Grade Seven (ages 12-13)

History

New France and British North America, 1713 - 1800

A1. Application: Colonial and Present-day Canada FOCUS ON: Continuity and Change; Historical Perspective

A1.1 Analyze key similarities and differences in social values and aspects of life between present-day Canadians and some different groups and/or communities in Canada between 1713 and 1800 (e.g., with reference to gender roles, religious practices, living conditions, diet, recreation, and/or political rights; attitudes towards slavery, social class, the role of women, and/or crime and punishment; attitudes of other Canadians towards First Nations)

A1.2 Analyze some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges (e.g., with reference to conflict arising from imperial rivalries; climatic and environmental challenges; competition for land and resources between First Nations and colonists; the hard physical labour and isolation associated with life in new settlements; disease; discrimination facing Black Loyalists; restrictions on rights and freedoms of slaves, seigneurial tenants, or indentured workers), and assess similarities and differences between some of these challenges and responses and those of present-day Canadians
A1.3 Analyze the displacement experienced by various groups who were living in or who came to Canada between 1713 and 1800 (e.g., the expulsion of the Acadians; the forced relocation experienced by many First Nations and/or Métis to reserves or different territories; the migration of Loyalists to various regions of Canada; the forced migration of African slaves to New France and British North America; the immigration of people to Canada seeking land, religious freedom, and/or work), and compare it with present-day examples of displacement (e.g., the relocation of a First Nation reserve community in Canada as a result of poor living conditions; the experience of and services available to immigrants or refugees to Canada).

A2. Inquiry: From New France to British North America FOCUS ON: Historical Perspective; Historical Significance

A2.1 Formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain (e.g., the expulsion of the Acadians, treaties and alliances among First Nations and between First Nations and European powers, key battles in the North American colonies, legal and territorial changes as a result of the Seven Years’ War, increased settlement by British immigrants, challenges associated with Britain administering a colony with a French majority, the Constitutional Act of 1791).

A2.2 Gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, using a variety of primary sources (e.g., diaries, gravestone inscriptions, material from online archives, paintings, petitions, speeches) and secondary sources (e.g., poetry or songs written after this historical period, historical fiction, monuments, web resources and/or books on Canadian history).

A2.3 Analyze and construct maps as part of their investigations into significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, with a focus on exploring their spatial boundaries (e.g., construct maps to show the location of various battles in North America during the Seven Years’ War; analyze flow maps to show where groups were displaced from and where they went; analyze population maps to determine changes in settlement patterns and the groups that were affected).
A2.4 Interpret and analyze information and evidence relevant to their investigations, using a variety of tools (e.g., analyze paintings of key events in the Seven Years’ War to extract information and determine the perspective presented; analyze documents to determine the response of people in New France to the colony’s being ceded to Great Britain; use a graphic organizer to help them compare the perspectives of the French and English colonists on the division of the colony into Upper and Lower Canada)

A2.5 Evaluate evidence and draw conclusions about perspectives of different groups on significant events, developments, or issues related to the shift in power in colonial Canada from France to Britain

A2.6 Communicate the results of their inquiries using appropriate vocabulary (e.g., perspective, colony, treaty, expulsion, displacement, values, roles, power, conflict, Acadian) and formats appropriate for specific audiences (e.g., a historical narrative in storybook or graphic form about the responses of different people to the expulsion of the Acadians; a debate presenting differing perspectives on the battle of the Plains of Abraham; an information poster on the Constitutional Act of 1791, including the response of different groups to the act; an audiovisual presentation about the ways different groups viewed the Treaties of Peace and Friendship)

A3. Understanding Historical Context: Events and Their Consequences FOCUS ON: Historical Significance; Cause and Consequence

A3.1 Identify factors leading to some key events that occurred in and/or affected Canada between 1713 and 1800 (e.g., the expulsion of the Acadians, the Seven Years’ War, the Battle of the Plains of Abraham, the American Revolution, Pontiac’s Rebellion, Loyalist migrations), and describe the historical significance of some of these events for different individuals, groups, and/or communities

A3.2 Identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., the Treaty of Utrecht, the Treaties of Peace and Friendship of 1713–60, the Royal Proclamation of 1763, the Niagara Treaty of 1764, the Quebec Act of 1774, the Haldiman Proclamation of 1784, the
Constitutional Act of 1791), and explain the impact of some of these changes on various individuals, groups, and/or communities

A3.3 Identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., developments in the fur trade, Loyalist settlement, growth in agriculture and in the timber industry), and explain the impact of some of these changes on various individuals, groups, and/or communities

A3.4 Describe some significant aspects of daily life among different groups living in Canada during this period (e.g., with reference to seigneurs and habitants in New France; migrant fishers in Newfoundland; Chipewyan men and women in the fur trade; men, women, and children in Haudenosaunee villages; European traders on the frontier; Black Loyalists in Nova Scotia; militia, priests, nuns, artisans, and/or labourers in Louisbourg or Quebec City; Acadian or Planter farm families in the Annapolis Valley)

A3.5 Describe significant interactions between various individuals, groups, and institutions in Canada during this period (e.g., with reference to interactions affecting various First Nations, French and English colonists, Acadians, Planters, Loyalists, slaves; the functions of, and interactions of people with, the Catholic Church, Protestant churches, or the French and/or British colonial administrations)

A3.6 Identify some significant individuals and groups in Canada during this period (e.g., Marie-Josèphe Angélique, Michel Bégon, Esther Brandeau, Joseph Brant, Molly Brant, Alexander Mackenzie, Elizabeth Simcoe, John Graves Simcoe, Thanadelthur; trappers and fur traders, missionaries, explorers, Loyalists, habitants), and explain their contribution to Canadian heritage and/or identity

B. Canada, 1800–1850: Conflict and Challenges

B1. Application: Changes and Challenges FOCUS ON: Continuity and Change; Historical Perspective

B1.1 Analyze social and political values and significant aspects of life for some different groups in Canada between 1800 and 1850 (e.g., ways of life in frontier forts, in new settlements in the bush, on First Nations reserves; living conditions for different classes in industrializing cities; attitudes towards Irish immigrants, African Canadians, Métis; attitudes of political elites and groups seeking political reform), and assess similarities and differences between these values and aspects of life and those in eighteenth-century Canada (e.g., with reference to improvements
in access to education; changes in attitudes towards slavery or political elites; changes resulting from political reform; changes in ways of life of First Nations on reserves)

B1.2 Analyze some of the challenges facing individuals and/or groups in Canada between 1800 and 1850 (e.g., war with the United States, industrialization, poor wages and working conditions, rigid class structure, limited political rights, discrimination and segregation, religious conflict, limited access to education, influx of new immigrants, epidemics, transportation challenges, harshness of life on the western frontier, continuing competition for land and resources between First Nations/Métis and settlers) and ways in which people responded to those challenges (e.g., strikes, rebellion, legislation to expand access to education, treaties, construction of canals, mutual aid societies, work bees, quarantining immigrants)

B1.3 Analyze the displacement experienced by various groups who were living in or who came to Canada between 1800 and 1850 (e.g., displacements resulting from damage to property during the War of 1812 or the Rebellions of 1837–38; from the loss of First Nations and Métis territory due to increasing settlement; from famine in Ireland; from immigration of Europeans seeking land, religious freedom and/or work), and how some of these groups dealt with their displacement

B2. Inquiry: Perspectives in British North Americans FOCUS ON: Historical Perspective; Historical Significance

B2.1 Formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850 (e.g., the War of 1812, cholera epidemics, increased immigration from Europe, heightened class divisions in Upper and Lower Canada, rise of the Patriots in Lower Canada, the Battle of Saint-Eustache, education reform)

B2.2 Gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary sources (e.g., diaries, excerpts from books that were popular at the time, newspaper editorials, paintings or drawings from that period, petitions, speeches) and
secondary sources (e.g., poetry, songs, paintings, or drawings from after this historical period; historical fiction; web resources and/or books on Canadian history)

B2.3 Analyze and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, with a focus on exploring their spatial boundaries (e.g., locate major battles of the War of 1812 or the Rebellions of 1837–38; construct flow maps to show where famine Irish were displaced from and where they settled in Canada; analyze demographic maps to determine settlement patterns in Upper Canada and how they affected First Nations in the colony)

B2.4 Interpret and analyze information and evidence relevant to their investigations, using a variety of tools (e.g., use a graphic organizer to compare the perspectives of English and French Canadians on the Durham Report; analyze the content of selected paintings to determine the perspective that is being presented; use a graphic organizer to help them determine similarities and differences in how various groups or individuals viewed life on the frontier; use graphs to help them determine the increase in immigrants to the various colonies in British North America)

B2.5 Evaluate evidence and draw conclusions about perspectives of different groups on significant events, developments, or issues that affected Canada and/or Canadians during this period

B2.6 Communicate the results of their inquiries using appropriate vocabulary (e.g., immigrant, rebels, famine, Loyalist, Reformer, Patriote, British North America, Upper Canada, Lower Canada, Family Compact, Château Clique, responsible government) and formats appropriate for specific audiences (e.g., a dual perspective poem or story on western settlement written from the points of view of settlers and First Nations people; a dramatic presentation on the lives of immigrants from different regions or classes; an annotated map explaining the impact of the Rebellions of 1837 on various groups; a work of art depicting the various groups involved in an event along with a write-up explaining their viewpoints)
B3. Understanding Historical Context: Events and Their Consequence

FOCUS ON: Historical Significance; Cause and Consequence

B3.1 Identify factors leading to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850 (e.g., the War of 1812, the Upper Canada Rebellion, the Battle of Saint-Eustache, Irish immigration, establishment of the Underground Railroad, exploration by John Franklin or David Thompson), and describe the historical significance of some of these events/trends for different individuals, groups, and/or communities.

B3.2 Identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., alliances between First Nations and British forces during the War of 1812, the Treaty of Ghent, the Abolition of Slavery Act of 1833, the Durham Report, the Act of Union, treaties with First Nations peoples, responsible government, the Rebellion Losses Bill, the Common School Act of 1846), and explain the impact of some of these changes on various individuals, groups, and/or communities.

B3.3 Identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., an increase in immigration, the global recession of the 1830s, growing markets for lumber and wheat, political reform movements in Upper and Lower Canada, the construction of canals and railway lines, education reform, mining in Canada West, cholera and smallpox epidemics, the extinction of the Beothuk in Newfoundland), and explain the impact of some of these changes on various individuals, groups, and/or communities.

B3.4 Describe interactions between different groups and communities in Canada during this period (e.g., French, English, First Nations, Métis, Loyalists, African Canadians, Irish and Scottish immigrants, different religious denominations, the Family Compact, the Château Clique, landowners, servants).

B3.5 Identify some significant individuals and groups in Canada during this period (e.g., Robert Baldwin, General Isaac Brock, Peter Jones, William Lyon Mackenzie, Grace Marks, John Norton, Louis-Joseph Papineau, Richard Pierpoint, Peggy Pompadour, Laura Secord, Tecumseh, Catharine Parr Traill; groups advocating responsible government or public education; immigrant aid and other charitable organizations; the Family Compact and Château Clique; groups such as...
Mennonites in Waterloo County or the Six Nations in the Grand River region of Upper Canada), and explain their contribution to Canadian heritage and/or identity.
Grade Seven (ages 12-13)

Geography

Physical Patterns in a Changing World

A1. Application: Interrelationships between People and the Physical Environment FOCUS ON: Spatial Significance; Interrelationships

A1.1 Describe various ways in which people have responded to challenges and opportunities presented by the physical environment (e.g., building dams, levees, or dikes to contain water and/or reclaim land; building terraces or irrigation systems to permit farming on inhospitable land; designing buildings suited to local climatic conditions or natural events such as earthquakes; specialized economic development such as resource towns in areas rich with ore, or tourism in areas of natural beauty or with a desirable climate), and analyse short- and long-term effects of some of these responses (e.g., water pollution from industry and agriculture; loss of animal habitat and wilderness areas as human settlement expands; deforestation and its consequences; the development of provincial or national parks to protect wilderness areas)

A1.2 Compare and contrast the perspectives of some different groups (e.g., Aboriginal peoples living on the land, organic versus large-scale farmers, industrial and agrarian societies, owners of resource-extraction companies, environmental organizations, land developers) on the challenges and opportunities presented by the natural environment

A1.3 Assess the physical environment in various locations around the world to determine which environment or environments have the greatest impact on people (e.g., develop criteria for ranking the challenges and opportunities presented by physical environments such as deserts, tropical rainforests, mountains, volcanic islands, regions with cold climates, floodplains, coastal regions)

A1.4 Assess ways in which different peoples living in similar physical environments have responded to challenges and opportunities presented by these environments, and assess the sustainability of these responses (e.g., land reclamation and flood control in low-lying areas such as the Netherlands, the Mississippi delta, the Mekong River; nomadic lifestyles of peoples in the Gobi or Sahara Desert versus extensive irrigation to create cities such as Las Vegas in the
A2. Inquiry: Investigating Physical Features and Processes FOCUS ON: Geographic Perspective

A2.1 Formulate questions to guide investigations into the impact of natural events and/or human activities that change the physical environment (e.g., the social, political, economic, and environmental impact of natural events such as earthquakes, volcanic eruptions, drought, floods, hurricanes, typhoons, or tsunamis; the economic and environmental impact of industrial pollution on a river system; the social, economic, and environmental impact of agricultural practices; the social, political, economic, and environmental impact of land-reclamation projects; the political, economic, and environmental impact of transportation systems), ensuring that their questions reflect a geographic perspective.

A2.2 Gather and organize data and information from a variety of sources, and using various technologies, on the impact of natural events and/or human activities that change the physical environment, ensuring that their sources reflect more than one perspective (e.g., data and information as well as online maps on climate change from the International Panel on Climate Change and the United Nations; digital representations showing changes to a river system as a result of irrigation, data on agricultural productivity on irrigated lands, and information from wildlife advocacy groups on the impact of the loss of wetlands; data and information from the U.S. National Hurricane Center on the number and severity of hurricanes over the past few years, documentaries on the impact of Hurricane Katrina, and photographs of New Orleans before and after the hurricane).

A2.3 Analyze and construct maps as part of their investigations into the impact of natural events and/or human activities that change the physical environment, with a focus on investigating the spatial boundaries of the impact (e.g., construct a map showing sources of pollution along a river system and the communities that rely on the water source; analyze thematic maps to help them determine the interrelationship between soil erosion and loss of habitat in some parts of the world; select appropriate data for a GIS online map that shows areas that may be affected by rising sea levels).
A2.4 Interpret and analyze data and information relevant to their investigations, using various tools and spatial technologies (e.g., analyze photographs and thematic maps to determine the impact of invasive species in Australia; interpret graphs, charts, and/or diagrams in order to extract data on changes in agricultural production and population patterns as a result of long-term drought in Africa; interpret information from GIS to determine potential population shifts in response to rising sea levels)

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

A2.6 Communicate the results of their inquiries, using appropriate vocabulary (e.g., climate, land use, landforms, vegetation, drought, flood, climate change, agriculture, ecotourism, land reclamation) and formats appropriate for specific audiences (e.g., an editorial outlining the impact of increasing settlement on a floodplain and arguing for or against increased settlement; an oral presentation or photo essay for a specific audience about how the construction of a dam affected a river system; a newspaper article for the local or school paper on the impact of pollution on their local community)

A3. Understanding Geographic Context: Patterns in the Physical Environment FOCUS ON: Patterns and Trends; Spatial Significance

A3.1 Identify the location and describe the physical characteristics of various landforms (e.g., mountains, plateaus, plains, valleys)

A3.2 Describe some key natural processes and human activities (e.g., tectonic forces, weathering and erosion, deposition, glaciation, mining, land reclamation projects) that create and change landforms

A3.3 Demonstrate the ability to extract information from and analyse topographical maps (e.g., construct a cross-section of a landform based on the information from a topographical map)

A3.4 Describe patterns and physical characteristics of some major water bodies and systems around the world (e.g., river systems, drainage basins, lakes, oceans)

A3.5 Describe some key natural processes and human activities (e.g., changes in rainfall, melting of glaciers, erosion, rising sea levels, climate change, constructing
dams, irrigation, bottling water from aquifers) that create and change water bodies and systems

A3.6 Describe patterns and characteristics of major climate regions around the world (e.g., characteristics and location of tropical, dry, temperate, continental, and polar climate regions)

A3.7 Describe some key natural processes and other factors, including human activities (e.g., ocean currents, wind systems, latitude, elevation, bodies of water, landforms, deforestation, human activities that result in greenhouse gas emissions) that create and change climate patterns

A3.8 Analyze and construct climate graphs to gather information on and illustrate climate patterns for a specific location (e.g., to analyze the trend in precipitation and temperature in Singapore, Khartoum, or Warsaw over the course of a year)

A3.9 Describe patterns and characteristics of major natural vegetation regions around the world (e.g., the location and characteristics of grasslands, boreal forests, tropical rain forests, tundra)

A3.10 Describe some key natural processes and human activities (e.g., natural and human-influenced climate change, erosion of top soil, deforestation, the use of chemical fertilizers and practice of monoculture, grazing of domestic animals, activities that introduce invasive species into an environment) that create and change natural vegetation patterns

A3.11 Describe how different aspects of the physical environment interact with each other in two or more regions of the world (e.g., the interrelationship between vegetation, landforms, and climate in desert regions; between landforms and vegetation in a volcanic region)

Natural Resources around the World: Use and Sustainability

B1. Application: Natural Resources and Sustainability FOCUS ON: Spatial Significance; Interrelationships

B1.1 Analyze interrelationships between the location/accessibility, mode of extraction/harvesting, and use of various natural resources (e.g., with reference to the relationship between mining techniques and the type and location of the deposit; types of electrical power generation in different regions of Europe; methods of harvesting trees)
B1.2 Analyze natural resource extraction/harvesting and use in some specific regions of the world (e.g., forestry practices in the Amazon or in Sweden; international trawlers fishing off the coast of West Africa; coal-fired electricity production in China), including the sustainability of these practices.

B1.3 Assess the efforts of some groups, agencies, and/or organizations (e.g., the United Nations Environment Programme; non-governmental organizations [NGOs] such as Friends of the Earth International, Rainforest Alliance, or the Nature Conservancy; indigenous groups; different national governments) in helping to preserve natural resources.

B1.4 Create a personal plan of action outlining how they can contribute to more sustainable natural resource extraction/harvesting and/or use (e.g., a plan to use FSC-certified wood or reclaimed lumber in a construction project, to reduce energy use in their home or school, to publicize more sustainable approaches to extraction/harvesting, or to reduce personal consumption of consumer goods).

B2. Inquiry: Investigating Issues Related to Natural Resources

FOCUS ON: Geographic Perspective

B2.1 Formulate questions to guide investigations into issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective (e.g., the social, economic, political, and environmental impact of overfishing; the economic, social, and environmental impact of deforestation and the adequacy of reforestation programs; the social and economic impact on indigenous people of resource extraction in their traditional territories; the economic, political, and environmental impact of developments in the alternative energy sector; the economic, political, and environmental impact of using fossil fuels).

B2.2 Gather and organize data and information from a variety of sources on the impact of resource extraction/harvesting and/or use, ensuring that their sources reflect more than one perspective (e.g., satellite imagery showing the area flooded after the construction of a hydroelectric dam and data on the amount of hydroelectricity generated; news stories on the positions of various countries and/or NGOs with respect to the environmental and economic impact of ocean fishing or whaling; documentaries and government data on the impact of climate...
change; information on the impact of resource extraction from indigenous people in the area and employment data from the corporation(s) involved)

B2.3 Analyze and construct maps as part of their investigations, with a particular focus on exploring the spatial boundaries of and, where applicable, patterns relating to their topics (e.g., interpret layers of information in a GIS related to air pollution generated by coal-fired electrical plants; analyze thematic maps to determine the extent of clear-cutting and reforestation; construct a map to show the spread of the emerald ash borer in American forests; construct a thematic or annotated map to show the short- and long-term impact of a resource industry on a local ecosystem)

B2.4 Interpret and analyze data and information relevant to their investigations, using various tools and spatial technologies (e.g., extract information from graphs and diagrams on declining fish stocks and their impact on various regions; interpret photographs or other images to determine how mining has affected an area; analyze data to determine the economic and environmental impact of resource extraction and/or processing in a community; use a computer-based geographic tool to determine changes in rivers, lakes, and/or aquifers as a result of agricultural irrigation or commercial use of water)

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

B2.6 Communicate the results of their inquiries using appropriate vocabulary (e.g., non-renewable, renewable, flow resources; extraction; sustainability; deforestation; fossil fuels; aquifer) and formats appropriate for specific audiences (e.g., an essay on the impact of water use, concluding with a plan of action to preserve the world’s fresh water; a thematic or annotated map showing the extent of damage to a water system from mine tailings; a fictionalized narrative about a person or animal affected by a natural resource extraction processes; a web page that includes links to sites providing varying opinions on the development of alternative energy; a public service announcement educating people about the economic and environmental impact of invasive species)

B3. Understanding Geographic Context: Using Natural Resources
FOCUS ON: Spatial Significance; Geographic Perspective
B3.1 Identify Earth’s renewable, non-renewable, and flow resources (e.g., renewable: trees, natural fish stocks, soil, plants; non-renewable: fossil fuels, metallic minerals; flow: solar, running water, ocean currents, tides, wind), and explain their relationship to Earth’s physical features.

B3.2 Describe ways in which people use the natural environment, including specific elements within it, to meet their needs and wants (e.g., rock is quarried to make building materials, roads; trees are used for lumber for buildings, wood for furniture, pulp for paper, logs for fuel; fossil fuels are used for heating and cooling, to generate energy for industry, to power vehicles, to make plastics; water is used for drinking, irrigation, to produce electricity, to cool nuclear reactors; animals are used for food, clothing, recreation; the natural environment enables people to live off the land and provides opportunities for relaxation, education, and/or recreation).

B3.3 Identify significant short- and long-term effects of natural resource extraction/harvesting and use on people and the environment (e.g., deforestation, desertification, smog, acid rain, climate change, soil contamination, habitat destruction, flooding).

B3.4 Describe the perspectives of different groups (e.g., a traditional indigenous community, an environmental organization, a multinational mining or forestry company, the residents of a resource town) regarding the use of the natural environment to meet human needs.

B3.5 Describe some responses to social and/or environmental challenges arising from the use of natural resources (e.g., the increased use of wind, solar, or tidal energy; reduced consumption; promotion of energy-saving strategies such as the Grade 7 173 use of energy-efficient appliances; promotion of fair trade; marketing of “ethical” products such as “ethical oil” or “ethical diamonds”; boycotting less sustainable products or companies using unsustainable practices).

B3.6 Demonstrate the ability to extract information from, analyze, and construct GIS maps relating to natural resources around the world (e.g., to determine the location of oil refineries and their proximity to population centres and agricultural land; to show areas of deforestation and current land use on previously forested land).
Grade Eight (ages 13-14)

History

Creating Canada: 1850-1890

A1. Application: The New Nation and Its Peoples FOCUS ON:
Cause and Consequence; Historical Perspective

A1.1 Evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory (e.g., the doctrine of Manifest Destiny, the American Civil War, changes in British attitudes towards British North America, Fenian raids, the construction of the transcontinental railway, the Red River Resistance, the creation of the North-West Mounted Police [NWMP], the numbered treaties, the Indian Act)

A1.2 Assess the impact that differences in legal status and in the distribution of rights and privileges had on various groups and individuals in Canada between 1850 and 1890 (e.g., with reference to land ownership in Prince Edward Island, married women’s property rights, women’s political rights, property qualifications for the franchise, restrictions on Chinese immigration, the rights and legal status of “status Indians” on reserves, the privileged lifestyle of industrialists in contrast to the lives of workers in their factories, discrimination facing African Canadians)

A1.3 Analyze some of the actions taken by various groups and/or individuals in Canada between 1850 and 1890 to improve their lives (e.g., lifestyle changes among Métis facing increasing agricultural settlement in the West; alliances among First Nations during negotiations with the federal government; the creation of mutual aid societies by ethnic groups to help new immigrants from their homelands; campaigns against Confederation in the Maritimes; the creation of labour unions to press for better pay, hours, and working conditions; the creation of a newspaper by Mary Ann Shadd to lobby against slavery and for the rights of African Canadians)

A2. Inquiry: Perspectives in the New Nation FOCUS ON:
Historical Perspective; Historical Significance
A2.1 Formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890 (e.g., Confederation, the National Policy, the rights of First Nations, the establishment of residential school for First Nations and Métis children, industrialization, temperance, immigration, the presence of refugee slaves in Canada, the building of the Canadian Pacific Railway [CPR], the Red River Resistance or the North-West Rebellion, the trial and execution of Thomas Scott or Louis Riel)

A2.2 Gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary sources (e.g., advertisements; diaries; editorial cartoons; excerpts from fiction or non-fiction books written during this period; petitions; photographs, paintings, songs, or poetry from the time; testimony to commissions of inquiry) and secondary sources (e.g., poetry, songs, paintings, or drawings from a later period; graphic novels; reference books)

A2.3 Analyze and construct maps as part of their investigations into some significant events, developments, and/or issues in Canada during this period, with a focus on exploring their spatial boundaries (e.g., analyze issue-based maps as part of their investigation into the North-West Rebellion; construct a map showing the political and territorial expansion of Canada; analyze flow maps to determine the routes of the Underground Railroad; construct a demographic map showing the location of the major groups in Canada during this period)

A2.4 Interpret and analyze information and evidence relevant to their investigations, using a variety of tools (e.g., use graphic organizers to help them to compare perspectives in the information they have gathered on the impact of the Indian Act or to analyze different perspectives on components of the national policy; analyze political speeches and newspaper articles for views on Chinese immigrants; analyze pamphlets from the time to determine the arguments used by temperance advocates and their opponents)

A2.5 Evaluate evidence and draw conclusions about perspectives of different groups on some significant events, developments, and/or issues in Canada during this period

A2.6 Communicate the results of their inquiries using appropriate vocabulary (e.g., Confederation, National Policy, Underground Railroad, industrialization,
expansion, resistance, rebellion, migration, refugee, settlement, treaty, reserves, residential schools) and formats appropriate for specific audiences (e.g., a story or graphic novel on the Underground Railroad from the perspective of a fugitive slave, abolitionists along the route, and free Blacks in Canada; a dramatic presentation on differing perspectives on the North-West Rebellion and its aftermath; an information poster explaining attitudes of pro- and anti-Confederation forces; an audiovisual presentation on the perspectives of the federal government and status and non-status Indians on the Indian Act; a photographic essay on the various groups of people involved in the construction of the CPR)

A3. Understanding Historical Context: Events and Their Consequences
FOCUS ON: Historical Significance; Cause and Consequence

A3.1 Identify factors leading to some key events or developments that occurred in and/or affected Canada between 1850 and 1890 (e.g., Confederation, the Red River Resistance, the creation of the NWMP, the settlement of the Northwest, the North-West Rebellion, the construction of the CPR, the Royal Commission on the Relations of Labour and Capital), and explain the historical significance of some of these events for different individuals, groups, and/or communities

A3.2 Identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., the numbered treaties, the U.S. Fugitive Slave Act of 1850, the Gradual Civilization Act of 1857, the British North America Act, the Métis Bill of Rights of 1869, the B.C. Qualification of Voters Act, the National Policy, the Indian Act of 1876, the St. Catharine’s Milling case), and explain the impact of some of these changes on various individuals, groups, and/or communities

A3.3 Identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., the Industrial Revolution, the development of urban centres, the gold rush in British Columbia, economic changes resulting from the Reciprocity Treaty of 1854 and the repeal of the Corn Laws, lack of foreign markets for locally produced products resulting from changes in British policies, changes among Plains First Nations as a result of declining buffalo populations, increased settlement of the West, increasing rates of immigration), and explain the
impact of some of those changes on various individuals, groups, and/or communities

A3.4 Describe significant instances of cooperation and conflict in Canada during this period (e.g., conflicts between Protestants and Catholics, the Red River Resistance, the North-West Rebellion, the Toronto printers’ strike of 1872; cooperation between various individuals and groups to run the Underground Railroad, among politicians negotiating Confederation, between First Nations, Métis, and the Hudson’s Bay Company in the fur trade)

A3.5 Identify a variety of significant individuals and groups in Canada during this period (e.g., George Etienne Cartier, James Douglas, Gabriel Dumont, Joseph Howe, Kwong Lee, John A. Macdonald, Thomas D’Arcy McGee, Mistahimaskwa [Big Bear], Nahnebahwequay [Catharine Sutton], Louis Riel, Mary Ann Shadd, Emily Stowe; the Orange Order, the Knights of Labor, the Underground Railroad and abolitionist groups, Chinese railway workers, the Métis Nation, the Woman’s Christian Temperance Union), and explain their contributions to Canadian heritage and/or identity

Canada, a Changing Society: 1890-1914

B1. Application: Canada – Past and Present FOCUS ON: Continuity and Change; Historical Perspective

B1.1 Analyze key similarities and differences in the experiences of various groups and communities in present-day Canada and the same groups in Canada between 1890 and 1914 (e.g., the urban poor, the unemployed, workers, farmers, recent immigrants, First Nations and Métis, Québécois, African Canadians, Chinese Canadians, South Asian Canadians, Jewish Canadians, women, children, the elderly)

B1.2 Analyze some of the challenges facing different individual, groups, and/or communities in Canada between 1890 and 1914 (e.g., Native residential schools and loss of First Nations land with increasing western settlement; increasing industrialization; restrictions on immigration of some ethnic groups; lack of political rights for women; working conditions in sweatshops), and compare some of these challenges with those facing present-day Canadians

B1.3 Analyse actions taken by various groups and/or individuals in Canada between 1890 and 1914 to improve their lives (e.g., francophones in Quebec, First
Nations and Métis, immigrants from Europe and Asia, African Canadians, women, workers), and compare these actions to those taken by similar groups today

B2. Inquiry: Perspectives on a Changing Society FOCUS ON: Historical Perspective; Historical Significance

B2.1 Formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1890 and 1914 (e.g., the Boer War, the Manitoba Schools Question, efforts to protect and educate children, Canadian immigration policy, the “continuous journey” regulation, increases in the Chinese head tax, amendments to the Indian Act, movements for women’s suffrage, reciprocity, heightened rivalries in Europe)

B2.2 Gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary sources (e.g., advertisements; letters; newspaper reports and editorials; paintings, photographs, or posters from the time; petitions) and secondary sources (e.g., historical fiction, textbooks, reference books)

B2.3 Analyze and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, with a focus on exploring their spatial boundaries (e.g., determine the location of key events in the Klondike gold rush; analyze a series of historical maps to determine the growth of cities in this period; create a flow map to show the origins of immigrants to Canada and the regions in which they settled)

B2.4 Interpret and analyze information and evidence relevant to their investigations, using a variety of tools (e.g., use organizers to help them compare perspectives in the information they have gathered on reciprocity with the United States; analyze political cartoons for views on women and women’s roles; interpret graphs on quality of life indicators such as infant mortality to help them understand perspectives of social reformers and the urban poor)
B2.5 Evaluate evidence and draw conclusions about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period.

B2.6 Communicate the results of their inquiries using appropriate vocabulary (e.g., Klondike, immigrant, industrialization, unions, strikes, sweatshops, reciprocity, suffragist, compromise, alliance) and formats appropriate for specific audiences (e.g., a photo essay on the lives of children from different regions and/or representing different groups in Canada; a speech written in the voice of a labour activist or suffragist and a response from an opponent; a poem written from the perspective of a passenger on the Komagata Maru; letters to the government from an Indian agent enforcing the ban on the potlach and from a Haida chief giving reasons why the law should be repealed).

B3. Understanding Historical Context: Events and Their Consequences

B3.1 Identify factors leading to some key events or developments that occurred in and/or affected Canada between 1890 and 1914 (e.g., the Boer War, promoting Canada as a destination for immigrants, the growth of the women’s suffrage movement, the founding of the Children’s Aid Society, an increase in the number of residential schools for First Nations and Métis children, the immigration of British Home Children to Canada, the expansion of homesteading in the West, the growth of labour unions, anti-Asian riots in Vancouver), and explain the historical significance of some of these events for different individuals, groups, and/or communities.

B3.2 Identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., Alberta and Saskatchewan becoming provinces, the response to the Manitoba Schools Question, European alliances and the conflict in South Africa and threat of conflict in Europe, the Truancy Act of 1891, the Alaska boundary dispute, the Naval Service Bill, increases in the Chinese head tax), and explain the impact of some of these changes on various individuals, groups, and/or communities.
B3.3 Identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., the Klondike gold rush; changes in the home countries of immigrants; the Immigration Act of 1910; technological changes; increasing urbanization; the development of mining in Ontario, Nova Scotia, and British Columbia; reciprocity), and explain the impact of some of these changes on various individuals, groups, and/or communities.

B3.4 Describe significant examples of cooperation and conflict in Canada during this period (e.g., conflicts between English and French Canadians over issues such as the Boer War and the Naval Service Act; conflict between European and non-European immigrants; strikes by coal miners in Nova Scotia and British Columbia; cooperation of different groups under the social gospel umbrella; cooperation between immigrants in new ethnic enclaves).

B3.5 Identify a variety of significant individuals and groups in Canada during this period (e.g., Maude Abbott, Henri Bourassa, Alexander Graham Bell, Pauline Johnson, J. J. Kelso, Wilfrid Laurier, Tom Longboat, Nellie McClung, L. M. Montgomery, Duncan Campbell Scott, Clifford Sifton, John Ware; the National Council of Women of Canada, the Trades and Labour Congress, various immigrant groups), and explain their contributions to Canadian heritage and/or identity.
Grade Eight (ages 13-14)

Geography

Global settlement: Patterns and Sustainability


A1.1 Analyze some of the ways in which the physical environment (e.g., climate, landforms, soil type, vegetation, natural resources) has influenced settlement patterns in different countries and/or regions around the world (e.g., how climate, vegetation, and natural resources have influenced settlement patterns in Brazil; how landforms have influenced settlement patterns in Japan; how landforms, climate, and soil types have affected settlement patterns in Egypt)

A1.2 Analyze how processes related to the physical environment may affect human settlements in the future (e.g., the impact of rising sea levels on coastal cities as polar ice caps melt, of desertification, of earthquakes in increasingly populous regions, of increasingly violent tropical storms as a result of climate change)

A1.3 Describe possible features of a sustainable community in the future (e.g., energy-efficient buildings, use of renewable sources of energy, a comprehensive public transportation system, community gardens, roof gardens, green canopy, naturalized parks with native species, programs for waste and water recycling), and analyse some challenges associated with creating such a community (e.g., cost, population growth, increasing urbanization, continued dependence on fossil fuels)

A2. Inquiry: Human Settlements and Sustainability FOCUS ON: Geographic Perspective; Interrelationships

A2.1 Formulate questions to guide investigations into issues related to the interrelationship between human settlement and sustainability from a geographic perspective (e.g., social, economic, and environmental perspectives on land-reclamation projects in the Netherlands or Japan; social, economic, political, and environmental perspectives on land-use conflicts in Brazil, Mexico, or Kenya, or on the global trend towards increased urbanization)
A2.2 Gather and organize data and information from a variety of sources and using various technologies to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective (e.g., aerial photographs of Japanese sea walls prior to the earthquake and tsunami of 2011, photographs of or documentaries on the flooding and resulting damage caused by the tsunami, government and international data on the costs of flood-control in Japan before the tsunami and emergency measures following it, articles by or information on the website of environmental advocacy groups on the long-term effects of the tsunami)

A2.3 Analyze and construct various print and digital maps as part of their investigations into issues related to the interrelationship between human settlement and sustainability, with a focus on investigating the spatial boundaries of the issue (e.g., use GIS to construct maps that include major cities in the developed and developing world to show how population density has changed over the past twenty years; analyze population density maps to determine where most people live on a global scale; construct a land-use map to illustrate the extent to which San Francisco has reclaimed or adapted land; analyze maps to explore possible land-use conflicts in a community; analyze thematic maps to determine the loss of green space in and around an urban centre over the past fifteen years)

A2.4 Interpret and analyze data and information relevant to their investigations, using various tools and spatial technologies (e.g., interpret photographs to determine possible land-use conflicts that could arise in relation to a proposed housing or industrial development project; use a graphic organizer to help them explore various perspectives on the construction of a new airport; use online and computer-based geographic software applications to determine population shifts from rural to urban areas)

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

A2.6 Communicate the results of their inquiries using appropriate vocabulary (e.g., settlement patterns, population distribution, population density, land use, sustainable development, land reclamation, migration) and formats appropriate for specific audiences (e.g., a play about the impact of urbanization on rural communities; a website that focuses on issues associated with creating more sustainable communities; a photo essay on a land-use conflict in a specific region; a report, song, or poem that addresses the impact of different kinds of human
settlement on the environment; a story about sustainable communities of the future)

A3. Understanding Geographic Context: Settlement Patterns and Trends

FOCUS ON: Patterns and Trends; Spatial Significance

A3.1 Identify significant spatial patterns in human settlement on a global scale (e.g., linear, scattered, and clustered patterns in populations in different regions; global patterns in population density and/or distribution)

A3.2 Identify and describe some ways in which the physical environment can influence the general location and patterns of human settlements (e.g., the impact of factors such as climate, soil, and topography on the location of agricultural settlements; the impact of physical features on urban development; the importance of water for transportation, irrigation, industry, personal use; the existence of natural resources and the development of resource towns; the type of buildings erected in an area prone to earthquakes)

A3.3 Identify significant land-use issues (e.g., competition for land for agriculture, industry, housing, transportation, recreation, wilderness areas; land claims by indigenous groups; development in ecologically sensitive areas), and describe responses of various groups to these issues (e.g., municipal, state/provincial/regional, and/or national governments; local residents; environmental, indigenous, or grassroots groups; non-governmental organizations)

A3.4 Identify and describe significant current trends in human settlement (e.g., the global trend of increased migration from rural to urban areas; trends in some countries of people moving from major cities to smaller towns; loss of natural habitat as human settlement expands; urban sprawl; land reclamation)

A3.5 Describe various ways in which human settlement has affected the environment (e.g., water pollution from industry, agriculture, human waste; air pollution from vehicle and industrial emissions; soil contamination from pesticides, industrial byproducts, garbage dumps; deforestation and loss of habitat from expanding settlement; loss of agricultural land to urban sprawl; light pollution from large cities; disruption of migratory routes of different species; desertification from unsustainable agricultural practices)
A3.6 Describe some practices that individuals and communities have adopted to help make human settlements more sustainable (e.g., reducing water use, increasing recycling and composting, limiting the construction of housing on land that could be used for agriculture, using public transit, planting and maintaining trees)

A3.7 Demonstrate the ability to analyze and construct choropleth maps on topics related to human settlement (e.g., population density, availability or use of agricultural land, spending on transportation)

Global Inequalities: Economic Development and Quality of Life

B1. Application: Global Inequalities in Quality of Life FOCUS ON: Interrelationships

B1.1 Analyze some interrelationships among factors that can contribute to quality of life (e.g., lack of access to clean water leads to an increase in water-borne diseases and to high death rates overall as well as high infant mortality rates; a country that has equal access to education for all will have higher literacy rates and will most likely have higher employment rates, a lower fertility rate and birth rate, and better maternal health)

B1.2 Analyze how various factors have affected the economies of specific developed and developing countries around the world (e.g., with reference to foreign ownership of natural resources in Nigeria or Indonesia; colonial legacy in South Africa or Haiti; the debt load in Honduras or the United States; government expenditures in France or Mali), and explain the interrelationship between these factors and quality of life in some of these countries (e.g., war in Sudan has consumed economic resources and has led to a refugee crisis and extremely poor quality of life in refugee camps in Darfur; expenditures on education, health care, and social services in Norway have contributed to that country’s ranking at the top of the Human Development Index [HDI])

B1.3 Assess the effectiveness of various programs and policies aimed at improving the quality of life in various countries (e.g., with reference to Grade 8 183 governmental and non-governmental programs to provide clean water, improve literacy rates, provide drugs for people with HIV/AIDS, reduce the spread
of malaria, reduce violence against women, reduce child labour or the use of child soldiers, promote fair trade, or develop alternative income programs)

B1.4 Assess the effectiveness of media in improving the quality of life in some countries/regions around the world (e.g., with reference to the success of various print or television advertisements for aid organizations; the use of celebrity spokespeople; journalists raising awareness of natural disasters, refugees, famine in different parts of the world; the broadcast of fundraisers such as Live Aid; the production of songs or music videos by Northern Lights or Band Aid)

B2. Inquiry: Development and Quality of Life Issues FOCUS ON: Geographic Perspective

B2.1 Formulate questions to guide investigations into issues related to global development and quality of life from a geographic perspective (e.g., the social, political, and economic impact of educating girls or of the AIDS pandemic in sub-Saharan Africa; the social, political, economic, and/or environmental implications of fair trade; social, political, economic, and/or environmental considerations relating to the increase in foreign ownership of natural resources; the social, political, and economic impact of foreign debt or of forgiving a country’s foreign debt)

B2.2 Gather and organize data and information from a variety of sources and using various technologies to investigate issues related to global development and quality of life from a geographic perspective (e.g., demographic data from the United Nations on specific countries; demographic maps and other information from the websites of intergovernmental organizations on population trends; information and data from a national government on poverty and education rates and on government expenditures in that country; articles from development agencies on children’s quality of life in a specific country; images showing housing in different regions; information from a website of a corporation doing business in a developing country)

B2.3 Analyze and construct digital and print maps as part of their investigations into issues related to global development and quality of life (e.g., analyze issue-based maps to help them investigate spatial patterns in HDI rankings; construct an issue-based map using GIS to help them explore the correlation between life expectancy and literacy rates; analyze flow maps to help them determine trade
patterns between countries; construct an annotated map to show foreign ownership and use of agricultural land in Africa or Asia)

B2.4 Interpret and analyze data and information relevant to their investigations, using various tools and spatial technologies (e.g., interpret the data in multiple bar graphs to determine the per capita gross domestic product and literacy rate in countries where there is a high level of child labor; interpret information from GIS as part of their investigation into shifts in population in developing countries; analyze images to help them determine differences in quality of life for various groups in the same country; use a graphic organizer to help them interpret different perspectives on their topic)

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

B2.6 Communicate the results of their inquiries using appropriate vocabulary (e.g., demography, per capita, quality of life, developed/developing countries, gross national product [GNP], gross domestic product [GDP], literacy rate, correlation, exploitation, competition, fair trade) and formats appropriate for specific audiences (e.g., create an interactive presentation on foreign debt in Africa, using an electronic white board; use GIS in a presentation on the impact of desertification; create a photo essay with accompanying text or oral comments on conditions in a city in the developing world; write an article for the school newspaper on the impact of water privatization)

B3. Understanding Geographic Context: Global Economic Development and Quality of Life
FOCUS ON: Spatial Significance; Patterns and Trends

B3.1 Identify and describe the significance of several indicators that are commonly used to measure quality of life on a global scale (e.g., infant mortality, fertility rate, life expectancy, birth rate, death rate, doubling time, access to medical care, access to clean water, literacy rate and access to education, poverty rate, per capita income, GDP, GDP per capita, unemployment rates, national debt)

B3.2 Compare findings with respect to selected quality of life indicators in some developing and more developed countries (e.g., infant and maternal mortality rates,
literacy rates for men and women, and per capita GDP in Australia, Mali, and Bangladesh)

B3.3 Demonstrate the ability to analyze and construct scatter graphs, both on paper and using a graphing program, when studying global development and/or quality of life (e.g., construct a scatter graph to illustrate the correlation between literacy rates and life expectancy for selected countries; analyze a scatter graph to gather data on infant mortality and the availability of clean water in selected countries)

B3.4 Demonstrate the ability to analyze and construct population pyramids, both on paper and using a graphing program, when studying demographic patterns and trends in developed and developing countries (e.g., use data from population pyramids to compare the life expectancy of men and women within a developing country or of populations in developed and developing countries; construct a population pyramid to predict future population trends for a country)

B3.5 Identify various groups and organizations that work to improve quality of life (e.g., Free the Children, International Planned Parenthood Federation, Médecins sans frontières/Doctors without Borders, Right to Play, Water for People), and describe their focus

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

B3.7 Explain how the four main economic sectors (i.e., primary, secondary, tertiary, and quaternary) are related to global development (e.g., countries where most people work in the primary sector tend to rank lower on the HDI than countries with more balanced economies or those where more people work in the tertiary and quaternary sectors)

B3.8 Identify and describe various factors that can contribute to economic development (e.g., access to economic and natural resources, patterns of trade, colonial legacy, corruption, government expenditures, debt load, foreign ownership of resources, war or political instability)

B3.9 Describe the spatial distribution of wealth, both globally and within selected countries/regions (e.g., the concentration of global wealth in North America, Europe, and parts of the Middle East; changing patterns of global wealth as a result of emerging economies such as Russia, China, and India; the concentration of the world’s poorest nations in Africa; patterns of rural poverty and urban wealth)