Science and Technology (2007)

The following expectation provides an opportunity to include consideration of Aboriginal perspectives on the topic under study.

Understanding Earth and Space Systems

1. Relating Science and Technology to Society and the Environment
1.2 analyse the impact on society and the environment of extracting and refining rocks and minerals for human use, taking different perspectives into account (e.g., the perspectives of... Aboriginal communities ...)

Social Studies (2013)

The Heritage and Identity strand explores the cultures and societies of precontact First Nations peoples, including comparisons with other early as well as present-day societies. Students will learn about their everyday life, their relationships with the environment, and the challenges they faced. The People and Environments strand focuses on the involvement of First Nations, Métis, and Inuit communities with regard to industrial and resource development on their lands, environmental stewardship, and self-governance.

The combination of the citizenship education framework (provided on page 10 of the curriculum document) and the knowledge and skills outlined in the curriculum expectations provides opportunities for students to learn what it means to be a responsible, active citizen – in both the community of the classroom and the diverse communities to which students belong within and outside the school, including First Nations, Métis, and Inuit communities. As teachers make connections between the citizenship education framework and the curriculum expectations, they may focus on terms and topics listed in the framework. Some examples of terms and topics of particular relevance to First Nations, Métis, and Inuit contexts are stewardship, advocacy, rights and responsibilities, and interconnectedness.

A. Heritage and Identity: Early Societies 3000 BCE-1500 CE

A1. Application: Past and Present Societies
A1.1 compare social organization (e.g., social classes, general political structure, inherited privilege, the status of women) in two or more early societies (e.g., a slave-owning and a feudal society; a matriarchal First Nation and a society in medieval Asia)
Sample questions: ... “What were some differences in the position of women in ancient Greece, medieval France, and Haudenosaunee society?”
A1.2 compare aspects of the daily lives of different groups in an early society (e.g.,... a man and a woman in ... Mohawk society ...), and explain how differences were related to the social organization of that society (e.g.,... the matriarchal organization of some First Nations ...)
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, nomadic) in two or more early societies (e.g., with reference to family life, education, leisure time and recreation, responsibilities, work)

Sample questions: ... “What were some of the games and sports played by the ... precontact First Nations in Canada? In what ways are they similar to or different from the games and sports you play?”

A1.4 compare two or more early societies in terms of their relationship with the environment (e.g., with reference to seasonal rhythms, ... religious/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
A2.1 formulate questions to guide investigations into ways of life and relationships with the environment in two or more early societies, 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, types of work; the impact of agriculture or the development of towns and cities on the environment)

Sample questions: “Which civilization – those along the Nile, those in Mesopotamia, or First Nations in what would become Canada – had the greatest impact on its environment?” “What role did religion play in the daily life of the early Haida ...? In what ways was it connected to the society’s view of and relationship with the environment?”

A2.2 gather and organize information on ways of life and relationships with the environment in early societies, using a variety of primary and secondary sources in both print and electronic formats (e.g., thematic and physical maps showing rivers, vegetation, volcanoes, soil types; images depicting the daily life of different social classes; religious/spiritual stories that provide evidence of society’s view of the environment; agricultural artefacts)

Sample questions: ... “What do the creation stories of a local First Nation tell you about their traditional relationship with the land and with all living things?”

A2.6 communicate the results of their inquiries, using appropriate vocabulary (e.g., nomad, peasant, serf, merchant, noble, feudalism, god/goddess, privilege, hierarchy, culture, civilization, rural, urban) and formats (e.g., ... a stop-animation video on the lives of children in a society that followed animal migration routes or lived in different locations during different seasons; ...)

A3. Understanding Context: Characteristics of Early Societies
A3.2 demonstrate the ability to extract information on daily life in early societies from visual evidence (e.g., art works such as paintings, sculptures, carvings, masks, mosaics; monuments; artefacts such as household utensils, religious articles, weapons)

Sample questions: ... “Why did the Wendat make their combs out of bone? What type of bone did they use? Why?” ...

A3.3 describe significant aspects of daily life in two or more early societies (e.g., with reference to food, housing, clothing, education, recreation, spiritual/religious life, family life, transportation)
**Sample questions:** “How did the Cree travel during different seasons?” … “Why were the ‘Three Sisters’ so important to some early societies in North America?” …

**A3.4** describe significant physical features and natural processes and events in two or more early societies (e.g., physical features: rivers, flood plains, mountains, volcanoes, 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 the Roman Empire)

**Sample questions:** “How did seasonal migration of buffalo affect the lives of plains First Nations in precontact North America?” …

**A3.5** describe the importance of the environment for two or more early societies, including how the local environment affected the ways in which people met their physical needs (e.g., for food, housing, clothing)

**Sample questions:** … “What use did early Haida people make of cedar trees?” …

**A3.7** describe how two or more early societies were governed (e.g., early democracy in … or Haudenosaunee society; … the roles … of chiefs in the Haida nation)

**A3.10** describe some attempts within early societies to deal with conflict and to establish greater cooperation (e.g., … matriarchal practices among some North American First Nations; the Magna Carta; …)

**Sample questions:** … “What were the reasons behind some of the treaties between various First Nations in the Americas prior to European contact?” …

**B. People and Environments: Political and Physical Regions of Canada**

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

**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., … 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**

**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. … an interview with a First Nation or Inuit Elder or a Métis Senator)

**Sample questions:** … “What type of information might you be able to gather by interviewing an Elder?” …
B3. Understanding Context: Regions in Canada

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

Sample questions: ... “In what ways are the powers and responsibilities of a municipality similar to or different from those of a First Nation band or Métis council?” ...
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<th>Overall Expectations</th>
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<tr>
<td><strong>Strand A. Heritage and Identity: Early Societies, 3000 BCE–1500 CE</strong></td>
<td>Continuity and Change; Perspective</td>
<td>By studying the past, we can better understand the present.</td>
<td>What methods can we use to compare societies from different eras and regions? What are the most significant differences between Canadian society and societies of the past? What are the most significant differences among early societies? In what ways did the environment influence early societies? Does the environment have the same impact on Canadian society? What has changed? Why has it changed?</td>
<td>Maps* and Globes 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) Extracting information on early societies from thematic maps (see, e.g., A3.1)</td>
</tr>
<tr>
<td><strong>A1.</strong> compare key aspects of life in a few early societies (3000 BCE–1500 CE), 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</td>
<td></td>
<td></td>
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<tr>
<td><strong>A2.</strong> use the social studies inquiry process to investigate ways of life and relationships with the environment in two or more early societies (3000 BCE–1500 CE), with an emphasis on aspects of the interrelationship between the environment and life in those societies</td>
<td>Interrelationships</td>
<td>The environment had a major impact on daily life in early societies.</td>
<td></td>
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<tr>
<td><strong>A3.</strong> demonstrate an understanding of key aspects of a few early societies (3000 BCE–1500 CE), 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 their environment and with each other</td>
<td>Significance</td>
<td>Not all early societies were the same.</td>
<td></td>
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<tr>
<td><strong>Strand B. People and Environments: Political and Physical Regions of Canada</strong></td>
<td>Cause and Consequence; Interrelationships</td>
<td>Human activity and the environment have an impact on each other.</td>
<td>What impact can the natural environment of different regions have on human activities?</td>
<td><strong>Graphs</strong> Extracting information from climate graphs (see, e.g., B2.2)</td>
</tr>
<tr>
<td><strong>B1.</strong> 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</td>
<td></td>
<td></td>
<td>What impact can human activities have on the natural environment?</td>
<td></td>
</tr>
<tr>
<td><strong>B2.</strong> 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</td>
<td>Perspective</td>
<td>Human activities should balance environmental stewardship with human needs/wants.</td>
<td>How do we find the balance between environmental stewardship and human needs/wants?</td>
<td><em><em>Maps</em> and Globes</em>* 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)</td>
</tr>
<tr>
<td><strong>B3.</strong> identify Canada’s political and physical regions, and describe their main characteristics and some significant activities that take place in them</td>
<td>Significance; Patterns and Trends</td>
<td>A region shares a similar set of characteristics.</td>
<td>Why is it important to consider the long-term impact of human activities?</td>
<td>Using number/letter grids and intermediate directions to locate Canada’s physical and political regions on maps (see, e.g., B3.7)</td>
</tr>
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* The term map refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.