

**REVISED**

The Ontario Curriculum

# Social Studies

Grades 1 to 6

# History and Geography

Grades 7 and 8

SSH&G



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# Introduction

The *Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2004* replaces *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998*. Beginning in September 2005, all social studies, history, and geography programs for Grades 1 to 8 will be based on the expectations outlined in this document.

## **The Importance of Social Studies, History, and Geography**

Students graduating from Ontario schools require the knowledge and skills gained from social studies and the study of history and geography in order to function as informed citizens in a culturally diverse and interdependent world and to participate and compete in a global economy. They also need to develop attitudes that will motivate them to use their knowledge and skills in a responsible manner. *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2004* outlines the knowledge and skills that students must develop in Grades 1 to 8, as well as the levels of achievement at which they are expected to master them.

The focus of teaching and learning in the social studies, history, and geography curriculum is on the development of essential knowledge and skills. Students must develop a thorough knowledge of basic concepts that they can apply in a wide range of situations. They must also develop the broad-based skills that are vital to success in the world of work: they must learn to evaluate different points of view and examine information critically to solve problems and make decisions on a variety of issues.

## **Social Studies**

Social studies seeks to examine and understand communities, from the local to the global, their various heritages, physical systems, and the nature of citizenship within them. Students acquire a knowledge of key social studies concepts, including change, culture, environment, power, and the dynamics of the marketplace. They learn about Canada and the role of citizens in a democratic society within a culturally diverse and interdependent world. They also acquire skills of inquiry and communication through field studies and other research projects; through the use of maps, globes, and models; and through the consideration of various forms of historical evidence. Students apply these skills to develop an understanding of Canadian identity and democratic values, to evaluate different points of view, and to examine information critically in order to solve problems and make decisions on issues that are relevant to their lives.

## **History**

History involves the examination of individuals and unique events, as well as of groups, movements, institutions, nations, and eras. The Grade 7 and 8 history program focuses on Canada and provides students with a comprehensive overview of the development of their country and its role in the world. Students learn how lessons from the past can be used to make wise decisions for the present and the future. As well, by exploring various points of view and evaluating a variety of historical evidence, they practise achieving a balanced perspective. In these ways,

the study of history helps prepare students to be contributing and responsible citizens in a complex society characterized by rapid technological, economic, political, and social change. The study of history in Grades 7 and 8 builds on the skills, attitudes, and knowledge developed in social studies in Grades 1 to 6.

## **Geography**

Geography is the study of place. It examines the earth's physical systems and the people in them. It also investigates how people and environments affect each other. In the study of geography, students learn to gather, organize, analyse, and present information obtained from fieldwork, models, simulations, aerial photographs, satellite imaging, maps, and computers. The Grade 7 geography program introduces a conceptual framework built around five themes: *location/place*, *environment*, *region*, *interaction*, and *movement*. Teachers will use these themes to organize their instructional planning, and students will apply them to develop a geographic perspective to their studies. By integrating various aspects of place, the study of geography provides students with a unique opportunity to learn about the world around them.

## **The Goals of Social Studies, History, and Geography Education**

A basic goal of the social studies, history, and geography program is to provide students with the foundational knowledge, skills, and attitudes they will need to continue to learn effectively in secondary school. Thus, the goals of the curriculum are to enable students to:

- understand the basic concepts of social studies, history, and geography;
- develop the skills, strategies, and habits of mind required for effective inquiry and communication, and for the application of the basic concepts of social studies, history, and geography to a variety of learning tasks;
- relate and apply the knowledge acquired through social studies and the study of history and geography to the world outside the classroom.

These goals are equally important. They can be achieved simultaneously in a concrete, practical context through learning activities that combine the acquisition of knowledge with the application of various skills, including inquiry/research, communication, and map, globe, and graphic representation skills.

## **Concepts Underlying the Social Studies, History, and Geography Curriculum**

The curriculum in social studies, Grades 1 to 6, and in history and geography, Grades 7 and 8, organizes students' learning around a set of fundamental concepts: *systems and structures*; *interactions and interdependence*; *environment*; *change and continuity*; *culture*; and *power and governance*. History and geography offer different perspectives on these concepts. In history, for example, students may consider *change and continuity* over a relatively short period that covers only a few years in the story of a country or person. In geography, on the other hand, they may use this same concept to study much longer time periods covering the slow, almost imperceptible, changes in some physical features.

Although the specific content of programs changes from grade to grade, the conceptual framework within which topics are presented remains consistent throughout the curriculum, from Grades 1 to 12, and gives continuity to students' learning. As students progress through the curriculum, they extend and deepen their understanding of these concepts and learn to apply this understanding with increasing sophistication.

Understanding relationships among concepts is also an important part of student learning. Each of the fundamental concepts can be linked with a number of related concepts that help to explain the concept further.

| <b>Fundamental concepts</b>   | <b>Related concepts</b>   |   |
|---|---|---|
| <b>Systems and Structures:</b> The ways humans and nature are organized. Humans have created systems and structures to allow societies to function; natural systems and structures have developed in response to a variety of natural factors.  | <ul style="list-style-type: none"> <li>• human patterns</li> <li>• community</li> <li>• cooperation</li> <li>• governance</li> </ul>  | <ul style="list-style-type: none"> <li>• causation/cause and effect</li> <li>• natural patterns</li> <li>• environment</li> </ul>   |
| <b>Interactions and Interdependence:</b> The influences shaping relationships within and among human and natural systems and structures. Human and natural processes and components connect with, adapt to, and have an impact on one another.  | <ul style="list-style-type: none"> <li>• causation/cause and effect</li> <li>• human and natural patterns</li> <li>• trade/exchanges</li> <li>• globalization</li> </ul>              | <ul style="list-style-type: none"> <li>• community</li> <li>• relationships</li> <li>• civic rights and responsibilities</li> <li>• environment</li> <li>• ecology</li> </ul> |
| <b>Environment:</b> The natural and built elements of which the earth is composed, and the complex web they form.   | <ul style="list-style-type: none"> <li>• human and natural systems</li> <li>• human and natural patterns</li> <li>• exploitation and utilization of resources</li> </ul>              | <ul style="list-style-type: none"> <li>• regions</li> <li>• ecosystems</li> <li>• urbanization</li> </ul>   |
| <b>Change and Continuity:</b> The fundamental criteria for assessing the development of human and natural systems and structures. Change is manifested by differences over time, and is recognized by comparing phenomena and contexts as they exist at different times. Continuity represents consistency and connectedness over time, and is recognized by exploring the forces within nature and human societies that create stability and link the past with the present. | <ul style="list-style-type: none"> <li>• causation/cause and effect</li> <li>• human and natural systems</li> <li>• human and natural patterns</li> </ul>                             | <ul style="list-style-type: none"> <li>• time</li> <li>• sustainability</li> <li>• tradition</li> <li>• conflict and cooperation</li> </ul>                                   |
| <b>Culture:</b> Expressions of humanity learned and shared within a specified population, influenced by the physical environment. Culture provides a conceptual framework for interpreting the world, and influences the perception of time, place, identity, significance, and change.   | <ul style="list-style-type: none"> <li>• spirituality/religion</li> <li>• ideology</li> <li>• economic, political, and legal systems</li> <li>• communication and language</li> </ul> | <ul style="list-style-type: none"> <li>• familial and community structures</li> <li>• education</li> <li>• migration</li> <li>• diversity</li> </ul>                          |
| <b>Power and Governance:</b> The means and supporting structures whereby laws and rules are enforced in a society and in the global community.  | <ul style="list-style-type: none"> <li>• democracy</li> <li>• justice</li> <li>• security</li> <li>• rights and responsibilities</li> </ul>   | <ul style="list-style-type: none"> <li>• conflict and cooperation</li> <li>• power relations</li> </ul>   |

## **Roles and Responsibilities in Social Studies, History, and Geography Education**

### ***Students***

Students have many responsibilities with regard to their learning, and these increase as they advance through elementary and secondary school. Students who are willing to make the effort required and who are able to apply themselves will soon discover that there is a direct relationship between this effort and their achievement, and will therefore be more motivated to work. There will be some students, however, who will find it more difficult to take responsibility for their learning because of special challenges they face. For these students, the attention, patience, and encouragement of teachers can be extremely important factors for success. However, taking responsibility for their own progress and learning is an important part of education for all students, regardless of their circumstances.

Successful mastery of concepts and skills in social studies, history, and geography requires a sincere commitment to work, study, and the development of cooperative skills. Furthermore, students must actively pursue opportunities outside the classroom to extend and enrich their understanding of these subjects. For example, it is recommended that they create their own files on current events that relate to their areas of study, or that they explore subject-related recreational reading materials.

### ***Parents***

Parents have an important role to play in supporting student learning. Studies show that students perform better in school if their parents or guardians are involved in their education. By becoming familiar with the curriculum, parents can find out what is being taught in each grade and what their child is expected to learn. This awareness will enhance parents' ability to discuss schoolwork with their child, to communicate with teachers, and to ask relevant questions about their child's progress. Knowledge of the expectations in the various grades also helps parents to interpret their child's report card and to work with teachers to improve their child's learning.

There are other effective ways in which parents can support students' learning: attending parent-teacher interviews, participating in parent workshops and school council activities (including becoming a school council member), and encouraging students to complete their assignments at home are just a few examples.

The social studies, history, and geography curriculum has the potential to stimulate interest in lifelong learning not only for students but also for their parents and all those with an interest in education. In addition to supporting regular school activities, parents may wish to encourage their sons and daughters to take an active interest in current events and issues, and provide them with opportunities to question and reflect on what is happening in the world.

Parents can also provide valuable support for their children's learning by taking an interest in their out-of-school activities. This might include encouraging their children to participate in activities that develop responsible citizenship, such as reading to a younger child, running errands for a senior citizen, helping a local volunteer organization, or participating in an environmental clean-up program in their neighbourhood.

***Teachers***

Teachers and students have complementary responsibilities. Teachers are responsible for developing appropriate instructional strategies and methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing different student needs and ensuring sound learning opportunities for every student.

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop skills of inquiry and communication and acquire map, globe, and graphic representation skills while discovering and learning fundamental concepts. The activities offered should enable students to relate and apply these concepts to the societal, environmental, and economic conditions and concerns of the world in which they live. Opportunities to relate knowledge and skills to these wider contexts will motivate students to learn in a meaningful way and to become lifelong learners.

***Principals***

The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. To support student learning, principals ensure that the Ontario curriculum is being properly implemented in all classrooms using a variety of instructional approaches, and that appropriate resources are made available for teachers and students. To enhance teaching and student learning in all subjects, including social studies, history, and geography, principals promote learning teams and work with teachers to facilitate teacher participation in professional development activities. Principals are responsible for ensuring that each exceptional student is receiving appropriate modifications and/or accommodations, as described in his or her Individual Education Plan (IEP).



# The Program in Social Studies, History, and Geography

## Curriculum Expectations

*The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2004* identifies the expectations for each grade and describes the knowledge and skills that students are expected to acquire, demonstrate, and apply in their class work and investigations, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations are listed for each grade in each strand, or broad area of the curriculum, in social studies for Grades 1 to 6, and for each topic in history and geography for Grades 7 and 8:

- The *overall expectations* describe in general terms the knowledge and skills that students are expected to achieve and apply by the end of each grade.
- The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are grouped under subheadings that reflect particular aspects of the required knowledge and skills and that may serve as a guide for teachers as they plan learning activities for their students. The subheadings for social studies, history, and geography are: *Knowledge and Understanding*; *Inquiry/Research and Communication Skills*; and *Application*. An additional subheading, *Map, Globe, and Graphic Skills*, is included in the Canada and World Connections strand for Grades 1 to 6 and in geography for Grades 7 and 8. This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups. The subheadings are used merely to help teachers focus on particular aspects of knowledge and skills as they develop and present various lessons and learning activities for their students.

Teachers will examine both overall and specific expectations in their ongoing assessment of student learning so that they can plan appropriate teaching and learning experiences.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list. For example, in Canada and World Connections: Grade 2 – Features of Communities Around the World, there is a specific expectation that students will:

- identify similarities and differences (e.g., in food, clothing, homes, recreation, land use, transportation, language) between their community and a community in another part of the world.

Teachers do not have to cover the full list of examples but might select two or three areas of focus from that list, or might choose areas of focus that are not included in the list.

## **Subject Areas and Strands in the Curriculum**

### ***Social Studies, Grades 1 to 6***

The expectations for social studies for Grades 1 to 6 are organized into two strands:

- Heritage and Citizenship
- Canada and World Connections

The topics treated in each strand for Grades 1 to 6 are listed below.

#### **Heritage and Citizenship**

Grade 1: Relationships, Rules, and Responsibilities

Grade 2: Traditions and Celebrations

Grade 3: Early Settlements in Upper Canada

Grade 4: Medieval Times

Grade 5: Early Civilizations

Grade 6: First Nation Peoples and European Explorers

#### **Canada and World Connections**

Grade 1: The Local Community

Grade 2: Features of Communities Around the World

Grade 3: Urban and Rural Communities

Grade 4: Canada's Provinces, Territories, and Regions

Grade 5: Aspects of Citizenship and Government in Canada

Grade 6: Canada's Links to the World

### ***History and Geography, Grades 7 and 8***

The expectations in the program for Grades 7 and 8 history and geography are organized into three topics for each grade in both subjects. The topics for Grades 7 and 8 are listed below.

#### **History**

Grade 7: New France

British North America

Conflict and Change

Grade 8: Confederation

The Development of Western Canada

Canada: A Changing Society

#### **Geography**

Grade 7: The Themes of Geographic Inquiry

Patterns in Physical Geography

Natural Resources

Grade 8: Patterns in Human Geography

Economic Systems

Migration

# Assessment and Evaluation of Student Achievement

## Basic Considerations

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each subject in each grade. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario elementary schools, the value assigned will be in the form of a letter grade for Grades 1 to 6 and a percentage grade for Grades 7 and 8.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart on pages 12–13;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction (English or French);
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the year.

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. A student's achievement of the overall expectations, as represented by his or her achievement of related specific expectations, must be evaluated. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

The characteristics given in the achievement chart (see pages 12–13) for level 3, which is the “provincial standard” for the grade, identify a high level of achievement of the overall expectations. Parents of students achieving at level 3 in a particular grade can be confident that their children will be prepared for work at the next grade.

Level 1 identifies achievement that falls much below the provincial standard, while still reflecting a passing grade. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular grade. It indicates that the student has achieved all or almost all of the expectations for that grade, and that he or she demonstrates the ability to use the knowledge and skills specified for that grade in more sophisticated ways than a student achieving at level 3.

The Ministry of Education provides teachers with materials that will assist them in improving their assessment methods and strategies and, hence, their assessment of student achievement. These materials include samples of student work (exemplars) that illustrate achievement at each of the four levels.

### **The Achievement Chart for Social Studies, History, and Geography**

The achievement chart that follows identifies four categories of knowledge and skills in social studies, history, and geography. The achievement chart is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

The achievement chart is designed to:

- provide a framework that encompasses all curriculum expectations for all grades and subjects represented in this document;
- guide the development of assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- assist teachers in providing meaningful feedback to students;
- provide various categories and criteria with which to assess and evaluate student learning.

**Categories of knowledge and skills.** The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given grade are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are described as follows:

*Knowledge and Understanding.* Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding).

*Thinking.* The use of critical and creative thinking skills and/or processes, as follows:

- planning skills (e.g., focusing research, gathering information, organizing an inquiry)
- processing skills (e.g., analysing, evaluating, synthesizing)
- critical/creative thinking processes (e.g., inquiry, problem solving, decision making, research)

*Communication.* The conveying of meaning through various forms, as follows:

- oral (e.g., story, role play, song, debate)
- written (e.g., report, letter, diary)
- visual (e.g., model, map, chart, movement, video, computer graphics)

*Application.* The use of knowledge and skills to make connections within and between various contexts.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

**Criteria.** Within each category in the achievement chart, criteria are provided, which are subsets of the knowledge and skills that define each category. For example, in Knowledge and Understanding, the criteria are “knowledge of content (e.g., facts, terms, definitions)” and “understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)”. The criteria identify the aspects of student performance that are assessed and/or evaluated, and serve as guides to what to look for.

**Descriptors.** A “descriptor” indicates the characteristic of the student’s performance, with respect to a particular criterion, on which assessment or evaluation is focused. In the achievement chart, *effectiveness* is the descriptor used for each criterion in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion. For example, in the Thinking category, assessment of effectiveness might focus on the degree of relevance or depth apparent in an analysis; in the Communication category, on clarity of expression or logical organization of information and ideas; or in the Application category, on appropriateness or breadth in the making of connections. Similarly, in the Knowledge and Understanding category, assessment of knowledge might focus on accuracy, and assessment of understanding might focus on the depth of an explanation. Descriptors help teachers to focus their assessment and evaluation on specific knowledge and skills for each category and criterion, and help students to better understand exactly what is being assessed and evaluated.

**Qualifiers.** A specific “qualifier” is used to define each of the four levels of achievement – that is, *limited* for level 1, *some* for level 2, *considerable* for level 3, and *a high degree* or *thorough* for level 4. A qualifier is used along with a descriptor to produce a description of performance at a particular level. For example, the description of a student’s performance at level 3 with respect to the first criterion in the Thinking category would be: “the student uses planning skills with *considerable* effectiveness”.

## Achievement Chart for Social Studies, History, and Geography

| Category   | Level 1  | Level 2   | Level 3   | Level 4   |
|--|--|---|---|---|
| <b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i> |  |   |   |   |
| <b>The student:</b>  |  |   |   |   |
| Knowledge of content (e.g., facts, terms, definitions)   | – demonstrates limited knowledge of content                                | – demonstrates some knowledge of content                                | – demonstrates considerable knowledge of content                                | – demonstrates thorough knowledge of content  |
| Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)  | – demonstrates limited understanding of content                            | – demonstrates some understanding of content                            | – demonstrates considerable understanding of content                            | – demonstrates thorough understanding of content                                    |
| <b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>   |  |   |   |   |
| <b>The student:</b>  |  |   |   |   |
| Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals)  | – uses planning skills with limited effectiveness                          | – uses planning skills with some effectiveness                          | – uses planning skills with considerable effectiveness                          | – uses planning skills with a high degree of effectiveness                          |
| Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias)  | – uses processing skills with limited effectiveness                        | – uses processing skills with some effectiveness                        | – uses processing skills with considerable effectiveness                        | – uses processing skills with a high degree of effectiveness                        |
| Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process)                                      | – uses critical/creative thinking processes with limited effectiveness     | – uses critical/creative thinking processes with some effectiveness     | – uses critical/creative thinking processes with considerable effectiveness     | – uses critical/creative thinking processes with a high degree of effectiveness     |
| <b>Communication</b> <i>The conveying of meaning through various forms</i>   |  |   |   |   |
| <b>The student:</b>  |  |   |   |   |
| Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms                                       | – expresses and organizes ideas and information with limited effectiveness | – expresses and organizes ideas and information with some effectiveness | – expresses and organizes ideas and information with considerable effectiveness | – expresses and organizes ideas and information with a high degree of effectiveness |

| Category  | Level 1  | Level 2   | Level 3   | Level 4   |
|---|--|---|---|---|
| <b>Communication (cont.)</b>  |  |   |   |   |
| <b>The student:</b>   |  |   |   |   |
| Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms                      | – communicates for different audiences and purposes with limited effectiveness               | – communicates for different audiences and purposes with some effectiveness               | – communicates for different audiences and purposes with considerable effectiveness               | – communicates for different audiences and purposes with a high degree of effectiveness               |
| Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms               | – uses conventions, vocabulary, and terminology of the discipline with limited effectiveness | – uses conventions, vocabulary, and terminology of the discipline with some effectiveness | – uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness | – uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness |
| <b>Application</b> <i>The use of knowledge and skills to make connections within and between various contexts</i>   |  |   |   |   |
| <b>The student:</b>   |  |   |   |   |
| Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts   | – applies knowledge and skills in familiar contexts with limited effectiveness               | – applies knowledge and skills in familiar contexts with some effectiveness               | – applies knowledge and skills in familiar contexts with considerable effectiveness               | – applies knowledge and skills in familiar contexts with a high degree of effectiveness               |
| Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts  | – transfers knowledge and skills to new contexts with limited effectiveness                  | – transfers knowledge and skills to new contexts with some effectiveness                  | – transfers knowledge and skills to new contexts with considerable effectiveness                  | – transfers knowledge and skills to new contexts with a high degree of effectiveness                  |
| Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary) | – makes connections within and between various contexts with limited effectiveness           | – makes connections within and between various contexts with some effectiveness           | – makes connections within and between various contexts with considerable effectiveness           | – makes connections within and between various contexts with a high degree of effectiveness           |

# Some Considerations for Program Planning in Social Studies, History, and Geography

In planning social studies, history, and geography programs, teachers must ensure that students acquire the fundamental knowledge and skills that will enable them to carry out increasingly complex investigations.

## Teaching Approaches

Teachers must provide grade- and age-appropriate activities and assignments that encourage mastery of basic concepts and development of inquiry/research skills. To make their programs interesting and relevant, they must relate the knowledge and skills gained to wider issues and problems – for example, to the challenges associated with sustainable development, or the advantages and disadvantages of various economic associations, or present-day trends in employment and the workplace. It is essential to emphasize the relationship of social studies, history, and geography to the world outside the school so that students recognize that these areas of study are not just school subjects but fields of knowledge that affect their lives, their communities, and the world.

Students' attitudes towards social studies, history, and geography can have a significant effect on their achievement of expectations. Teaching methods and learning activities that encourage students to recognize the value and relevance of what they are learning will go a long way towards motivating students to work and learn effectively.

In all grades, consideration should be given to including guest speakers, as well as visits to local museums, archaeological digs, geographic features (e.g., land formations, rivers), art galleries, and festivals. Students develop a better understanding of various aspects of social studies, history, and geography when they can see and experience realistic depictions, actual historical artefacts, and examples of the geographic features they are studying. Such experiences also give them a better appreciation of the unique features and people in the community in which they live.

## Cross-Curricular and Integrated Learning

The development of skills and knowledge in social studies, history, and geography is often enhanced by learning in other subject areas. Teachers should ensure that all students have ample opportunities to explore a subject from multiple perspectives by emphasizing cross-curricular learning and integrated learning, as follows:

- a) In cross-curricular learning, students are provided with opportunities to learn and use related content and/or skills in two or more subjects. For example, teachers could use social studies vocabulary and reading material in their language lessons, and incorporate instruction in how to read non-fiction materials into their social studies, history, and geography lessons. While studying the arts, students could create a tableau or a song that makes use of subject matter from social studies, history, or geography (e.g., an event from the past). Similarly, students could use what they have learned in data management in mathematics to make a graph of data collected in a social studies activity.
- b) In integrated learning, students are provided with opportunities to work towards *meeting expectations from two or more subjects* within a single unit, lesson, or activity. By linking



expectations from different subject areas, teachers can provide students with multiple opportunities to reinforce and demonstrate their knowledge and skills in a range of settings. Also, some of the expectations found in the “Inquiry/Research and Communication Skills” and the “Application” sections of each strand encourage the making of connections among several subject areas. For example, in the study of physical patterns in Grade 7, students could be given the opportunity to relate the study of the development of ecosystems (science) to the study of landforms and patterns of climate and vegetation (geography). Similarly, analyses of population data (geography) could be used to make predictions (mathematics), and students could be asked to communicate their findings in an oral presentation or written report (language).

### **Study of Current Events**

The study of current events forms an integral component of the social studies, history, and geography curriculum, enhancing both the relevance and the immediacy of the program. Discussion of current events not only stimulates student interest and curiosity, but helps students to make the connections between what they are learning in class and past and present-day world events or situations. The study of current events needs to be thought of not as a separate topic removed from the program but as an integral extension of the expectations found in the curriculum.

### **Planning Social Studies, History, and Geography Programs for Exceptional Students**

In planning social studies, history, and geography programs for exceptional students, teachers should begin by examining both the curriculum expectations for the appropriate subject and grade level and the needs of the individual student to determine which of the following options is appropriate for the student:

- no accommodations\* or modifications; or
- accommodations only; or
- modified expectations, with the possibility of accommodations

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). For a detailed discussion of the ministry’s requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as IEP Standards, 2000). More detailed information about planning programs for exceptional students can be found in Part E of *Special Education: A Guide for Educators, 2001*. (Both documents are available at <http://www.edu.gov.on.ca>.)

#### ***Students Requiring Accommodations Only***

With the aid of accommodations alone, some exceptional students are able to participate in the regular grade-level curriculum and to demonstrate learning independently. (Accommodations do not alter the provincial curriculum expectations for the grade level.) The accommodations required to facilitate the student’s learning must be identified in his or her IEP (see IEP Standards, 2000, page 11). A student’s IEP is likely to reflect the same accommodations for many, or all, subject areas.

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\* “Accommodations” refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment.

There are three types of accommodations. *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting. *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 14 of IEP Standards, 2000, for more examples).

If a student requires “accommodations only” in social studies, history, and geography, assessment and evaluation of his or her achievement will be based on the appropriate grade-level curriculum expectations and the achievement levels outlined in this document.

### ***Students Requiring Modified Expectations***

Some exceptional students will require modified expectations, which differ from the regular grade-level expectations. In social studies, history, and geography, modified expectations will be based on the regular grade-level curriculum, with changes in the number and/or complexity of the expectations.

Modified expectations must indicate the knowledge and/or skills the student is expected to demonstrate and have assessed in each reporting period (IEP Standards, 2000, pages 10 and 11). Modified expectations must represent specific, realistic, observable, and measurable achievements and must describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations. In some cases, a student’s modified program in a particular subject may comprise only a small subset of the regular grade expectations; in these cases, all of the expectations must be recorded in the student’s IEP. When a student is expected to achieve most of the subject expectations as they appear in the curriculum policy document, along with some modified expectations, this fact must be stated in the IEP and the modifications must be noted. The student’s learning expectations must be reviewed in relation to the student’s progress at least once every reporting period, and must be updated as necessary (IEP Standards, 2000, page 11).

If a student requires modified expectations in social studies, history, and geography, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. On the Provincial Report Card, the IEP box must be checked for any subject in which the student requires modified expectations, and the appropriate statement from the *Guide to the Provincial Report Card, Grades 1–8, 1998* (page 8) must be inserted. The teacher’s comments should include relevant information on the student’s demonstrated learning of the modified expectations, as well as next steps for the student’s learning in the subject.

### **English As a Second Language and English Literacy Development (ESL/ELD)**

Responsibility for students’ language development is shared by the classroom teacher, the ESL/ELD teacher (where available), and school staff. Volunteers and peers may also be helpful in supporting ESL/ELD students in the social studies, history, and geography classroom. All teachers need to incorporate appropriate ESL/ELD approaches and strategies into the regular instructional program and should find ways to use and adapt resource materials for ESL/ELD students.

*The Ontario Curriculum, Grades 1–8: English As a Second Language and English Literacy Development – A Resource Guide, 2001* (available at <http://www.edu.gov.on.ca>) provides a

number of strategies that teachers can use to help ESL/ELD students succeed in social studies, history, and geography. These strategies include:

- adapting programs to allow students in the early stages of learning English and/or at early stages of development in English literacy to succeed. Adaptations include:
  - using alternative teaching and learning strategies;
  - modifying subject expectations if students are unable to meet expectations for the grade owing to their stage of development in English;
- highlighting key ideas and giving clear instructions;
- making frequent use of a variety of concrete and visual supports.

See the *ESL/ELD Resource Guide* for detailed information about modifying expectations for ESL/ELD students and about assessing, evaluating, and reporting on student achievement.

### **Antidiscrimination Education in Social Studies, History, and Geography**

The social studies, history, and geography curriculum is designed to help students acquire the “habits of mind” essential in a complex democratic society characterized by rapid technological, economic, political, and social change. Students are expected to demonstrate an understanding of the rights, privileges, and responsibilities of citizenship, as well as willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community and respect and responsibility towards the environment.

In social studies, history, and geography, students learn about the past and present contributions of a variety of people to the development of Canada and the world. The critical thinking and research skills taught in social studies, history, and geography will strengthen students’ ability to recognize bias and stereotypes in contemporary as well as historical portrayals, viewpoints, representations, and images. The learning activities used to teach the curriculum should be inclusive in nature, and should reflect diverse points of view and experiences to enable students to become more sensitive to the experiences and perceptions of others. Students also learn that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are essential components of responsible citizenship.

### **Literacy, Numeracy, and Inquiry/Research Skills**

The language of social studies, history, and geography includes special terms that are recognized as belonging to these fields. The study of these subjects will thus encourage students to use language with greater care and precision and enhance their ability to communicate effectively. Many of the activities and tasks students undertake in the social studies, history, and geography curriculum involve the use of written, oral, and visual communication skills. For example, students use language to record their observations, to describe their inquiries in both informal and formal contexts, and to present their findings in oral presentations and written reports. Care has been taken to ensure that expectations involving communication skills are consistent with the expectations in language for the grade.

The social studies, history, and geography curriculum also builds on and reinforces certain aspects of the mathematics curriculum. For example, clear, concise communication may involve the use of various diagrams, charts, maps, tables, and graphs to organize, interpret, and present information. Care has been taken to ensure that expectations involving graphing and other mathematics-related knowledge and skills are consistent with the expectations in mathematics for the grade.

In all grades in social studies, history, and geography, students will develop their ability to ask questions and to plan investigations to answer those questions. They need to learn a variety of research methods in order to carry out their investigations, and to know which methods to use in a particular inquiry. Students need to learn how to locate relevant information from a variety of sources, such as books, newspapers, field studies and interviews, climate maps, aerial photographs and satellite images, diagrams and charts, and electronic sources (e.g., videos, CD-ROMs, the Internet). As they advance through the grades, students will be expected to use these sources with increasing sophistication. They will also be expected to distinguish between primary and secondary sources, to determine their validity and relevance, and to use them in appropriate ways.

### **The Role of Technology in Social Studies, History, and Geography**

Information and communications technology (ICT) provides a range of tools with a unique capacity to extend and enrich teachers' instructional strategies and students' learning in social studies, history, and geography. Information and communications technology can be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Computer programs can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. The technology also makes it possible to use simulations – in geography, for instance – when field studies on a particular topic are not feasible.

Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computers, CD-ROM technology, and/or Internet websites to gain access to museums and archives in Canada and around the world. Students can also use digital cameras and projectors to design, script, and present the results of their research to their classmates.

Teachers will also find the various ICT tools useful in their teaching practice, both for whole class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

### **Guidance and Social Studies, History, and Geography**

The guidance and career education program should be aligned with the social studies, history, and geography curriculum. Teachers need to ensure that the classroom learning across all grades and subjects provides ample opportunity for students to learn how to work independently (e.g., complete homework independently), cooperate with others, resolve conflicts, participate in class, solve problems, and set goals to improve their work.

The social studies, history, and geography program can also offer opportunities for a variety of career exploration activities, including visits from guest speakers, contacts with career mentors, involvement in simulation programs (e.g., Junior Achievement programs), and attendance at career conferences.

### **Health and Safety in Social Studies, History, and Geography**

Although health and safety issues are not usually associated with social studies, history, and geography, they may be important when the learning involves fieldwork. Out-of-school fieldwork can provide an exciting and authentic dimension to students' learning experiences. Teachers must preview and plan these activities carefully to protect students' health and safety.

Part 1

# Social Studies

Grades 1 to 6



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# Heritage and Citizenship

In this strand, students are introduced to various topics that will help them develop an understanding of connections between the past and the present, of interactions between various cultural groups in Canada, and of the rights and responsibilities of citizens. Students will begin their studies with familiar things, such as rules and responsibilities at home and at school, and traditions and celebrations within their community. They will then study early settlements in Upper Canada, aspects of medieval society and early civilizations, and First Nation peoples and European explorers. In studying these topics, they will examine some significant developments that occurred throughout the ages, particularly in exploration, technology, and methods of government, and will investigate their influence on the development of Canada and on life in the present day. In all grades, students will do research.

The study of the various topics in Grades 1 to 6 prepares students for the study of history in Grades 7 and 8.

The topics covered in this strand are:

Grade 1: Relationships, Rules, and Responsibilities

Grade 2: Traditions and Celebrations

Grade 3: Early Settlements in Upper Canada

Grade 4: Medieval Times

Grade 5: Early Civilizations

Grade 6: First Nation Peoples and European Explorers

# Heritage and Citizenship: Grade 1 – Relationships, Rules, and Responsibilities

## Overview

Students identify the relationships, rules, and responsibilities in their home, school, and community in order to understand the basis of citizenship. They draw conclusions about why rules and responsibilities are important in the relationships of their daily lives. Students also explain how and why relationships, rules, and responsibilities may change over time, and in different places.

## Overall Expectations

By the end of Grade 1, students will:

- identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities;
- use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community;
- explain how and why relationships, rules, and responsibilities may change over time, and in different places.

## Specific Expectations

### *Knowledge and Understanding*

By the end of Grade 1, students will:

- state in simple terms what “relationships”, “rules”, and “responsibilities” are;
- explain why rules and responsibilities have been established (e.g., for protection and safety, for fair division of work);
- identify important relationships in their lives (e.g., with family members, friends, pets, teachers) and name some responsibilities that are part of these relationships;
- describe significant people and places in their lives (e.g., parents, sports figures; bedroom, park, playground, community centre) and the rules associated with them;
- identify significant events in their lives (e.g., their first day of school, a trip) and the rules associated with them;
- describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly (e.g., by sharing, being courteous, cooperating, not littering).

### *Inquiry/Research and Communication Skills*

By the end of Grade 1, students will:

- brainstorm and ask simple questions (e.g., How? Why?) to gain information about relationships, rules, and responsibilities;
- use primary and secondary sources to locate information about relationships, rules, and responsibilities in their home, school, and community (e.g., *primary sources*: interviews, eyewitness visitors, class trips; *secondary sources*: maps, illustrations, print materials, technology);
- use illustrations, key words, and simple sentences (e.g., chart, picture book, cartoon) to sort, classify, and record information about relationships, rules, and responsibilities;
- construct and read concrete, pictorial, and simple maps, graphs, charts, diagrams, and timelines to clarify and present information about relationships, rules, and responsibilities in their daily lives (e.g., timeline of a school day, class graph of students’ responsibilities at home);

- use appropriate vocabulary (e.g., *change, rights, responsibilities, roles, respecting rules, cooperating, being courteous*) to communicate the results of inquiries and observations about relationships, rules, and responsibilities.
- identify an area of concern (e.g., littering, sharing, conflicts), and suggest changes in rules or responsibilities to provide possible solutions;
- order a sequence of events to demonstrate how relationships, rules, or responsibilities change over time (e.g., throughout the day, throughout the school year), and in different places.

**Application**

By the end of Grade 1, students will:

- explain how events and actions (e.g., a ban on popular toys at school, birth of a sibling) can cause rules and responsibilities to change, and describe what some new rules and responsibilities might be;



## Heritage and Citizenship: Grade 2 – Traditions and Celebrations

### Overview

Students examine the wide variety of cultures and traditions that coexist in Canada. Students investigate family histories and traditions and report on how these histories and traditions contribute to and enrich Canadian society. Students relate their investigations to examples from their own local community.

### Overall Expectations

By the end of Grade 2, students will:

- demonstrate an understanding that Canada is a country of many cultures;
- use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions and celebrations;
- explain how the various cultures of individuals and groups contribute to the local community.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 2, students will:

- demonstrate an understanding that communities may be made up of people from many cultures;
- outline traditions of various cultures that are passed down from earlier generations (e.g., celebrations, names);
- identify ways in which heritage and traditions are passed on (e.g., stories; community celebrations; special days such as Remembrance Day, Canada Day, Aboriginal Solidarity Day, and religious holidays; the Canadian flag; music, crafts, dance, food, recreation, clothing);
- identify the origins and features of various families (e.g., nationality, culture, size, structure);
- explain the significant traditions and celebrations of families from a variety of cultural traditions.

#### *Inquiry/Research and Communication Skills*

By the end of Grade 2, students will:

- ask simple questions to gain information and seek clarification (e.g., What are the similarities and differences in celebrations among cultures? How are they the same? How are they different?);
- use primary and secondary sources to locate simple information about family history and traditions (e.g., *primary sources*: interviews, eyewitness visitors, class trips; *secondary sources*: maps, illustrations, print materials, videos);
- use illustrations, key words, and simple sentences (e.g., timeline of major family events, simple family tree) to sort, classify, and record basic information about family history and traditions;
- make and read a variety of graphs, charts, diagrams, maps, and models to understand information about cultural or religious traditions and share it with members of the class (e.g., Festivals of Lights, First Nation powwows, toys from various cultures);

- use appropriate vocabulary (e.g., *culture*, *celebrations*, *heritage*, *traditions*) to communicate the results of inquiries and observations about family traditions and celebrations.

***Application***

By the end of Grade 2, students will:

- identify examples that show the participation of various cultures in the community (e.g., restaurants, places of worship, styles of dress);
- identify community celebrations that reflect their own heritage and/or their Canadian identity (e.g., Remembrance Day, Canada Day, Victoria Day, Aboriginal Solidarity Day, Chinese New Year).

## Heritage and Citizenship: Grade 3 – Early Settlements in Upper Canada

### Overview

Students investigate and describe the communities of early settlers and First Nation peoples in Upper Canada around 1800. They research interactions between new settlers and existing communities of First Nation peoples and French settlers and identify factors that helped to shape the development of the various communities. Students also compare communities of the past with those of the present.

### Overall Expectations

By the end of Grade 3, students will:

- describe the communities of early settlers and First Nation peoples in Upper Canada around 1800;
- use a variety of resources and tools to gather, process, and communicate information about interactions between new settlers and existing communities, including First Nation peoples, and the impact of factors such as heritage, natural resources, and climate on the development of early settler communities;
- compare aspects of life in early settler communities and present-day communities.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 3, students will:

- identify the countries of origin of the people who settled in Upper Canada around 1800 (e.g., United States, United Kingdom, France, Germany);
- identify the areas of early settlement in Upper Canada (e.g., English/Niagara; Francophone/Penetanguishene; African-American/Chatham; Mennonite/Kitchener; Mohawk/Brantford);
- identify the First Nation peoples in Upper Canada around 1800 (i.e., Ojibway, Iroquois Confederacy), say where they lived, and describe their lifestyles;
- identify factors that helped shape the development of early settlements (e.g., lakes and rivers for trade and transportation; origins of early settlers; climate; natural resources);
- explain how the early settlers valued, used, and looked after natural resources (e.g., water, forests, land);
- describe what early settlers learned from First Nation peoples that helped them adapt to their new environment (e.g., knowledge about medicine, food, farming, transportation);
- describe the major components of an early settlement (e.g., grist mill, church, school, general store, blacksmith's shop);
- describe the various roles of male and female settlers (e.g., farm worker, minister, teacher, merchant, blacksmith, homemaker).

#### *Inquiry/Research and Communication Skills*

By the end of Grade 3, students will:

- ask questions to gain information and explore alternatives (e.g., concerning relationships between community and environment);

- use primary and secondary sources to locate key information about early settler communities (e.g., *primary sources*: diaries or journals, local museums, early settlers' houses, forts, villages; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMs);
- collect information and draw conclusions about human and environmental interactions during the early settlement period (e.g., settlers storing food for long winters, using plants for medicinal purposes, using waterways for transportation);
- make and read a wide variety of graphs, charts, diagrams, maps, and models to understand and share their findings about early settlements in Upper Canada (e.g., a research organizer showing trades and tools; illustrations of period clothing; maps of settlements, including First Nation communities);
- use media works, oral presentations, written notes and descriptions, and drawings to communicate research findings (e.g., a model of an early settler home, a diorama of a First Nation settlement, a poster encouraging immigration to Upper Canada);
- use appropriate vocabulary (e.g., *pioneer, settlers, grist mill, settlement, general store, blacksmith, First Nation peoples*) to describe their inquiries and observations.

### **Application**

By the end of Grade 3, students will:

- compare and contrast aspects of daily life for early settler and/or First Nation children in Upper Canada and children in present-day Ontario (e.g., food, education, work and play);
- compare and contrast aspects of life in early settler and/or First Nation communities in Upper Canada and in their own community today (e.g., services, jobs, schools, stores, use and management of natural resources);
- compare and contrast buildings/dwellings in early settler and/or First Nation communities in Upper Canada with buildings and dwellings in present-day Ontario;
- compare and contrast tools and technologies used by early settlers and/or First Nation peoples with present-day tools and technologies (e.g., quill/word processor; sickle/combine harvester; methods of processing lumber, grain, and other products);
- re-create some social activities or celebrations of early settler and/or First Nation communities in Upper Canada.

## Heritage and Citizenship: Grade 4 – Medieval Times

### Overview

Students discover the major features of daily life in medieval European societies. Students investigate the major events and influences of the era and determine how they shaped medieval society. Students apply their understandings to compare communities in medieval times with their own communities today.

### Overall Expectations

By the end of Grade 4, students will:

- identify and describe major features of daily life and social organization in medieval European societies from about 500 to 1500 C.E. (Common Era);
- use a variety of resources and tools to investigate the major events and influences of the era and determine how they shaped medieval society;
- relate significant elements of medieval societies to comparable aspects of contemporary Canadian communities.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 4, students will:

- describe the hierarchical structure of medieval society and the types of people in it (e.g., peasants, officials, scholars, clergy, merchants, artisans, royalty, nobles), and explain how and why different groups cooperated or came into conflict at different times (e.g., to promote trade, to wage war, to introduce the Magna Carta);
- describe aspects of daily life for men, women, and children in medieval societies (e.g., food, housing, clothing, health, religion, recreation, festivals, crafts, justice, roles);
- describe characteristics of castles and aspects of castle life (e.g., design and building methods; community structure – lord, knights, squires, men-at-arms, workers; sports and entertainment; heraldry; justice; conflict and defence);
- outline the reasons for and some of the effects of medieval Europe’s expanding contact with other parts of the world (e.g., the Crusades; Muslim influence on arts, architecture, and the sciences; the explorations of Marco Polo, the opening of the Silk Road, and the trade in luxury goods; the Black Death; Italian control of the Mediterranean; development of the printing press);
- describe some of the ways in which religions shaped medieval society (e.g., Catholicism, Judaism, Islam; *events and practices*: pilgrimages, tithing, confession, festivals; *occupations*: clergy, caliph, nuns, monks; *buildings*: cathedrals, mosques, monasteries, temples, synagogues; influences on the arts; the building of libraries);
- describe medieval agricultural methods and innovations (e.g., common pasture, three-field rotation, fertilizers, the padded horse collar, the wheeled plough, mills), and explain why the innovations were important;
- outline important ways in which medieval society changed over time (e.g., growth of towns, specialization of labour, changes in transportation methods, changes to law and justice), and give reasons for the changes.

***Inquiry/Research and Communication Skills***

By the end of Grade 4, students will:

- formulate questions to guide research (e.g., What impact did Islamic culture have on European medieval societies? Why did castles have moats? Which medieval trade guilds have comparable apprenticeship programs today? What valuable items did Marco Polo bring back from Asia?);
- use primary and secondary sources to locate information about medieval civilizations (e.g., *primary sources*: artefacts, field trips; *secondary sources*: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);
- use graphic organizers to summarize information (e.g., pyramid showing social hierarchies, circle chart showing system of crop rotation, timeline showing dates of innovations and events, T-chart showing comparison of peasants' and lords' lifestyles);
- draw and label maps or create models to illustrate features of medieval landscapes (e.g., a village, a castle or palace, a mosque with a minaret);
- read and interpret maps relevant to the period (e.g., showing trade routes, locations of castles, layout of a town or city);
- use media works, oral presentations, written notes and descriptions, and drawings to communicate information about life in medieval society (e.g., the roles of men, women, and children; the problems of sanitation and health in towns and cities);

- use appropriate vocabulary (e.g., *peasant, page, clergy, squire, caliph, imam, merchant, trade guild, chivalry, manor, monastery, mosque, pilgrimage, Islam, Christianity, Judaism, Magna Carta, Crusades*) to describe their inquiries and observations.

***Application***

By the end of Grade 4, students will:

- compare aspects of life in a medieval community and their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government);
- make connections between social or environmental concerns of medieval times and similar concerns today (e.g., pollution, the spread of disease, crime, warfare, poverty, religious intolerance);
- use artistic expression to re-create or respond to imaginative works from medieval times (e.g., illustrate a coat of arms; dramatize a story about the Knights of the Round Table; listen and respond to medieval ballads and poems; create a storyboard for a tale from *The Thousand and One Nights*).

## Heritage and Citizenship: Grade 5 – Early Civilizations

### Overview

Students investigate the influence of the natural environment on the development of various early civilizations around the world. They examine changes in the ways human needs were met as a result of technological advances. Students investigate the significant innovations of early civilizations and assess their continuing relevance to modern society.

### Overall Expectations

By the end of Grade 5, students will:

- identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;
- use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;
- show how innovations made by various early civilizations have influenced the modern world.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 5, students will:

- identify major early civilizations (e.g., Mediterranean, African, Asian, North/Central/South American) and locate them on a world map;
- describe the physical features and climate of two or more regions where early civilizations developed (e.g., the flood plains of the Tigris and Euphrates Rivers, the Nile River Valley, the inland delta of the upper Niger River, the mountainous islands of Greece, the fertile plains of China, the rain forest of the Amazon, the deserts of the United States);
- explain how two or more early civilizations shaped and used the environment to meet their physical needs for food, homes, clothing, and health (e.g., use of irrigation in agriculture in Egypt, planting of olive groves and orchards in Greece, use of bamboo for homes in China, pottery making in Mesopotamia, growing of maize by Mayans, use of cedar trees by Haida people);
- compare how two or more early civilizations were governed (e.g., pharaohs in Egypt; early democracy in Greece; emperors in China; republican government in Rome; nobles, priests, and military in Aztec society; chiefdoms in the Indus Valley; city states on the Swahili Coast; clan mothers and chiefs in the Iroquois Confederacy);
- outline how social needs were met in two or more early civilizations (e.g., family roles, recreation, sports, arts, entertainment, sanitation, education, written language);
- identify important values and beliefs in two or more early civilizations and describe how they affected daily life (e.g., world views, including religious beliefs and practices; government; social structure; family structure and roles);
- identify some scientific and technological advances made by two or more early civilizations (e.g., written language, calendar, time-keeping methods, invention of the wheel, medicine, sculpture, irrigation, building methods, architecture, embalming, aqueducts, metalwork);

- identify and compare the distinguishing features of two or more early civilizations (e.g., class structure, location, governance, beliefs, arts).

### ***Inquiry/Research and Communication Skills***

By the end of Grade 5, students will:

- formulate questions to develop a research focus (e.g., What farming methods were used by the Aztecs? How did trade between early African civilizations contribute to mutual prosperity? How did social organization differ among various North American First Nation peoples?);
- use primary and secondary sources to locate information about early civilizations (e.g., *primary sources*: artefacts, field trips; *secondary sources*: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);
- use graphic organizers and graphs to sort information and make connections (e.g., Venn diagrams comparing governments, subject webs illustrating physical needs, year-round calendar to show agricultural cycles, bar graph for temperature data);
- compare maps of early civilizations with modern maps of the same area;
- use knowledge of map-making techniques and conventions to map sites of early civilizations (e.g., grids and direction symbols to show locations; colour and shading to show elevations/physical features);

- use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about early communities;
- use appropriate vocabulary (e.g., *culture, myth, legend, civilization, technology, democracy*) to describe their inquiries and observations.

### ***Application***

By the end of Grade 5, students will:

- make connections between some elements of modern life and similar elements from early civilizations (e.g., the Olympic ideal, democracy, money as a medium of exchange, citizenship, philosophy, mythology, trade, social structures, legal systems, theatre, architecture);
- compare and respond to myths and legends from two or more early civilizations;
- report on the relevance to modern society of selected scientific and technological discoveries made by early civilizations (e.g., written language, astronomy, irrigation, mathematics, navigational instruments, medicine, architecture, the mining and smelting of metals).



## Heritage and Citizenship: Grade 6 – First Nation Peoples and European Explorers

### Overview

Students learn about the main characteristics of North American First Nation cultures, including the close relationship of the First Nation peoples with the natural environment. They investigate the motivating factors for early European exploration and the prevailing attitudes of the explorers. They also examine the positive and negative effects of interactions between European and First Nation peoples, from first Viking contact to the time of permanent European settlement in the early seventeenth century.

### Overall Expectations

By the end of Grade 6, students will:

- describe characteristics of pre-contact First Nation cultures across Canada, including their close relationships with the natural environment; the motivations and attitudes of the European explorers; and the effects of contact on both the receiving and the incoming groups;
- use a variety of resources and tools to investigate different historical points of view about the positive and negative effects of early contact between First Nation peoples and European explorers;
- analyse examples of interaction between First Nation peoples and European explorers to identify and report on the effects of cooperation and the reasons for disagreements between the two groups.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 6, students will:

- examine various theories about the origins of First Nation and Inuit peoples in North America (e.g., that they crossed the Bering land bridge, had always been indigenous to North America, travelled by water from South America);
- describe the attitude to the environment of various First Nation groups (e.g., Nisga’a, Mi’kmaq, James Bay Cree) and show how it affected their practices in daily life (e.g., with respect to food, shelter, clothes, transportation);
- compare key social and cultural characteristics of Algonquian and Iroquoian groups (e.g., language; agriculture and hunting; governance; matriarchal and patriarchal societies; arts; storytelling; trade; recreation; roles of men, women, and children);
- identify the Viking, French, and English explorers who first came to and explored Canada, and explain the reasons for their journeys (e.g., the early-fifteenth-century blockade of overland trade routes and the resulting search for new routes to the Far East; the fishing industry; the fur trade; the search for gold; population growth in Europe leading to the search for new areas for settlement);
- identify technological developments and cultural factors that assisted and promoted the exploration of North America (e.g., caravel ships, improved navigational instruments, the quest for new lands);
- describe the expansion of European influence through the founding of the first trading posts (e.g., Île Ste Croix, Port Royal, Québec, Mont Royal, Fort William) and

- explain how the fur trade served the interests of both the Europeans and the First Nation peoples;
- identify the results of contact for both the Europeans and the First Nation peoples (e.g., sharing of beliefs, knowledge, and skills; intermarriage; trading alliances and conflicts; impact of European diseases on First Nation peoples; impact of fur trade on natural resources such as beaver populations).
- Inquiry/Research and Communication Skills***  
By the end of Grade 6, students will:
- formulate questions with a statement of purpose to develop research plans (e.g., Why did Cartier kidnap Donnacona and his sons? What was the role of First Nation women in the fur trade?);
  - select relevant resources and identify their point of view (e.g., recognize the historical context of Cartier’s logbook; recognize bias in Champlain’s drawing and descriptions of Mohawk villages);
  - identify and explain differing opinions about the positive and negative effects of early contact between European and First Nation peoples (e.g., growth of First Nation peoples’ dependency on trade goods; impact of the fur trade on the economy and environment; effect of attempts to convert the Huron Nation to Christianity);
  - use and construct a variety of graphic organizers to clarify and interpret information (e.g., cause-and-effect diagrams linking the environment and First Nation cultures, mind maps to connect the results of early contact, diagrams and captions to illustrate technological advances that allowed exploration);
- read, interpret, and compare historical and modern maps of an area to determine accuracy (e.g., Champlain’s maps versus present-day maps of North America; a map based on Magellan’s journey versus modern projections of the world);
  - build models or draw and label various forms of maps, using cartographic symbols and a legend (e.g., model of a Mohawk village, maps of explorers’ routes, maps of waterways used for the fur trade);
  - observing bibliographic conventions, use media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs to communicate the results of inquiries about the effects of early contact between First Nation peoples and early European explorers (e.g., the causes of the disappearance of the Neutral Nation, the influence of French fashion on the expansion of the fur trade);
  - use appropriate vocabulary (e.g., *Métis*, *clan*, *council*, *Anishinabek*, *consensus*, *social*, *Haudenosaunee*, *political*, *archaeological*, *caravel*, *astrolabe*, *bias*, *epidemic*, *alliance*, *monopoly*) to describe their inquiries and observations.
- Application***  
By the end of Grade 6, students will:
- explain how cooperation between First Nation groups and early European explorers benefited both groups (e.g., Europeans gained medical knowledge, survival skills, and geographic knowledge from First Nation peoples; First Nation peoples acquired products of European technology such as cooking pots, metal tools, blankets, and clothing; military alliances helped both groups against a common enemy);

- explain how differences between First Nation peoples and early European explorers led to conflicts between the two groups (e.g., lack of common language, differing world views and spiritual beliefs, introduction of European diseases, differing views about property ownership);
- express their personal viewpoints, based on historical evidence, about the outcomes of early contact between First Nation peoples and early European explorers (e.g., report on the origins and challenges of the Métis Nation; use a storyboard to show the events leading to the establishment and destruction of Ste-Marie-Among-the-Hurons; present the results of an Internet search on a specific Hudson's Bay Company or North West Company trading post);
- identify some present-day issues concerning First Nation peoples that relate to results of early contact (e.g., the effect of new technologies on First Nation cultures; land claims);
- identify achievements and contributions of Aboriginal people in present-day Canada (e.g., James Bartleman, Jordin Tootoo, Douglas Cardinal, Susan Aglukark).

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# Canada and World Connections

This strand focuses on Canada and its relationships with the rest of the world. Students begin their studies with the familiar (i.e., their local community) and gradually move on to study other communities, the provinces, territories, and regions of Canada, and the connections Canada has with other countries around the world. Students are also introduced in this strand to the study of government.

The study of the topics in Grades 1 to 6 prepares students for the study of geography in Grades 7 and 8.

The topics covered in this strand are:

Grade 1: The Local Community

Grade 2: Features of Communities Around the World

Grade 3: Urban and Rural Communities

Grade 4: Canada's Provinces, Territories, and Regions

Grade 5: Aspects of Citizenship and Government in Canada

Grade 6: Canada's Links to the World

# Canada and World Connections: Grade 1 – The Local Community

## Overview

Students investigate the physical features and community facilities in their local area. Using basic techniques of inquiry and mapping, they investigate how people live and interact within their community. As they learn more about these interactions, students begin to recognize the role that community plays in meeting human needs.

## Overall Expectations

By the end of Grade 1, students will:

- recognize that communities consist of various physical features and community facilities that meet human needs;
- use a variety of resources and tools to gather, process, and communicate information about the distinguishing physical features and community facilities in their area;
- describe how people in the community interact with each other and the physical environment to meet human needs.

## Specific Expectations

### *Knowledge and Understanding*

By the end of Grade 1, students will:

- identify the physical and social needs of residents in an area (e.g., for food, water, shelter, safety, recreation, social interaction);
- identify the distinguishing physical features of their community (e.g., buildings, roads, rivers, lakes);
- list the occupations of some people in the community (e.g., storekeeper, hair stylist, mail carrier, farmer, teacher, police officer, firefighter, doctor, nurse, salesperson);
- identify the places in which people work and describe the technologies, tools, and vehicles they use;
- list the different ways in which people travel around the community (e.g., by bus, car, bicycle; on foot).

### *Inquiry/Research and Communication Skills*

By the end of Grade 1, students will:

- brainstorm and ask simple questions (e.g., Who? What? When? Where?) to gain information about their local community;

- use pictures, maps, print materials, media sources, and/or class trips to locate information about their local community, including safe places in the community (e.g., school, police station, homes of block parents and neighbours);
- use illustrations, key words, and simple sentences (e.g., graphic organizer, cooperative big book) to sort, classify, and record information about their local community;
- use appropriate vocabulary (e.g., *location, map, symbol, distance, title, legend, direction*) to communicate the results of inquiries and observations about their local community.

### *Map, Globe, and Graphic Skills\**

By the end of Grade 1, students will:

- make models and read maps of familiar areas in their local community;
- use non-standard units to measure distance on a map (e.g., paces, tiles, blocks);

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\* The knowledge and skills described under this subheading are essential to students' achievement of expectations listed under the other three subheadings.

- demonstrate an understanding of scale (e.g., give the reasons for using small objects to represent large ones on a map);
- use their own symbols on a map to identify buildings and places in their local community (e.g., house, barn, school, fire station, police station, community centre, road, shopping area);
- recognize that different colours represent different things on a map (e.g., blue/water, green/land);
- use appropriate words (e.g., *left/right*, *up/down*, *front/back*, *near/far*, *above/below*) to describe relative locations of places and objects.

**Application**

By the end of Grade 1, students will:

- identify and describe routes within the school (e.g., fire route, exit route), using familiar symbols and landmarks (e.g., washroom, drinking fountain, offices);
- construct a model of their local community to show how people’s physical and social needs are served within the area (e.g., locations of fire station, small or large retail buildings, recreational facilities, school, library; transportation routes);
- list a variety of occupations in the community and explain how they meet people’s needs.

# Canada and World Connections: Grade 2 – Features of Communities Around the World

## Overview

Students develop their awareness of physical and human geography by examining contemporary global communities. They use map, globe, and research skills to compare the cultural and physical features of a variety of communities. Students explore how the environment influences people's lives, and begin to recognize that the lifestyles of people in other countries may be both similar to and different from their own.

## Overall Expectations

By the end of Grade 2, students will:

- demonstrate an understanding that the world is made up of countries, continents, and regions and that people's lifestyles may differ from country to country;
- use a variety of resources and tools to gather, process, and communicate geographic information about the countries studied;
- explain how the environment affects people's lives and the ways in which their needs are met.

## Specific Expectations

### *Knowledge and Understanding*

By the end of Grade 2, students will:

- recognize that the world is made up of countries, continents, and regions, including Canada in the continent of North America;
- demonstrate an understanding of the relationship between location and climate (e.g., warmer climates occur near the equator);
- describe some similarities and differences in the ways communities around the world meet their needs (e.g., with respect to food, clothing, shelter, recreation);
- identify similarities and differences (e.g., in food, clothing, homes, recreation, land use, transportation, language) between their community and a community in another part of the world.

### *Inquiry/Research and Communication Skills*

By the end of Grade 2, students will:

- ask questions and use factual texts (e.g., illustrated dictionaries and encyclopedias) to obtain information about communities around the world;

- interpret data and draw simple conclusions (e.g., establish connections between climate and clothing, or among artefacts, games, and celebrations);
- sort and classify information using more than one criterion (e.g., how environment affects the ways needs are met);
- use appropriate vocabulary (e.g., *globe, model, distance, sphere, hemisphere, culture, countries, equator, North Pole, South Pole*) to communicate the results of inquiries and observations about communities around the world.

### *Map, Globe, and Graphic Skills\**

By the end of Grade 2, students will:

- recognize and use pictorial symbols (e.g., for homes, roads), colour (e.g., blue line/river), legends, and cardinal directions (i.e., N, S, E, W) on maps of Canada and other countries;
- identify the earth as a sphere and half the earth as a hemisphere;

\* The knowledge and skills described under this subheading are essential to students' achievement of expectations listed under the other three subheadings.

- demonstrate an understanding that the globe is a model of the earth;
- find the equator and the poles on a map and/or globe;
- locate on a globe or map their local community in Ontario; Canada; and the various countries and continents studied;
- construct and read a variety of graphs, charts, diagrams, maps, and models to clarify and display information (e.g., make graphs to compare the homes in various world communities).

***Application***

By the end of Grade 2, students will:

- present information about children around the world (e.g., country of origin, language, food, clothing, homes, games);
- compare how people living in different climates (e.g., near the poles and near the equator) meet their needs for food, shelter, clothing, and recreation.



# Canada and World Connections: Grade 3 – Urban and Rural Communities

## Overview

Students describe similarities and differences between urban and rural communities. They investigate geographic and environmental factors that influence the development of different communities. They also examine how communities interact with each other and the environment to meet human needs.

## Overall Expectations

By the end of Grade 3, students will:

- identify and compare distinguishing features of urban and rural communities;
- use a variety of resources and tools to gather, process, and communicate geographic information about urban and rural communities;
- explain how communities interact with each other and the environment to meet human needs.

## Specific Expectations

### *Knowledge and Understanding*

By the end of Grade 3, students will:

- identify geographic and environmental factors that explain the location of various urban and rural communities, with examples from Ontario (e.g., Sudbury/mining, Ottawa/government, Hamilton/industry, Bradford/farming);
  - compare land use (e.g., housing, recreation, stores, industry) and access to natural resources (e.g., water, trees) in urban and rural communities;
  - compare transportation in urban and rural communities;
  - compare population density and diversity in urban and rural communities;
  - compare buildings and structures in urban and rural communities.
- use primary and secondary sources to locate key information about urban and rural communities (e.g., *primary sources*: surveys, interviews, fieldwork; *secondary sources*: charts, graphs, maps, models, CD-ROMs);
  - sort and classify information about communities to identify issues and solve problems;
  - construct and read graphs, charts, diagrams, maps, and models to clarify and display information about urban and rural communities (e.g., to provide a profile of a community and its environment);
  - use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about urban and rural communities (e.g., comparisons of various community features);
  - use appropriate vocabulary (e.g., *urban, rural, residential, industrial, commercial, natural resources, multicultural, environment, population*) to communicate the results of inquiries and observations about urban and rural communities.

### *Inquiry/Research and Communication Skills*

By the end of Grade 3, students will:

- ask questions to gain information about urban and rural communities (e.g., How do changes in the environment affect life in a community? Why is mining the major industry in Sudbury? How does population growth affect life in an urban or rural setting?);

***Map, Globe, and Graphic Skills\****

By the end of Grade 3, students will:

- make and use maps of urban and rural communities containing the necessary map elements of title, scale, symbols and legend, and cardinal directions;
- consult map legends when looking for selected features (e.g., H – hospital);
- recognize a range of features that may be represented by different colours on maps (e.g., pink to represent residential areas, brown to represent relief features);
- use familiar units of scale (e.g., centimetre, metre, kilometre) to measure distance on maps of urban and rural communities.

***Application***

By the end of Grade 3, students will:

- describe ways in which they and their families use the natural environment (e.g., playing in the park, growing food, drawing on nature for water and energy);
- compare the characteristics of their community to those of a different community (e.g., with respect to population density, services, recreation, modes of travel to isolated northern and First Nation communities);
- describe ways in which people interact with other communities (e.g., urban dwellers may travel to rural areas for recreational purposes; rural dwellers may make use of urban services such as hospitals).

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\* The knowledge and skills described under this subheading are essential to students' achievement of expectations listed under the other three subheadings.

# Canada and World Connections: Grade 4 – Canada’s Provinces, Territories, and Regions

## Overview

Students investigate and describe the physical and political divisions of Canada. They determine how physical characteristics influence the economy and culture of Ontario and the other provinces and territories, and use maps, graphics, and print materials to present information about their findings. They also identify and describe economic and cultural relationships that connect communities throughout the country.

## Overall Expectations

By the end of Grade 4, students will:

- name and locate the various physical regions, provinces, and territories of Canada and identify the chief natural resources of each;
- use a variety of resources and tools to determine the influence of physical factors on the economies and cultures of Ontario and the other provinces and territories;
- identify, analyse, and describe economic and cultural relationships that link communities and regions within Ontario and across Canada.

## Specific Expectations

### *Knowledge and Understanding*

By the end of Grade 4, students will:

- explain the concept of a region (i.e., an area that is similar throughout its extent and different from the places around it);
- identify the physical regions of Ontario and describe their characteristics (e.g., Canadian Shield, Great Lakes–St. Lawrence lowlands, Hudson Bay lowlands);
- explain how the St. Lawrence River and the Great Lakes systems shape or influence the human activity of their surrounding area (e.g., with respect to transportation, industry, recreation, commercial fishing);
- identify Ontario’s major natural resources and their uses and management (e.g., water, for hydroelectricity and recreation);
- identify and describe types of communities in each physical region of Ontario (e.g., tourist, manufacturing, and agricultural communities in the St. Lawrence lowlands; First Nation communities in the Hudson Bay lowlands; forestry and mining communities in the Canadian Shield region);
- describe a variety of exchanges that occur among the communities and regions of Ontario (e.g., fruit from the Niagara Peninsula, nickel from Sudbury, vehicles from Oshawa, wild rice from Kenora, cranberries from Wahta First Nation) and among the provinces and territories (e.g., potatoes from Prince Edward Island, fish from British Columbia, grain from Saskatchewan, Inuit artwork from Nunavut);
- identify Canada’s provinces and territories and its main physical regions (e.g., Canadian Shield, Appalachians, Hudson Bay lowlands, Arctic lowlands, Great Lakes–St. Lawrence lowlands, interior plains, cordilleras);
- describe and compare the environments of the physical regions of Canada (e.g., with respect to landforms and waterways);
- identify the natural resources necessary to create Canadian products, and the provinces and territories from which they originate (e.g., trees/furniture/Ontario);

- relate the physical environment to economic and cultural activities in the various provinces and territories (e.g., mountains/skiing/British Columbia; the Grand Banks/fishing/Newfoundland and Labrador; beaches/tourism/Prince Edward Island; temperate climate and fertile soil/orchards/southern Ontario).

#### ***Inquiry/Research and Communication Skills***

By the end of Grade 4, students will:

- formulate questions to guide research and clarify information on study topics (e.g., What are the effects of physical features on land use? How are goods transported from one province or territory to another?);
- use primary and secondary sources to locate information about natural resources and their uses (e.g., *primary sources*: interviews, classroom visitors, class trips; *secondary sources*: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);
- use graphic organizers and graphs to sort information, clarify issues, solve problems, and make decisions (e.g., use a pro-and-con chart to identify the effects of clear-cutting on a forest community; use a decision-making chart to consider the alternatives to and consequences of constructing dams on a river system; create a bar graph to show average temperature by province);
- use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs to identify and communicate key information about the regions, provinces, and territories;
- use appropriate vocabulary (e.g., *regions, Canadian Shield, Great Lakes lowlands, St. Lawrence lowlands, Hudson Bay lowlands, interior plains, Arctic lowlands, cordilleras, physical features, boundaries, province, capital, territory, natural resources, grid*) to describe their inquiries and observations.

#### ***Map, Globe, and Graphic Skills\****

By the end of Grade 4, students will:

- locate on a map community boundaries and adjacent communities (e.g., towns, counties) within a region;
- locate on a map of Ontario and label the Great Lakes and other major bodies of water and waterways (e.g., Hudson Bay, James Bay, the Ottawa River);
- use a variety of sources (e.g., atlases, relief maps, globes, aerial and satellite photographs) to locate and label the physical regions of Canada on a map;
- use cardinal and intermediate directions, pictorial and non-pictorial symbols (e.g., dots to represent entire cities), scale, and colour to locate and display geographic information on various maps;
- use number and letter grids to locate places on base maps and road maps, and in atlases;
- create and use a variety of thematic maps of Canada's physical features (e.g., landforms, climate, natural resources);
- construct maps of transportation routes between local communities within a region (e.g., rail, road, water, air);
- construct maps of the provinces and territories, showing major roadways, railways, and cities, including capital cities;
- prepare various forms of maps, using symbols and legends, to display places, transportation routes, and political boundaries (e.g., international, national, provincial) in Canada.

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\* The knowledge and skills described under this subheading are essential to students' achievement of expectations listed under the other three subheadings.

**Application**

By the end of Grade 4, students will:

- identify relationships, in a variety of fields, that link Ontario and the other provinces and territories (e.g., in art, literature, music, dance, technology, heritage, tourism, sports);
- compare two or more regions (e.g., the Arctic and the Prairies), with respect to their physical environments and exchanges of goods and services;
- identify and describe a cause-and-effect relationship between the environment and the economy in a province or territory (e.g., overfishing on the Grand Banks; changes to landscape resulting from open-pit mining or clear-cut logging);
- describe how technology (e.g., in communications, transportation) affects the lives of people in an isolated community in Canada (e.g., the impact of snowmobiles on hunting in the Arctic; the effects of satellite television and the Internet on schoolchildren; the effect of air transport on the availability of products).

## Canada and World Connections: Grade 5 – Aspects of Citizenship and Government in Canada

### Overview

Students examine the structure and function of the three levels of government in Canada and how they relate to one another. Students use research skills and critical thinking skills to extend their understanding of the rights of groups and individuals and the responsibilities of citizenship in Canada. Students also identify ways in which government and the responsibilities of citizenship directly affect their own lives.

### Overall Expectations

By the end of Grade 5, students will:

- summarize the structures, functions, and interactions of Canada’s federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures;
- use a variety of resources and tools to gather and analyse information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process;
- identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and the responsibilities of citizenship apply to their own lives.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 5, students will:

- describe the structure and components of Canada’s federal, provincial/territorial, and municipal governments;
- describe the rights of groups and individuals and the responsibilities of citizenship in Canada, including participation in the electoral process and the granting of voting rights to various groups (e.g., women, First Nation peoples);
- identify responsibilities that accompany particular rights (e.g., the right to vote / the responsibility to become informed; the right of freedom of speech / the responsibility to respect the free speech rights of others; the right to freedom from discrimination and harassment / the responsibility to treat people with fairness and respect);
- explain the processes of electing governments in Canada;
- identify services provided by the federal, provincial/territorial, and municipal governments (e.g., defence, health, education, social assistance, garbage collection);
- describe the basic rights that are specified in the Canadian Charter of Rights and Freedoms;
- describe the process by which immigrants become Canadian citizens (e.g., applying; residing in Canada for three years; learning English or French; preparing for and writing the test; participating in the citizenship ceremony);
- identify current and historical political figures and their significance (e.g., provincial/territorial, municipal, and federal leaders; members of provincial legislatures and the federal Parliament; members of municipal council);

- explain the significance of civic buildings and symbols (e.g., the federal Parliament Buildings, the Peace Tower, the Speaker’s Mace, the national anthem, Queen’s Park, flags and coats of arms, local public buildings and memorials);
- describe some civic ceremonies and celebrations, and explain what they mean or commemorate (e.g., citizenship and reaffirmation ceremonies, the changing of the guard, the opening of Parliament, public events for International Day for the Elimination of Racism, Aboriginal Solidarity Day, Canada Day celebrations, Remembrance Day services).

#### ***Inquiry/Research and Communication Skills***

By the end of Grade 5, students will:

- formulate questions to develop a research focus (e.g., What are the duties of a member of Parliament? What are the responsibilities of the members of the Supreme Court of Canada? Why is the Chief Electoral Officer not allowed to vote? How can citizens have an influence on government decision making?);
- use primary and secondary sources to locate information about the structure and functions of government (e.g., *primary sources*: interviews, classroom visitors, field trips; *secondary sources*: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);
- use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs to explain how the different levels of government share responsibility for providing selected services (e.g., in the areas of taxation, health care, roads, environmental protection, sports, arts and culture, recreation);

- use graphic organizers and graphs to sort, classify, and connect information (e.g., charts of services provided by three levels of government; a flow chart of how tax dollars are collected and used);
- use media works, oral presentations, written notes and descriptions, drawings, and tables to present information about processes or sequences of events (e.g., the immigrant journey towards Canadian citizenship; the process of law making; the process of becoming a member of Parliament);
- use appropriate vocabulary (e.g., *government, local, municipal, provincial, federal, democracy, citizenship, legislature, constituency, prime minister, premier, mayor, governor general, monarchy, lieutenant-governor, cabinet, opposition, election, majority, minority, electors, riding, county, civil servant, right, responsibility*) to describe their inquiries and observations.

#### ***Map, Globe, and Graphic Skills\****

By the end of Grade 5, students will:

- construct and read a variety of maps, graphs, diagrams, and/or models to display and interpret information for specific purposes (e.g., maps showing local electoral ridings, major municipalities of Canada, time zones that determine the closing of electoral polls; bar graphs showing party standings after each election; a diagram of the House of Commons).

#### ***Application***

By the end of Grade 5, students will:

- research and report on concrete examples of how the three levels of government work together to meet challenges or perform tasks (e.g., in responding to crises, in organizing Olympics or World Fairs/Expositions);

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\* The knowledge and skills described under this subheading are essential to students’ achievement of expectations listed under the other three subheadings.

- identify the relevance to their own lives of individual and group rights (e.g., language rights, equality rights);
- model activities and processes of responsible citizenship (e.g., re-enact or model a citizenship ceremony; engage in democratic class meetings; hold a mock election; create a series of diary entries that a new Canadian might have written throughout the immigration and citizenship process; plan and participate in a heritage-day event).



## Canada and World Connections: Grade 6 – Canada’s Links to the World

### Overview

Students identify and describe Canada’s economic, political, social, and physical links with the United States and other regions of the world. They use a variety of inquiry methods and research tools to investigate the importance of international connections for Canada’s well-being and influence in the world. Students identify current international issues that concern Canada, and describe Canada’s response to them.

### Overall Expectations

By the end of Grade 6, students will:

- identify and describe Canada’s economic, political, social, and physical links with the United States and other regions of the world;
- use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada’s links with the United States and other areas of the world;
- explain the relevance to Canada of current global issues and influences.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 6, students will:

- identify some countries with which Canada has links (e.g., in Europe, the Pacific Rim, the Americas, Asia, the Middle East, Africa);
- describe some of the connections Canada shares with the rest of the world (e.g., trade, history, geography, tourism, economic assistance, immigration, indigenous peoples, peacekeeping, media, culture);
- identify products that Canada imports and exports (e.g., *imports*: fruit, vegetables, chemicals, motor vehicles; *exports*: newsprint, grain, machinery, timber, telecommunications, natural gas);
- identify the countries to which Canada exports goods (e.g., the United States, Japan, the United Kingdom, China, Germany);
- identify the countries from which Canada imports goods (e.g., the United States, Japan, the United Kingdom, Germany, other European countries, Taiwan, South Korea, Mexico);
- identify some important international organizations/agreements in which Canada participates and describe their purpose (e.g., the United Nations, the World Trade Organization, the North American Free Trade Agreement, the World Health Organization, the North Atlantic Treaty Organization, the Commonwealth of Nations, la Francophonie, the Asia-Pacific Economic Cooperation [APEC] association);
- identify Canada’s connections with the United States through the media, trade, immigration, culture, technology, tourism, history, and geography (e.g., television programs, trade in vehicles, historical roots, common geographic features, shared waterways, common environmental initiatives);

- describe distinguishing characteristics of the United States (e.g., climate, physical features, political system, economic activities, international influence, celebrations);
- describe distinguishing characteristics of a country in another region with which Canada has links (e.g., climate, physical features, political system, economic activities, international influence, celebrations).

### ***Inquiry/Research and Communication Skills***

By the end of Grade 6, students will:

- formulate questions to develop research plans with a statement of purpose (e.g., How has Canada achieved its reputation as a leading peacekeeping country? How does tourism benefit Canadians? What are some current issues arising from Canadian/U.S. trade relations? Why does the U.S. government recognize Jay’s Treaty but the Canadian government does not? Why do some Canadian companies choose to manufacture goods outside of North America?);
- use a variety of primary and secondary sources to locate and process relevant information about Canada’s links with the world (e.g., *primary sources*: statistics, field trips, interviews, original documents; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- analyse, classify, and interpret information about the United States and at least one other country from another region of the world;
- use and construct a variety of graphic organizers and graphs to sort, classify, connect, and interpret information (e.g., tables to show countries and total trade; double bar graphs to compare imports to exports; circle graphs to show how tourist dollars are spent);

- observing bibliographic conventions, use media works, oral presentations, written descriptions, illustrations, tables, charts, maps, and graphs to communicate main ideas, with supporting evidence, about the various regions of the United States and about one other country from another region of the world;
- use appropriate vocabulary (e.g., *technology, culture, immigration, tourism, physical features, indigenous peoples, export, import, parallels, meridians, Pacific Rim, economics, media*) to describe their inquiries and observations.

### ***Map, Globe, and Graphic Skills\****

By the end of Grade 6, students will:

- use base maps and a variety of information sources to sketch the relative position of places (e.g., location of trading partners, popular tourist areas of the United States and Canada);
- create maps using shading/colour to show details of the physical characteristics of regions (e.g., resources, agriculture, climate, elevation);
- use information about time zones to identify time differences among regions of the world;
- use special-purpose maps (e.g., contour maps, climatic maps, physical-features maps) to find specific geographic information;
- use latitude and longitude coordinates to locate some major cities and countries of the world;
- compare various map projections of the world (e.g., Mercator, Peters, Mollweide, Atlantic-centred and Pacific-centred), and analyse their differences to determine the particular bias of each.

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\* The knowledge and skills described under this subheading are essential to students’ achievement of expectations listed under the other three subheadings.

**Application**

By the end of Grade 6, students will:

- use an appropriate presentation format to show how the contributions of an outstanding Canadian are recognized in the global community as well as in Canada (e.g., in dance, sports, music, literature, art, science, technology);
- describe some ways in which Canada has influenced other countries (e.g., through the arts, technology, sports, literature, media, telecommunications, satellites);
- describe some influences of other countries on contemporary Canadian society and the lifestyles of Canadians (e.g., technologies, diseases, heritage celebrations, foods, sports, entertainment);
- describe Canada’s participation in international efforts to address current global issues (e.g., peacekeeping, environmental initiatives, world health initiatives, disaster relief, regulation of child labour, human rights violations, acceptance of refugees).



Part 2

# History and Geography

Grades 7 and 8



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# History

In Grade 7, the study of history focuses on the development of Canada from the seventeenth to the early nineteenth century. Students investigate the contributions of significant groups and individuals and develop an understanding of Canada's European roots. They study the early settlements of North America and their impact on the First Nation peoples and on English-French relations. They examine the economic, social, and political challenges facing New France and British North America, as well as the course of conflict and change in the two colonies that culminated in the rebellions of 1837–38. Emphasis is placed on the development of critical thinking skills, including the ability to examine issues from more than one point of view.

In Grade 8, students develop an understanding of events in Canada from the 1850s to 1914 and the events leading up to the beginning of the First World War. They investigate the formation of the Canadian nation and its subsequent expansion. They also examine some of the individuals, groups, and movements promoting political and social change in the early twentieth century.

The topics for Grades 7 and 8 are as follows:

Grade 7: New France

British North America

Conflict and Change

Grade 8: Confederation

The Development of Western Canada

Canada: A Changing Society

Study of these topics lays the foundation for the compulsory secondary school course in Canadian history.

## History: Grade 7 – New France

### Overview

Students examine the roots and culture of the French communities in North America during the seventeenth and eighteenth centuries. They determine what changes resulted from the interaction among First Nation peoples and French and English settlers during this time period. Students examine historical developments from diverse and sometimes conflicting points of view, in order to develop skills of historical analysis and the ability to think critically about information and issues.

### Overall Expectations

By the end of Grade 7, students will:

- outline the reasons why settlers came to New France; identify the social, political, religious, and economic factors that shaped the colony; and describe how settlers and fur traders interacted with the First Nation peoples;
- use a variety of resources and tools to gather, process, and communicate information about how settlers in New France met the physical, social, and economic challenges of the new land;
- identify and explain similarities and differences in the goals and interests of various groups in New France, including French settlers, First Nation peoples, and both French and English fur traders.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 7, students will:

- explain why people came to live in New France (e.g., for land, for military reasons, for the fur trade, for religious reasons) and describe the impact of European immigration on First Nation settlements;
- identify key characteristics of economic, political, and social life in New France (e.g., the seigneurial system; the roles of governor, bishop, and intendant);
- identify and explain examples of conflict and cooperation between the French and First Nation peoples (e.g., with respect to the fur trade, religion and culture, military alliances/conflicts), and between the French and English fur traders (e.g., competition between the North West Company and the Hudson's Bay Company);

- outline the background and causes of key events of the period (e.g., the expulsion of the Acadians, the Seven Years' War, the Battle of the Plains of Abraham) and describe their effects.

#### *Inquiry/Research and Communication Skills*

By the end of Grade 7, students will:

- formulate questions to aid in gathering and clarifying information (e.g., How did the Catholic Church influence the life of First Nation peoples and French settlers in New France?);
- use a variety of primary and secondary sources to locate relevant information about how early settlers met the challenges of the new land (e.g., *primary sources*: artefacts, journals, letters, statistics, field trips, interviews, period documents and maps; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);

- analyse, synthesize, and evaluate historical information from different points of view (e.g., First Nation peoples' ideas about spirituality and Jesuit ideas about religion);
- analyse and describe conflicting points of view about a historical event (e.g., the expulsion of the Acadians), giving examples of fact and opinion;
- construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., create a diagram illustrating the structure of the government in New France);
- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create a chart illustrating the organization of the seigneurie);
- use appropriate vocabulary (e.g., *seigneurial system*, *rivalry*, *expulsion*, *Acadian*) to describe their inquiries and observations.

**Application**

By the end of Grade 7, students will:

- compare and contrast past and present attitudes to the fur industry (e.g., ideas about trapping, fashion);
- compare the attractions and drawbacks for French Canadians in choosing life on a farm versus life in the church or in the woods (e.g., as an *habitant*, a Jesuit priest, an Ursuline nun, a *coureur de bois*, a *fille du roi*).



## History: Grade 7 – British North America

### Overview

Students examine where and why colonists settled in British North America after the fall of New France, focusing on the American Revolution as a catalyst for the migration of the Loyalists, the Iroquois, and others. They also examine the causes, events, and results of the War of 1812, including its influence on Canadian-American relations. Students use inquiry/research and communication skills to explore how personalities and events shaped the new British colonies.

### Overall Expectations

By the end of Grade 7, students will:

- explain the origins of English settlement in British North America after the fall of New France, describe the migration and settlement experiences of the various groups of settlers, and outline the causes, events, and results of the War of 1812;
- use a variety of resources and tools to gather, process, and communicate information about the beginnings and development of the new British colonies;
- identify some themes and personalities from the period, and explain their relevance to contemporary Canada.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 7, students will:

- explain the historical impact of key events on the settlement of British North America (e.g., the Treaty of Paris, the Quebec Act, the American Revolution);
- describe the different groups of people (e.g., Black Loyalists, slaves, indentured servants, Iroquois allied nations, Maritime Loyalists) who took part in the Loyalists' migration and identify their areas of settlement;
- outline the reasons for the early settlement of English Canada (e.g., as an outcome of the American Revolution);
- explain key characteristics of life in English Canada from a variety of perspectives (e.g., family life, economic and social life, the growth and development of early institutions, transportation, relationships with First Nation peoples and French settlers);

- describe the major causes and personalities of the War of 1812;
- describe the impact of the War of 1812 on the development of Canada (e.g., defence-related construction, as in Fort Henry and the Rideau Canal; the movement of the capital to Bytown [Ottawa]; the emergence of national pride; the building of roads such as Kingston Road and Yonge Street; the shipping industry in the Maritimes);
- identify the achievements and contributions of significant people (e.g., Sir John Graves Simcoe, Lady Elizabeth Simcoe, Joseph Brant/Thayendanegea).

#### *Inquiry/Research and Communication Skills*

By the end of Grade 7, students will:

- formulate questions to facilitate research on specific topics (e.g., Why were the Iroquois peoples allied with the British Crown? How were Indian reserves created in English Canada and French Canada and what were their impacts on First Nation peoples?);

- use a variety of primary and secondary sources to locate relevant information about how early settlers met the challenges of the new land (e.g., *primary sources*: artefacts, journals, letters, statistics, field trips, interviews, period documents and maps; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- analyse, synthesize, and evaluate historical information (e.g., debate the question: Who won the War of 1812?);
- describe and analyse conflicting points of view about a series of historical events (e.g., the Royal Proclamation of 1763, the Quebec Act of 1774, the Declaration of Independence of 1776, the Indian Act of 1876);
- construct and use a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., on a map of North America, trace the migration routes of the Loyalists and identify their areas of settlement);
- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., conduct a historical demonstration of immigrants coming to the Canadas);
- use appropriate vocabulary (e.g., *institutions, revolution, Loyalists, Patriots, Upper Canada, Lower Canada*) to describe their inquiries and observations.

### **Application**

By the end of Grade 7, students will:

- illustrate the historical development of their local community (e.g., its origins, key personalities, and the contributions of various cultural groups), using a variety of formats (e.g., a heritage display, posters, a drama skit or role play, a brochure, a Web page);
- prepare and present a biographical sketch of a historical person from the period 1759–1812 (e.g., Laura Secord, Isaac Brock, Tecumseh, Thomas Peters).

## History: Grade 7 – Conflict and Change

### Overview

Students examine the causes of the rebellions of 1837–38 in Upper and Lower Canada and describe the roles various men and women played in the conflict. Students use inquiry/research and communication skills to identify social, economic, political, and legal changes in the colonies between 1837 and 1850 and to analyse their importance. Students consider ideas about conflict and change, methods of creating change, and methods of conflict resolution in both historical and contemporary contexts.

### Overall Expectations

By the end of Grade 7, students will:

- describe the causes, personalities, and results of the rebellions of 1837–38 in Upper and Lower Canada in relation to themes of conflict and change;
- use a variety of resources and tools to gather, process, and communicate information about issues and conflicts in Upper and Lower Canada, and about the attempts to resolve them;
- compare methods of conflict resolution in both historical and contemporary situations.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 7, students will:

- identify types of conflict (e.g., war, rebellion, strike, protest), and describe strategies for conflict resolution;
- identify key issues and events of the rebellions of 1837–38 in Upper and Lower Canada (e.g., issues related to land, transportation, government; events such as Mackenzie’s march down Yonge Street);
- describe the role of key personalities (e.g., Mackenzie, Papineau, Bond Head) involved in the rebellions, and the methods they used to bring about change;
- explain the major social, economic, political, and legal changes that resulted from the rebellions and their impact on the Canadas (e.g., the Durham Report, the union of the Canadas, the Rebellion Losses Bill).
- use a variety of primary and secondary sources to locate relevant information about key personalities involved in the rebellions (e.g., *primary sources*: artefacts, journals, letters, statistics, field trips, period documents and maps; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- analyse, synthesize, and evaluate historical information (e.g., Papineau’s Ninety-two Resolutions);
- describe and analyse conflicting points of view about a series of historical events (e.g., Should rebels be given amnesty? Should women have a role in governing councils?);
- construct and use a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., label the transportation routes and location of skirmishes on a map of Upper and Lower Canada);

#### *Inquiry/Research and Communication Skills*

By the end of Grade 7, students will:

- formulate questions to guide research on issues and problems (e.g., Why is Mackenzie a hero to some Canadians and a traitor to others?);
- investigate and report on methods of conflict resolution employed in everyday life at home, at school, and in the community;

- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, and graphs (e.g., label the original political divisions on a map of Upper and Lower Canada);
- use appropriate vocabulary (e.g., *rebellion*, *moderate*, *radical*, *conflict*, *responsible government*, *Family Compact*, *Château Clique*, *Patriote*, *Fils de la Liberté*, *Doric Club*) to describe their inquiries and observations.

**Application**

By the end of Grade 7, students will:

- compare the impact of political unrest and change in the Maritimes and in Upper and Lower Canada in the 1820s and 1830s;
- compare and contrast historical conflict-resolution strategies with those used today to resolve disputes at home, at school, and in the community.

## History: Grade 8 – Confederation

### Overview

Students examine the major factors and significant events that led to the creation of the Dominion of Canada in 1867 and evaluate the natural and human challenges facing the advocates of union. They investigate regional interests and other factors that led to the growth of Canada, as other provinces and territories joined Confederation. They extend their understanding of national issues by comparing negotiations among regional interests at the time of Confederation with similar debates in Canada today.

### Overall Expectations

By the end of Grade 8, students will:

- describe the internal and external political factors, key personalities, significant events, and geographical realities that led to the creation of the Dominion of Canada in 1867, and to the growth of Canada as other provinces and territories joined Confederation;
- use a variety of resources and tools to gather, process, and communicate information about the needs and challenges that led to the formation and expansion of the Canadian federation;
- compare Canada as it was in 1867 to the Canada of today, including political, social, and other issues facing the country in both periods.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 8, students will:

- identify key social, political, economic, and physical characteristics of the British North American colonies between 1850 and 1860 (e.g., British, French, First Nation, and Black communities);
- identify external and internal factors and events leading to Confederation (e.g., political deadlock, intercolonial trade, reciprocity, Britain’s repeal of the Corn Laws, the Fenian raids, the U.S. doctrine of Manifest Destiny, transportation and defence issues);
- identify the roles of key individuals (e.g., Sir George-Étienne Cartier, Sir John A. Macdonald), the main events leading to the signing of the British North America Act (e.g., the Charlottetown, Quebec, and London Conferences; coalition government in the Canadas), and the reasons for the

exclusion of certain groups from the political process (e.g., First Nation peoples, women, the Chinese and Japanese).

#### *Inquiry/Research and Communication Skills*

By the end of Grade 8, students will:

- formulate questions to guide research on issues and problems (e.g., Why did Nova Scotia join Confederation in 1867 while Prince Edward Island did not? What qualities made Louis Riel a good leader?);
- use a variety of primary and secondary sources to locate relevant information about the regional interests of each colony/province before and after joining the Dominion of Canada (e.g., *primary sources*: artefacts, journals, letters, statistics, field trips, period documents and maps; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);

- describe and analyse conflicting points of view about a historical issue or personality (e.g., British versus Canadian points of view about trade and defence; Queen Victoria, Sir John A. Macdonald, Joseph Howe, Louis Riel);
- construct and use a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., a decision-making chart showing the advantages and disadvantages of joining Confederation for each colony);
- analyse, synthesize, and evaluate historical information (e.g., determine the changes in Canada’s boundaries in 1867, 1870, 1871, 1873, 1898, 1905, 1949, and 1999, using a series of maps);
- communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and descriptions, drawings, tables, charts, and graphs (e.g., create captions for political cartoons of the time);
- use appropriate vocabulary (e.g., *Confederation*, *conference*, *political deadlock*, *reciprocity*, *intercolonial trade*, *Corn Laws*, *Fenians*, *Manifest Destiny*) to describe their inquiries and observations.

**Application**

By the end of Grade 8, students will:

- illustrate the growth of Canada, using outline maps or other tools, identifying the physical regions of Canada, the colonies that joined Confederation, and their boundaries and dates of entry (e.g., 1867 – Ontario, Quebec, New Brunswick, Nova Scotia; 1870 – Manitoba, as a province, and Northwest Territories, as a territory; 1871 – British Columbia; 1873 – Prince Edward Island; 1898 – Yukon, as a territory; 1905 – Alberta, Saskatchewan; 1949 – Newfoundland; 1999 – Nunavut, as a territory);
- use sections 91 and 92 of the British North America Act to outline how and why responsibilities are divided between the federal and provincial governments and relate these divisions to some present-day disagreements between the two levels of government (e.g., federal responsibilities for First Nation peoples, health care, the environment, trade, telecommunications).

## History: Grade 8 – The Development of Western Canada

### Overview

Students explore how the new Dominion expanded with the settlement and development of the Canadian west. They examine a range of changes and conflicts, including railroad construction and issues of resource use, and investigate the roles and reactions of government, First Nation peoples, Métis, and new immigrants. They also explore how the history of the region has influenced Canadian culture.

### Overall Expectations

By the end of Grade 8, students will:

- outline the main factors contributing to the settlement and development of the Prairie provinces, British Columbia, and Yukon, and describe the effects of development on various groups of people in the region from a variety of perspectives;
- use a variety of resources and tools to gather, process, and communicate information about conflicts and changes that occurred during the development of western Canada;
- show how the history of the Canadian west has influenced both artistic/imaginative works and Canadian institutions.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 8, students will:

- describe the everyday life of various groups (e.g., First Nation peoples, Métis, Europeans) in western Canada in the late nineteenth century;
- explain the factors that led to the settlement of the Canadian west (e.g., federal government policy of opening up the prairies for European settlement, protective tariffs, railroad construction);
- analyse how treaties and the Indian Act of 1876 transformed the lifestyles of First Nation peoples in the Canadian west;
- describe the role of the Canadian Pacific Railway in furthering Canada’s expansion, and identify the key individuals (e.g., Donald Smith, William Van Horne) and groups (e.g., Chinese workers) whose efforts led to the railway’s completion;
- describe the causes and results of the Red River Rebellion of 1869-70 and the North-West Rebellion of 1885 and explain the role of key individuals and

groups (e.g., Louis Riel, Gabriel Dumont, the North-West Mounted Police, Thomas Scott, Big Bear, Poundmaker, General Wolseley, Catherine Schubert);

- explain the effects of post-Confederation immigration, new wheat strains, and the Klondike gold rush on the expansion of western Canada and British Columbia (e.g., the development of prairie towns, the entry of the Yukon Territory into Confederation, the growth of Dawson City).

#### *Inquiry/Research and Communication Skills*

By the end of Grade 8, students will:

- formulate questions to guide research on issues and problems (e.g., Why did Big Bear receive the treatment he did from Canada’s legal system?);
- use a variety of primary and secondary sources to locate relevant information about the building of the railway, the settling of the land, and social and cultural life in the developing west (e.g., *primary sources*: photographs of Chinese labourers

- and prairie sodbusters, the poetry of Robert W. Service; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- analyse, synthesize, and evaluate historical information (e.g., trends in immigration, the impact of Treaties 1 to 8);
  - describe and analyse conflicting points of view about a historical event (e.g., the Pacific Scandal, the hanging of Louis Riel, the imprisonment of Big Bear);
  - communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create diary entries depicting Louis Riel as a hero or a traitor);
  - use appropriate vocabulary (e.g., *treaties*, *Métis*, *Rupert's Land*, *provisional government*, *prospector*, *panning for gold*, *staking a claim*) to describe their inquiries and observations.

### **Application**

By the end of Grade 8, students will:

- compare the image and duties of the North-West Mounted Police to the image and duties of the Royal Canadian Mounted Police today;
- show how examples of art, poetry, music, and video reflect the history of the Canadian west (e.g., the art of Emily Carr, “The Cremation of Sam McGee” by Robert W. Service, “The Canadian Railroad Trilogy” by Gordon Lightfoot, Paul Yee’s writings).



## History: Grade 8 – Canada: A Changing Society

### Overview

Students examine the social and economic factors, technological advances, and individuals and groups that promoted change in Canada between 1885 and the beginning of the First World War in 1914. They investigate the social and political challenges of increased migration and settlement, rapid industrialization, Canada’s changing role in the British Empire, and Canadian-American relations. Students develop skills of historical analysis by making comparisons and connections between conditions near the beginning of the twentieth century and aspects of life in present-day Canada.

### Overall Expectations

By the end of Grade 8, students will:

- describe key characteristics of Canada between 1885 and 1914, including social and economic conditions, the roles and contributions of various people and groups, internal and external pressures for change, and the political responses to these pressures;
- use a variety of resources and tools to gather, process, and communicate information about the factors that shaped Canada as it was entering the twentieth century;
- compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 8, students will:

- describe the factors contributing to change in Canadian society (e.g., immigration, technology, politics, globalization);
- describe the achievements of individuals and groups in Canada who have contributed significantly to the technological development of Canada and the world (e.g., Martha Black, Guglielmo Marconi, Alexander Graham Bell, J.A.D. McCurdy, Samuel McLaughlin, George Ross, Adam Beck) and analyse the impact on society of new technologies (e.g., prospecting, radio, the telephone, the automobile, electricity);
- describe the social and working conditions of Canadians around the beginning of the twentieth century (e.g., in mining, forestry, factory work; on farms; in cities);
- describe how specific individuals and events helped change the position of women and children in Canada (e.g., Nellie McClung, Emily Carr, Lucy Maud Montgomery, Pauline Johnson; the Temperance Movement, laws establishing compulsory education);
- outline the advantages and disadvantages of Clifford Sifton’s immigration policy in the Laurier era;
- identify and explain the factors that led to Laurier’s electoral defeat in 1911 (e.g., the reciprocity issue, political compromise, French-English tensions);
- identify key events that illustrate Canada’s role within the British Empire and explain their significance (e.g., the Boer War, the Naval Question, Canada’s participation in Imperial conferences);

- describe the treaties, alliances, events, and people that contributed to the start of the First World War, and explain their relevance to Canada.

### ***Inquiry/Research and Communication Skills***

By the end of Grade 8, students will:

- formulate questions to facilitate research on particular topics (e.g., Why did Canadians support Laurier’s leadership for fifteen years? Who started the First World War?);
- use a variety of primary and secondary sources to locate relevant information (e.g., *primary sources*: immigration posters, photographs of working conditions, journals and diaries; *secondary sources*: print materials, videos, CD-ROMs, Internet sites);
- analyse, synthesize, and evaluate historical information (e.g., immigration tables, population growth tables);
- describe and analyse conflicting points of view about a historical issue (e.g., child labour, the Boer War, the causes of the First World War);

- communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., prepare a report on a selected topic and individual);

- use appropriate vocabulary (e.g., *advocate, movement, temperance, reciprocity, entrepreneurs, multiculturalism, alliance, entente*) to describe their inquiries and observations.

### ***Application***

By the end of Grade 8, students will:

- create an immigration campaign to attract immigrants to Canada around the beginning of the twentieth century and today, using media appropriate to the period (e.g., poster, pamphlet);
- compare the challenges facing farmers and workers at the beginning of the twentieth century to those facing farmers and workers today;
- compare family roles at the beginning of the twentieth century to family roles today (e.g., responsibilities and roles of men, women, and children).

# Geography

To develop a solid foundation of the knowledge and skills required in geography, students in Grade 7 are introduced to the concepts and methods of geographic inquiry. The Grade 7 geography curriculum also focuses on physical patterns and how they affect human activity. Students recognize patterns as an essential concept in geography. As well, students examine the various ways resources are used and the environmental implications of their use. Students demonstrate an understanding of the impact technology has on natural resources.

In Grade 8, the study of geography focuses on patterns in human geography, economic systems, and migration. Students will explain population distribution and characteristics, and investigate how human activities are affected by these patterns. They examine economic systems and the economic relationships between Canada and the global community, as well as the major types of migration and factors affecting human mobility.

The topics for Grades 7 and 8 are as follows:

Grade 7: The Themes of Geographic Inquiry  
Patterns in Physical Geography  
Natural Resources

Grade 8: Patterns in Human Geography  
Economic Systems  
Migration

Study of these topics lays the foundation for the compulsory secondary school course in Canadian geography.

## Geography: Grade 7 – The Themes of Geographic Inquiry

### Overview

Students are introduced to foundational concepts, methods, and skills of geographic study through an exploration of the five essential themes of geography: location/place, environment, region, interaction, and movement. Students investigate current local, national, or global environmental issues and events to extend their understanding of these themes.

### Overall Expectations

By the end of Grade 7, students will:

- identify and explain the themes of geographic inquiry: location/place, environment, region, interaction, and movement;
- use a variety of geographic resources and tools to gather, process, and communicate geographic information;
- analyse current environmental issues or events from the perspective of one or more of the themes of geographic inquiry.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 7, students will:

- explain the geographic concept of location/place (e.g., “location” means where a place is and where it is relative to other places; “place” is defined by unique physical and human characteristics);
- explain the geographic concept of environment (e.g., “environment” refers to physical surroundings and conditions, particularly as they affect people’s lives);
- explain the geographic concept of region (e.g., a region is a part of the earth’s surface that has similar characteristics throughout its extent; the concept of region helps to simplify complex ideas);
- explain the geographic concept of interaction (e.g., the environment provides opportunities and challenges; people change the environment as they use it);
- explain the geographic concept of movement (e.g., “movement” refers to the flow of people, goods, and information and the factors that affect this flow).

#### *Inquiry/Research and Communication Skills*

By the end of Grade 7, students will:

- formulate questions to guide and synthesize research on an environmental issue (e.g., What is the effect on various groups of the government moratorium on cod fishing? What role does an environmentalist play in the planning of an urban community?);
- locate and use relevant information from a variety of primary and secondary sources (e.g., *primary sources*: interviews, statistics, aerial photographs, satellite images, live telecasts; *secondary sources*: maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet sites);
- communicate the results of inquiries about different points of view on an issue, using computer slide shows, videos, websites, oral presentations, written notes and reports, drawings, tables, charts, diagrams, maps, models, and graphs (e.g., write and produce an interview presenting a perspective on government restrictions on fishing);

- use appropriate vocabulary (e.g., *phenomena, issues, bias, fact, opinion, absolute location, relative location, interaction, region*) to describe their inquiries and observations.

#### **Map, Globe, and Graphic Skills\***

By the end of Grade 7, students will:

- create and use maps for a variety of purposes (e.g., a thematic map of hurricane regions that illustrates an environmental pattern, a thematic map of deforested areas).

#### **Application**

By the end of Grade 7, students will:

- apply the perspective of one or more themes of geographic inquiry to produce a report (e.g., newspaper, television, radio, website) on an actual or fictional environmental event (e.g., forest fires, illegal dumping, an oil spill, deforestation, an epidemic, drought, the development of a new mine, the depletion of fish stocks);

- choose an environmental issue that illustrates one of the themes of geographic inquiry and explain why various individuals and groups have different opinions on the issue (e.g., *theme of interaction: wilderness conservationists versus loggers*);
- create a visual presentation (e.g., computer slide show, storyboard, poster, video) to report on how conditions in and around the school illustrate the five themes of geographic inquiry.

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\* The knowledge and skills described under this subheading are essential to students' achievement of expectations listed under the other three subheadings.

## Geography: Grade: 7 – Patterns in Physical Geography

### Overview

Students explore how physical features, climate, and vegetation interact to form patterns on the earth's surface. They investigate the natural forces that contribute to these patterns and identify and explore relationships between natural and human systems. They also analyse and explain a variety of human responses to the physical environment.

### Overall Expectations

By the end of Grade 7, students will:

- identify patterns in physical geography and explain the factors that produce them;
- use a variety of resources and tools to gather, process, and communicate geographic information about the earth's physical features and patterns;
- explain how patterns of physical geography affect human activity around the world.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 7, students will:

- identify various types of landforms and explain how they are used to describe regions;
- identify and describe world landform patterns (e.g., fold mountains along the west coast of North and South America, continental drainage basins and river systems);
- explain how world climate patterns result from the interaction of several factors (i.e., latitude, altitude, global wind systems, air masses, proximity to large bodies of water, ocean currents);
- identify the effects of natural phenomena (e.g., tornadoes, earthquakes, hurricanes) on people and the environment;
- explain how natural vegetation patterns result from the interaction of several factors, including climate, landforms, soil types, and competition for available nutrients (e.g., *landforms*: plains/grains; *climate*: tropics/fruit);
- identify major river systems of the world (e.g., the Amazon, the Nile, the St. Lawrence, the Mississippi, the Yangtze) and describe their drainage patterns as either dendritic or trellis;

- identify the characteristics of the three types of agriculture – subsistence, commercial, and specialized – and the differing climate, topography, and soil conditions that are favourable to each type;
- describe how the following major factors influence commercial agriculture: location, climate, raw materials, market, labour, transportation.

#### *Inquiry/Research and Communication Skills*

By the end of Grade 7, students will:

- formulate questions to guide research for a comparative study of physical patterns (e.g., What features characterize different types of river drainage systems around the world? What are the similarities and differences between the Cascade Mountains and the Rocky Mountains? What effect does pollution of the Great Lakes have on the lives of Canadians? What effect does acid precipitation have on the forest industry?);
- locate relevant information using a variety of primary and secondary sources (e.g., *primary sources*: aerial photographs, satellite images, interviews, field studies; *secondary sources*: climate maps, illustrations, print materials, videos, CD-ROMs, Internet sites);

- communicate the results of inquiries and analyses for specific purposes and audiences, using computer slide shows, videos, websites, oral presentations, written notes and descriptions, drawings, tables, charts, diagrams, maps, models, and graphs (e.g., create a map showing the relationship between physical features of the country and recreational activities; create a model of different physical patterns; present a computer slide show of how the mountain ranges of the world were created);
- use appropriate vocabulary, including correct geographic terminology (e.g., *classify*, *climate graph*, *pattern*, *latitude*, *altitude*, *contour lines*), to describe their inquiries and observations.

#### **Map, Globe, and Graphic Skills\***

By the end of Grade 7, students will:

- use a variety of thematic and topographic maps to identify patterns in physical geography;
- construct, interpret, and compare climate graphs;

- use contour lines to represent elevation on maps (e.g., Mount Olympus, Mount Pelée, Fuji-san);
- draw cross-sectional diagrams from topographic maps (e.g., of landforms, river profiles).

#### **Application**

By the end of Grade 7, students will:

- investigate and report on world patterns of landforms, climate, and vegetation that are favourable to specialized types of commercial agriculture (e.g., tree farming, potatoes, cotton, rice, coffee, bananas, tobacco, sugar cane, sheep, beef, dairy farming);
- investigate the physical features and climate of a variety of popular tourist destinations and use a decision-making model to select an ideal travel destination.

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\* The knowledge and skills described under this subheading are essential to students' achievement of expectations listed under the other three subheadings.

## Geography: Grade 7 – Natural Resources

### Overview

Students explore the many ways that people acquire and use natural resources, and the environmental impact of these actions. They discover how factors such as demand and accessibility determine the importance of resources. They also examine various ways in which human activity affects the sustainability of natural resources.

### Overall Expectations

By the end of Grade 7, students will:

- describe how humans acquire, manage, and use natural resources, and identify factors that affect the importance of those resources;
- use a variety of resources and tools to gather, process, and communicate geographic information about the distribution, use, and importance of natural resources;
- describe positive and negative ways in which human activity can affect resource sustainability and the health of the environment.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 7, students will:

- describe a variety of ways in which people use and manage renewable, non-renewable, and flow resources to meet their needs;
- identify patterns in the distribution and use of natural resources throughout the world;
- describe ways in which technology has affected our use of natural resources (e.g., with respect to their discovery, management, extraction, processing, and marketing);
- explain the concept of sustainable development and its implications for the health of the environment;
- describe the economic importance of natural resources to a particular country (e.g., fish along Canada’s coasts, diamonds in South Africa, oil in the Middle East).

#### *Inquiry/Research and Communication Skills*

By the end of Grade 7, students will:

- formulate questions to guide research into problems and points of view regarding the management and use of natural resources (e.g., How important are Canada’s mineral deposits and extraction to the country’s economy? What effect would the discovery of a new gold or diamond deposit have on its surrounding area? How can we ensure the sustainability of a resource? How might changes in technology affect natural resource extraction and use?);
- locate and record relevant information from a variety of primary and secondary sources (e.g., *primary sources*: eyewitness interviews, field studies; *secondary sources*: maps, illustrations, diagrams, print materials, videos, CD-ROMs, Internet sites);



- communicate the results of inquiries for specific purposes and audiences using computer slide shows, videos, websites, oral presentations, written notes and descriptions, drawings, tables, charts, diagrams, maps, models, and graphs (e.g., create a poster to promote the proper use of a natural resource; stage a debate on a proposal to extract a resource in an environmentally sensitive area such as the tundra or the ocean floor);
- use appropriate vocabulary, including correct geographic terminology (e.g., *flow resource*, *non-renewable*, *renewable*, *sustainable development*), to describe their inquiries and observations.

***Map, Globe, and Graphic Skills\****

By the end of Grade 7, students will:

- produce maps showing locations of Canada’s natural resources;
- use thematic maps to identify patterns of natural resources (e.g., locations of valuable minerals).

***Application***

By the end of Grade 7, students will:

- produce a report (e.g., newspaper, television, website) on the factors that affect the future availability of natural resources (e.g., overfishing, clear-cut logging, urban sprawl, accessibility of resource deposits);
- present and defend a point of view on how a resource should be used.

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## Geography: Grade 8 – Patterns in Human Geography

### Overview

Students are introduced to human geography through an exploration of patterns and trends in population distribution, settlement, land use, employment, and levels of development. Students investigate population characteristics to identify correlations. They also reflect and report on the various aspects of demographics in Canada and other countries, including developing countries.

### Overall Expectations

By the end of Grade 8, students will:

- identify the main patterns of human settlement and identify the factors that influence population distribution and land use;
- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography;
- compare living and working conditions in countries with different patterns of settlement, and examine how demographic factors could affect their own lives in the future.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 8, students will:

- identify the three main patterns of human settlement – linear, scattered, and clustered;
- identify and explain the factors affecting population distribution (e.g., history, natural environment, technological development, immigration trends/patterns);
- compare the characteristics of places with high and low population densities;
- explain how site and situation influence settlement patterns;
- identify and describe the types of land use (e.g., residential, recreational, institutional, commercial, industrial, agricultural; for transportation, communication, utilities; public space);
- summarize the factors that affect patterns of urbanization, industrialization, and transportation.

#### *Inquiry/Research and Communication Skills*

By the end of Grade 8, students will:

- formulate questions to guide and synthesize research on the study of population characteristics and patterns (e.g., What conditions are needed to maintain a high quality of life? What is the relationship between literacy rate and GNP? What action can students take to aid a developing nation?);
- locate relevant information from a variety of primary and secondary sources (e.g., *primary sources*: interviews, field studies, surveys; *secondary sources*: statistics, maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet sites);
- communicate the results of inquiries for specific purposes and audiences using computer slide shows, videos, websites, oral presentations, written notes and reports, illustrations, tables, charts, maps,

- models, and graphs (e.g., create graphs to compare factors affecting quality of life; create an illustrated brochure outlining positive features of a developing nation; map the ten highest and lowest countries on the Human Development Index; interpret population pyramids to predict population trends in other countries);
- use appropriate vocabulary (e.g., *site, situation, rural, developed, developing, urbanization, population density, population distribution, gross domestic product [GDP], gross national product [GNP], correlation, birth and death rates, literacy rate, life expectancy*) to describe their inquiries and observations.

**Map, Globe, and Graphic Skills\***

By the end of Grade 8, students will:

- create and use a variety of maps for specific purposes (e.g., to show land use, transportation routes, population distribution, popular tourist destinations);
- produce and interpret simple scatter graphs to determine the correlation between population characteristics;
- construct and examine population pyramids to make predictions about future trends in population characteristics.

**Application**

By the end of Grade 8, students will:

- compare key characteristics (e.g., quality of life, level of industrialization and urbanization) of a number of developed and developing countries;
- research job trends and predict the skills that will be needed to meet the challenges of Canada's changing demographics.

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\* The knowledge and skills described under this subheading are essential to students' achievement of expectations listed under the other three subheadings.

## Geography: Grade 8 – Economic Systems

### Overview

Students explore the different types of economic systems and industrial activities and the factors that influence them. They investigate Canada's economic relationships from regional perspectives. They study processes of manufacturing and distribution, and compare aspects of economic development in different countries and communities.

### Overall Expectations

By the end of Grade 8, students will:

- describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development;
- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about regional, national, and international economic systems;
- compare the economies of different communities, regions, or countries, including the influence of factors such as industries, access to resources, and access to markets.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 8, students will:

- outline the fundamental questions that all economic systems must answer: what goods are produced; how they are produced; for whom they are produced; by whom they are produced; and how they are distributed;
- describe the characteristics of different types of economic systems (e.g., traditional, command, market) and explain why most countries, including Canada, have a mixed economy that includes features from more than one system;
- explain how the availability of particular economic resources (e.g., quantity and quality of land, labour, capital, entrepreneurial ability) influences the economic success of a region;
- identify and give examples of the three major types of industries – primary (resource), secondary (manufacturing), and tertiary (service) – and describe how these industries have developed in Canada.

#### *Inquiry/Research and Communication Skills*

By the end of Grade 8, students will:

- formulate questions to guide and analyse research on economic influences and relationships (e.g., Where would be the best place to start a new logging industry in Canada? How have the types of industries in Canada changed since the nineteenth century? How has technology changed a specific industry?);
- locate relevant information from a variety of primary and secondary sources (e.g., *primary sources*: statistics, interviews, published field studies, a field trip to a local industry; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- communicate the results of inquiries for specific purposes and audiences, using computer slide shows, videos, websites, oral presentations, written notes and reports, illustrations, tables, charts, maps, models, and graphs (e.g., use a brief dramatization to explain an industry to

the class; produce a map showing the locations of natural resources and raw materials needed by an industry);

- use appropriate vocabulary (e.g., *economy*; *traditional*, *command*, *market*, and *mixed economies*; *supply and demand*; *production*; *goods*; *services*; *consumer*; *market*; *distribution*; *imports*; *exports*; *land*; *entrepreneurial*; *capital*; *primary*, *secondary*, and *tertiary industries*) to describe their inquiries and observations.

#### **Map, Globe, and Graphic Skills\***

By the end of Grade 8, students will:

- use thematic maps to identify economic patterns (e.g., the location of industries in relation to sources of raw materials, markets, and transportation; the proportional flow of trade between countries; sources of labour).

#### **Application**

By the end of Grade 8, students will:

- compare the economies of some top trading nations and explain the reasons for their success, taking into account factors such as industries, access to resources, and access to markets;
- investigate and explain the advantages and disadvantages of Canada's involvement in major trade associations/agreements (e.g., North American Free Trade Agreement [NAFTA], World Trade Organization [WTO]);
- investigate and describe how a new or existing industry affects the economy of a region.

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## Geography: Grade 8 – Migration

### Overview

Students explore migration patterns and the many factors that influence relocation and mobility. They identify patterns of migration, and examine challenges and opportunities that migration presents to individuals and communities in Canada.

### Overall Expectations

By the end of Grade 8, students will:

- identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society;
- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about migration and its effects on people and communities;
- connect the real experiences of Canadians to information about the causes and effects of migration.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 8, students will:

- identify the push and pull factors that influence people to move (e.g., *push*: drought, war, lack of freedom, discrimination and persecution; *pull*: employment opportunities, security, climate);
- identify barriers to migration (e.g., physical, financial, legal, political, emotional);
- describe how technology has improved human mobility;
- explain how the components of culture (e.g., language, social organization, educational systems, beliefs and customs) can be affected by migration;
- describe the effects that migration has had on the development of Canada (e.g., its multicultural character, rural and urban resettlement, interprovincial movement, the brain drain).

#### *Inquiry/Research and Communication Skills*

By the end of Grade 8, students will:

- formulate questions to guide and analyse research on migration and mobility (e.g., What barriers exist today for new immigrants? In which time period would it be harder for people to immigrate to Canada – now or a hundred years ago? Where would be the best place to migrate to in Canada?);
- locate relevant information from a variety of primary and secondary sources (e.g., *primary sources*: surveys, statistics, interviews, field studies; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- communicate the results of inquiries for specific purposes and audiences, using computer slide shows, videos, websites, oral presentations, written notes and reports, illustrations, tables, charts, maps,

- models, and graphs (e.g., write a story/ journal relating the difficulties faced by past or present immigrants; create a slide show to show how technological changes have affected mobility; create a video presentation encouraging immigrants to come and live in Canada);
- use appropriate vocabulary (e.g., *accessible, barriers, migration, mobility, immigration, emigration, refugees, modes of transportation, push factors, pull factors*) to describe their inquiries and observations.

**Map, Globe, and Graphic Skills\***

By the end of Grade 8, students will:

- use thematic maps to identify patterns in migration (e.g., location of regions that were sources of significant immigration to Canada, proportional flow along migrational routes to Canada).

**Application**

By the end of Grade 8, students will:

- use a decision-making model to select an ideal place to live, and present this decision to other members of the class;
- investigate the migrational roots of the members of the class and relate them to Canada's cultural development.

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# Glossary

The following definitions of terms are intended to help teachers and parents use this document.

**Aboriginal peoples.** A term used in a general manner to refer to First Nation peoples, Inuit, and Métis.

**Aboriginal Solidarity Day.** This day, June 21, was proclaimed by the federal government in 1996 in recognition of the contributions of the First Nation peoples, Métis, and Inuit to the development of Canada.

**Absolute location.** The location of a point on the earth's surface that can be expressed by a grid reference (e.g., by latitude and longitude).

**Acadian.** One of the early French settlers of Acadia, or a descendant of these settlers, especially one living in the Maritime provinces or in Louisiana, U.S.A.

**Acid precipitation.** Any form of precipitation, including rain, fog, and snow, that is more acidic than normal (i.e., less than pH 5.6).

**Altitude.** The height of something above a reference level, especially above sea level.

**Anishinabek.** An Algonquin term meaning "the original people". It refers to an alliance of three groups – Odawa, Ojibway, and Pottawatomi – also known as the Three Fires Confederacy. These groups lived around the Great Lakes as well as on Manitoulin Island.

**Appalachian Region.** A physiographic region along the east coast of North America. It once comprised jagged fold mountains, but millions of years of erosion have reduced the mountains to rolling hills and valleys.

**Birth rate.** The number of live births per thousand people in one year.

**Canadian identity.** Distinguishing characteristics of Canada and its people.

**Canadian Shield.** An area of Precambrian rock that underlies almost half of Canada. This plateau region extends from the Great Lakes and the St. Lawrence River to the Arctic Ocean.

**Capital (as an economic resource).** One of the factors in the production of goods and services. Capital can be goods (e.g., factories and equipment, highways, communication systems) and/or money available to be invested to increase production and wealth.

**Capital (town or city).** The official seat of government in a political entity, such as a province or country.

**Cardinal direction.** One of four major points of the compass – N, S, E, and W.

**C.E. (Common Era).** Referring to dates in the Julian and Gregorian calendars that are also often identified by the abbreviation "A.D." (*Anno Domini*).

**Château Clique.** A small group, mostly anglophone and mercantile, who occupied the chief public offices in Lower Canada during the early nineteenth century.

**Chivalry.** The medieval values and customs of knighthood; the positive qualities to be exemplified in the behaviour of knights, such as bravery, courtesy, honour, and gallantry towards women.

**Citizenship.** The status of a citizen, with its attendant duties, rights, and responsibilities.

**Civics.** The study of the rights and duties of citizenship.

**Climate.** The average weather conditions of an area over an extended period of time.

**Climate graph.** A graph that combines average monthly temperature and precipitation data for a particular place.

**Clustered settlement pattern.** A closely spaced grouping of houses, towns, or villages.



**Coat of arms.** In heraldry, an arrangement of devices, usually depicted on a shield, that indicates ancestry or distinction.

**Command economy.** An economic system in which the government owns and controls all facets of the economy.

**Commercial agriculture.** Farm operations undertaken primarily to generate products for sale.

**Confederation.** The federal union of all of the Canadian provinces and territories.

**Constituency.** The body of voters represented by an elected official.

**Cordilleras.** A chain of mountains, especially the principal mountain system of a continent (e.g., Rocky Mountains in North America).

**Corn Laws.** Laws in Great Britain from 1815 to 1846 that placed tariffs on foreign grain imports and gave British North American colonies preferential trade treatment.

**Coureur de bois.** A French term meaning “runner of the woods”. *Coueurs de bois* were middlemen in the fur trade between the French and the First Nation peoples.

**Cross-sectional diagram.** A profile of an object or landform that has been sliced in half and sketched from that perspective.

**Culture.** Learned behaviour of people, which includes their belief systems and languages, social relationships, institutions and organizations, and their material goods (i.e., food, clothing, buildings, tools, and machines).

**Death rate.** The number of deaths per thousand people in one year.

**Demographics.** The statistics for an area’s population relating to such aspects as age, sex, income, and education.

**Dendritic drainage pattern.** Type of drainage that occurs when water flows into a river from various tributaries, which are in turn fed by smaller tributaries. The pattern that results resembles the shape of an apple tree.

**Developed country.** A basic classification of countries with a high level of per capita income, industrialization, and modernization. Such countries usually have lower levels of population growth.

**Developing country.** A basic classification of low- and middle-income countries in which most people have a lower standard of living with access to fewer goods and services than do most people in developed countries.

**Doric Club.** A group of wealthy young English people in Montreal during the early nineteenth century.

**Economic resource.** Land, labour, capital, or entrepreneurial ability; a factor necessary for the economic success of a region.

**Economic system.** The way in which a particular society produces, distributes, and consumes various goods and services.

**Economy.** The system of production and consumption of various commodities and services in a country, region, or community.

**Electors.** Qualified voters in an election.

**Emigration.** The act of leaving one country or region to settle in another.

**Entrepreneur.** A person who organizes, operates, and assumes the risk for a business venture.

**Entrepreneurial ability (as an economic resource).** One of the factors in the production of goods and services. An entrepreneur recognizes a business opportunity and is able to combine land, labour, and capital to take advantage of the opportunity and make a profit.

**Equator.** Latitude zero degrees; an imaginary line running east and west around the globe and dividing it into two equal parts.

**Family Compact.** A small group who upheld their belief in British institutions through control of government and the judiciary in Upper Canada from the 1790s to the 1830s.

**Fenians.** Irish-Americans who were part of a secret revolutionary organization formed in 1857 and dedicated to the overthrow of British rule in Ireland. They conducted a series of raids across the border into Canada between 1866 and 1870.

**Feudalism.** The political and economic system of Europe from the ninth to about the fifteenth century, based on the holding of all land in fief or fee and the resulting relation of lord to vassal, and characterized by homage, legal and military service of tenants, and forfeiture.

**Filles du roi.** A French term meaning “the king’s daughters” – more than 700 women who came to New France between 1663 and 1673, under the financial sponsorship of Louis XIV of France, in an attempt to correct the imbalance between the number of males and the number of females in New France.

**Fils de la Liberté.** A group of young French Canadians in Montreal in the 1830s who directly opposed the Doric Club.

**First Nation(s).** The term used to refer to the original inhabitants of Canada, except the Inuit.

**Five themes of geography.** Location/place, environment, region, interaction, and movement. These themes provide a framework to help focus investigation in geography.

**Flow resource.** A resource that is neither renewable nor non-renewable, but must be used when and where it occurs or be lost (e.g., running water, wind, sunlight).

**Francophonie.** Officially, the International Organization of Francophonie. An intergovernmental organization of French-speaking nations that promotes the education and culture of French speakers, as well as peace, democracy, human rights, and economic cooperation and development in the French-speaking world.

**Globalization.** The idea, popularized in the 1960s, that the entire world and its inhabitants are becoming one large community with interconnected needs and services.

**Governor General.** In Canada, the resident representative of the Crown, i.e., of Queen Elizabeth II.

**Great Lakes–St. Lawrence lowlands.**

The area that surrounds the Great Lakes and the St. Lawrence River, including the densely populated portions of Ontario and Quebec. This area of gently rolling hills and flat plains provides an excellent physical base for agriculture and settlement and is often described as the country’s heartland.

**Grid.** A pattern of lines on a chart or map, such as those representing latitude and longitude, which helps determine absolute location and assists in the analysis of distribution patterns.

**Grist mill.** A mill for grinding grain.

**Gross domestic product (GDP).** The value of all the goods and services produced in a country in one year.

**Gross national product (GNP).** Gross domestic product with the addition of goods and services from other countries used in producing goods and services in the home country.

**Haudenosaunee.** An Iroquoian term that means “People of the Longhouse”. It refers to an alliance of five nations – Seneca, Cayuga, Onondaga, Oneida, and Mohawk. A sixth nation – Tuscarora – joined in 1724.

**Human development index.** An annual ranking of countries in which the health, education, and wealth of each nation’s citizens is examined. Life expectancy, educational achievement, and standard of living are measured.

**Immigration.** The movement of people into an area or country.

**Intermediate directions.** The points of the compass that fall between the four cardinal points (e.g., Northeast, Southeast, Southwest, Northwest).

**Labour (as an economic resource).** One of the factors in the production of goods and services. Labour is the collection of people employed within a region.

**Latitude.** The distance north and south of the equator, measured in degrees.

**Legend.** An explanatory description or key to features on a map or chart.

**Legislature.** An officially elected or otherwise selected body of people, such as the House of Commons in Ottawa, or Queen's Park in Ontario, that is vested with the responsibility and power to make laws for a political unit.

**Lieutenant-Governor.** In Canada, the representative of the monarch in a province, appointed by the federal government acting for the Crown.

**Life expectancy rate.** The average number of years that a person is expected to live at the time of his or her birth.

**Linear settlement pattern.** A narrow grouping of houses or settlements along a river, road, or valley.

**Literacy rate.** The percentage of the adult population who can read and write.

**Lower Canada.** A British colony at the lower end of the St. Lawrence River in the southern portion of the modern-day province of Quebec. Lower Canada was eventually merged with Upper Canada to form the single colony of the Province of Canada.

**Loyalists.** Those in the American colonies who declared their loyalty to Britain before the conclusion of the American Revolution (1775-83) and emigrated elsewhere, the Maritimes and present-day Ontario and Quebec being common destinations.

**Magna Carta.** The document, signed by King John of England in 1215, that limited the king's power and guaranteed certain basic rights. It is considered the beginning of constitutional government in England.

**Manifest Destiny.** The nineteenth-century doctrine that the United States had the right and duty to expand throughout North America.

**Manufacturing.** Changing from original state by machine or by hand.

**Map projection.** A method used to transfer the physical features of the globe onto a flat surface of a map.

**Market economy.** An economic system in which individual producers own and determine the production, distribution, and consumption of goods and services.

**Medieval.** The historical period from roughly the fifth century to the fourteenth century. It is the time between the fall of the Roman Empire and the Renaissance.

**Métis.** An individual or group having partial Aboriginal ancestry, usually of mixed First Nation and European ancestry.

**Migration.** The movement of people from one place or country to another, for the purpose of settlement.

**Mixed economy.** An economic system that uses aspects of more than one of the three basic types of economic systems (subsistence, command, and market).

**Multiculturalism.** The preservation of distinct cultural identities among varied groups within a unified society.

**Myth/mythology.** A traditional story, or a collection of stories, of unknown origin that explains a natural phenomenon, cultural practice, belief, or historical event.

**Natural resource.** Something found in nature that people find useful or valuable.

**Natural vegetation.** Plant life that develops naturally in an area.

**New France.** The territory colonized by France in northeastern North America from the explorations of Jacques Cartier in 1534 to the loss of the last of the territories to Great Britain in 1763.

**New World.** The Western Hemisphere of the earth as originally named by European explorers.

**Non-pictorial symbols.** These are shapes used on maps to represent features (e.g., a dot to represent an entire city).

**Non-renewable resource.** A finite resource that cannot be replaced once it is used up (e.g., petroleum, minerals).

**North American Free Trade Agreement (NAFTA).** A trade agreement between Canada, the United States, and Mexico that became law in 1993. The main purpose of NAFTA is to facilitate and increase trade among the three countries.

**Opinion.** A belief or conclusion held with confidence but not substantiated by positive knowledge or proof.

**Opposition.** In a parliamentary government, the principal party opposed to the party in power.

**Pacific Rim.** A term referring to the countries and economies bordering the Pacific Ocean. The Pacific Rim extends from Chile to Alaska on the east side and from New Zealand to Japan and Russia on the west side.

**Parliament Buildings.** The buildings in Ottawa where the Canadian Parliament meets.

**Parties (political).** Established political groups organized to promote and support principles and candidates for public office.

**Patriots.** Those in the American colonies who rebelled against the British during the American Revolution.

**Physical feature.** An aspect of a place or area that derives from the physical environment.

**Pictorial symbols.** Specific shapes or icons used on maps to identify such features as houses, schools, and airports.

**Political deadlock.** Inability to make decisions because of the disagreement of an equal number of voters.

**Population density.** The number of individuals occupying an area; calculated by dividing the number of people by the area they occupy.

**Population distribution.** The pattern of habitation in an area.

**Premier.** The head of the government of a province or territory of Canada.

**Primary industries (resource industries).** Industries that harvest raw materials or natural resources (e.g., agriculture, ranching, forestry, fishing, extraction of minerals and ores).

**Primary sources.** Artefacts and oral, print, media, or computer materials that are the earliest or first of a kind.

**Prime Minister.** The head of the government in Canada, and the leader of the party that is in power and that normally has the majority of the seats in the House of Commons.

**Pull factors.** In migration theory, the social, political, economic, and environmental attractions of new areas that draw people away from their previous locations.

**Push factors.** In migration theory, the social, political, economic, and environmental forces that drive people from their previous locations to search for new ones.

**Raw material.** The material that a manufacturing industry processes into a more finished state (e.g., crude oil to gasoline, trees to paper).

**Reciprocity.** A mutual or cooperative interchange of favours or privileges (e.g., the exchange of trade privileges between nations).

**Refugee.** A person who flees for safety from political upheaval or war to a foreign country and is unable to return home.

**Region.** An area of the earth having some characteristic or characteristics that distinguish it from other areas.

**Relative location.** The location of a place or region in relation to other places or regions (e.g., northwest or downstream).

**Renewable resource.** A resource that can be regenerated if used carefully (e.g., fish, timber).

**Resources.** The machines, workers, money, land, raw materials, and other things that can be used to produce goods and services. There are renewable, non-renewable, and flow resources.

**Responsible government.** A system of government in which the cabinet or executive branch is responsible to the wishes of an elected legislature.

**Riding.** The legislative district represented by a member of Parliament or a member of a provincial legislature.

**Rights.** Entitlements recognized and protected by the law.

**Rupert's Land.** A historical region of Canada consisting of all the land in the Hudson Bay drainage system, including part of the present-day Northwest Territories, most of the present-day Prairie provinces, and present-day northern Ontario and Quebec. The land was granted to the Hudson's Bay Company by Charles II in 1670 and sold to Canada in 1870.

**Scale.** On maps, the measurement that represents an actual distance on the earth's surface.

**Scattered settlement pattern.** Settlement mainly in rural areas where houses are scattered in no apparent pattern. The amount of space between dwellings depends on the amount of land that is required to grow enough food for the family living in each dwelling.

**Secondary industries (manufacturing industries).** Industries that convert raw materials into finished industrial products (e.g., car manufacturing).

**Secondary sources.** Oral, print, media, and computer materials that are not primary or original.

**Seigneurial system.** A system in New France in which land was granted to nobles, the church, and military and civil officers.

**Settlement pattern.** The distribution and arrangement of individual buildings or of rural and urban centres.

**Site.** The specific physical features defining the location of a place.

**Situation.** The general location of a place in relation to other places or larger features.

**Specialized agriculture.** A large-scale production of one specific product (e.g., sugar cane, cotton, coffee).

**Subsistence agriculture.** A type of farming in which livestock is raised and crops are cultivated for local food and energy requirements rather than for sale.

**Sustainable development.** Development that meets the needs of the present generation without compromising the ability of future generations to meet their needs.

**Technology.** The application of knowledge to meet the goals and provide the goods and services desired by people.

**Tertiary industries (service industries).** Industries that provide services (e.g., banking, retailing, education) rather than products.

**Thematic map.** A map pertaining to one specific subject or theme.

**Timeline.** A graphical display of events or people in a chronological order.

**Topographic map.** A map whose primary purpose is to show the relief of the land through the use of contour lines or other methods.

**Trade goods.** Articles such as brass kettles, iron axe-heads, guns, coloured cloth, and glass beads offered by Europeans to First Nation peoples in exchange for furs and hides.

**Traditional economic system.** An economic system in which decisions are made on the basis of customs, beliefs, religion, habit, and so on.

**Traditions.** Elements of a culture passed down from generation to generation.

**Trellis drainage.** A pattern of river tributaries lying in the parallel valleys of a steeply folded region.

**United Nations.** An international organization formed in 1945 to promote peace and economic development.

**Upper Canada.** An early name for the land at the upstream end of the St. Lawrence River north of lakes Ontario and Erie. Upper Canada formed the southern part of the present-day province of Ontario.

**Urbanization.** A process in which there is an increase in the percentage of people living and/or working in urban places as compared to rural places.

**Weather.** The conditions of the atmosphere, including temperature, precipitation, wind, humidity, and cloud cover, at a specific place and time.

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