Primary Social Studies (Grade 1 to Grade 3)
Strands & Expectations in the Ontario Curriculum

Note to user: This concept map is designed to help pre-service and in-service teachers develop a research strategy to locate library materials relevant to their daily lessons. It should not be used in place of the Ontario curriculum. Please visit the Ontario Ministry of Education website – www.edu.gov.on.ca – to access the Ontario curriculum online.

Grade One (ages 6-7)
Heritage and Identity: Our Changing Roles & Responsibilities

A1 Why Roles and Responsibilities Change

A1.1 Describe how and why a person’s roles, relationships, and responsibilities may change in different places or situations and at different times

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

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

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

A2. Inquiry: Roles, Responsibilities, and Identity: FOCUS ON: Significance

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
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.

A2.3 Analyze and construct simple maps as part of their investigations into places that are significant to them or to their family.

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

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, identity) and formats (e.g., an oral presentation on the biggest change in their life and how it affected them; a map showing places that are important to them; captioned photographs of significant people in their lives).


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

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

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

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

People and Environments: the Local Community

B1.1 Describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist

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

B1.3 Create a plan that outlines some specific ways in which they can responsibly interact with the built and/or natural environment in the local community (e.g., map out the location of garbage and recycling cans in parks so they can properly dispose of their waste; help plan a garden at home, composting in the school, or other ways of reducing their environmental footprint; plan ways to participate in clean-up days), and describe how their actions might enhance the features of the local environment

B2. Inquiry: Interrelationships and Their Impact: FOCUS ON: Cause and Consequence

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).

B2.3 Analyze 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 color).

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

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, or a poem about the benefits of a community garden; a poster illustrating the benefits of planting trees; a map showing the natural and built features of their neighbourhood; role play illustrating responsible and respectful treatment of the environment).

B3. Understanding Context: The Elements of the Local Community:
FOCUS ON: Significance; Patterns and Trends

B3.1 Identify some of the natural and built features of their community (e.g., rivers, lakes, parks, roads, stores, houses, apartment buildings, libraries, schools, arenas, recreation centres, places of worship).
B3.2 Identify some distinct areas in the local community (e.g., residential areas, commercial areas, high-traffic areas, different areas within the school), and describe some of the characteristics of these areas (e.g., high-traffic areas have wide roads and stoplights; commercial areas have lots of stores; residential areas have rows of houses and are separate from business areas; the school has wings of classrooms that are connected by hallways)

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

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

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

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

B3.7 Identify some of the services in the community for which the government is responsible (e.g., postal service, police services, fire services, hospitals, garbage collection, ploughing snow, maintenance of public areas, water treatment), and describe key responsibilities of people in the community in relation to those services (e.g., to properly sort garbage and recycling and place the bins on the street for pick up; to shovel snow off their sidewalks; to dispose of hazardous waste at collection sites; to install and maintain smoke detectors; to keep noise down after hours)
Grade Two (ages 7-8)

Heritage and Identity: Changing Family and Community Traditions

A1. Application: Why Traditions Change: FOCUS ON: Perspective; Cause and Consequence

A1.1 Compare ways in which some traditions have been celebrated over multiple generations in their family, and identify some of the main reasons for changes in these traditions (e.g., immigration to Canada, family members marrying someone from a different culture, changes in technology)

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

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

A2. Inquiry: Past and Present Traditions: FOCUS ON: Continuity and Change

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

A2.2 Gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them (e.g., photo albums, family stories, interviews, artefacts, newspaper clippings, paintings, Elders’ stories)

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

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

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, celebrations, generations) and formats (e.g., a big book cooperatively produced by the class using photographs uploaded from digital cameras; a recording of stories about how celebrations have changed and stayed the same in their family; interpretive movements representing a variety of celebrations).

A3. Understanding Context: Tradition and Heritage: FOCUS ON: Interrelationships; Significance

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; immigrant families; families where the parents come from different religious or ethnocultural groups).

A3.2 Identify some different groups in their community (e.g., various religious and ethnocultural groups), and describe some of the ways in which they contribute to diversity in Canada (e.g., different languages, foods, music, clothing, holidays; ethnic neighbourhoods with specialized shops and restaurants).

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

A3.4 Describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities in Canada (e.g., fall fairs; faith holidays such as Easter, Passover, Eid ul-Fitr; special days such as Remembrance Day, Canada Day, National Aboriginal Day, Kwanzaa, Earth Day; religious ceremonies; ethnocultural festivals).
A3.5 Demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and people from multiple generations in their family and/or community (e.g., construct a three-generation family tree; construct a timeline showing marriages and births within their family; prepare a chronological list showing when family members moved, including, if applicable, when they immigrated to Canada)

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

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

People and Environments: Global Communities

B1. Application: Variations in Global Communities: FOCUS ON: Cause and Consequence

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)

B2. Inquiry: Natural Environments and Ways of Life: FOCUS ON: Interrelationships; Patterns and Trends

B2.1 Formulate questions to guide investigations into some aspects of the interrelationship between the natural environment of selected communities and the ways in which people live (e.g., questions about how climate relates to clothing, agriculture, housing, recreation)

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

B2.3 Analyze 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 analyze information relevant to their investigations, using a variety of tools (e.g., plot data on a chart, bar graph, or pictograph to help them determine which countries have similar climates; determine the climatic region in which people live by examining photos of their clothing or homes)

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

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

B3. Understanding Context: Physical Features and Communities: FOCUS ON: Significance

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, 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; transportation: on foot, using animals, using motorized vehicles, by water)

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

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)
Grade Three (ages 8-9)

Heritage and Identity: Communities in Canada, 1780-1850

A1. Application: Life in Canada – Then and Now: FOCUS ON: Continuity and Change; Perspective

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

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

A1.3 Identify some key components of the Canadian identity (e.g., bilingualism, multiculturalism, founding nations, religious freedom), and describe some of the ways in which communities HERITAGE AND IDENTITY that were in Canada around the early 1800s have had an impact on Canadian identity (e.g., with reference to Canada’s official languages, cultural contributions, place names, observances such as National Aboriginal Day or Black History Month)

A2. Inquiry: Community Challenges and Adaptations: FOCUS ON: Significance; Cause and Consequence

A2.1 Formulate questions to guide investigations into some of the major challenges facing different groups and communities in Canada from around 1780 to 1850 (e.g., isolation; climate; lack of access to doctors, law enforcement, or manufactured goods in isolated communities; encroachment of European settlers on traditional First Nations territory; racism facing First Nations peoples and Black Loyalists) and measures taken to address these challenges

A2.2 Gather and organize information on major challenges facing different groups and communities, and on measures taken to address these challenges, using a variety of primary and/or secondary sources (e.g., settler journals, artefacts, period paintings and drawings, historical fiction)
A2.3  Analyze and construct print and digital maps, including thematic maps, as part of their investigations into challenges facing different groups and communities in Canada during this period, and measures taken to address these challenges (e.g., find main roads and canals on a digital thematic map showing transportation routes; plot settlements on a map in order to determine their proximity to water; compare a map showing traditional precontact territories of First Nations to a map showing reserves in 1850)

A2.4  Interpret and analyze 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 analyze 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 different groups and communities in Canada 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, Upper Canada, Lower Canada, settler, refugee, Loyalist, allies, land grant, seigneurie, habitant, slave, hardship, isolation) and formats


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

A3.2  Identify various settler communities in Canada during this period (e.g., French along the St. Lawrence River; English and Irish in Kingston, Bytown, and York/Toronto, Upper Canada; African Canadians in Grey County, Upper Canada; Scots in Nova Scotia and the Red River Valley; Mennonites in Waterloo County, Upper Canada; United Empire Loyalists in Upper and Lower Canada; Black Loyalists in Nova Scotia), and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program
A3.3 Identify some of the main factors that helped shape the development of settlements in Canada during this period (e.g., the establishment of trading posts based on trade routes and the knowledge of First Nations peoples; navigable lakes and rivers for trade and transportation; climate; proximity to natural resources; the origins of settlers), and describe how the physical features of the land (e.g., topography, proximity to water, fertility of the soil) and the availability of goods and services (e.g., mills, churches, roads) can facilitate settlement and enhance community life.

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

A3.5 Describe the impact of some different kinds of settlements (e.g., seasonal settlements of seminomadic First Nations, 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 Describe how some different communities in Canada related to each other during this period, with a focus on whether the relationships were characterized by conflict or cooperation (e.g., cooperation between First Nations and settler communities with respect to the sharing of medicines and technologies; intermarriage between First Nations women and European men; cooperative efforts to establish farms and villages; conflict as settlers impinged on First Nations lands; conflicts between different religious or ethnic groups).

People and Environments: Living and Working in Ontario

B1. Application: Land Use and the Environment: FOCUS ON: Interrelationships; Patterns and Trends

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 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)

B1.3 Identify and describe some of the main patterns in population distribution and land use in two or more municipal regions in Ontario, using mapping and globe skills

B2. Inquiry: The Impact of Land and Resource Use: FOCUS ON: Cause and Consequence; Perspective

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

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

B2.3 Analyze and construct print and digital maps, including thematic maps, as part of their investigations into the environmental impact of land and/or resource use in different municipal regions (e.g., use maps and atlases to locate information about the spatial boundaries of municipal areas and the different land uses within them; use an interactive atlas to identify natural resources in your local area)
B2.4 Interpret and analyze information and data relevant to their investigations, using a variety of tools (e.g., use a graphic organizer to help them determine the environmental impact of an aggregate mine; plot trends in forest cover of a municipal region on a line or bar graph and compare it to a graph showing land-use trends for the same municipal region)

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

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

B3. Understanding Context: Regions and Land Use in Ontario: FOCUS ON: Significance

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

B3.2 Demonstrate an understanding that political maps, both print and digital, use different typographical styles to indicate different types of entities (e.g., bold face capitals for a country [CANADA], capitals for a province [ONTARIO], and lower case for a city [Sudbury])
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 (e.g., jobs dependent on natural resources; jobs in manufacturing, tourism and recreation, the service sector, education, government).

B3.5 Describe major types of land use (e.g., for agriculture, industry, commerce, housing, recreation, transportation, conservation) and how they address human needs and wants (e.g., agricultural lands provide us with a variety of foods for local consumption and export; land use for recreation enables people to enjoy the outdoors and to participate in or watch sports and other activities; residential areas have different types of buildings to meet people’s housing needs; conservation lands protect ecosystems and habitat for organisms so that biodiversity is preserved for future generations; untouched wetlands help ensure clean water and a healthy habitat).

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

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