

THE ONTARIO CURRICULUM

GRADES 1–8

Social Studies, History, and Geography

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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 Grades 1–8: Social Studies, History, and Geography,

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 15, 2023 | Revised Grade 6 Social Studies issued |
| August 01, 2023 | Indigenous-focused revisions to Grades 1–3 Social Studies issued |
| August 03, 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.

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.

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Une publication équivalente est disponible en français sous le titre suivant : *Le curriculum de l'Ontario – Études sociales, de la 1^{re} à la 6^e année; histoire et géographie, 7^e et 8^e année (2023)*

Social Studies, Grade 1

Issued: 2023

Disciplines: Social Studies

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 |
|----------------------|---|-----------|-------------------|---|
|----------------------|---|-----------|-------------------|---|

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|--|------------------------------|--|---|--|
| <p>A1. 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</p> | <p>Continuity and Change</p> | <p>A person's roles, responsibilities, and relationships change over time and in different situations.</p> | <ul style="list-style-type: none"> • How and why do people's roles and responsibilities change as they encounter new situations and develop relationships with different people? • How do people's various roles and responsibilities help shape who they are? • Why is it important to respect others? How do we show respect for others? | <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> • 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) |
| <p>A2. use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives</p> | <p>Interrelationships</p> | <p>Their own roles, responsibilities, and relationships play a role in developing their identity.</p> | | |

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|---|--------------|---|--|--|
| A3. 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 |
|---|---|--|---|--|
| B1. describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people's needs | Interrelationships | Communities have natural and built features and provide services that help meet the needs of the people who live and work there. | <ul style="list-style-type: none"> What are people's responsibilities within their community? What might happen if people did not meet their responsibilities? In what ways do people and the natural and built features of our | <p><i>Graphs</i></p> <ul style="list-style-type: none"> Constructing and using pictographs (see, e.g., B2.4) Constructing and using tallies (see, e.g., B2.2) <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> Using elements of maps (e.g., a title, symbols in a legend, |

| | | | | |
|--|--|---|---|--|
| <p>B2. use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short- and long-term effects of this interrelationship</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> | <p>community work together to help meet the needs of the community?</p> <ul style="list-style-type: none"> • How do we recognize patterns in the natural and built features of the local community? How can we represent those patterns? | <p>direction, scale [non-standard], and colour) to help them extract information from maps (see, e.g., B2.3, B3.5)</p> <ul style="list-style-type: none"> • Using elements of maps when constructing maps for specific purposes (see, e.g., B1.3, B2.3, B3.5, B3.7) |
| <p>B3. describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance</p> | <p>Significance; Patterns and Trends</p> | <p>A community consists of different areas, each of which has a specific layout and characteristics.</p> | | <ul style="list-style-type: none"> • Using relative location, relative distance, and relative direction to locate significant places in their community (see, e.g., B3.4) |

* 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*)

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 ceremonies¹, 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

A1.3 compare some of the significant events in their own lives and/or the lives of their family² members with those in the lives of their peers

¹ 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.

² 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

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

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*)

A2. Inquiry: Roles, Responsibilities, and Identity

use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self³, 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*)

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*

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.

³ 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".

children, books written by diverse voices – including First Nations, Métis, and Inuit authors/storytellers – on identity, family, and community relationships)

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*)

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*)

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

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*)

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

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*)

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*)

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*)

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

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

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

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*)

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*)

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*)

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*)

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

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*)

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

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*)

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*)

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*)

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*)

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

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*)

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)

Resources

[Key Changes – Grades 1–3 Social Studies](#)

Information for parents

[A parent's guide to Social Studies, History and Geography, Grades 1–8 \(2023\)](#) For informational purposes only, not part of official issued curriculum.

For informational purposes only, not part of official issued curriculum.

Social Studies, Grade 2

Issued: 2023

Disciplines: Social Studies

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 |
|----------------------|---|-----------|-------------------|---|
| | | | | |

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|---|------------------------------------|---|---|---|
| A1. 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"> How does an understanding of unique individuals and groups help us appreciate the diversity in our community? | <p><i>Graphs</i></p> <ul style="list-style-type: none"> Extracting information from bar graphs (see, e.g., A2.4) Constructing bar graphs using their own data (see, e.g., A2.4) <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> 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) Identifying and locating countries on a map or globe (see, e.g., A3.3) |
| A2. use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family** and the communities to which they belong | Continuity and Change | The traditions that we celebrate today have developed over the generations. | <ul style="list-style-type: none"> Why is it important to have an understanding of your family's past? Why should we respect the diverse cultures and traditions in the communities in which we live? | |
| A3. 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 |
|--|---|---|--|--|
| B1. describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions | Cause and Consequence | The climate and physical features of a region affect how people in that region live. | <ul style="list-style-type: none"> How do physical features and climate contribute to differences in the ways people around the globe live? How does the natural environment affect the ways in which people meet their needs? | <p><i>Graphs</i></p> <ul style="list-style-type: none"> Constructing bar graphs and pictographs for specific purposes (see, e.g., B2.4) <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> 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) Identifying and locating continents, significant bodies of water, the equator, poles, and hemispheres on maps or a globe (see, e.g., B3.2) Understanding and using cardinal directions (see, e.g., B3.3) |
| B2. 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 | Interrelationships ; Patterns and Trends | Different people have adapted to similar climate and physical features in similar ways. | <ul style="list-style-type: none"> Why do people live where they live? What are some of the ways in which different regions of the world are distinct? | |

| | | | | |
|---|--------------|---|--|---|
| B3. 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 | Significance | The world is made up of many different regions, which have distinct characteristics . | | <ul style="list-style-type: none"> 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) |
|---|--------------|---|--|---|

* 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*)

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]*)

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*)

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*)

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 family⁴ 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*)

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*)

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*)

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*)

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

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*

⁴ 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.

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*)

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*)

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*)

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*)

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*)

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*)

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*)

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*)

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*)

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*)

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*)

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*)

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

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*)

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

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

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*)

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

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*)

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*)

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*)

Resources

[Key Changes – Grades 1–3 Social Studies](#)

Information for parents

[A parent's guide to Social Studies, History and Geography, Grades 1–8 \(2023\)](#) For informational purposes only, not part of official issued curriculum.

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Social Studies, Grade 3

Issued: 2023

Disciplines: Social Studies

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 communities⁵, and/or Métis regions⁶ 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

⁵ 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.

⁶ 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.

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, 1780–1850

| Overall Expectations | Related Concepts of Social Studies Thinking | Big Ideas | Framing Questions | Sample Spatial Skills/Activities to Be Introduced/Developed |
|--|---|---|--|---|
| A1. 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"> • In what ways are our lives similar to and different from the lives of people in the past? • 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 | <p><i>Graphs</i></p> <ul style="list-style-type: none"> • Constructing matrixes to show comparison (see, e.g., A2.4) <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> • Extracting information from and constructing thematic maps (e.g., maps showing climate, physical features, vegetation) |

| | | | | |
|---|--|---|---|--|
| <p>A2. 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> | <p>they may have felt about those challenges and how they coped with them?</p> <ul style="list-style-type: none"> • How did people in the past relate to the environment? To each other? • Who lived in colonial Canada? How did these groups differ from each other? | <p>(see, e.g., A2.3)</p> <ul style="list-style-type: none"> • Identifying on a map the location of specific historical communities (see, e.g., A3.1 and A3.2) |
| <p>A3. 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 |
|---|---|---|---|--|
| <p>B1. demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions, First Nations communities, and/or Métis regions in Ontario</p> | 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"> 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? What impact do human activities and different land uses have on the environment ? How can we reduce their impact? Why do people in Ontario live where they live? Why are some jobs located where they are? | <p><i>Graphs</i></p> <ul style="list-style-type: none"> Extracting information from bar and line graphs (see, e.g., B2.4) Constructing bar and/or line graphs for a specific purpose (see, e.g., B2.4) <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> 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) Developing their ability to use elements of maps, including standard units of measurement (e.g., metres, kilometers) and variations in fonts (e.g., capitalization, |
| <p>B2. use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in Ontario municipal regions, First Nations communities, and/or Métis regions, as well as some of the measures taken to reduce the negative impact of that use</p> | Cause and Consequence; Perspective | Human activities and decisions about land use may alter the environment . | | |

| | | | | |
|---|--------------|--|--|--|
| B3. describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities, including First Nations communities, and/or Métis regions, addresses human needs and wants, including the need for jobs | Significance | Human activities affect the environment , but the environment also affects human activities. | | bold face), to help them extract information and/or when constructing maps (see, e.g., B3.2, B3.7) |
|---|--------------|--|--|--|

* 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*)

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*)

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*)

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*)

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

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*)

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*)

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*)

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

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

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

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*)

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

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*)

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*)

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*)

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 communities⁷, and/or Métis regions⁸ 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*)

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*)

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*

⁷ 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.

⁸ 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.

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)

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 communities⁹, and/or Métis regions¹⁰, 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

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*)

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*)

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;*

⁹ 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.

¹⁰ 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.

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)

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

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 sketchnote 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*)

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 communities¹¹ and/or Métis regions,¹² 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*)

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]*)

¹¹ 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.

¹² 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.

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

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*)

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*)

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*)

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*)

Resources

[Key Changes – Grades 1–3 Social Studies](#)

Information for parents

[A parent’s guide to Social Studies, History and Geography, Grades 1–8 \(2023\)](#) For informational purposes only, not part of official issued curriculum.

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Social Studies, Grade 4

Issued: 2018

Disciplines: Social Studies

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 |
|--|---|---|--|--|
| A1. compare key aspects of life in a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society | Continuity and Change; Perspective | By studying the past, we can better understand the present. | <ul style="list-style-type: none"> • What methods can we use to compare societies from different eras and regions? • What are the most significant differences between contemporary Canadian society and societies of the past? • What are some of the legacies of early societies that | <i>Maps* and Globes</i> <ul style="list-style-type: none"> • 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) • Identifying the location of early societies on globes and/or maps (see, e.g., A3.1) |

| | | | | |
|---|---------------------------|---|--|--|
| <p>A2. use the social studies inquiry process to investigate ways of life and relationships with the environment in a few early societies (to 1500), including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies</p> | <p>Interrelationships</p> | <p>The environment had a major impact on daily life in early societies.</p> | <p>continue in Canadian society today?</p> <ul style="list-style-type: none"> • In what ways did the environment influence early societies? Does the environment have the same impact on contemporary Canadian society? What has changed? | <ul style="list-style-type: none"> • Extracting information on early societies from thematic maps (see, e.g., A3.1) |
|---|---------------------------|---|--|--|

| | | | | |
|---|--------------|--|---------------------|--|
| A3. demonstrate an understanding of key aspects of a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other | Significance | Not all early societies were the same. | Why has it changed? | |
|---|--------------|--|---------------------|--|

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 |
|----------------------|---|-----------|-------------------|--|
|----------------------|---|-----------|-------------------|--|

| | | | | |
|--|--|---|--|---|
| <p>B1. assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada</p> | <p>Cause and Consequence; Interrelationships</p> | <p>Human activity and the environment have an impact on each other.</p> | <ul style="list-style-type: none"> • What impact can the natural environment of different regions have on human activities? • What impact can human activities have on the natural environment? • How do we find the balance between environmental stewardship and human needs/wants? • Why is it important to consider the long-term impact of human activities? • What makes a region a region? | <p><i>Graphs</i></p> <ul style="list-style-type: none"> • Extracting information from climate graphs (see, e.g., B2.2) • Constructing double bar graphs to show comparisons within a region (see, e.g., B2.4) <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> • 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) • Using number/letter grids and intermediate directions to locate Canada's physical and political |
| <p>B2. use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada</p> | <p>Perspective</p> | <p>Human activities should balance environmental stewardship with human needs/ wants.</p> | | |

| | | | | |
|--|-----------------------------------|--|--|-----------------------------------|
| B3. identify Canada's political and physical regions, and describe their main characteristics and some significant activities that take place in them | Significance; Patterns and Trends | A region shares a similar set of characteristics . | | regions on maps (see, e.g., B3.7) |
|--|-----------------------------------|--|--|-----------------------------------|

* 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*)

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)

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*)

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

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*)

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*)

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*)

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*)

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

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*)

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*)

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)

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*)

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*)

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*)

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*)

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*)

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*)

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*)

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*)

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*)

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

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

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*)

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*)

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*)

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

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)

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*)

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*)

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*)

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*)

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

Information for parents

[A parent's guide to Social Studies, History and Geography, Grades 1–8 \(2023\)](#) For informational purposes only, not part of official issued curriculum.

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Social Studies, Grade 5

Issued: 2018

Disciplines: Social Studies

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 |
|--|--|---|---|---|
| A1. analyse some key short- and long-term consequences of interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada | Cause and Consequence; Continuity and Change | Interactions between people have consequences that can be positive for some people and negative for others. | <ul style="list-style-type: none"> • What are some ways in which colonialism has shaped Canada? • Why might the same event have a different impact on different people? • Why is it important to understand that different people have different | <i>Maps* and Globes</i> <ul style="list-style-type: none"> • Analysing historical maps to determine settlement patterns (see, e.g., A2.3) • Analysing and constructing thematic maps to show connections between types of land and settlement (see, e.g., A2.3) |

| | | | | |
|--|--|--|--|--|
| <p>A2. use the social studies inquiry process to investigate aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada, from the perspectives of the various groups involved</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> | <p>perspectives ?</p> <ul style="list-style-type: none"> • How do we form our own perspective? How do other people form theirs? • What causes conflict? Do all conflicts have a resolution? • Why is it important to cooperate with others? | |
|--|--|--|--|--|

| | | | | |
|---|----------------------------------|--|--|--|
| A3. describe significant features of and interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada | Significance; Interrelationships | Cooperation and conflict are inherent aspects of human interactions/relationships. | | |
|---|----------------------------------|--|--|--|

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 |
|----------------------|---|-----------|-------------------|---|
|----------------------|---|-----------|-------------------|---|

| | | | | |
|--|---|--|--|---|
| <p>B1. assess responses of governments in Canada, including First Nations, Métis, and Inuit governments, to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues</p> | <p>Interrelationships ; Cause and Consequence</p> | <p>Citizens and governments need to work together in order to be able to address issues effectively and fairly.</p> | <ul style="list-style-type: none"> • When and how should members of the community come together to make change? • Why is it important to consider the perspectives of all stakeholders when trying to formulate solutions to problems? • Why do we need government ? Why are there different levels of government ? What services should governments be responsible for? • How does colonialism still affect Canada today? | <p><i>Graphs</i></p> <ul style="list-style-type: none"> • Analysing and constructing line, bar, and double bar graphs (see, e.g., B2.4) <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> • Analysing and extracting information from demographic and thematic maps, including digital representations (see, e.g., B2.3) • Constructing demographic and thematic maps, including digital representations (see, e.g., B2.3) |
| <p>B2. use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level (or levels) of government responsible for addressing the issues</p> | <p>Perspective</p> | <p>When examining an issue, it is important to understand who the different stakeholders are and to consider their perspectives.</p> | | |

| | | | | |
|---|--------------|--|--|--|
| B3. demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada, including First Nations, Métis, and Inuit governments | Significance | To be active and effective citizens, Canadians need to understand their rights and responsibilities as well as how governments work. | | |
|---|--------------|--|--|--|

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

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

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*)

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*)

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*)

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)

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*)

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*)

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

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, Potawatomi, 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)

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)

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)

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

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)

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)

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)

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)

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*)

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

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

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*)

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*)

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*)

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*)

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

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*)

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*)

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*)

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*)

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

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*)

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)

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*)

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*)

Information for parents

[A parent's guide to Social Studies, History and Geography, Grades 1–8 \(2023\)](#) For informational purposes only, not part of official issued curriculum.

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Social Studies, Grade 6

Issued: 2023

Disciplines: Social Studies

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 |
|----------------------|---|-----------|-------------------|---|
|----------------------|---|-----------|-------------------|---|

| | | | | |
|---|---|--|---|---|
| <p>A1. assess contributions to Canadian identities made by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions</p> | <p>Cause and Consequence; Patterns and Trends</p> | <p>Many different communities have made significant contributions to Canada's development.</p> | <ul style="list-style-type: none"> • How have different communities contributed to the evolution of Canadian identities? • What experiences have shaped the stories of different communities in Canada? What experiences have shaped the story of your own community? • How do we determine the importance of certain developments or events? Why might an event or development be important | <p><i>Graphs</i></p> <ul style="list-style-type: none"> • Constructing line graphs, using computer programs, to show change over time (see, e.g., A2.4) <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> • Analysing flow and thematic maps (see, e.g., A2.3) • Constructing thematic maps on paper and digitally (see, e.g., A2.3) |
| <p>A2. use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada</p> | <p>Perspective</p> | <p>Different groups may experience the same development or event in different ways.</p> | | |

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|--|-------------------------------------|---|--|--|
| A3. demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada | Significance; Continuity and Change | Significant events in different communities have contributed to the development of the identities of those communities and of Canada. | <p>to one group but not to others?</p> <ul style="list-style-type: none"> • In what ways is your story part of the story 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 |
|---|---|---|--|--|
| B1. explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena | Interrelationships; Perspective | The actions of Canada and Canadians can make a difference in the world. | <ul style="list-style-type: none"> • Why is it important for Canada to be involved with countries around the world? • Why does the well-being of the world's | <p><i>Graphs</i></p> <ul style="list-style-type: none"> • Extracting information from and constructing double bar graphs (see, e.g., B2.4) • Extracting information from a climate graph (see, e.g., B2.4) |

| | | | | |
|--|-----------------------------------|---|---|---|
| B2. use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues | Cause and Consequence | Global issues require global action. | people and the environment depend on international cooperation? | <ul style="list-style-type: none"> Constructing graphs using computers (see, e.g., B2.4) |
| B3. describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement | Significance; Patterns and Trends | Canada and Canadians participate in the world in many different ways. | <ul style="list-style-type: none"> In what ways is Canada's economy related to the global economy? How have natural disasters affected Canada and the world? What do Canada and Canadians do for other people around the world? What else can we do? | <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> Extracting information from various maps, including issue-based maps (see, e.g., B2.3) Analysing and constructing various types of print and digital maps, including issue-based maps (see, e.g., B2.3, B2.4, B2.6) Extracting and applying information using latitude and longitude (see, e.g., B3.7) |

* 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** **Revised in 2023**
Specific expectations A3.7 and B3.5

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*)

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*)

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*)

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)

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*)

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

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*)

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)

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

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*)

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”*)

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

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*)

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

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

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*)

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*)

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)

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)

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)

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

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)

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*)

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

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*)

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*)

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*)

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

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*)

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*)

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*)

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*)

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)

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*)

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*)

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*)

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*)

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*)

Information for parents

[A parent's guide to Social Studies, History and Geography, Grades 1–8 \(2023\)](#) For informational purposes only, not part of official issued curriculum.

For informational purposes only, not part of official issued curriculum.

Resources

[Key Changes – Grade 6 Social Studies](#)

History, Grade 7

Issued: 2018

Disciplines: History

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 |
|----------------------|---|-----------|-------------------|---|
|----------------------|---|-----------|-------------------|---|

| | | | | |
|---|--|---|---|---|
| <p>A1. analyse aspects of the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada</p> | <p>Continuity and Change; Historical Perspective</p> | <p>Understanding the experiences of and challenges facing people in the past helps put our experiences and challenges into context.</p> | <ul style="list-style-type: none"> • 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? • Why might different people view the same event in different ways? • How do we determine what is historically significant? | <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> • Analysing and constructing political maps to show alliances (see, e.g., A2.4) • Analysing demographic or population maps related to settlement patterns, territorial expansion (see, e.g., A2.4) • Analysing and constructing flow maps on movement patterns and/or displacement of different groups (see, e.g., A2.4) |
| <p>A2. use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain</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> | | |
| <p>A3. 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 |
|---|--|---|--|--|
| B1. analyse aspects of the lives of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713–1800 | Continuity and Change; Historical Perspective | Throughout Canadian history, people have struggled to meet challenges and to improve their lives. | <ul style="list-style-type: none"> What can we learn from the ways in which people met challenges in the past? Why is it important to consider various perspectives when analysing events or issues? What types of forces can bring about change? | <p><i>Graphs</i></p> <ul style="list-style-type: none"> Analysing and/or constructing graphs related to immigration to Canada (see, e.g., B2.5) <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> Analysing and constructing political maps to show alliances (see, e.g., B2.4) Analysing demographic or population maps related to settlement patterns, territorial expansion (see, e.g., B2.4) Analysing and constructing flow maps on |
| B2. use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1800 and 1850 | Historical Significance; Historical Perspective | The first half of the nineteenth century was a time of major conflict and change in Canada. | | |

| | | | | |
|--|--|---|--|---|
| B3. describe various significant people, events, and developments, including treaties between Indigenous nations and imperial powers, in Canada between 1800 and 1850, and explain their impact | Historical Significance; Cause and Consequence | Social and political conflicts and changes in the first half of the nineteenth century have had a lasting impact on Canada. | | movement patterns and/or displacement of different groups (see, e.g., B2.4) |
|--|--|---|--|---|

* 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*)

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

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*)

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*)

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*)

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*)

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*)

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*)

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

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*)

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

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*)

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

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

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*)

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*)

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*)

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

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*)

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*)

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

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*)

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)

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)

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*)

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*)

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

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*)

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

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*)

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

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

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*)

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

Resources

[Instructional activities for Treaties Recognition Week: educator's guide for History, Grades 7 and 8](#)

Information for parents

[A parent's guide to Social Studies, History and Geography, Grades 1–8 \(2023\)](#) For informational purposes only, not part of official issued curriculum.

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History, Grade 8

Issued: 2018

Disciplines: History

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 |
|---|---|--|---|---|
| A1. assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequalities, on various groups and communities, including First Nations, Métis, and Inuit communities, and on the creation and expansion of the Dominion of Canada, between 1850 and 1890 | Cause and Consequence; Historical Perspective | Not all people in Canada enjoyed the same rights and privileges in the new nation. | <ul style="list-style-type: none"> Did all people in Canada have the same reaction to the creation of the Dominion of Canada and its expansion from coast to coast? Is historical change always positive? How do we determine the nature of its impact? | <i>Maps* and Globes</i> <ul style="list-style-type: none"> Constructing maps to show the political development of Canada (see, e.g., A2.4) Analysing and/or constructing demographic maps related to settlement patterns of different groups (see, e.g., A2.4) Analysing and/or constructing flow maps on movement patterns of different peoples (see, e.g., A2.4) Analysing and/or constructing annotated or issue-based maps related to significant |
| A2. use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890 | Historical Significance; Historical Perspective | People in Canada had different reactions to the creation and expansion of the country. | <ul style="list-style-type: none"> How did the colonialist policies of the new Canadian government have an impact on First Nations, Métis, and Inuit individuals and communities? | |

| | | | | |
|--|--|--|--|--------------------------|
| A3. describe various significant people, events, and developments in Canada between 1850 and 1890, including the Indian Act, treaties between Indigenous nations and the Crown, and the residential school system, and explain their impact | Historical Significance; Cause and Consequence | This was an era of major political and economic change, which affected various groups in Canada in different ways. | | events (see, e.g., A2.4) |
|--|--|--|--|--------------------------|

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 |
|--|---|--|--|---|
| B1. assess key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of, major challenges facing, and actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities | Continuity and Change; Historical Perspective | The struggles of individuals and groups in Canada at this time laid the groundwork for some of the rights we have today. | <ul style="list-style-type: none"> In what ways are Canadian rights and freedoms a result of the struggles of people in the past? What are some ways in which different people | <p><i>Graphs</i></p> <ul style="list-style-type: none"> Analysing graphs related to quality of life (see, e.g., B2.5) <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> Extracting information from landform and climate maps of Canada (see, e.g., B1.3) |

| | | | | |
|---|---|--|---|--|
| B2. use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1890 and 1914 | Historical Significance; Historical Perspective | During this period, a surge in immigration from new countries increased the diversity of Canadian society. | have responded to challenges and created change? <ul style="list-style-type: none"> • What role has diversity played in the development of Canada? • What has been the lasting impact of the Indian Act and the residential school system? | <ul style="list-style-type: none"> • Analysing and/or constructing demographic maps related to settlement patterns of different groups (see, e.g., B2.4) • Analysing and/or constructing flow maps on movement patterns of different peoples (see, e.g., B2.4) |
| B3. describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the residential school system, and explain their impact | Historical Significance; Cause and Consequence | Social changes that occurred at this time have had a lasting impact on Canada. | | |

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

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*)

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*)

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*)

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*)

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*)

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*)

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*)

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*)

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*)

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

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)

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

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

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*)

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

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

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)

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

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)

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*)

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

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

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*)

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*)

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*)

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*)

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*)

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

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*)

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

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

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

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

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*)

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

Resources

[Instructional activities for Treaties Recognition Week: educator's guide for History, Grades 7 and 8](#)

Information for parents

[A parent's guide to Social Studies, History and Geography, Grades 1–8 \(2023\)](#) For informational purposes only, not part of official issued curriculum.

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Geography, Grade 7

Issued: 2018

Disciplines: Geography

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 |
|----------------------|---|-----------|-------------------|---|
|----------------------|---|-----------|-------------------|---|

| | | | | |
|--|--|--|---|---|
| A1. analyse some challenges and opportunities presented by the physical environment and ways in which people have responded to them | Spatial Significance; Interrelationships | People's activities are related to the physical features and processes in their region. | <ul style="list-style-type: none"> • Why do different people have different responses to the environment and the opportunities and challenges it presents? • Why do we need to consider various perspectives when determining the impact of human activities? • Why do Earth's physical features change? | <p><i>Graphs</i></p> <ul style="list-style-type: none"> • 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) |
| A2. use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective | Geographic Perspective | Natural events and human activities that change Earth's physical features can have social, political, environmental, and economic consequences . | | <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> • Analysing various types of maps, including thematic, topographical, and annotated maps (see, e.g., A2.3, A2.4, A3.3) • Constructing various types of maps, including issue-based, |

| | | | | |
|---|--|---|--|---|
| A3. demonstrate an understanding of significant patterns in Earth's physical features and of some natural processes and human activities that create and change those features | Patterns and Trends; Spatial Significance | Earth's physical features can be created or changed by both natural processes and human activities. | | <p>thematic, and annotated maps (see, e.g., A2.4)</p> <ul style="list-style-type: none"> • Constructing cross-sectional drawings based on topographical information (see, e.g., A3.3) • Analysing digital representations for specific purposes (see, e.g., A2.2) |
|---|--|---|--|---|

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 |
|---|---|--|---|---|
| B1. analyse aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources | Spatial Significance; Interrelationships | Resource development is affected by social, political, economic, and geographic factors. | <ul style="list-style-type: none"> • Why might some countries be better able than others to extract and use natural resources in | <p><i>Graphs</i></p> <ul style="list-style-type: none"> • Developing their ability to analyse and construct various types of graphs, |

| | | | | |
|---|--|---|--|--|
| B2. use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective | Geographic Perspective | The ways in which people extract and use natural resources can have social, economic, political, and environmental consequences. | <p>a sustainable way?</p> <ul style="list-style-type: none"> • 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? | <p>including climate graphs, for a variety of purposes (see, e.g., B2.4)</p> <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> • Analysing various types of maps, including thematic, topographical, and annotated maps (see, e.g., B2.4) |
| B3. demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/harvesting and use of these resources | Spatial Significance; Geographic Perspective | There is a relationship between Earth's physical features and the distribution of natural resources and how people use these resources to meet their needs and wants. | <ul style="list-style-type: none"> • What are some of the ways in which countries around the world are practising environmental stewardship? What can we learn from these practices? | <ul style="list-style-type: none"> • Constructing various types of maps, including issue-based, thematic, and annotated maps (see, e.g., B2.3, B2.6) • Constructing, analysing, and extracting information from maps using GIS (see, e.g., B3.6) |

* 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*)

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

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*)

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*)

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

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*)

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*)

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*)

A2.5 evaluate evidence and draw conclusions about the impact of natural events and/or human activities that change the physical environment

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*)

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*)

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

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*)

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*)

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

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*)

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

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*)

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*)

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

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*)

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*)

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

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

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*)

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*)

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*)

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*)

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*)

B2.5 evaluate evidence and draw conclusions about issues related to the impact of natural resource extraction/harvesting and/or use around the world

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)

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

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*)

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*)

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

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*)

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*)

Information for parents

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Geography, Grade 8

Issued: 2018

Disciplines: Geography

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 |
|----------------------|---|-----------|-------------------|---|
|----------------------|---|-----------|-------------------|---|

| | | | | |
|---|---|---|--|---|
| <p>A1. analyse some significant interrelationships between Earth's physical features and processes and human settlement patterns, and some ways in which the physical environment and issues of sustainability may affect settlement in the future</p> | <p>Interrelationships</p> | <p>We need to develop sustainable communities that function within the limits of our physical environment.</p> | <ul style="list-style-type: none"> • What makes a community sustainable? Why is it important that communities be sustainable? What can happen if a community is not sustainable? • 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? | <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> • 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) • Developing their ability to construct various types of maps, including issue-based and population density maps (see, e.g., A2.3) • Analysing and constructing choropleth maps on human settlement (see, e.g., A3.7) • Developing their ability to construct, analyse, and extract information from maps using geographic information systems (GIS) (see, e.g., A2.3) |
| <p>A2. use the geographic inquiry process to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective</p> | <p>Geographic Perspective; Interrelationships</p> | <p>Human settlement can cause social, environmental, and economic problems.</p> | | |
| <p>A3. demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment</p> | <p>Patterns and Trends; Spatial Significance</p> | <p>Human settlement patterns are affected by the natural environment and also affect the natural environment.</p> | | |

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 |
|--|---|---|---|---|
| B1. analyse some interrelationships among factors that contribute to global inequalities, with a focus on inequalities in quality of life, and assess various responses to these inequalities | Interrelationships | Quality of life and economic development around the world are influenced by various factors. | <ul style="list-style-type: none"> 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? How do we measure the development of a country or a community? Are there any biases in these measurements? | <p><i>Graphs</i></p> <ul style="list-style-type: none"> Analysing and constructing a variety of graphs, including scatter graphs and population pyramids (see, e.g., B2.4, B3.3, B3.4) <p><i>Maps* and Globes</i></p> <ul style="list-style-type: none"> Analysing various types of maps, including demographic, population density, land-use, issue-based, and thematic maps (see, e.g., B2.2, B2.3) |
| B2. use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective | Geographic Perspective | Issues related to inequalities in global development and quality of life can have social, environmental, political, and/or economic implications. | | |

| | | | | |
|--|---|---|--|--|
| B3. demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world | Spatial Significance; Patterns and Trends | We can use measurable indicators to help us understand spatial patterns of wealth and development around the world. | | <ul style="list-style-type: none"> • Developing their ability to construct various types of maps, including issue-based and population density maps (see, e.g., B2.3) • Developing their ability to construct, analyse, and extract information from maps using geographic information systems (GIS) (see, e.g., B2.3) |
|--|---|---|--|--|

* 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*)

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*)

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*)

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*)

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*)

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*)

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*)

A2.5 evaluate evidence and draw conclusions about issues related to the interrelationship between human settlement and sustainability

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*)

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*)

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*)

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*)

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*)

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*)

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*)

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*)

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)

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]*)

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*)

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*)

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*)

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*)

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*)

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*)

B2.5 evaluate evidence and draw conclusions about issues related to global development and quality of life

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*)

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*)

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*)

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

B3.6 identify different types of economic systems (*e.g., traditional, command, market, mixed*), and describe their characteristics

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*)

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*)

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*)

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