Junior Social Studies (Grade 4 to Grade 6)
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 Four (ages 9-10)
Heritage and Identity: Early Societies 3000 BCE -1500 CE

A1. Application: Past and Present Societies FOCUS ON: Continuity and Change; Perspective

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)

A1.2 Compare aspects of the daily lives of different groups in an early society (e.g., the work, family life, education, food, dress, and/or housing of a slave and 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 Mohawk society, or 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 matriarchal organization of some First Nations; 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, nomadic) in two or more early societies (e.g., with reference to family life, education, leisure time and recreation, responsibilities, work)
A1.4 Compare two or more early societies 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/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
FOCUS ON: Interrelationships

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).

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).

A2.3 Analyze and construct print and/or digital maps, including thematic maps, as part of their investigations into interrelationships between the environment and life in early societies (e.g., 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; analyze maps to determine the proximity of early settlements to water).

A2.4 Interpret and analyze 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)

A2.5 Evaluate evidence and draw conclusions about ways of life and relationships with the environment in early societies, 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., nomad, peasant, serf, merchant, noble, feudalism, god/goddess, privilege, hierarchy, culture, civilization, rural, urban) 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 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 animal 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

FOCUS ON: Significance

A3.1 Identify the location of some different early societies 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 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).

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).

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)

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)

A3.6 Identify and describe some of the major scientific and technological developments in the ancient and medieval world (e.g., calendars; the printing press; developments in agriculture, architecture, medicine, transportation, weaponry)

A3.7 Describe how two or more early societies 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 some different early societies (e.g., a slave-owning society, a feudal society, an agrarian society, a nomadic society) and the role and status of some significant social and work-related groups in these societies (e.g., women, 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 early societies 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)

A3.10 Describe some attempts within early societies to deal with conflict and to establish greater cooperation (e.g., democratic developments in ancient Greece; establishment of religious rights in medieval Islam; matriarchal practices among some North American First Nations; the Magna Carta; guilds; intermarriage between royal houses; treaties and alliances)

People and Environments: Political and Physical Regions of Canada
FOCUS ON: Cause and Consequence; Interrelationships

B1.1 Analyze 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
FOCUS ON: Perspective

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 Inuit Elder or a Métis Senator)

B2.3 Analyze 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 hydro-electric 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 FOCUS ON: Significance; Patterns and Trends

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 Aboriginal 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.
Heritage and Identity: First Nations and Europeans in New France and Early Canada

A1. Application: The Impact of Interactions FOCUS ON: Cause and Consequence; Continuity and Change

A1.1 Describe some of the positive and negative consequences of contact between First Nations and Europeans in New France (e.g., with reference to the impact of European diseases on First Nations, the role of First Nations in European exploration, European claims to First Nations territory, intermarriage between First Nations women and European men, the fur trade, competition for land and resources, alliances, European weapons, missionaries), and analyze their significance.

A1.2 Analyze aspects of early contact between First Nations and Europeans in New France to determine the ways in which different parties benefited (e.g., early settlers benefited from First Nations people’s knowledge of medicine, geography, and modes of transportation appropriate for local conditions; 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 new materials and some of the technologies introduced by Europeans).

A1.3 Explain some of the ways in which interactions between and among First Nations and Europeans in New France are connected to issues in present-day Canada (e.g., land claims, treaty rights, environmental stewardship, resource ownership and use).

A2. Inquiry: Perspectives on Interactions FOCUS ON: Perspective; Interrelationships

A2.1 Formulate questions to guide investigations into aspects of the interactions among and between First Nations and Europeans in Canada prior to 1713, from the perspectives of the various groups involved (e.g., interactions between groups such
as settlers, coureurs de bois, missionaries, Filles du Roi, First Nations women, warriors, and/or shamans, from the points of view of these groups)

A2.2 Gather and organize information on interactions among and between First Nations and Europeans during this period, using a variety of primary and secondary sources that present various perspectives (e.g., treaties, paintings, maps of trade routes, artefacts and their replicas, traditional First Nations and European stories relating to similar themes/events, census records, journals written by early explorers, Internet resources, books on Canadian history)

A2.3 Analyze and construct maps as part of their investigations into interactions among and between First Nations and Europeans (e.g., thematic maps showing physical features that influenced settlement patterns, agricultural practices, or the habitat of animals that sustained the fur trade; historical maps that show First Nations territory at the time of contact or the expansion of New France)

A2.4 Interpret and analyze information and evidence relevant to their investigations, using a variety of tools (e.g., use a graphic organizer to compare First Nations and European views on nature and resource use; examine the content of journals or diaries to determine how Europeans reacted when meeting and working with First Nations peoples; use a comparison chart to help them analyze different perspectives on the fur trade or the establishment of missions)

A2.5 Evaluate evidence and draw conclusions about aspects of the interactions between and among First Nations and Europeans 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, shaman, wampum, pictograph, missionary, charter, 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 FOCUS ON: Significance; Interrelationships
A3.1 Identify major First Nations in the Great Lakes–St. Lawrence region and Atlantic Canada at the time of contact with Europeans (e.g., Great Lakes–St. Lawrence region: Abenaki, Algonkin, Haudenosaunee, Ojibwe, Ottawa, Potawatomi, Wendat, Weskarini; Atlantic Canada: Beothuk, Innu, Mi’kmaq, Passamaquoddy, Wolastoqiyik), and describe key characteristics of selected nations (e.g., with respect to language; religious/spiritual beliefs and practices; political organization; 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 before contact with Europeans (e.g., trade, alliances and treaties, instances of cooperation and conflict).

A3.3 Describe the main motives for Europeans’ exploration in early Canada and for the establishment of permanent settlements (e.g., with reference to the Norse in Newfoundland and Labrador; the voyages of Cabot, Cartier, and Hudson; settlements founded by de Mons and Champlain; exploration by Étienne Brûlé; the fur trade).

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 First Nations and European explorers and settlers during this period (e.g., with reference to trade; sharing of beliefs, knowledge, skills, technology; intermarriage; military alliances and conflict).

A3.6 Describe some significant differences among First Nations and between selected First Nations and European settlements in early Canada (e.g., with reference to political and economic organization; cultural practices; land use/ownership; personal autonomy; 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; familiarity with the land and its resources).

A3.7 Describe some significant effects of European conflicts on First Nations and on early 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)

People and Environments: The Role of Government and Responsible Citizenship

B1. Application: Governments and Citizens Working Together
FOCUS ON: Interrelationships; Cause and Consequence

B1.1 Assess the effectiveness of actions taken by one or more levels of government to address an issue of national, provincial/territorial, and/or local significance (e.g., the effectiveness of the Far North Act in addressing concerns of Inuit and First Nations about development in northern Ontario; the effectiveness of municipal, provincial, and/or federal programs/policies aimed at reducing child poverty; the effectiveness of policies related to the management of the Great Lakes)

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), specifying the actions to be taken by the appropriate level (or levels) of government 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 Grade 5 safe drinking water, expanding availability of energy from renewable sources, reducing vehicle emissions), specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens, including themselves

B2. Inquiry: Differing Perspectives on Social and Environmental Issues
FOCUS ON: Perspective

B2.1 Formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective 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 reserves or in large cities, 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 perspective 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 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, and/or information on the positions of the federal, provincial, and territorial governments).

B2.3 Analyze 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).

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 PEOPLE AND ENVIRONMENTS THE ONTARIO CURRICULUM | Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 Social Studies different positions on the issues, including the position 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 [NGO], 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 FOCUS ON: Significance

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 (i.e., federal, provincial, territorial, municipal, First Nation, and Métis governance; the Inuit Tapiriit Kanatami) 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 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)

B3.4  Describe different processes that governments can use to solicit input from the public (e.g., elections, town hall meetings, public hearings, band council meetings, commissions of inquiry, supreme court challenges, processes for granting easements, referendums), and explain why it is important for all levels of government to provide opportunities for public consultation

B3.5  Describe key actions taken by different levels of government 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)

B3.6  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)

B3.7 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)
Grade Six (ages 11-12)

Heritage and Identity: Communities in Canada, Past and Present

A1. Application: Diversity, Inclusiveness, and Canadian Identity
FOCUS ON: Cause and Consequence; Patterns and Trends

A1.1 Explain how various features that characterize a community can contribute to the identity and image of a country (e.g., built features such as memorials, different types of buildings, parks; physical features such as climate, landscape, vegetation, wildlife; social aspects such as cultural traditions, religious celebrations, economic bases), and assess the contribution of some of these features to Canada’s image and identity (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 ethnic neighbourhoods in some of Canada’s largest cities)

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, 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)

A1.3 Explain how various groups have contributed to the goal of inclusiveness in Canada (e.g., the efforts of women’s rights, civil rights, First Nations, or labour organizations, or of advocacy organizations for immigrants, disabled people, or various religious or ethnic groups), 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)

A2. Inquiry: The Perspectives of Diverse Communities
FOCUS ON: Perspective
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; the forced relocation of Japanese Canadians during the Second World War from the perspective of Japanese Canadians, the government at the time, and the government that issued an apology to Japanese Canadians; the formation of ethnic neighbourhoods 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 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

A2.3 Analyze 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; 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)

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; 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 two or more distinct communities in Canada
A2.6 Communicate the results of their inquiries, using appropriate vocabulary (e.g., perspective, ethnic group, emigrant, immigrant, entrepreneur, labourer, class) and formats (e.g., a dramatic piece in which different characters voice the perspectives of different groups; 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 FOCUS ON: Significance; Continuity and Change

A3.1 Identify the main reasons why different peoples came to Canada (e.g., political or religious freedom; political allegiances; available land; economic opportunity; family ties; poverty, famine, or political unrest in their country of origin; forced migration of slaves and “Home Children”)

A3.2 Describe some key economic, political, cultural, and social aspects of life in settler communities in Canada (e.g., with reference to land ownership; agricultural practices; work; religion; dress and diet; family life and the roles of men, women, and children; social and service clubs), and identify significant ways in which settlers’ places of origin influenced their ways of life 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, French, British; later immigrant groups such as Chinese, Germans, Scandinavians, South Asians, Caribbean peoples; religious communities; economic communities such as resource towns; workers and labour organizations; rural and urban communities)

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; 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; 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 identity.
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; 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)

A3.6 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; social and economic differences between upper-class and working-class people in industrializing cities; differences in lifestyle between people on the frontier and those in established towns and cities; differences in the religious background of residents in different communities or at different times)

A3.7 Describe significant changes within their own community in Canada (e.g., their ethnic or religious community, their local community, their region)

A3.8 Identify and describe fundamental elements of Canadian identity (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)

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

B1. Application: Canada and International Cooperation FOCUS ON: Interrelationships; Perspective

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 analyze 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)

B2. Inquiry: Responses to Global Issues FOCUS ON: Cause and Consequence

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 analyze 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; analyze 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., nongovernmental organization, intergovernmental organization, accord, international convention, aid, relief efforts) and formats (e.g., a plan of action for a fund-raising 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 FOCUS ON: Significance; Patterns and Trends

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 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)

B3.6 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)

B3.7 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)

B3.8 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)

B3.9 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)