**Understanding Life Systems**

1. Relating Science and Technology to Society and the Environment
   1.1 analyse a local issue related to biodiversity (e.g., ... flooding of traditional Aboriginal hunting and gathering areas as a result of dam construction), taking different points of view into consideration (e.g., the points of view of ... local First Nations, Métis, Inuit), propose action that can be taken to preserve biodiversity, and act on the proposal

**Understanding Matter and Energy**

1. Relating Science and Technology to Society and the Environment
   1.1 assess the short- and long-term environmental effects of the different ways in which electricity is generated in Canada (e.g., hydro, thermal, nuclear, wind, solar), including the effect of each method on natural resources and living things in the environment
   Sample problems: ... (b) The James Bay Hydroelectric Project was one of the biggest hydroelectric developments of the past century, but it has also had a serious impact on the environment and the James Bay Cree people. Investigate both sides of this issue, and suggest how things might be approached differently today.

**Social Studies (2013)**

In the Heritage and Identity strand, students can investigate the contributions of First Nations to Canadian art, actions to improve First Nations status, and perspectives on significant First Nations, Métis, and Inuit individuals, events, and developments. The People and Environments strand focuses on international accords, such as the Declaration on the Rights of Indigenous People and the effects of climate change on the Inuit and northern First Nations.

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: Communities in Canada Past and Present**

A1. Application: Diversity, Inclusiveness, and Canadian Identity
   A1.2 evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity (e.g., the contributions of First Nations to Canadian art, ...)
   Sample questions: “Who are the founding nations of Canada? For whom is the concept of ‘founding nations’ troubling? Why?” ...
A1.3 explain how various groups have contributed to the goal of inclusiveness in Canada (e.g., ... First Nations, ...), 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)

Sample questions: “What are some of the actions that have been taken by First Nations individuals or organizations to improve the status of First Nations people in Canadian society?”...

A2. Inquiry: The Perspectives of Diverse Communities
A2.1 formulate questions to guide investigations into different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada (e.g., the development of the reserve system from the perspective of First Nations, European settlers, and the federal government; ...)

Sample questions: ... “Why did some people think Louis Riel was a hero while others thought he was a traitor?” ...

A2.2 gather and organize information from a variety of primary and secondary sources using various technologies (e.g., photographs, letters and diaries, oral stories, maps, songs, paintings, newspaper reports, books written on the experiences of new settlers in a community, books written about a specific community, online databases and archival collections) that present different perspectives on the historical and/or contemporary experience of two or more communities in Canada

Sample questions: “What type of information can you gather from the petitions and letters of First Nations, Métis, and Inuit people about their experience of and perspectives on being relocated to reserves and/or new settlements? What other types of sources should you consult for information on the perspectives of these people? For other people’s perspectives?” ...

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 in Canada (e.g., analyse a flow map showing the relocation of First Nations, Métis, and/or Inuit communities ...)

Sample questions: ... “What type of map might you construct to help you understand the perspectives of the Métis and Scots in the Red River district?”

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 Rebellion; ...)

A3. Understanding Context: The Development of Communities in Canada
A3.3 identify various types of communities that have contributed to the development of Canada (e.g., the founding peoples – First Nations, Inuit, and Métis, ...)

A3.4 describe significant events or developments in the history of two or more communities in Canada (e.g., First Nations: arrival of European explorers and settlers, the fur trade, the reserve system, the Indian Act, residential schools; ...) and how these events affected the communities’ development and/or identity
Sample questions: “What impact did the residential school experience have on First Nations families and communities?” ...

A3.5 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; ...)

A3.6 identify key differences, including social, cultural, and/or economic differences, between two or more historical and/or contemporary communities in Canada (e.g., differences in gender roles between First Nations and French settlers in early Canada; ...)

B. People and Environments: Canada’s Interactions with the Global Community

B1. Application: Canada and International Cooperation
B1.1 explain why Canada participates in specific international accords and organizations (e.g., ... including the Declaration on the Rights of Indigenous People ...), and assess the influence of some significant accords and/or organizations in which Canada participates

B2. Inquiry: Responses to Global 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., ... gather accounts by Inuit and northern First Nations witnesses to the effects of climate change; ...)

Sample questions: “If you were studying the impact of climate change in the North, why would it be useful to listen to an Elder speak about the changes in the migration patterns of animals?” ...
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<td><strong>Strand A. Heritage and Identity: Communities in Canada, Past and Present</strong></td>
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| **A1.** assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions | Cause and Consequence; Patterns and Trends | Many different communities have made significant contributions to Canada’s development. | How have different communities contributed to the evolution of Canadian identity? | **Graphs**  
Constructing line graphs, using computer programs, to show change over time (see, e.g., A2.4) |
| **A2.** use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of two or more distinct communities in Canada | Perspective | Different groups may experience the same development or event in different ways. | What experiences have shaped the stories of different communities in Canada? What experiences have shaped the story of your own community? | **Maps* and Globes**  
Analysing flow and thematic maps (see, e.g., A2.3)  
Constructing thematic maps on paper and digitally (see, e.g., A2.3) |
| **A3.** demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada | Significance; Continuity and Change | Significant events in different communities have contributed to the development of the identity of that community and of Canada. | Why might an event or development be important to one group but not to others? | |

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<td><strong>B1.</strong> 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</td>
<td>Interrelationships; Perspective</td>
<td>The actions of Canada and Canadians can make a difference in the world.</td>
<td>Why is it important for Canada to be involved with countries around the world? Why does the well-being of the world’s people and the environment depend on international cooperation? 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?</td>
<td><strong>Graphs</strong> Extracting information from and constructing double bar graphs (see, e.g., B2.4) Extracting information from a climate graph (see, e.g., B2.4) Constructing graphs using computers (see, e.g., B2.4) <em><em>Maps</em> and Globes</em>* 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., B3.6)</td>
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<td><strong>B2.</strong> 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</td>
<td>Cause and Consequence</td>
<td>Global issues require global action.</td>
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<td><strong>B3.</strong> describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement</td>
<td>Significance; Patterns and Trends</td>
<td>Canada and Canadians participate in the world in many different ways.</td>
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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.