

THE ONTARIO CURRICULUM

GRADES 1–8

# **Social Studies, History, and Geography 2023**

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PDF versions of a curriculum include the following information from the [Curriculum and Resources website](#):

- the Program Planning and Assessment and Evaluation sections of the Curriculum and Resources website that apply to all Ontario curriculum, Grades 1–12;
- the Curriculum Context that is specific to a discipline;
- the strands of the curriculum; and
- glossaries and appendices as applicable.

***The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2023***

This curriculum policy replaces *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2018*. Beginning in September 2023, all social studies, history, and geography programs for Grades 1 to 8 will be based on the expectations outlined in *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2023*. The revisions for the 2023 curriculum policy focused on learning in Grades 1 to 3 and Grade 6 social studies.

*Version history:*

Version Date	Description
June 16, 2023	Revised Grade 6 Social Studies issued
August 1, 2023	Indigenous-focused revisions to Grades 1–3 Social Studies issued
August 3, 2023	Curriculum re-issued with social studies revisions and minor updates throughout

***Program Planning and Assessment and Evaluation Content***

*Last updated:* June 2023

This content is part of official issued curriculum providing the most up-to-date information (i.e., front matter). This content is applicable to all curriculum documents, Grades 1 to 12. Educators must consider this information to guide the implementation of curriculum and in creating the environment in which it is taught.

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# Considerations for program planning

## Introduction

Ontario elementary and secondary schools strive to support high-quality learning and student well-being. Schools give individual students the opportunity to learn in ways that are best suited to their individual strengths and needs. At the secondary level, students' ability to thrive academically and personally is also supported by their ability to choose courses and programs that best suit their skills, interests, and preferred postsecondary destinations.

Educators plan teaching and learning in every subject and discipline so that the various needs of all students are addressed and so that students can see themselves reflected in classroom resources and activities. This section highlights the key strategies and policies that educators and school leaders consider as they plan effective and inclusive programs for all students.

## Student Well-Being and Mental Health

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, and that learning in turn contributes to their overall well-being. A well-rounded educational experience prioritizes well-being and academic success for all students by promoting physical and mental health, social-emotional learning, and inclusion. Parents, community partners, and educators all play critical roles in creating this educational experience.

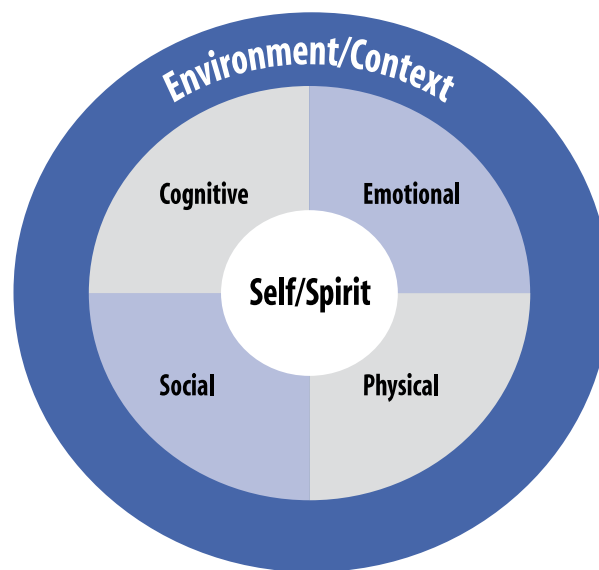
Educators support the well-being of children and youth by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting. A learning environment of this kind supports not only students' cognitive, emotional, social, and physical development but also their sense of self and/or 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.

A variety of factors, known as "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, these factors influence not only whether individuals are physically healthy but also the extent to which they will 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/or 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\*](#)

[Childhood Development, 2017](#), and [Stepping Stones: A Resource on Youth Development, 2012](#), 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, and/or spirit – that connects the different aspects of development and experience (p. 17).



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

Educators who have an awareness of a student’s development are taking all of the components into account. They focus on the following elements of each component:

- **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 and Well-Being

Mental health and well-being touch all components of development. Mental health is much more than the absence of mental illness. Well-being depends not only on the absence of problems and risks but also on 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 and well-being in the classroom. At the same time, they can identify students who need additional support and connect them with the appropriate supports and services.

What happens at school can have a significant influence on a student's overall 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 and sets students up for success.

## 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 evidence from current research about instructional practices that are effective in the classroom. For example, research has provided compelling evidence about the benefits of explicitly teaching 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 enable students 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 the student towards their optimal level of challenge for learning, while providing support and anticipating and directly teaching skills that are required for success.

## A Differentiated Approach to Teaching and Learning

A differentiated approach to teaching and learning is an important part of a framework for effective classroom practice. It involves adapting instruction and assessment to suit individual students' interests, learning preferences, and readiness in order to promote learning.

An understanding of students' strengths and needs, as well as of their backgrounds, life experiences, and possible emotional vulnerabilities, can help teachers identify and address the diverse strengths and needs of their students. 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 each student's needs by differentiating instructional approaches – for example, by adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics, or even adjusting the learning environment, if appropriate, to suit the way the student learns and how the student is best able to demonstrate learning. Differentiation is planned as part of the overall learning design, but it also includes making adaptations during the teaching and learning process based on “assessment for learning”. Common classroom strategies that support differentiated instruction include cooperative learning, project-based approaches, problem-based approaches, and explicit instruction. Unless students have an Individual Education Plan with modified expectations, *what* they learn continues to be guided by the curriculum expectations and is 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. Effective lesson design also incorporates culturally responsive and relevant pedagogy (CRRP), which recognizes that all students learn in ways that are connected to background, language, family structure, and social or cultural identity. CRRP is discussed more fully in the section [Equity and Inclusive Education](#).

## Planning 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

and educational assistants, 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, 2013](#) describes a set of beliefs, based in research, that should guide program planning for students with special education needs. Teachers planning programs or courses in all disciplines 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<sup>1</sup> and differentiated instruction<sup>2</sup> 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 are attuned to this diversity and use an integrated process of assessment and instruction that responds to the unique strengths and needs of each student. An approach that combines principles of universal design and differentiated instruction enables educators to provide personalized, precise teaching and learning experiences for all students.

In planning programs or courses for students with special education needs, teachers should begin by examining both the curriculum expectations in the grade or course appropriate for the individual student and the student's particular strengths and learning needs to determine which of the following options is appropriate for the student:

- no accommodations<sup>3</sup> or modified expectations; or
- accommodations only; or

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<sup>1</sup> 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.

<sup>2</sup> Differentiated instruction is effective instruction that shapes each student's learning experience in response to the student's particular learning preferences, interests, and readiness to learn. See the section [Instructional Approaches](#) for more information.

<sup>3</sup> "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 the grade or course and which constitute alternative programs and/or courses.

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<sup>4</sup> and/or courses, 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*.

## Students Requiring Accommodations Only

Some students with special education needs are able, with certain “accommodations”, to participate in the regular grade or course curriculum and to demonstrate learning independently. Accommodations allow the student with special education needs to access the curriculum without changes to the regular expectations. Any accommodations that are required to facilitate the student’s learning must be identified in the student’s IEP ([\*Special Education in Ontario, 2017, p. E38\*](#)). A student’s IEP is likely to reflect the same required accommodations for many, or all, subjects or courses.

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 providing 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, adaptive equipment, 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.

(For more examples, see page E39 of *Special Education in Ontario, 2017*.)

If a student requires “accommodations only”, assessment and evaluation of their achievement will be based on the regular grade or course curriculum expectations and the achievement levels outlined for

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<sup>4</sup> Alternative programs are identified on the IEP by the term “alternative (ALT)”.

the particular curriculum. The IEP box on the student's Provincial Report Card will not be checked, and no information on the provision of accommodations will be included.

## Students Requiring Modified Expectations

Modified expectations for most students with special education needs will be based on the regular grade or course expectations, with changes in the number and/or complexity of the expectations. 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.

It is important to monitor, and to reflect clearly in the student's IEP, the extent to which expectations have been modified. At the secondary level, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

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 the student's performance will be evaluated, resulting in a grade or mark that is recorded on the 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, assessment and evaluation of their achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined under [Levels of Achievement](#) in the "Assessment and Evaluation" section.

**Elementary:** The IEP box on the Elementary Progress Report Card and the Elementary Provincial Report Card must be checked for any subject in which the student requires modified expectations, and, on the Elementary 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.

**Secondary:** If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the Provincial Report Card, Grades 9–12. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, pages 62–63, must be inserted.

In both the elementary and secondary panels, 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 or course.

## Planning for English Language Learners

### English Language Learners in Ontario Schools

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 28 per cent of the students in Ontario's English-language schools is a language other than English. In addition, some students use varieties of English – sometimes 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 students are entering a new linguistic and cultural environment. All teachers share in the responsibility for these students' English-language development.

As students who are learning English as a second or additional language in English-language schools, English language learners 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. Effective teachers find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

Most English language learners in Ontario schools have age-appropriate proficiency in their first language, as well as age-appropriate literacy skills. Although they need frequent opportunities to use English at school, they also derive important educational and social benefits from continuing to develop their first language while they are learning English. Teachers should encourage parents to continue to use their own language at home, both to preserve the language as part of their children's heritage and identity and to provide a foundation for their 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.

### English as a Second Language and English Literacy Development Programs

During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs designed to meet 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. Students in these programs have had educational opportunities to develop age-appropriate first-language literacy skills.

*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 students 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. Schooling in their countries of origin may have been inconsistent, disrupted, or even completely unavailable throughout the years that these children would otherwise have been in school.

## **Supportive Learning Environments**

In planning programs for students 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, students 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 still 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.

## **Program Adaptations**

Responsibility for students’ English-language development is shared by all teachers, including 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. By adapting the instructional program, teachers facilitate these students’ learning. Appropriate adaptations include modifications and accommodations, as follows:



- modification of some or all of the grade or course expectations so that they are challenging but attainable for the learners at their current level of English proficiency, with the necessary support from the teacher;
- use of a variety of instructional strategies;<sup>5</sup>
- use of a variety of learning resources;<sup>6</sup>
- use of assessment accommodations that support students in demonstrating the full range of their learning.<sup>7</sup>

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

## Assessment and Evaluation

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 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.

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<sup>5</sup> Examples include: small-group instruction; extensive use of visual cues, images, diagrams; visual representations of key ideas; graphic organizers; scaffolding; previewing of text; modelling; use of music, movement, and gestures; open-ended activities; pre-teaching of key vocabulary; peer tutoring; strategic use of students’ first languages.

<sup>6</sup> Examples include: visual material; simplified text; bilingual dictionaries; subject-specific glossaries; resources available in languages that students speak at home; concrete materials; learning materials and activities – displays, music, dances, games, and so on – that reflect cultural diversity.

<sup>7</sup> Examples include: provision of additional time; provision of options for students to choose how they will demonstrate their learning, such as portfolios, oral interviews, presentations, oral or visual representations, demonstrations and models, dramatic activities, and songs and chants; use of tasks requiring completion of graphic organizers or cloze sentences instead of essay questions or other assessment tasks that depend heavily on proficiency in English.



## Related Policy and Resource Documents

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

- [\*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010\*](#)
- [\*The Ontario Curriculum, Grades 9–12: English as a Second Language and English Literacy Development, 2007\*](#)
- [\*English Language Learners – ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007\*](#)
- [\*Supporting English Language Learners with Limited Prior Schooling: A Practical Guide for Ontario Educators, Grades 3 to 12, 2008\*](#)
- [\*Supporting English Language Learners: A Practical Guide for Ontario Educators, Grades 1 to 8, 2008\*](#)
- [\*Many Roots, Many Voices: Supporting English Language Learners in Every Classroom, 2005.\*](#)

## Healthy Relationships

Every student is entitled to learn in a safe, caring environment, free from discrimination, 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, educators, and other members of the school community.

Several provincial policies, programs, and initiatives, including [Foundations for a Healthy School](#), the [Equity and Inclusive Education Strategy](#), and [Safe Schools](#), 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). Educators can promote this learning in a variety of ways. For example, by giving students opportunities to apply critical thinking and problem-solving strategies and to address issues through group discussions, role play, case study analysis, and other means, they can help them develop and practise the skills they need for building healthy relationships. 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. Educators 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.

## Human Rights, Equity, and Inclusive Education

A positive, inclusive, equitable, and non-discriminatory elementary and secondary school experience is vitally important to a student’s personal, social, and academic development, to their future economic security, and to a realization of their full potential. Human rights principles recognize the importance of creating a climate of understanding and mutual respect for the dignity and worth of each person, so that each person can contribute fully to the development and well-being of their community. Indeed, human rights law guarantees a person’s right to equal treatment in education. It requires educators and school leaders to prevent and respond appropriately to discrimination and harassment, to create an inclusive environment, to remove barriers that limit the ability of students, and to provide accommodations, where necessary.

Ontario’s education system, at all levels, must respect diversity, promote inclusive education, and work towards identifying and eliminating barriers to equal treatment in education that limit the ability of students to learn, grow, and contribute to society. Discriminatory biases, harassment, non-inclusive environments, lack of accommodation, systemic barriers, power dynamics, societal poverty, and racism make it difficult for students to acquire the skills they need to be successful, competitive, and productive members of society. Ontario schools aim to improve the academic outcomes and experiences of students who have traditionally not benefited from the promise of public education.

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, disability, race, colour, religion, age, marital or family status, 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.

Research has shown that students who do not see themselves reflected in what they are learning, in their classrooms, and in their schools become disengaged and do not experience as great a sense of well-being or as high a level of academic achievement as those who do.

### Culturally Responsive and Relevant Pedagogy (CRRP)

In an inclusive education system, students must 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. Students need to experience teaching and learning that reflect their needs and who they are. To ensure that this happens, educators in Ontario schools embrace *culturally*

*responsive and relevant pedagogy* (CRRP), which recognizes that all students learn in ways that are connected to background, language, family structure, and social or cultural identity.

CRRP provides a framework for building positive environments, improving student responsibility and success, encouraging parent-school relationships, and building strong community connections. It also emphasizes that it is important for educators and school leaders to examine their own biases and to analyse how their own identities and experiences affect how they view, understand, and interact with all students. This can help to prevent discrimination, harassment, and the creation of poisoned environments. Educators are responsible for meaningful teaching and learning that recognizes and responds to *who is in the classroom and the school*.

By knowing “who our students are”, educators and leaders can tailor policies, programs, and practices to better meet the needs of their diverse student populations, to provide accommodation of the needs specified by human rights law, and to ensure that every student has the opportunity to succeed. CRRP involves recognizing that “culture” encompasses various aspects of social and personal identity. It also means acknowledging students’ multiple social and personal identities and the social issues that arise where identities intersect. The CRRP approach is designed to spark conversation and support educators and school leaders as they seek to implement effective equity strategies and policies. Educators are encouraged to engage in meaningful inquiry, in collaboration with colleagues, to address equity issues and the particular needs of the students they serve.

## **Implementing Principles of Inclusive Education**

The implementation of inclusive education principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to 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. Inclusive education promotes equity, healthy relationships, and active, responsible citizenship. The absence of inclusive approaches to education can create discriminatory environments, in which certain individuals or groups cannot expect to receive fair treatment or an equitable experience based on aspects of their identity.

Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions and perspectives of historically marginalized groups, and by creating opportunities for their experiences to be affirmed and valued, teachers can 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 of 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 need to be prepared and ready to welcome families and community members. Schools may consider offering assistance with child care or making alternative scheduling arrangements in order to help caregivers participate. 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 Role of the School Library

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 curriculum by encouraging students to read widely, teaching them to examine and read many forms of text for understanding and enjoyment, and helping them improve their research skills and effectively use information gathered through research.

The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- develop literacy skills using fiction and non-fiction materials;
- develop the skills to become independent, thoughtful, and critical researchers;
- 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 content-area teachers to help students:

- develop digital literacy in using non-print forms, such as the Internet, social media, and blogs, and knowing the best ways to access relevant and reliable information;
- design inquiry questions for research projects;
- create and produce single-medium or multimedia presentations.

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

The variety and range of information and communications technology (ICT) tools available to educators today enables them to significantly extend and enrich their instructional approaches and to create opportunities for students to learn in ways that best suit their interests and strengths. Technology has also enhanced the ability to connect with communities outside the school, making it possible to engage a diversity of community partners in student learning.

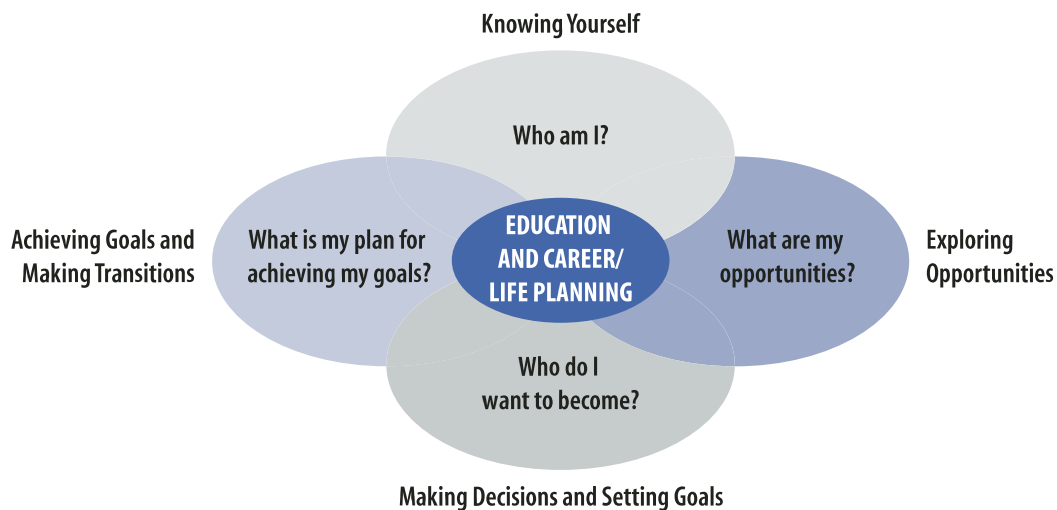
Rich opportunities can be tapped to support students in developing [digital literacy](#), an essential transferable skill.

## Education and Career/Life Planning

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?



The curriculum expectations in most subjects and disciplines of the Ontario curriculum provide opportunities to relate classroom learning to the education and career/life planning program as outlined in [Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12, 2013](#). All 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 reflect on and apply subject-specific knowledge and skills; explore subject-related education and career/life options; and become competent, self-directed planners who will be prepared for success in school, life, and work. Education and career/life planning will support students in their transition from secondary school to their initial postsecondary destination, whether it be in apprenticeship training, college, community living, university, or the workplace. For more information on postsecondary pathway choices, see the [Education and Training](#) and [Skilled Trades](#) pages on the Ontario government website.

## Experiential Learning

Experiential learning is hands-on learning that occurs in person or virtually and provides developmentally appropriate opportunities for students of all ages to:

- **participate** in rich experiences connected to the world outside the school;
- **reflect** on the experiences to derive meaning; and
- **apply** the learning to their decisions and actions.

Adapted from David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development*, 2nd ed. (Upper Saddle River, N.J.: Pearson Education, 2015)

Planned learning experiences in the community may include outdoor education, project/program-based learning, job shadowing and job twinning, field trips, field studies, work experience, and cooperative education. These experiences provide opportunities for students to see the relevance of their classroom learning and its connection to the broader world. They also help them develop transferable and interpersonal skills and work habits that prepare them for their future, and enable them to explore careers of interest as they plan their pathway through school to their postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace.

Experiential learning opportunities associated with various aspects of the curriculum help broaden students' knowledge of themselves and of a range of career opportunities – two areas of learning outlined in [\*Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12, 2013\*](#). The key to providing successful experiential learning opportunities is to ensure that the experiential learning cycle (participate, reflect, apply) is a planned part of the experience.

In secondary school, pathways programs that incorporate experiential learning are available to students. They include the following courses and programs:

- cooperative education courses, outlined in [\*The Ontario Curriculum, Grades 11–12: Cooperative Education, 2018\*](#)
- Ontario Youth Apprenticeship Program (OYAP) (see [“Prepare for Apprenticeship”](#) on the Ontario government website)
- [Specialist High Skills Major \(SHSM\)](#) program
- [Dual credit](#) programs

## Pathways to a Specialist High Skills Major (SHSM)

The [Specialist High Skills Major \(SHSM\)](#) is a specialized, ministry-approved program that allows students in Grades 11 and 12 to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma (OSSD).

The SHSM program assists students in their transition from secondary school to apprenticeship training, college, university, or the workplace.

This program enables students to gain sector-specific skills and knowledge in engaging, career-related learning environments and to prepare in a focused way for graduation and postsecondary education, training, or employment.

Course offerings and program planning should support students who are pursuing specialized programs, including the SHSM program. Bundles of credits provide students with knowledge and skills that are connected with the specific sector of their SHSM program and that are required for success in their chosen destination.

## Health and Safety

In Ontario, various laws, including the [Education Act](#), the [Occupational Health and Safety Act](#) (OHSA), [Ryan's Law \(Ensuring Asthma Friendly Schools\), 2015](#), and [Sabrina's Law, 2005](#), collectively ensure that school boards provide a safe and productive learning and work environment for both students and employees. Under the Education Act, teachers are required to ensure that all reasonable safety procedures are carried out in courses and activities for which they are responsible. Teachers should model safe practices at all times; communicate safety requirements to students in accordance with school board policies, Ministry of Education policies, and any applicable laws; and encourage students to assume responsibility for their own safety and the safety of others.

Concern for safety should be an integral part of instructional planning and implementation. Teachers are encouraged to review:

- their responsibilities under the [Education Act](#);
- their rights and responsibilities under the [Occupational Health and Safety Act](#);
- their school board's health and safety policy for employees;
- their school board's policies and procedures on student health and safety (e.g., on concussions; on medical conditions such as asthma; with respect to outdoor education excursions);
- relevant provincial subject association guidelines and standards for student health and safety, such as Ophea's [Ontario Physical Activity Safety Standards in Education](#) (formerly the Ontario Physical Education Safety Guidelines);
- any additional mandatory requirements, particularly for higher-risk activities (e.g., field trips that involve water-based activities), including requirements for approvals (e.g., from the Supervisory Officer), permissions (e.g., from parents/guardians), and/or qualifications (e.g., proof of students' successful completion of a swim test).

Wherever possible, potential risks should be identified and procedures developed to prevent or minimize, and respond to, incidents and injuries. School boards provide and maintain safe facilities and equipment, as well as qualified instruction. In safe learning environments, teachers will:

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

Students should be made aware that health and safety is everyone's responsibility – at home, at school, and in the community. Teachers should ensure that students have the knowledge and skills needed for safe participation in all learning activities. Students must be able to demonstrate knowledge of the equipment being used and the procedures necessary for its safe use. Health and safety resource guides



for [Kindergarten to Grade 8](#) and for [Grades 9 to 12](#) provide the scope and sequence of Ontario curriculum expectations to assist teachers in bringing health and safety education into the classroom in every subject area. The guides identify expectations in the Ontario curriculum that can help students develop knowledge and skills related to health and safety (injury prevention and health protection), safe behaviours, and safe practices.

Learning outside the classroom, such as on field trips or during field studies, can provide a meaningful and authentic dimension to students' learning experiences, but they also take the teacher and students out of the predictable classroom environment and into unfamiliar settings. Teachers must plan these activities carefully in accordance with their school board's relevant policies and procedures and in collaboration with other school board staff (e.g., the principal, outdoor education lead, Supervisory Officer) to ensure students' health and safety.

The information provided in this section is not exhaustive. Teachers are expected to follow school board health and safety policies and procedures.

## Ethics

The Ontario curriculum provides varied opportunities for students to learn about ethical issues and to explore the role of ethics in both public and personal decision making. Students may make ethical judgements when evaluating evidence and positions on various issues, and when drawing their own conclusions about issues, developments, and events. Teachers may need to help students determine which factors they should consider when making such judgements. It is crucial that teachers provide support and supervision to students throughout the research and inquiry process, ensuring that students engaged in an inquiry are aware of potential ethical concerns and that they address such concerns in acceptable ways. Teachers may supervise students' use of surveys and/or interviews, for example, to confirm that their planned activities will respect the dignity, privacy, and confidentiality of their participants. When students' activities involve Indigenous communities and/or individuals, teachers need to ensure the appropriate use and protection of Indigenous knowledge. Teachers also supervise the choice of the research topics to protect students from exposure to information and/or perspectives for which they may not be emotionally or intellectually prepared (for example, where a student's investigation might involve personal interviews that could lead to the disclosure of abuse or other sensitive topics).

Teachers must thoroughly address the issues of plagiarism and cultural appropriation with students. In a digital world that provides quick access to abundant information, it is easy to copy the words, music, or images of others and present them as one's own. Even at the secondary level, students need to be reminded of the ethical issues related to plagiarism and appropriation. Before starting an inquiry, students should have an understanding of the range of forms of plagiarism and appropriation, from blatant to nuanced, as well as of their consequences. Students often struggle to find a balance between creating works in their own voice or style and acknowledging the work of others. It is not enough to tell them not to plagiarize or appropriate others' work, and to admonish those who do. Teachers need to explicitly teach all students how to use their own voice or style while appropriately acknowledging the work of others, using accepted forms of documentation.

# Cross-curricular and integrated learning

## Introduction

A variety of overarching perspectives, themes, and skills are intentionally incorporated by educators, on an ongoing basis, into teaching and learning across all subjects and disciplines of the curriculum – they are part of “cross-curricular learning”. Educators plan programs to include learning in these areas, which are relevant in the context of most curriculum subjects, and are critical to students in navigating their world. They range from environmental education, Indigenous education, and financial literacy to social-emotional learning, critical literacy, mathematical literacy, and STEM education. These various themes, perspectives, and skills are explored in this section.

Another approach to teaching and learning “across subjects” is called “integrated learning”. This approach differs from cross-curricular learning because it involves combining curriculum expectations from more than one subject in a single lesson, and evaluating student achievement of the expectations within the respective subjects from which they are drawn.

## Scope and Sequence Resource Guides

“Scope and sequence” resource guides are compilations of existing curriculum expectations, from all subjects and disciplines, that relate to specific ministry priorities and initiatives. For example, scope and sequence resource guides have been developed for **environmental education** ([elementary](#) and [secondary](#)); **financial literacy** ([elementary](#) and [secondary](#)); **First Nations, Métis, and Inuit connections** ([elementary](#) and [secondary](#)); and **health and safety** ([elementary](#) and [secondary](#)).

These documents identify expectations that involve learning about the particular topic, as well as teacher supports that touch on the topic or that describe opportunities for addressing it. The teacher supports include the examples, sample questions, teacher prompts, student responses, and/or instructional tips that accompany the expectations and describe optional ways in which teachers can elicit the learning described in the expectation. Teachers can glean ideas from the teacher supports, based on their professional judgement and taking into account the interests of the students and the local communities represented in their classrooms, for incorporating learning about these topics across subjects. The scope and sequence resource guides can also support divisional/school planning on particular topics or issues across classrooms and grades.

## Integrated Learning

Integrated learning engages students in a rich learning experience that helps them make connections across subjects and brings the learning to life. Integrated learning provides students with opportunities to work towards meeting expectations from two or more subjects within a single unit, lesson, or activity. It can be a solution to the problems of fragmented learning and isolated skill instruction, because it provides opportunities for students to learn and apply skills in meaningful contexts across subject

boundaries. In such contexts, students have opportunities to develop their ability to think and reason and to transfer knowledge and skills from one subject area to another. Although the learning is integrated, *the specific knowledge and skills from the curriculum for each subject are taught.*

## Elementary Curriculum

By linking expectations from different subjects within a single unit, lesson, or activity, elementary teachers can provide students with multiple opportunities to reinforce and demonstrate their knowledge and skills in a variety of contexts. Teachers then evaluate student achievement in terms of the individual expectations, towards assigning a grade for each of the subjects involved.

One example would be a unit linking expectations from the science and technology curriculum and from the social studies curriculum. Connections can be made between these curricula in a number of areas – for example, the use of natural resources, considered from a scientific and an economic perspective; variations in habitat and ecosystems across the regions of Canada, exploring both the biology and the geography of those regions; historical changes in technology; and the impact of science and technology on various peoples and on the environment. In addition, a unit combining science and technology and social studies expectations could teach inquiry/research skills common to the two subjects, while also introducing approaches unique to each.

## Secondary Curriculum

Ontario's secondary curriculum is designed to provide opportunities for educators to integrate student learning across disciplines and subjects. Some secondary expectations are written to implicitly connect with and support content learning and skill development outlined in other curricula. For example, the secondary math and science curricula are aligned so that students can apply what they learn in math to what they are learning in the sciences. For instance, in Grade 11 and 12 math courses, students learn the mathematical concepts needed to support learning in chemistry and physics courses in those grades. As another example, expectations in social sciences and humanities are aligned with some of the expectations in the English curriculum.

## Financial Literacy

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, research and 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 at the local, national, and global level. 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 in a twenty-first century context – one that can help ensure that Ontarians will continue to prosper in the future.

Resource documents – [\*The Ontario Curriculum, Grades 4–8: Financial Literacy Scope and Sequence of Expectations, 2016\*](#) and [\*The Ontario Curriculum, Grades 9–12: Financial Literacy Scope and Sequence of Expectations, 2016\*](#) – have been prepared to assist teachers in bringing financial literacy into the classroom. These documents identify the curriculum expectations and related examples and prompts, in disciplines across the Ontario curriculum, through which students can acquire skills and knowledge related to financial literacy.

## STEM Education

K–12 STEM education is the study of science, technology, engineering, and mathematics, including cross-curricular and/or integrative study, and the application of those subjects in real-world contexts. As students engage in STEM education, they develop [\*transferable skills\*](#) that they need to meet the demands of today's global economy and society.

STEM education helps students develop an understanding and appreciation of each of the core subjects of mathematics, science, and technological education. At the same time, it supports a more holistic understanding and application of skills and knowledge related to engineering design and innovation. STEM learning integrates and applies concepts, processes, and ways of thinking associated with these subjects to design solutions to real-world problems.

Engineering design and innovation engages students in *applying* the principles of science, technology, and mathematics to develop economical and sustainable solutions to technical and complex societal problems to meet human needs.

Among the transferable skills developed through STEM education are computational thinking, coding, design thinking, innovating, use of the scientific method, scientific inquiry skills, and engineering design skills. These skills are in high demand in today's globally connected world, with its unprecedented advancements in technology.

Approaches to STEM education may vary across Ontario schools. STEM subjects may be taught separately, but with an effort to make cross-curricular connections a part of student learning. Problem-solving application projects may be designed to combine two or more STEM subjects. Alternatively, content from all four STEM subjects might be fully integrated to reinforce students' understanding of each subject, by enhancing their understanding of the interrelationships among them, and by providing

the opportunity to apply a spectrum of knowledge and skills in novel ways in real-world contexts. As STEM education is implemented, it is important to engage diverse perspectives and ways of thinking, including those inherent in the arts and humanities. Diverse perspectives engage students in a variety of creative and critical thinking processes that are essential for developing innovative and effective solutions that impact communities or ecosystems.

A robust K–12 STEM education enables Ontario educators and students to become innovators and leaders of change in society and the workforce, and creates opportunities in our diverse communities to foster integrative thinking and problem solving.

## Indigenous Education

To move forward on their learning journey, students must have a solid understanding of where we have been as a province and as a country. Consistent with Ontario’s vision for Indigenous education, all students will have knowledge of the rich diversity of First Nations, Métis, and Inuit histories, cultures, perspectives, and contributions, as well as an awareness of the importance of Indigenous ways of knowing in a contemporary context. Ontario is committed to ensuring that First Nations, Métis, and Inuit survivors and communities bring their perspectives to students’ learning about our shared history.

It is essential that learning activities and resources 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 represent 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 and work with their Indigenous Education Councils 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. Educators 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 appropriate resources are available to support students both inside and outside the classroom.

# Literacy



*Literacy is the ability to use language and images in rich and varied forms to read, write, listen, speak, view, represent, discuss, and think critically about ideas. Literacy enables us to share information and to interact with others. Literacy is an essential tool for personal growth and active participation in a democratic society.*

- Ontario Ministry of Education, [\*Paying Attention to Literacy: Six Foundations for Improvement in Literacy, K-12, 2013\*](#)

## The Importance of Literacy

Literacy<sup>8</sup> continues to evolve as the world changes and its demands shift and become more complex. A focus on literacy goes beyond traditional forms of reading and writing. Today's students live with technological innovations that previous generations never experienced. They are accustomed to receiving information quickly, and often in a non-linear format, and they may engage in social interactions using a variety of technologies.

Literacy skills are embedded in the expectations for all subjects and disciplines of the Ontario curriculum. Each subject provides opportunities for literacy development, often in specialized ways. Literacy needs to be explicitly taught in all subjects. Literacy demands, such as vocabulary acquisition and accessing and managing information, become more complex across subjects and disciplines as students progress through the grades.

## The Scope of Literacy

In Ontario schools, all students are equipped with the literacy skills necessary to be critical and creative thinkers, effective meaning-makers and communicators, collaborative co-learners, and innovative problem-solvers. These are the skills that will enable them to achieve personal, career, and societal goals. Students develop literacy skills as they think, express, and reflect.

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<sup>8</sup> This page has been adapted from Adolescent Literacy Learning, *Adolescent Literacy Guide: A Professional Learning Resource for Literacy, Grades 7–12. Revised 2016*, pages 4–19, and the *2016 Student Achievement Literacy Planning Resource: Grades 7–12*, page 7.

In every subject, before, during, and after they read, view, listen, speak, or write, students select and use a variety of literacy strategies and subject-specific processes. This helps them comprehend and organize information and ideas, and communicate meaning. Teachers assist students in learning and selecting appropriate literacy strategies based on assessment of their individual needs and learning preferences.

Students learn to think, express, and reflect in discipline-specific ways. Teachers purposefully teach students about the literacy demands of the particular subject area. Students learn the vocabulary and terminology that are unique to a particular subject area and must be able to interpret symbols, charts and diagrams. Cross-curricular and subject-specific literacy skills are essential to students' success in all subjects of the curriculum, and in all areas of their lives.

## Critical Thinking and Critical Literacy

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. It is an essential transferable skill that enables students to become independent, informed, and responsible members of society, and so is a focus of learning across all subjects and disciplines. Critical thinking includes skills such as questioning, predicting, 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 when they assess, analyse, and/or evaluate the impact of something and when they form an opinion and support that opinion with a rationale. In order to think critically, students need to ask themselves effective questions in order to interpret information; detect bias in their sources; determine why a source might express a particular bias; examine the opinions, perspectives, and values of various groups and individuals; 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.

Students approach critical thinking in various ways. Some students find it helpful to discuss their thinking, asking questions and exploring ideas. Other 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.

**Critical literacy** is the term used to refer to a particular aspect of critical thinking. Critical literacy 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 is concerned with 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 take into account: points of view (e.g., those of people from various cultures); 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 who is interacting with the text (e.g., upbringing, friends, communities, education, experiences); intertextuality (e.g., information that a reader or viewer brings to a text from other texts experienced 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., the absence of the voices of certain people or groups).

Students who are critically literate are able, for example, to actively analyse media messages and determine possible 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. Only then are students equipped to produce their own interpretation of an issue. Opportunities should be provided for students to engage in a critical discussion of “texts”, including books and textbooks, television programs, movies, documentaries, web pages, advertising, music, gestures, oral texts, newspaper and magazine articles, letters, cultural text forms, stories, and other forms of expression. Such discussions empower students to understand the impact on members of society that was intended by the text’s creators. Language and communication are never neutral: they are used to inform, entertain, persuade, and manipulate.

The literacy skill of *metacognition* supports students’ ability to think critically through reflection on their own thought processes. Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills in literacy and across all disciplines, and for empowering students with the skills needed to monitor their own learning. As they reflect on their strengths and needs, students are encouraged to advocate for themselves to get the support they need in order to achieve their goals.



# Mathematical Literacy



*Mathematical literacy is an individual's capacity to formulate, employ, and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts, and tools to describe, explain, and predict phenomena. It assists individuals to recognize the role that mathematics plays in the world and to make the well-founded judgments and decisions needed by constructive, engaged, and reflective citizens.*

- Council of Ministers of Education, Canada (CMEC), [\*Measuring Up: Canadian Results of the OECD PISA Study\*](#), 2016, p. 10

## The Importance of Mathematical Literacy<sup>9</sup>

Mathematical literacy involves more than executing procedures. It implies a knowledge base and the competence and confidence to apply this knowledge in the practical world. A mathematically literate person can estimate; interpret data; solve day-to-day problems; reason in numerical, graphical, and geometric situations; and communicate using mathematics.

As knowledge expands and the economy evolves, more people are working with technologies or working in settings where mathematics is a cornerstone. Problem solving, the processing of information, and communication are becoming routine job requirements. Outside the workplace, mathematics arises in many everyday situations. Mathematical literacy is necessary both at work and in daily life.

Mathematical literacy is as important as proficiency in reading and writing. Mathematics is so entwined with today's way of life that we cannot fully comprehend the information that surrounds us without a basic understanding of mathematical ideas. Confidence and competence in mathematics lead to productive participation in today's complex information society, and open the door to opportunity.

## The Scope of Mathematical Literacy

Mathematical literacy encompasses the ability to:

- estimate in numerical or geometric situations
- know and understand mathematical concepts and procedures

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<sup>9</sup> Adapted from *Leading Math Success: Mathematical Literacy, Grades 7–12 – The Report of the Expert Panel on Student Success in Ontario*, 2004, pages 10 and 24.

- question, reason, and solve problems
- make connections within mathematics and between mathematics and life
- generate, interpret, and compare data
- communicate mathematical reasoning

Mathematical literacy has several dimensions – for example, numerical literacy, spatial literacy, and data literacy – and extends beyond the mathematics classroom to other fields of study.

Teachers should take advantage of the abundant opportunities that exist for fostering mathematical literacy across the curriculum. All teachers have a responsibility to communicate the view that all students can and should do mathematics.

## Environmental Education

Environmental education is both the responsibility of the entire education community and a rich opportunity for cross-curricular learning. It can be taught across subjects and grades, providing context that can enrich and enliven learning in all subject areas. It also provides opportunities for critical thinking, learning about citizenship, and developing personal responsibility. It offers students the opportunity to develop a deeper understanding of themselves, their role in society, and their dependence on one another and on the Earth’s natural systems.

The curriculum provides opportunities for students to learn about environmental processes, issues, and solutions, and to demonstrate their learning as they practise and promote environmental stewardship at school and in their communities.

[\*Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools\*](#) outlines an approach to environmental education that recognizes the need for all Ontario students to learn “in, about and/or for” the environment, and promotes environmental responsibility on the part of students, school staff, and leaders at all levels of the education system.

Resource documents – [\*The Ontario Curriculum, Grades 1–8 and The Kindergarten Program: Environmental Education, Scope and Sequence of Expectations, 2017\*](#) and [\*The Ontario Curriculum, Grades 9–12: Environmental Education, Scope and Sequence of Expectations, 2017\*](#) – have been prepared to assist teachers in planning lessons that integrate environmental education with other subject areas. They identify curriculum expectations and related examples and prompts in disciplines across the Ontario curriculum that provide opportunities for student learning “in, about, and/or for” the environment. Teachers can use these documents to plan lessons that relate explicitly to the environment, or they can draw on them for opportunities to use the environment as the *context for learning*. These documents can also be used to make curriculum connections to school-wide environmental initiatives.

# Social-Emotional Learning Skills

The development of social-emotional learning (SEL) skills helps students foster overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive.

Students will learn skills to:	So that they can:
<ul style="list-style-type: none"><li>• identify and manage emotions</li></ul>	<ul style="list-style-type: none"><li>• express their feelings and understand the feelings of others</li></ul>
<ul style="list-style-type: none"><li>• recognize sources of stress and cope with challenges</li></ul>	<ul style="list-style-type: none"><li>• develop personal resilience</li></ul>
<ul style="list-style-type: none"><li>• maintain positive motivation and perseverance</li></ul>	<ul style="list-style-type: none"><li>• foster a sense of optimism and hope</li></ul>
<ul style="list-style-type: none"><li>• build relationships and communicate effectively</li></ul>	<ul style="list-style-type: none"><li>• support healthy relationships and respect diversity</li></ul>
<ul style="list-style-type: none"><li>• develop self-awareness and self-confidence</li></ul>	<ul style="list-style-type: none"><li>• develop a sense of identity and belonging</li></ul>
<ul style="list-style-type: none"><li>• think critically and creatively</li></ul>	<ul style="list-style-type: none"><li>• make informed decisions and solve problems</li></ul>

Social-emotional learning skills are an explicit component of learning in the elementary health and physical education curriculum. However, there are opportunities for students to develop SEL skills in connection with their learning in all subjects and disciplines. Skills to support mental health and well-being can be developed across the curriculum, in the context of school activities, at home, and in the community.

It is beneficial for students to make connections between SEL skills, [transferable skills](#), and learning skills and work habits (see [Growing Success](#), 2010, Chapter 2). Taken together, these interrelated skills support students' overall health and well-being, positive mental health, and the ability to learn and to become lifelong learners. They enhance students' experience in school and beyond, preparing them to succeed personally and to become economically productive and actively engaged citizens. [School Mental Health Ontario](#) (SMHO) has resources to support the development of social-emotional learning in Ontario schools.

# Transferable skills

## Introduction

### The Importance of Transferable Skills in the Curriculum

Today’s graduates will enter a world that is more competitive, more globally connected, and more technologically engaged than it has been in any other period of history. Over the course of the next decade, millions of young Canadians will enter a workforce that is dramatically different from the one we know today. With the growing automation of jobs, extraordinary technological advancements, and the realities of a global economy, students will need to be prepared for job flexibility, frequent career re-orientation, and work and civic life in a globalized, digital age. Equipping students with transferable skills and a desire for lifelong learning will help to prepare them for these new realities, and to navigate and shape their future successfully.

Transferable skills are the skills and attributes that students need in order to thrive in the modern world. Based on international research, information provided by employers, and its work with jurisdictions across Canada, the Ontario Ministry of Education has defined seven important categories of transferable skills – sometimes referred to as “competencies”<sup>10</sup> – that will help students navigate the world of work and meet with success in the future:

- critical thinking and problem solving
- innovation, creativity, and entrepreneurship
- self-directed learning
- collaboration
- communication
- global citizenship and sustainability
- digital literacy

These seven broad categories of skills, necessary in today’s rapidly changing world, can be seen as a framework encompassing the wide range of discrete transferable skills that students acquire over time. Developing transferable skills essentially means “learning for transfer” – that is, taking what is learned in one situation and applying it to other, new situations. Students in Ontario schools “learn for transfer” in

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<sup>10</sup> These categories of transferable skills are aligned with the [six “global competencies”](#) developed collaboratively by ministers of education across Canada on the basis of the competencies outlined in *21st Century Competencies: Foundation Document for Discussion* (Ontario Ministry of Education, 2016). The global competencies were then published by the Council of Ministers of Education, Canada (CMEC) as part of an effort to prepare students across the nation for a complex and unpredictable future with rapidly changing political, social, economic, technological, and environmental landscapes. The new categories of transferable skills outlined here have been updated on the basis of current research, and a seventh category – “digital literacy” – has been added.

all of the subjects and disciplines of the Ontario curriculum, from Kindergarten to Grade 12. In fact, in every grade and subject, their learning is assessed, in part, in terms of their ability to apply or transfer what they have learned to familiar and new contexts (see the category “Application” in the [Sample Achievement Charts](#)). The curriculum provides opportunities for students to develop transferable skills in age- and grade-appropriate ways throughout their school years. Students develop transferable skills not in isolation but as part of their learning in all subjects of the curriculum. These skills are developed through students’ cognitive, social, emotional, and physical engagement in learning. Educators facilitate students’ development of transferable skills explicitly through a variety of teaching and learning methods, models, and approaches, and assessment practices, in a safe, inclusive, and equitable learning environment.

## Critical Thinking and Problem Solving

### Definition

Critical thinking and problem solving involve locating, processing, analysing, and interpreting relevant and reliable information to address complex issues and problems, make informed judgements and decisions, and take effective action. With critical thinking skills comes an awareness that solving problems can have a positive impact in the world, and this contributes to achieving one’s potential as a constructive and reflective citizen. Learning is deepened when it occurs in the context of authentic and meaningful real-world experiences.

### Student Descriptors

- Students engage in inquiry processes that include locating, processing, interpreting, synthesizing, and critically analysing information in order to solve problems and make informed decisions. These processes involve critical, digital, and data literacy.
- Students solve meaningful and complex real-life problems by taking concrete steps – identifying and analysing the problem, creating a plan, prioritizing actions to be taken, and acting on the plan – as they address issues and design and manage projects.
- Students detect patterns, make connections, and transfer or apply what they have learned in a given situation to other situations, including real-world situations.
- Students construct knowledge and apply what they learn to all areas of their lives – at school, home, and work; among friends; and in the community – with a focus on making connections and understanding relationships.
- Students analyse social, economic, and ecological systems to understand how they function and how they interrelate.

# Innovation, Creativity, and Entrepreneurship

## Definition

Innovation, creativity, and entrepreneurship support the ability to turn ideas into action in order to meet the needs of a community. These skills include the capacity to develop concepts, ideas, or products for the purpose of contributing innovative solutions to economic, social, and environmental problems. Developing these skills involves a willingness to assume leadership roles, take risks, and engage in independent, unconventional thinking in the context of experimenting, conducting research, and exploring new strategies, techniques, and perspectives. An entrepreneurial mindset understands the importance of building and scaling ideas for sustainable growth.

## Student Descriptors

- Students formulate and express insightful questions and opinions to generate novel ideas.
- Students contribute solutions to economic, social, and environmental problems in order to meet a need in a community by: enhancing concepts, ideas, or products through a creative process; taking risks in their creative thinking as they devise solutions; making discoveries through inquiry research, by testing hypotheses and experimenting with new strategies or techniques.
- Students demonstrate leadership, initiative, imagination, creativity, spontaneity, and ingenuity as they engage in a range of creative processes, motivating others with their ethical entrepreneurial spirit.

# Self-Directed Learning

## Definition

Self-directed learning involves becoming aware of and managing one's own process of learning. It includes developing dispositions that support motivation, self-regulation, perseverance, adaptability, and resilience. It also calls for a growth mindset – a belief in one's ability to learn – combined with the use of strategies for planning, reflecting on, and monitoring progress towards one's goals, and reviewing potential next steps, strategies, and results. Self-reflection and thinking about thinking (metacognition) support lifelong learning, adaptive capacity, well-being, and the ability to transfer learning in an ever-changing world.

## Student Descriptors

- Students learn to think about their own thinking and learning (metacognition) and to believe in their ability to learn and grow (growth mindset). They develop their ability to set goals, stay motivated, and work independently.
- Students who regulate their own learning are better prepared to become lifelong learners. They reflect on their thinking, experiences, and values, and respond to critical feedback, to enhance their learning. They also monitor the progress of their learning.

- Students develop a sense of identity in the context of Canada's various and diverse communities.
- Students cultivate emotional intelligence to better understand themselves and others and build healthy relationships.
- Students learn to take the past into account in order to understand the present and approach the future in a more informed way.
- Students develop personal, educational, and career goals and persevere to overcome challenges in order to reach those goals. They learn to adapt to change and become resilient in the face of adversity.
- Students become managers of the various aspects of their lives – cognitive, emotional, social, physical, and spiritual – to enhance their mental health and overall well-being.

## Collaboration

### Definition

Collaboration involves the interplay of the cognitive (thinking and reasoning), interpersonal, and intrapersonal competencies needed to work with others effectively and ethically. These skills deepen as they are applied, with increasing versatility, to co-construct knowledge, meaning, and content with others in diverse situations, both physical and virtual, that involve a variety of roles, groups, and perspectives.

### Student Descriptors

- Students participate successfully in teams by building positive and respectful relationships, developing trust, and acting cooperatively and with integrity.
- Students learn from others and contribute to their learning as they co-construct knowledge, meaning, and content.
- Students assume various roles on the team, respect a diversity of perspectives, and recognize different sources of knowledge, including Indigenous ways of knowing.
- Students address disagreements and manage conflict in a sensitive and constructive manner.
- Students interact with a variety of communities and/or groups and use various technologies appropriately to facilitate working with others.

## Communication

### Definition

Communication involves receiving and expressing meaning (e.g., through reading and writing, viewing and creating, listening and speaking) in different contexts and with different audiences and purposes. Effective communication increasingly involves understanding local and global perspectives and societal

and cultural contexts, and using a variety of media appropriately, responsibly, safely, and with a view to creating a positive digital footprint.

### **Student Descriptors**

- Students communicate effectively in different contexts, orally and in writing, using a variety of media.
- Students communicate using the appropriate digital tools, taking care to create a positive digital footprint.
- Students ask effective questions to acquire knowledge; listen to all points of view and ensure that those views are heard; voice their own opinions; and advocate for ideas.
- Students learn about a variety of languages, including Indigenous languages, and understand the cultural importance of language.

## **Global Citizenship and Sustainability**

### **Definition**

Global citizenship and sustainability involves understanding diverse world views and perspectives in order to effectively address the various political, environmental, social, and economic issues that are central to living sustainably in today's interconnected and interdependent world. It also involves acquiring the knowledge, motivation, dispositions, and skills required for engaged citizenship, along with an appreciation of the diversity of people and perspectives in the world. It calls for the ability to envision and work towards a better and more sustainable future for all.

### **Student Descriptors**

- Students understand the political, environmental, economic, and social forces at play in the world today, how they interconnect, and how they affect individuals, communities, and countries.
- Students make responsible decisions and take actions that support quality of life for all, now and in the future.
- Students recognize discrimination and promote principles of equity, human rights, and democratic participation.
- Students recognize the traditions, knowledge, and histories of Indigenous peoples, appreciate their historical and contemporary contributions to Canada, and recognize the legacy of residential schools.
- Students learn from and with people of diverse cultures and backgrounds and develop cross-cultural understanding.
- Students engage in local, national, and global initiatives to make a positive difference in the world.



- Students contribute to society and to the culture of local, national, and global communities, both physical and virtual, in a responsible, inclusive, sustainable, ethical, and accountable manner.
- Students, as citizens, participate in various groups and online networks in a safe and socially responsible manner.

## Digital Literacy

### Definition

Digital literacy involves the ability to solve problems using technology in a safe, legal, and ethically responsible manner. With the ever-expanding role of digitalization and big data in the modern world, digital literacy also means having strong data literacy skills and the ability to engage with emerging technologies. Digitally literate students recognize the rights and responsibilities, as well as the opportunities, that come with living, learning, and working in an interconnected digital world.

### Student Descriptors

- Students select and use appropriate digital tools to collaborate, communicate, create, innovate, and solve problems.
- Students understand how to manage and regulate their use of technology to support their mental health and well-being.
- Students use digital tools to define and plan data searches, collect data, and identify relevant data sets. They analyse, interpret, and graphically represent, or “visualize”, data in various ways to solve problems and inform decisions.
- Students demonstrate a willingness and confidence to explore and use new or unfamiliar digital tools and emerging technologies (e.g., open source software, wikis, robotics, augmented reality). Students understand how different technologies are connected and recognize their benefits and limitations.
- Students manage their digital footprint by engaging in social media and online communities respectfully, inclusively, safely, legally, and ethically. Students understand their rights with respect to personal data and know how to protect their privacy and security and respect the privacy and security of others.
- Students analyse and understand the impact of technological advancements on society, and society’s role in the evolution of technology.

# Assessment and Evaluation

## Introduction

[\*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<sup>11</sup>, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement<sup>12</sup> 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 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 seven fundamental principles given below (excerpted from *Growing Success*, page 6) 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.

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;
- support all students;
- 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;

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<sup>11</sup> The word *parent(s)* is used on this website 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.

<sup>12</sup> “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”.

- 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.

## Culturally Responsive and Relevant Assessment and Evaluation

[Culturally responsive and relevant pedagogy \(CRRP\)](#) reflects and affirms students' cultural and social identities, languages, and family structures. It involves careful acknowledgement, respect, and understanding of the similarities and differences among students, and between students and teachers, in order to respond effectively to student thinking and promote student learning.

Engaging in assessment from a CRRP stance requires that teachers gain awareness of and reflect on their own beliefs about who a learner is and what they can achieve (see the questions for consideration provided below). In this process, teachers engage in continual self-reflection – and the critical analysis of various data – to understand and address the ways in which teacher identity and bias affect the assessment and evaluation of student learning. Assessment from a CRRP stance starts with having a deep knowledge of every student and an understanding of how they learn best.

The primary purpose of assessment is to improve student learning. Assessment *for* learning creates opportunities for teachers to intentionally learn about each student and their sociocultural and linguistic background in order to gather a variety of evidence about their learning in a way that is reflective of and responsive to each student's strengths, experiences, interests, and cultural ways of knowing. Ongoing descriptive feedback and responsive coaching are essential for improving student learning.

Teachers engage in assessment *as* learning by creating ongoing opportunities for all students to develop their capacity to be confident, independent, autonomous learners who set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning in relation to learning goals and curriculum expectations. One way in which teachers differentiate assessment is by providing tasks that allow multiple entry points for all students and that enable all students to design and create personally meaningful assignments, projects, performances, and other demonstrations of their learning.

Assessment *of* learning is used by the teacher to summarize student learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to each student and to parents, teachers, and others.

The evidence that is collected about student learning, including through observations and conversations as well as student products, should reflect and affirm the student's lived experiences within their school,

home, and community, their learning strengths, and their knowledge of concepts and skills. This process of triangulating evidence of student learning allows teachers to improve their understanding of how each student is progressing in their learning.

When teachers engage in the process of examining their own biases regarding classroom assessment and evaluation practices, they might consider some of the following questions:

- Are the tasks accessible to, and inclusive of, all learners? Do the tasks include appropriate and varied entry points for all students?
- Do the tasks connect to students' prior learning and give them opportunities to be sense makers and to integrate their new learning? Do the selected tasks reflect students' identities and lived experiences?
- Do all students have equitable access to the tools they need to complete the tasks being set?
- What opportunities can teachers build into their practice to offer students descriptive feedback to enhance learning? Are graded assessment tasks used in a way that complements the use of descriptive feedback for growth?
- How can information be conveyed about students' learning progress to students and parents in an ongoing and meaningful way?
- What is the purpose of assigning and grading a specific task or activity? Are student choice and agency considered?
- How do teacher biases influence decisions about what tasks or activities are chosen for assessment?

## 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 in a course, 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 the parents and student that is specific to each of these two areas.

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 given in the curriculum for every subject and discipline.

The performance standards are outlined in the achievement chart, also provided in the curriculum for every subject and discipline (each achievement chart is specific to the subject/discipline; see the [sample charts provided](#)). The achievement chart is a standard province-wide guide and is to be used by all teachers as a framework for assessing and evaluating 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 for assessing and evaluating 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 in a grade or course. 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 course, 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*<sup>13</sup>. 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.

## Secondary

Seventy per cent of the final grade (a percentage mark) in a course will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. Thirty per cent will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows

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<sup>13</sup> Beginning in the 2021–22 school year, schools are asked not to assess, evaluate or report on the overall expectations related to social-emotional learning skills in *The Ontario Curriculum, Grades 1–8, Mathematics (2020)* and *The Ontario Curriculum, Grades 1–8, Health and Physical Education (2019)*. It is the ministry's expectation that instruction of the social-emotional learning skills will continue while educators engage in ongoing professional learning.

the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

## Reporting Student Achievement

### Elementary

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.

### Secondary

The Provincial Report Card, Grades 9–12, shows a student's achievement at specific points in the school year or semester. There are two formal reporting periods for a semestered course and three formal reporting periods for a non-semestered course. The reports reflect student achievement of the overall curriculum expectations, as well as development of learning skills and work habits.

### Communication with parents and students

Although there are formal reporting periods, communication with parents and students about student achievement should be continuous throughout the year or course, by a variety of 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.

## 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 grade 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 courses, 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. Each curriculum has subject- or discipline-specific criteria and descriptors. For example, in the English curriculum, in the Knowledge and Understanding category, the criteria are “knowledge of content” and “understanding of content”. The former includes examples such as forms of text and elements of style, and the latter



includes examples such as relationships among facts. “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 or course 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 or courses.

**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 or course.*

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”.

## Sample Achievement Charts

Three samples of the achievement chart are provided, from the following subjects/disciplines:

- The Arts, Grades 1–8
- Science and Technology, Grades 1–8
- English, Grades 11 and 12

These three samples illustrate the consistent characteristics of the performance standards across all subjects and disciplines and across all grades. The samples also illustrate how the achievement chart varies – particularly with respect to the examples provided for the criteria in each category – to reflect the nature of the particular subject or discipline. For instance, the examples for the criterion “Application of knowledge and skills” in the Application category of the achievement chart for the arts include performance skills, composition, and choreography, whereas those for science and technology include investigation skills and safe use of equipment and technology.

As discussed in the preceding sections, the achievement chart identifies four categories of knowledge and skills and four levels of achievement in the particular subject/discipline.

## The Achievement Chart for The Arts, Grades 1–8

<b>Knowledge and Understanding</b> – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
<b>Knowledge of content</b> (e.g., facts, genres, terms, definitions, techniques, elements, principles, forms, structures, conventions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
<b>Understanding of content</b> (e.g., concepts, ideas, procedures, processes, themes, relationships among elements, informed opinions)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
<b>Use of planning skills</b> (e.g., formulating questions, generating ideas, gathering information, focusing research, outlining, organizing an arts presentation or project, brainstorming/ bodystorming, blocking, sketching, using visual organizers, listing goals in a rehearsal log, inventing notation)	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
<b>Use of processing skills</b> (e.g., analysing, evaluating, inferring, interpreting, editing, revising, refining, forming conclusions, detecting bias, synthesizing)	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

<b>Use of critical/creative thinking processes</b> (e.g., creative and analytical processes, design process, exploration of the elements, problem solving, reflection, elaboration, oral discourse, evaluation, critical literacy, metacognition, invention, critiquing, reviewing)	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
<b>Communication – The conveying of meaning through various forms</b>				
<b>Categories</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
	The student:			
<b>Expression and organization of ideas and understandings in art forms (dance, drama, music, and the visual arts), including media/ multimedia forms</b> (e.g., expression of ideas and feelings using visuals, movements, the voice, gestures, phrasing, techniques), and in oral and written forms (e.g., clear expression and logical organization in critical responses to art works and informed opinion pieces)	expresses and organizes ideas and understandings with limited effectiveness	expresses and organizes ideas and understandings with some effectiveness	expresses and organizes ideas and understandings with considerable effectiveness	expresses and organizes ideas and understandings with a high degree of effectiveness
<b>Communication for different audiences</b> (e.g., peers, adults, younger children) and <b>purposes through the arts</b> (e.g., drama presentations, visual arts exhibitions, dance and music performances) and in oral and written forms (e.g., debates, analyses)	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
<b>Use of conventions in dance, drama, music, and the visual arts</b> (e.g., allegory, narrative or symbolic representation, style, articulation, drama conventions, choreographic forms, movement vocabulary) and <b>arts vocabulary and terminology in oral and written forms</b>	uses conventions, vocabulary, and terminology of the arts with limited effectiveness	uses conventions, vocabulary, and terminology of the arts with some effectiveness	uses conventions, vocabulary, and terminology of the arts with considerable effectiveness	uses conventions, vocabulary, and terminology of the arts with a high degree of effectiveness

<b>Application</b> – The use of knowledge and skills to make connections within and between various contexts				
<b>Categories</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
	The student:			
<b>Application of knowledge and skills</b> (e.g., performance skills, composition, choreography, elements, principles, processes, technologies, techniques, strategies, conventions) <b>in familiar contexts</b> (e.g., guided improvisation, performance of a familiar work, use of familiar forms)	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
<b>Transfer of knowledge and skills</b> (e.g., concepts, strategies, processes, techniques) <b>to new contexts</b> (e.g., a work requiring stylistic variation, an original composition, student-led choreography, an interdisciplinary or multidisciplinary project)	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
<b>Making connections within and between various contexts</b> (e.g., between the arts; between the arts and personal experiences and the world outside the school; between cultural and historical, global, social, and/or environmental contexts; between the arts and other subjects)	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

## The Achievement Chart for Science and Technology, Grades 1–8

<b>Knowledge and Understanding</b> – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
<b>Categories</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
	The student:			
<b>Knowledge of content</b> ( <i>e.g., facts, terminology, definitions</i> )	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
<b>Understanding of content</b> ( <i>e.g., concepts, ideas, theories, principles, procedures, processes</i> )	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
<b>Thinking and Investigation</b> – The use of critical and creative thinking skills and inquiry and problem-solving skills and/or processes				
<b>Categories</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
	The student:			
<b>Use of initiating and planning skills and strategies</b> ( <i>e.g., formulating questions, identifying the problem, developing hypotheses, scheduling, selecting strategies and resources, developing plans</i> )	uses initiating and planning skills and strategies with limited effectiveness	uses initiating and planning skills and strategies with some effectiveness	uses initiating and planning skills and strategies with considerable effectiveness	uses initiating and planning skills and strategies with a high degree of effectiveness
<b>Use of processing skills and strategies</b> ( <i>e.g., performing and recording; gathering evidence and data; examining different points of view; selecting tools, equipment, materials, and technology; observing; manipulating materials; proving</i> )	uses processing skills and strategies with limited effectiveness	uses processing skills and strategies with some effectiveness	uses processing skills and strategies with considerable effectiveness	uses processing skills and strategies with a high degree of effectiveness

<b>Use of critical/creative thinking processes, skills, and strategies</b> (e.g., analysing, interpreting, problem solving, evaluating, forming and justifying conclusions on the basis of evidence, developing solutions, considering diverse perspectives)	uses critical/creative thinking processes, skills, and strategies with limited effectiveness	uses critical/creative thinking processes, skills, and strategies with some effectiveness	uses critical/creative thinking processes, skills, and strategies with considerable effectiveness	uses critical/creative thinking processes, skills, and strategies with a high degree of effectiveness
<b>Communication – The conveying of meaning through various forms</b>				
<b>Categories</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
	The student:			
<b>Expression and organization of ideas and information in oral, visual, and/or written forms</b> (e.g., diagrams, models, articles, project journals, reports)	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
<b>Communication for different audiences</b> (e.g., peers, adults, community members) <b>and purposes</b> (e.g., to inform, to persuade) <b>in oral, visual, and/or written forms</b>	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
<b>Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms</b> (e.g., symbols, formulae, International System of Units)	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

<b>Application</b> – The use of knowledge and skills to make connections within and between various contexts				
<b>Categories</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
	The student:			
<b>Application of knowledge and skills</b> ( <i>e.g., concepts and processes; procedures related to the safe use of tools, equipment, materials, and technology; investigation skills</i> ) <b>in familiar contexts</b>	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
<b>Transfer of knowledge and skills</b> ( <i>e.g., concepts and processes, safe use of equipment and technology, investigation skills</i> ) <b>to new contexts</b>	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
<b>Making connections within and between various contexts</b> ( <i>e.g., connections between sciences; connections to everyday and real-life situations; connections among concepts within science and technology; connections involving use of prior knowledge and experience; connections among science and technology and other disciplines, including other STEM [science, technology, engineering, and mathematics] subjects</i> )	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
<b>Proposing courses of practical action to deal with problems relating to our changing world</b>	proposes courses of practical action of limited effectiveness	proposes courses of practical action of some effectiveness	proposes courses of practical action of considerable effectiveness	proposes highly effective courses of practical action



## The Achievement Chart for English, Grades 11 and 12

<b>Knowledge and Understanding</b> – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
<b>Categories</b>	<b>50 59% (Level 1)</b>	<b>60 69% (Level 2)</b>	<b>70 79% (Level 3)</b>	<b>80 100% (Level 4)</b>
	The student:			
<b>Knowledge of content</b> (e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
<b>Understanding of content</b> (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
<b>Categories</b>	<b>50 59% (Level 1)</b>	<b>60 69% (Level 2)</b>	<b>70 79% (Level 3)</b>	<b>80 100% (Level 4)</b>
	The student:			
<b>Use of planning skills</b> (e.g., generating ideas, gathering information, focusing research, organizing information)	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
<b>Use of processing skills</b> (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)	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
<b>Use of critical/creative thinking processes</b> (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)	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

<b>Communication – The conveying of meaning through various forms</b>				
<b>Categories</b>	<b>50 59% (Level 1)</b>	<b>60 69% (Level 2)</b>	<b>70 79% (Level 3)</b>	<b>80 100% (Level 4)</b>
	The student:			
<b>Expression and organization of ideas and information</b> ( <i>e.g., clear expression, logical organization</i> ) <b>in oral, graphic, and written forms, including media forms</b>	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
<b>Communication for different audiences and purposes</b> ( <i>e.g., use of appropriate style, voice, point of view</i> ) <b>in oral, graphic, and written forms, including media forms</b>	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
<b>Use of conventions</b> ( <i>e.g., grammar, spelling, punctuation, usage</i> ), <b>vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms</b>	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
<b>Application – The use of knowledge and skills to make connections within and between various contexts</b>				
<b>Categories</b>	<b>50 59% (Level 1)</b>	<b>60 69% (Level 2)</b>	<b>70 79% (Level 3)</b>	<b>80 100% (Level 4)</b>
	The student:			
<b>Application of knowledge and skills</b> ( <i>e.g., literacy strategies and processes; literary terminology, concepts, and theories</i> ) <b>in familiar contexts</b>	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

<b>Transfer of knowledge and skills</b> <i>(e.g., literacy strategies and processes; literary terminology, concepts, and theories) to new contexts</i>	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
<b>Making connections within and between various contexts</b> <i>(e.g., between the text and personal knowledge and experience, other texts, and the world outside school)</i>	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

# Curriculum context for Social Studies, History, and Geography

## Preface

This curriculum policy replaces *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2018*. Beginning in September 2023, all social studies, history, and geography programs for Grades 1 to 8 will be based on the expectations outlined in *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2023*. The revisions for the 2023 curriculum policy focused on learning in Grades 1 to 3 and Grade 6 social studies.

The revisions to the social studies and history curriculum were developed in collaboration with First Nations, Métis, and Inuit educators, community members, and organizations. The revisions were undertaken in response to the Truth and Reconciliation Commission of Canada's calls to action numbers 62 and 63.

The revision of Grade 6 social studies was done in collaboration with the Jewish community, education organizations, and educator stakeholders.

In addition to the considerations outlined in this curriculum context, all of the general "[Program Planning](#)" sections apply to this curriculum. Educators should review and implement these general sections, as well as the components that appear below.

## Vision and Goals

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

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 following chart outlines how students will achieve the goals in the individual subjects of this elementary curriculum – social studies, history, and geography<sup>14</sup> – and how these subjects will prepare them to realize the vision of the program.

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<sup>14</sup> 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](#).

<b>Goals of Social Studies –</b> Developing a sense of who I am, and who we are <i>Where have I come from? What makes me belong? Where are we now? How can I contribute to society?</i>	<b>Goals of History –</b> Developing a sense of time <i>Who are we? Who came before us? How have we changed?</i>	<b>Goals of Geography –</b> Developing a sense of place <i>What is where, why there, and why care?</i>
Students will work towards: <ul style="list-style-type: none"> <li>• developing an understanding of responsible citizenship;</li> <li>• developing an understanding of the diversity within local, national, and global communities, both past and present;</li> <li>• developing an understanding of interrelationships within and between the natural environment and human communities;</li> <li>• developing the knowledge, understanding, and skills that lay the foundation for future studies in geography, history, economics, law, and politics;</li> <li>• developing the personal attributes that foster curiosity and the skills that enable them to investigate developments, events, and issues.</li> </ul>	Students will work towards: <ul style="list-style-type: none"> <li>• developing an understanding of past societies, developments, and events that enables them to interpret and analyse historical, as well as current, issues;</li> <li>• analysing how people from diverse groups have interacted and how they have changed over time;</li> <li>• understanding the experiences of and empathizing with people in past societies;</li> <li>• developing historical literacy skills by analysing and interpreting evidence from primary and secondary sources.</li> </ul>	Students will work towards: <ul style="list-style-type: none"> <li>• developing an understanding of the characteristics and spatial diversity of natural and human environments and communities, on a local to a global scale;</li> <li>• analysing the connections within and between natural and human environments and communities;</li> <li>• developing spatial skills through the use of spatial technologies and the interpretation, analysis, and construction of various types of maps, globes, and graphs;</li> <li>• being responsible stewards of the Earth by developing an appreciation and respect for both natural and human environments and communities.</li> </ul>

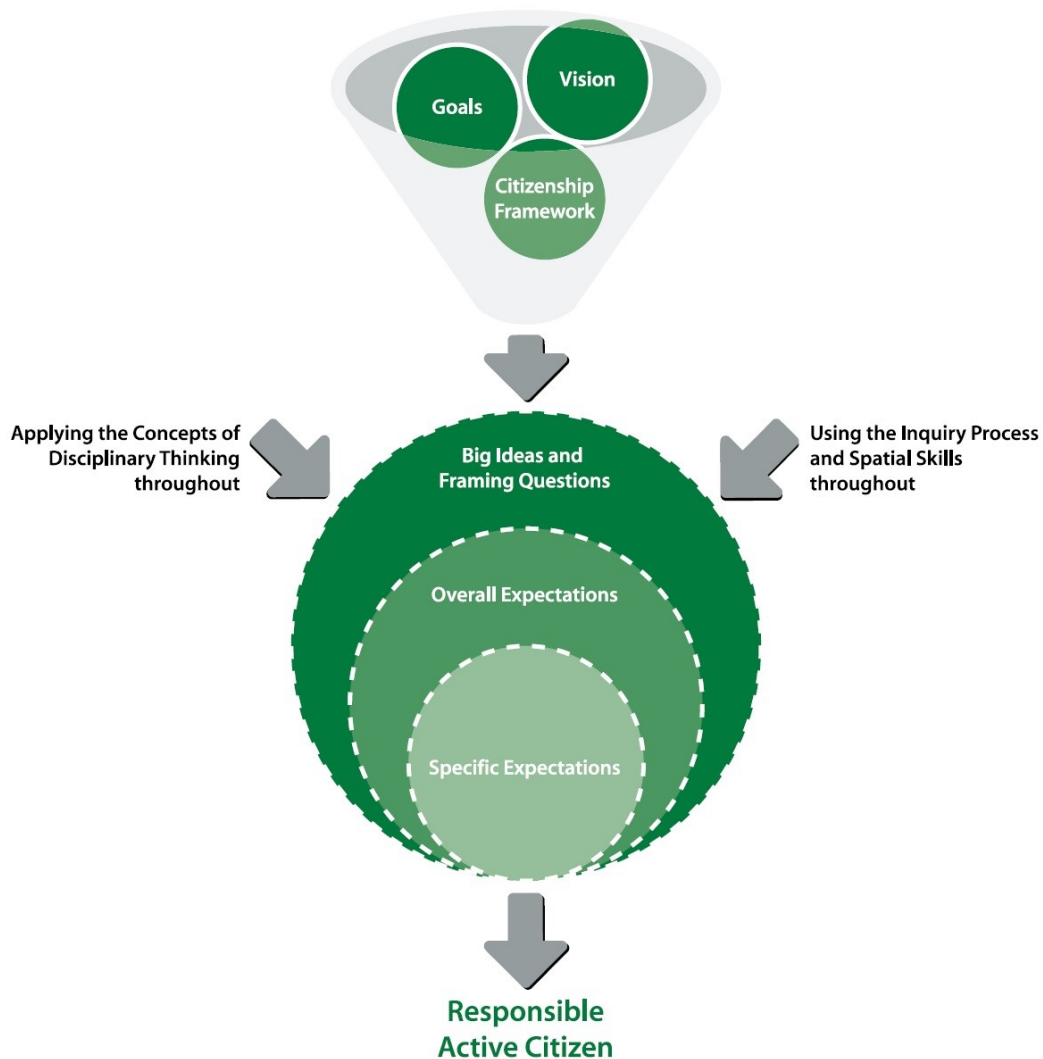
## Tools and Strategies to Help Achieve the Vision of the Program

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](#):** 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](#):** 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](#):** 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](#):** 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](#):** 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



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)**

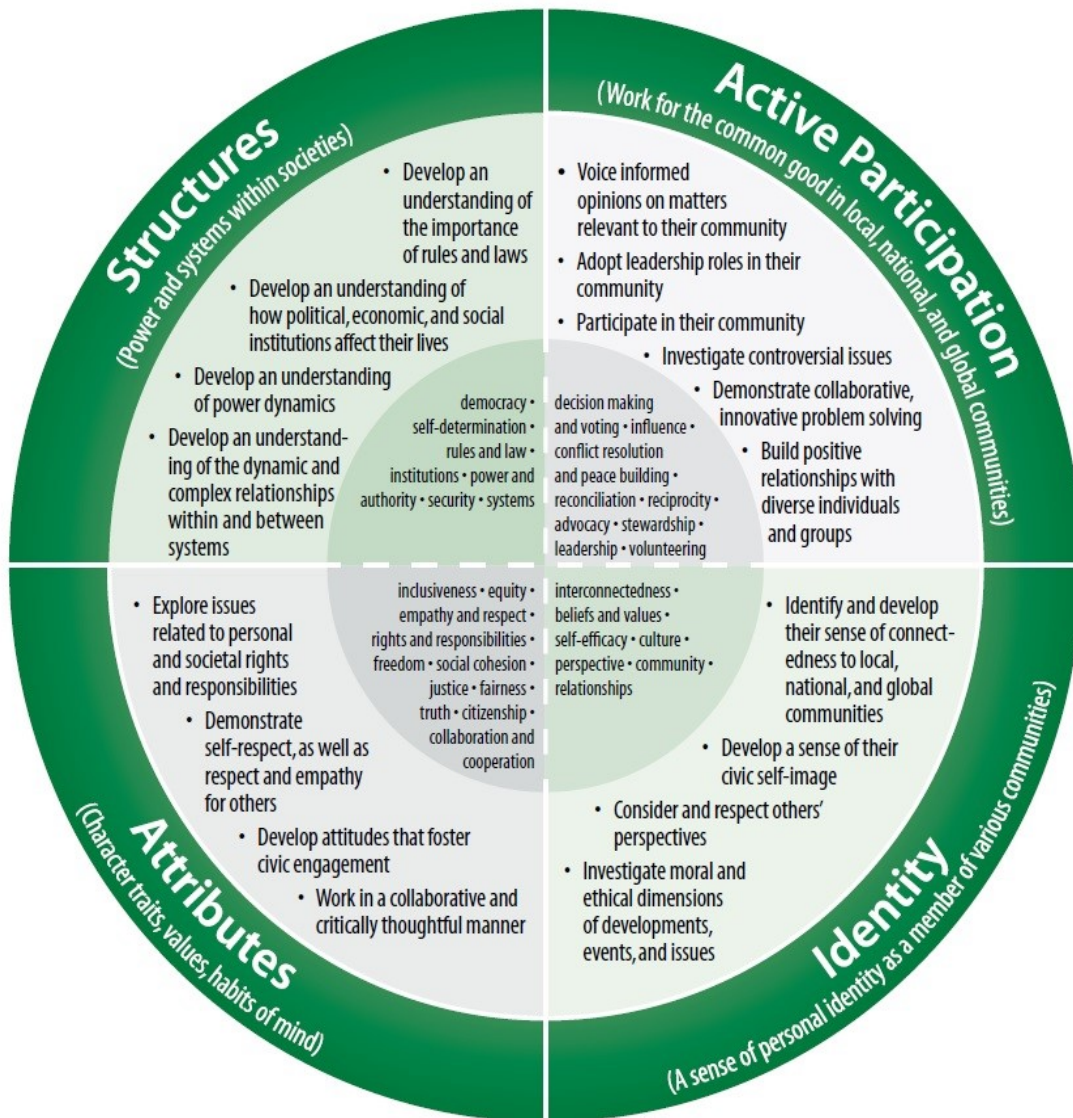
Citizenship education is an important facet of students’ overall education. In every grade and course in the social studies, history, and geography curriculum, students are given opportunities to learn about what it means to be a responsible, active citizen in the community of the classroom and the diverse 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.

This diagram 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 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.

## Citizenship Education Framework



The citizenship education framework is also provided in tabular form in [Appendix B](#).

# Subjects

## 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<sup>15</sup> 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 the citizenship education framework).

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<sup>15</sup> 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.

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 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. 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.

## 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.) See the full descriptions of the [concepts of disciplinary thinking in social studies](#), [history](#), and [geography](#).

## 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	
Interrelationships		Interrelationships			Interrelationships
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
<b>B1.</b> 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.
<b>B2.</b> 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.
<b>B3.</b> 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, Métis, 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.

See the "[Indigenous Education](#)" section of the general program planning section for more information educators must consider in guiding the implementation of curriculum and in creating the environment in which it is taught, including ensuring cultural safety.

*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.*



# 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, 2023* 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* describing in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade and *specific expectations* describing the expected knowledge and skills in greater detail – 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 lettered A and B.) *Taken together, the overall and specific expectations represent the mandated curriculum.*

In each strand in social studies, the overall expectations and their related specific expectations are organized into three sections – Application, Inquiry, and Understanding Context.<sup>16</sup> 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 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,

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<sup>16</sup> 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.

“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 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. See charts outlining approaches to the inquiry process in [social studies](#), [history](#), and [geography](#).

## 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, Algebra, and Spatial Sense.
- **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](#). 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.

## Some Considerations for Program Planning

Important information on topics such as Indigenous education, planning for students with special education needs, planning for English language learners, health and safety, and STEM education is available in the [“Considerations for program planning”](#) and [“Cross-curricular and integrated learning”](#) sections under "Program Planning".

## 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.

More information on instructional approaches can be found in the [“Instructional Approaches”](#) subsection of “Considerations for Program Planning”.

## 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.

More information can be found in the ["Cross-curricular and integrated learning"](#) section of "Program Planning".

## Environmental Education

Social studies, history, and geography offer many opportunities for accomplishing 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.

More information on [environmental education](#) can be found in the "Cross-curricular and integrated learning" section of "Program Planning".

## Healthy Relationships

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.

More information on [healthy relationships](#) can be found in the “Considerations for Program Planning” section of “Program Planning”.

## Equity and Inclusive Education

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.

More information can be found in the [“Human Rights, Equity, and Inclusive Education”](#) subsection of the “Considerations for Program Planning”.

## Financial Literacy

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.

More information can be found in the [“Financial Literacy”](#) subsection of “Cross-curricular and Integrated Learning”.

## Critical Thinking and Critical Literacy

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.

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.

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.

More information on [critical thinking and critical literacy](#) is also available in the “Cross-curricular and integrated learning” section.

# Assessment and Evaluation of Student Achievement

[\*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<sup>17</sup>, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement<sup>18</sup> of educators at all levels as well as on their ability to work together and to build trust and confidence among parents and students.

Major aspects of assessment, evaluation, and reporting policy are summarized in the general [“Assessment and Evaluation”](#) section that applies to all curricula. The key tool for assessment and evaluation in social studies, history, and geography – the achievement chart – is provided below.

## 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. (For important background, see [“Content Standards and Performance Standards”](#) in the main "Assessment and Evaluation" section.)

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<sup>17</sup> The word *parent(s)* is used on this website 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.

<sup>18</sup> “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”.

<b>Knowledge and Understanding</b> – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
<b>Categories</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
	The student:			
<b>Knowledge of content</b> (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
<b>Understanding of content</b> (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
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
<b>Categories</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
	The student:			
<b>Use of planning skills</b> (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
<b>Use of processing skills</b> (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
<b>Use of critical/creative thinking processes</b> (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

<b>Communication – The conveying of meaning through various forms</b>				
<b>Categories</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
	The student:			
<b>Expression and organization of ideas and information</b> ( <i>e.g., clear expression, logical organization</i> ) <b>in oral, visual, and written forms</b>	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
<b>Communication for different audiences</b> ( <i>e.g., peers, adults</i> ) <b>and purposes</b> ( <i>e.g., to inform, to persuade</i> ) <b>in oral, visual, and written forms</b>	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
<b>Use of conventions</b> ( <i>e.g., mapping and graphing conventions, communication conventions</i> ), <b>vocabulary, and terminology of the discipline in oral, visual, and written forms</b>	uses conventions, vocabulary, and terminology with limited effectiveness	uses conventions, vocabulary, and terminology with some effectiveness	uses conventions, vocabulary, and terminology with considerable effectiveness	uses conventions, vocabulary, and terminology with a high degree of effectiveness
<b>Application – The use of knowledge and skills to make connections within and between various contexts</b>				
<b>Categories</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
	The student:			
<b>Application of knowledge and skills</b> ( <i>e.g., concepts, procedures, spatial skills, processes, technologies</i> ) <b>in familiar contexts</b>	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
<b>Transfer of knowledge and skills</b> ( <i>e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies</i> ) <b>to new contexts</b>	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



<b>Making connections within and between various contexts</b> (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
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### Criteria and Descriptors for Social Studies, History, and Geography

To guide teachers in their assessment and evaluation of student learning, the achievement chart provides “criteria” and “descriptors” within each of the four categories of knowledge and skills.

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 (e.g., facts, terms, definitions)
- understanding of content (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)

#### ***Thinking***

- use of planning skills (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)
- 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)
- use of critical/creative thinking processes (e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)

#### ***Communication***

- expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and/or written forms
- communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and/or written forms
- use of conventions (e.g., mapping and graphing conventions, communication conventions), vocabulary, and terminology of the discipline in oral, visual, and/or written forms

### **Application**

- application of knowledge and skills (e.g., concepts, procedures, spatial skills, processes, technologies) in familiar contexts
- transfer of knowledge and skills (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts
- 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)

“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.

## **Social Studies, Grades 1 to 6**

### **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 in “[The Strands in the Social Studies, History, and Geography Curriculum](#)” section of the curriculum context. 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 a fuller discussion of the [concepts of disciplinary thinking.](#))

Significance
<p>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.</p> <p><b>Related Questions*</b></p> <ul style="list-style-type: none"><li>• What role does an Elder, Knowledge Holder, or Métis Senator play in your community? (Grade 1, A3.2)</li><li>• What are some of the big celebrations in your family** during the year? (Grade 2, A3.4)</li><li>• 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)</li><li>• How do we determine the importance of certain developments or events? (Grade 6, Overview)</li></ul>

### **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, or to the land, 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, A3.8)
- How have members of Jewish communities worked with and continue to work with other individuals and communities to address racism within Canada more broadly? (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\***

- What similarities have you found in the housing of people who live in cold regions? (Grade 2, B2.5)
- 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, B3.7)

### 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 between the ways in which First Nations, Métis, Inuit, and settler communities lived off the land? (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)

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

\*\* The word *family* is used in this document to refer to two or more people brought together in a household or extended households who interact and are connected with one another in their social circles through various relationships (e.g., parents, siblings, extended family members, community members). The word may also be taken to include care providers or a care community who are committed to being there for one another in various ways.

## The Social Studies Inquiry Process

In each strand, the second overall expectation 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 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.

<b>Formulate Questions</b>
<p>Students formulate questions, either independently or with guidance from the teacher, and either individually or in groups:</p> <ul style="list-style-type: none"> <li>• to explore various events, developments, and/or issues that are related to the overall expectations in order to identify the focus of their inquiry</li> <li>• to help them determine which key concept (or concepts) of social studies thinking is relevant to their inquiry</li> <li>• that reflect the selected concept(s) of social studies thinking</li> <li>• to develop criteria that they will use in evaluating evidence and information, making judgements or decisions, and/or reaching conclusions</li> </ul>
<b>Gather and Organize</b>
<p>Students:</p> <ul style="list-style-type: none"> <li>• collect relevant data, evidence, and/or information from primary sources,<sup>a</sup> secondary sources,<sup>b</sup> and/or field studies<sup>c</sup></li> <li>• determine if their sources are accurate and reliable</li> <li>• identify the points of view in the sources they have gathered</li> <li>• use a variety of methods to organize the data, evidence, and information they are using</li> <li>• record the sources of the data, evidence, and information they are using</li> <li>• decide whether they have collected enough data, evidence, and/or information for their inquiry</li> </ul>
<b>Interpret and Analyse</b>
<p>Students:</p> <ul style="list-style-type: none"> <li>• analyse data, evidence, and information, applying the relevant concepts of social studies thinking (see preceding chart)</li> <li>• use different types of graphic organizers to help them interpret and/or analyse their data, evidence, and/or information</li> <li>• identify the key points or ideas in each source</li> <li>• extract information from graphs, charts, diagrams, and/or maps</li> <li>• construct graphs, charts, diagrams, and/or maps to help them analyse events, developments, and/or issues</li> <li>• analyse their sources to determine the importance of an event, development, or issue for individuals and/or groups</li> <li>• identify biases in individual sources</li> <li>• determine if all points of view are represented in the source materials as a whole, and which, if any, are missing</li> </ul>

### Evaluate and Draw Conclusions

Students:

- synthesize data, evidence, and/or information, and make informed, critical judgements based on that data, evidence, and/or information
- make connections between the past and present
- predict outcomes
- determine the impact of events, developments, and/or issues on people and/or places
- take a position and support it with evidence

### Communicate

Students:

- use appropriate forms (e.g., oral, visual, written, kinaesthetic) for different audiences and purposes
- communicate judgements, decisions, conclusions, predictions, and/or plans of action clearly and logically
- use terminology and concepts correctly and effectively
- cite sources using appropriate forms of documentation

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.

## History, Grades 7 and 8

### 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 a fuller discussion of the [concepts of disciplinary thinking](#).)

Historical Significance
<p>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.</p> <p><b>Related Questions*</b></p> <ul style="list-style-type: none"><li>• What factors led to Pontiac’s Resistance? How successful was this resistance? Why is it significant for First Nations? (Grade 7, A3.1)</li><li>• Why was the Battle of Saint-Eustache significant to French Canadians? (Grade 7, B3.1)</li><li>• 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)</li><li>• What impact did Clifford Sifton’s immigration policies and strategies have on Canadian heritage and identity? (Grade 8, B3.6)</li></ul>
Cause and Consequence
<p>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.</p> <p><b>Related Questions*</b></p> <ul style="list-style-type: none"><li>• 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)</li><li>• What were some of the key social, economic, and political issues that led to the Rebellions of 1837–38? (Grade 7, B3.1)</li><li>• 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)</li><li>• 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)</li></ul>



### 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)

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

## The Historical Inquiry Process

In each strand, the second overall expectation 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 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.

<b>Formulate Questions</b>
<p>Students formulate questions, either independently or with guidance from the teacher, and either individually or in groups:</p> <ul style="list-style-type: none"> <li>• to explore various events, developments, and/or issues that are related to the overall expectations in order to identify the focus of their inquiry</li> <li>• to help them determine which key concept (or concepts) of historical thinking is relevant to their inquiry</li> <li>• that reflect the selected concept(s) of historical thinking</li> <li>• to develop criteria that they will use in evaluating evidence and information, making judgements or decisions, and/or reaching conclusions</li> </ul>
<b>Gather and Organize</b>
<p>Students:</p> <ul style="list-style-type: none"> <li>• collect relevant evidence and information from a variety of primary sources<sup>a</sup> and secondary sources<sup>b</sup>, including community sources<sup>c</sup></li> <li>• determine if their sources are credible, accurate, and reliable</li> <li>• identify the purpose and intent of each source</li> <li>• identify the points of view in the sources they have gathered</li> <li>• use a variety of methods to organize the evidence and information they have gathered</li> <li>• record the sources of the evidence and information they are using</li> <li>• decide whether they have collected enough evidence and information for their inquiry</li> </ul>
<b>Interpret and Analyse</b>
<p>Students:</p> <ul style="list-style-type: none"> <li>• analyse evidence and information, applying the relevant concepts of historical thinking (see preceding chart)</li> <li>• use different types of graphic organizers to help them interpret and/or analyse their evidence and information</li> <li>• identify the key points or ideas in each source</li> <li>• interpret maps to help them analyse events, developments, and/or issues</li> <li>• analyse their sources to determine the importance of the event, development, or issue for individuals and/or groups</li> <li>• identify biases in individual sources</li> <li>• determine if all points of view are represented in the source materials as a whole, and which, if any, are missing</li> </ul>

### Evaluate and Draw Conclusions

Students:

- synthesize evidence and information, and make informed, critical judgements based on that evidence and information
- make connections between the past and present
- determine short- and long-term consequences of events, developments, and/or issues on different individuals, groups, and/or regions
- assess whether an event or action was ethically justifiable, given the context of the time
- reach conclusions about events, developments, and/or issues, and support them with evidence

### Communicate

Students:

- use appropriate forms (e.g., oral, visual, written, kinaesthetic) for different audiences and purposes
- communicate their arguments, conclusions, and judgements clearly and logically
- use historical terminology and concepts correctly and effectively
- cite sources using appropriate forms of documentation

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.

## Geography, Grades 7 and 8

### 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 a fuller discussion of the [concepts of disciplinary thinking](#).)

<b>Spatial Significance</b>
<p>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.</p>
<p><b>Related Questions*</b></p> <ul style="list-style-type: none"><li>• What are wetlands? Why are they important? (Grade 7, A3.4)</li><li>• Why are there so many high-rise buildings in Hong Kong? (Grade 8, A1.1)</li></ul>
<b>Patterns and Trends</b>
<p>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.</p>
<p><b>Related Questions*</b></p> <ul style="list-style-type: none"><li>• 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)</li><li>• Why is there a global phenomenon of people moving to urban centres? (Grade 8, A3.4)</li></ul>
<b>Interrelationships</b>
<p>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.</p>
<p><b>Related Questions*</b></p> <ul style="list-style-type: none"><li>• Why does the process used to extract a natural resource depend on where the resource is located? (Grade 7, B1.1)</li><li>• 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)</li></ul>

### 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)

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

## The Geographic Inquiry Process

In each strand, the second overall expectation 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 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:

- 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
- to help them determine which key concept (or concepts) of geographic thinking is relevant to their inquiry
- that reflect the selected concept(s) of geographic thinking
- 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:

- collect relevant qualitative and quantitative data, evidence, and/or information from field studies<sup>a</sup> and a variety of primary and secondary sources,<sup>b</sup> including visuals<sup>c</sup> and community resources<sup>d</sup>
- determine if their sources are accurate and reliable
- identify the purpose and intent of each source
- identify the points of view in the sources they have gathered
- use a variety of methods to organize the data, evidence, and/or information they have gathered
- record the sources of the data, evidence, and information they are using
- decide whether they have collected enough data, evidence, and/or information for their inquiry

### **Interpret and Analyse**

Students:

- analyse data, evidence, and information, applying the relevant concepts of geographic thinking (see preceding chart)
- use different types of graphic organizers to help them interpret and/or analyse their data, evidence, and/or information
- identify the key points or ideas in each source
- analyse graphs, charts, diagrams, and/or maps
- construct graphs, charts, diagrams, and/or maps to help them analyse the issue, event, development, and/or phenomenon they are investigating
- analyse their sources to determine the importance of the issue, event, development, and/or phenomenon for individuals and/or groups, including different groups
- identify biases in individual sources
- 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:

- synthesize data, evidence, and/or information, and make informed, critical judgements based on that data, evidence, and/or information
- determine the short- and long-term impact of an event, development, issue, and/or phenomenon on people and/or places
- reach conclusions about their inquiry and support them with data and/or evidence
- make predictions based on their data, evidence, and/or information
- determine the ethical implications of an issue or action
- determine the action required, where appropriate

### **Communicate**

Students:

- use appropriate forms (e.g., oral, visual, written, kinaesthetic) for different audiences and purposes
- communicate their arguments, conclusions, predictions, and/or plans of action clearly and logically
- use geographical terminology and concepts correctly and effectively
- cite sources using appropriate forms of documentation

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.

# Social Studies (revised 2023), 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 begin to identify how some First Nations, Métis, and Inuit individuals and communities are reclaiming aspects of their identities and cultures that were lost or taken away due to colonization and the residential school system. Students 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](#), including *community, identity, relationships, respect, and stewardship*.

The following two-part 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 an explanation of [big ideas and the concepts of disciplinary thinking](#) and 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 a description of [spatial skills](#)).



## Strand A. Heritage and Identity: Our Changing Roles and Responsibilities

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/Developed
<b>A1.</b> describe some of the ways in which people's roles, relationships with, and responsibilities to others and the world around them 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.	<ul style="list-style-type: none"> <li>How and why do people's roles and responsibilities change as they encounter new situations and develop relationships with different people?</li> <li>How do people's various roles and responsibilities help shape who they are?</li> </ul>	<i>Maps* and Globes</i> <ul style="list-style-type: none"> <li>Using elements of maps (e.g., a title, symbols in a legend, direction, scale [non-standard], and colour) to help them extract information or when constructing maps for specific purposes (see, e.g., A2.3)</li> </ul>
<b>A2.</b> 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.	<ul style="list-style-type: none"> <li>Why is it important to respect others? How do we show respect for others?</li> </ul>	
<b>A3.</b> demonstrate an understanding that they and other people experience a range of 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.		

## Strand B. People and Environments: The Local Community

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>B1.</b> 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.	<ul style="list-style-type: none"> <li>What are people's responsibilities within their community? What might happen if people did not meet their responsibilities?</li> <li>In what ways do people and the natural and built features of our community work together to help meet the needs of the community?</li> </ul>	<p><i>Graphs</i></p> <ul style="list-style-type: none"> <li>Constructing and using pictographs (see, e.g., B2.4)</li> <li>Constructing and using tallies (see, e.g., B2.2)</li> </ul>

<p><b>B2.</b> 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</p>	<p>Cause and Consequence</p>	<p>Our actions can have an impact on the natural and built features of the community, so it is important for us to act responsibly.</p>	<ul style="list-style-type: none"> <li>How do we recognize patterns in the natural and built features of the local community? How can we represent those patterns?</li> </ul>	<p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> <li>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, B3.5)</li> </ul>
<p><b>B3.</b> 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</p>	<p>Significance; Patterns and Trends</p>	<p>A community consists of different areas, each of which has a specific layout and characteristics.</p>		

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

## Expectations by strand

### A. Heritage and Identity: Our Changing Roles and Responsibilities

#### Overall expectations

By the end of Grade 1, students will:

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

describe some of the ways in which people's roles, relationships with, and responsibilities to others and the world around them 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*)

#### Specific expectations

By the end of Grade 1, students will:

**A1.1** describe how and why a person's roles, relationships, and responsibilities, in relation to others and to the environment, 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 and why a student's relationship with the natural environment, such as taking part in harvesting or fishing, could support learning that deepens family and/or community cultural connections; how their parents'/caregivers' roles differ at home and at work; how a child's responsibilities at home may change as the child gets older*)

#### Teacher supports

#### 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, or to the land, change as you get older?
- In what ways do you show that you care for and respect the natural environment?

#### Student talk

- "My mom works in an office with lots of other people. She goes to work when I am at school. 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."
- "I show that I care for Mother Earth by taking only what I need and saying thank you."
- "It is important for everyone to care for the land and the environment so that the future will be good. I tell people that it is everyone's responsibility to pick up their own garbage. Every little bit helps."
- "I used to need help getting dressed when we went outside in the winter. Now I remember to get my scarf and mittens."

**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; participating in various cultural ceremonies and traditions specific to their family, community, or nation such as taking part in a naming ceremony, joining in seasonal ceremonies<sup>19</sup>, building a personal sacred bundle, making noodles for Lunar New Year, lighting a menorah or Kwanzaa candle, collecting maple sap to make maple syrup, building a family canoe, participating in a Khalsa Day parade, setting up an ofrenda for the Day of the Dead*) led to changes in their roles, relationships, and/or responsibilities

## Teacher supports

### Sample Questions

- Has anything joyful happened this year that changed your responsibilities at home and/or in your community? How did things change? Why did they change?
- How might your relationship with the natural environment or your community change as you get older or as the seasons change?
- How do your family's outdoor activities that are connected to the land change with each season?
- How has your role in your family's cultural or ceremonial traditions changed? Are your responsibilities different from what they used to be? Will your responsibilities change as you grow older?

### Student talk

- "We got a puppy last year. I make sure his water dish is always full."
- "Now that I am stronger, I help my mom bring clean water to the house for us to drink."
- "Last year I helped harvest the school garden. We made tomato sauce to share with the community."
- "Last summer I danced at a powwow for the first time. My First Nation community calls it a dancing-out ceremony."
- "When I started to walk, my family held a walking-out ceremony in James Bay. I took my first steps on the Earth, walking out from a tipi with my family to show I was ready to start learning about my Cree culture."
- "When I turned six I was able to go fishing with my grandpa during summer. I was excited to catch my first fish."
- "I went hunting in October with my grandpa and uncle, who showed me how they harvest a moose. I learned how we share the meat with the rest of our Métis family."

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<sup>19</sup> Educators who are planning extended learning about specific cultural practices must ensure that necessary permissions are granted and protocols are followed respectfully by working alongside community members.

- “While I was visiting my family’s community, Igloolik, we celebrated the return of the sun with drum dancing.”

**A1.3** compare some of the significant events in their own lives and/or the lives of their family<sup>20</sup> members with those in the lives of their peers

### Teacher supports

#### Sample Questions

- What are some positive moments in your life? Create an image that shows some of these experiences.
- When you shared your finished timeline with a classmate, what did you learn about each other’s lives?
- What are some special memories that you have of spending time with people in your family?

#### Student talk

- “You said you live with your two parents and a sister. I have a baby brother and my mom.”
- “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?”
- “I’m playing in a hockey tournament. My older brother who got his driver’s license is bringing me. What hobby or sport do you like?”
- “I got my first Métis sash when I attended my first Métis cultural camp. Have you received any special gifts from others?”

**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 upsets 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

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<sup>20</sup> The word *family* is used in this document to refer to two or more people brought together in a household or extended households who interact and are connected with one another in their social circles through various relationships (e.g., parents, siblings, extended family members, community members). The word may also be taken to include care providers or a care community who are committed to being there for one another in various ways.

## Teacher supports

### Sample Questions

- When you started school this year, how did you feel when you first came into the classroom? If you were shy or 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 you would feel if you were having a bad day and someone sat down beside you and asked you what was wrong and how they could help?

### Student talk

- “I was scared on the first day of school. My big brother helped me in the lunchroom that day. That made me feel better.”
- “My kokum (grandmother) sits with me when I am frustrated with learning something new, like making pies. She always asks me what’s going on and we find ways to make it easier.”

**A1.5** identify some of the ways in which First Nations, Métis, and Inuit individuals and communities are reclaiming and revitalizing aspects of their identity that were lost or taken away due to colonization, including the residential school system (*e.g., traditional practices and rituals being taught and celebrated in community; strengthening of family, clan, and/or extended family relationships; language learning and revitalization; acts of resilience and healing; reclaiming of identity*), and the role that these aspects play in their sense of self (*e.g., personal pride in self and community; sense of belonging – who they are, where they come from, and how they relate to one another*)

## Teacher supports

### Sample Questions

- How did the residential school system impact the children, families, and/or communities mentioned in these picture books written by First Nations, Métis, and Inuit authors? How are communities today learning about the impacts, and what is being done to make sure children learn about this history in school today?
- What First Nations, Métis, and Inuit languages were spoken by the Indigenous nations that lived, or still live, in this area? Do we hear these languages spoken on a regular basis now? Why not? What can someone do to learn an Indigenous language? How might a person choose which language to learn?
- How can traditional art forms help teach children about the histories and cultures of specific First Nations, Métis, and Inuit communities using art, music, dance, and song? What are some of the objects that people make when they learn traditional art forms, and how are they used?
- How can families learn about locally harvested foods and recipes that use those foods?

## Student talk

- “I go to the Friendship Centre to learn how to fancy shawl dance. I really like the youth leader. My favourite dance to watch is the hoop dance.”
- “I am proud to be learning my family’s language, Anishinaabemowin, at the community centre.”
- “I wear an orange shirt on Orange Shirt Day to remember the children who were taken away from their homes and forced to attend residential and day schools.”
- “When I was in Ottawa, we went to the Inuuqatigiit Centre and had some traditional foods. I ate muktuk and Arctic char.”
- “My mémère (grandmother) speaks Michif. She was not allowed to speak it at residential school. She never passed it on to my mom as a kid. My mémère is now teaching the family. Not many people speak it now. I want to help bring back the language, so I’m learning to speak it.”
- “There are many recipes online. My mom helped me to find a Haudenosaunee cornbread recipe on our community’s website.”

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

use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self<sup>21</sup>, their different roles, relationships, and responsibilities, and various situations in their daily lives (**FOCUS ON:** *Interrelationships*)

### Specific expectations

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*)

### Teacher supports

#### 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?

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<sup>21</sup> While some students may choose to share some aspects of their identities, it is important that they not be asked to share, singled out, or tokenized to speak about the nature of those identities. It is also important to acknowledge the vast diversity of expression, practices, and understanding that exists in many cultural communities, including First Nations, Métis, and Inuit communities. To learn more about cultural safety, refer to "Cultural Safety" in the "[Indigenous Education](#)" section of "Cross-curricular and Integrated Learning".



- How do you feel when you're sitting at your desk? How do you feel when you're sitting in a park? How do different places affect how you behave? Why do you think that happens?

**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, moving to a new home, joining a recreation, language, or cultural program for children and youth*), 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, educational websites for children, books written by diverse voices – including First Nations, Métis, and Inuit authors/storytellers – on identity, family, and community relationships*)

### Teacher supports

#### 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?
- Where can you go to learn more about your community?

#### Student talk

- "I got a bunch of photographs from my dad that show special people and places in my life."
- "My mom showed me a news story in the *Métis Voyageur* about the yearly canoe expedition that my family goes to watch."
- "My family showed me videos of my cousins dancing at Grand River Champions Powwow at Six Nations. I can't wait to go, too."
- "My class went to a museum last year. A community member showed us around. The museum has pictures and videos of my community from a long time ago."

**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; construct a map to show key places they visit in their community; find the school entrance, playground, and their classroom on a map of their school*)

### Teacher supports

#### 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."
- "I live here in Toronto, but my family is from Treaty 9. This map shows both places."

- “On my community map, I made sure to include the Indigenous Friendship Centre.”
- “Every summer, we go to my grandparents’ fishing camp on the edge of Sault Ste. Marie, not far from our home. This place is special to us. Our Métis ancestors lived there and harvested the lands and waters. Here it is on my map.”
- “I put the Inuuqatigiit Centre for Inuit Children, Youth and Families and Tungasuvvingat Inuit on my map.”

**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 the activities they like to help with at home and at school on a Venn diagram to help them determine the similarities and differences between their roles in different locations; use a graphic organizer to help them determine the relationship between the responsibilities of adults in their life and their own responsibilities; create a cyclical calendar that acknowledges the changes in responsibilities for each of the seasons*)

### Teacher supports

#### Student talk

- “When my sister was born I felt happy. But I got mad, too, because my dad didn’t play with me as much.”
- “I have more to do at school than at home, because my mom does a lot for me. I didn’t really know this until I made my Venn diagram.”
- “In the summer we go wild blueberry picking. My small hands are great at getting all of those berries. After we finish picking them, my mom makes blueberry jam for the winter. I get to help by mashing the berries and watching the timer as the jam cooks.”
- “At the spring goose hunt, I sit with my kokum (grandmother) and cousins and pluck the geese the hunters bring back. I work together with my family and other members of Moose Cree First Nation.”

**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

### Teacher supports

#### Sample Questions

- What did you find out about differences in your roles and responsibilities in two different spaces/places? Why are your responsibilities different in a schoolyard than in a classroom?
- Why might your responsibilities be different in the summer than in the winter?
- What events have led to the biggest changes in your sense of self? Why do you think that is?

**A2.6** communicate the results of their inquiries, using appropriate vocabulary (*e.g., role, relationship, responsibility, sense of self, community, identity*) and formats (*e.g., an oral presentation on the biggest change or significant event 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

demonstrate an understanding that they and other people experience a range of different roles, relationships, and responsibilities, and that all people and the environment should be treated with respect (**FOCUS ON:** *Significance*)

#### Specific expectations

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, as someone who cares for the environment, pet owner*)

#### Teacher supports

##### Sample Questions

- What roles do you have at school? At home? In the community?
- What are some of your responsibilities at school? In the place where you live? In the community?
- Do you have any pets? If yes, what role do you play in caring for them?
- What is your relationship with other members of your family?
- What is your relationship with the natural environment? What responsibilities do you have to the land?

##### Student talk

- “I’m helping to take care of the plants at school by watering them.”
- “I make sure that I recycle and don’t litter. I tell my friends it’s important to help take care of the environment.”
- “I go with my nokomis (grandmother) on Water Walks to raise awareness about protecting and taking care of the water. My nokomis taught me the Nibi Song.”

**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, Knowledge Keeper, Knowledge Holder, Métis Senator, doctor, cultural or youth worker; places: school, friends’ homes, the library, parks or playgrounds, their place of worship, after-school community program, sacred sites; living and non-living things: pets, culturally significant items in their home, toys and comfort items*), and describe their purpose or the role they have

## Teacher supports

### Sample Questions

- What role does your doctor play in your life?
- What role does an Elder, Knowledge Holder, or Métis Senator play in your community?
- What is the purpose of our school?
- What is an object that is special to you? Why is it so special?

### Student talk

- “My mom takes me to the doctor when I have a sore throat. The doctor always gives me a sticker when we leave. The cough syrup makes me feel better.”
- “My dog brings me joy and comfort. My dad says the dog should eat before we eat. Dogs are living creatures. It’s important for us to be kind to them.”
- “The urban Indigenous kids’ program that I belong to had a traditional ceremony for the new drums. The program leaders used their hand drums to help us learn some songs and stories.”
- “My family has been living in this area for a really long time. When I join my mishomis (grandfather) and my uncles on the land, I feel connected to my people and the environment. I am proud to be Anishinaabe.”
- “I love my Métis sash. When I wear it on special occasions, I feel proud that I belong to my culture.”

**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*)

## Teacher supports

### 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 positive and inclusive behaviour and actions that they can practise in their everyday life (*e.g., sharing, cooperating, being courteous, not damaging the natural or built environment, acknowledging and extending gratitude to the Earth, caring for Elders, Knowledge Holders, Knowledge Keepers, and Traditional Teachers; understanding and considering a variety of cultures and the diversity of traditions, including the diversity that exists among First Nations, Métis, and Inuit individuals*) and/or that other people practise (*e.g., bowing to each other as a sign of respect*)

## Teacher supports

### Student talk

- “When I ask for something, I try to remember to say please.”
- “I start and end each day by saying thank you with the Haudenosaunee Thanksgiving Address.”
- “We start our Anishinaabemowin classes with a greeting, by saying *aanii* (hello). We end each class with saying *baamaapii* (later).”
- “My family shows respect to our community by sharing the fish we catch with others.”
- “When we were at the harvest dinner, a Métis Senator gave the opening prayer and we waited while our Elders went to eat first.”

**A3.5** demonstrate an understanding that it is important to treat other people and the environment with respect (*e.g., practise taking turns listening, make a list of ways to care for plants in the school community, make and illustrate a poster of ways to save water at home*)

## Teacher supports

### Sample Questions

- Why is it important to treat other people with respect? How can we show respect for others?
- Why is it important to treat the environment with respect? How can we show respect for the natural world?

### 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 hurt them.”
- “I do my best to only take what I need from the Earth. I don’t rip leaves from trees or pick berries that I’m not going to eat.”
- “Some Ojibwe people use a feather or talking stick during talking circles. Only the person holding it can talk.”

## B. People and Environments: The Local Community

### Overall expectations

By the end of Grade 1, students will:

#### B1. Application: Interrelationships within the Community

describe some aspects of the interrelationship between people and the natural and built features of their community (**FOCUS ON:** *Interrelationships*)

### Specific expectations

By the end of Grade 1, students will:

**B1.1** describe some of the ways in which people interact with the natural environment and the 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

### Teacher supports

#### Sample Questions

- Where does your family go to get food? What might happen if the store or location (farmers' market, farm, harvesting area) 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?
- How do community garden projects help serve the needs of people living in cities? What are all the ways in which community gardens keep people healthy?
- What are some ways in which Inuit across the Arctic hunt for food? What might happen if temperatures continue to rise in the north? How might that impact Inuit hunters and wildlife populations?

#### 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."
- "It hasn't been raining a lot, so I helped my neighbour at the community garden by watering the vegetables."
- "I live in a big city. The local park is where I can play with my friends and look at birds and squirrels and get fresh air. I would be sad if I couldn't do this, if the park was not there anymore."
- "I helped dig potatoes at the community garden this year. It was hard work! I am grateful that Mother Earth provides us with our food."

- “We go on hikes with my mishomis (grandfather) and are learning about foraging for wild foods like plants, berries, and mushrooms. If the trails at Curve Lake First Nation were not here, I would not be able to go on walks and learn about this.”
- “I helped my p  p  re harvest a moose this year during hunting season. It was a lot of work, but I was happy we could give some of the meat to our community. We wouldn’t be able to do this if our hunting area wasn’t there anymore.”

**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 First Nation administration office, the Métis community council office, Inuit community centres, the community health clinic, the Indigenous Friendship Centre, cultural education centres, the water treatment plant, grocery stores, gas stations), and describe how they meet people's needs, including their own needs

## Teacher supports

## Sample Questions

- What are some of the services that exist in your community? How do these services help you live your life in a good way?
- What are some jobs people have that serve others in your community? Can you name the jobs or describe their roles?

## 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.”
- “My city has a wastewater treatment plant to help take care of and clean the water.”
- “When someone in my community goes hunting, they share the meat with others to help care for everyone.”
- “The Indigenous Water Walkers teach us that we have a responsibility to take care of the water.”

**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 and grow a sustainable 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

## Teacher supports

### 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. We are looking up the best tree to plant for this area.”
- “I put my vegetable scraps in the compost. In the spring, my family and I will use the compost to feed the garden. I’m making a list of all the things we can put in the compost, and all the things we should throw in the garbage instead. My mom said she will put it on the fridge.”
- “When I am with my grandparents, they teach me about traditional medicines. They will offer tobacco<sup>22</sup> when picking plants to give thanks to Mother Earth. This helps our spirits and helps the plants.”
- “My community has a Three Sisters garden and they use it to teach us the knowledge of our ancestors. I learned about the Three Sisters story and how corn, beans, and squash all help each other survive.”

## B2. Inquiry: Interrelationships and Their Impact

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*)

### Specific expectations

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*)

## Teacher supports

### Sample Questions

- What are some of the good things about the natural features in our neighbourhood? How can we be more responsible and take better care of them?
- How are the ways in which we interact with the natural environment different from the ways we interact with human-built features?
- How can various people in our community support us in our investigation? Who could we ask?

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<sup>22</sup> This refers to the ceremonial use of natural tobacco in First Nations and Métis cultures. It is not a reference to commercial tobacco products.



- 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 or field grasses?
- What happens if the water is not safe to drink, wash, or swim in?

**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; listen to people speak and teach about various Fall Harvest festivals and activities*)

### Teacher supports

#### Sample Questions

- How could we gather data on the messiest places in the schoolyard?
- How can we use satellite images of the First Nation community to help us create maps and locate familiar features that we use?
- How could we use photos to see where trees have been planted or 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.”
- “We could take photos to help us identify which trees around the schoolyard are healthy and which are not.”
- “A person from the community told us how the lakes and the forest in our area are important to everything in our community.”

**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; label a map with Indigenous place names*)

### Teacher supports

#### Sample Questions

- How might you use a map to give a new friend directions to where you live or to the after-school program from the school building?

- How could we find out where all the parks are in our neighbourhood? How could we show all the different structures that are in a park?

### Student talk

- “I pasted photos on my map of the park to show where the trees, pond, and swings are.”
- “We need to have different colours and symbols because we need to show what’s different and what’s the same on our map.”

**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 or drawings of the way an area looks now to old photographs to determine changes*)

### Teacher supports

#### 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?
- How have the waterways changed in our area? How were they used in the past? How are they used today? How can you record the changes?
- When we listen to stories by members of our community, what do their stories tell us about how our community has changed over time?
- Why were new roads added in our community? How can you use a T-chart to show how the natural environment changed before and after the roads were added?

### 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. I wonder if there is a way for parking lots to be built without cutting down so many trees.”
- “I listened to an Elder tell me about the horses that used to run free in the woods of northern Ontario. The Anishinaabe used the horses to help them check trap lines and move goods and for transportation.”
- “I talked to a Métis Senator. She told me where the old community was and why we moved.”

**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

## Teacher supports

### 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.”
- “Some of the beaches are closed because the water is polluted and we can get sick from swimming in it. People need to stop dumping garbage and chemicals into the water.”

**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, a dance, 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*)

## Teacher supports

### Student talk

- “We created a poster and a diorama showing how everything in our neighborhood, like the natural environment and the built features, works together with humans and nature.”
- “We wrote a song about taking care of the Earth and how it provides us with our food, medicines, water, and materials to make our homes.”

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

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

By the end of Grade 1, students will:

**B3.1** identify the traditional Indigenous and treaty territory or territories on which their school is located

## Teacher supports

### Sample Questions

- What Indigenous people(s) occupied the place where our school is located? Was there more than one Indigenous nation that occupied this place?

### Student talk

- “I live in Fort Frances on Treaty 3 territory. This treaty includes Anishinaabe people. The Métis also have a history here.”
- “My parents told me that the Haudenosaunee used to farm in this area. They have territory near Brantford.”

**B3.2** identify some of the natural and built features of their community (*e.g., rivers, lakes, forests, parks, roads, stores, houses, apartment or condominium buildings, libraries, schools, arenas, recreation centres, places of worship, Indigenous sacred fire arbour, community and cultural centres*)

## Teacher supports

### Sample Questions

- What kinds of buildings do you or your families use? What do you use them for?
- What kinds of parks, rivers, and/or lakes does our community have? Who uses them? What do they 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.”
- “There’s a large river near my home where the salmon lay their eggs.”
- “I live near Rice Lake. This is where my family and I harvest wild rice in August or September.”
- “There’s a mosque near my house. My family goes there every Friday.”

**B3.3** identify some distinct areas in the local community (*e.g., residential areas, commercial areas, high-traffic areas, different areas within the school, natural areas*), 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 or apartments and are separate from business areas; mixed-use areas may include buildings that have both businesses and housing; the school has wings of classrooms that are connected by hallways; the natural areas have trees, plants, water, and lots of animals that live there*)

## Teacher supports

### Sample Questions

- How would you describe the park nearby? What makes a park a park? Are there things that all parks have?
- What do you see, hear, feel, and smell when you go to a natural area like a park versus a built feature in our community, like a shopping centre?

### Student talk

- “There is a stream in the valley and that’s where I see deer get their water.”
- “Where we live, there are stop signs on corners. Where we shop, there are wide streets. They have traffic lights.”

**B3.4** 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*)

## Teacher supports

### Sample Questions

- How might you give someone step-by-step directions orally and in writing to a destination in the community?

### Student talk

- “The playground is close to my home.”
- “The swimming pool is behind the library.”
- “My house is near Lake Superior. The school is farther away.”

**B3.5** 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, their library, their cultural or community centre*)

## Teacher supports

### Sample Questions

- Why is blue a good colour to use to show where water is?
- What should we use green for?

- What would be a good title for a map of the schoolyard?
- Why do we label things on maps? How does this help us use a map?

### Student talk

- “I drew the school bigger than I drew my house. My house is smaller than the school.”
- “Since I labelled my map, I think people will have an easier time finding the after-school program and won’t get lost.”

**B3.6** demonstrate an understanding of some common non-standard units of measurement (*e.g., footsteps, tiles, blocks, houses*)

### Teacher supports

#### Sample Questions

- How could we measure how far it is from one place to another? What items could we use to take these measurements?

### 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.”

**B3.7** 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*)

### Teacher supports

#### Sample Questions

- How might you use the coding grid and coding arrows to show your journey through the community?
- How might you measure the distances between natural and built features on your map?

### 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. I put arrows on the sidewalks to show which way to walk.”

- “My map shows that I am ten houses away from the corner store.”
- “I drew 12 houses to show how far away the craft store, where my mom buys her fabric, is from our house.”
- “I used building blocks on the coding grid. I used a blue building block for my home and a large red building block for the cultural centre.”

**B3.8** identify some of the services in the community for which the government and/or community is responsible (e.g., *postal service, police services, fire services, hospitals, garbage collection, ploughing snow, maintenance of public areas, water treatment, daycare centres, First Nation administration office, local Métis community council offices, Inuit community centres, community health services, Indigenous Friendship Centre, language schools*), 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; to provide support and care to community members; to teach language and culture*)

## Teacher supports

### Sample Questions

- What types of government and/or community services are found in our community?
- Why are services needed in a community? What would happen if we didn't have these services?
- What are some of the roles and responsibilities of the people who work for these services?

### 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.”
- “Our local police service also has an Indigenous peacekeeping unit.”
- “When it snows, my older sister shovels the sidewalk but the city clears the road.”
- “My family and I are learning our language at the Language Nest program. The classes are held at the community centre by a teacher who speaks the language. We go every week.”
- “My dad wanted to take us on our first hunting trip as a Métis family, but he needed more information, so he called the Captain of the Hunt.”

# Social Studies (revised 2023), 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, including those followed by First Nations, Métis, and/or Inuit, and other diverse groups within their 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, including at least one contemporary First Nation, Métis, or Inuit community, 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](#), including *community, identity, relationships, respect, and stewardship*.

The following two-part 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 an explanation of [big ideas and the concepts of disciplinary thinking](#) and 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 a description of [spatial skills](#)).



## Strand A. Heritage and Identity: Changing Family and Community Traditions

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/Developed
<b>A1.</b> compare some significant traditions and celebrations among diverse groups and at different times, including those of First Nations, Métis, and/or Inuit, 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.	<ul style="list-style-type: none"> <li>How does an understanding of unique individuals and groups help us appreciate the diversity in our community?</li> <li>Why is it important to have an understanding of your family's past?</li> <li>Why should we respect the diverse cultures and traditions in the communities in which we live?</li> </ul>	<p><i>Graphs</i></p> <ul style="list-style-type: none"> <li>Extracting information from bar graphs (see, e.g., A2.4)</li> <li>Constructing bar graphs using their own data (see, e.g., A2.4)</li> </ul> <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> <li>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)</li> <li>Identifying and locating countries on a map or globe (see, e.g., A3.3)</li> </ul>
<b>A2.</b> 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.		
<b>A3.</b> describe some of the major groups in their community, including First Nations, Métis, and/or Inuit, other diverse communities, and 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.		

## Strand B. People and Environments: Global Communities

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/Developed
<b>B1.</b> 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.	<ul style="list-style-type: none"> <li>• How do physical features and climate contribute to differences in the ways people around the globe live?</li> <li>• How does the natural environment affect the ways in which people meet their needs?</li> <li>• Why do people live where they live?</li> </ul>	<p><i>Graphs</i></p> <ul style="list-style-type: none"> <li>• Constructing bar graphs and pictographs for specific purposes (see, e.g., B2.4)</li> </ul>

<p><b>B2.</b> use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities, including at least one contemporary First Nation, Métis, or Inuit community, and the ways in which people in those communities live</p>	<p>Interrelationships; Patterns and Trends</p>	<p>Different people have adapted to similar climate and physical features in similar ways.</p>	<ul style="list-style-type: none"> <li>• What are some of the ways in which different regions of the world are distinct?</li> </ul>	<p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Identifying and locating continents, significant bodies of water, the equator, poles, and hemispheres on maps or a globe (see, e.g., B3.2)</li> </ul>
<p><b>B3.</b> identify and locate various physical features and selected communities around the world, including at least one contemporary First Nation, Métis, or Inuit community, and describe some aspects of people's ways of life in those communities</p>	<p>Significance</p>	<p>The world is made up of many different regions, which have distinct characteristics.</p>		<ul style="list-style-type: none"> <li>• Understanding and using cardinal directions (see, e.g., B3.3)</li> <li>• 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)</li> </ul>

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

\*\* The word *family* is used in this document to refer to two or more people brought together in a household or extended households who interact and are connected with one another in their social circles through various relationships (e.g., parents, siblings, extended family members, community members). The word may also be taken to include care providers or a care community who are committed to being there for one another in various ways.

## Expectations by strand

### A. Heritage and Identity: Changing Family and Community Traditions

#### Overall expectations

By the end of Grade 2, students will:

#### A1. Application: Why Traditions Change

compare some significant traditions and celebrations among diverse groups and at different times, including those of First Nations, Métis, and/or Inuit, and identify some of the reasons for changes in these traditions/celebrations (**FOCUS ON:** *Perspective; Cause and Consequence*)

#### Specific expectations

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 (e.g., *First Nations, Métis, or Inuit traditions and customs, such as sharing of knowledge, ceremonies, environmental experiences, songs and dances, hunting, harvesting, and/or gathering activities; holiday and/or special meals; decorations and items of significance used in celebrations*) and identify some of the main reasons for changes in these traditions (e.g., *immigration to Canada, changes in technology, acts of colonization*)

#### Teacher supports

#### Sample Questions

- How might new 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?
- What traditions are practised among First Nations, Métis, and/or Inuit families in this area today? How might they have changed over time?
- How might new technology affect the ways in which we gather, process, and/or cook food or food items?

#### 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.”
- “My mom is Haudenosaunee. My dad is Anishinaabe. In Haudenosaunee tradition, clan connections are passed down through the mother’s line, but in Anishinaabe tradition, clan

connections are passed down through the father's line. My parents share teachings from both nations with me."

- "My dad didn't learn any stories from his mom and dad, because they were required to go to residential school and were not allowed to learn or speak our language or learn our history. But we're taking books out of the library that have language and stories of my culture. When my dad reads me the stories, he says he's learning, too."
- "My family's traditional practices of hunting, gathering, and harvesting have changed because we have new things to use. My uncle uses a rifle to hunt deer now. My aunt freezes and vacuum-seals the deer meat to preserve it. We used to smoke it before."

**A1.2** compare their family 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, ceremonies, language preservation [both written and spoken]*)

### Teacher supports

#### Student talk

- "I sometimes live with my dad and other times I live with my mom. Who do you live with?"
- "For now, I live with my foster family. It doesn't feel the same as when I'm living at home, but I like that we eat a special meal together every Saturday morning. Do you have a special time that you gather to eat with people who care for you?"
- "My big sister had her bat mitzvah last month. Someday 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. It's a yummy pudding. Does your family have special food for holidays?"
- "My family went to see the dragon dance on Lunar New Year. What do you do for the New Year?"
- "I celebrate the winter solstice with my family and people from my community. Do you celebrate the first day of winter, too?"
- "At the summer solstice gathering, our family makes strawberry pie for the community to share. Do you have a time of the year where you get together with family to prepare food?"

**A1.3** compare some of the past and present traditions and celebrations of various ethnocultural groups in their local community, and identify some of the main reasons for the change (*e.g., when some of their spiritual or cultural traditions were outlawed or people were forced to give them up, First Nations, Métis, and Inuit individuals developed different practices, but now some traditional practices are being reclaimed*)

### Teacher supports

#### Sample Questions

- When do people hang lights? For what celebrations?

- Why were First Nations peoples unable to have any traditional celebrations at one time? How did this impact First Nations peoples? How were First Nations peoples able to continue to preserve and protect their traditions over the years despite this ban?
- Are there celebrations or traditions that your family does now that your adult family members didn't do when they were children?

### Student talk

- "Our neighbours hang lights up on their house for Diwali and keep them up during the winter. The lights are pretty when it is dark."
- "A long time ago, the government said First Nations couldn't have any cultural celebrations, including powwows. The law has changed and there are big powwows again."

**A1.4** identify some ways in which First Nations, Métis, and/or Inuit individuals, communities, and nations are reclaiming traditions, customs, teachings, and celebrations (*e.g., sharing songs, dances, foods, and clothing styles; holding traditional ceremonies and community gatherings*) that were banned, lost, or practised in secret due to settlement and/or colonization, including the residential school system (*e.g., forcing First Nations peoples to live on reserves; removing Indigenous children from their families and placing them in residential schools; forcing Inuit to relocate; prohibiting ceremonies, dancing, and traditional clothing*)

### Teacher supports

#### Sample Questions

- How are First Nations, Métis, and Inuit individuals and communities reclaiming their traditional ways of knowing and being?
- What are some activities that First Nations, Métis, and Inuit individuals and communities are doing today to reclaim or bring back their languages that they were once forbidden to speak at residential schools?
- What were some customs and traditions that were stopped? What are some ceremonies that were banned but are now being reclaimed?

### Student talk

- "I am proud to be reclaiming my language, Anishinaabemowin. I take classes at the community centre."
- "My First Nation holds a powwow twice a year: a competition powwow in the summer and a New Year's powwow at the community centre."
- "I had a naming ceremony when I was little. My great-grandmother, who is from a First Nation community, felt it was important since she wasn't allowed a naming ceremony when she was born because the Indian Act made it illegal at one time for people from our community to gather for ceremonies."

- “In the past, my grandma was the only person in our family doing beadwork. But now, both my brother and sister have learned to do it, too. They learned from a youth worker at a community program.”
- “The community health centre has cooking classes that my family and I go to. They teach us how to make traditional foods from our culture, like corn soup.”
- “We go every fall to the Métis Rendezvous with our family. It’s a large gathering where we share our harvest and celebrate our heritage and culture. I like listening to people play the fiddle and watching them jig. My dad told me this type of celebration was not done out in the open for some time.”

## A2. Inquiry: Past and Present Traditions

use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family<sup>23</sup> and the communities to which they belong (**FOCUS ON:** *Continuity and Change*)

### Specific expectations

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 al-Fitr, Diwali, Kwanzaa, the Midwinter ceremony*)

### Teacher supports

#### 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 al-Fitr? Are those foods the same as those your grandparents used to eat?
- What does your family do for the summer and winter solstices? How have those traditions been passed down to you?
- How did some First Nations, Métis, and Inuit celebrate the birth of a new child? How might this have changed for some First Nations, Métis, and Inuit with the arrival of settlers?

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<sup>23</sup> The word *family* is used in this document to refer to two or more people brought together in a household or extended households who interact and are connected with one another in their social circles through various relationships (e.g., parents, siblings, extended family members, community members). The word may also be taken to include care providers or a care community who are committed to being there for one another in various ways.

- What do you or your family do for National Indigenous Peoples Day? Did your parents do something when they were younger to acknowledge the day?

**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' and other community members' stories*)

### Teacher supports

#### Sample Questions

- Who could you ask for information about past and present traditions in your family or community? Where would you find the people who had information to share?
- Where might you find photos to look into similarities and differences in wedding fashions at different times?
- How might interviewing an Elder or Knowledge Holder help you find out about seasonal celebrations in the local First Nations, Métis, and/or Inuit communities and the ways these celebrations have changed?

#### Student talk

- “My opa (grandfather) tells me stories of Christmas when he was young. They used to have real candles on their tree.”
- “My kokum (grandmother), who is from Moose Cree First Nation, tells me about our way of life. She tells me stories about foods she used to make with her family for community celebrations. She also showed me old recipe cards she keeps stored away in a small box.”
- “My Inuit family makes coats with big hoods called parkas. Today, the parka is made from all different kinds of materials, like fabrics, but my family still tries to make them out of furs and skins of seals or caribou.”

**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 peoples who are newcomers in the area; locate on a map places where some First Nations, Métis, and/or Inuit host their annual events and celebrations*)

### Teacher supports

#### Sample Questions

- Which Indigenous communities lived on this land before your community was established? How can we show that on this map?
- Where is our community on this treaty map of Ontario? What treaty territory are we located in?



## Student talk

- “I posted photographs on my map to show some of the many cultural celebrations that happen in different neighbourhoods in Toronto.”
- “My dad is a river guide. He knows where all the best places for walleye fishing are. I can show you on a map some of the places he takes me.”
- “My family brings us to a sugar bush every year. It’s a tradition. We walk along the trails and watch them make maple syrup in big kettles. I’ll draw a small maple tree on the map to show where you can find the sugar bush.”

**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 or special days/observances of their parents, grandparents, and great-grandparents, or of their community, and use a bar graph to help them determine which have changed; list traditional food items shared at First Nations, Métis, and/or Inuit community gatherings and celebrations, and use a Venn diagram to help them determine similarities and differences*)

## Teacher supports

### Sample Questions

- 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.”
- “On this calendar, I see National Indigenous Peoples Day and the National Day for Truth and Reconciliation. I wonder what was on my parents’ calendars about First Nations, Métis, and Inuit back when they were younger.”
- “On my list of foods that we eat at my family’s gatherings, I added bannock and my mémère’s (grandmother’s) homemade pickles. At other times of the year, we buy our pickles from a store because we are too busy to make them.”

**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

## Teacher supports

### Sample Questions

- What did you find out about the differences between traditions related to the New Year (Rosh Hashanah, Arabic or Hijrī New Year, New Year's Eve round dance, Lunar New Year, Haudenosaunee No:ia) now and in the past? What is still the same?

### Student talk

- "Christmas has changed. 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."
- "Dancing has changed over the years. My family told me that traditional dances used to be against the law. Now, I go to round dances and powwows with my family across Turtle Island, in First Nation communities and in cities. Some are held outdoors, some at community centres, some at schools."
- My nokomis (grandmother) from Chippewas of Nawash Unceded First Nation teaches beading to young people on National Indigenous Peoples Day. She tells us that people in our community used to bead with shells. Now our family uses glass seed beads."
- "My ancestors, who are Métis, used a sleigh or snowshoes to visit and celebrate with family and other people in the community in the winter a long time ago. For Christmas, they wouldn't exchange gifts. They would have candies, pastries, and fruits instead. Nowadays, we go visit people by car. We eat meals together and give all sorts of Christmas gifts."

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

## A3. Understanding Context: Tradition and Heritage

describe some of the major groups in their community, including First Nations, Métis, and/or Inuit, other diverse communities, and 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

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 multigenerational families; families where the parents come from different religious or ethnocultural groups; foster families*)

## Teacher supports

### Sample Questions

- Who is in your family? Does your family include people who are part of your extended family or a care community?

### 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.”
- “My kokum (grandmother) moved here from Mattagami First Nation to help take care of me. She helps out since my parents are on shift work at the hospital.”

**A3.2** identify various groups in their community (*e.g., various religious and ethnocultural groups; First Nations, Métis, and/or Inuit individuals; Black and racialized groups; immigrants and refugees*), and describe some of the ways in which their community reflects this diversity (*e.g., the presence of a variety of languages, foods, music, clothing, holidays; distinct cultural neighbourhoods with specialized shops and restaurants*)

## Teacher supports

### Sample Questions

- What kinds of cultural centres and religious buildings are in our neighbourhood? Are there other cultures and religions in Canada that do not have buildings in our neighbourhood?
- What types of businesses did we see on our community walk? Do these businesses reflect the diversity of our community?
- When we went to the local grocery store, what are some of the types of foods we saw? Do they reflect the various cultures that are present in our community?

### Student talk

- “I go to South Asian dance classes at the cultural centre. 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.”
- “We can’t find a lot of country food when we go to the grocery store. So my family trades with another family here in the city to get caribou and other wild meat. I like eating country foods.”

**A3.3** identify places and/or 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, including First Nations, Métis, and/or Inuit communities (*e.g., fall fairs; faith/cultural holidays such as Easter, Passover, Eid al-Fitr, Diwali; Kwanzaa; commemorative days such as Remembrance Day, Canada Day, National Indigenous Peoples Day, National Day for Truth and Reconciliation, Louis Riel Day, Powley Day, Earth Day; religious ceremonies; cultural festivals such as Toronto Caribbean Carnival, Desifest, Mississauga Latin Festival*)

## Teacher supports

### Sample Questions

- What are some of the big celebrations in your family during the year?
- Why do some people wear poppies for Remembrance Day?
- What are the steps that you take to prepare to go to a celebration in your own community, such as the Midwinter ceremony, a summer festival, a powwow, a round dance, a Métis Rendezvous, or another event?
- What is Orange Shirt Day? How do people in the community participate in Orange Shirt Day? When is this day recognized?
- Why do we wear pink shirts on Pink Shirt Day at school and in the community?

### 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.”
- “My mother starts in the fall to work on our regalia for the summer powwow. She also makes porcupine quill baskets and beadwork to sell. We always go together. I dance fancy shawl style and we meet up with family and friends to eat.”
- “My dad knows how to play the fiddle and jig at the same time. Each year he teaches the kids at the Métis Rendezvous some basic steps so they can jig, too. Jigging is a traditional Métis dance.”

**A3.5** demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and/or 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; construct a timeline of seasonal ceremonies*)

## Teacher supports

### Student talk

- “My grandma came from Ireland when she was a girl and lived in Newfoundland. My dad was born in Kingston, Ontario. Now we live in Windsor.”
- “My grandparents are Métis and they raised their family in Mattawa. My dad moved to Toronto to go to college and work. I was born here. We go back to Mattawa for the harvest with my grandpa every fall.”
- “In September we start school. Then comes Thanksgiving and Hallowe’en. In December we all have a winter break.”
- “This Cycle of Ceremonies timeline shows all seasonal ceremonies that my Haudenosaunee community celebrates during the year. It starts with the Midwinter ceremony. The Maple Ceremony is next and then it’s the Thunder Dance. We have many other ceremonies where we give thanks and honour ancestors and cleanse the community. My favourite one is in June, when we do the Strawberry Ceremony.”
- “This timeline shows all the seasons and how the Inuit from my home community share the land with the wildlife and plant life. My favorite time of the year when I lived there was when my dad took me out to hunt seal on the spring ice.”

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

## Teacher supports

### Sample Questions

- What are some ways in which your family passes down your cultural heritage? How might community events, celebrations, and ceremonies help you learn about your heritage?

### Student talk

- “I went to a Portuguese festival in the summer. I liked the food and music.”
- “I helped my aunt make corn for a community dinner.”
- “On the weekend my uncle took me along to find and gather medicines on the land. He taught me while we were walking.”
- “My dad takes me with him during the Goose Break. I learn teachings from the community about respect and how to prepare the geese to cook.”
- “My cousin lives in Nova Scotia. She says they have parties there called ceilidhs. She 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, including at least one First Nation, Métis, and/or Inuit family celebration or practice (*e.g., celebrations around Christmas, Ramadan, Hanukkah, Diwali, Kwanzaa; traditions related to rites of passage*)

### Teacher supports

#### Sample Questions

- What are some ways in which you learn about your heritage? Who teaches you? How do they teach you?
- How do special celebrations and practices help you learn about your cultural heritage?
- Are there objects that have helped you learn about your cultural heritage? How do they help you learn?

#### Student talk

- “I love my granny’s pierogi. 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.”
- “My mom and I go to Inuktitut language classes. I want to be able to speak it when I get older so I can pass it down, too.”
- “My family and I went to the Michif language camp that was held this winter. We listened to a story told in Michif, French, and English. We learned to jig and baked bannock too!”

## B. People and Environments: Global Communities

### Overall expectations

By the end of Grade 2, students will:

#### B1. Application: Variations in Global Communities

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*)

### Specific expectations

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*)

### Teacher supports

#### Sample Questions

- Why might most homes in Central America or in Southeast Asia not need central heating or have heavy insulation? What might happen in the winter if our school was built without heating and insulation?

#### 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.”
- “On World Water Day we learned about the different ways that people around the world get water for their home. We also learned about communities that live without access to safe drinking water.”
- “My grandmother grew up in Thessalon and there was only one grocery store and everything she needed could be found on one street. I live in Sault Ste. Marie, where there are many stores all around the city.”

**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*)

## Teacher supports

### Sample Questions

- Why don't farmers in Ontario grow bananas or pineapples?
- How do people stay cool in very hot places like South Asia?
- What can we learn from the Inuit about how to stay warm during the winter months?
- What can we learn from the Métis and how they travelled on Ontario waterways so well?

### Student talk

- "We can't grow fruit like bananas or pineapples here because we don't have enough sun. My dad is from Mexico and he says it's too cold here."
- "The Inuit sometimes travel by dogsled or snowmobile because they do not have access to roads like the ones we have in the south. There are a lot of places in the north where the Inuit have made trails. They use sleds or snowmobiles both on and off the trails."

**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; overhunting or overfishing can cause a decline in certain species of wildlife important to the survival of groups of people*)

## Teacher supports

### Sample Questions

- What might happen if people use too much water?
- What happens when people cut down all the trees for farmland? Are there better ways to make farms?
- What can happen to wildlife if the local pond or creek dries up?
- What is a sustainable practice that you could do? How would that help the lands and waters?

### Student talk

- "Some Ojibwe women participate in the Water Walk because they are trying to make sure there is enough clean water for everyone."
- "My uncle harvests manoomin, wild rice from the lake. He says that it's a sustainable farming practice. We harvest it in a way that doesn't do any damage to the land or the water."
- "To reduce our family's garbage, we no longer buy single-use plastics at our home, and we recycle and reuse whatever we can."



- “I watch my auntie make birchbark and ash baskets. She knows to be careful when she harvests the bark so that it doesn’t harm the tree too much.”

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

use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities, including at least one contemporary First Nation, Métis, or Inuit community, and the ways in which people in those communities live (**FOCUS ON:** *Interrelationships; Patterns and Trends*)

### Specific expectations

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, including at least one contemporary First Nation, Métis, or Inuit community, and the ways in which people live (*e.g., questions about how climate relates to clothing, agriculture, housing, recreation*)

### Teacher supports

#### 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?
- We heard from a Métis artist that she uses sweetgrass found in marshes to make baskets. What could someone living in a drier climate use to make baskets?
- Why do you suppose some First Nations and Métis communities plant and harvest crops like beans, corn, and squash and not crops such as bananas and pineapple?
- Why do some Inuit women wear an amauti to carry their babies?

**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, including at least one contemporary First Nation, Métis, or Inuit community (*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; invite an individual with community connections and expertise, such as an Elder, Knowledge Keeper, Métis Captain of the Hunt, or Traditional Teacher, to discuss relationships between the location of their community and what is harvested/hunted in the region*)

**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)*

### Teacher supports

#### 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?
- How might you use a map to show and compare how people living in different places interact with the land and environment?

#### Student talk

- "I put pictures of skiers and skaters in Canada and northern Europe. I put pictures of people surfing 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."
- "I put pictures of some of the food we harvest and hunt near where I live. I put pictures of some of the food people harvest and hunt in Central America."
- "Inuksuit are used as markers in the Arctic landscape to show the way, to mark good places for fishing and hunting, or to mark places where food is stored. I've marked some areas on a map where they are known to exist."
- "I posted pictures of lobstersticks on my map. First Nations peoples used these as landmarks in and around the Great Lakes. Lobsticksticks were also used by Métis as landmarks for where they should stop and rest on their canoe routes. Lobsticksticks have been found in northwestern Ontario along the shores of the upper Great Lakes and west of Ontario, too."

**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, natural resources, foods, or homes*)

### Teacher supports

#### Sample Questions

- Let's look at your collection of photographs. Which part of the world might these represent? Why? Does anything not belong?
- Why did you put a snowflake beside all of these countries on your chart?
- In what ways can you show the range of climates in different places 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, including at least one contemporary First Nation, Métis, or Inuit community

## Teacher supports

### 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?
- What traditional foods have various First Nations, Métis, and Inuit communities eaten throughout history, and how do these foods relate to the geographic locations of their traditional territories? Why have these traditional food sources changed over time?
- What do Inuit communities and houses look like now, compared to the way Inuit used to live?

## 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.”
- “In southern Ontario, we don’t have very many moose, but in northern Ontario there are lots. Métis harvesters wouldn’t have much luck moose hunting in southern Ontario.”

**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 various 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

identify and locate various physical features and selected communities around the world, including at least one contemporary First Nation, Métis, or Inuit community, and describe some aspects of people’s ways of life in those communities (**FOCUS ON:** *Significance*)

## Specific expectations

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*)

## Teacher supports

### Sample Questions

- Look closely at this map. Where are the continents? Where are the countries? Where are the bodies of water? How does the map show you these things?

### 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

## Teacher supports

### Sample Questions

- Where is North America on this globe?
- Who can place the label for the Atlantic Ocean on the interactive map?

### Student talk

- “Some Indigenous peoples refer to North America as Turtle Island. When I look at the map, I see that the outline of the continent looks like the shape of a turtle.”

**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

## Teacher supports

### Sample Questions

- What continent is south of North America?
- In what direction would you be going if you were travelling from Toronto, Canada, to Beijing, China? Can you go in different ways?
- In what direction would you be going if you were travelling from Moose Factory to Atikameksheng Anishnawbek First Nation near Sudbury?
- In what direction would you be going if you were travelling from Sault Ste. Marie to Thunder Bay?

**B3.4** identify the location of selected countries, cities, and/or towns around the world, including at least one contemporary First Nation, Métis, or Inuit community, 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*)

### Teacher supports

#### Sample Questions

- Approximately where is our community on the globe in relation to the equator and the poles? How does this relate to our climate?
- 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?
- Let's find Nunavut on a map. Do you think it's cold in Nunavut in the winter? Why? Why would Igloolik have very little sun in the winter?
- Find Iqaluit and Windsor on a map. Which city do you think is colder in the winter?

#### Student talk

- "This is Mumbai, the city where my parents were born. It is 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."
- "Nunavut would be colder in the winter because it is farther north."

**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

### Teacher supports

#### 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; water: taps, water treatment facilities, wells, rivers, freshwater lakes; transportation: on foot, using animals, using motorized vehicles, using bicycles, by water*)

## Teacher supports

### Sample Questions

- Do all people have the same needs?
- How does your family meet the need for food?
- How might an Inuk person living in a community in Arctic Canada meet the need for food?

### Student talk

- “We can just turn on a tap to get our water. But in many First Nations communities, they don’t have clean water for drinking and washing. We need to tell more people about this so people can do something to fix it.”
- “My mom and I take the bus to my sister’s preschool every morning. Then we come here to my school. Then my mom picks me up in the afternoon, after she gets my little sister.”

**B3.7** describe selected communities around the world, including at least one contemporary First Nation, Métis, or Inuit community, 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; structures such as houses*)

## Teacher supports

### Sample Questions

- In what ways is ice important for the Inuit as a resource? How does the Arctic landscape relate to Inuit culture?
- How is the melting and freezing of permafrost affecting housing and other structures in the north?

### 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 looked at pictures showing masks from Mali and Cameroon. I like how they made animal masks. Most were carved out of wood and some also had shells.”
- “There are not very many trees in the Arctic. Sometimes, the Inuit use the ice and snow to build shelters when they go hunting. Other times, they use tents when they hunt.”
- “The Métis lived close to waterways because they transported goods for trading posts.”

**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*)

### Teacher supports

#### 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 Kenya they have lions and elephants. But both countries have foxes and vultures.”
- “In Ontario we have sweetgrass, berries, and wild rice. In British Columbia we can find buffalo sage and abalone shells.”

# Social Studies (revised 2023), Grade 3

## Overview

In Grade 3 social studies, students are introduced to some of the diverse groups and communities, including a few First Nations, Métis, and Inuit 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 regions, municipal regions, First Nations communities<sup>24</sup>, and/or Métis regions<sup>25</sup> 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](#), including *beliefs and values, culture, identity, relationships, and stewardship*.

The following two-part 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 an explanation of [big ideas and the concepts of disciplinary thinking](#) and 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 a description of [spatial skills](#)).

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<sup>24</sup> In the context of the learning in Strand B, the term *First Nations communities* is used to refer to the reserves in Ontario, which are lands set aside by the federal government for the use and benefit of a specific band or First Nation. Note that First Nations' traditional or Treaty territories are larger than reserve lands.

<sup>25</sup> In the context of the learning in Strand B, the term *Métis regions* is used to refer to the Métis Nation of Ontario (MNO) regions. The MNO is the largest representative government of Métis people in Ontario and organizes itself into nine regions across Ontario that serve MNO citizens, including the delivery of programs and services. Note that Métis traditional territories may be different than Métis regions.



## Strand A. Heritage and Identity: Communities in Canada, 1780–1850

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>A1.</b> compare ways of life among some specific groups in Canada, including a few First Nations, Métis, and Inuit communities, from around 1780 to 1850, 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.	<ul style="list-style-type: none"> <li>• In what ways are our lives similar to and different from the lives of people in the past?</li> <li>• 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?</li> </ul>	<p><i>Graphs</i></p> <ul style="list-style-type: none"> <li>• Constructing matrixes to show comparison (see, e.g., A2.4)</li> </ul> <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> <li>• Extracting information from and constructing thematic maps (e.g., maps showing climate, physical features, vegetation) (see, e.g., A2.3)</li> <li>• Identifying on a map the location of specific historical communities (see, e.g., A3.1 and A3.2)</li> </ul>

<p><b>A2.</b> use the social studies inquiry process to investigate some of the major challenges that various groups and communities, including a few First Nations, Métis, and Inuit communities, faced in Canada from around 1780 to 1850, and key measures taken to address these challenges</p>	<p>Significance; Cause and Consequence</p>	<p>Social and environmental challenges were a major part of life in all communities in early-nineteenth-century Canada.</p>	<ul style="list-style-type: none"> <li>• How did people in the past relate to the environment? To each other?</li> <li>• Who lived in colonial Canada? How did these groups differ from each other?</li> </ul>	
<p><b>A3.</b> identify some of the communities in Canada, including a few First Nations, Métis, and Inuit communities, from around 1780 to 1850, and describe their relationships to the land and to each other</p>	<p>Interrelationships</p>	<p>Canada was already a multicultural society in 1800.</p>		

## Strand B. People and Environments: Living and Working in Ontario

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>B1.</b> demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions, First Nations communities, and/or Métis 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 or a community.	<ul style="list-style-type: none"> <li>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?</li> </ul>	<p><i>Graphs</i></p> <ul style="list-style-type: none"> <li>Extracting information from bar and line graphs (see, e.g., B2.4)</li> <li>Constructing bar and/or line graphs for a specific purpose (see, e.g., B2.4)</li> </ul> <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> <li>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)</li> </ul>

<p><b>B2.</b> 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, First Nations communities, and/or Métis regions, as well as some of the measures taken to reduce the negative impact of that use</p>	<p>Cause and Consequence; Perspective</p>	<p>Human activities and decisions about land use may alter the environment.</p>	<ul style="list-style-type: none"> <li>• What impact do human activities and different land uses have on the environment? How can we reduce their impact?</li> <li>• Why do people in Ontario live where they live? Why are some jobs located where they are?</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> </ul>
<p><b>B3.</b> describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities, including First Nations communities, and/or Métis regions, addresses human needs and wants, including the need for jobs</p>	<p>Significance</p>	<p>Human activities affect the environment, but the environment also affects human activities.</p>		

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

## Expectations by strand

### A. Heritage and Identity: Communities in Canada, 1780–1850

#### Overall expectations

By the end of Grade 3, students will:

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

compare ways of life among some specific groups in Canada, including a few First Nations, Métis, and Inuit communities, from around 1780 to 1850, and describe some of the changes between that era and the present day (**FOCUS ON:** *Continuity and Change; Perspective*)

#### Specific expectations

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 and communities living in Canada between 1780 and 1850 (*e.g., First Nations, Métis, Inuit, French, British, Black people; adults, children; people of different genders; enslaved people, indentured servants, habitants, seigneurs, farmers; people from different social classes*)

#### Teacher supports

#### Sample Questions

- What were some differences between the ways in which First Nations, Métis, Inuit, and settler communities lived off the land?
- In what ways did the clothing worn by First Nations and settler communities differ?
- 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?
- In what ways were the roles of children the same in First Nations, Métis, and settler communities?
- In what ways were First Nations communities different from Inuit communities?

#### Student talk

- “The Inuit lived in small groups at seasonal hunting camps and moved to follow the animals. The Haudenosaunee lived in large farming villages and did not move seasonally.”
- “The Métis lived along the trade routes of the fur trade. They lived a semi-nomadic life harvesting on the land, but many of the communities also settled around the fur trading posts where they could get trade goods and garden produce.”

**A1.2** compare what life was like between 1780 and 1850 in a few First Nations, Métis, and Inuit communities (*e.g., they learned off the land; produced agriculture and fished, hunted, and/or harvested; practised their own languages, cultures, and ways of life; participated in economic trading with settler communities when possible; shared knowledge with settlers*) with the ways in which later colonial policies, including the residential school system, changed life in these communities (*e.g., removal of children: loss of culture and language, impacts of assimilation on identity, challenges to developing family relationships, the breakdown of community; communities: loss of land and freedom to make decisions about the use of Indigenous lands and territories; loss of sovereignty*)

## Teacher supports

### Sample Questions

- What types of food did First Nations peoples grow within their respective territories/communities? What types of food did Métis people harvest around the Great Lakes? In what ways did relocation and/or no longer having access to their territory impact this?
- Many First Nations, Métis, and Inuit children were forced to attend a residential school far away from their family and community. What impact might the removal of children have on a community?
- What kinds of economic trade did First Nations peoples engage in with settlers? What were the positive impacts of this trade? What were the negative impacts?
- What kinds of knowledge did First Nations, Métis, and Inuit peoples share with settlers?
- What language(s) did First Nation(s) people in this area speak around the turn of the nineteenth century? What language(s) do they speak now? What are some reasons for this change?

### Student talk

- “Many Indigenous communities grew or gathered their own food. Haudenosaunee people harvested corn, beans, and squash. Some Inuit communities gathered berries, mosses, and lichens.”
- “When children were taken away to residential schools, they weren’t allowed to speak their language. When they went back to their communities, they had difficulty communicating with their parents and grandparents.”
- “Being taken away from their communities meant that many First Nations, Métis, and Inuit people did not know who they were. They weren’t allowed to learn about their cultures. It affected their identity.”
- “I think that some settlers wanted to build their own farms and towns, so they moved the First Nations to places they didn’t want to go. This was often not good for the First Nations.”
- “Anishinaabe men and boys used to only hunt for their own communities until the Europeans wanted animals trapped for trade and selling, so the First Nations people started supplying fur to Europeans. This changed family dynamics because they were away for long periods of time. But they could also make money and get things like kettles and blankets by supplying the fur.”

**A1.3** compare some of the roles of and challenges facing people living in Canada between 1780 and 1850 with those in the present day, including people in a few First Nations, Métis, and/or Inuit communities (*e.g., the roles of women, men, and children; challenges related to the environment, life on the land, work, community life, the law; treaty-making between First Nations and the Crown*)

### Teacher supports

#### 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?
- Where did people get their water? How did they heat and light their homes?
- How did Black individuals and communities support and welcome new settlers, such as migrants, refugees, and freedom seekers? How do Black individuals and organizations support newcomers today?

#### 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.”
- “When the beaver trade was over, the government required some First Nations and Métis people to start farming and growing food. Other First Nations and Métis people got more involved with the fishing industry. This shows how First Nations and Métis communities changed their roles when they faced challenges.”

**A1.4** identify some key components of identity in Canada today, including First Nations, Métis, and Inuit identity (*e.g., bilingualism, multiculturalism, founding nations, religious freedom, nation-to-nation agreements*), and describe some of the ways in which communities that were in Canada between 1780 and 1850 have had an impact on this identity (*e.g., with reference to treaty rights and other agreements; Canada’s official languages; cultural symbols and contributions such as the birchbark canoe, lacrosse, kayak, inukshuk, or maple syrup; place names in Ontario and the rest of Canada; observances such as National Indigenous Peoples Day or Black History Month*)

### Teacher supports

#### Sample Questions

- Where did the word *Canada* and other words like *Ontario* come from? What are some other place names in Canada that are derived from Indigenous languages and cultures?
- What are some place names in Canada that reflect the background of settlers from Europe? What were the names of some of these places before settlers renamed them? How did the settlers choose these names?

- Who are the Métis? How is their culture different from First Nations and the Inuit?
- What impact did the existence of the Hudson's Bay Company have on Métis identity?
- Why are Canada's official languages English and French? Why are Indigenous languages not recognized in the same way?
- What are some rights that were promised to local First Nations through treaties or agreements?

### Student talk

- "I learned that what is now known as Toronto was once called Tkaronto, which means 'the place in the water where the trees are standing' in the Mohawk language. Some people still call it Tkaronto."
- "The Métis are the people created by marriages between Europeans and the First Nations peoples. The Métis and the First Nations were an important part of the fur trade. They traded natural resources for European products."
- "A treaty is a promise between nations that is meant to last forever. The promise stated that it would last as long as the sun shines, the river flows, and the grass grows."
- "We live in an area that is included in the Two Row Wampum (Guswenta). This wampum represents the promises made between the Europeans and the Haudenosaunee."
- "Some First Nations used wampum as a way of communicating agreements and conflict resolutions."

## A2. Inquiry: Community Challenges and Adaptations

use the social studies inquiry process to investigate some of the major challenges that various groups and communities, including a few First Nations, Métis, and Inuit communities, faced in Canada from around 1780 to 1850, and key measures taken to address these challenges (**FOCUS ON:** *Significance; Cause and Consequence*)

### Specific expectations

By the end of Grade 3, students will:

**A2.1** formulate questions to guide investigations into some of the major challenges facing various groups and communities in Canada from around 1780 to 1850 (*e.g., isolation; climate; lack of access to medical care and medicine; law enforcement, or manufactured goods in isolated communities; encroachment of European settlers on First Nations territory; racism facing First Nations, Métis, and Black Loyalists; spread of diseases such as tuberculosis and smallpox among First Nations and Inuit communities; settler economics encouraging the overhunting of wildlife; unfair treaty-making processes*) and measures taken to address these challenges



## Teacher supports

### Sample Questions

- What challenges did settlers experience when they lived far from towns? What challenges did settlers living in developing towns experience?
- What types of challenges were particular to First Nations people or African Canadians? What challenges were particular to settlers?
- What are some of the ways in which First Nations, Métis, and Inuit responded to challenges related to the climate and natural settings of the communities they established?
- How did the encroachment of European settlers on First Nations and Métis traditional territories in Canada affect the people living in those communities?
- How did Black leaders develop strong, vibrant communities that supported new settlers, despite the racism built into various local policies, laws, institutions, and governments?

**A2.2** gather and organize information on major challenges facing various groups and communities, including at least one First Nation, Métis, or Inuit community, and on measures taken to address these challenges, using a variety of primary and/or secondary sources (*e.g., settler journals, artefacts, newspapers, period paintings and drawings, historical fiction, oral histories*)

## Teacher supports

### 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 an Inuk 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 various groups and communities, including at least one First Nation, Métis, or Inuit community, 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 precontact territories of First Nations to a map showing reserves in 1850; use Indigenous sources to*

*construct a map of the seasonal encampments of a First Nation, Métis, or Inuit community that moved according to the availability of food sources)*

### Teacher supports

#### 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? How did the settlement patterns of Europeans impact First Nations' access to their territories?
- When reading this map, what do you notice about the Métis settlements that led to the Métis people eventually being called the Road Allowance People?
- On this map, where are the First Nations peoples' settlements? Where are the European settlements? Why might we not see the Métis settlements?
- What do you notice about the precontact First Nations territories?
- When reading this map what do you notice about the location of the Black settlements in Ontario? Why might the settlements be located there?

#### Student talk

- "The map I read helped me see that 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 settler farms and villages are beside lakes or rivers."
- "When I read the maps, I noticed that First Nations peoples were being isolated in places that didn't have access to water, roads, or rivers. Some of them were moved to islands without a lot of natural resources or things that they could use to create their clothing or their homes."
- "It's hard to identify some Indigenous communities on old maps because some communities shared parts of their territory with other First Nations communities. And some communities moved with the seasons."
- "I see that Métis often settled around the upper Great Lakes and in Northwestern Ontario. This makes sense because this is where the fur trading often took place."

**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*)

## Teacher supports

### 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?
- What type of organizer could you use to identify the reasons why some Métis families lived in First Nations communities, others lived in European settlements, and some created their own communities?

**A2.5** evaluate evidence and draw conclusions about some of the major challenges facing various groups and communities in Canada, including at least one First Nation, Métis, or Inuit community, during this period, and measures taken to overcome these challenges

## Teacher supports

### 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?
- How were treaties such as the Robinson-Huron Treaty and the Robinson-Superior Treaty intended to protect First Nations' rights to land and self-government?
- Why were the Métis generally left out of the treaty-making process?

### Student talk

- “Water was very important to settler 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.”
- “Many First Nations communities were near water or river systems for agriculture and transportation reasons.”

**A2.6** communicate the results of their inquiries using appropriate vocabulary (*e.g., First Nations, Métis, Inuit, Upper Canada, Lower Canada, treaty, displacement, settler, refugee, Loyalist, allies, land grant, seigneurie, habitant, enslaved person, hardship, isolation*) and formats (*e.g., a comic book that shows settler life before and after the construction of roads; a poster that shows how First Nations learned from their long-standing relationship with their territories, focusing on plants or technologies; a drawing 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

identify some of the communities in Canada, including a few First Nations, Métis, and Inuit communities, from around 1780 to 1850, and describe their relationships to the land and to each other ([FOCUS ON: Interrelationships](#))

#### Specific expectations

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 Anishinaabe around Thunder Bay; Chippewa land in southern Ontario; Drummond Island – focusing on the history of Métis settlement in the region; 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; Black settlers in the Elgin Settlement in Buxton, 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

#### Teacher supports

##### Student talk

- “Look how far west the Scottish settlement in Red River is. I didn’t think settlers lived out there then.”
- “There are so many Black settlements in Ontario. I read the map and noticed that a few of them are in southern Ontario. That’s close to where I live, in Chatham.”

**A3.3** identify some of the main factors that helped shape the development of settlements in Canada, including First Nations, Métis, and Inuit communities, during this period (*e.g., the fur trade, the establishment of trading posts based on trade routes and the knowledge of First Nations and Métis 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, proximity to sacred sites*) can facilitate settlement and enhance community life

#### Teacher supports

##### 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 did precontact First Nations select the locations for their communities where they did? Why were many Métis and First Nations communities located along rivers and lakes? 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 and on First Nations peoples?
- Why might Inuit communities have moved locations throughout the year?

### 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 harder 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."
- "First Nations communities did not build settlements on sacred sites. They protected those areas instead."

**A3.4** describe some of the major challenges facing communities in Canada during this period, including at least one First Nation, Métis, or Inuit community (*e.g., challenges relating to the climate; isolation in rural settlements; competition for resources; European diseases among First Nations; colonial wars and other conflicts; racism; displacement; overfishing of whales*)

### Teacher supports

#### 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?
- What were some of the impacts of the introduction of European diseases to First Nations peoples, such as the impact of tuberculosis on the Beothuk people or the impact of smallpox on the First Nations throughout the Prairies?
- What were some of the impacts of forced relocation on some First Nations, Métis, and Inuit communities? Why were Indigenous communities relocated?

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

## Teacher supports

### 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?
- What relationship did the First Nations, the Métis, and the Inuit have with the land? What was the settler relationship with the land? How did the two differ?
- 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 and communities."
- "The settlers were looking to make money from the land. The First Nations people only took what they needed to survive."
- "The First Nations, Métis, and Inuit looked at the Earth as sacred and alive with spirit. They applied ecological knowledge and intergenerational knowledge to support activities like agriculture, hunting, trapping, harvesting, and foraging for berries and other foods and medicines."

**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*)

## Teacher supports

### Sample Questions

- What might a child's responsibilities be and how might they differ from season to season?
- How did men and women in some First Nations work together to ensure the survival of their families and/or communities?
- How did Haudenosaunee women and men both play an important role in leading their nations?
- How would settlers have divided chores between men and women, boys and girls?
- What happened to families if the husband/father died or was seriously ill? What happened to families if the wife/mother died or was seriously ill?

## Student talk

- “In some communities girls and women gathered nuts, berries, vegetables, and medicines.”
- “In Ojibwe communities men, women, and children worked together to build the wigwams.”
- “There are some different teachings and ceremonies for both boys and girls. There are also two-spirit teachings.”
- “Some settler girls worked in the home sewing, cleaning, and cooking while some boys worked on the farms doing chores and planting and harvesting crops.”
- “It would be hard moving to a new community that was just being created. Black settlers took on a lot of different roles to build the community. I learned that Josiah Henson was an important leader.”

**A3.7** identify a few key treaties relevant to Indigenous people in their region during this period, including wampum belts exchanged (*e.g., Two Row Wampum*), and explain how some of these agreements affected various peoples and communities in that region and beyond (*e.g., with reference to the Treaty of Fort Stanwix, 1784; the Haldimand Proclamation, 1784; the Jay Treaty, 1794; the Treaty of Greenville, 1795; 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; the Robinson-Superior and Robinson-Huron Treaties, 1850*)

## Teacher supports

### Sample Questions

- What agreements were made between First Nations communities on this land before the settlers came? What does it mean to honour the treaties?
- How did First Nations people view their relationship with the land? Why did the settler governments want to use and have access to the First Nations land and territories? In what ways did the relationship with the land differ between the First Nations people and the settler governments? How might these differences have had an impact on each of their understandings of the intent of a treaty?

## Student talk

- “I think treaties, like the Treaty of Niagara, were meant to be good for protecting First Nations rights to land.”
- “Many First Nations people believe that land is cared for by the community, and that every person has a right to use it or be a part of it. It’s like being partners, where people take care of the land for future generations. The Haudenosaunee used wampum to show that they had talked about it with the settlers and made an agreement.”

**A3.8** 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; conflicts as settlers impinged on First Nations lands and Métis communities; conflicts between various religious or cultural groups)*

## **Teacher supports**

### **Sample Questions**

- What types of things could newcomers have learned from the First Nations and Métis peoples who were already living in the area on the land where the newcomers were settling? Why do you think there was conflict between the newcomers and the people who already lived in the area?
- How did Europeans interact with First Nations peoples? What type of strategies did Europeans use to change and assimilate First Nations peoples?
- What are some of the ways in which First Nations peoples 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 peoples really helped settlers survive on this land. They taught them things, like how to make maple syrup and how to make medicine from plants.”



## B. People and Environments: Living and Working in Ontario

### Overall expectations

By the end of Grade 3, students will:

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

demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions, First Nations communities<sup>26</sup>, and/or Métis regions<sup>27</sup> in Ontario (**FOCUS ON:** *Interrelationships; Patterns and Trends*)

### Specific expectations

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*)

### Teacher supports

#### 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.”

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<sup>26</sup> For this strand, the term *First Nations communities* is used to refer to the reserves in Ontario, which are lands set aside by the federal government for the use and benefit of a specific band or First Nation. Note that First Nations’ traditional or Treaty territories are larger than reserve lands.

<sup>27</sup> For this strand, the term *Métis regions* is used to refer to the Métis Nation of Ontario (MNO) regions. The MNO is the largest representative government of Métis people in Ontario and organizes itself into nine regions across Ontario that serve MNO citizens, including the delivery of programs and services. Note that Métis traditional territories may be different than Métis regions.

- “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, including First Nations communities and/or Métis 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; Bkejwanong Territory, also known as Walpole Island First Nation, is known for its biodiversity and some residents support their families through activities such as hunting, fishing, and trapping*)

### Teacher supports

#### 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.”
- “I want to be a muskrat trapper like my mishoomis (grandpa), so I will need to live near a wetland like in Wiikwemkoong, on Manitoulin Island.”

**B1.3** identify and describe some of the main patterns in population distribution and land use in two or more municipal regions in Ontario, including First Nations communities and/or Métis regions, using mapping and globe skills (*e.g., read city maps to extract information on how much land is used for residential, transportation, and recreational 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*)

### Teacher supports

#### 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 First Nations communities located? What do you notice about the location of First Nations communities?
- Why are some of the streets in the residential section of this city curved or dead ends?
- How has the land-use planning shown on this map helped shape this First Nation community?
- Where are the historic Métis communities located in Ontario? What do you notice about the locations of the communities?

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

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, First Nations communities<sup>28</sup>, and/or Métis regions<sup>29</sup>, as well as some of the measures taken to reduce the negative impact of that use (**FOCUS ON:** *Cause and Consequence; Perspective*)

### Specific expectations

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, including First Nations communities and/or Métis regions (*e.g., the impact of mining, forestry, agriculture, suburban land development, First Nation[s] and Métis involvement in land-use planning*) and measures taken to reduce the negative impact of that use

### Teacher supports

#### Sample Questions

- What are some of the differences between the impact of land use in a big city and in 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 has the taking of those resources 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?

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<sup>28</sup> For this strand, the term *First Nations communities* is used to refer to the reserves in Ontario, which are lands set aside by the federal government for the use and benefit of a specific band or First Nation. Note that First Nations' traditional or Treaty territories are larger than reserve lands.

<sup>29</sup> For this strand, the term *Métis regions* is used to refer to the Métis Nation of Ontario (MNO) regions. The MNO is the largest representative government of Métis people in Ontario and organizes itself into nine regions across Ontario that serve MNO citizens, including the delivery of programs and services. Note that Métis traditional territories may be different than Métis regions.

- What perspectives can be shared and learned by involving First Nations and/or Métis peoples in land-use planning in various communities across Ontario?
- What are some impacts of climate change on the ways of life of Indigenous peoples in various regions of Ontario?

### 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. Does this help the environment?”
- “If too many trees are cut down, there will be less tree diversity and fewer animals.”

**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, oral histories, resource books, magazines, online articles; information from regional conservation authorities or provincial and national park websites; information from municipalities on recycling; an interview with a First Nation, Métis, or Inuit individual or group with Indigenous ecological knowledge about a region and their observations on changes in that region; information from a website sharing Indigenous knowledges and ways of knowing*)

### Teacher supports

#### Sample Questions

- Where might you find information on how public transportation can reduce car emissions?
- Where might you find information on First Nations, Métis, and Inuit perspectives about stewardship practices, including local harvesting practices?
- 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 wildlife overpasses 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, including First Nations communities and/or Métis regions (*e.g., use maps and atlases to locate information about the spatial boundaries of municipal areas / First Nation communities / Métis regions and the different land uses within them; use an interactive atlas to identify natural resources in your local area*)

## Teacher supports

### Sample Questions

- 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.”
- “On the map I read, I noticed an area with no trees. That is where a logging company did clearcutting. I wonder if that is why some animals wander into the cities.”

**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*)

## Teacher supports

### 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?

### Student talk

- “The graph shows that less garbage was created when they began using blue boxes.”
- “In this picture I see a big factory near the river. In another picture it shows that this area used to be a forest. The factory has had an impact on the animals that live in that area.”

**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, including First Nations communities and/or Métis regions, and about key measures to reduce the negative impact of that use

## Teacher supports

### Sample Questions

- What did you find out about the environmental impact of some types of agricultural land use?
- What do you think about the creation of provincial parks or regional conservation areas? On whose traditional territory is the park or conservation area located?

### 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.”
- “In our community, we talk about the Honourable Harvest. We don’t take the first or the last of something. We show respect by not wasting what is produced. We always give thanks. I think that lots of companies and organizations could learn from this.”

**B2.6** communicate the results of their inquiries, using appropriate vocabulary (*e.g., municipality, county, reserve, traditional territory, stewardship, restoration, population, pollution, deforestation, rehabilitation, public transportation, ecological footprint, natural resources, Indigenous ecological knowledge [IEK]*) 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; with proper permission, a sketch note of a story told by an individual with community connections and expertise, such as a local Elder, Métis Senator, Knowledge Keeper, Knowledge Holder, or Traditional Teacher, about their community’s or nation’s relationship with the land; 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*)

## Teacher supports

### Student talk

- “I am writing a letter to our mayor explaining why we should build wildlife overpasses and/or underpasses so the deer and moose can get across the roads and not get hit by cars.”

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

describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities, including First Nations communities<sup>30</sup> and/or Métis regions,<sup>31</sup> addresses human needs and wants, including the need for jobs (**FOCUS ON:** *Significance*)

#### Specific expectations

By the end of Grade 3, students will:

**B3.1** demonstrate an understanding that Ontario is divided into different municipal or regional entities (i.e., cities, towns, townships, villages, counties, First Nations communities, Métis regions), 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; First Nations have an elected chief and council and/or hereditary chiefs; the Métis Nation of Ontario has elected councillors from the Provisional Council [PCMNO], which represents the community and regional interests of Métis citizens; different municipalities have different laws or policies relating to land development*)

#### Teacher supports

#### Sample Questions

- What county is our community in?
- What are some of the responsibilities of a municipality?
- Where is the nearest First Nation community located?
- In what ways do the provinces and municipalities have to consult with First Nations and Métis peoples before developing land in their local area?

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

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<sup>30</sup> For this strand, the term *First Nations communities* is used to refer to the reserves in Ontario, which are lands set aside by the federal government for the use and benefit of a specific band or First Nation. Note that First Nations' traditional or Treaty territories are larger than reserve lands.

<sup>31</sup> For this strand, the term *Métis regions* is used to refer to the Métis Nation of Ontario (MNO) regions. The MNO is the largest representative government of Métis people in Ontario and organizes itself into nine regions across Ontario that serve MNO citizens, including the delivery of programs and services. Note that Métis traditional territories may be different than Métis regions.

## Teacher supports

### Sample Questions

- Why do mapmakers 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 letters 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

## Teacher supports

### 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, including First Nations communities and/or Métis regions (*e.g., jobs dependent on natural resources; jobs in manufacturing, tourism and recreation, the service sector, education, the arts, traditional and/or political government; jobs in conservation, stewardship, and/or land restoration*)

## Teacher supports

### Sample Questions

- What are some of the jobs that are available in our community? Are these the same kind 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, firefighter, nurse, carpenter, or farmer.”
- “Both my parents work in the pulp and paper mill in town.”
- “My *knó:ha*’, my mother, works at the school teaching the Cayuga language during the day, but also teaches people in my community about traditional local plant medicines in the evenings.”
- “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; lakes provide traditional foods like fish and wild rice; the forest offers plant medicines; 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*)

## Teacher supports

### 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?

## Student talk

- "In Akwesasne, we tap maple trees in the spring."
- "My dad says they are building an industrial park in our community."

**B3.6** compare some aspects of land use in two or more municipalities, including First Nations communities and/or Métis regions (*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*)

## Teacher supports

### 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, village, or First Nation community?

### Student talk

- “This town has made a walking trail all along the 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.”
- “In our community, some land is set aside for ceremonies.”

**B3.7** construct print and/or digital maps that show some different land uses, landform regions, and/or municipalities in Ontario, including First Nations communities and/or Métis regions, 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; create a map showing traditional territory and existing First Nations communities; create a map showing the Métis regions in Ontario*)

# Social Studies, 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](#), including *beliefs and values, community, culture, power, relationships, and stewardship*.

The following two-part 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 an explanation of [big ideas and the concepts of disciplinary thinking](#) and 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 a [description of spatial skills](#)).

## Strand A. Heritage and Identity: Early Societies to 1500 CE

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>A1.</b> 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.	<ul style="list-style-type: none"> <li>What methods can we use to compare societies from different eras and regions?</li> <li>What are the most significant differences between contemporary Canadian society and societies of the past?</li> <li>What are some of the legacies of early societies that continue in Canadian society today?</li> <li>In what ways did the environment influence early</li> </ul>	<i>Maps* and Globes</i> <ul style="list-style-type: none"> <li>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)</li> <li>Identifying the location of early societies on globes and/or maps (see, e.g., A3.1)</li> <li>Extracting information on early societies</li> </ul>
<b>A2.</b> 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.		

<p><b>A3.</b> 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</p>	<p>Significance</p>	<p>Not all early societies were the same.</p>	<p>societies? Does the environment have the same impact on contemporary Canadian society? What has changed? Why has it changed?</p>	<p>from thematic maps (see, e.g., A3.1)</p>
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## Strand B. People and Environments: Political and Physical Regions of Canada

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>B1.</b> 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.	<ul style="list-style-type: none"> <li>What impact can the natural environment of different regions have on human activities?</li> <li>What impact can human activities have on the natural environment?</li> </ul>	<p><i>Graphs</i></p> <ul style="list-style-type: none"> <li>Extracting information from climate graphs (see, e.g., B2.2)</li> <li>Constructing double bar graphs to show comparisons within a region (see, e.g., B2.4)</li> </ul> <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> <li>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)</li> <li>Using number/letter grids and intermediate directions to locate Canada's physical and political regions on maps (see, e.g., B3.7)</li> </ul>
<b>B2.</b> 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.	<ul style="list-style-type: none"> <li>How do we find the balance between environmental stewardship and human needs/wants?</li> <li>Why is it important to consider the long-term impact of human activities?</li> </ul>	
<b>B3.</b> 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.	<ul style="list-style-type: none"> <li>What makes a region a region?</li> </ul>	

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

## Expectations by strand

### A. Heritage and Identity: Early Societies to 1500 CE

#### Overall expectations

By the end of Grade 4, students will:

#### A1. Application: Past and Present Societies

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*)

#### Specific expectations

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*)

#### Teacher supports

#### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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



## Teacher supports

### 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

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*)

### Specific expectations

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*)

## Teacher supports

### 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*)

## Teacher supports

### 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)*

### Teacher supports

#### 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*)

### Teacher supports

#### 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

### Teacher supports

#### 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

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

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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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: Industrial Development and the Environment

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*)

### Specific expectations

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*)

### Teacher supports

#### 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., hydroelectric 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*)

### Teacher supports

#### 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

### Teacher supports

#### 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

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*)

### Specific expectations

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

### Teacher supports

#### 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)*

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### Sample Questions

- 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

## Teacher supports

### 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, hydroelectricity, wind farms*) and formats (*e.g., a poster explaining the chosen location for a hydroelectric 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

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

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*)

## Teacher supports

### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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

### Teacher supports

#### 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?

# Social Studies, 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](#), including *collaboration and cooperation*, *decision making*, *respect*, *rights and responsibilities*, and *stewardship*.

The following two-part 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 an explanation of [big ideas and the concepts of disciplinary thinking](#) and 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 a description of [spatial skills](#)).



## Strand A. Heritage and Identity: Interactions of Indigenous Peoples and Europeans prior to 1713, in What Would Eventually Become Canada

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>A1.</b> 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.	<ul style="list-style-type: none"> <li>• What are some ways in which colonialism has shaped Canada?</li> <li>• Why might the same event have a different impact on different people?</li> <li>• Why is it important to understand that different people have different perspectives?</li> <li>• How do we form our own perspective? How do other people form theirs?</li> </ul>	<p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> <li>• Analysing historical maps to determine settlement patterns (see, e.g., A2.3)</li> <li>• Analysing and constructing thematic maps to show connections between types of land and settlement (see, e.g., A2.3)</li> </ul>

<p><b>A2.</b> 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</p>	<p>Interrelationships; Perspective</p>	<p>When studying interrelationships between groups of people, it is important to be aware that each group has its own perspective on those interrelationships.</p>	<ul style="list-style-type: none"> <li>• What causes conflict? Do all conflicts have a resolution?</li> <li>• Why is it important to cooperate with others?</li> </ul>	
<p><b>A3.</b> 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</p>	<p>Significance; Interrelationships</p>	<p>Cooperation and conflict are inherent aspects of human interactions/relationships.</p>		

## Strand B. People and Environments: The Role of Government and Responsible Citizenship

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>B1.</b> 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.	<ul style="list-style-type: none"> <li>• When and how should members of the community come together to make change?</li> <li>• Why is it important to consider the perspectives of all stakeholders when trying to formulate solutions to problems?</li> <li>• Why do we need government? Why are there different levels of government? What services should governments be responsible for?</li> <li>• How does colonialism still affect Canada today?</li> </ul>	<p><i>Graphs</i></p> <ul style="list-style-type: none"> <li>• Analysing and constructing line, bar, and double bar graphs (see, e.g., B2.4)</li> </ul> <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> <li>• Analysing and extracting information from demographic and thematic maps, including digital representations (see, e.g., B2.3)</li> <li>• Constructing demographic and thematic maps, including digital representations (see, e.g., B2.3)</li> </ul>

<b>B2.</b> 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.		
<b>B3.</b> 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.

## Expectations by strand

### 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: The Impact of Interactions

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*)

#### Specific expectations

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

#### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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

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*)

### Specific expectations

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*)

### Teacher supports

#### 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)*

## Teacher supports

### 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*)

## Teacher supports

### 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*)

### Teacher supports

#### 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

### Teacher supports

#### 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**

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**

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*)

#### **Teacher supports**

##### **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*)

## Teacher supports

### 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*)

## Teacher supports

### 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

## Teacher supports

### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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 European 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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: Governments and Citizens Working Together

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*)

### Specific expectations

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*)

### Teacher supports

#### 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

### Teacher supports

#### 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

### Teacher supports

#### 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

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*)

### Specific expectations

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*)

### Teacher supports

#### 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)*

## Teacher supports

### 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-extraction sites in relation to treaty territories, historic Métis settlements, and sacred sites*)

## Teacher supports

### 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*)

### Teacher supports

#### 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

### Teacher supports

#### 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

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

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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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

## Teacher supports

### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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?

# Social Studies (revised 2023), Grade 6

## Overview

In Grade 6 social studies, students will explore the experiences and perspectives of diverse communities in historical and contemporary Canada, including First Nations, Métis, Inuit, and settler/newcomer communities, such as the Jewish community. They will examine how these communities 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. Students will also learn about the responses of the Canadian government to the Holocaust and the development of Canada's responses to acts of hate and human rights violations. 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](#), including *beliefs and values, collaboration, cooperation, culture, equity, freedom, identity, relationships, and respect*.

The following two-part 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 an explanation of [big ideas and the concepts of disciplinary thinking](#) and 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 a description of [spatial skills](#)).

## Strand A. Heritage and Identity: Communities in Canada, Past and Present

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>A1.</b> 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.	<ul style="list-style-type: none"> <li>How have different communities contributed to the evolution of Canadian identities?</li> <li>What experiences have shaped the stories of different communities in Canada? What experiences have shaped the story of your own community?</li> <li>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?</li> <li>In what ways is your story part of the story of Canada?</li> </ul>	<p><i>Graphs</i></p> <ul style="list-style-type: none"> <li>Constructing line graphs, using computer programs, to show change over time (see, e.g., A2.4)</li> </ul> <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> <li>Analysing flow and thematic maps (see, e.g., A2.3)</li> <li>Constructing thematic maps on paper and digitally (see, e.g., A2.3)</li> </ul>
<b>A2.</b> 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.		
<b>A3.</b> 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.		



## Strand B. People and Environments: Canada's Interactions with the Global Community

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>B1.</b> 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.	<ul style="list-style-type: none"> <li>Why is it important for Canada to be involved with countries around the world?</li> <li>Why does the well-being of the world's people and the environment depend on international cooperation?</li> </ul>	<p><i>Graphs</i></p> <ul style="list-style-type: none"> <li>Extracting information from and constructing double bar graphs (see, e.g., B2.4)</li> <li>Extracting information from a climate graph (see, e.g., B2.4)</li> <li>Constructing graphs using computers (see, e.g., B2.4)</li> </ul> <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> <li>Extracting information from various maps, including issue-based maps (see, e.g., B2.3)</li> <li>Analysing and constructing various types of print and digital maps, including issue-based maps (see, e.g., B2.3, B2.4, B2.6)</li> <li>Extracting and applying information using latitude and longitude (see, e.g., B3.7)</li> </ul>
<b>B2.</b> 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.	<ul style="list-style-type: none"> <li>In what ways is Canada's economy related to the global economy?</li> <li>How have natural disasters affected Canada and the world?</li> </ul>	
<b>B3.</b> 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.	<ul style="list-style-type: none"> <li>What do Canada and Canadians do for other people around the world? What else can we do?</li> </ul>	

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

## Expectations by strand

i	<b>New</b> Specific expectations A3.7 and B3.5
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### A. Heritage and Identity: Communities in Canada, Past and Present

#### Overall expectations

By the end of Grade 6, students will:

#### A1. Application: Diversity, Inclusiveness, and Canadian Identities

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*)

#### Specific expectations

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 socioeconomic 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*)

#### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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)

### Teacher supports

#### 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

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*)

### Specific expectations

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*)

### Teacher supports

#### 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

## Teacher supports

### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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

## Teacher supports

### 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

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

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*)

#### Teacher supports

##### 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”*)

#### Teacher supports

##### 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

### Teacher supports

#### 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*)

### Teacher supports

#### 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 settlers; 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

### Teacher supports

#### 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

### Teacher supports

#### 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 significant events or developments in the history of Jewish communities in Canada, including some of the ways they have contributed to Canada (*e.g., events and developments: official recording of the first Jewish settler in New France [1759]; establishment of Canada's first synagogue, Shearith Israel, in Montreal [1768]; equal rights being given to Jewish people in Lower Canada [Quebec], including being able to hold public office [1832]; founding of Canada's first national Jewish organization, the Federation of Zionist Societies in Canada [1899]; establishment of Montreal's Young Men's Hebrew Association and Young Women's Hebrew Association [1910]; founding of the Canadian Jewish Congress [1919]; waves of Jewish immigration during the twentieth and twenty-first centuries from Europe, Asia, South America, and North and South Africa, increasing the diversity of Canada's Jewish community; dedication of the National Holocaust Monument in Ottawa [2017]; Special Envoy on Preserving Holocaust Remembrance and Combatting Antisemitism role created [2020]; contributions: leaders in human rights laws since the 1940s; entrepreneurs in industry and manufacturing*), and identify some of the impacts of antisemitism on these communities' development and/or identities (*e.g., restrictions: pre-World War II restrictions on participation in medicine and law; severe restrictions on Jewish immigration during World War II and up to 1947; prohibition of Jewish residences or property purchases in some Canadian neighbourhoods; reactions: building of Toronto's Mount Sinai Hospital [1923] to serve the Jewish immigrant community and provide space for Jewish doctors who faced discrimination at other hospitals; resistance to antisemitism during the Christie Pits Riot in Toronto [1933]; building of the Jewish Community Centre in Toronto [1953] in response to not being allowed to join many of the existing clubs in the city; security at synagogues and cemeteries*)

## Teacher supports

### Sample Questions

- In what ways have Jewish individuals and communities contributed to Canadian war efforts and to democracy in Canada?
- How did Jewish communities and individuals help Holocaust survivors and orphans integrate and rebuild their lives in Canada?
- How have Holocaust survivors contributed to Canadian society? How did Holocaust survivors integrate and rebuild their lives in Canada?
- How have members of Jewish communities worked with and continue to work with other individuals and communities to address racism within Canada more broadly?
- How have Jewish Canadians contributed to the Canadian arts and sports communities?
- How have Jewish communities and/or individuals contributed to the political, economic, professional, academic, and cultural development of Canada?
- What is the significance of the adoption of Jewish Heritage Month by the federal and provincial governments?

**A3.8** 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*)

## Teacher supports

### 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 they 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?

**A3.9** 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*)

## Teacher supports

### 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?

**A3.10** describe significant changes within their own community in Canada (*e.g., within their ethnic or religious community, their local community, or their region*)

## Teacher supports

### 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?

**A3.11** 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*)

### Teacher supports

#### 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: Canada and International Cooperation

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](#))

### Specific expectations

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

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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

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*)

### Specific expectations

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

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

Teacher supports

### 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

Teacher supports

### 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 fundraising 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

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

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*)



## Teacher supports

### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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** describe the responses of the Canadian government to human rights violations during the Holocaust (*e.g., severe restrictions on immigration and the policy of “none is too many”; the turning away of the MS St. Louis; Canada’s policy to vastly restrict the number of Jewish refugees admitted from Europe, as shown by the response to the Evian Conference [1938]*) and the impact that global changes in understanding and legislation around human rights since World War II have had on the development of Canada’s responses to acts of hate and human rights violations (*e.g., Canada’s participation in the writing of the Universal Declaration of Human Rights [1948]; three sections related to genocide and hate crimes added to the Criminal Code of Canada; Canada’s response to the Vietnamese refugee crisis in the years following the war in Vietnam; the drafting of the Canadian Charter of Rights and Freedoms [1982]; the creation of the Canadian Multiculturalism Act [1988]; amendments to the Indian Act; boycotts of South Africa during apartheid; Canada’s Extradition Act [1999]; Canada’s adoption of the Justice for Victims of Corrupt Foreign Officials Act [2017], the Magnitsky legislation that allows sanctions to be placed on human rights abusers who are foreign nationals; government initiatives in response to the Truth and Reconciliation Commission’s Calls to Action [2015]; the criminalization of Holocaust denial in Bill C-19 [2022]; sending in observers and peacekeepers; responses to humanitarian crises internationally; the decriminalization of homosexuality*)

### Teacher supports

#### Sample Questions

- What were the significance and effect of Canada’s actions regarding the immigration of Jews to Canada during World War II? How did these actions and attitudes change in terms of their patterns and trends in the post–World War II years?
- What events and international occurrences led to the Universal Declaration of Human Rights (1948)? How have Canada and Canadian law and culture been impacted by this declaration?
- What are some ways in which antisemitism has affected, and continues to affect, Jewish individuals and communities in Canada? How are Jewish individuals and community groups continuing to fight against antisemitism?
- What are some ways in which individuals, communities, and governments in Canada can counter antisemitism and acts of hate?

**B3.6** 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*)

### Teacher supports

#### Sample Questions

- What are some of the international social issues in which Canada is active? How does Canada work to address these issues?

**B3.7** 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*)

### Teacher supports

#### Sample Questions

- Who are Canada's closest 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?

**B3.8** 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*)

### Teacher supports

#### 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?

**B3.9** 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*)

### Teacher supports

#### Sample Questions

- How have lower labour costs in other countries affected manufacturing companies in Canada?
- In what ways does American trade policy affect Canada?

**B3.10** 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)*

### **Teacher supports**

#### **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, 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](#), including *beliefs and values, equity, freedom, identity, power and authority, and relationships*.

The following two-part 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 an explanation of [big ideas and the concepts of disciplinary thinking](#) and 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 a description of [spatial skills](#)).

## Strand A. Heritage and Identity: New France and British North America, 1713–1800

Overall Expectations	Related Concepts of Historical Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/Developed
<b>A1.</b> 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.	<ul style="list-style-type: none"> <li>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?</li> </ul>	<i>Maps* and Globes</i> <ul style="list-style-type: none"> <li>Analysing and constructing political maps to show alliances (see, e.g., A2.4)</li> <li>Analysing demographic or population maps related to settlement patterns, territorial expansion (see, e.g., A2.4)</li> </ul>

<p><b>A2.</b> 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</p>	<p>Historical Significance; Historical Perspective</p>	<p>Different groups responded in different ways to the shift in power in Canada from France to Britain.</p>	<ul style="list-style-type: none"> <li>• Why might different people view the same event in different ways?</li> <li>• How do we determine what is historically significant?</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing and constructing flow maps on movement patterns and/or displacement of different groups (see, e.g., A2.4)</li> </ul>
<p><b>A3.</b> describe various significant people, events, and developments, including treaties, in Canada between 1713 and 1800, and explain their impact</p>	<p>Historical Significance; Cause and Consequence</p>	<p>The significance of historical events is determined partly by their short- and long-term impact.</p>		

## Strand B. Canada, 1800–1850: Conflict and Challenges

Overall Expectations	Related Concepts of Historical Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>B1.</b> 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.	<ul style="list-style-type: none"> <li>What can we learn from the ways in which people met challenges in the past?</li> <li>Why is it important to consider various perspectives when analysing events or issues?</li> </ul>	<p><i>Graphs</i></p> <ul style="list-style-type: none"> <li>Analysing and/or constructing graphs related to immigration to Canada (see, e.g., B2.5)</li> </ul> <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> <li>Analysing and constructing political maps to show alliances (see, e.g., B2.4)</li> <li>Analysing demographic or population maps related to settlement patterns, territorial expansion (see, e.g., B2.4)</li> </ul>



<b>B2.</b> 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.	<ul style="list-style-type: none"> <li>• What types of forces can bring about change?</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing and constructing flow maps on movement patterns and/or displacement of different groups (see, e.g., B2.4)</li> </ul>
<b>B3.</b> 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.

## Expectations by strand

### A. New France and British North America, 1713–1800

#### Overall expectations

By the end of Grade 7, students will:

#### A1. Application: Colonial and Present-day Canada

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*)

#### Specific expectations

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*)

#### Teacher supports

#### 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

### Teacher supports

#### 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*)

### Teacher supports

#### 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

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](#))

### Specific expectations

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*)

### Teacher supports

#### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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*)

### Teacher supports

#### 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

### Teacher supports

#### 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)*

## Teacher supports

### 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

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

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

## Teacher supports

### 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*)

## Teacher supports

### 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

## Teacher supports

### 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

## Teacher supports

### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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

### Teacher supports

### 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: Changes and Challenges

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*)

### Specific expectations

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*)

### Teacher supports

#### 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)*

### Teacher supports

#### 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

### Teacher supports

#### 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

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*)

## Specific expectations

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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

## Teacher supports

### 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

## Teacher supports

### 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*)

## Teacher supports

### Sample Questions

- 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 Consequences

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

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

#### Teacher supports

##### 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*)

#### Teacher supports

##### 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

### Teacher supports

#### 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

### Teacher supports

#### 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*)

### Teacher supports

#### 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

### Teacher supports

### 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](#), including *democracy, equity, inclusiveness, law and justice, power and authority, relationships, respect, and rights and responsibilities*.

The following two-part 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 an explanation of [big ideas and the concepts of disciplinary thinking](#) and 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 a description of [spatial skills](#)).

## Strand A. Creating Canada, 1850–1890

Overall Expectations	Related Concepts of Historical Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/Developed
<b>A1.</b> 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.	<ul style="list-style-type: none"> <li>Did all people in Canada have the same reaction to the creation of the Dominion of Canada and its expansion from coast to coast?</li> <li>Is historical change always positive? How do we determine the nature of its impact?</li> </ul>	<i>Maps* and Globes</i> <ul style="list-style-type: none"> <li>Constructing maps to show the political development of Canada (see, e.g., A2.4)</li> <li>Analysing and/or constructing demographic maps related to settlement patterns of different groups (see, e.g., A2.4)</li> </ul>

<p><b>A2.</b> 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</p>	<p>Historical Significance; Historical Perspective</p>	<p>People in Canada had different reactions to the creation and expansion of the country.</p>	<ul style="list-style-type: none"> <li>• How did the colonialist policies of the new Canadian government have an impact on First Nations, Métis, and Inuit individuals and communities?</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing and/or constructing flow maps on movement patterns of different peoples (see, e.g., A2.4)</li> <li>• Analysing and/or constructing annotated or issue-based maps related to significant events (see, e.g., A2.4)</li> </ul>
<p><b>A3.</b> 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</p>	<p>Historical Significance; Cause and Consequence</p>	<p>This was an era of major political and economic change, which affected various groups in Canada in different ways.</p>		

## Strand B. Canada, 1890–1914: A Changing Society

Overall Expectations	Related Concepts of Historical Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/Developed
<b>B1.</b> 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.	<ul style="list-style-type: none"> <li>• In what ways are Canadian rights and freedoms a result of the struggles of people in the past?</li> <li>• What are some ways in which different people have responded to challenges and created change?</li> </ul>	<p><i>Graphs</i></p> <ul style="list-style-type: none"> <li>• Analysing graphs related to quality of life (see, e.g., B2.5)</li> </ul> <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> <li>• Extracting information from landform and climate maps of Canada (see, e.g., B1.3)</li> </ul>

<b>B2.</b> 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.	<ul style="list-style-type: none"> <li>• What role has diversity played in the development of Canada?</li> <li>• What has been the lasting impact of the Indian Act and the residential school system</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing and/or constructing demographic maps related to settlement patterns of different groups (see, e.g., B2.4)</li> <li>• Analysing and/or constructing flow maps on movement patterns of different peoples (see, e.g., B2.4)</li> </ul>
<b>B3.</b> 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.

## Expectations by strand

### A. Creating Canada, 1850–1890

#### Overall expectations

By the end of Grade 8, students will:

#### A1. Application: Peoples in the New Nation

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*)

#### Specific expectations

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*)

#### Teacher supports

#### 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*)



## Teacher supports

### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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

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*)

### Specific expectations

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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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

## Teacher supports

### 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*)

## Teacher supports

### 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

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

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

## Teacher supports

### 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

## Teacher supports

### 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)*

### Teacher supports

#### 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

### Teacher supports

#### 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 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

### Teacher supports

#### 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*)

### Teacher supports

#### 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



## Teacher supports

### 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: Canada – Past and Present

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*)

### Specific expectations

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*)

### Teacher supports

#### 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)*

### Teacher supports

#### 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

### Teacher supports

#### 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

### Teacher supports

#### 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 Onondyoh (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

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*)

### Specific expectations

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)*

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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

### Teacher supports

#### 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*)

## Teacher supports

### 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

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

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

## Teacher supports

### 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

### Teacher supports

#### 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

### Teacher supports

#### 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

### Teacher supports

#### 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*)

### Teacher supports

#### 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, Onondyoh [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

### Teacher supports

#### 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, 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 physical 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](#), including *advocacy, collaboration and cooperation, perspective, and stewardship*.

The following two-part 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 an explanation of [big ideas and the concepts of disciplinary thinking](#) and 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 a description of spatial skills](#)).

## Strand A. Physical Patterns in a Changing World

Overall Expectations	Related Concepts of Geographic Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/Developed
<b>A1.</b> 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.	<ul style="list-style-type: none"> <li>Why do different people have different responses to the environment and the opportunities and challenges it presents?</li> </ul>	<p><i>Graphs</i></p> <ul style="list-style-type: none"> <li>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)</li> </ul>

<p><b>A2.</b> 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</p>	<p>Geographic Perspective</p>	<p>Natural events and human activities that change Earth's physical features can have social, political, environmental, and economic consequences.</p>	<ul style="list-style-type: none"> <li>• Why do we need to consider various perspectives when determining the impact of human activities?</li> <li>• Why do Earth's physical features change?</li> </ul>	<p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> <li>• Analysing various types of maps, including thematic, topographical, and annotated maps (see, e.g., A2.3, A2.4, A3.3)</li> <li>• Constructing various types of maps, including issue-based, thematic, and annotated maps (see, e.g., A2.4)</li> <li>• Constructing cross-sectional drawings based on topographical information (see, e.g., A3.3)</li> <li>• Analysing digital representations for specific purposes (see, e.g., A2.2)</li> </ul>
<p><b>A3.</b> 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</p>	<p>Patterns and Trends; Spatial Significance</p>	<p>Earth's physical features can be created or changed by both natural processes and human activities.</p>		

## Strand B. Natural Resources around the World: Use and Sustainability

Overall Expectations	Related Concepts of Geographic Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>B1.</b> 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.	<ul style="list-style-type: none"> <li>Why might some countries be better able than others to extract and use natural resources in a sustainable way?</li> <li>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?</li> </ul>	<p><i>Graphs</i></p> <ul style="list-style-type: none"> <li>Developing their ability to analyse and construct various types of graphs, including climate graphs, for a variety of purposes (see, e.g., B2 .4)</li> </ul> <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> <li>Analysing various types of maps, including thematic, topographical, and annotated maps (see, e.g., B2.4)</li> <li>Constructing various types of maps, including issue-based, thematic, and annotated maps (see, e.g., B2.3, B2.6)</li> </ul>
<b>B2.</b> 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.		

<p><b>B3.</b> 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</p>	<p>Spatial Significance; Geographic Perspective</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• What are some of the ways in which countries around the world are practising environmental stewardship? What can we learn from these practices?</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing, analysing, and extracting information from maps using GIS (see, e.g., B3.6)</li> </ul>
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\* The term *map* refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.



## Expectations by strand

### A. Physical Patterns in a Changing World

#### Overall expectations

By the end of Grade 7, students will:

#### A1. Application: Interrelationships between People and the Physical Environment

analyse some challenges and opportunities presented by the physical environment and ways in which people have responded to them ([FOCUS ON: Spatial Significance; Interrelationships](#))

#### Specific expectations

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*)

#### Teacher supports

#### 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

## Teacher supports

### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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

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](#))

### Specific expectations

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

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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

#### Teacher supports

#### 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*)

#### Teacher supports

#### 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

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

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*)

## Teacher supports

### 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

## Teacher supports

### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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

#### Teacher supports

##### 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*)

#### Teacher supports

##### 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

#### Teacher supports

##### 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*)

## Teacher supports

### Sample Questions

- 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*)

## Teacher supports

### 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

## Teacher supports

### 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*)

## Teacher supports

### Sample Questions

- 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: Natural Resources and Sustainability

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*)

### Specific expectations

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*)

### Teacher supports

#### 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

### Teacher supports

#### 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

### Teacher supports

#### 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*)

### Teacher supports

#### 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

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*)

### Specific expectations

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*)

## Teacher supports

### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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)*

### Teacher supports

#### 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

### Teacher supports

#### 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*)

## Teacher supports

### 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

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

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

## Teacher supports

### 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*)

## Teacher supports

### 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*)

### Teacher supports

#### 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

### Teacher supports

#### 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*)

### Teacher supports

#### 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](#), including *democracy, equity, freedom, perspective, power and authority, relationships, rights and responsibilities, and stewardship*.

The following two-part 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 an explanation of [big ideas and the concepts of disciplinary thinking](#) and 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 a description of [spatial skills](#)).



## Strand A. Global Settlement: Patterns and Sustainability

Overall Expectations	Related Concepts of Geographic Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>A1.</b> 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.	<ul style="list-style-type: none"> <li>What makes a community sustainable? Why is it important that communities be sustainable? What can happen if a community is not sustainable?</li> <li>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?</li> </ul>	<i>Maps* and Globes</i> <ul style="list-style-type: none"> <li>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)</li> <li>Developing their ability to construct various types of maps, including issue-based and population density maps (see, e.g., A2.3)</li> </ul>
<b>A2.</b> 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.		<ul style="list-style-type: none"> <li>Analysing and constructing choropleth maps on human settlement (see, e.g., A3.7)</li> </ul>
<b>A3.</b> 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.		<ul style="list-style-type: none"> <li>Developing their ability to construct, analyse, and extract information from maps using geographic information systems (GIS) (see, e.g., A2.3)</li> </ul>

## Strand B. Global Inequalities: Economic Development and Quality of Life

Overall Expectations	Related Concepts of Geographic Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>B1.</b> 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.	<ul style="list-style-type: none"> <li>What factors influence the quality of life in different countries?</li> <li>Why is it important to be aware of and to address global inequalities of wealth and in quality of life?</li> </ul>	<p><i>Graphs</i></p> <ul style="list-style-type: none"> <li>Analysing and constructing a variety of graphs, including scatter graphs and population pyramids (see, e.g., B2.4, B3.3, B3.4)</li> </ul> <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> <li>Analysing various types of maps, including demographic, population density, land-use, issue-based, and thematic maps (see, e.g., B2.2, B2.3)</li> <li>Developing their ability to construct various types of maps, including issue-based and population density maps (see, e.g., B2.3)</li> </ul>
<b>B2.</b> 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.		

<p><b>B3.</b> demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world</p>	<p>Spatial Significance; Patterns and Trends</p>	<p>We can use measurable indicators to help us understand spatial patterns of wealth and development around the world.</p>	<ul style="list-style-type: none"> <li>• How do we measure the development of a country or a community? Are there any biases in these measurements?</li> </ul>	<ul style="list-style-type: none"> <li>• Developing their ability to construct, analyse, and extract information from maps using geographic information systems (GIS) (see, e.g., B2.3)</li> </ul>
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\* The term *map* refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.

## Expectations by strand

### A. Global Settlement: Patterns and Sustainability

#### Overall expectations

By the end of Grade 8, students will:

#### A1. Application: Interrelationships between Settlement and the Environment

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*)

#### Specific expectations

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*)

#### Teacher supports

##### 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*)

#### Teacher supports

##### 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*)

### Teacher supports

#### 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

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*)

### Specific expectations

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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

## Teacher supports

### 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

## Teacher supports

### 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*)

## Teacher supports

### 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

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

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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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 grassroots groups; non-governmental organizations*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### **Teacher supports**

#### **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: Global Inequalities in Quality of Life

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*)

### Specific expectations

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*)

### Teacher supports

#### 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]*)

## Teacher supports

### 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*)

## Teacher supports

### 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*)

## Teacher supports

### 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

use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective (**FOCUS ON:** *Geographic Perspective*)

### Specific expectations

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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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

### Teacher supports

#### 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*)

### Teacher supports

#### 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

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

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*)

### Teacher supports

#### 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*)

### Teacher supports

#### 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

### Teacher supports

#### 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

### Teacher supports

#### 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*)

#### Teacher supports

##### 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*)

#### Teacher supports

##### 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*)

# Appendices

## Appendix A. The Goals of the Additional Subjects in Canadian and World Studies

Charts 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.

<b>Goals of Politics</b> – Developing a sense of responsibility <i>Where do I belong? How can I contribute?</i>	<b>Goals of Law</b> – Developing a sense of fairness and justice <i>What are our rights and responsibilities? How does society create its rules? What structures can people use to address conflict?</i>	<b>Goals of Economics</b> – Developing a sense of value <i>What do we value? How do we determine the worth of goods and services? What are their costs? What are their benefits?</i>
<p>Students will work towards:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• analysing current political issues, and assessing methods and processes that can be used to influence relevant political systems to act for the common good;</li> <li>• assessing the power and influence of different people involved in civic issues, using political perspective;</li> <li>• developing a respect and appreciation for different points of view on various political issues.</li> </ul>	<p>Students will work towards:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• analysing issues and managing conflict in their own lives through the application of legal reasoning.</li> </ul>	<p>Students will work towards:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• analysing the application of economic models and assessing the factors that can influence economic decisions;</li> <li>• analysing how competing stakeholders influence economic policies, and assessing the impact of these policies on different stakeholders;</li> <li>• developing an understanding of the basic needs and wants of people and that people’s needs should be respected when economic decisions are made.</li> </ul>

## Appendix B. Citizenship Education Framework

The citizenship education framework that is represented 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 in the [Citizenship Education in the Social Studies, History and Geography](#) section when using this appendix.

### **Structures – *Power and systems within societies***

Ways of Developing Citizenship Knowledge, Skills, Attitudes	Related Terms and Topics
<ul style="list-style-type: none"><li>• Develop an understanding of the importance of rules and laws</li><li>• Develop an understanding of how political, economic, and social institutions affect their lives</li><li>• Develop an understanding of power dynamics</li><li>• Develop an understanding of the dynamic and complex relationships within and between systems</li></ul>	<ul style="list-style-type: none"><li>• democracy</li><li>• self-determination</li><li>• rules and law</li><li>• institutions</li><li>• power and authority</li><li>• security</li><li>• systems</li></ul>

### **Active Participation – *Work for the common good in local, national, and global communities***

Ways of Developing Citizenship Knowledge, Skills, Attitudes	Related Terms and Topics
<ul style="list-style-type: none"><li>• Voice informed opinions on matters relevant to their community</li><li>• Adopt leadership roles in their community</li><li>• Participate in their community</li><li>• Investigate controversial issues</li><li>• Demonstrate collaborative, innovative problem solving</li><li>• Build positive relationships with diverse individuals and groups</li></ul>	<ul style="list-style-type: none"><li>• decision making and voting</li><li>• influence</li><li>• conflict resolution and peace building</li><li>• reconciliation</li><li>• reciprocity</li><li>• advocacy</li><li>• stewardship</li><li>• leadership</li><li>• volunteering</li></ul>

**Identity – A sense of personal identity as a member of various communities**

Ways of Developing Citizenship Knowledge, Skills, Attitudes	Related Terms and Topics
<ul style="list-style-type: none"><li>• Identify and develop their sense of connectedness to local, national, and global communities</li><li>• Develop a sense of their civic self-image</li><li>• Consider and respect others' perspectives</li><li>• Investigate moral and ethical dimensions of developments, events, and issues</li></ul>	<ul style="list-style-type: none"><li>• interconnectedness</li><li>• beliefs and values</li><li>• self-efficacy</li><li>• culture</li><li>• perspective</li><li>• community</li><li>• relationships</li></ul>

**Attributes – Character traits, values, habits of mind**

Ways of Developing Citizenship Knowledge, Skills, Attitudes	Related Terms and Topics
<ul style="list-style-type: none"><li>• Explore issues related to personal and societal rights and responsibilities</li><li>• Demonstrate self-respect, as well as respect and empathy for others</li><li>• Develop attitudes that foster civic engagement</li><li>• Work in a collaborative and critically thoughtful manner</li></ul>	<ul style="list-style-type: none"><li>• inclusiveness</li><li>• equity</li><li>• empathy and respect</li><li>• rights and responsibilities</li><li>• freedom</li><li>• social cohesion</li><li>• justice</li><li>• fairness</li><li>• truth</li><li>• citizenship</li><li>• collaboration and cooperation</li></ul>

## Appendix C. Map, Globe, and Graphing Skills – A Continuum

The following charts 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](#)).

## 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	<ul style="list-style-type: none"><li>uses the title to identify the purpose of a map</li></ul>					
Legend	<ul style="list-style-type: none"><li>uses appropriate pictorial representations to convey meaning (e.g., photographs of a playground, library, school)</li><li>uses colour to represent particular elements (e.g., a park, an ocean)</li></ul>					
				<ul style="list-style-type: none"><li>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)</li><li>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)</li><li>uses labels with different font sizes and styles to indicate hierarchy of cities, countries, continents</li></ul>		
				<ul style="list-style-type: none"><li>uses colour and contour lines to show elevation</li></ul>		
					<ul style="list-style-type: none"><li>uses lines (e.g., isotherms, isobars) to connect places with common physical characteristics</li><li>uses proportional representation for symbols (e.g., size of flow arrows, size of populations circles)</li><li>determines and uses appropriate intervals for data to communicate intended messages</li></ul>	
						<ul style="list-style-type: none"><li>uses appropriate elements of a legend to communicate intended messages</li></ul>

Direction	<ul style="list-style-type: none"><li>uses relative direction (e.g., right, left, in front, behind) to explain location and movement</li></ul>					
		<ul style="list-style-type: none"><li>uses cardinal compass points (i.e., N, S, E, W) to provide direction</li></ul>				
			<ul style="list-style-type: none"><li>uses intermediate cardinal compass points (i.e., NE, NW, SE, SW) to provide direction</li></ul>			
					<ul style="list-style-type: none"><li>is able to orient a map</li></ul>	
						<ul style="list-style-type: none"><li>makes connections between degree bearings and cardinal compass points to provide direction</li></ul>
Scale	<ul style="list-style-type: none"><li>uses non-standard units of measurement (e.g., footprints, blocks, houses)</li><li>uses relative distance (e.g., near, far, farther) to describe measurement</li></ul>					
		<ul style="list-style-type: none"><li>uses standard units (e.g., metre, kilometre) to measure distance</li><li>uses absolute distance (e.g., measures distance on a map, uses a measuring tool on a digital map)</li></ul>				
					<ul style="list-style-type: none"><li>uses large- to small-scale maps, as appropriate, to investigate a specific area</li></ul>	
						<ul style="list-style-type: none"><li>determines appropriate scale and intervals to communicate intended messages</li></ul>
Location	<ul style="list-style-type: none"><li>uses relative location (e.g., near, far, up, down) to describe the location of a person or object</li></ul>					
		<ul style="list-style-type: none"><li>locates hemispheres, poles, and the equator on a map or globe</li></ul>				
			<ul style="list-style-type: none"><li>uses number and letter grids to locate something on a map</li><li>uses latitude and longitude to locate something on a map or globe</li><li>understands time zones</li></ul>			
				<ul style="list-style-type: none"><li>uses locational technologies (e.g., compass, GPS)</li></ul>		

## 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)	<ul style="list-style-type: none"> <li>extracts information from and creates sketch maps (e.g., showing a local neighbourhood, the layout of a classroom)</li> <li>creates 2D maps of familiar surroundings</li> <li>creates 3D models using blocks and toys</li> </ul>					
	<ul style="list-style-type: none"> <li>extracts information from, analyses, and creates thematic maps, including the following: <ul style="list-style-type: none"> <li>political (e.g., Canada’s political regions, countries of the world)</li> <li>physical (e.g., climate, landforms)</li> <li>historical (e.g., settlement patterns)</li> <li>land use (e.g., community features)</li> </ul> </li> <li>extracts information from, analyses, and creates digital maps (e.g., online interactive)</li> </ul>					
	<ul style="list-style-type: none"> <li>extracts information from, analyses, and creates thematic maps, including the following: <ul style="list-style-type: none"> <li>demographic (e.g., population distribution)</li> <li>flow (e.g., movement of people)</li> <li>issue-based (e.g., pollution or poverty in Canada)</li> <li>annotated (e.g., illustrating an aspect of student inquiry)</li> </ul> </li> </ul>					



				<ul style="list-style-type: none"> <li>extracts information from, analyses, and creates increasingly complex thematic maps, including the following:               <ul style="list-style-type: none"> <li>demographic (e.g., population density, literacy rates)</li> <li>physical (e.g., frequency of natural events)</li> </ul> </li> <li>extracts information from and analyses topographic maps</li> </ul>
				<ul style="list-style-type: none"> <li>uses lines (e.g., isotherms, isobars) to connect places with common physical characteristics</li> <li>uses proportional representation for symbols (e.g., size of flow arrows, size of populations circles)</li> <li>determines and uses appropriate intervals for data to communicate intended messages</li> </ul>
				<ul style="list-style-type: none"> <li>extracts information from, analyses, and creates increasingly complex thematic maps, including the following:               <ul style="list-style-type: none"> <li>issue-based maps layering two or more themes (e.g., population density and CO<sub>2</sub> emissions; population settlement and weather events)</li> </ul> </li> <li>uses and creates appropriate types of maps to analyse data and communicate intended messages</li> </ul>
Image types	<ul style="list-style-type: none"> <li>extracts information from and analyses photographs of familiar places and sites (e.g., schoolyard, local community)</li> </ul>			
		<ul style="list-style-type: none"> <li>extracts information from and analyses the following images:               <ul style="list-style-type: none"> <li>photographs of unfamiliar places and sites</li> <li>aerial images (e.g., satellite images, photographs taken from a plane)</li> </ul> </li> </ul>		

					<ul style="list-style-type: none"> <li>extracts information from and analyses remote sensing images (e.g., showing urban growth, water pollution, vegetation disease)</li> </ul>
					<ul style="list-style-type: none"> <li>extracts information/data from various image types</li> <li>uses various image types to communicate intended messages</li> </ul>
<b>Geographic information systems (GIS)</b>				<ul style="list-style-type: none"> <li>selects and uses appropriate base maps for chosen locations and for specific inquiry</li> <li>uses pre-selected layer content required for inquiry</li> <li>interprets and analyses information from layers placed on map</li> </ul>	
				<ul style="list-style-type: none"> <li>chooses the appropriate data to create a map for a specific purpose</li> <li>determines and selects layer content required for a specific inquiry</li> <li>interprets and analyses a GIS generated map</li> <li>uses a GIS generated map to communicate ideas and recommendations</li> </ul>	
					<ul style="list-style-type: none"> <li>generates data from various sources (e.g., GPS, statistics, surveys)</li> <li>creates layers relevant to a specific inquiry</li> <li>applies GIS to solve problems and make recommendations</li> </ul>
<b>Plan types</b>					<ul style="list-style-type: none"> <li>analyses land use plans (e.g., community and regional plans, official site plans)</li> </ul>

						<ul style="list-style-type: none"> <li>• extracts and analyses information/data from various plan types</li> <li>• uses various plan types to communicate intended messages</li> </ul>
<b>Globes</b>		<ul style="list-style-type: none"> <li>• locates key reference points (e.g., poles, equator)</li> <li>• identifies hemispheres</li> <li>• locates selected countries and cities</li> </ul>				
<b>Projections and map perspectives</b>						<ul style="list-style-type: none"> <li>• understands the distortions in various map projections (e.g., Mercator, Peters, Lambert)</li> </ul>
						<ul style="list-style-type: none"> <li>• uses various projections to communicate intended messages about data and information</li> </ul>

## Graphing Skills

Grade 1	Grades 2–3	Grades 4–6	Grades 7–8	Grade 9	Grades 11–12
The student:					
<ul style="list-style-type: none"> <li>• extracts information from, analyses, and creates: <ul style="list-style-type: none"> <li>• pictographs</li> <li>• tallies</li> </ul> </li> </ul>					
	<ul style="list-style-type: none"> <li>• extracts information from, analyses, and creates: <ul style="list-style-type: none"> <li>• bar graphs</li> <li>• line graphs</li> </ul> </li> </ul>				

		<ul style="list-style-type: none"> <li>extracts information from, analyses, and creates:               <ul style="list-style-type: none"> <li>double bar graphs</li> <li>multiple line graphs</li> <li>climate graphs</li> </ul> </li> <li>uses computer technology (e.g., graphing software and online programs) to create graphs</li> </ul>			
			<ul style="list-style-type: none"> <li>extracts information from, analyses, and creates:               <ul style="list-style-type: none"> <li>scatter graphs</li> <li>population pyramids</li> <li>circle graphs</li> <li>stacked bar graphs</li> <li>cross-sectional profiles</li> </ul> </li> </ul>		
				<ul style="list-style-type: none"> <li>uses lines (e.g., isotherms, isobars) to connect places with common physical characteristics</li> <li>uses proportional representation for symbols (e.g., size of flow arrows, size of populations circles)</li> <li>determines and uses appropriate intervals for data to communicate intended messages</li> </ul>	
					<ul style="list-style-type: none"> <li>uses appropriate graphs to communicate data, make recommendations, and solve problems</li> </ul>

# 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.

## **Acts 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 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" or a "First Nation". *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. Today, many band councils prefer to be known as “councils”. *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 people in Canada.

**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 that 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 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. *See also* **map**.

**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 they live.

**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/or 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; mixed economy; traditional economy.**

**economy**

The system of production and consumption of various commodities and services in a community, region, or country, 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-UI-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**

An individual 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 by 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 from the United States into Canada between 1866 and 1870.

**fertility rate**

The average number of live births for a 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 (lords) 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 the 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. *See also* **map**.

**flow resource**

A resource that is neither renewable nor non-renewable, but must be used when and where it occurs (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 resource**.

**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 lower 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 the country'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 (GDP)**

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 meaning, 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 over and responsibilities towards 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.

**industrial society**

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.

**industrialization**

The development of industry, primarily manufacturing, on a very wide scale.

**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 the 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 Nation, 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.

**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 diking and draining of land below sea level in the Netherlands).

**landform**

A natural physical feature of Earth's surface (e.g., a mountain, plateau, valley, plain).

**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/or 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 in 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.

**medicine wheel**

A First Nations symbol that represents creation, balance, and the interconnectedness among all living things. It is also known as the sacred hoop.

**medicines**

Sacred plants that are used for specific ceremonial purposes to promote healing, health, and/or spiritual connection.

**medieval**

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 draw 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 people 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 habitat).

**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 Indigenous Peoples Day**

A day, June 21, proclaimed by the federal government in recognition of the contributions of First Nations, Métis, and Inuit peoples 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.

## **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 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.

**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.*

**Passover**

An eight-day Jewish holiday and festival that commemorates the exodus of the Jews from Egypt.

**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**

A historical term for a pre-industrial 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 geographical area that shares a government and has its own leaders and sets of laws.

**population density**

The average 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 city, country, 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 and American 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 human activity, such as 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. Today, many First Nations reserves may also be called a “First Nation community” or “First Nation territory”.

**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 Indigenous 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.

**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**.

**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.

**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., the extraction of 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. Although it was active in Canada, the temperance movement was particularly successful in the United States: in 1920, a constitutional amendment went into effect banning the sale of alcoholic beverages in that country, bringing about the period known as Prohibition.

**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. *See also* **economic sector**.

**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 Indigenous peoples; these treaties are often interpreted differently by federal, provincial, and Indigenous 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 economic development.

**United Nations Declaration on the Rights of Indigenous Peoples**

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.*