clique, landowners, servants)*

***Sample questions:*** "Why was there so little interaction between Inuit and settlers/newcomers at this time?" "How did alliances during and after the War of 1812 affect land distribution between the Algonquin and Haudenosaunee in the Ottawa region?" "How would you characterize French-English relations at the time of the Durham Report?" "Why was there conflict between Irish Catholics and Protestants in Upper Canada?" "How did alliances between First Nations and Métis groups shape the outcome of the Mica Bay incident?"

**B3.6** identify some significant individuals and groups in Canada during this period *(e.g., Robert Baldwin, General Isaac Brock, Cuthbert Grant, Charles Ermatinger, Peter Jones, William Lyon Mackenzie, Grace Marks, John Norton, Louis-Joseph Papineau, Richard Pierpoint, Peggy Pompadour, Louis Riel Sr., Laura Secord, Shawnadithit, Tecumseh, Catharine Parr Traill; groups advocating responsible government or public education; immigrant aid and other charitable organizations; the Family Compact and Château Clique; groups such as Mennonites in Waterloo County or the Six Nations in the Grand River region of Upper Canada)*, and explain their contribution to Canadian heritage and/or identities

***Sample questions:*** "What was Chief Shingwauk's vision, and why was it significant?" "What role did immigrants play in the settlement of Canada? What impact has that role had on Canadian heritage/identities?" "Why is there a memorial at Grosse Île in Quebec? What does this memorial tell us about the challenges immigrants faced at the time?"

# HISTORY, GRADE 8

## OVERVIEW

In Grade 8 history, students will build on their understanding of earlier Canadian history, examining how social, political, economic, and legal changes in Canada between 1850 and 1914 affected different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in an increasingly diverse and regionally distinct nation. They will explore experiences of and challenges facing people who lived in Canada around the beginning of the twentieth century and will compare them to those people who live in present-day Canada. Students will consider the impact of the Indian Act, the residential school system, the Numbered Treaties, and systemic racism on Indigenous individuals and communities in Canada. They will examine the internal and external forces that led to Confederation and territorial expansion and will analyse the impact of these developments on people in Canada, including First Nations, Métis, and Inuit, as well as new immigrants. Through an examination of inequalities in the new nation, students will learn that many of the rights and freedoms we have in Canada today are the result of actions taken by people in this era to change their lives. Students will develop their ability to apply the concepts of historical thinking as well as the historical inquiry process, using both primary and secondary sources to explore the perspectives of groups on issues of concern to people in Canada from the mid-nineteenth century to the eve of World War I.

The Grade 8 history expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *democracy, equity, inclusiveness, law and justice, power and authority, relationships, respect,* and *rights and responsibilities*.

The following chart presents an overview of Grade 8 history, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of historical thinking and a big idea (see pages 14 and 13 for an explanation of big ideas and the concepts of disciplinary thinking and page 60 for definitions of the concepts of historical thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 25 for a description of spatial skills).

| Overall Expectations | Related Concepts of Historical Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **Strand A. Creating Canada, 1850–1890** | | | | |
| **A1.** assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequalities, on various groups and communities, including First Nations, Métis, and Inuit communities, and on the creation and expansion of the Dominion of Canada, between 1850 and 1890 | Cause and Consequence; Historical Perspective | Not all people in Canada enjoyed the same rights and privileges in the new nation. | Did all people in Canada have the same reaction to the creation of the Dominion of Canada and its expansion from coast to coast?<br><br>Is historical change always positive? How do we determine the nature of its impact?<br><br>How did the colonialist policies of the new Canadian government have an impact on First Nations, Métis, and Inuit individuals and communities? | ***Maps* and Globes***<br>Constructing maps to show the political development of Canada (see, e.g., A2.4)<br><br>Analysing and/or constructing demographic maps related to settlement patterns of different groups (see, e.g., A2.4)<br><br>Analysing and/or constructing flow maps on movement patterns of different peoples (see, e.g., A2.4)<br><br>Analysing and/or constructing annotated or issue-based maps related to significant events (see, e.g., A2.4) |
| **A2.** use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890 | Historical Significance; Historical Perspective | People in Canada had different reactions to the creation and expansion of the country. | | |
| **A3.** describe various significant people, events, and developments in Canada between 1850 and 1890, including the Indian Act, treaties between Indigenous nations and the Crown, and the residential school system, and explain their impact | Historical Significance; Cause and Consequence | This was an era of major political and economic change, which affected various groups in Canada in different ways. | | |

*(continued)*

| Overall Expectations | Related Concepts of Historical Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **Strand B. Canada, 1890–1914: A Changing Society** | | | | |
| **B1.** assess key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of, major challenges facing, and actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities | Continuity and Change; Historical Perspective | The struggles of individuals and groups in Canada at this time laid the groundwork for some of the rights we have today. | In what ways are Canadian rights and freedoms a result of the struggles of people in the past?<br><br>What are some ways in which different people have responded to challenges and created change?<br><br>What role has diversity played in the development of Canada?<br><br>What has been the lasting impact of the Indian Act and the residential school system? | ***Graphs***<br>Analysing graphs related to quality of life (see, e.g., B2.5)<br><br>***Maps* and Globes***<br>Extracting information from landform and climate maps of Canada (see, e.g., B1.3)<br><br>Analysing and/or constructing demographic maps related to settlement patterns of different groups (see, e.g., B2.4)<br><br>Analysing and/or constructing flow maps on movement patterns of different peoples (see, e.g., B2.4) |
| **B2.** use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1890 and 1914 | Historical Significance; Historical Perspective | During this period, a surge in immigration from new countries increased the diversity of Canadian society. | | |
| **B3.** describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the residential school system, and explain their impact | Historical Significance; Cause and Consequence | Social changes that occurred at this time have had a lasting impact on Canada. | | |

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

# A. CREATING CANADA, 1850–1890

## OVERALL EXPECTATIONS

By the end of Grade 8, students will:

**A1.** **Application:** assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequalities, on various groups and communities, including First Nations, Métis, and Inuit communities, and on the creation and expansion of the Dominion of Canada, between 1850 and 1890 (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)

**A2.** **Inquiry:** use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890 (**FOCUS ON:** *Historical Significance; Historical Perspective*)

**A3.** **Understanding Historical Context:** describe various significant people, events, and developments in Canada between 1850 and 1890, including the Indian Act, treaties between Indigenous nations and the Crown, and the residential school system, and explain their impact (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

## SPECIFIC EXPECTATIONS

### A1. Application: Peoples in the New Nation

**FOCUS ON:** *Cause and Consequence; Historical Perspective*

By the end of Grade 8, students will:

**A1.1** evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory *(e.g., the doctrine of Manifest Destiny, the American Civil War, changes in British attitudes towards British North America, Fenian raids, the construction of the transcontinental railway, the Manitoba Act of 1870, the search for the Northwest Passage, the Red River Resistance, the North-West Resistance, the federal government's purchase of Rupert's Land, the creation of the North-West Mounted Police [NWMP], the Numbered Treaties, the Indian Act)*

***Sample questions:*** "What order of importance would you assign to the various factors that led to Confederation? What criteria would you use to determine the ranking of these factors?" "To what extent did policies and events in the United States play a role in the creation of the Dominion of Canada and the expansion of its territory?" "What motivated the federal government to create the Indian Act? How important a role did the act play in the expansion of Canada?" "Why did the government of Canada claim authority over Arctic islands and waters in 1880? What role did the Inuit presence in this region play in that decision? What was the importance of this claim with respect to Canadian territorial expansion?"

**A1.2** assess the impact that limitations with respect to legal status, rights, and privileges had on First Nations, Métis, and Inuit individuals and/or communities in Canada between 1850 and 1890 *(e.g., with reference to land ownership; the Act for the Better Protection of the Lands and Property of Indians in Lower Canada, 1850; the Gradual Civilization Act, 1857; the Gradual Enfranchisement Act, 1869; the Indian Act, 1876; the rights and legal status of "status Indians" on reserves; policies of assimilation; the exclusion of Métis as a collective from most treaties)*

***Sample questions:*** "In the Indian Act of 1876, a 'person' is defined as 'an individual other than an Indian.' What impact did this definition have on First Nations peoples?" "What was the impact on Métis and Inuit of their not being included in treaties during this period?" "What was the 'Half-Breed Adhesion' to Treaty 3? What were the intended and unintended consequences

of the agreement?" "What are some instances of systemic oppression that have either been strategically directed at Indigenous peoples or have been allowed to happen? What impact has such oppression had on Indigenous peoples and on Canada as a country?"

**A1.3** assess the impact that differences in legal status and in the distribution of rights and privileges had on various settler/newcomer groups and individuals in Canada between 1850 and 1890 *(e.g., with reference to land ownership in Prince Edward Island, married women's property rights, women's political rights, property qualifications for the franchise, restrictions on Chinese immigration, the privileged lifestyle of industrialists in contrast to the lives of workers in their factories, discrimination facing African Canadians)*

***Sample questions:*** "Why did Emily Stowe attend medical school in the United States and not in Canada? What do her actions tell you about limitations on women's rights in Canada during this period? What impact did these limitations have on women?"

**A1.4** analyse some of the actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1850 and 1890 to improve their lives *(e.g., the creation of provisional governments by the Métis in 1869 and 1884; attempted alliances among First Nations during negotiations with the federal government; the creation of mutual aid societies by ethnic groups to help new immigrants from their homelands; campaigns against Confederation in the Maritimes; the creation of labour unions to press for higher pay, shorter hours, and better working conditions; the creation of the newspaper the* Provincial Freeman *by Mary Ann Shadd to lobby against slavery and for the rights of African Canadians)*

***Sample questions:*** "What were some strategies immigrants developed to cope with the environment of the Canadian Prairies?" "Who established the Chinese Consolidated Benevolent Association? What challenges was it created to address?" "What was the Toronto Women's Literary Club? What was its goal? What were its strategies?" "When you assess the actions taken by different communities or groups, including Indigenous communities, to improve their lives, which do you find were the most successful? How might you account for some being more successful than others?"

## A2. Inquiry: Perspectives in the New Nation

**FOCUS ON:** *Historical Significance; Historical Perspective*

By the end of Grade 8, students will:

**A2.1** formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890 *(e.g., Confederation, the National Policy, the rights of First Nations, the establishment of residential schools for First Nations and Métis children, industrialization, temperance, immigration, the presence of refugee slaves and free African-American migrants in Canada, the building of the Canadian Pacific Railway [CPR], the Red River Resistance and/or the North-West Resistance, the trial and execution of Thomas Scott and/or Louis Riel)*

***Sample questions:*** "What were the views of federal politicians, business people, First Nations, settlers, and Chinese labourers on the building of the CPR? Why did these differences exist?" "If you want to investigate how the development of commercial whaling in the Arctic changed the lives of Inuit, what questions could you ask to ensure that your investigation reflects the perspectives of Inuit?" "What was the reaction of different groups to the prospect of Confederation?" "How did various groups, including First Nations and Métis peoples, react to the opening up of the West to settlement by immigrants?" "Why might workers' views of mechanization in industry have differed from those of industrialists?" "Who do you think was a good leader during this period? Why? What did it mean to be a good leader at this time?"

**A2.2** gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources *(e.g., advertisements; diaries; letters; oral histories; hospital records; editorial cartoons; excerpts from fiction or non-fiction books written during this period; petitions; photographs, paintings, songs, or poetry from the time; testimony to commissions of inquiry)* and secondary sources *(e.g., poetry, songs, paintings, or drawings from a later period; museum exhibits; documentaries; online videos; graphic novels; reference books)*

***Sample questions:*** "What type of information might you find in songs, poetry, or stories written about the construction of the CPR? Whose perspectives do these sources reveal?" "If you are exploring views on the North-West Resistance, why should you look at newspaper accounts from different regions of the country?" "Why might it be useful to sort the primary sources on the Thomas Scott trial and the Red River Resistance by perspective or point of view as you are gathering them? How might you do so?" "What can you learn about attitudes towards Jewish people from their depictions in popular books of the time? Where might you find information about the experience and perspectives of Jewish immigrants to Canada?"

**A2.3** assess the credibility of sources and information relevant to their investigations *(e.g., by considering the perspective, bias, accuracy, authenticity, purpose, and/or context of the source and the values and/or expertise of its author)*

***Sample questions:*** "If you were consulting sources for information on the life and legacy of Louis Riel, how would you determine which sources are most reliable and credible?" "Whose voices are present in these pieces of legislation? Whose are missing?"

**A2.4** analyse and construct maps as part of their investigations into some significant events, developments, and/or issues in Canada during this period, with a focus on exploring their spatial boundaries *(e.g., analyse issue-based maps as part of their investigation into the North-West Resistance; construct a map showing the political and territorial expansion of Canada; analyse flow maps to determine the routes of the Underground Railroad; construct a demographic map showing the location of the major immigrant groups and Indigenous communities in Canada during this period; analyse a flow map that shows the Métis dispersion during this period)*

***Sample questions:*** "What does this annotated map tell you about events during the Red River Resistance and the reactions to these events in Ontario and Quebec?" "What patterns do you see in this map showing western settlement in this period?" "What do the wooden coastal maps made by Inuit reveal about the perspectives of Inuit at this time? How do these maps differ from European maps and maps created by Inuit at the request of European explorers?"

**A2.5** interpret and analyse information and evidence relevant to their investigations, using a variety of tools *(e.g., use graphic organizers to help them to compare perspectives in the information they have gathered on the impact of the Indian Act or to analyse different perspectives on components of the National Policy; analyse political speeches and newspaper articles for views on Chinese immigrants; analyse pamphlets from the time to determine the arguments used by temperance advocates and their opponents)*

***Sample questions:*** "What type of graphic organizer might help you sort the different perspectives represented in the information you have gathered on the anti-Confederation movement?" "Whose perspective is reflected in this editorial about the North-West Resistance? Do you think it is an accurate interpretation of events? Why or why not?" "What event is represented in this cartoon? Whose perspective does the cartoonist present? How do you know?" "In 1883, Prime Minister John A. Macdonald stated that 'When the school is on the reserve the child lives with its parents, who are savages, he is surrounded by savages. Indian children should be withdrawn as much as possible from the parental influence.' What does this statement contribute to your understanding of the establishment of the residential school system? What does it imply about the policies the government would pursue with respect to First Nations?" "Why might a living graph be a useful tool for helping you analyse information on the impact on First Nations, Métis, and/or Inuit of various discriminatory practices and legislation?"

**A2.6** evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues in Canada during this period

***Sample questions:*** "What views did people in French and English Canada have on the Red River Resistance? Were there any pivotal events that shifted people's perspectives?" "What did you learn about the attitudes of workers and factory owners from examining submissions to the Royal Commission on the Relations of Labour and Capital? What do they tell you about the attitudes towards child labour?" "Given the information you have analysed, do you consider the Indian Act to be a turning point for First Nations and other Indigenous peoples in Canada? Why or why not?"

**A2.7** communicate the results of their inquiries using appropriate vocabulary *(e.g., Confederation, National Policy, Underground Railroad, industrialization, expansion, resistance, rebellion, migration, refugee, settlement, treaty, reserves, residential school system, racism, cultural genocide, assimilation, pass system, reconciliation)* and formats appropriate for specific audiences *(e.g., a story or*

*graphic novel on the Underground Railroad from the perspective of a fugitive slave, abolitionists along the route, and free Blacks in Canada; a dramatic presentation on differing perspectives on the North-West Resistance and its aftermath; an information poster explaining attitudes of pro- and anti-Confederation forces; an audiovisual presentation on the perspectives of the federal government and status and non-status Indians on the Indian Act; a photographic essay on the various groups of people involved in the construction of the CPR)*

***Sample questions:*** "Which format will best enable you to communicate your ideas to your intended audience? Are there visual elements you might use to stimulate your audience's interest or to bolster your arguments?"

## A3. Understanding Historical Context: Events and Their Consequences

**FOCUS ON:** *Historical Significance; Cause and Consequence*

By the end of Grade 8, students will:

**A3.1** identify factors contributing to some key events or developments that occurred in and/or affected Canada between 1850 and 1890 *(e.g., Confederation, the Red River Resistance, the creation of the NWMP, the settlement of the Northwest, the North-West Resistance, the construction of the CPR, the Royal Commission on the Relations of Labour and Capital)*, and explain the historical significance of some of these events for different individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities

***Sample questions:*** "What was the significance of the Red River Resistance and the North-West Resistance for First Nations and Métis people? In what ways did the actions of John A. Macdonald help instigate a situation that led to these acts of Métis resistance?" "Why was the NWMP created? What was its significance for settlers and First Nations, Métis, and/or Inuit in the North and West? What was its significance for identities in Canada?" "How did the construction of the transcontinental railway interfere with First Nations and Métis trade and economies?"

**A3.2** describe key political and legal developments that affected First Nations, Métis, and Inuit people during this period, including treaties, government policies, and the Indian Act and other legislation *(e.g., the Robinson Treaties, 1850; the Manitoba Act, 1870; Numbered Treaties 1–7; the Provisional Government's List of Rights of December 1, 1869; the Métis scrip system; the 1880 order in council proclaiming Canada's sovereignty over Arctic lands and waters; the* St. Catharines Milling *case, 1888)*, and explain some of their short- and long-term consequences

***Sample questions:*** "What were some key provisions of the 1876 Indian Act? What was their immediate impact? What were some of the long-term consequences of the act for First Nations, Métis, and Inuit?" "What was Treaty 6? Why did Mistahimaskwa (Big Bear) refuse to sign the treaty? What were some of the consequences of that refusal?" "What was the scrip system? What impact did this system have on Métis individuals and communities during this period?" "Why were Inuit communities not consulted before the order in council on sovereignty over Arctic lands and waters was implemented? What were the implications of this order in council for Inuit communities?" "Why did the federal government outlaw traditional First Nations practices such as the potlatch? What impact did such laws have on First Nations peoples?" "What impact did Confederation have on Indigenous people?" "What are some unresolved issues that arose from treaties, policy, or legislation dating from this period that continue to affect First Nations, Métis, and Inuit today?" "What were the consequences of the eradication of Great Lakes Anishinaabe clan system governance with the implementation in 1876 of the band council governance system under the Indian Act?"

**A3.3** identify some key factors that contributed to the establishment of the residential school system *(e.g., government and/or settler appropriation of Indigenous land; desire to impose Christianity on Indigenous peoples; government policies and church actions that repressed Indigenous cultures and resistance and/or sought to assimilate Indigenous people; beliefs within settler society about European cultural and race superiority; the drive to expand the British Empire)*, and explain the impact of this system on Indigenous individuals and communities *(e.g., loss of Indigenous language, culture, and identity; disconnection of Indigenous children from family and community; intergenerational trauma and grief; changes in Indigenous children's relationship to the land; internalization among Indigenous people of the world view of the colonizers; assimilation; exposure to disease; physical, sexual, and emotional abuse)*

***Sample questions:*** "Which factors were the most influential in the establishment and administration of residential schools?" "How is our identity shaped by our language of origin? What would be the impact on an individual's identity if his or her language were taken away? Why were family connections and language among the

first things targeted by residential schools?" "Why is education about the residential school system a key focus of the calls to action of the Truth and Reconciliation Commission?" "What does the imagery in the photographs of Thomas Moore, a First Nations child, supposedly taken before and while he was in residential school, reveal about the process of assimilation, which residential schools were established to achieve?"

**A3.4** identify key political and legal changes that occurred in and/or affected Canada during this period *(e.g., the U.S. Fugitive Slave Act of 1850, the British North America Act, the B.C. Qualification of Voters Act, the National Policy)*, and explain the impact of some of these changes on various non-Indigenous individuals, groups, and/or communities

***Sample questions:*** "What are some of the key aspects of the British North America Act?" "What impact did the Chinese Immigration Act of 1885 have on Chinese people already in Canada and their families in China?" "What were the main elements of the National Policy? What impact did the this policy have on different groups?"

**A3.5** identify key social and economic changes that occurred in and/or affected Canada during this period *(e.g., the Industrial Revolution, the development of urban centres, the gold rush in British Columbia, economic changes resulting from the Reciprocity Treaty of 1854 and the repeal of the Corn Laws, lack of foreign markets for locally produced products resulting from changes in British policies, changes among Plains First Nations and Métis communities as a result of declining buffalo populations, the role of Inuit in the whale oil industry in the Arctic, increased settlement of the West, increasing rates of immigration)*, and explain the impact of some of those changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities

***Sample questions:*** "What impact did the collapse of the whaling industry and the switch to a fur-trade economy have on Inuit individuals and communities? What impact did the opening of trading posts in the Arctic have on Inuit settlement patterns?" "What impact did the Industrial Revolution have on workers? On industrializing cities?" "Why were some regions of Canada opposed to free trade within the newly created dominion?" "Who do you think gained from the Reciprocity Treaty of 1854? Who lost? Why? What impact did the treaty have on First Nations, Métis, and/or Inuit?"

**A3.6** describe significant instances of cooperation and conflict in Canada during this period *(e.g., conflict between Protestants and Catholics; the Red River Resistance; the North-West Resistance; the Toronto printers' strike of 1872; cooperation between various individuals and groups to coordinate the Underground Railroad; Confederation negotiations; the 1880 petition of First Nations and Métis in the Lake Nipigon region; cooperation between First Nations, Métis, and the Hudson's Bay Company in the fur trade or between Inuit and Europeans in the development of trade and resources in the Arctic)*

***Sample questions:*** "Why was D'Arcy McGee assassinated?" "In what ways did the Métis and the Cree work together during the North-West Resistance?" "What role did Jerry Potts play in helping to establish cooperation and trust between the NWMP and First Nations?" "How would you describe trade relations between Inuit and Europeans at this time?" "How did the attitudes of the Orange Order of Canada affect Irish Catholics and Indigenous peoples during this period?"

**A3.7** identify a variety of significant individuals and groups in Canada during this period *(e.g., George Etienne Cartier, James Douglas, Gabriel Dumont, Joseph Howe, Kwong Lee, John A. Macdonald, Thomas D'Arcy McGee, Mistahimaskwa [Big Bear], Nahnebahwequay [Catharine Sutton], Louis Riel, Mary Ann Shadd, Emily Stowe; the Orange Order, the Knights of Labor, the Underground Railroad, anti-slavery and abolitionist groups, Chinese railway workers, the Métis Nation, the Woman's Christian Temperance Union)*, and explain their contributions to heritage and/or identities in Canada

***Sample questions:*** "What is the legacy of Louis Riel?" "What do you think would have been the consequences had Big Bear been successful in realizing his vision of uniting western First Nations? Why?" "If you were to name a new national holiday after someone from this time period, who would it be? Why did you choose this person? Do you think your choice would be different if you lived in a province other than Ontario?" "How did Chinese railway workers contribute to the development of Canadian identities?" "Who are some First Nations and Métis leaders who were executed by the government of Canada during this period? What did the government accuse them of? What was the government's motivation? What impact did the resulting loss of their leaders have on First Nation and Métis people?" "How do you think we should judge historical figures who made significant contributions to Canada but who also made mistakes and/or had beliefs, values, or attitudes that would be considered offensive today?"

# B. CANADA, 1890–1914: A CHANGING SOCIETY



## OVERALL EXPECTATIONS

By the end of Grade 8, students will:

**B1.** **Application:** analyse key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of, major challenges facing, and actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

**B2.** **Inquiry:** use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1890 and 1914 (**FOCUS ON:** *Historical Significance; Historical Perspective*)

**B3.** **Understanding Historical Context:** describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the residential school system, and explain their impact (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

## SPECIFIC EXPECTATIONS

### B1. Application: Canada – Past and Present

**FOCUS ON:** *Continuity and Change; Historical Perspective*

By the end of Grade 8, students will:

**B1.1** analyse key similarities and differences in the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in present-day Canada and the same groups/communities in Canada between 1890 and 1914 *(e.g., the urban poor, the unemployed, workers, farmers, recent immigrants, different Indigenous communities, Québécois, African Canadians, Chinese Canadians, South Asian Canadians, Jewish Canadians, women, children, the elderly)*

*Sample questions:* "In what ways is the life of a new immigrant to Canada today different from that of an immigrant around 1900? In what ways is it the same? What accounts for some of the differences?" "What programs or services are available for the urban poor today that were not available at the turn of the century?" "In what ways are the experiences of present-day farmers on the Prairies different from those of farmers at the beginning of the twentieth century? In what ways are they similar?" "How were Inuit settlement patterns during this period different from those of the present day?" "Who could vote in Canada in 1900? Who could not? Who can vote now? Who cannot?"

**B1.2** analyse some ways in which challenges affected First Nations, Métis, and Inuit individuals, families, and communities during this period, with specific reference to treaties, the Indian Act, the reserve system, and the residential school system *(e.g., disruption of families, including loss of parental control and responsibility, as rights of Indigenous parents were disregarded when their children were removed and placed in residential schools; loss of knowledge of language and traditional culture; loss of traditional lands with increasing settlement by non-Indigenous Canadians; loss of decision-making power to federal Indian agents, including the denial of personal rights and freedom under the pass system)* and how some of these challenges continue to affect Indigenous peoples today *(e.g., with reference to ongoing issues around cultural assimilation and loss of identity; isolation from mainstream society and/or home communities; mental and physical health issues; the ongoing impact of the residential school system on the development of parenting skills and family/community bonding; the continuing need to*

*address the legacy of abuse from the residential school system; struggles for recognition of treaty rights; efforts to address sexism in the Indian Act)*

***Sample questions:*** "Why was it challenging for Indigenous students either to return to their communities or live in non-Indigenous communities after attending residential schools?" "What are some ways in which the educational experiences of First Nations people during this period were similar to and different from those of First Nations people today?" "What is meant by the term 'intergenerational trauma'? In what ways is this term relevant to a discussion of the impact of residential schools?" "How did rivalries between Christian churches affect Indigenous people and/or communities? How did these rivalries contribute to the development of the residential school system?" "When you investigate the short- and long-term impact that residential schools had on First Nations children and their families, what actions do you think have to be taken to make amends? In this context, how is an apology different from reconciliation?" "What impact did the Indian Act have on Indigenous governance structures during this period?" "What impact does the gradual disappearance of a language have on a community? What impact has loss of Indigenous languages had on First Nations communities in Canada?"

**B1.3** analyse some of the challenges facing various non-Indigenous individual, groups, and/or communities in Canada between 1890 and 1914 *(e.g., increasing industrialization; restrictions on immigration of some ethnic groups; lack of political rights for women; working conditions in sweatshops; racism and other forms of prejudice)*, and compare some of these challenges with those facing present-day Canadians

***Sample questions:*** "What challenges did a child in an urban working-class family face at the turn of the twentieth century? How do those challenges compare to those facing children today?" "What challenges would Ukrainian immigrants have faced on the Prairies at the end of the nineteenth century?" "What are some differences in how immigrants were viewed then and how they are viewed now? Are there some similarities? What impact do economic circumstances have on people's views of new immigrants?" "What do these climate and landform maps tell you about the environmental challenges Prairie settlers faced at the beginning of the twentieth century? Do similar challenges still exist today?" "Why did the Immigration Act of 1910 prohibit the immigration of peoples 'belonging to any race deemed unsuitable to the climate'? Who was the target of such restrictions? Who did this policy privilege?"

**B1.4** analyse actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1890 and 1914 to improve their lives *(e.g., different Indigenous and ethnic/racial communities, religious groups, immigrants from different parts of the world, people in different regions of Canada, francophones, women, workers)*, and compare these actions to those taken by similar groups today

***Sample questions:*** "Why did some workers in this period join unions? What did the unions advocate? What are some similarities and differences in the concerns of unions in the past and in present-day Canada?" "What were the major concerns of women's rights groups at the turn of the century? Which women did women's rights groups at this time represent? Who was included and who was excluded? How did the groups address their concerns? Are any of these concerns still relevant to women's groups today?" "What actions did Onondeyoh (Frederick Ogilvie Loft) take to improve the lives of First Nations people in Ontario? What comparisons can you draw between Loft's actions and those of Indigenous activists today?" "What was the All People's Mission in Winnipeg? What similarities or differences are there between its services and those provided to immigrants today?" "What actions did some Métis at Moose Factory take in 1905 to protest their exclusion from Treaty 9? In what ways was this action similar to and/or different from actions taken by present-day Métis activists?" "What actions are being taken today, including by First Nations, Métis, and Inuit, to recognise, preserve, and restore Indigenous languages both in Ontario and across Canada? How are these actions different from actions taken by Indigenous activists during the period 1890–1914?"

## B2. Inquiry: Perspectives on a Changing Society

**FOCUS ON:** *Historical Significance; Historical Perspective*

By the end of Grade 8, students will:

**B2.1** formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1890

and 1914 *(e.g., the Boer War, the Manitoba Schools Question, efforts to protect and educate children, the expansion of the residential school system, Canadian immigration policy, the "continuous journey" regulation, increases in the Chinese head tax, amendments to the Indian Act, movements for women's suffrage, reciprocity, heightened rivalries in Europe)*

***Sample questions:*** "Why do Indigenous peoples and the federal government have different perspectives on some treaties from this period? What questions might you ask to guide an investigation into these differences?" "What view did different groups have of the women's suffrage movement? What arguments did people who opposed women's suffrage use to support their position?" "What were the differences in the views of English and French Canadians on participation in the Boer War?" "Why did different groups choose to immigrate to Canada? What did people who were already in Canada think of recent immigrants from different countries?" "Why did the Naval Service Bill create conflict within the Conservative Party of Canada?" "Why did many Métis people choose not to publicly identify as Métis during this period? What questions are important to consider when investigating this topic?"

**B2.2** gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources *(e.g., government documents and records; treaties; advertisements; letters; newspaper reports and editorials; archaeological evidence; Indigenous oral histories; paintings, photographs, or posters from the time; petitions)* and secondary sources *(e.g., historical fiction, textbooks, reference books, museum exhibits, documentaries, online videos)*

***Sample questions:*** "Why might studying photographs showing the living conditions of the urban poor help you understand the perspectives of poor people and of social reformers? Where might you find historical photos? What other types of sources might you use to supplement the information conveyed by these photos?" "Who provided newspaper coverage of the *Komagata Maru* incident? Whose perspectives do these stories provide? What other sources might you consult when investigating the perspectives of South Asians trying to immigrate to Canada in this period?" "Whose perspectives on the temperance movement might newspaper editors or editorial cartoons provide?" "Where would you look for information on student deaths in residential schools? Why are school/government records of such deaths incomplete? How do these incomplete records affect our ability to determine the truth about this issue? What other sources could you consult to gain a fuller understanding?" "When you are conducting research, what challenges do you face in gathering, organizing, and storing Indigenous primary sources?" "Where could you find documents that reveal the perspective of the federal and provincial governments on the North during this period? Where would you find information on the perspectives of people who lived in this region?"

**B2.3** assess the credibility of sources and information relevant to their investigations *(e.g., by considering the perspective, bias, accuracy, authenticity, purpose, and/or context of the source and the values and/or expertise of its author)*

***Sample questions:*** "If you were consulting sources for information on the establishment of Algonquin Park in 1893, how would you determine which sources were the most reliable and credible? Why is it important to consult Indigenous sources on this event?" "Why is it important to examine many types of sources with different viewpoints when examining the impact of residential schools?"

**B2.4** analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, with a focus on exploring their spatial boundaries *(e.g., determine the location of key events in the Klondike gold rush; analyse a series of historical maps to determine the growth of cities in this period; analyse an interactive map that shows the growth of residential schools in Canada; create a flow map to show the origins of immigrants to Canada and the regions in which they settled)*

***Sample questions:*** "What does this historical map of the Klondike gold rush tell you about the impact of the gold rush on Indigenous peoples?" "When you examine these maps, what do you notice about differences in population distribution in Canada between 1890 and 1914?" "Where did Ukrainian or Doukhobor immigrants tend to settle?" "When you study a map showing European alliances in 1914, where do you see potential for conflict?" "What information should you include on a map to show changing patterns of economic development in northern Ontario during this period? What type of map would best suit the purpose of showing the perspectives of both the Cree and the federal or provincial government on such development?"

**B2.5** interpret and analyse information and evidence relevant to their investigations, using a variety of tools *(e.g., use organizers to help them compare perspectives in the information they have gathered on reciprocity with the United States; analyse political cartoons for views on women and women's roles; interpret graphs on quality of life indicators such as infant mortality to help them understand perspectives of social reformers and the urban poor)*

***Sample questions:*** "What does the popularity of Pauline Johnson's poetry at the time suggest about the attitudes of English Canadians towards First Nations?" "What do these photographs tell you about the living conditions of the urban poor in Toronto and Montreal at the turn of the century? Does other evidence you have gathered support what you see in the photographs?" "What do these sources tell you about similarities and differences in the residential school experiences of First Nations and Métis children? What do accounts of First Nations and Métis survivors of residential schools tell you about their differing experiences?" "What information have you found about how oral records of Treaty 9 differ from the written language of the treaty?"

**B2.6** evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period

***Sample questions:*** "Why did Laurier compromise on the issue of sending Canadian soldiers to fight in the Boer War? What does this compromise reveal about different perspectives on the war in English and French Canada? Do you think Laurier's decision was a good way of reconciling these two perspectives? Why or why not?" "What conclusions have you drawn about educational policies and practices in residential schools compared to educational policies/practices in non-Indigenous communities? What evidence supports your conclusions?"

**B2.7** communicate the results of their inquiries using appropriate vocabulary *(e.g., Klondike, immigrant, industrialization, unions, strikes, sweatshops, reciprocity, suffragist, compromise, alliance)* and formats appropriate for specific audiences *(e.g., a photo essay on the lives of children from different regions and/or representing different groups in Canada; a speech written in the voice of a labour activist or suffragist and a response from an opponent; a poem written from the perspective of a passenger on the* Komagata Maru*; a dramatic monologue from the perspective of a Haida chief or child giving reasons why the potlatch ban should be repealed; a dance representing aspects of the impact of colonization on Indigenous peoples)*

***Sample questions:*** "What format best enables you to present multiple perspectives on the issue you have been investigating? Are there visual elements that might be included in your final product? What is the best way to present them?" "How might you represent your understanding of historical change through music, song, art, or dance?"

## B3. Understanding Historical Context: Events and Their Consequences

**FOCUS ON:** *Historical Significance; Cause and Consequence*

By the end of Grade 8, students will:

**B3.1** identify factors contributing to some key issues, events, and/or developments that specifically affected First Nations, Métis, and Inuit in Canada between 1890 and 1914 *(e.g., with reference to the status of "Indians" as wards of the state; the role of Indian agents in regulating the lives of people on reserves; laws forbidding Indigenous ceremonies, including the potlatch and powwows; expropriation of land from reserves for public works, roads, and railways; an increase in the number of residential schools for First Nations and Métis children; issuance of Métis scrip in conjunction with Treaties 8 and 10)*, and explain the historical significance of some of these issues, events, and/or developments for different individuals and/or communities

***Sample questions:*** "Why did the number of residential schools increase during this period? What was the significance of this expansion for First Nations and Métis children and their families?" "What was the Bryce Report? How did Ottawa respond to it? What does this response tell you about the government's attitudes towards First Nations children? How did these attitudes contribute to the continuing development of the residential school system?" "What were the consequences of colonialist attitudes towards Indigenous people during this period?" "Why didn't the federal government enter into treaty negotiations with Inuit? What was the eventual alternative?" "What were the consequences for a First Nations man if he took steps to enlist in the military or to vote? What happened to a status Indian woman

when her husband became enfranchised?" "What are some factors that contributed to Arctic exploration at this time? How did the Netsilik Inuit community contribute to the ability of non-Inuit to navigate the Northwest Passage and engage in Arctic exploration?" "What were some key events that led to the growth of trading posts in northern Canada?" "How did the attitudes of churches and the federal government influence the design and conditions of residential schools during this period?"

**B3.2** identify factors contributing to some key events and/or developments that occurred in and/or affected Canada between 1890 and 1914 *(e.g., the Boer War, promoting Canada as a destination for immigrants, the growth of the women's suffrage movement, the founding of the Children's Aid Society, the immigration of British Home Children to Canada, the expansion of homesteading in the West, the growth of labour unions, anti-Asian riots in Vancouver)*, and explain the historical significance of some of these events and/or developments for various non-Indigenous individuals, groups, and/or communities

***Sample questions:*** "What was the impact of Clifford Sifton's approach to promoting Canada abroad? How did his policy change the face of the West?" "What factors contributed to the emigration of the 'Home Children'? Do you think they were better off in Canada than they were in Britain? Why or why not?"

**B3.3** identify key political and legal changes that occurred in and/or affected Canada during this period *(e.g., Alberta and Saskatchewan becoming provinces; the response to the Manitoba Schools Question; European alliances and the conflict in South Africa and/or the threat of conflict in Europe; the Truancy Act, 1891; Ottawa's establishment of per student funding of residential schools in 1891; the abolishment of French as an official language in the Northwest Territories in 1892; the Alaska boundary dispute; the Naval Service Bill; increases in the Chinese head tax)*, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities

***Sample questions:*** "What was the Manitoba Schools Questions? How was it resolved? What impact did its resolution have on different groups?" "Why was the federal Department of Labour created? What impact did it have?" "What impact did the Truancy Act of 1891 have on the treatment of students in residential schools?" "What territories were covered by Treaties 8 and 10? What were the provisions of these treaties? What impact did they have on Métis individuals and communities? On First Nations?"

**B3.4** identify key social and economic changes that occurred in and/or affected Canada during this period *(e.g., the Klondike gold rush; changes in the home countries of immigrants to Canada; the Immigration Act of 1910; technological changes; increasing urbanization; the development of mining in Ontario, Nova Scotia, and British Columbia; reciprocity)*, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities

***Sample questions:*** "What were some of the similarities and differences in the impact of the Klondike gold rush on First Nations in the Yukon and the impact of western settlement on Métis and First Nations peoples of the Prairies?" "What impact did the Royal Commission on the Relations of Labour and Capital have on workers and unions?" "What was the impact of American and British traders and missionaries in the Far North during this period?" "How did the decline of the fur trade affect Métis individuals and communities?"

**B3.5** describe significant examples of cooperation and conflict in Canada during this period *(e.g., increasing resistance among Indigenous families to residential schools; conflicts between English and French Canadians over issues such as the Boer War and the Naval Service Act; conflict between European and non-European immigrants; strikes by coal miners in Nova Scotia and British Columbia; cooperation of different groups under the social gospel umbrella; cooperation between immigrants in new ethnic enclaves)*

***Sample questions:*** "Why did the Manitoba Schools Question increase conflict between English and French Canadians?" "What are some of the ways in which immigrants to the Canadian Prairies helped each other? What types of knowledge and information did they share?" "Why did the residential school system meet with growing resistance from Indigenous families during this period? What happened when parents resisted the removal of their children? Why did some parents not resist?"

**B3.6** identify a variety of significant individuals and groups in Canada during this period *(e.g., Maude Abbott, Henri Bourassa, Alexander Graham Bell, Pauline Johnson, J. J. Kelso, Wilfrid Laurier, Tom Longboat, Nellie McClung, L. M. Montgomery, Onondeyoh [Frederick Ogilvie Loft], Oronhyatekha [Peter Martin], Duncan Campbell Scott, Clifford Sifton, John Ware; the National Council of Women of Canada, the Trades and Labour Congress, various immigrant groups)*, and explain their contributions to heritage and/or identities in Canada

***Sample questions:*** "How did the actions of women during this time period contribute to women's rights then and now?" "What impact did Clifford Sifton's immigration policies and strategies have on Canadian heritage and identity?" "What actions did Tom Longboat and other Indigenous people take to further awareness of Indigenous rights/issues?"

# GEOGRAPHY, GRADES 7 AND 8

# INTRODUCTION

## The Topics

In both Grade 7 and Grade 8 geography, the expectations are divided into two thematic strands. The topics covered in the two grades are as follows:

**Grade 7** A. Physical Patterns in a Changing World
B. Natural Resources around the World: Use and Sustainability

**Grade 8** A. Global Settlement: Patterns and Sustainability
B. Global Inequalities: Economic Development and Quality of Life

## The Concepts of Geographic Thinking

The four concepts of geographic thinking – spatial significance, patterns and trends, interrelationships, and geographic perspective – underpin all thinking and learning in geography. In Grades 7 and 8, at least one concept of geographic thinking is identified as the focus for each overall expectation. The following chart describes each concept and provides sample questions related to it. These questions highlight opportunities for students to apply a specific concept in their studies. (See page 13 for a fuller discussion of the concepts of disciplinary thinking.)

| **Spatial Significance** |
|---|
| This concept requires students to determine the importance of a place or region. They explore the connections that exist between the geographical location and physical characteristics of a site and analyse the unique relationships that exist in and between the natural and human environments in a particular place. Students come to understand that the significance of the same place may be different for humans, animals, and plants.<br><br>**Related Questions***<br>– What are wetlands? Why are they important? (Grade 7, A3.4)<br>– Why are there so many high-rise buildings in Hong Kong? (Grade 8, A1.1) |
| **Patterns and Trends** |
| This concept requires students to recognize 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 over a period of time (trends). The characteristics may be spatial, social, economic, physical, or environmental. Students analyse connections between characteristics to determine patterns; they analyse connections between those characteristics over time to determine trends.<br><br>**Related Questions**<br>– Where are mountains located in the world? What are the characteristics of a mountain? Are there different types of mountains? What characteristics make each type unique? (Grade 7, A3.1)<br>– Why is there a global phenomenon of people moving to urban centres? (Grade 8, A3.4) |

*(continued)*

* These questions are drawn directly from the overview charts that precede each grade and from the sample questions that accompany many specific expectations.

**Interrelationships**

This concept requires students to explore connections within and between natural and human environments. The interconnected parts of an environment or environments work together to form a system. Students must understand the relationships that exist within a system and then analyse the relationships between systems in order to determine the impact they have on one another.

**Related Questions**

- Why does the process used to extract a natural resource depend on where the resource is located? (Grade 7, B1.1)
- What factors influence the quality of life in different countries? Why is it important to be aware of and to address global inequalities of wealth and in quality of life? (Grade 8, Overview)

**Geographic Perspective**

This concept requires students to consider the environmental, economic, political, and/or social implications of the issues, events, developments, and/or phenomena that they are analysing. In order to solve problems, make decisions or judgements, or formulate plans of action effectively, students need to develop their ability to examine issues from multiple perspectives.

**Related Questions**

- What impact did this earthquake have on this city? How did it affect the people, their homes, schools, and businesses? …Was the economic impact felt only within the city, or was its reach regional, national, or global? In what ways did the damage caused by the earthquake affect the natural environment? (Grade 7, A2.1)
- What do we know about how improved access to education for girls can affect a society? How might an increase in education spending affect the health of the people in a country? (Grade 8, B2.1)

## The Geographic Inquiry Process

In each strand, section 2 focuses explicitly on the geographic inquiry process, guiding students in their investigations of issues, events, developments, and/or various geographic phenomena. This process is not intended to be applied in a linear manner: students will use the applicable components of the process in the order most appropriate for them and for the task at hand. Although the Inquiry section covers all of the components of the inquiry process, it is important to note that students apply skills associated with the inquiry process in the context of any expectation, regardless of whether it is in the Application, Inquiry, or Understanding Geographic Context section. (See page 23 for a fuller discussion of the inquiry process in the social studies, history, and geography program.)

The following chart identifies ways in which students may approach each of the components of the geographic inquiry process.

| **Formulate Questions** |
|---|
| Students formulate questions:<br>– to explore various events, developments, issues, and/or phenomena that are related to the overall expectations in order to identify the focus of their inquiry<br>– to help them determine which key concept (or concepts) of geographic thinking is relevant to their inquiry<br>– that reflect the selected concept(s) of geographic thinking<br>– to develop criteria that they will use in evaluating data, evidence, and/or information, making judgements, decisions, or predictions, and/or reaching conclusions |
| **Gather and Organize** |
| Students:<br>– collect relevant qualitative and quantitative data, evidence, and/or information from field studies[a] and a variety of primary and secondary sources,[b] including visuals[c] and community resources[d]<br>– determine if their sources are accurate and reliable<br>– identify the purpose and intent of each source<br>– identify the points of view in the sources they have gathered<br>– use a variety of methods to organize the data, evidence, and/or information they have gathered<br>– record the sources of the data, evidence, and information they are using<br>– decide whether they have collected enough data, evidence, and/or information for their inquiry |

*(continued)*

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).

b. Primary sources may include, but are not limited to, census data, land claims, letters, photographs, speeches, and works of art. Secondary sources may include, but are not limited to, documentaries and other films, news articles, reference books, and most websites.

c. Visuals may include, but are not limited to, satellite images, maps, globes, models, graphs, and diagrams.

d. Community resources may include, but are not limited to, local conservation areas, resources from community groups and associations or government offices, and local plans.

| Interpret and Analyse |
|---|
| Students:<br>– analyse data, evidence, and information, applying the relevant concepts of geographic thinking (see preceding chart)<br>– use different types of graphic organizers to help them interpret and/or analyse their data, evidence, and/or information<br>– identify the key points or ideas in each source<br>– analyse graphs, charts, diagrams, and/or maps<br>– construct graphs, charts, diagrams, and/or maps to help them analyse the issue, event, development, and/or phenomenon they are investigating<br>– analyse their sources to determine the importance of the issue, event, development, and/or phenomenon for individuals and/or groups, including different groups<br>– identify biases in individual sources<br>– determine if all points of view are represented in the source materials as a whole, and which, if any, are missing |
| **Evaluate and Draw Conclusions** |
| Students:<br>– synthesize data, evidence, and/or information, and make informed, critical judgements based on that data, evidence, and/or information<br>– determine the short- and long-term impact of an event, development, issue, and/or phenomenon on people and/or places<br>– reach conclusions about their inquiry and support them with data and/or evidence<br>– make predictions based on their data, evidence, and/or information<br>– determine the ethical implications of an issue or action<br>– determine the action required, where appropriate |
| **Communicate** |
| Students:<br>– use appropriate forms (e.g., oral, visual, written, kinaesthetic) for different audiences and purposes<br>– communicate their arguments, conclusions, predictions, and/or plans of action clearly and logically<br>– use geographical terminology and concepts correctly and effectively<br>– cite sources using appropriate forms of documentation |

# GEOGRAPHY, GRADE 7

## OVERVIEW

In Grade 7 geography, students will explore opportunities and challenges presented by the physical environment and the ways in which people around the world have responded to them. They will develop an understanding of patterns in Earth's physicals features and of the physical processes and human activities that create and change these features. Building on their knowledge of natural resources, students will study the extraction/harvesting and use of these resources on a global scale. They will examine the relationship between Earth's physical features and the distribution and use of natural resources while exploring ways of preserving global resources. In this grade, students will be introduced to the geographic inquiry process and to the concepts of geographic thinking. They will apply the concept of geographic perspective while investigating the impact of natural events and human activities on the physical environment and also various effects of natural resource extraction/harvesting and use. Students will continue to develop their spatial skills, extracting and analysing information from a variety of sources, including different types of maps and graphs, photographs and digital representations, and geographic information systems (GIS).

The Grade 7 geography expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *advocacy*, *collaboration and cooperation*, *perspective*, and *stewardship*.

The following chart presents an overview of Grade 7 geography, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of geographic thinking and a big idea (see pages 14 and 13 for an explanation of big ideas and the concepts of disciplinary thinking and page 60 for definitions of the concepts of geographic thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 25 for a description of spatial skills).

| Overall Expectations | Related Concepts of Geographic Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **Strand A. Physical Patterns in a Changing World** | | | | |
| **A1.** analyse some challenges and opportunities presented by the physical environment and ways in which people have responded to them | Spatial Significance; Interrelationships | People's activities are related to the physical features and processes in their region. | Why do different people have different responses to the environment and the opportunities and challenges it presents?<br><br>Why do we need to consider various perspectives when determining the impact of human activities?<br><br>Why do Earth's physical features change? | ***Graphs***<br>Developing their ability to analyse and construct various types of graphs, including climate graphs, for a variety of purposes (see, e.g., A2.4, A3.8)<br><br>***Maps* and Globes***<br>Analysing various types of maps, including thematic, topographical, and annotated maps (see, e.g., A2.3, A2.4, A3.3)<br><br>Constructing various types of maps, including issue-based, thematic, and annotated maps (see, e.g., A2.4)<br><br>Constructing cross-sectional drawings based on topographical information (see, e.g., A3.3)<br><br>Analysing digital representations for specific purposes (see, e.g., A2.2)<br><br>Constructing, analysing, and extracting information from maps using GIS (see, e.g., A2.4)<br><br>Locating global landforms on maps (see, e.g., A3.1) |
| **A2.** use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective | Geographic Perspective | Natural events and human activities that change Earth's physical features can have social, political, environmental, and economic consequences. | | |
| **A3.** demonstrate an understanding of significant patterns in Earth's physical features and of some natural processes and human activities that create and change those features | Patterns and Trends; Spatial Significance | Earth's physical features can be created or changed by both natural processes and human activities. | | |

*(continued)*

| Overall Expectations | Related Concepts of Geographic Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **Strand B. Natural Resources around the World: Use and Sustainability** | | | | |
| **B1.** analyse aspects of the extraction/ harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources | Spatial Significance; Interrelationships | Resource development is affected by social, political, economic, and geographic factors. | Why might some countries be better able than others to extract and use natural resources in a sustainable way?<br><br>How do we determine whether the extraction and/or use of a natural resource is sustainable? Is the extraction and use of fossil fuels sustainable?<br><br>What are some of the ways in which countries around the world are practising environmental stewardship? What can we learn from these practices? | ***Graphs***<br>Developing their ability to analyse and construct various types of graphs, including climate graphs, for a variety of purposes (see, e.g., B2.4)<br><br>***Maps* and Globes***<br>Analysing various types of maps, including thematic, topographical, and annotated maps (see, e.g., B2.4)<br><br>Constructing various types of maps, including issue-based, thematic, and annotated maps (see, e.g., B2.3, B2.6)<br><br>Constructing, analysing, and extracting information from maps using GIS (see, e.g., B3.6) |
| **B2.** use the geographic inquiry process to investigate issues related to the impact of the extraction/ harvesting and/or use of natural resources around the world from a geographic perspective | Geographic Perspective | The ways in which people extract and use natural resources can have social, economic, political, and environmental consequences. | | |
| **B3.** demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/ harvesting and use of these resources | Spatial Significance; Geographic Perspective | There is a relationship between Earth's physical features and the distribution of natural resources and how people use these resources to meet their needs and wants. | | |

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

# A. PHYSICAL PATTERNS IN A CHANGING WORLD

## OVERALL EXPECTATIONS

By the end of Grade 7, students will:

**A1.** **Application:** analyse some challenges and opportunities presented by the physical environment and ways in which people have responded to them (**FOCUS ON:** *Spatial Significance; Interrelationships*)

**A2.** **Inquiry:** use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective (**FOCUS ON:** *Geographic Perspective*)

**A3.** **Understanding Geographic Context:** demonstrate an understanding of significant patterns in Earth's physical features and of some natural processes and human activities that create and change those features (**FOCUS ON:** *Patterns and Trends; Spatial Significance*)

## SPECIFIC EXPECTATIONS

### A1. Application: Interrelationships between People and the Physical Environment

**FOCUS ON:** *Spatial Significance; Interrelationships*

By the end of Grade 7, students will:

**A1.1** describe various ways in which people have responded to challenges and opportunities presented by the physical environment *(e.g., building dams, levees, or dikes to contain water and/or reclaim land; building terraces or irrigation systems to permit farming on inhospitable land; designing buildings suited to local climatic conditions or natural events such as earthquakes; specialized economic development such as resource towns in areas rich with ore, or tourism in areas of natural beauty or with a desirable climate)*, and analyse short- and long-term effects of some of these responses *(e.g., water pollution from industry and agriculture; loss of animal habitat and wilderness areas as human settlement expands; deforestation and its consequences; the development of provincial or national parks to protect wilderness areas)*

*Sample questions:* "What are some strategies that people have developed to try to control flood waters? What effect can a dam have on a river system, both upstream and downstream?" "What types of climate and landforms lend themselves to the development of a tourism industry? What impact can tourism have on the environment?" "Why are different crops grown in different regions? What impact can specialized agriculture have on land?"

**A1.2** compare and contrast the perspectives of some different groups *(e.g., Indigenous peoples living on the land, organic versus large-scale farmers, industrial and agrarian societies, owners of resource-extraction companies, environmental organizations, land developers)* on the challenges and opportunities presented by the natural environment

*Sample questions:* "What perspectives might various groups have on issues surrounding the building of a new housing development on reclaimed land? Why would those groups have different perspectives?" "How might different groups view the construction of a large dam to increase irrigation to local farmland?" "What are some ways in which Indigenous values regarding living in harmony with the land inform Indigenous land use?"

**A1.3** assess the physical environment in various locations around the world to determine which environment or environments have the greatest impact on people *(e.g., develop criteria for ranking the challenges and opportunities presented by physical environments such as deserts, tropical rainforests, mountains, volcanic islands, regions with cold climates, floodplains, coastal regions)*

*Sample questions:* "What types of physical environments do you think have the greatest

impact on people? What kinds of hardships can those environments present? How do people cope with these hardships? Are they always successful in doing so? Are there aspects of the environment that cannot be controlled or that can have a devastating impact? What are the positive aspects of life in these environments? Do they outweigh the hardships?"

**A1.4** assess ways in which different peoples living in similar physical environments have responded to challenges and opportunities presented by these environments, and assess the sustainability of these responses *(e.g., land reclamation and flood control in low-lying areas such as the Netherlands, the Mississippi delta, the Mekong River; nomadic lifestyles of peoples in the Gobi or Sahara Desert versus extensive irrigation to create cities such as Las Vegas in the Mojave Desert; the development of ecotourism in the Costa Rican rainforest versus the clear-cutting of rainforests in the Amazon or Madagascar)*

***Sample questions:*** "How have people living in the tropical rainforests of Southeast Asia and Central Africa adapted to their environment? Have they been successful in responding to the challenges and opportunities it presents? Are their practices sustainable?" "How do traditional Inuit, Nenets, and Chukchi lifestyles reflect the challenges of life in Arctic regions? How do these people use available resources? Is their lifestyle sustainable? What types of factors might affect its sustainability?"

## A2. Inquiry: Investigating Physical Features and Processes

**FOCUS ON:** *Geographic Perspective*

By the end of Grade 7, students will:

**A2.1** formulate questions to guide investigations into the impact of natural events and/or human activities that change the physical environment *(e.g., the social, political, economic, and environmental impact of natural events such as earthquakes, volcanic eruptions, drought, floods, hurricanes, typhoons, or tsunamis; the economic and environmental impact of industrial pollution on a river system; the social, economic, and environmental impact of agricultural practices; the social, political, economic, and environmental impact of land-reclamation projects; the political, economic, and environmental impact of transportation systems)*, ensuring that their questions reflect a geographic perspective

***Sample questions:*** "What impact did this earthquake have on this city? How did it affect the people, their homes, schools, and businesses? What political impact did the disaster have on the city, and on the country in which it is situated? Was the economic impact felt only within the city, or was its reach regional, national, or global? In what ways did the damage caused by the earthquake affect the natural environment?"

**A2.2** gather and organize data and information from a variety of sources, and using various technologies, on the impact of natural events and/or human activities that change the physical environment, ensuring that their sources reflect more than one perspective *(e.g., data and information as well as online maps on climate change from the International Panel on Climate Change and the United Nations; digital representations showing changes to a river system as a result of irrigation, data on agricultural productivity on irrigated lands, and information from wildlife advocacy groups on the impact of the loss of wetlands; data and information from the U.S. National Hurricane Center on the number and severity of hurricanes over the past few years, documentaries on the impact of Hurricane Katrina, and photographs of New Orleans before and after the hurricane)*

***Sample questions:*** "Where might you locate photographs of the same region taken over a long period of time to help you to assess the level of drought in that region? What additional information or data would you need in order to explore the impact of the drought?" "How might you find out about various ecotourism operators and their practices? Why is it important not to rely solely on information from tourism operators when conducting your investigation?" "What are some sources of information and data on extreme weather occurrences in the past ten years and their relation to climate change?"

**A2.3** analyse and construct maps as part of their investigations into the impact of natural events and/or human activities that change the physical environment, with a focus on investigating the spatial boundaries of the impact *(e.g., construct a map showing sources of pollution along a river system and the communities that rely on the water source; analyse thematic maps to help them determine the interrelationship between soil erosion and loss of habitat in some parts of the world; select appropriate data for a GIS online map that shows areas that may be affected by rising sea levels)*

***Sample questions:*** "What types of maps could you use to help you understand the social and economic implications of earthquakes?" "What kind of map might you create to show the spatial boundaries of air pollution from a coal-fired electrical plant? How might this information

help you understand the political implications of air pollution?" "What types of information would you need to include on a map showing the impact of tourism on an ecologically sensitive region?"

**A2.4** interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies *(e.g., analyse photographs and thematic maps to determine the impact of invasive species in Australia; interpret graphs, charts, and/or diagrams in order to extract data on changes in agricultural production and population patterns as a result of long-term drought in Africa; interpret information from GIS to determine potential population shifts in response to rising sea levels)*

***Sample questions:*** "Why might it be helpful to use a decision-making template when you are analysing various perspectives on your topic?" "What type of information can you extract from this GIS map? Does it support the information from your other sources?" "What do these photographs tell you about the size and flow of this river? What are the main differences between the earlier and later photos? What are the social and economic implications of what you see in these photos?"

**A2.5** evaluate evidence and draw conclusions about the impact of natural events and/or human activities that change the physical environment

***Sample questions:*** "What did you find out about the social, environmental, and economic impact of long-term drought in Ethiopia? Why is this problem so difficult to solve?" "What social and economic impact does ecotourism have on different groups of people? What impact does it have on the environment? Do you think ecotourism ought to be more widely developed? Why or why not?"

**A2.6** communicate the results of their inquiries, using appropriate vocabulary *(e.g., climate, land use, landforms, vegetation, drought, flood, climate change, agriculture, ecotourism, land reclamation)* and formats appropriate for specific audiences *(e.g., an editorial outlining the impact of increasing settlement on a floodplain and arguing for or against increased settlement; an oral presentation or photo essay for a specific audience about how the construction of a dam affected a river system; a newspaper article for the local or school paper on the impact of pollution on their local community)*

***Sample questions:*** "Which presentation form is best suited to an audience made up of your peers? Why? Would this format be appropriate for a presentation at a community meeting?" "How might you use photos or charts in your presentation? How might you use these elements to give your audience a sense of the complexity of the impact of climate change?"

## A3. Understanding Geographic Context: Patterns in the Physical Environment

**FOCUS ON:** *Patterns and Trends; Spatial Significance*

By the end of Grade 7, students will:

**A3.1** identify the location and describe the physical characteristics of various landforms *(e.g., mountains, plateaus, plains, valleys)*

***Sample questions:*** "Where are mountains located in the world? What are the characteristics of a mountain? Are there different types of mountains? What characteristics make each type unique?" "What type of landform is represented in this photograph? Does the landform in the photos have any unique characteristics that might suggest where it is located?"

**A3.2** describe some key natural processes and human activities *(e.g., tectonic forces, weathering and erosion, deposition, glaciation, mining, land-reclamation projects)* that create and change landforms

***Sample questions:*** "Why are there mountains along the west coast of North and South America?" "How do tectonic forces create volcanoes? Are all volcanoes mountains?" "How do land-reclamation projects affect the landscape?"

**A3.3** demonstrate the ability to extract information from and analyse topographical maps *(e.g., construct a cross-section of a landform based on the information from a topographical map)*

***Sample questions:*** "What are some uses for topographical maps?" "What conventions about topographical maps do you need to understand before being able to extract information from such maps?" "What type of landform is represented by contour lines that are very close together on a topographical map?"

**A3.4** describe patterns and physical characteristics of some major water bodies and systems around the world *(e.g., river systems, drainage basins, lakes, oceans)*

***Sample questions:*** "What are the patterns of the world's major ocean currents?" "What is the difference between an ocean and a body of fresh water? Are all lakes fresh water?" "What are wetlands? Why are they important?"

**A3.5** describe some key natural processes and human activities *(e.g., changes in rainfall, melting of glaciers, erosion, rising sea levels, climate change, constructing dams, irrigation, bottling water from aquifers)* that create and change water bodies and systems

***Sample questions:*** "How do land formations affect drainage patterns?" "How has the Three Gorges dam project affected the flow of the Yangtze River?" "What effect has irrigation had on the Aral Sea?" "Why are some rivers straight and fast while others are meandering and slow?"

**A3.6** describe patterns and characteristics of major climate regions around the world *(e.g., characteristics and location of tropical, dry, temperate, continental, and polar climate regions)*

***Sample questions:*** "What are the characteristics of a continental climate region? Where are the major continental climate regions on the globe?"

**A3.7** describe some key natural processes and other factors, including human activities *(e.g., ocean currents, wind systems, latitude, elevation, bodies of water, landforms, deforestation, human activities that result in greenhouse gas emissions)* that create and change climate patterns

***Sample questions:*** "Why are continental climate regions particularly susceptible to drought?" "What are El Niño and La Niña? Why do meteorologists study ocean currents to make seasonal weather predictions?" "How do latitude and elevation influence climate patterns?" "How do greenhouse gasses affect global climate?"

**A3.8** analyse and construct climate graphs to gather information on and illustrate climate patterns for a specific location *(e.g., to analyse the trend in precipitation and temperature in Singapore, Khartoum, or Warsaw over the course of a year)*

***Sample question:*** "What conclusions can you make about the climate of this city based on the climate graph you are reading?"

**A3.9** describe patterns and characteristics of major natural vegetation regions around the world *(e.g., the location and characteristics of grasslands, boreal forests, tropical rain forests, tundra)*

***Sample questions:*** "What are the characteristics of a tropical rainforest region? What are the main tropical rainforest regions of the world?" "In what vegetation region do you think this photograph was taken? Why do you think that?"

**A3.10** describe some key natural processes and human activities *(e.g., natural and human-influenced climate change, erosion of top soil, deforestation, the use of chemical fertilizers and practice of monoculture, grazing of domestic animals, activities that introduce invasive species into an environment)* that create and change natural vegetation patterns

***Sample questions:*** "What impact has deforestation in Indonesia or the Amazon region had on local soils and vegetation? What can we learn from these regions about the importance of vegetation to an ecosystem?"

**A3.11** describe how different aspects of the physical environment interact with each other in two or more regions of the world *(e.g., the interrelationship between vegetation, landforms, and climate in desert regions; between landforms and vegetation in a volcanic region)*

***Sample question:*** "How do different aspects of the physical environment interact on the Hawaiian Islands?"

# B. NATURAL RESOURCES AROUND THE WORLD: USE AND SUSTAINABILITY

## OVERALL EXPECTATIONS

By the end of Grade 7, students will:

**B1.** **Application:** analyse aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources (**FOCUS ON:** *Spatial Significance; Interrelationships*)

**B2.** **Inquiry:** use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective (**FOCUS ON:** *Geographic Perspective*)

**B3.** **Understanding Geographic Context:** demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/harvesting and use of these resources (**FOCUS ON:** *Spatial Significance; Geographic Perspective*)

## SPECIFIC EXPECTATIONS

### B1. Application: Natural Resources and Sustainability

**FOCUS ON:** *Spatial Significance; Interrelationships*

By the end of Grade 7, students will:

**B1.1** analyse interrelationships between the location/accessibility, mode of extraction/harvesting, and use of various natural resources *(e.g., with reference to the relationship between mining techniques and the type and location of the deposit; types of electrical power generation in different regions of Europe; methods of harvesting trees)*

***Sample questions:*** "Why does the process used to extract a natural resource depend on where the resource is located?" "Where in the world could the power of the tides be harnessed to generate electricity? What challenges are associated with generating energy from tides?" "What differences are there in the way oil is extracted in the North Sea and in the Middle East? Why do these differences exist?"

**B1.2** analyse natural resource extraction/harvesting and use in some specific regions of the world *(e.g., forestry practices in the Amazon or in Sweden; international trawlers fishing off the coast of West Africa; coal-fired electricity production in China)*, including the sustainability of these practices

***Sample questions:*** "How is most of China's electricity generated? Do you think this approach to energy production is sustainable? Why or why not?" "What is the relationship between poverty and unsustainable resource extraction in some developing countries?"

**B1.3** assess the efforts of some groups, agencies, and/or organizations *(e.g., the United Nations Environment Programme; non-governmental organizations [NGOs] such as Friends of the Earth International, Rainforest Alliance, or the Nature Conservancy; indigenous groups; different national governments)* in helping to preserve natural resources

***Sample questions:*** "What are some of the ways in which the Maori have acted to preserve the natural resources in their territories?" "What strategies does this environmental advocacy group use to promote sustainable resource use? What else do you think it could do?" "What are some of the ways in which this government has attempted to regulate the fishing or forestry industry to try to ensure sustainability? How successful have these approaches been?"

**B1.4** create a personal plan of action outlining how they can contribute to more sustainable natural resource extraction/harvesting and/or use *(e.g., a plan to use FSC-certified wood or reclaimed lumber in a construction project, to reduce energy use in their home or school, to publicize more sustainable approaches to extraction/harvesting, or to reduce personal consumption of consumer goods)*

***Sample questions:*** "What are some ways in which you could help preserve natural resources?" "What could you do to increase people's awareness of strategies aimed at more sustainable resource extraction or use?"

## B2. Inquiry: Investigating Issues Related to Natural Resources

**FOCUS ON:** *Geographic Perspective*

By the end of Grade 7, students will:

**B2.1** formulate questions to guide investigations into issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective *(e.g., the social, economic, political, and environmental impact of overfishing; the economic, social, and environmental impact of deforestation and the adequacy of reforestation programs; the social and economic impact on indigenous people of resource extraction in their traditional territories; the economic, political, and environmental impact of developments in the alternative energy sector; the economic, political, and environmental impact of using fossil fuels)*

***Sample questions:*** "What impact would mining in Yanomami territory in Brazil have on the Yanomani people? On their land and its wildlife? What impact would it have on the Brazilian economy? What is the political fallout of controversies surrounding such mining?"

**B2.2** gather and organize data and information from a variety of sources on the impact of resource extraction/harvesting and/or use, ensuring that their sources reflect more than one perspective *(e.g., satellite imagery showing the area flooded after the construction of a hydroelectric dam and data on the amount of hydroelectricity generated; news stories on the positions of various countries and/or NGOs with respect to the environmental and economic impact of ocean fishing or whaling; documentaries and government data on the impact of climate change; information on the impact of resource extraction from indigenous people in the area and employment data from the corporation(s) involved)*

***Sample questions:*** "How might you use photographs of various resource extraction methods in assessing their environmental impact? Where might you find information on the economic costs of the various methods? Do these costs take damage to the environment into account?" "Where might you find information on the impact of resource extraction/harvesting on local people? Do you think the website of the resource companies involved would be a good source for such information? Why or why not?" "How can you be sure that the information you have gathered is accurate and reliable?"

**B2.3** analyse and construct maps as part of their investigations, with a particular focus on exploring the spatial boundaries of and, where applicable, patterns relating to their topics *(e.g., interpret layers of information in a GIS related to air pollution generated by coal-fired electrical plants; analyse thematic maps to determine the extent of clear-cutting and reforestation; construct a map to show the spread of the emerald ash borer in American forests; construct a thematic or annotated map to show the short- and long-term impact of a resource industry on a local ecosystem)*

***Sample questions:*** "What types of maps might you use to help you determine the impact of an oil spill?" "Why might an annotated map help you sort out and show varying opinions on aggregate mining?"

**B2.4** interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies *(e.g., extract information from graphs and diagrams on declining fish stocks and their impact on various regions; interpret photographs or other images to determine how mining has affected an area; analyse data to determine the economic and environmental impact of resource extraction and/or processing in a community; use a computer-based geographic tool to determine changes in rivers, lakes, and/or aquifers as a result of agricultural irrigation or commercial use of water)*

***Sample questions:*** "What type of graphic organizer could you use to help you assess the impact of a new hydroelectric dam?" "What types of data would you plot on a line graph or bar graph to help you analyse the impact of fishing by factory trawlers?" "How might you use a matrix to help you analyse the social, economic, political, and environmental impact of bottled water?"

**B2.5** evaluate evidence and draw conclusions about issues related to the impact of natural resource extraction/harvesting and/or use around the world

***Sample questions:*** "What have you learned about the oil industry in the Middle East? What social and economic benefits are associated with the industry, both in this region and around the world? What political and environmental challenges are associated with oil consumption? How should we respond to those challenges?" "What is the current impact of the global consumption of fresh water? What is likely to be the economic and environmental impact in the near future? What political action do you think should be taken to protect the world's fresh water?"

**B2.6** communicate the results of their inquiries using appropriate vocabulary *(e.g., non-renewable, renewable, flow resources; extraction; sustainability; deforestation; fossil fuels; aquifer)* and formats appropriate for specific audiences *(e.g., an essay on the impact of water use, concluding with a plan of action to preserve the world's fresh water; a thematic or annotated map showing the extent of damage to a water system from mine tailings; a fictionalized narrative about a person or animal affected by a natural resource extraction processes; a web page that includes links to sites providing varying opinions on the development of alternative energy; a public service announcement educating people about the economic and environmental impact of invasive species)*

***Sample questions:*** "Which format do you think would be the most appropriate for communicating the findings of your investigation? Would it suit both your strengths and the interests of your intended audience?" "Which format could you use to help your audience understand various perspectives on the impact of coltan mining?"

## B3. Understanding Geographic Context: Using Natural Resources

**FOCUS ON:** *Spatial Significance; Geographic Perspective*

By the end of Grade 7, students will:

**B3.1** identify Earth's renewable, non-renewable, and flow resources *(e.g.,* renewable: *trees, natural fish stocks, soil, plants;* non-renewable: *fossil fuels, metallic minerals;* flow: *solar, running water, ocean currents, tides, wind)*, and explain their relationship to Earth's physical features

***Sample questions:*** "Why are oil deposits and/or fertile plains likely to be located in an area where an ocean or body of water once existed?" "What are the similarities between Brazil and Malaysia with respect to natural resources? What accounts for these similarities?"

**B3.2** describe ways in which people use the natural environment, including specific elements within it, to meet their needs and wants *(e.g., rock is quarried to make building materials, roads; trees are used for lumber for buildings, wood for furniture, pulp for paper, logs for fuel; fossil fuels are used for heating and cooling, to generate energy for industry, to power vehicles, to make plastics; water is used for drinking, irrigation, to produce electricity, to cool nuclear reactors; animals are used for food, clothing, recreation; the natural environment enables people to live off the land and provides opportunities for relaxation, education, and/or recreation)*

***Sample questions:*** "Why are gravel pits (aggregate quarries) usually close to an urban centre?" "Do you think water is one of our most precious resources? Why or why not?" "What is nature deficit disorder? Do you think that spending time in natural surroundings is a human need?"

**B3.3** identify significant short- and long-term effects of natural resource extraction/harvesting and use on people and the environment *(e.g., deforestation, desertification, smog, acid rain, climate change, soil contamination, habitat destruction, flooding)*

***Sample questions:*** "What impact does smog have on people's health and on health care spending in Europe?" "What are the results of clearing rainforest for farmland in Brazil or Malaysia?" "What happens to people who do not have access to clean water?" "What are some endangered species in Africa? In South Asia? Why are they endangered?"

**B3.4** describe the perspectives of different groups *(e.g., a traditional indigenous community, an environmental organization, a multinational mining or forestry company, the residents of a resource town)* regarding the use of the natural environment to meet human needs

***Sample questions:*** "How have the Maori or Aborigines traditionally approached using the natural environment to meet their needs?" "What are the main concerns of a resource extraction company?"

**B3.5** describe some responses to social and/or environmental challenges arising from the use of natural resources *(e.g., the increased use of wind, solar, or tidal energy; reduced consumption; promotion of energy-saving strategies such as the*

*use of energy-efficient appliances; promotion of fair trade; marketing of "ethical" products such as "ethical oil" or "ethical diamonds"; boycotting less sustainable products or companies using unsustainable practices)*

***Sample questions:*** "What is meant by the term *boycott*?" "How do you know whether a wood product is 'sustainable'?" "What is a 'blood diamond'? Why was this term coined?"

**B3.6** demonstrate the ability to extract information from, analyse, and construct GIS maps relating to natural resources around the world *(e.g., to determine the location of oil refineries and their proximity to population centres and agricultural land; to show areas of deforestation and current land use on previously forested land)*

# GEOGRAPHY, GRADE 8

## OVERVIEW

In Grade 8 geography, students will build on what they have learned in earlier grades about Earth's physical features and processes in order to explore the relationship between these features/processes and human settlement patterns around the world. They will focus on where people live and why they live there, and on the impact of human settlement and land use on the environment. They will enhance their ability to apply a geographic perspective to their investigation of issues, including issues related to human settlement and sustainability and to global development and quality of life. In addition, students will study factors that affect economic development and quality of life on a global scale and will examine responses to global inequalities. Students will be introduced to new types of maps and graphs, including choropleth maps, scatter graphs, and population pyramids, and, at the same time, will continue to develop their ability to use a variety of sources, tools, and spatial technologies to study various geographic issues.

The Grade 8 geography expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *democracy, equity, freedom, perspective, power and authority, relationships, rights and responsibilities,* and *stewardship*.

The following chart presents an overview of Grade 8 geography, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of geographic thinking and a big idea (see pages 14 and 13 for an explanation of big ideas and the concepts of disciplinary thinking and page 60 for definitions of the concepts of geographic thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 25 for a description of spatial skills).

| Overall Expectations | Related Concepts of Geographic Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **A. Global Settlement: Patterns and Sustainability** | | | | |
| **A1.** analyse some significant interrelationships between Earth's physical features and processes and human settlement patterns, and some ways in which the physical environment and issues of sustainability may affect settlement in the future | Interrelationships | We need to develop sustainable communities that function within the limits of our physical environment. | What makes a community sustainable? Why is it important that communities be sustainable? What can happen if a community is not sustainable?<br><br>In what ways can the environment affect human settlement? In what ways can human settlement affect the environment? Why might this environmental impact have social, political, or economic consequences? | ***Maps* and Globes***<br>Analysing various types of maps, including demographic, population density, land-use, issue-based, and thematic maps (see, e.g., A1.1, A2.3, A3.1)<br><br>Developing their ability to construct various types of maps, including issue-based and population density maps (see, e.g., A2.3)<br><br>Analysing and constructing choropleth maps on human settlement (see, e.g., A3.7)<br><br>Developing their ability to construct, analyse, and extract information from maps using geographic information systems (GIS) (see, e.g., A2.3) |
| **A2.** use the geographic inquiry process to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective | Geographic Perspective; Interrelationships | Human settlement can cause social, environmental, and economic problems. | | |
| **A3.** demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment | Patterns and Trends; Spatial Significance | Human settlement patterns are affected by the natural environment and also affect the natural environment. | | |

*(continued)*

| Overall Expectations | Related Concepts of Geographic Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/ Developed |
|---|---|---|---|---|
| **B. Global Inequalities: Economic Development and Quality of Life** | | | | |
| **B1.** analyse some interrelationships among factors that contribute to global inequalities, with a focus on inequalities in quality of life, and assess various responses to these inequalities | Interrelationships | Quality of life and economic development around the world are influenced by various factors. | What factors influence the quality of life in different countries?<br><br>Why is it important to be aware of and to address global inequalities of wealth and in quality of life?<br><br>How do we measure the development of a country or a community? Are there any biases in these measurements? | ***Graphs***<br>Analysing and constructing a variety of graphs, including scatter graphs and population pyramids (see, e.g., B2.4, B3.3, B3.4)<br><br>***Maps* and Globes***<br>Analysing various types of maps, including demographic, population density, land-use, issue-based, and thematic maps (see, e.g., B2.2, B2.3)<br><br>Developing their ability to construct various types of maps, including issue-based and population density maps (see, e.g., B2.3)<br><br>Developing their ability to construct, analyse, and extract information from maps using geographic information systems (GIS) (see, e.g., B2.3) |
| **B2.** use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective | Geographic Perspective | Issues related to inequalities in global development and quality of life can have social, environmental, political, and/or economic implications. | | |
| **B3.** demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world | Spatial Significance; Patterns and Trends | We can use measurable indicators to help us understand spatial patterns of wealth and development around the world. | | |

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

# A. GLOBAL SETTLEMENT: PATTERNS AND SUSTAINABILITY

## OVERALL EXPECTATIONS

By the end of Grade 8, students will:

**A1.** **Application:** analyse some significant interrelationships between Earth's physical features and processes and human settlement patterns, and some ways in which the physical environment and issues of sustainability may affect settlement in the future (**FOCUS ON:** *Interrelationships*)

**A2.** **Inquiry:** use the geographic inquiry process to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective (**FOCUS ON:** *Geographic Perspective; Interrelationships*)

**A3.** **Understanding Geographic Context:** demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment (**FOCUS ON:** *Patterns and Trends; Spatial Significance*)

## SPECIFIC EXPECTATIONS

### A1. Application: Interrelationships between Settlement and the Environment

**FOCUS ON:** *Interrelationships*

By the end of Grade 8, students will:

**A1.1** analyse some of the ways in which the physical environment *(e.g., climate, landforms, soil type, vegetation, natural resources)* has influenced settlement patterns in different countries and/or regions around the world *(e.g., how climate, vegetation, and natural resources have influenced settlement patterns in Brazil; how landforms have influenced settlement patterns in Japan; how landforms, climate, and soil types have affected settlement patterns in Egypt)*

***Sample questions:*** "Why are there so many high-rise buildings in Hong Kong?" "Which countries or regions in the world are the most sparsely populated? What physical factors account for their low populations?" "What does this land-use map of the United States tell you about which physical environments are most conducive to settlement?" "If you could establish a settlement anywhere in the world, where would it be? What criteria would you use to select the location?"

**A1.2** analyse how processes related to the physical environment may affect human settlements in the future *(e.g., the impact of rising sea levels on coastal cities as polar ice caps melt, of desertification, of earthquakes in increasingly populous regions, of increasingly violent tropical storms as a result of climate change)*

***Sample questions:*** "What impact might a serious natural disaster, such as an earthquake, tsunami, or flood, have on an urban centre?" "What impact would rising sea levels have on coastal cities? Which cities would be most severely affected? How many people would this affect?" "What lessons about land reclamation can be learned from the flooding in New Orleans during Hurricane Katrina? Where else in the world is reclaimed land vulnerable to physical processes?"

**A1.3** describe possible features of a sustainable community in the future *(e.g., energy-efficient buildings, use of renewable sources of energy, a comprehensive public transportation system, community gardens, roof gardens, green canopy, naturalized parks with native species, programs for waste and water recycling)*, and analyse some challenges associated with creating such a community *(e.g., cost, population growth, increasing urbanization, continued dependence on fossil fuels)*

***Sample questions:*** "What types of actions can be taken to make buildings more sustainable?" "In what ways might the global movement of people to cities be a barrier to making both rural and urban settlements more sustainable?"

"What factors need to be considered when trying to find a balance between accommodating growing population and practising sustainable land use?"

## A2. Inquiry: Human Settlements and Sustainability

**FOCUS ON:** *Geographic Perspective; Interrelationships*

By the end of Grade 8, students will:

**A2.1** formulate questions to guide investigations into issues related to the interrelationship between human settlement and sustainability from a geographic perspective *(e.g., social, economic, and environmental perspectives on land-reclamation projects in the Netherlands or Japan; social, economic, political, and environmental perspectives on land-use conflicts in Brazil, Mexico, or Kenya, or on the global trend towards increased urbanization)*

***Sample questions:*** "What impact will continued urbanization have in this area? How will it affect people's access to employment, housing, and resources? What are the costs of the encroachment of human settlement on agricultural or wilderness areas? What are the social, environmental, and economic effects of loss of agricultural land? Of the loss of forests? What impact does loss of habitat have on wildlife? Why should we care about endangered species?"

**A2.2** gather and organize data and information from a variety of sources and using various technologies to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective *(e.g., aerial photographs of Japanese sea walls prior to the earthquake and tsunami of 2011, photographs of or documentaries on the flooding and resulting damage caused by the tsunami, government and international data on the costs of flood-control in Japan before the tsunami and emergency measures following it, articles by or information on the website of environmental advocacy groups on the long-term effects of the tsunami)*

***Sample questions:*** "Why might you look at data showing a decrease in rural population and local farm production as part of your investigation into the global trend towards urbanization? Where would you find information on the social and economic consequences of loss of rural settlement?" "Why do you need to gather several sources for information and data rather than relying on only one source?" "What questions do you need to ask yourself when looking at a website for information?"

**A2.3** analyse and construct various print and digital maps as part of their investigations into issues related to the interrelationship between human settlement and sustainability, with a focus on investigating the spatial boundaries of the issue *(e.g., use GIS to construct maps that include major cities in the developed and developing world to show how population density has changed over the past twenty years; analyse population density maps to determine where most people live on a global scale; construct a land-use map to illustrate the extent to which San Francisco has reclaimed or adapted land; analyse maps to explore possible land-use conflicts in a community; analyse thematic maps to determine the loss of green space in and around an urban centre over the past fifteen years)*

***Sample questions:*** "What information would you need to include on a map showing how a city has grown over the past twenty years?" "Why might a flow map be an appropriate way to illustrate the movement of people into large urban centres? What elements would you need to include on such a map?" "What layers of information would you need to include on a GIS map to show the connection between settlement patterns and transportation?"

**A2.4** interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies *(e.g., interpret photographs to determine possible land-use conflicts that could arise in relation to a proposed housing or industrial development project; use a graphic organizer to help them explore various perspectives on the construction of a new airport; use online and computer-based geographic software applications to determine population shifts from rural to urban areas)*

***Sample questions:*** "What does this graph tell you about changes in urbanization in this country? Are these data consistent with the information you have obtained from your other sources?" "What do these maps, photographs, and websites tell you about the amount of land this country has reclaimed over the past twenty-five years and how it is used? What can you determine about the social or environmental impact of the land reclamation from these sources?"

**A2.5** evaluate evidence and draw conclusions about issues related to the interrelationship between human settlement and sustainability

***Sample questions:*** "Why is there increasing land-use conflict in this region? Which of the proposed uses do you think is the most sustainable? Why? Who is advocating that use? Do you think their position will win out? Why or why not?" "What did you find out about

the impact of global settlement trends on the sustainability of cities? What strategies do you think need to be implemented to respond to these trends?"

**A2.6** communicate the results of their inquiries using appropriate vocabulary *(e.g., settlement patterns, population distribution, population density, land use, sustainable development, land reclamation, migration)* and formats appropriate for specific audiences *(e.g., a play about the impact of urbanization on rural communities; a website that focuses on issues associated with creating more sustainable communities; a photo essay on a land-use conflict in a specific region; a report, song, or poem that addresses the impact of different kinds of human settlement on the environment; a story about sustainable communities of the future)*

***Sample questions:*** "Who is your intended audience? Which format would best suit them? Why? Is this format compatible with your topic and your individual learning style?" "How might you use technology as a tool in your presentation?"

## A3. Understanding Geographic Context: Settlement Patterns and Trends

**FOCUS ON:** *Patterns and Trends; Spatial Significance*

By the end of Grade 8, students will:

**A3.1** identify significant spatial patterns in human settlement on a global scale *(e.g., linear, scattered, and clustered patterns in populations in different regions; global patterns in population density and/or distribution)*

***Sample questions:*** "What is the difference between population distribution and population density? How do you calculate population density?" "When you look at these aerial photographs, what settlement patterns can you identify? Is the pattern in this region clustered or linear?" "Where on this map do you see the greatest concentration of settlements? Where is the population the sparsest?"

**A3.2** identify and describe some ways in which the physical environment can influence the general location and patterns of human settlements *(e.g., the impact of factors such as climate, soil, and topography on the location of agricultural settlements; the impact of physical features on urban development; the importance of water for transportation, irrigation, industry, personal use; the existence of natural resources and the development of resource towns; the type of buildings erected in an area prone to earthquakes)*

***Sample questions:*** "What type of physical environment is most conducive to agriculture?" "What can happen to a resource town once the resource on which its economy depends has been depleted?"

**A3.3** identify significant land-use issues *(e.g., competition for land for agriculture, industry, housing, transportation, recreation, wilderness areas; land claims by indigenous groups; development in ecologically sensitive areas)*, and describe responses of various groups to these issues *(e.g., municipal, state/provincial/regional, and/or national governments; local residents; environmental, indigenous, or grass-roots groups; non-governmental organizations)*

***Sample questions:*** "When there is competition for land, what can stakeholders do to try to ensure their voices are heard? Are some stakeholders more likely than others to be heard? Why might that be the case?" "What criteria should be used to make a decision when the same space might be used for agriculture, recreation, conservation, or a new housing development?"

**A3.4** identify and describe significant current trends in human settlement *(e.g., the global trend of increased migration from rural to urban areas; trends in some countries of people moving from major cities to smaller towns; loss of natural habitat as human settlement expands; urban sprawl; land reclamation)*

***Sample questions:*** "Why did Kobe, Japan, create new islands for settlement? Have other countries and/or cities used this form of land reclamation?" "Why is there a global phenomenon of people moving to urban centres?"

**A3.5** describe various ways in which human settlement has affected the environment *(e.g., water pollution from industry, agriculture, human waste; air pollution from vehicle and industrial emissions; soil contamination from pesticides, industrial byproducts, garbage dumps; deforestation and loss of habitat from expanding settlement; loss of agricultural land to urban sprawl; light pollution from large cities; disruption of migratory routes of different species; desertification from unsustainable agricultural practices)*

***Sample questions:*** "What environmental challenges does a large city pose?" "What impact does urban sprawl have on the environment?" "How has the need to feed growing populations affected the environment?"

**A3.6** describe some practices that individuals and communities have adopted to help make human settlements more sustainable *(e.g., reducing water use, increasing recycling and composting, limiting the construction of housing on land that could be used for agriculture, using public transit, planting and maintaining trees)*

***Sample questions:*** "What lessons can we learn about sustainable living from the Swedish city of Växjö, which is generally considered to be Europe's greenest city? What are some sustainable practices used in other countries?" "What is 'greywater'? How do some communities use it to help reduce water consumption?"

**A3.7** demonstrate the ability to analyse and construct choropleth maps on topics related to human settlement *(e.g., population density, availability or use of agricultural land, spending on transportation)*

***Sample questions:*** "What is a choropleth map? What conventions do such maps use?" "What type of information is conveyed in a legend of a choropleth map? Why is it important to read the legend carefully before trying to interpret the map?" "Why might it sometimes be more appropriate to depict a pattern on a choropleth map rather than to describe it in writing?"

# B. GLOBAL INEQUALITIES: ECONOMIC DEVELOPMENT AND QUALITY OF LIFE

## OVERALL EXPECTATIONS

By the end of Grade 8, students will:

**B1.** **Application:** analyse some interrelationships among factors that contribute to global inequalities, with a focus on inequalities in quality of life, and assess various responses to these inequalities (**FOCUS ON:** *Interrelationships*)

**B2.** **Inquiry:** use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective (**FOCUS ON:** *Geographic Perspective*)

**B3.** **Understanding Geographic Context:** demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

## SPECIFIC EXPECTATIONS

### B1. Application: Global Inequalities in Quality of Life

**FOCUS ON:** *Interrelationships*

By the end of Grade 8, students will:

**B1.1** analyse some interrelationships among factors that can contribute to quality of life *(e.g., lack of access to clean water leads to an increase in water-borne diseases and to high death rates overall as well as high infant mortality rates; a country that has equal access to education for all will have higher literacy rates and will most likely have higher employment rates, a lower fertility rate and birth rate, and better maternal health)*

***Sample questions:*** "What role does access to natural resources play in quality of life? What factors can affect people's access to resources?" "What is the relationship between land/resources and wealth/power? How has the forced removal of indigenous populations from land with many resources to land with few resources contributed to an inequitable distribution of wealth?" "What is the relationship between deforestation and the migration of independent subsistence farmers to urban centres? What impact has this migration had on farmers? In what ways can it affect quality of life more broadly within a country?"

**B1.2** analyse how various factors have affected the economies of specific developed and developing countries around the world *(e.g., with reference to foreign ownership of natural resources in Nigeria or Indonesia; colonial legacy in South Africa or Haiti; the debt load in Honduras or the United States; government expenditures in France or Mali)*, and explain the interrelationship between these factors and quality of life in some of these countries *(e.g., war in Sudan has consumed economic resources and has led to a refugee crisis and extremely poor quality of life in refugee camps in Darfur; expenditures on education, health care, and social services in Norway have contributed to that country's ranking at the top of the Human Development Index [HDI])*

***Sample questions:*** "What are the levels of expenditures on health care and education in Chile? How have these expenditures contributed to Chileans' quality of life?" "What political decisions have been made in Greece in response to its foreign debt? What impact have these decisions had on the quality of life in that country?"

**B1.3** assess the effectiveness of various programs and policies aimed at improving the quality of life in various countries *(e.g., with reference to*

*governmental and non-governmental programs to provide clean water, improve literacy rates, provide drugs for people with HIV/AIDS, reduce the spread of malaria, reduce violence against women, reduce child labour or the use of child soldiers, promote fair trade, or develop alternative income programs)*

***Sample questions:*** "How has the Water for Life initiative in Tanzania and Thailand helped improve the quality of life for people in those countries?" "What are some programs that have proved effective in reducing the spread of malaria? Do these programs have any shortcomings?" "How effective have education programs in Ecuador and Kenya been in improving the quality of life for some people in those countries?" "Why do some groups advocate providing livestock rather than direct food aid to people in developing countries?"

**B1.4** assess the effectiveness of media in improving the quality of life in some countries/regions around the world *(e.g., with reference to the success of various print or television advertisements for aid organizations; the use of celebrity spokespeople; journalists raising awareness of natural disasters, refugees, famine in different parts of the world; the broadcast of fundraisers such as Live Aid; the production of songs or music videos by Northern Lights or Band Aid)*

***Sample questions:*** "Have large international fundraising events been successful in improving the quality of life for people in Ethiopia or Haiti?" "Why does the United Nations sometimes appoint celebrities as goodwill ambassadors?" "What types of commercials for aid agencies have been successful at getting public attention for specific causes?"

## B2. Inquiry: Development and Quality of Life Issues

**FOCUS ON:** *Geographic Perspective*

By the end of Grade 8, students will:

**B2.1** formulate questions to guide investigations into issues related to global development and quality of life from a geographic perspective *(e.g., the social, political, and economic impact of educating girls or of the AIDS pandemic in sub-Saharan Africa; the social, political, economic, and/or environmental implications of fair trade; social, political, economic, and/or environmental considerations relating to the increase in foreign ownership of natural resources; the social, political, and economic impact of foreign debt or of forgiving a country's foreign debt)*

***Sample questions:*** "What impact might an increase in education spending have on a population? What impact is it likely to have on employment opportunities? What do we know about how improved access to education for girls can affect a society? How might an increase in education spending affect the health of the people in a country? How might it affect the environment? Why might a government choose not to increase education spending?"

**B2.2** gather and organize data and information from a variety of sources and using various technologies to investigate issues related to global development and quality of life from a geographic perspective *(e.g., demographic data from the United Nations on specific countries; demographic maps and other information from the websites of intergovernmental organizations on population trends; information and data from a national government on poverty and education rates and on government expenditures in that country; articles from development agencies on children's quality of life in a specific country; images showing housing in different regions; information from a website of a corporation doing business in a developing country)*

***Sample questions:*** "What are some sources of data on quality of life indicators?" "Where might you find demographic data for this country?" "Whose point of view does this source represent? How do you know that? Have you consulted sources representing other points of view?" "When you are gathering information from websites, why is it important to be aware of the purpose and perspective of the agencies or corporations whose sites you are accessing?"

**B2.3** analyse and construct digital and print maps as part of their investigations into issues related to global development and quality of life *(e.g., analyse issue-based maps to help them investigate spatial patterns in HDI rankings; construct an issue-based map using GIS to help them explore the correlation between life expectancy and literacy rates; analyse flow maps to help them determine trade patterns between countries; construct an annotated map to show foreign ownership and use of agricultural land in Africa or Asia)*

***Sample questions:*** "What information would you need to include on an issue-based map showing the impact of water-borne diseases?" "What patterns can you see when you compare a demographic map showing fertility rates around the world to one showing infant mortality rates?" "Why might a flow map be a useful way to illustrate the sources of fair trade products available at your local store?" "What can you determine about the quality of life in this country based on this collection of demographic maps?"

**B2.4** interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies *(e.g., interpret the data in multiple bar graphs to determine the per capita gross domestic product and literacy rate in countries where there is a high level of child labour; interpret information from GIS as part of their investigation into shifts in population in developing countries; analyse images to help them determine differences in quality of life for various groups in the same country; use a graphic organizer to help them interpret different perspectives on their topic)*

***Sample questions:*** "What do these photographs tell you about the quality of life of the people in the picture? What are the social and economic implications of what you see? Are these implications supported by information or data you have obtained from other sources?" "What does this population pyramid showing a rapidly growing population suggest about quality of life issues for this country?"

**B2.5** evaluate evidence and draw conclusions about issues related to global development and quality of life

***Sample questions:*** "Based on your findings, why do you think it is important to fund the education of girls in the developing world? What social and economic benefits stem from the education of girls?" "What did you find out about the benefits of fair trade? Are there any disadvantages to fair trade? What are some barriers to increasing fair trade?" "What are the main factors accounting for patterns in the distribution of wealth in Africa? What strategies do you think are needed to improve quality of life in African countries?"

**B2.6** communicate the results of their inquiries using appropriate vocabulary *(e.g., demography, per capita, quality of life, developed/developing countries, gross national product [GNP], gross domestic product [GDP], literacy rate, correlation, exploitation, competition, fair trade)* and formats appropriate for specific audiences *(e.g., create an interactive presentation on foreign debt in Africa, using an electronic white board; use GIS in a presentation on the impact of desertification; create a photo essay with accompanying text or oral comments on conditions in a city in the developing world; write an article for the school newspaper on the impact of water privatization)*

***Sample questions:*** "What format will have the greatest impact on your intended audience? How might you use visual images to enhance the impact of your presentation?" "How might you use different media to inform your audience and promote action?"

## B3. Understanding Geographic Context: Global Economic Development and Quality of Life

**FOCUS ON:** *Spatial Significance; Patterns and Trends*

By the end of Grade 8, students will:

**B3.1** identify and describe the significance of several indicators that are commonly used to measure quality of life on a global scale *(e.g., infant mortality, fertility rate, life expectancy, birth rate, death rate, doubling time, access to medical care, access to clean water, literacy rate and access to education, poverty rate, per capita income, GDP, GDP per capita, unemployment rates, national debt)*

***Sample questions:*** "Why is the national literacy rate seen as an indicator of quality of life in a country?" "Why is it important to consider the fertility rate and the infant mortality rate when examining the quality of life of women in a country?"

**B3.2** compare findings with respect to selected quality of life indicators in some developing and more developed countries *(e.g., infant and maternal mortality rates, literacy rates for men and women, and per capita GDP in Australia, Mali, and Bangladesh)*

***Sample questions:*** "What do you notice about quality of life indicators for the Netherlands, China, and Sierra Leone? What do these indicators tell you about life in those countries?"

**B3.3** demonstrate the ability to analyse and construct scatter graphs, both on paper and using a graphing program, when studying global development and/or quality of life *(e.g., construct a scatter graph to illustrate the correlation between literacy rates and life expectancy for selected countries; analyse a scatter graph to gather data on infant mortality and the availability of clean water in selected countries)*

**B3.4** demonstrate the ability to analyse and construct population pyramids, both on paper and using a graphing program, when studying demographic patterns and trends in developed and developing countries *(e.g., use data from population pyramids to compare the life expectancy of men and women within a developing country or of populations in developed and developing countries; construct a population pyramid to predict future population trends for a country)*

**B3.5** identify various groups and organizations that work to improve quality of life *(e.g., Free the Children, International Planned Parenthood Federation, Médecins sans frontières/Doctors without Borders, Right to Play, Water for People)*, and describe their focus

***Sample questions:*** "What are the eight Millennium Development Goals? What are some strategies that are being used to achieve these goals?" "What are some organizations that focus on improving the status of women in the developing world?"

**B3.6** identify different types of economic systems *(e.g., traditional, command, market, mixed)*, and describe their characteristics

***Sample questions:*** "What are the key differences between a command and a market economy?" "What are the advantages of a mixed economy? Are there any disadvantages?" "What are some countries that have planned economies?"

**B3.7** explain how the four main economic sectors (i.e., primary, secondary, tertiary, and quaternary) are related to global development *(e.g., countries where most people work in the primary sector tend to rank lower on the HDI than countries with more balanced economies or those where more people work in the tertiary and quaternary sectors)*

***Sample questions:*** "What types of jobs characterize the primary sector? Why might it be a problem for a country's economy to be highly dependent on this sector?" "Why is it likely that a country with a high level of employment in the tertiary and quaternary sectors will rank higher on the HDI than a country whose economy is dominated by the primary sector?"

**B3.8** identify and describe various factors that can contribute to economic development *(e.g., access to economic and natural resources, patterns of trade, colonial legacy, corruption, government expenditures, debt load, foreign ownership of resources, war or political instability)*

***Sample questions:*** "What is meant by the term *trade deficit*? Why might it be a disadvantage for a country to import more than it exports?" "How might the colonial past of a country hamper its economic development?"

**B3.9** describe the spatial distribution of wealth, both globally and within selected countries/regions *(e.g., the concentration of global wealth in North America, Europe, and parts of the Middle East; changing patterns of global wealth as a result of emerging economies such as Russia, China, and India; the concentration of the world's poorest nations in Africa; patterns of rural poverty and urban wealth)*

# APPENDIX A

## THE GOALS OF THE ADDITIONAL SUBJECTS IN CANADIAN AND WORLD STUDIES

The charts on pages 6–7 identify the vision and overall goals of the elementary and secondary program in social studies, history, geography, and Canadian and world studies, as well as the specific goals for the three subjects that constitute the program in Grades 1 to 8 (social studies, history, and geography). This appendix identifies the goals of politics, law, and economics, the subjects that constitute (along with history and geography) the Canadian and world studies program in Grades 9 to 12. Although these five areas of study are separate subjects within Canadian and world studies, it is important to note that they are all represented to some extent in the interdisciplinary subject of social studies.

| **Goals of Politics** – Developing a sense of responsibility<br><br>*Where do I belong? How can I contribute?* | **Goals of Law** – Developing a sense of fairness and justice<br><br>*What are our rights and responsibilities? How does society create its rules? What structures can people use to address conflict?* | **Goals of Economics** – Developing a sense of value<br><br>*What do we value? How do we determine the worth of goods and services? What are their costs? What are their benefits?* |
|---|---|---|
| Students will work towards:<br>• developing an understanding of how to influence change within the diverse communities to which they belong, and of how individuals and groups can participate in action that promotes change;<br>• analysing current political issues, and assessing methods and processes that can be used to influence relevant political systems to act for the common good;<br>• assessing the power and influence of different people involved in civic issues, using political perspective;<br>• developing a respect and appreciation for different points of view on various political issues. | Students will work towards:<br>• developing an understanding of the fundamental principles of justice as well as the relevance of law to society and to the daily lives of individuals;<br>• analysing the role of law in determining and upholding the rights and responsibilities of all people, and assessing the impact of the law and legal systems in people's lives;<br>• developing an understanding of the role of the justice system in a healthy democracy and the contribution of individuals and groups to the evolution of law;<br>• analysing issues and managing conflict in their own lives through the application of legal reasoning. | Students will work towards:<br>• developing an understanding of how scarcity and wealth affect individual and collective choices, and assessing the trade-offs that can influence and/or arise from these choices;<br>• analysing the application of economic models and assessing the factors that can influence economic decisions;<br>• analysing how competing stakeholders influence economic policies, and assessing the impact of these policies on different stakeholders;<br>• developing an understanding of the basic needs and wants of people and that people's needs should be respected when economic decisions are made. |

# APPENDIX B

## CITIZENSHIP EDUCATION FRAMEWORK

The citizenship education framework that is represented on p. 10 in a circular graphic is recast here in tabular form, suitable for screen readers and potentially useful for teachers when preparing instruction. Each of the four main elements of citizenship education – active participation, identity, attributes, and structures – is addressed in a separate table. Readers are encouraged to refer to the introductory text at the bottom of p. 9 when using this appendix.

### Structures – *Power and systems within societies*

| Ways of Developing Citizenship Knowledge, Skills, Attitudes | Related Terms and Topics |
|---|---|
| • Develop an understanding of the importance of rules and laws<br>• Develop an understanding of how political, economic, and social institutions affect their lives<br>• Develop an understanding of power dynamics<br>• Develop an understanding of the dynamic and complex relationships within and between systems | • democracy<br>• self-determination<br>• rules and law<br>• institutions<br>• power and authority<br>• security<br>• systems |

### Active Participation – *Work for the common good in local, national, and global communities*

| Ways of Developing Citizenship Knowledge, Skills, Attitudes | Related Terms and Topics |
|---|---|
| • Voice informed opinions on matters relevant to their community<br>• Adopt leadership roles in their community<br>• Participate in their community<br>• Investigate controversial issues<br>• Demonstrate collaborative, innovative problem solving<br>• Build positive relationships with diverse individuals and groups | • decision making and voting<br>• influence<br>• conflict resolution and peace building<br>• reconciliation<br>• reciprocity<br>• advocacy<br>• stewardship<br>• leadership<br>• volunteering |

## Identity – *A sense of personal identity as a member of various communities*

| Ways of Developing Citizenship Knowledge, Skills, Attitudes | Related Terms and Topics |
|---|---|
| • Identify and develop their sense of connectedness to local, national, and global communities<br>• Develop a sense of their civic self-image<br>• Consider and respect others' perspectives<br>• Investigate moral and ethical dimensions of developments, events, and issues | • interconnectedness<br>• beliefs and values<br>• self-efficacy<br>• culture<br>• perspective<br>• community<br>• relationships |

## Attributes – *Character traits, values, habits of mind*

| Ways of Developing Citizenship Knowledge, Skills, Attitudes | Related Terms and Topics |
|---|---|
| • Explore issues related to personal and societal rights and responsibilities<br>• Demonstrate self-respect, as well as respect and empathy for others<br>• Develop attitudes that foster civic engagement<br>• Work in a collaborative and critically thoughtful manner | • inclusiveness<br>• equity<br>• empathy and respect<br>• rights and responsibilities<br>• freedom<br>• social cohesion<br>• justice<br>• fairness<br>• truth<br>• citizenship<br>• collaboration and cooperation |

# APPENDIX C

## MAP, GLOBE, AND GRAPHING SKILLS – A CONTINUUM

The charts on the following pages identify a continuum for the purposeful introduction from Grade 1 through Grade 12 of (1) universal map and globe skills, and (2) universal graphing skills. Students need these skills in order to be spatially literate, to communicate clearly about "place", and to develop a sense of place. The charts show the progression of spatial skills in the social studies, history, geography, and Canadian and world studies programs. The first chart, Map and Globe Skills, is divided into (A) Map Elements, and (B) Spatial Representation.

All these skills should be taught in an issue-based context, and not as an end in themselves. They can be used at many stages of the inquiry process, helping students gather, organize, and analyse data and information, both visual and written, and communicate their findings.

Map, globe, and graphing skills can be used in the following ways:

- *to extract information and data:* students read maps, globes, and graphs to locate information and/or data
- *to analyse information and data:* students process information and/or data from maps, globes, and graphs
- *to construct maps and graphs:* students create maps and graphs to help them analyse and communicate information and/or data and solve problems

It is important to note that map, globe, and graphing skills can be linked to skills related to literacy, mathematical literacy, and technology (see the discussion on page 25).

## 1. MAP AND GLOBE SKILLS

### A. Map Elements

| CATEGORY | Grade 1 | Grades 2–3 | Grades 4–6 | Grades 7–8 | Grade 9 | Grades 11–12 |
|---|---|---|---|---|---|---|
| | The student: | | | | | |
| **Title** | • uses the title to identify the purpose of a map | | | | | |
| **Legend** | • uses appropriate pictorial representations to convey meaning (e.g., photographs of a playground, library, school)<br>• uses colour to represent particular elements (e.g., a park, an ocean) | | | | | |
| | | • uses colour to represent common characteristics of an area (e.g., the same provincial, territorial, and/or national area, the same physical landforms, similar temperatures, settlement by a particular group)<br>• uses symbols to represent places on print and digital maps (e.g., a dot to represent cities, a square with a flag to represent a school)<br>• uses labels with different font sizes and styles to indicate hierarchy of cities, countries, continents | | | | |
| | | | | • uses colour and contour lines to show elevation | | |
| | | | | | • uses lines (e.g., isotherms, isobars) to connect places with common physical characteristics<br>• uses proportional representation for symbols (e.g., size of flow arrows, size of populations circles)<br>• determines and uses appropriate intervals for data to communicate intended messages | |
| | | | | | | • uses appropriate elements of a legend to communicate intended messages |
| **Direction** | • uses relative direction (e.g., right, left, in front, behind) to explain location and movement | | | | | |
| | | • uses cardinal compass points (i.e., N, S, E, W) to provide direction | | | | |

## 1. MAP AND GLOBE SKILLS *(continued)*

**A. Map Elements** *(continued)*

| CATEGORY | Grade 1 | Grades 2–3 | Grades 4–6 | Grades 7–8 | Grade 9 | Grades 11–12 |
|---|---|---|---|---|---|---|
| **Direction** *(continued)* | | | • uses intermediate cardinal compass points (i.e., NE, NW, SE, SW) to provide direction | | | |
| | | | | | • is able to orient a map | |
| | | | | | | • makes connections between degree bearings and cardinal compass points to provide direction |
| **Scale** | • uses non-standard units of measurement (e.g., footprints, blocks, houses)<br>• uses relative distance (e.g., near, far, further) to describe measurement | | | | | |
| | | • uses standard units (e.g., metre, kilometre) to measure distance<br>• uses absolute distance (e.g., measures distance on a map, uses a measuring tool on a digital map) | | | | |
| | | | | | • uses large- to small-scale maps, as appropriate, to investigate a specific area | |
| | | | | | | • determines appropriate scale and intervals to communicate intended messages |
| **Location** | • uses relative location (e.g., near, far, up, down) to describe the location of a person or object | | | | | |
| | | • locates hemispheres, poles, and the equator on a map or globe | | | | |
| | | | • uses number and letter grids to locate something on a map<br>• uses latitude and longitude to locate something on a map or globe<br>• understands time zones | | | |
| | | | | • uses locational technologies (e.g., compass, GPS) | | |

## 1. MAP AND GLOBE SKILLS *(continued)*

### B. Spatial Representation

| CATEGORY | Grade 1 | Grades 2–3 | Grades 4–6 | Grades 7–8 | Grade 9 | Grades 11–12 |
|---|---|---|---|---|---|---|
| | The student: | | | | | |
| **Map types (e.g., sketch, thematic, topographic)** | • extracts information from and creates sketch maps (e.g., showing a local neighbourhood, the layout of a classroom)<br>• creates 2D maps of familiar surroundings<br>• creates 3D models using blocks and toys | | | | | |
| | | • extracts information from, analyses, and creates thematic maps, including the following:<br>– political (e.g., Canada's political regions, countries of the world)<br>– physical (e.g., climate, landforms)<br>– historical (e.g., settlement patterns)<br>– land use (e.g., community features)<br>• extracts information from, analyses, and creates digital maps (e.g., online interactive) | | | | |
| | | | • extracts information from, analyses, and creates thematic maps, including the following:<br>– demographic (e.g., population distribution)<br>– flow (e.g., movement of people)<br>– issue-based (e.g., pollution or poverty in Canada)<br>– annotated (e.g., illustrating an aspect of student inquiry) | | | |
| | | | | • extracts information from, analyses, and creates increasingly complex thematic maps, including the following:<br>– demographic (e.g., population density, literacy rates)<br>– physical (e.g., frequency of natural events)<br>• extracts information from and analyses topographic maps | | |
| | | | | | • extracts information from, analyses, and creates increasingly complex thematic maps, including the following:<br>issue-based maps layering two or more themes (e.g., population density and $CO_2$ emissions; population settlement and weather events) | |

## 1. MAP AND GLOBE SKILLS *(continued)*

**B. Spatial Representation** *(continued)*

<table>
<tr><th>CATEGORY</th><th>Grade 1</th><th>Grades 2–3</th><th>Grades 4–6</th><th>Grades 7–8</th><th>Grade 9</th><th>Grades 11–12</th></tr>
<tr><td>Map types (e.g., sketch, thematic, topographic) (continued)</td><td></td><td></td><td></td><td></td><td></td><td>• uses and creates appropriate types of maps to analyse data and communicate intended messages</td></tr>
<tr><td rowspan="4">Image types</td><td colspan="6">• extracts information from and analyses photographs of familiar places and sites (e.g., schoolyard, local community)</td></tr>
<tr><td rowspan="3"></td><td colspan="5">• extracts information from and analyses the following images:<br>– photographs of unfamiliar places and sites<br>– aerial images (e.g., satellite images, photographs taken from a plane)</td></tr>
<tr><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td colspan="2">• extracts information from and analyses remote sensing images (e.g., showing urban growth, water pollution, vegetation disease)</td></tr>
<tr><td></td><td>• extracts information/data from various image types<br>• uses various image types to communicate intended messages</td></tr>
<tr><td>Geographic information systems (GIS)</td><td></td><td></td><td></td><td colspan="3">• selects and uses appropriate base maps for chosen locations and for specific inquiry<br>• uses pre-selected layer content required for inquiry<br>• interprets and analyses information from layers placed on map</td></tr>
</table>

## 1. MAP AND GLOBE SKILLS *(continued)*

**B. Spatial Representation** *(continued)*

| CATEGORY | Grade 1 | Grades 2–3 | Grades 4–6 | Grades 7–8 | Grade 9 | Grades 11–12 |
|---|---|---|---|---|---|---|
| **Geographic information systems (GIS)** *(continued)* | | | | | • chooses the appropriate data to create a map for a specific purpose<br>• determines and selects layer content required for a specific inquiry<br>• interprets and analyses a GIS generated map<br>• uses a GIS generated map to communicate ideas and recommendations | |
| | | | | | | • generates data from various sources (e.g., GPS, statistics, surveys)<br>• creates layers relevant to a specific inquiry<br>• applies GIS to solve problems and make recommendations |
| **Plan types** | | | | | • analyses land use plans (e.g., community and regional plans, official site plans) | |
| | | | | | | • extracts and analyses information/data from various plan types<br>• uses various plan types to communicate intended messages |

## 1. MAP AND GLOBE SKILLS *(continued)*

**B. Spatial Representation** *(continued)*

| CATEGORY | Grade 1 | Grades 2–3 | Grades 4–6 | Grades 7–8 | Grade 9 | Grades 11–12 |
|---|---|---|---|---|---|---|
| **Globes** | | • locates key reference points (e.g., poles, equator)<br>• identifies hemispheres<br>• locates selected countries and cities | | | | |
| **Projections and map perspectives** | | | | | • understands the distortions in various map projections (e.g., Mercator, Peters, Lambert) | |
| | | | | | | • uses various projections to communicate intended messages about data and information |

## 2. GRAPHING SKILLS

| Grade 1 | Grades 2–3 | Grades 4–6 | Grades 7–8 | Grade 9 | Grades 11–12 |
|---|---|---|---|---|---|
| The student: | | | | | |
| • extracts information from, analyses, and creates:<br>– pictographs<br>– tallies | | | | | |
| | • extracts information from, analyses, and creates:<br>– bar graphs<br>– line graphs | | | | |
| | | • extracts information from, analyses, and creates:<br>– double bar graphs<br>– multiple line graphs<br>– climate graphs<br>• uses computer technology (e.g., graphing software and online programs) to create graphs | | | |
| | | | • extracts information from, analyses, and creates:<br>– scatter graphs<br>– population pyramids<br>– circle graphs<br>– stacked bar graphs<br>– cross-sectional profiles | | |
| | | | | | • uses appropriate graphs to communicate data, make recommendations, and solve problems |

# GLOSSARY

*The definitions provided in this glossary are specific to the curriculum context in which the terms are used.*

*Note:* The definitions of terms marked with an asterisk (*) are reproduced with the permission of the Minister of Public Works and Government Services Canada, 2012. Courtesy of the Department of Canadian Heritage.

***absolute location.*** The location of a point on Earth's surface that can be expressed by a grid reference (e.g., by latitude and longitude).

***Acadians.*** Early French settlers in Acadia, which comprised today's Maritime provinces and parts of eastern Quebec, or descendants of these settlers, especially ones living in the Maritimes or in Louisiana (Cajuns).

***acid precipitation.*** Any form of precipitation, including rain, fog, and snow, that is more acidic than normal. Acid precipitation is determined by its pH level; the lower the pH, the more acidic and damaging it is.

***Act of Union.*** British legislation, which took effect in 1841, uniting Upper Canada and Lower Canada to create the colony of the Province of Canada. The province comprised Canada West (now southern Ontario) and Canada East (now southern Quebec).

***advocacy organizations.*** Groups that try to influence public policy and decisions within political, economic, and/or social systems and institutions.

***aggregate.*** A coarse material that includes gravel, crushed stone, and sand. The major component in concrete and asphalt, it is generally used in construction and is the most heavily mined material in the world.

***anglophone.*** An English-speaking person.

***annotated map.*** A map that includes a collection of notes about a specific location or an event that happened at a specific location.

***aquifer.*** A large natural reservoir that is underground.

***arable land.*** Land that can be used for growing crops. It is rich in nutrients, has a fresh water supply, and is located in a suitable climate.

***artefact.*** An item made by people in the past (e.g., a tool, weapon, household utensil, etc.) and used as historical evidence.

***band.*** Defined by the Indian Act, in part, as "a body of Indians … for whose use and benefit in common, lands … have been set apart". Each band has its own governing band council, usually consisting of a chief and several councillors. The members of the band usually share common values, traditions, and practices rooted in their language and ancestral heritage. Today, many bands prefer to be known as First Nations. *See also* **First Nations**.

***band council.*** A governance structure that is defined and mandated under the provisions within the Indian Act. A band council of a First Nation consists of an elected chief and councillors. *See also* **band**.

***Before the Common Era (BCE).*** A non-religious alternative to the dating term BC (Before Christ).

***bias.*** An opinion, preference, prejudice, or inclination that limits an individual's or group's ability to make fair, objective, or accurate judgements.

***birth rate.*** The number of live births per thousand people in one year.

***boreal forest.*** A zone dominated by coniferous trees. Canada's largest biome, occupying 35 per cent of the total Canadian land area and 77 per cent of Canada's total forest land, is boreal forest.

***branches of government.*** In Canada, the three branches – executive, legislative, and judicial – that make up the federal and provincial governments. *See also* **executive branch**; **judicial branch**; **legislative branch**.

***British Columbia Qualification of Voters Act (1872).*** A law denying Chinese and First Nations peoples the right to vote in the province of British Columbia.

***British North America.*** The colonies and territories of North America that were under British control, British North America changed throughout the colonial period, as Britain gained control of New France but later lost its southern colonies when the United States was formed. By the mid-nineteenth century, British North America consisted of the colonies of Province of Canada, Nova Scotia, Prince Edward Island, New Brunswick, Newfoundland, and British Columbia, and included territories in the Northwest.

***built features.*** Features of the human environment that were created or altered by people (e.g., cities, transportation systems, buildings, parks, recreational facilities, landfill sites). *See also* **human environment**.

***Canada East.*** *See* **Act of Union**.

***Canada West.*** *See* **Act of Union**.

***Canadian Charter of Rights and Freedoms.*** A part of the Constitution Act, 1982, the Charter guarantees Canadians fundamental freedoms as well as various rights, including democratic, mobility, legal, and equality rights. It recognizes the multicultural heritage of Canadians, and protects official language rights and the rights of Aboriginal Canadians.

***Canadian Shield.*** A vast landform region that extends from the Great Lakes and the St. Lawrence River to the Arctic Ocean, covering almost half of Canada. It is characterized by Precambrian rock and is rich in minerals.

***cardinal directions.*** The four major points of the compass – N, S, E, and W. Cardinal directions can be subdivided into intermediate directions – NE, SE, NW, SW. Cardinal and intermediate directions are elements of mapping.

***Château Clique.*** A small group of men, mostly anglophone and mercantile, who occupied the chief public offices in Lower Canada during the early nineteenth century.

***chief.*** One of many types of leaders, informal and formal, in First Nations, Métis, and Inuit societies, governments, and traditional governance structures, past and present. Currently, under the Indian Act, there is an imposed governing system on reserves requiring each band to elect a chief and up to 12 councillors for a term of two years. *See also* **Indian Act**.

***Chinese Immigration Act (1885).*** An act that, in an effort to limit Chinese immigration, placed a head tax of $50 on all Chinese immigrants entering Canada. The tax was raised to $100 in 1900 and $500 in 1903.

***choropleth map.*** A map in which graded colours are used to illustrate the average values for or quantities of something (e.g., population density, quality of life indicators, fresh water resources) in specific areas.

***citizen.*** An inhabitant of a city, town, or country; also, a person who is legally entitled to exercise the rights and freedoms of the country in which he or she lives.

***citizenship.*** An understanding of the rights of citizens within various communities (local, national, and global), and of the roles, responsibilities, and actions associated with these rights. *See also* **Canadian Charter of Rights and Freedoms**.

***clan.*** A system of kinship or extended family used by various First Nations peoples. Clans are usually represented by mammals, birds, or fish that signify each clan's unique roles and responsibilities in the community. Clans can be either matrilineal or patrilineal.

***clan mother.*** In a matrilineal system, the female head of a clan/family, a role that is passed down hereditarily. The clan mother has the right to nominate the candidate who will replace the chief when he dies, as well as to remove the chief's authority if his actions do not support the welfare of the clan. The clan mother possesses cultural knowledge and commitment to her nation.

***climate.*** The average weather conditions of an area over an extended period of time. *See also* **weather**.

***climate change.*** Changes in long-term weather patterns that are caused by natural phenomena or human activity altering the chemical composition of the atmosphere. These may include changes in temperature, precipitation, and/or wind patterns and may result in global warming and an increase in severe weather occurrences.

***climate graph.*** A graph that combines average monthly temperature (presented as a line graph) and precipitation data (presented as a bar graph) for a particular place.

***clustered settlement pattern.*** A closely spaced grouping of houses, towns, or villages.

***colonialism.*** The policy of establishing political control by one nation over another nation or region, sending settlers to claim the land from the original inhabitants, and taking its resources. It is a philosophy of domination, which involves the subjugation of one or more groups of people to another. *See also* **colonization; imperialism**.

***colonization.*** The process in which a foreign power invades and dominates a territory or land base inhabited by indigenous peoples by establishing a colony and imposing its own social, cultural, religious, economic, and political systems and values. A colonized region is called a colony. *See also* **colonialism**.

***command economy.*** An economic system in which the government owns and controls all facets of the economy. *See also* **economic system**.

***Common Era (CE).*** A non-religious way to refer to dates in the Julian and Gregorian calendars, which are also often identified by the abbreviation AD (*Anno Domini*).

***community/communities.*** A group of people who have shared histories, culture, beliefs, and values. Communities can also be identified on the basis of shared space, ethnicity, religion, and/or socio-economic status. A person may belong to more than one community (e.g., a school community, town, ethnic group, nation, etc.).

***Confederation.*** The federal union of all the Canadian provinces and territories. Also, the creation, in 1867, of the Dominion of Canada, which at that time consisted of the provinces of Ontario, Quebec, New Brunswick, and Nova Scotia.

***constitutional convention.**** Well-established customs or practices that have evolved over time and are integral aspects of the Canadian system of government even though they are not specifically mentioned in the Constitution. One of the three elements that make up Canada's Constitution: written constitution, legislation, and unwritten constitution (rules of common law and conventions).

***constitutional monarchy.**** A form of government in which executive (Crown) powers are exercised by or on behalf of the sovereign and on the basis of ministerial advice. Canada is a constitutional monarchy.

***Corn Laws.*** Nineteenth-century British laws that set duties on grain imported from outside the British Empire. Farmers in colonial Canada

benefited from preferential duties until the repeal of the Corn Laws in the 1840s.

***country wives.*** Indigenous women who became common-law wives of European men during the fur trade era.

***county.*** An administrative unit of local government. A county may be divided into townships.

***coureurs de bois.*** French fur traders in New France who lived on the frontier rather than in formal settlements, they were the middlemen in the fur trade between French merchants and First Nations trappers.

***Covenant Chain Wampum.*** A series of alliances between the Haudenosaunee and Europeans that were based on Haudenosaunee governance structures and represented in a wampum belt. It is referred to as a chain to symbolize the linking of both parties in the alliance and their promise to renew the relationship by polishing the chain whenever it tarnishes.

***Crown corporations.**** Corporations in which the government, be it at the national or provincial level, has total or majority ownership. Organized on the pattern of private enterprises, they have a mandate to provide specific goods and/or services.

***Crown land.**** Land belonging to the government, whether in the national or provincial jurisdiction.

***culture.*** The customary beliefs, values, social forms, and material traits of an ethnic, religious, or social group.

***death rate.*** The number of deaths per thousand people in one year.

***deforestation.*** The destruction and removal of a forest and its undergrowth by natural or human means.

***democracy.*** A form of government in which laws are made by a direct vote of the citizens (direct democracy) or by representatives on their behalf (indirect democracy). In an indirect, or representative, democracy such as Canada, elected representatives vote on behalf of their constituents.

***demographics.*** Statistics for an area's population, including those relating to age, sex, income, and education.

***desertification.*** The process by which arable land becomes desert, as a result of factors such as a decline in average rainfall over time, deforestation, and/or poor agricultural practices.

***digital representations.*** Computer-based representations of the world in which spatial characteristics are represented in either 2D or 3D format. These representations can be accessed and applied using online mapping software or interactive atlases.

***diversity.*** The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

***Diwali.*** The Festival of Lights celebrated by Hindus, Sikhs, and Jains, it celebrates the triumph of good over evil and light over darkness.

***Doctrine of Discovery.*** A concept embedded in a 1493 papal bull, the doctrine stated that any lands inhabited by non-Christians could be acquired on behalf of Europe. The Doctrine of Discovery became a key foundation for European claims to lands outside of Europe.

***doubling time.*** The length of time it takes for a given population to double. It is often used to measure a country's population growth rate.

***drainage basin.*** The area drained by a river system.

***ecological footprint.*** The impact of human activities on the environment, measured in terms of biologically productive land and water that is used to produce the goods people consume and to assimilate the waste they generate. An ecological footprint can be calculated at the individual, community, national, or global level.

***economic sector.*** A segment of the economy that is characterized by similar types of activities, products, and/or services. Traditionally, economies are divided into primary, secondary, tertiary, and quaternary sectors. *See also* **primary sector**; **quaternary sector**; **secondary sector**; **tertiary sector**.

***economic system.*** The way in which a particular society produces, distributes, and consumes various goods and services. *See also* **command economy**; **market economy**; **traditional economy**.

***economy.*** The system of production and consumption of various commodities and services in a country, region, or community, or globally.

***ecosystem.*** A self-regulating system, created by the interaction between living organisms and their environment, through which energy and materials are transferred.

***ecotourism.*** Travel to fragile or pristine areas, often seen as low impact and as an alternative to standard commercial travel.

***Eid.*** In the Islamic calendar, Eid-Ul-Fitr marks the end of the month of Ramadan, which is a period of fasting and prayer. On this day, Muslims who have been observing Ramadan break their fasts and celebrate its conclusion.

***Elder.*** A man or woman whose wisdom about spirituality, culture, and life is recognized and affirmed by the community. Not all Elders are "old". Indigenous community members will normally seek the advice and assistance of Elders on various traditional, as well as contemporary, issues.

***elevation.*** The height of something above a reference level, especially above sea level.

***emigration.*** The act of leaving one country or region to settle in another.

***enfranchisement.*** The legal process for giving a person, or a group of people, a right or privilege associated with citizenship. The term is commonly associated with the right to vote.

***entrepreneur.*** A person who organizes, operates, and assumes the risk for a business venture.

***equality.*** A condition in which all people are treated the same way, regardless of individual differences. *See also* **equity**.

***equator.*** Latitude zero degrees; an imaginary line running east and west around the globe and dividing it into two equal parts.

***equity.*** Fair, inclusive, and respectful treatment of all people. Equity does not mean treating all people the same, without regard for individual differences. *See also* **equality**.

***ethnicity.*** The shared national, ethnocultural, racial, linguistic, and/or religious heritage or background of a group of people, whether or not they live in their country of origin.

***ethnogenesis.*** The process in which an ethnic group is formed and becomes a distinct people.

***executive branch.**** The branch of government that carries out the law: the cabinet and ruling government that sit in the elected chamber (House of Commons/Legislature). Also referred to as "the Queen in Council". *See also* **branches of government**; **judicial branch**; **legislative branch**.

***fair trade.*** An approach to international trade, with the goal of social and environmental sustainability and fair compensation to producers.

***faith keeper.*** In Haudenosaunee culture, one female and one male relative of the clan mother is appointed as a faith keeper of their clan to promote traditions, language, and ceremonies and to act as a spiritual guide. *See also* **clan mother**.

***Family Compact.*** A small group of men who upheld their belief in British institutions through control of government and the judiciary in Upper Canada from the 1790s to the 1830s.

***features.*** Prominent or noticeable elements of an environment. Frequently divided into natural and human-made (or built) features.

***federal system.*** A system of government in which several political jurisdictions form a unity but retain autonomy in defined areas. The central or national government is called the federal government. Canada has a federal system of government.

***Fenians.*** Irish Americans who were part of a secret revolutionary organization, formed in 1857, dedicated to the overthrow of British rule in Ireland. They conducted a series of raids across the border into Canada between 1866 and 1870.

***fertility rate.*** The average number of live births for each woman in her childbearing years in the population of a specific area.

***feudalism.*** A political and economic system under which the monarch grants land (a fief) to the nobility in exchange for homage and military service; serfs (tenant farmers) are obliged to work the land in exchange for military protection, providing the lord with homage, services, and a portion of the harvest. In the Middle Ages, many countries in Europe and Asia were feudal societies. *See also* **seigneurial system**.

***field study.*** Hands-on learning experiences in the outdoors. They can be open ended or organized for a specific purpose or inquiry.

***Filles du Roi.*** About 800 women sent to the colony of New France by the French government in the latter half of the seventeenth century, to provide wives for male settlers, thus helping to ensure the permanence and stability of the colony.

***First Nations.*** The term used to refer to the original inhabitants of Canada, except Inuit. A term that came into common usage in the 1970s to replace the word "Indian", which many found offensive. The term "First Nation" has been adopted to replace the word "band" in the names of communities. *See also* **band**.

***flow map.*** A map that shows the movement of objects or people from one location to another.

***flow resource.*** A resource that is neither renewable nor non-renewable, but must be used when and where it occurs or be lost (e.g., running water, wind, sunlight).

***fossil fuel.*** A non-renewable energy source that is formed from the remains of ancient plants and animals (e.g., coal, natural gas, petroleum). *See also* **non-renewable resources**.

***francophone.*** A French-speaking person.

***free trade.*** Trade, including international and interprovincial trade, where tariffs are not applied to imports, and exports are not subsidized.

***genocide.*** The planned, systematic destruction of a national, racial, political, religious, or ethnic group.

***geographic information systems (GIS).*** A technological system that allows for the digital manipulation of spatial data, such as those relating to land use, physical features, and the impact of disasters. Users of GIS can input data and create and analyse tables, maps, and graphs in order to solve problems relating to a specific area of land and/or water.

***governor general.**** The personal representative of the Queen, who acts on her behalf in performing certain duties and responsibilities in the federal jurisdiction.

***Gradual Civilization Act.*** The Act to Encourage the Gradual Civilization of Indian Tribes in this Province, and to Amend the Laws Relating to Indians or the Gradual Enfranchisement Act was designed as a way for the government to revoke the legal rights and status of First Nations people through the process of enfranchisement. *See also* **enfranchisement**.

***Great Lakes–St. Lawrence Lowlands.*** The area that surrounds the Great Lakes and the St. Lawrence River, including the most densely populated portions of Ontario and Quebec. This area of gently rolling hills and flat plains provides an excellent physical base for agriculture and settlement and is often described as Canada's heartland.

***grid.*** A pattern of lines on a chart or map, such as those representing latitude and longitude, which helps determine absolute location and assists in the analysis of distribution patterns. The term also refers to a coordinate plane or grid, which contains an x-axis (horizontal) and a y-axis (vertical) that are used to describe the location of a point. *See also* **scatter graph**.

***gross domestic product.*** The value of all the goods and services produced in a country in one year.

***gross national product.*** Gross domestic product plus the addition of goods and services from other countries used in producing goods and services in the home country.

***habitant.*** A French colonist in New France, particularly a rural settler or peasant.

***habitat.*** The place where an organism lives and that provides it with the food, water, shelter, and space it needs to survive.

***Hanukkah.*** Also known as the Festival of Lights, an eight-day Jewish celebration that commemorates the rededication of the holy temple in Jerusalem in the second century BCE.

***Haudenosaunee Confederacy.*** The governance structure of the Haudenosaunee that was re-established by Hiawatha and the Peacemaker. It united the Mohawk, Oneida, Onondaga, Cayuga, and Seneca, and later the Tuscarora, under the Great Law of Peace to promote harmony and establish roles and responsibilities within the Haudenosaunee nations.

***hemisphere.*** Half of the earth, usually divided by the equator into northern and southern hemispheres or by the prime meridian into eastern and western hemispheres.

***heritage.*** The legacy passed down from previous generations, including cultural traditions, art, literature, and buildings.

***hierarchy.*** A system in which groups or individuals are ranked above or below one another.

***historic Métis communities.*** Métis communities emerged as a result of the North American fur trade, during which First Nations peoples and European traders forged close economic ties and personal relationships. Over time, many of the children born of these relationships developed a distinct sense of identity and culture. Within their communities, they shared customs, practices, and a way of life that were distinct from those of their First Nations and European forebears. Métis communities formed along strategic water and trade routes well before the Crown assumed political and legal control of these areas. Many of the communities persevered, and continue to celebrate their distinct identities and histories today, practising their unique culture, traditions, and way of life. These communities are a part of Ontario's diverse heritage. In 2003, the Supreme Court of Canada recognized a Métis community with a communal right to hunt for food in and around Sault Ste. Marie. This case provides the framework for identifying historic Métis communities in other areas of the province as well as other parts of Canada.

***House of Commons.*** *See* **legislature**; **parliament**.

***Human Development Index.*** The results of an annual ranking of countries with respect to life expectancy, educational achievement, standard of living, and other measures of development.

***human environment.*** The built features of an area, including their interactions. Natural features (e.g., lakes, rivers, wetlands) may be found within the human environment.

***human rights.*** Rights that recognize the dignity and worth of every person, and provide for equal rights and opportunities without discrimination, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, disability, or other similar factors.

***identity.*** How one sees oneself within various communities, local to global.

***immigration.*** The act of coming to a new country or region.

***imperialism.*** The policy of extending the authority of one country over others by territorial acquisition or by establishing economic and political control over the other nations. *See also* **colonialism**.

***Indian.*** Under the Indian Act, "a person who pursuant to this Act is registered as an Indian or is entitled to be registered as an Indian". Outside this specific legal purpose, the term is often seen as outdated and offensive, and the term "First Nation" is preferred. *See also* **First Nations**; **Indian Act**.

***Indian Act.*** Federal legislation that regulates Indians and reserves and sets out certain federal government powers and responsibilities regarding First Nations and their reserved lands. The first Indian Act was passed in 1876. Since then, the act has undergone numerous amendments, revisions, and re-enactments. *See also* **Indian**.

***Indian agent.*** A representative of the federal government who enforced the Indian Act, including provisions relating to land, health care, education, cultural practices, and political structures, in a specific area or district. *See also* **Indian Act**.

***Indigenous.*** A term referring to the original peoples of a particular land or region. First Nations (status and non-status), Inuit, and Métis peoples are recognized as the Indigenous peoples of Canada.

***Indigenous ecological knowledge (IEK).*** Deep understanding of and knowledge about the environment that derives from Indigenous peoples' long histories and experiences on the land. IEK focuses on sustainable practices, reciprocal relationships between the environment and all living things, and preservation of the environment and its resources for future generations.

***indigenous species.*** A native species – one that originates or naturally occurs in an area.

***industrialization.*** The development of industry, primarily manufacturing, on a very wide scale.

***industrial societies.*** A society whose economy is based predominantly on large-scale production using technology and power-driven machinery and that is characterized by broad divisions of labour.

***infant mortality rate.*** The death rate of children between birth and one year of age in a given area, expressed per 1,000 live births.

***infographic.*** A graphic visual representation of information and/or data. It is usually a combination of an image and accompanying information or data.

***infrastructure.*** The networks of transportation, communications, education, and other public services that are required to sustain economic and societal activities.

***intergenerational trauma.*** The transmission of the negative consequences of a historical event across generations.

***intergovernmental organization.*** An agency established by a formal agreement between member national governments (e.g., the United Nations, the Commonwealth).

***intermediate directions.*** *See* **cardinal directions**.

***international accord.*** An agreement in which the signing parties are different countries.

***Inuit* (singular: *Inuk*).** Indigenous people in northern Canada, living mainly in Nunavut, the Northwest Territories, northern Quebec, and northern Labrador. The word means "the people" in the Inuit language of Inuktitut. Inuit are not covered by the Indian Act. The federal government has entered into several major land claim settlements with Inuit.

***Inuksuk.*** A human-made stone structure that functions to warn or inform Inuit travellers and hunters; inuksuit are important to Inuit survival in the Arctic climate.

***invasive species.*** An organism, plant, animal, fungus, or bacterium that is not native to a region and has negative effects on the new environment.

***judicial branch.**** The branch of government that interprets the law – in other words, the courts. Also referred to as "the Queen in Banco" or "the Queen on the Bench". *See also* **branches of government**; **executive branch**; **legislative branch**.

***knowledge keepers.*** Traditional teachers who are recognized by their community as having cultural and spiritual knowledge of traditions, teachings, and practices and who help guide their community or nation.

***Komagata Maru.*** A ship that arrived in Vancouver in May 1914 carrying 376 Indian citizens, all of whom were British subjects, seeking entry into Canada. The passengers were met with hostility, and most were not permitted to disembark. After attempts to challenge Canada's exclusionist immigration policy proved unsuccessful, the ship and its passengers, which had been detained in port for two months, were sent back to India.

***Kwanzaa.*** A celebration in Canada and United States that runs from December 26 to January 1 and honours African-Canadian and African-American culture and heritage.

***labour union.*** A group of workers who have come together to pursue common goals, such as better working conditions. Their leaders bargain with the employer(s) and negotiate labour contracts.

***land claims.*** A First Nations, Métis, or Inuit assertion of rights over lands and resources, and of self-government, which can also concern Aboriginal and treaty title and rights. When resolved, the final agreements often outline rights, responsibilities, and/or benefits.

***landform.*** A natural physical feature of Earth's surface (e.g., a mountain, plateau, valley, plain).

***land grant.*** Land that is given to individuals or groups by a government or other governing body.

***land reclamation.*** The process of creating new land from the sea, rivers, or wetlands (e.g., the creation of new islands off the coast of Japan or the dyking and draining of land below sea level in the Netherlands).

***latitude.*** The distance north and south of the equator, measured in degrees.

***legend.*** An explanatory description or key to features on a map or chart.

***legislative branch.**** The branch of government that makes the laws – the Parliament of Canada and provincial and territorial legislatures. Also referred to as "the Queen in Parliament". *See also* **branches of government**; **executive branch**; **judicial branch**.

***legislature.**** The federal legislature (Parliament of Canada) consists of the Queen, the Senate, and the House of Commons. The provincial legislatures consist of the lieutenant governor and the elected house. *See also* **parliament**.

***life expectancy.*** The average number of years that a person is expected to live. Life expectancy varies by historical period, and, in present times, by gender, region, and other factors.

***linear settlement pattern.*** A narrow grouping of houses or settlements whose placement is determined by features such as a river, road, or valley.

***literacy rate.*** The percentage of the adult population who can read and write.

***longitude.*** The distance east and west of the prime meridian, measured in degrees.

***Lower Canada.*** In British North America, the name of the largely French-speaking colony on the St. Lawrence River (now the southern portion of Quebec). Lower Canada became known as Canada East when it was merged with Upper Canada to form the Province of Canada in 1841.

***Loyalists.*** Those in the American colonies who declared their loyalty to Britain before the conclusion of the American Revolution (1775–83) and emigrated elsewhere, the Maritimes and present-day Ontario and Quebec being common destinations.

***Manifest Destiny.*** The nineteenth-century doctrine that the United States had the right and duty to expand throughout North America.

***manufacturing.*** Changing something from an original state by machine or by hand.

***map.*** A visual representation of natural and human characteristics. Maps can be used in various forms – print, digital, and online interactive – and may be annotated with textboxes to provide more information. *See also* **annotated map**; **choropleth map**; **flow map**; **thematic map**; **topographic map**.

***maquiladora.*** A manufacturing company in Mexico or other parts of Central America that is typically owned by a multinational corporation and usually sells to other multinational corporations. Maquiladoras are characterized by low wages, low taxes, and low or no tariffs, and by a lack of labour and/or environmental standards.

***market economy.*** An economic system in which privately owned corporations control the production and distribution of most goods and services. *See also* **economic system**.

***matriarchy.*** A family, community, or state that is governed by women.

***matrilineal.*** A matrilineal society is one in which kinship is based on the mother's line.

***medicine man.*** An Indigenous person who is a traditional healer or spiritual guide and who provides guidance and support for the community.

***medicines.*** Sacred plants that are used for specific ceremonial purposes to promote healing, health, and/or spiritual connection.

***medicine wheel.*** A First Nations symbol that represents creation, balance, and the interconnectedness among of all living things. It is also known as the sacred hoop.

***medieval.*** Referring to the historical period from roughly the fifth to the fourteenth century; the Middle Ages.

***Métis.*** People of mixed First Nations and European ancestry. The Métis history and culture draws on diverse ancestral origins, such as Scottish, Irish, French, Ojibwe, and Cree.

***Métis communities.*** *See* **historic Métis communities**.

***Métis sash.*** A symbol of the Métis people, the sash was used historically for utility, decoration, and community affiliation and is worn today as a symbol of Métis pride, identity, and nationhood.

***Métis scrip.*** A certificate issued to Métis families by the federal government that was redeemable either for land (160 or 240 acres) or money. The intention of the policy was to remove Métis peoples from their traditional territories and settle them in new areas.

***Métis Senator.*** A Métis individual recognized and respected by their community, who has knowledge of Métis culture, traditions, and experience and is dedicated to preserving Métis ways of life and governance. In Ontario, the Métis self-governance system includes one Métis Senator on each community council.

***migration.*** The permanent shift of people from one country, region, or place to another for economic, political, environmental, religious, or other reasons. Also, the movement, often seasonal, of animals from one area to another (e.g., for food or breeding, or because of loss of land).

***mixed economy.*** An economic system that includes aspects of more than one of the three basic types of economic systems (i.e., traditional, command, and market). *See also* **economic system**.

***multiculturalism.*** The acceptance of cultural pluralism as a positive and distinctive feature of society. In Canada, multiculturalism is government policy, and includes initiatives at all levels of government that are designed to support cultural pluralism.

***multinational corporation.*** A corporation that has its headquarters in one country and manages production or delivers services in other countries.

***municipal government.*** In Canada, one of the levels of government below that of the provinces. Based on the constitution, the provinces have jurisdiction over municipal affairs.

***municipal region.*** A local area that has been incorporated for the purpose of self-government.

***National Aboriginal Day.*** A day, June 21, proclaimed by the federal government in recognition of the contributions of First Nations, Métis, and Inuit to the development of Canada.

***National Policy.*** When capitalized, the term refers to the economic policy of John A. Macdonald's government, which in 1879 implemented tariffs to protect Canadian manufacturing. In a more general sense (i.e., when the term is lower cased), it refers not only to tariffs but also to the goals of fostering western settlement and building the transcontinental railway.

***NATO.*** *See* **North Atlantic Treaty Organization**.

***natural resource.*** Something found in nature that people find useful or valuable. *See also* **flow resource**; **non-renewable resource**; **renewable resource**.

***New France.*** The territory colonized by France in northeastern North America, it existed from the time of the explorations of Jacques Cartier in 1534 to the loss of the territory to Great Britain in 1763.

***non-governmental organization (NGO).*** An organization not belonging to or associated with a government (e.g., Doctors without Borders, Free the Children, Nature Conservancy).

***non-pictorial symbols.*** Shapes used on maps to represent specific features (e.g., a dot to represent a city).

***non-renewable resource.*** A resource that is limited and cannot be replaced once it is used up (e.g., coal, oil, natural gas).

***North Atlantic Treaty Organization (NATO).*** A political and military alliance among 28 European and North American nations, including Canada, whose primary goal is the collective defence of its members and peace in the North Atlantic region.

***Numbered Treaties.*** Agreements made in the years 1871–1921 between the Crown and First Nations and Métis peoples, the Numbered Treaties cover parts of British Columbia, the Northwest Territories, Yukon, Saskatchewan, Manitoba, and Northern Ontario. The treaties are numbered 1 to 11.

***opinion.*** A belief or conclusion held with confidence but not substantiated by positive knowledge or proof.

***parliament.*** An assembly responsible for, among other things, passing legislation and granting the right to levy taxes. The Parliament of Canada consists of an appointed governor general (who represents the monarch); the Senate, whose members are appointed; and the House of Commons, whose members are elected. *See also* **legislature**.

***parliamentary democracy.**** A British system of government in which the executive (prime minister/premier and cabinet) sit in the elected chamber (House of Commons/Legislature) and are accountable to the elected representatives of the people. Canada is a parliamentary democracy.

***Passover.*** An eight-day Jewish holiday and festival that commemorates the exodus of the Jews from Egypt.

***pass system.*** An informal administrative policy that restricted the movement of First Nations people by requiring them to obtain a pass from an Indian agent in order to leave the reserve. *See also* **Indian agent**.

***Patriote/Parti patriote.*** A political party based in Lower Canada and dedicated to strengthening French-Canadian power within the British-administered colony. It was a key force in the Lower Canada Rebellion of 1837–38.

***Peace and Friendship Treaties.*** Agreements signed by the Mi'kmaq, Maliseet, and Passamaquoddy on the Eastern Coast of Canada and the British in 1779. These treaties did not include the surrender of lands and resources. They were intended to establish the basis for an ongoing relationship between the British and First Nations.

***peacekeeping.*** Intervention, often by international forces (military, police, and/or civilian) in countries or regions that are experiencing conflict, with the goal of maintaining peace and security and helping create a social and political environment that leads to lasting peace. International peacekeeping missions are generally conducted under the auspices of the United Nations.

***peasant.*** An agricultural labourer or a landowner with a small holding.

***Pemmican Proclamation.*** An 1814 decree that prohibited the export of pemmican and other goods from the Red River district to Assiniboia, the proclamation had a major impact on both Métis and the fur trade.

***per capita income.*** The average amount of money earned per person per year in a country or region.

***petroglyphs.*** Rock carvings that transmit stories, teachings, traditions, and/or knowledge. In Canada, petroglyphs created by Indigenous peoples are sacred.

***physical feature.*** An aspect of a place or area that derives from the physical environment (e.g., water bodies – lakes, rivers, oceans, seas, swamps; landforms – mountains, valleys, hills, plateaus; soil types; vegetation).

***physical region.*** A geographic area with unique landforms, climate, soil, and vegetation.

***pictograph.*** A graph that uses pictures or symbols for statistical comparisons.

***political region.*** A geographic area that shares a government and has its own leaders and sets of laws.

***population density.*** The number of people in a particular area, calculated by dividing the number of people by a unit of space (e.g., per square kilometre).

***population distribution.*** Where people live within an area.

***population pyramid.*** A horizontal bar graph that indicates the number of people in different age groups and the balance between males and females in the population. These graphs can be used for a country, city, or other political region.

***potlatch.*** Among Northwest Coast First Nations, a gift-giving ceremony and feast held to celebrate important events and to acknowledge a family's status in the community.

***powwow.*** A spiritual and social gathering that takes place among First Nations and includes songs, dances, rituals, ceremonies, and/or competitions. In Canada, powwows were outlawed by the federal government from the late nineteenth century until the 1950s.

***premier.*** The head of a provincial or territorial government in Canada.

***primary sector (primary/resource industries).*** Industries that harvest or extract raw materials or natural resources (e.g., agriculture, ranching, forestry, fishing, mining). *See also* **economic sector**.

***primary sources.*** Artefacts and oral, print, media, or computer materials created during the period of time under study.

***prime minister.*** The head of the government in a parliamentary democracy, including Canada. The prime minister is the leader of the party that is in power and that normally has the largest number of the seats in the House of Commons.

***pull factors.*** In migration theory, the social, political, economic, and environmental attractions of new areas that draw people away from their previous locations.

***push factors.*** In migration theory, the social, political, economic, and environmental forces that drive people from their previous locations to search for new ones.

***quality of life.*** Human well-being, as measured by social indicators, including education, environmental well-being, health, and living standards. *See also* **Human Development Index**.

***quaternary sector (quaternary industries).*** The part of the economy that is knowledge-based, such as government, scientific research, education, and information technology. *See also* **economic sector**.

***Quebec Act, 1774.*** A British act that extended the rights of the French in Quebec, recognizing the Roman Catholic religion and reinstating French civil law in the British colony.

***rebellion.*** Armed resistance against an established government. In Canadian history, examples include the Rebellions of 1837–38 and the North-West Rebellion.

***reciprocity.*** In Canadian history, reciprocity refers to free trade between Canada and the United States, including the Reciprocity Treaty, signed in the 1850s.

***Reformers.*** In Canadian history, moderate and radical critics of the political order in Upper Canada in the early nineteenth century. The defeat of the radicals Reformers during the Upper Canada Rebellion led to the ascendancy of moderate Reformers and their demands for responsible government in the colony.

***refugee.*** A person who is forced to flee for safety from political upheaval or war to a foreign country.

***region.*** An area of Earth having some characteristic or characteristics that distinguish it from other areas.

***rehabilitation.*** A process in which people attempt to restore land damaged by a natural event or by primary industry back to its natural state (e.g., an old quarry being turned into a park).

***relative location.*** The location of a place or region in relation to other places or regions (e.g., northwest or downstream).

***renewable resource.*** A resource that can be regenerated if used carefully (e.g., fish, timber).

***reserves.*** Lands set aside by the federal government for the use and benefit of a specific band or First Nation. The Indian Act provides that this land cannot be owned by individual band or First Nation members.

***residential school system/residential schools.*** A network of government-funded, church-run schools for First Nations, Métis, and Inuit children, the goal of which was to eradicate Indigenous languages, traditions, knowledge, and culture and to assimilate Indigenous peoples into mainstream settler society.

***resistance.*** Armed or violent opposition to authority. In Canadian history, an example is the Red River Resistance.

***resources.*** The machines, workers, money, land, raw materials, and other things that can be used to produce goods and services.

***responsible government.**** A government that is responsible to the people, based on the principle that governments must be responsible to the representatives of the people. Responsible

government was a key demand in the British North American colonies in the early nineteenth century.

***revolution.*** The forcible overthrow of a political regime or social order.

***rights.*** Entitlements recognized and protected by law.

***Royal Proclamation of 1763.*** Issued to establish the boundaries of and administration in British North America following the Seven Years' War, when New France and other French territory was ceded to Britain. It established the constitutional framework for the negotiation of treaties with the Aboriginal inhabitants of large sections of Canada. It also promoted the assimilation of the French in Quebec.

***scale.*** On a map, the measurement that represents an actual distance on Earth's surface.

***scattered settlement pattern.*** Settlement mainly in rural areas where houses are scattered in no apparent pattern. The amount of space between dwellings depends on the amount of land that is required to grow enough food for the family living in each dwelling.

***scatter graph.*** A graph designed to show a relationship between two variables. Drawing a scatter graph involves plotting ordered pairs on a coordinate plane or grid. *See also* **grid**.

***secondary sector (secondary/manufacturing industries).*** Industries that convert raw materials into finished industrial products (e.g., the auto industry). *See also* **economic sector**.

***secondary sources.*** Oral, print, media, and computer materials that are second-hand, often created after the event or development being studied. Secondary sources are often based on an analysis of primary sources and offer judgements about past events/issues. *See also* **primary sources**.

***seigneurial system.*** A system in New France in which land (seigneuries) was granted to nobles, the church, and military and civil officers, and was farmed by tenants (*censitaires*). The seigneurial system was based on the old feudal system. *See also* **feudalism**.

***Senate.*** *See* **legislature**; **parliament**.

***senator.*** In federal politics, a member of the Canadian Senate. *See also* **Métis Senator**.

***serf.*** Under the feudal system, a tenant who is tied to an estate (fief) and owes service and a part of the harvest to the lord of the estate. *See also* **feudalism**.

***settlement pattern.*** The distribution and arrangement of individual buildings or of rural and urban centres.

***settler.*** A person who migrates to an area and establishes permanent residence, often displacing indigenous populations.

***Seven Years' War.*** The war fought between imperial rivals France and Great Britain in 1756–63, which arose from conflict in North America two years earlier. The war ended with the Treaty of Paris, in which New France was ceded to Great Britain.

***shaman.*** In some Indigenous spiritual traditions, a person who is responsible for holding ceremonies, communicating with good and bad spirits, healing people from illnesses, and tracking game animals. An Inuk shaman is called an angakok.

***social gospel.*** A movement dating from the end of the nineteenth century, in which Christian ethics and ideas were applied to address social problems related to industrialization, including poverty, inequality, urban slums, and harsh working conditions. Social gospellers in Canada advocated temperance and child welfare, among other social reforms.

***social justice.*** A concept based on the belief that each individual and group within a given society has a right to equal opportunity and civil liberties, and to exercise the social, educational, economic, institutional, and moral freedoms and responsibilities of that society.

***social organization.*** The structures, roles, and relationships in a given society, such as class, political and economic systems, and gender roles.

***spatial technologies.*** Technologies that support the use of geographic data. The data can be represented in various forms, such as maps, graphs, or photographs of a site. Examples of spatial technologies include geographic information systems (GIS), the global positioning system (GPS), and remote sensing.

***stakeholder.*** A person, group, or organization that has an interest in or concern about something.

***status Indian.*** *See* **Indian**.

***stewardship.*** The concept that people's decisions, choices, and actions can have a positive impact, supporting a healthy environment that is essential for all life. A healthy environment supports sustainable relationships among all of Earth's living and non-living things.

***subsistence farming.*** A type of farming in which livestock is raised and crops are cultivated for local food and energy requirements rather than for sale.

***suffragist.*** A person who campaigns for the extension of the right to vote (suffrage); a member of the suffrage movement, particularly the women's suffrage movement.

***sustainability.*** Living within the limits of available resources. These resources may include Earth's natural resources and/or the economic and human resources of a society. Sustainability also implies equitable distribution of resources and benefits, which requires an understanding of the interrelationships between natural environments, societies, and economies.

***tailings.*** Waste material left after a resource has been extracted during the mining process (e.g., minerals from rocks, oil from the oil sands). Tailings are often toxic because of the processes used to separate the valuable materials from the waste.

***tectonic forces.*** Energy from within Earth's core that is released as movement through earthquakes and volcanoes and results in the building up of and the eroding of Earth's physical features (e.g., mountains, valleys, trenches).

***temperance movement.*** The movement to control or ban alcoholic beverages. In Canada, the temperance movement was particularly active at the end of the nineteenth and beginning of the twentieth century.

***terrace farming.*** A farming method in which fields are cut into hillsides to produce a series of steps or terraces. Walls are often used to hold soil in place.

***tertiary sector (tertiary/service industries).*** That part of the economy that provides services (e.g., banking, retail, education) rather than products.

***thematic map.*** A map depicting specific characteristics for a given area (e.g., a political map of the world, a natural resources map of Ontario, a map showing historical settlement patterns in early Canada).

***timeline.*** A graphic display of events or people in a chronological order.

***topographic map.*** A map whose primary purpose is to show the relief of the land through the use of contour lines or other methods.

***traditional economy.*** An economic system in which decisions are made on the basis of customs, beliefs, religion, and habit. Traditional economies are often based on hunting, fishing, and/or subsistence agriculture. *See also* **economic system**.

***treaty.*** A formal agreement between two or more parties. In Canada, treaties are often formal historical agreements between the Crown and Aboriginal peoples; these treaties are often interpreted differently by federal, provincial, and Aboriginal governments.

***Treaty of Paris (1763).*** The treaty that formally ended the Seven Years' War. Among its provisions, France ceded New France to Britain, which renamed the territory Quebec.

***treaty rights.*** Rights specified in a treaty. Rights to hunt and fish in traditional territory and to use and occupy reserves are typical treaty rights. This concept can have different meanings depending on context and the perspective of the user.

***Truth and Reconciliation Commission of Canada (TRC).*** A federally commissioned investigative body whose mandate was to learn the truth about the experience of residential school survivors and, in so doing, to create a historical record of and promote awareness and public education about the history and impact of the residential school system.

***Underground Railroad.*** The name given to the network that assisted African-American slaves fleeing from the American South. The secret series of routes and safe houses, organized by both Black and white abolitionists, enabled thousands of slaves to escape to "free states" in the northern United States and to Canada.

***United Nations.*** An intergovernmental organization formed in 1945 to promote peace and development.

***United Nations Declaration on the Rights of Indigenous People.*** Adopted by the United Nations General Assembly in 2007, the declaration identifies a universal framework of standards for the treatment of Indigenous peoples around the world and elaborates on existing human rights standards and fundamental freedoms, including, but not limited to, those related to culture, language, health, and education.

***Upper Canada.*** In British North America, the name of the colony at the upstream (western) end of the St. Lawrence River and north of Lake Ontario and Lake Erie (now the southern part of Ontario). Upper Canada became known as Canada West when it was merged with Lower Canada to create the Province of Canada in 1841.

***urbanization.*** A process in which there is an increase in the percentage of people living and/or working in urban places.

***weather.*** The conditions of the atmosphere, including temperature, precipitation, wind, humidity, and cloud cover, at a specific place and time. *See also* **climate**.

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