

The Common Curriculum Framework

for

Social Studies

Kindergarten to Grade 9

Western Canadian Protocol for Collaboration in Basic Education

2002

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Introduction

Background

The Common Curriculum Framework for Social Studies, Kindergarten to Grade 9 (hereafter referred to as the Framework) is the result of the Western Canadian Protocol for Collaboration in Basic Education, an agreement signed December 10, 1993 by the Ministers of Education of Alberta, British Columbia, Manitoba, Saskatchewan, the Northwest Territories, and the Yukon Territory. On March 10, 2000, this agreement was amended to include Nunavut.

The development of the Framework began with an analysis of current social studies literature and research, including Aboriginal, anglophone, and francophone sources.¹ Based upon these literature reviews and subsequent consultations with educational stakeholders, participating jurisdictions collaborated in developing a *Foundation Document for the Development of the Common Curriculum Framework for Social Studies Kindergarten to Grade 12*. The Foundation Document articulates a vision for social studies education in western and northern Canada, and has guided the development of the Framework.

Purpose

The Framework is primarily intended as a guide for curriculum developers and ministries of education in western and northern Canada. It provides a common foundation for the development of programs of study and learning resources for social studies. As intended by the Western Canadian Protocol agreement, each jurisdiction will decide how and when to use the Framework to accommodate provincial or territorial needs.

Framework Development Process

The Framework has been developed through a collaborative process intended to reflect the diversity of voices in Canada. This collaboration is unprecedented in the inclusion of Aboriginal and francophone representatives as full and equal partners throughout the process.

Throughout the development of the Framework, participating jurisdictions have collaborated with teacher advisory teams, cultural representatives, and other educational partners. The Framework has been developed in English and in French. Consultations on the document have taken place in English, French, and Aboriginal languages.

¹ Titles of the literature reviews: *Aboriginal Perspective on Education: A Vision of Cultural Context within the Framework of Social Studies: Literature/Research Review*; *Aperçu de recherches en vue de l'élaboration du Cadre commun de résultats d'apprentissage en sciences humaines (M-12) du Protocole de l'Ouest canadien pour l'éducation francophone*; *Overview of Related Research to Inform the Development of the Western Canadian Protocol Social Studies (K-12) Common Curriculum Framework for Francophone Education*; *Reshaping the Future of Social Studies: Literature/Research Review* (Alberta Learning, August 1999).

Vision

The Common Curriculum Framework for Social Studies, Kindergarten to Grade 9 is intended to meet the needs and reflect the nature of 21st century learners and has at its heart the concepts of citizenship and identity in the Canadian context. It is reflective of the diverse cultural perspectives, including Aboriginal and francophone, that contribute to Canada's evolving realities. The Framework will ultimately contribute to a Canadian spirit—a spirit that will be fundamental in creating a sense of belonging for each one of our students as he or she engages in active and responsible citizenship locally, nationally, and globally.²

² Adapted from *The Western Canadian Protocol Foundation Document for the Development of the Common Curriculum Framework for Social Studies K to 12* (February 2000), p. 5.

Definition of Social Studies

For the purposes of the Framework, the following definition of social studies has been developed:

Social studies is the study of people in relation to each other and to their world. It is an interdisciplinary subject that draws upon history, geography, economics, law, political science, and other disciplines. Social studies focuses on people's relationships with their social, physical, spiritual, cultural, economic, political, and technological environments. Social studies helps students become active and responsible citizens within their communities, locally, nationally, and globally, in a complex and changing world.³

³ From the *Foundation Document for the Development of the Common Curriculum Framework for Social Studies Kindergarten to Grade 12* (February 2000), p. 6.

Role of Social Studies⁴

The role of social studies is to help students develop the values and attitudes, knowledge and understanding, and skills and processes necessary to become active and responsible citizens, engaged in the practice of democratic ideals, and aware of their capacity to effect change.

Social studies supports active and responsible citizenship by enabling students to

- understand their rights and responsibilities in order to participate fully in society
- demonstrate a critical understanding of the role of social, political, economic, and legal institutions as they relate to individual and collective well-being
- understand and appreciate the unique nature of Canada, its land, history, complexities, and current issues
- understand and honour the traditions, concepts, and symbols that are the expression of Canadian identity
- thrive in their evolving cultural and Canadian identities with a legitimate sense of belonging to their communities, Canada, and the world
- appreciate and respect diverse Canadian cultural perspectives, including Aboriginal and francophone, and understand how these perspectives have shaped Canada's political and cultural realities
- value the diversity, respect the dignity, and support the equality of all human beings
- develop a sense of social compassion, fairness, and justice
- recognize, speak out, and take action against injustice as it occurs in their schools, communities, Canada, and the world
- understand Canadian and world history, so as to better comprehend the present and to influence the future wisely for the well-being of all
- critically consider and understand historic and contemporary issues, including controversial issues and values, from diverse perspectives
- develop a global consciousness with respect to the human condition and world issues
- understand how political and economic distributions of power affect individuals, communities, and nations
- understand geographic concepts and skills and that humans exist in a dynamic relationship with the natural environment
- develop a consciousness for the limits of nature and a sense of stewardship for the land, as well as an understanding of the principles of sustainability
- engage in problem-solving and conflict resolution with an awareness of the ethical consequences of decision-making
- engage in active inquiry and critical and creative thinking
- conduct research ethically using diverse methods and sources, and organize, interpret, present their findings, and defend their opinions
- use and manage information and communication technologies critically
- develop effective communication skills
- develop collaborative and cooperative skills

⁴ Adapted from the *Foundation Document for the Development of the Common Curriculum Framework for Social Studies Kindergarten to Grade 12* (February 2000), p. 7.

Framework Orientation

The following guidelines have provided the orientation for the development of the Framework:

The Learning Process

Learning is an active and purposeful process of constructing meaning. This process involves the interaction of past experience, personal intentions, and new experience.

Personal, Social, and Cultural Dimensions of Learning

Learning is an active process that varies from one individual to another. It is influenced by many factors, including motivation, learning style, emotional dispositions, culture, language, gender, and socio-economic situation. Each learner is unique and learns best when his or her personal, cultural, social, and linguistic background is acknowledged and valued.

Diverse Perspectives

Learning is more meaningful when individuals are provided with opportunities to reflect critically on their own views, and to develop their awareness of diverse perspectives. The Framework is inclusive of the multiple cultural perspectives of contemporary Canadian society.

Flexibility

The intent of the Framework is to provide for breadth and depth of learning and to include local, Canadian, and global content. The Framework provides for learning that integrates values and attitudes, knowledge and understanding, and skills and processes.

Inquiry and Interaction

The Framework is intended to promote student inquiry and interaction. It is designed to encourage critical reflection, questioning, and the consideration of diverse points of view. Through inquiry into social studies issues and interaction with others, students become creative and critical decision-makers, aware of the implications of their decisions. As they actively inquire into issues, students question, validate, expand, recreate, and express their own knowledge and understanding.

Diverse Learning and Teaching Strategies

Learning is facilitated by enriched environments that provide for a variety of settings, strategies, materials, technologies, activities, and groupings. Learning outcomes are designed to accommodate diverse ways of teaching and learning, and to provide opportunities for the integration of personal stories, narratives, and the arts. This may involve experiential learning such as on-the-land experiences, cultural and cross-cultural activities, technology-assisted projects, and home and community involvement.

Social Studies Learning

Values and Attitudes

The Framework presents three types of learning outcomes: values and attitudes, knowledge and understanding, and skills and processes. Although these learning outcomes are presented separately in this document, it is understood that they are interdependent in the learning process.

Social studies learning supports the values and encourages the development of attitudes that dispose students to participate actively and responsibly in a changing pluralistic society. Important values and attitudes in social studies learning relate to self, others, learning, community, environment, and citizenship.

Positive values and attitudes concerning **self** involve a sense of personal worth and efficacy. The belief that one can contribute to collective well-being and make a positive difference in society begins with self-esteem and is supported by a sense of connectedness to others. This belief reinforces the development of values such as respect, integrity, responsibility, and commitment.

Positive values and attitudes with respect to **others** are grounded in respect for the value and dignity of all human beings. This is reflected in a concern for quality of life and a willingness to understand and respect diversity in individuals, groups, cultures, communities, and societies. Appreciating human diversity implies a critical consideration of one's own and others' perspectives. Such a consideration involves acknowledging the limitations of personal perspectives in understanding the world, and enables students to identify and speak out against intolerance, prejudice, racism, and other forms of discrimination.

Positive values and attitudes about **learning** involve curiosity and interest with respect to social studies questions and a sense of wonder regarding the human and natural environments. A spirit of inquiry and the enjoyment of the pursuit of knowledge are integral to social studies learning. As students engage in the learning process, they enhance their appreciation of the significance and relevance of social studies questions and issues.

Social studies helps students become informed, active, and responsible members of communities. Positive values and attitudes regarding **community** involve a sense of belonging and membership. A sense of belonging enables students to make choices that are motivated by concern for collective well-being. Values such as respect, a sense of personal and collective responsibility, and an appreciation of human interdependence within local, national, and global communities are fundamental to social studies learning.

An appreciation of the dependence of human beings upon nature, and respect for the natural **environment** are also important values in social studies learning. An attitude of stewardship for the land implies a willingness to adapt one's lifestyle in order to contribute to the well-being of the environment. An awareness of the impact of human societies and activities on the environment enables students to make decisions that reflect concern for present and future quality of life.

Values and attitudes that support active and responsible **citizenship** are central to social studies learning. These include respect for democratic ideals such as justice and equality, and appreciation of the rights, privileges, and responsibilities of citizenship. Values and attitudes for citizenship also involve willingness to engage in discussion, negotiation, debate, and action regarding Canadian and global social issues.

Social Studies Learning *(continued)*

Knowledge and Understanding

The Framework is intended to facilitate the development of breadth and depth of knowledge so that students may become informed citizens, willing and able to engage in dialogue regarding local, Canadian, and global concerns. The development of knowledge and understanding is a dynamic process. This process engages students in the construction of meaning as they inquire into concepts, ideas, opinions, facts, evidence, and information. The content for this inquiry is drawn from the various social studies disciplines, including history, geography, law, economics, political science, anthropology, and sociology. Students consider diverse perspectives and sources as they interpret and evaluate information and ideas.

The development of knowledge and understanding enables students to explore and share ideas and stories within a learning community, and provides an important foundation for citizenship and identity. It also plays a significant role in guiding students' decisions and choices, by helping them to distinguish fact from opinion, and by enabling them to comprehend change and conflict. Through the process of constructing meaning from information, students come to examine, question, and understand the world in which they live. Social studies knowledge and understanding helps students to broaden and evaluate their own worldviews, and to propose realistic and innovative approaches to social problems.

Skills and Processes

Skills and processes for social studies learning are grouped under four categories: Social Participation, Communication, Creative and Critical Thinking, and Managing Ideas and Information.

Social Participation

Social participation skills enable students to develop good relations with others, to work in cooperative ways toward common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, consensus-building, collaborative decision-making, and learning to deal with dissent and disagreement.

Communication

Communication skills enable students to receive, interpret, and express information and ideas clearly and purposefully. These skills include the development of oral, visual, textual, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Creative and Critical Thinking

Creative and critical thinking enables students to make observations and decisions and to solve problems. These skills involve making connections among concepts and applying a variety of cognitive tools. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion, evaluating information and ideas, identifying perspectives and bias, and the consideration of the consequences of decisions and actions.

Managing Ideas and Information

Information management skills enable students to access, select, organize, and record information and ideas using diverse sources, tools, and technologies. In social studies learning, these skills include research skills that enhance historical and geographical thinking.

Social Studies Learning *(continued)*

Social Studies Inquiry

Social studies inquiry involves the exploration of issues, questions, or problems. The inquiry process begins with the natural curiosity of students and draws upon their prior knowledge. Throughout the process, students engage in creative and critical thinking, carry out research, and design creative responses to questions. Students use a variety of strategies to plan inquiry and analyze issues, and to make decisions or devise innovative approaches to problems that may or may not have solutions.

Through the inquiry process, students strive to understand and explain the world. They pose problems or seek information about relevant issues or questions. It is important that students consider diverse perspectives as they evaluate alternatives and explore consequences. Central to this process is an awareness of the complexity and change inherent in social studies issues.

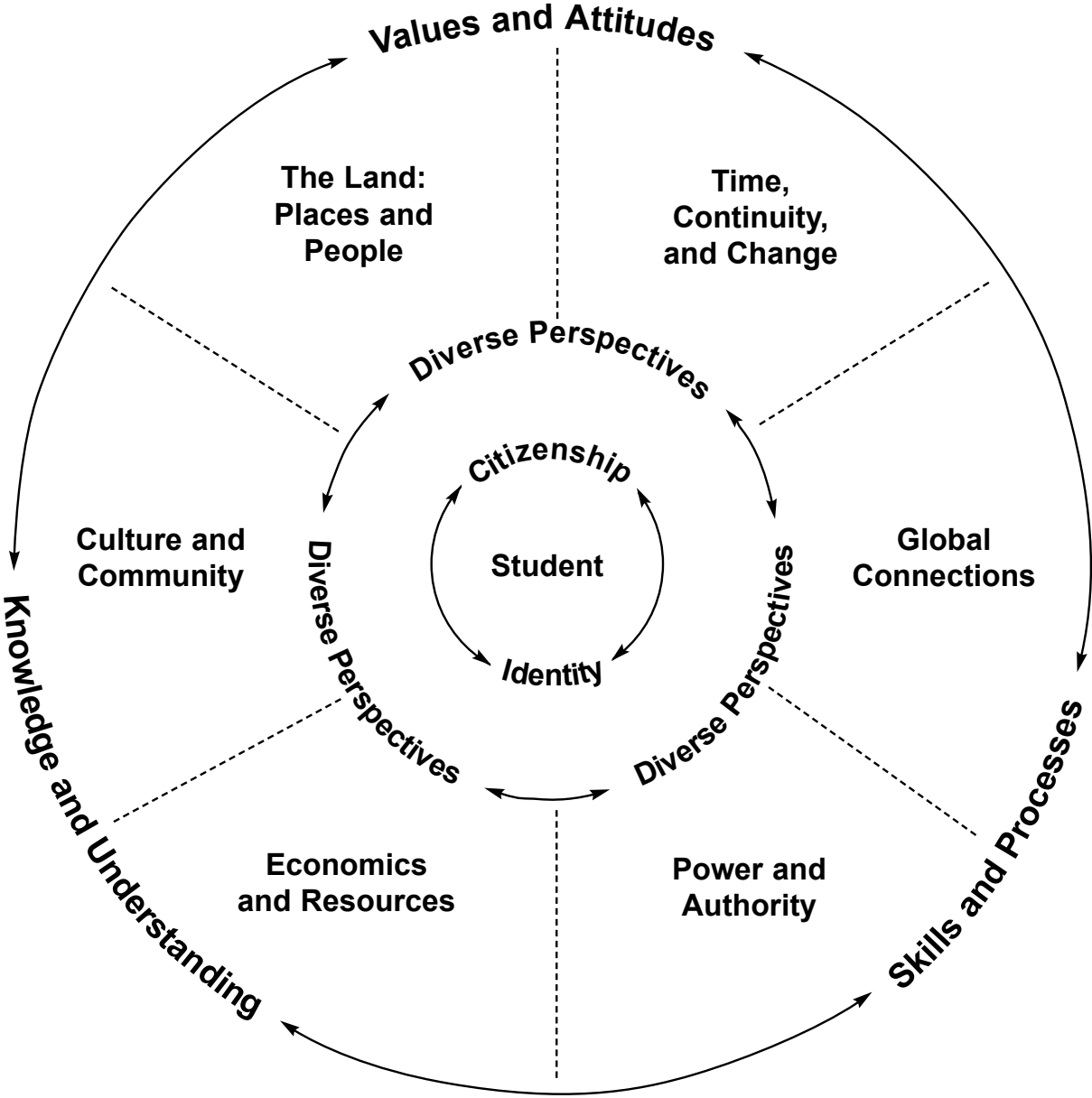
As students inquire into issues, they explore diverse choices and possibilities, and they may make decisions or take action. Where resolution is not possible, students may pose new questions or plan alternative approaches. An important part of this process is a consideration of beliefs, values, and the implications of various alternatives. This complex process includes weighing priorities, predicting consequences, negotiating compromise, and making decisions or exploring possibilities.

Making a decision or planning a course of action can be an individual or collaborative process. When the inquiry process is collaborative, social participation skills, including consensus-building and cooperation, are of critical importance.

Social Studies Inquiry

- pose new questions or explore existing issues or problems
- make connections to prior knowledge
- plan the inquiry process
- access information using a variety of sources and considering diverse perspectives
- evaluate alternative decisions and their consequences
- make a decision or plan a course of action
- take appropriate action

Conceptual Map of the Framework



Organization of the Framework

Core Concepts

Two core concepts, **citizenship** and **identity**, provide the social studies learning orientation for all grades. Learning outcomes related to citizenship and identity are presented at the beginning of each grade.

Diverse Perspectives

Diverse perspectives and the principle of diversity are reflected throughout the Framework.

General Learning Outcomes

The General Learning Outcomes are six broad statements that organize social studies learning from Kindergarten through Grade 9. They provide a structure for social studies exploration and are the basis for the Specific Learning Outcomes in each grade.

The General Learning Outcomes are referred to by the following headings:

- Culture and Community
- The Land: Places and People
- Time, Continuity, and Change
- Global Connections
- Power and Authority
- Economics and Resources

Specific Learning Outcomes

Specific Learning Outcomes are statements that describe the values and attitudes, knowledge and understanding, or skills and processes that students are expected to achieve at each grade. Learning outcomes for values and attitudes or knowledge and understanding are organized by grade under Core Concepts or General Learning Outcomes. Skills and processes learning outcomes appear at the end of each grade.

Distinctive Learning Outcomes

A number of Specific Learning Outcomes have been designated as Distinctive Learning Outcomes for Aboriginal (First Nations, Inuit, and Métis) or francophone students. Distinctive Learning Outcomes are designed to complement the Specific Learning Outcomes, and to enhance the development of language, identity, culture, and community for Aboriginal and francophone students.

Distinctive Learning Outcomes for Aboriginal students are intended for First Nations, Inuit, or Métis students in educational settings that include locally-controlled First Nations schools, Aboriginal-controlled schools in off-reserve or urban settings, or where the school or school division/district has agreed that the Distinctive Learning Outcomes be taught.

Distinctive Learning Outcomes for francophone students are intended for students enrolled in schools where francophone programs have been developed within the context of Section 23 of the Charter of Rights and Freedoms.

Grade Profiles

A Grade Profile appears at the beginning of each grade. The Grade Profile includes a description of the Content Theme and lists the citizenship and identity learning outcomes for that grade.

Content Themes

Each grade is identified by a Content Theme that specifies the content focus for the Specific Learning Outcomes in that grade.

Organization of the Framework *(continued)*

Specific and Distinctive Learning Outcome Codes

Specific Learning Outcome example:

The first character indicates the **Grade** (**0** for Kindergarten, through **9** for Grade 9—refer to example)

The second character refers to the learning outcome type:
V—Values and Attitudes
K—Knowledge and Understanding
S—Skills and Processes

The third character, where it appears, refers to the **Core Concept** or **General Learning Outcome**:

C —Citizenship	T —Time, Continuity, and Change
I —Identity	G —Global Connections
CC —Culture and Community	P —Power and Authority
L —The Land: Places and People	E —Economics and Resources

The fourth character indicates the numerical order of the **Specific Learning Outcome** in that grade

5-K-CC-013 explain why Canada is regarded as a multicultural nation

Distinctive Learning Outcome examples:

Distinctive Learning Outcomes are indicated by the letter **A** (Aboriginal) or the letter **F** (francophone) following the learning outcome number.

2-V-C-002A respect the traditional laws of their First Nation, Inuit, or Métis community

7-K-I-005F demonstrate awareness of the implications of their social, cultural and linguistic choices on their identities as francophones

Citizenship, Identity, and Diverse Perspectives

Citizenship and **identity** are core concepts that provide the learning orientation for social studies. These core concepts are developed through Specific Learning Outcomes at each grade.

Citizenship

The development of values and attitudes, knowledge and understanding, and skills and processes that support active and responsible citizenship is fundamental to social studies learning. As active and responsible citizens, students engage in discussions and take action as members of communities locally, nationally, and globally.

The core concept of citizenship provides a foundation that enables students to understand and to become committed to democratic ideals. Citizenship involves the ability and willingness to contribute to collective well-being through personal and collective decisions and actions. Students will explore historical and contemporary issues and ideas related to citizenship so as to develop an understanding of citizenship in the local, national, and global contexts. They will engage in discussion, negotiation, consensus-building, and conflict resolution. As they interact and explore diverse perspectives, students will build the competencies required for active and responsible citizenship in the Canadian context.

Identity

A strong sense of identity is a necessary foundation for interpersonal relationships, and contributes to students' abilities to participate in their communities as active and responsible citizens. Identities are shaped by many factors, including culture, language, spirituality, beliefs, socio-economic situation, gender, personal characteristics, and time and place. Identity formation is an ongoing process that involves observation, reflection, and interaction with others. Individuals affirm who they are by becoming aware of what distinguishes themselves from others as well as what connects them to others.

Social studies learning provides opportunities for students to develop self-awareness, and to enrich their personal identities and self-esteem. The core concept of identity provides a foundation for students to understand who they are as individuals and as social beings. As they reflect on and express who they are, they build upon their identities as contributing members of groups and communities.

Diverse Perspectives

Diversity is a fundamental aspect of human interaction. Living together as members of society requires understanding and appreciation of human diversity and diverse perspectives. Diverse perspectives are reflected throughout the Framework and enable students to develop an awareness of differing interpretations and worldviews. As they critically consider contemporary and historical ideas, events, and issues from diverse perspectives, students will gain a richer understanding of the complexity of cultures, communities, and societies. This understanding will allow them to interact with others with sensitivity and open-mindedness, and to respect their own and others' ways of seeing the world. As students consider diverse perspectives in their choices, decisions, and actions, they will be better able to live with others in a pluralistic society.

General Learning Outcomes Kindergarten to Grade 9

Culture and Community

Students will explore the influences of culture and community on individuals and societies.

Culture and community play an important role in the development of citizenship and identity. Many factors contribute to a sense of belonging to a culture or community, including shared values, beliefs, traditions, and language. Students will explore the concepts, symbols, and expressions of their own and others' cultural, linguistic, and social communities. They will enhance their understanding of diverse perspectives through an exploration of the ways in which people live together in cultures, groups, communities, and societies. They will explore the connections between culture, community, citizenship, and identity, and will reflect upon their roles as members of groups and communities. Learning outcomes will include concepts such as human interaction, interdependence, and cultural diversity.

The Land: Places and People

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. An exploration of people's relationships with places and environments enables students to understand human dependence and human impact upon the natural environment. Students will explore diverse ways in which spatial and physical characteristics of the environment affect human life, cultures, and societies. They will consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally. Learning outcomes will focus on geographic understanding and skills, and will include concepts such as the relationship between people and the land, sustainability, and stewardship.

Time, Continuity, and Change

Students will explore how people, relationships, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of history enables students to appreciate the past, to understand the present, and to live with regard for the future. An important aspect of this process is the investigation and interpretation of Canadian and world history. Students will develop historical consciousness through a consideration of people, relationships, events, ideas, stories, and historical interpretations. They will reflect upon diverse perspectives, parallel accounts, oral and social histories, and personal narratives through historical inquiry. Through this inquiry students will develop historical understanding, which provides a foundation for citizenship and identity. Learning outcomes will focus on historical thinking, and will include concepts such as progress, decline, continuity, causality, and change.

General Learning Outcomes Kindergarten to Grade 9 *(continued)*

Global Connections

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence will enhance students' global consciousness and encourage them to develop empathy with respect to the human condition. Students will critically consider diverse perspectives and the connections that link local, national, and global issues. This exploration of global connections will enable students to enrich their identities and to engage in active and responsible citizenship. Learning outcomes will focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority affect individuals, relationships, communities, and nations. As students explore the concepts of power and authority, they will examine the distribution, exercise, and implications of power and authority in formal and informal settings. They will critically consider diverse forms of decision-making, leadership, and governance, and will inquire into issues of fairness and equity. This exploration will help students develop a sense of personal efficacy as active and responsible citizens. Learning outcomes will include concepts such as political structures and decision-making processes, government, justice, rules, laws, and conflict.

Economics and Resources

Students will explore the use and distribution of resources and wealth in relation to individuals, communities, nations, and the natural environment.

The use, distribution, and management of resources and wealth have an impact on human societies and quality of life around the world. Students will explore the effects of economic interdependence on individuals, communities, nations, and the natural environment. They will examine economic factors that shape interactions between people and the land, and will explore diverse perspectives regarding human needs, wants, and quality of life. Students will critically consider the social and environmental implications of resource use and technological change locally, nationally, and globally. Learning outcomes will include concepts such as trade, economic disparities, globalization, and various ways in which economies are organized.

Content Themes Kindergarten to Grade 9

Kindergarten Being Together

Kindergarten students will explore who they are in relation to others in their world. They will be given opportunities to become aware of themselves as unique individuals and to express who they are by sharing their stories. Students will discover how they are connected to other people and will be encouraged to express interest and sensitivity in their interactions with others. Through inquiry into their social and physical environments, they will begin to see themselves as part of a larger world.

Grade 1 Connecting and Belonging

Grade 1 students will explore their connections in families, schools, groups, and communities. They will enhance their understanding of the diverse needs and wants of others, and will consider the connections that bring people together in groups. They will discover how they can contribute as individuals to the well-being of the groups to which they belong. Students will be encouraged to care for the natural environment and to show concern for other people in their relationships, groups, and communities.

Grade 2 Communities in Canada

Grade 2 students will explore communities in Canada, beginning with their own community and moving outward to other communities. They will inquire into various aspects of Canadian communities, and will consider how these communities have changed over time. Students will enhance their awareness of human interdependence, and will explore how people depend upon and affect the natural environment. Through this exploration, they will develop understanding of the characteristics of diverse Canadian communities. Students will discover how Canadians live in urban and rural communities from the Atlantic or Pacific coast, Québec, the North, and the Prairies. One of these selections will be a First Nation, Inuit, or Métis community.

Grade 3 Connecting with the World

Grade 3 students will explore life in communities around the world. They will consider geographic, social, and cultural characteristics of a variety of contemporary communities. Students will enrich their awareness and appreciation of how people live in other places, and will develop an understanding of culture and cultural diversity. Communities will be selected from Europe, Asia, South America, and Australia.

Grade 4 Provinces and Territories: Our Places, Stories, and Traditions

Grade 4 students will explore the places, stories, and traditions of the people of their province or territory. Students will situate their province or territory in the context of Canada and the world. They will inquire into the historical, social, and cultural characteristics of their province or territory, and will develop understanding of the diversity and shared experiences of people within their province or territory. They will also consider the places, stories, and traditions of one of their northern territorial neighbours, with a focus on how life in Canada's North has changed over time. Through this inquiry, students will be encouraged to develop a sense of belonging and citizenship within their province or territory and within Canada.

Grade 5 Canada: The Peoples and Stories of this Land

Grade 5 students will focus on the stories of the peoples of Canada and how they came to share this land over time. They will explore the ways of life and stories of the original inhabitants of this land, as well as the experiences of French and British settlers and diverse cultural groups as they developed roots in this country. They will examine the effects of intercultural contact, European exploration, and diverse approaches to the use and settlement of the land prior to Confederation. Throughout this inquiry, they will consider diverse perspectives and discover connections between history, identity, and citizenship. As they reflect upon the peoples and stories of this land, students will develop historical consciousness and an awareness of diversity and change in Canadian history.

Content Themes Kindergarten to Grade 9 *(continued)*

Grade 6 People and Places in the World

Grade 6 students will explore life in various parts of the world with a focus on questions of interest to youth. Students will apply geographic concepts and skills as they discover ways of life in diverse human and physical environments. They will explore issues related to quality of life, the environment, technology, urbanization, and human rights. Through this exploration, they will increase their awareness of global interdependence and their understanding of the impact of people's choices and decisions on the world around them. As they inquire into the ways of life and concerns of people in other parts of the world, they will be encouraged to reflect upon their own values and attitudes, and to cultivate empathy and respect for others. This inquiry will draw upon examples of densely and sparsely populated regions selected from within North America, Central America, South Asia, the Middle East, and Africa.

Grade 7 Canada, a Country of the North

Grade 7 students will explore Canada's northern character. They will consider contemporary and historical issues related to land and resource use, survival, and adaptation to the environment. This consideration will include an exploration of diverse cultural and artistic expressions of Canada's northernness. Students will examine intercultural contact, the movement of indigenous peoples and immigrants, and the settlement of western and northern Canada. They will explore the settlement of diverse groups and will consider how people changed and were changed by their environments over time. Students will also discover Canada's connections to other circumpolar regions, including Alaska, Russia, Finland, Sweden, Norway, Iceland, Denmark, and Greenland. Through this inquiry into Canada's historical influences and northern connections, students will develop an understanding of the complex nature of Canada's evolving identity.

Grade 8 Exploring Worldviews of the Past

Grade 8 students will explore worldviews of past societies and connections between the past and the present. Students will consider how worldviews are shaped and how they are expressed by people living in particular times and places. They will examine issues related to contact between societies with differing worldviews. Students will explore diverse sources of historical information, including oral histories, images, literature, and the arts. Through this inquiry into past societies, students will reflect upon their own worldviews, assess the influences of the past on the present, and further develop their historical consciousness. Students will explore a historical indigenous society of North America, as well as Mesopotamia or Ancient Egypt; Ancient Greece or Rome; Aztec, Incan, or Mayan civilizations; Medieval Europe or Renaissance Europe; Ancient China or Japan.

Grade 9 Canada: Opportunities and Challenges

Grade 9 students will explore Canada's contemporary opportunities and challenges. They will examine Canadian demographics and political organization. They will consider diverse perspectives related to Canadian political issues, Aboriginal self-government, francophone presence and influence, multiculturalism, media and popular culture, and the impact of the United States on Canadian culture. They will explore cultural interaction in Canadian society and will engage in the debate surrounding culture and identity in Canada. Through this inquiry, students will develop understanding of the complexities of citizenship and identity in the Canadian context and will enhance their ability to become informed, active, and responsible citizens.

Grade Profiles and Specific Learning Outcomes by Grade

Kindergarten

Being Together

Specific Learning Outcomes

Kindergarten Profile

Kindergarten students will explore who they are in relation to others in their world. They will be given opportunities to become aware of themselves as unique individuals and to express who they are by sharing their stories. Students will discover how they are connected to other people and will be encouraged to express interest and sensitivity in their interactions with others. Through inquiry into their social and physical environments, they will begin to see themselves as part of a larger world.

Values and Attitudes

Citizenship Learning Outcomes

Students will ...

- 0-V-C-001 consider the needs of others when working and playing together
- 0-V-C-002 demonstrate willingness to share and cooperate with peers

Knowledge and Understanding

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- 0-K-C-001 demonstrate awareness that they live in Canada
 - 0-K-C-002 identify people who are responsible for helping and caring for them at home, at school, and in the community
 - 0-K-C-003 describe their responsibilities at home and in school
 - 0-K-C-004 give examples of ways in which people cooperate in order to live together peacefully
 - 0-K-C-005 demonstrate awareness that their actions affect others

Identity Learning Outcomes

Students will ...

- 0-V-I-003 value their interests, gifts, and talents
 - 0-V-I-004 demonstrate willingness to share stories of their lives and experiences with others
 - 0-V-I-005 appreciate the uniqueness of individuals
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- 0-K-I-006 identify groups and places that are important to them
 - 0-K-I-007 describe the origins of their given names
 - 0-K-I-007A explain how they were given their names

Values and Attitudes

Culture and Community

Students will ...

- 0-V-CC-006 value the groups and communities to which they belong
- 0-V-CC-007 appreciate different ways of communicating, e.g., *facial expression, sign language, song, dance, art*
- 0-V-CC-007A appreciate the importance of non-verbal communication in First Nations, Inuit, and Métis cultures

Knowledge and Understanding

- 0-K-CC-008 identify diverse groups in which people live, work, and play together
- 0-K-CC-009 demonstrate awareness of the similarities and differences among individuals

The Land: Places and People

Students will ...

- 0-V-L-008 appreciate the beauty and importance of the natural environment
- 0-V-L-009 demonstrate care and concern for the environment in their actions, e.g., *reduce, reuse, recycle*

- 0-K-L-010 describe characteristics of the local physical environment, including natural and constructed elements
- 0-K-L-011 give examples of how daily life is influenced by the environment, e.g., *work, play, clothing*
- 0-K-L-012 identify familiar places and landmarks in their school and community
- 0-K-L-012F identify meeting places where they can associate with other francophones
- 0-K-L-013 demonstrate awareness of globes and maps as representations of real places

Time, Continuity, and Change

Students will ...

- 0-V-T-010 demonstrate interest in stories of the past
- 0-K-T-014 give examples of repeating patterns and events in their lives
- 0-K-T-015 distinguish between yesterday, today, and tomorrow
- 0-K-T-016 demonstrate awareness that they can learn from stories of the past

Global Connections

Students will ...

0-V-G-011 appreciate that there is a bigger world beyond their immediate environment

0-K-G-017 demonstrate understanding that people all over the world have needs similar to theirs, e.g., *food, clothing, shelter*

0-K-G-018 demonstrate awareness that people in other parts of the world may have food, clothing, and homes different from their own

Power and Authority

Students will ...

0-V-P-012 respect the rules of the classroom, playground, and school

0-K-P-019 name some rules and identify their purposes, e.g., *school rules, safety rules*

0-K-P-020 identify people who make decisions that influence their lives

0-K-P-021 demonstrate awareness that disagreement or conflict may be part of living and working together

Economics and Resources

Students will ...

0-V-E-013 appreciate the need to share work and resources in families, schools, and communities

0-K-E-022 identify their basic needs

0-K-E-023 give examples of different types of work in their families, schools, and communities

Values and Attitudes

Knowledge and Understanding

Skills and Processes

Social Participation

Students will ...

- 0-S-001 share space and materials with peers
- 0-S-002 take turns in discussions and during play
- 0-S-003 collaborate with others to seek agreement in group activities

Communication

Students will ...

- 0-S-004 actively listen to others
- 0-S-005 use and respond to verbal and non-verbal communication cues
- 0-S-006 relate stories about self, family, and friends
- 0-S-007 present information and ideas using oral, visual, material, or print media

Creative and Critical Thinking

Students will ...

- 0-S-008 use comparison to discover similarities and differences
- 0-S-009 identify consequences of their actions, choices, and decisions

Managing Ideas and Information

Students will ...

- 0-S-010 access information using oral, visual, material, or print sources
- 0-S-011 use tools and technologies to accomplish given tasks

Grade 1

Connecting and Belonging

Specific Learning Outcomes

Grade 1 Profile

Grade 1 students will explore their connections in families, schools, groups, and communities. They will enhance their understanding of the diverse needs and wants of others, and will consider the connections that bring people together in groups. They will discover how they can contribute as individuals to the well-being of the groups to which they belong. Students will be encouraged to care for the natural environment and to show concern for other people in their relationships, groups, and communities.

Citizenship Learning Outcomes

Students will ...

- 1-V-C-001 respect the needs and rights of others
- 1-V-C-002 demonstrate willingness to participate within the classroom and school
- 1-V-C-003 appreciate that people have diverse points of view and experiences

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- 1-K-C-001 describe their responsibilities and rights in the school and community
 - 1-K-C-002 describe ways in which people depend upon and help one another in families, schools, groups, and communities
 - 1-K-C-003 demonstrate awareness that they live in a country called Canada
 - 1-K-C-004 identify English and French as the two official languages of Canada
 - 1-K-C-005 know the words to *O Canada* in one of the two official languages of Canada
 - 1-K-C-005A know the words to *O Canada* in their First Nation, Inuit, or Métis language
 - 1-K-C-006 demonstrate awareness that they are responsible for their actions

Identity Learning Outcomes

Students will ...

- 1-V-I-004 value who they are as unique individuals
 - 1-V-I-005 value the languages, traditions, celebrations, and stories of their families, ancestors, and communities
 - 1-V-I-005A value the languages, traditions, celebrations, and stories of their First Nation, Inuit, or Métis community
 - 1-V-I-005F value the language, traditions, celebrations, and stories of their francophone community
-
- 1-K-I-007 describe cultural, linguistic, or community groups to which they belong
 - 1-K-I-007A demonstrate awareness that they belong to a First Nation, Inuit, or Métis community
 - 1-K-I-007F demonstrate awareness that they belong to a francophone community
 - 1-K-I-008 identify their family relationships
 - 1-K-I-008A identify their First Nation, Inuit, or Métis clan relationships or group
 - 1-K-I-009 give examples of stories, traditions, and celebrations that express their family's culture/s
 - 1-K-I-009A describe ways in which their family expresses their First Nation, Inuit, or Métis culture and identity
 - 1-K-I-009F describe ways in which their family expresses their francophone culture and identity

Values and Attitudes

Knowledge and Understanding

Culture and Community

Students will ...

- 1-V-CC-006 respect the traditions, celebrations, and stories of others
- 1-V-CC-007 appreciate diversity among their peers and community members

- 1-K-CC-010 demonstrate awareness of the diversity of people, languages, and ways of life in their communities
- 1-K-CC-011 give examples of differences in ways of life for various people, e.g., *language, clothing, food, art, celebrations*

The Land: Places and People

Students will ...

- 1-V-L-008 appreciate the beauty and benefits that the natural environment brings to their lives
- 1-V-L-009 respect neighbourhood and community places and landmarks
- 1-V-L-010 demonstrate care and concern for the environment in their actions, e.g., *reduce, reuse, recycle*

- 1-K-L-012 demonstrate awareness that all living things depend on the environment for survival
- 1-K-L-013 give examples of how their community is influenced by its location, e.g., *work, clothing, diet*
- 1-K-L-014 state their address or describe the relative location of their home in their community, town, or city
- 1-K-L-015 describe neighbourhood and community landmarks
- 1-K-L-015A describe local First Nation, Inuit, or Métis landmarks and significant places
- 1-K-L-015F describe local francophone landmarks and significant places
- 1-K-L-016 identify globes and maps as representations of the surface of the Earth
- 1-K-L-017 distinguish land and water masses on globes and maps
- 1-K-L-018 use relative terms to describe location, e.g., *above, below, near, far, left, right, front, back*
- 1-K-L-019 describe the relative location of places in the school and neighbourhood

Time, Continuity, and Change

Students will ...

- 1-V-T-011 appreciate that stories of the past can help them understand the present
- 1-K-T-020 describe how the repeating patterns of the seasons influence their lives
- 1-K-T-021 identify family relationships and connections to previous generations, e.g., *grandparents, parents, aunts, uncles*
- 1-K-T-022 give examples of traditions and celebrations that connect them to the past
- 1-K-T-022F demonstrate awareness of francophone stories, traditions, and celebrations that connect them to members of previous generations

Global Connections

Students will ...

1-V-G-012 appreciate that people all over the world have similar concerns, needs, and relationships

1-K-G-023 identify relationships or connections they may have with people in other places in the world

Power and Authority

Students will ...

1-V-P-013 respect rules and laws in their school and community

1-V-P-014 demonstrate willingness to help resolve conflicts peacefully, e.g., *compromise*

1-K-P-024 explain purposes of rules and laws in the school and community

1-K-P-025 give examples of decision-making in their families, schools, and communities

1-K-P-026 describe ways in which other people may influence their lives and they may influence the lives of others

1-K-P-027 give examples of causes of conflict in the classroom and the playground

1-K-P-028 give examples of solutions to conflict in the classroom and the playground

Economics and Resources

Students will ...

1-V-E-015 respect that the needs and wants of others may be different from their own

1-K-E-029 describe ways in which work may be shared in families, schools, groups, and communities

1-K-E-030 give examples to distinguish needs from wants

1-K-E-031 give examples of how television and advertising may influence their needs, wants, and choices

Values and Attitudes

Knowledge and Understanding

Skills and Processes

Social Participation

Students will ...

- 1-S-001 share space and materials with peers
- 1-S-002 participate in the creation of rules for collaborative work
- 1-S-003 assume responsibility for specific tasks in group activities
- 1-S-004 collaborate with others to seek agreement in group activities

Communication

Students will ...

- 1-S-005 actively listen to others
- 1-S-006 use and respond to verbal and non-verbal communication cues
- 1-S-007 relate stories about groups to which they belong
- 1-S-008 present information and ideas using oral, visual, material, or print media
- 1-S-009 create visual representations of the passage of time

Creative and Critical Thinking

Students will ...

- 1-S-010 use comparison to discover similarities and differences
- 1-S-011 identify consequences of their actions, choices, and decisions
- 1-S-012 use information or observation to form opinions
- 1-S-013 make connections between their own and others' experiences and stories

Managing Ideas and Information

Students will ...

- 1-S-014 access information using oral, visual, material, print, or electronic sources
- 1-S-015 sequence and categorize information according to given criteria
- 1-S-016 construct and use simple maps to represent or identify familiar places and locations
- 1-S-017 use tools and technologies to accomplish given tasks

Grade 2

Communities in Canada

Specific Learning Outcomes

Grade 2 Profile

Grade 2 students will explore communities in Canada, beginning with their own community and moving outward to other communities. They will inquire into various aspects of Canadian communities, and will consider how these communities have changed over time. Students will enhance their awareness of human interdependence, and will explore how people depend upon and affect the natural environment. Through this exploration, they will develop understanding of the characteristics of diverse Canadian communities. Students will discover how Canadians live in urban and rural communities from the Atlantic or Pacific coast, Québec, the North, central Canada, and the Prairies. One of these selections will be a First Nation, Inuit, or Métis community.

Citizenship Learning Outcomes

Students will ...

- 2-V-C-001 appreciate the importance of individual members within their communities
- 2-V-C-002 value cooperation and collaboration within groups and communities
- 2-V-C-002A respect the traditional laws of their First Nation, Inuit, or Métis community
- 2-V-C-003 accept responsibility for their actions
- 2-V-C-004 value being a member of the Canadian community

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- 2-K-C-001 demonstrate understanding that all members of communities have responsibilities and rights
 - 2-K-C-002 explain the role of cooperation in groups and communities
 - 2-K-C-003 identify Canadian symbols, buildings, and monuments, e.g., *Canadian flag, provincial or territorial flag and floral emblems, Maple Leaf, beaver, legislative buildings, drums, inuksuit, National War Memorial*

Identity Learning Outcomes

Students will ...

- 2-V-I-005 demonstrate confidence that they can contribute to their groups and communities
- 2-V-I-006 appreciate that belonging to groups and communities influences who they are

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- 2-K-I-004 give examples of factors that shape who they are, e.g., *language, family, community, traditions, gender, where they live*
 - 2-K-I-005 demonstrate awareness that stories of their groups and communities help shape who they are
 - 2-K-I-005A demonstrate awareness that their Elders and ancestors connect them to the past
 - 2-K-I-006 demonstrate awareness of their heritage and culture
 - 2-K-I-006A demonstrate awareness of their First Nation, Inuit, or Métis heritage and culture
 - 2-K-I-006F demonstrate awareness of their francophone heritage and culture

Values and Attitudes

Knowledge and Understanding

Culture and Community	
<i>Students will ...</i>	
2-V-CC-007	demonstrate willingness to consider diverse points of view
2-V-CC-008	appreciate the diversity of ways of life in Canadian communities
2-V-CC-009F	demonstrate interest in the shared experiences and stories of members of francophone communities in Canada
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2-K-CC-007	demonstrate understanding of what community means
2-K-CC-008	identify characteristics common to Canadian communities studied, e.g., <i>transportation, communication, education facilities</i>
2-K-CC-009	describe characteristics of diverse groups and communities to which they belong
2-K-CC-010	describe ways in which they may contribute to the well-being of their groups and communities
2-K-CC-011	demonstrate awareness of the diverse cultural groups that make up their local communities
2-K-CC-012	demonstrate awareness of First Nations, Inuit, and Métis communities, francophone communities, and other cultural communities in Canada
2-K-CC-013	demonstrate awareness of the variety of cultural traditions, festivals, and celebrations in Canadian communities
2-K-CC-014	demonstrate awareness that a variety of languages are spoken in Canada

The Land: Places and People	
<i>Students will ...</i>	
2-V-L-010	appreciate the influence of the natural environment on Canadian communities
2-V-L-011	appreciate artistic representations of the land
2-V-L-012	value oral history as a way to learn about the land
2-V-L-013	demonstrate care and concern for the environment in their actions, e.g., <i>reduce, reuse, recycle</i>
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2-K-L-015	describe natural features of the communities studied, e.g., <i>landforms, climate, waterways</i>
2-K-L-016	describe constructed features of the communities studied, e.g., <i>grain terminals, bridges, buildings</i>
2-K-L-017	give examples of ways in which the natural landscape shapes daily life in communities studied
2-K-L-018	give examples of diverse ways in which people use the land in Canada
2-K-L-019	give examples of natural resources in communities studied
2-K-L-020	explain the importance of conserving or restoring natural resources
2-K-L-021	identify Canada on a map or globe
2-K-L-022	identify communities studied on a map of Canada
2-K-L-023	demonstrate understanding of the use of cardinal directions

Time, Continuity, and Change	
<i>Students will ...</i>	
2-V-T-014	demonstrate willingness to learn about the past experiences of members of their communities
2-V-T-014F	appreciate and respond to stories of past experiences of members of francophone communities
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2-K-T-024	demonstrate awareness of stories of significant events and figures in their community's past
2-K-T-024A	demonstrate awareness of stories of significant events and figures in their local First Nation, Inuit, or Métis community
2-K-T-024F	demonstrate awareness of stories of significant events and figures in their local francophone community
2-K-T-025	describe events of the past that affect their lives today
2-K-T-026	identify ways in which life in Canadian communities has changed over time
2-K-T-027	demonstrate understanding that First Nations and Inuit groups composed Canada's original communities
2-K-T-028	give examples of the historical francophone influence on Canadian communities, e.g., <i>place names, stories of historical figures, celebrations</i>
2-K-T-029	demonstrate understanding that various groups of people came to Canada from other parts of the world to establish communities
2-K-T-030	describe the origins of the names of public sites and communities in Canada, e.g., <i>streets, rivers, towns, cities</i>

Global Connections

Students will ...

2-V-G-015 appreciate that Canadian communities have connections to a larger world

2-K-G-031 demonstrate understanding that Canada is one of many countries in the world

2-K-G-032 give examples of connections linking Canada to other countries, e.g., *food, immigration, media*

Power and Authority

Students will ...

2-V-P-016 demonstrate sensitivity to others when taking on leadership roles

2-V-P-017 value peaceful ways of resolving conflicts

2-K-P-033 give examples of leadership in their communities, e.g., *mayor, reeve, chief, elders, community volunteers*

2-K-P-034 give examples of ways in which they may demonstrate leadership

2-K-P-035 identify possible sources of conflict in groups and communities

Economics and Resources

Students will ...

2-V-E-018 appreciate that their quality of life is enhanced by the work and products of other Canadian communities, e.g., *West Coast lumber, Atlantic fish, Northern mines*

2-K-E-036 give examples of goods produced in Canadian communities studied

2-K-E-037 describe different types of work in Canadian communities studied

2-K-E-038 demonstrate awareness of the needs and wants of people in Canadian communities studied

Values and Attitudes

Knowledge and Understanding

Skills and Processes

Social Participation

Students will ...

- 2-S-001 participate in the creation of rules for collaborative work
- 2-S-002 share tasks and responsibilities in group activities
- 2-S-003 collaborate with others to seek agreement in group activities
- 2-S-004 work with peers to help resolve conflicts peacefully and fairly

Communication

Students will ...

- 2-S-005 actively listen to others
- 2-S-006 relate stories of their own and other communities
- 2-S-007 present information and ideas using oral, visual, material, or print media

Creative and Critical Thinking

Students will ...

- 2-S-008 formulate questions for inquiry
- 2-S-009 generate options to make a decision or to solve a problem
- 2-S-010 use information or observation to form opinions
- 2-S-011 make connections between their own and others' experiences

Managing Ideas and Information

Students will ...

- 2-S-012 access information using oral, visual, material, print, or electronic sources and tools, e.g., *traditional and non-traditional sources; tools such as table of contents, glossary, index*
- 2-S-013 organize and record information using timelines, charts, or other visual organizers
- 2-S-014 construct and interpret maps that include a title, a legend, and symbols
- 2-S-015 use tools and technologies to accomplish given tasks

Grade 3

Connecting with the World

Specific Learning Outcomes

Grade 3 Profile

Grade 3 students will explore life in communities around the world. They will consider geographic, social, and cultural characteristics of a variety of contemporary communities. Students will enrich their awareness and appreciation of how people live in other places, and will develop an understanding of culture and cultural diversity. Communities will be selected from Europe, Asia, South America, and Australia.

Values and Attitudes

Citizenship Learning Outcomes

Students will ...

- 3-V-C-001 respect the equality of all human beings
- 3-V-C-002 demonstrate sensitivity to others when exercising their rights
- 3-V-C-003 demonstrate fairness in social interactions
- 3-V-C-004 value belonging to groups, communities, and Canada
- 3-V-C-005 demonstrate willingness to participate in their groups and communities

Knowledge and Understanding

- 3-K-C-001 demonstrate understanding of the concept of fairness
- 3-K-C-002 demonstrate awareness of the idea of citizenship as membership or belonging
- 3-K-C-003 give examples of responsibilities and rights of Canadian citizens
- 3-K-C-004 know the words to *O Canada* in English, French, and a local Aboriginal language

Identity Learning Outcomes

Students will ...

- 3-V-I-006 demonstrate willingness to accept others as they are
 - 3-V-I-007A respect the teachings of Elders, leaders, parents, and community members
 - 3-V-I-008 appreciate that their contributions can make a difference within their communities
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- 3-K-I-005 demonstrate understanding that their identities are influenced by many factors, e.g., *culture, language, place, time, gender*
 - 3-K-I-006 describe ways in which their culture and community influence who they are
 - 3-K-I-006F describe personally significant aspects of their francophone community

Values and Attitudes

Knowledge and Understanding

Culture and Community

Students will ...

- 3-V-CC-009 demonstrate interest in the ways of life of diverse cultures and communities
- 3-V-CC-010 appreciate their connections to people and communities elsewhere in the world

- 3-K-CC-007 describe characteristics of daily life in communities studied, e.g., *housing, tools, work, use of the land, games, education*
- 3-K-CC-008 compare life in their own communities to life in communities studied, e.g., *family, education, recreation*
- 3-K-CC-009 give examples of challenges faced by communities
- 3-K-CC-010 demonstrate understanding of culture as way of life
- 3-K-CC-011 give examples of how culture is reflected in daily life, e.g., *language, traditions, recreation, art*
- 3-K-CC-011A demonstrate understanding of the manners and protocol appropriate to their First Nation, Inuit, or Métis culture

The Land: Places and People

Students will ...

- 3-V-L-011 appreciate what the land provides for communities
- 3-V-L-012 appreciate that people have diverse ways of living on or with the land
- 3-V-L-012A appreciate the sacredness of living on and with the land
- 3-V-L-013 demonstrate care and concern for the environment in their actions, e.g., *reduce, reuse, recycle*

- 3-K-L-012 give examples of the effects of environmental factors and events on ways of life in communities studied, e.g., *factors: climate, vegetation, natural resources, landforms events: floods, droughts, storms*
- 3-K-L-013 identify ways in which people depend on, adapt to, and change the environment in which they live, e.g., *food, clothing, transportation, shelter, technologies*
- 3-K-L-014 demonstrate understanding that the surface of the Earth can be represented through maps, aerial photographs, and satellite images
- 3-K-L-015 identify the continents and oceans on a map or globe
- 3-K-L-016 identify countries or regions studied on a map or globe

Time, Continuity, and Change

Students will ...

- 3-V-T-014 appreciate the continuity of cultures, traditions, and practices over time
- 3-V-T-015 appreciate that communities change over time

- 3-K-T-017 describe how ways of life have changed over time in communities studied
- 3-K-T-018 give examples of traditions and practices that have endured over time in communities studied

Global Connections

Students will ...

- 3-V-G-016 demonstrate willingness to accept differences among people, communities, and ways of life
- 3-V-G-017 appreciate their connections to people and communities in other places in the world

- 3-K-G-019 demonstrate awareness of diverse ways of life in the world
- 3-K-G-020 demonstrate awareness that there are indigenous and francophone populations outside of Canada
- 3-K-G-021 identify global environmental issues that affect life in communities studied
- 3-K-G-022 demonstrate awareness that there are global organizations that support communities, e.g., *United Nations, UNICEF, Médecins sans frontières*
- 3-K-G-023 describe ways in which communities help assure basic human rights, e.g., *food and water, shelter, clothing, education, safety*
- 3-K-G-024 give examples of ways in which their choices and actions may affect people elsewhere in the world, e.g., *charitable donations, overconsumption, recycling*

Power and Authority

Students will ...

- 3-V-P-018 respect positive leadership in their school groups and communities

- 3-K-P-025 describe ways of maintaining safety and security within communities, e.g., *police, firefighters, traffic lights*
- 3-K-P-026 give examples of ways in which groups and communities make decisions
- 3-K-P-027 identify formal and informal types of leadership
- 3-K-P-028 give reasons why groups and communities may experience conflict
- 3-K-P-029 demonstrate awareness that conflict may be part of group interactions

Economics and Resources

Students will ...

- 3-V-E-019 appreciate that communities have diverse ways of meeting their members' needs and wants
- 3-V-E-020 appreciate the role of work in communities

- 3-K-E-030 give examples of technologies, transportation, and communication in communities studied
- 3-K-E-031 give examples of how the natural environment influences work in communities studied
- 3-K-E-032 describe how and why communities exchange goods, e.g., *trade, transportation*
- 3-K-E-033 give examples of how natural resources are used in daily life

Values and Attitudes

Knowledge and Understanding

Skills and Processes

Social Participation*Students will ...*

- 3-S-001 acknowledge the rights and opinions of others in collaborative tasks
- 3-S-002 share information and ideas to contribute to a group task
- 3-S-003 participate in making and carrying out group decisions
- 3-S-004 assume responsibility for specific tasks in group activities
- 3-S-005 collaborate with others to seek agreement in group activities
- 3-S-006 work with peers to help resolve conflicts peacefully and fairly

Creative and Critical Thinking*Students will ...*

- 3-S-010 formulate questions for inquiry
- 3-S-011 distinguish fact from fiction in stories
- 3-S-012 consider advantages and disadvantages of solutions to a problem
- 3-S-013 draw conclusions based on information and evidence
- 3-S-014 make connections between their own and others' experiences

Communication*Students will ...*

- 3-S-007 actively listen to others to understand their points of view
- 3-S-008 express ideas and opinions that are supported by information or observation
- 3-S-009 present information and ideas using oral, visual, material, print, or electronic media

Managing Ideas and Information*Students will ...*

- 3-S-015 access information using oral, visual, material, print, or electronic sources and tools, including atlases, e.g., *traditional and non-traditional sources, maps; tools such as table of contents, glossary, index*
- 3-S-016 organize and record information and information sources using a variety of formats, e.g., *timelines, charts, visual organizers, bibliographies*
- 3-S-017 construct and interpret maps that include a title, a legend, and a compass rose
- 3-S-018 select and use appropriate tools and technologies to accomplish tasks

Grade 4

Provinces and Territories: Our Places, Stories, and Traditions

Specific Learning Outcomes

Grade 4 Profile

Grade 4 students will explore the places, stories, and traditions of the people of their province or territory. Students will situate their province or territory in the context of Canada and the world. They will inquire into the historical, social, and cultural characteristics of their province or territory, and will develop understanding of the diversity and shared experiences of people within their province or territory. They will also consider the places, stories, and traditions of one of their northern territorial neighbours, with a focus on how life in Canada’s North has changed over time. Through this inquiry, students will be encouraged to develop a sense of belonging and citizenship within their province or territory and within Canada.

Values and Attitudes

Citizenship Learning Outcomes

Students will ...

- 4-V-C-001 demonstrate fairness and respect in their interactions with others
- 4-V-C-002 appreciate what citizenship means in Canada

Knowledge and Understanding

- 4-K-C-001 demonstrate awareness of the significance of Canadian and provincial or territorial symbols, e.g., *coats of arms, flags, anthem*
- 4-K-C-002 explain from a personal perspective what it means to be a citizen of Canada
- 4-K-C-002A explain from a personal perspective what it means to be a citizen of Canada as a member of a First Nation, Inuit, or Métis community
- 4-K-C-002F explain from a personal perspective what it means to be a francophone citizen of Canada
- 4-K-C-003 demonstrate awareness of democratic ideals in Canadian society, e.g., *equality, freedom, citizen participation in government*

Identity Learning Outcomes

Students will ...

- 4-V-I-003 value their cultural, social, and Canadian identities
 - 4-V-I-003A value their First Nations, Inuit, or Métis identities
 - 4-V-I-003F value their identities as francophones
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- 4-K-I-004 demonstrate awareness of the importance of culture and community in shaping who they are
 - 4-K-I-004A demonstrate understanding of the teachings of Elders about their culture and identity
 - 4-K-I-004F demonstrate awareness of the influence of francophone cultural heritage on their identities
 - 4-K-I-005 demonstrate awareness that belonging to more than one culture or community can affect identity
 - 4-K-I-005F describe how being francophones in a minority context affects their identities
 - 4-K-I-006 demonstrate understanding that their identities are shaped by living in Canada as well as by living in a particular region, province or territory
 - 4-K-I-006A demonstrate understanding that their identities are connected to the history of their First Nation, Inuit, or Métis communities

Values and Attitudes

Culture and Community

Students will ...

- 4-V-CC-004 appreciate the cultural diversity within their province or territory
- 4-V-CC-005A nurture openness and a welcoming attitude within their First Nations, Inuit, or Métis communities

The Land: Places and People

Students will ...

- 4-V-L-006 appreciate the diversity and respect the fragility of the natural environment in their province or territory
- 4-V-L-007A respect the spiritual dimension of their connections to the environment (land, water, sky)
- 4-V-L-008 appreciate the power and beauty of the land (e.g., *kajjaarnaqtuq*, an Inuit term that conveys the power and beauty of the land; a sense of awe of the land)
- 4-V-L-009 demonstrate care and concern for the environment in their actions, e.g., *reduce, reuse, recycle*

Time, Continuity, and Change

Students will ...

- 4-V-T-010 respect oral tradition as a source of historical information
- 4-V-T-011 appreciate the significance of their province's or territory's history and its influence on their local community
- 4-V-T-011F appreciate that the history of their province or territory has shaped life in their local francophone community

Global Connections

Students will ...

- 4-V-G-012 appreciate the interdependence that links their province or territory to the world
- 4-V-G-013 demonstrate global consciousness in their personal choices

Power and Authority

Students will ...

- 4-V-P-014 demonstrate willingness to take on leadership roles and responsibilities
- 4-V-P-015 respect the rights of others when using personal power or authority

Economics and Resources

Students will ...

- 4-V-E-016 respect public, private, and community property
- 4-V-E-017 demonstrate willingness to limit their wants as an expression of concern for others and for the environment

Values and Attitudes

Knowledge and Understanding

Culture and Community	
<i>Students will ...</i>	
4-K-CC-007	give examples of artistic and cultural achievements in their province or territory
4-K-CC-007F	demonstrate awareness of francophone artistic and cultural achievements and organizations in their province or territory
4-K-CC-008	describe how First Nations, Inuit, and Métis people have helped shape their province or territory
4-K-CC-008A	identify connections between their community and other First Nations, Inuit, or Métis communities
4-K-CC-009	describe how francophone communities have helped shape their province or territory
4-K-CC-009F	identify connections between their local francophone community and other francophone communities in their province or territory
4-K-CC-010	identify diverse cultural communities and describe how they have helped shape their province or territory

The Land: Places and People	
<i>Students will ...</i>	
4-K-L-011	describe the main demographic features of their province or territory, and the northern territory studied
4-K-L-012	identify major natural resources in their province or territory, and the northern territory studied
4-K-L-013	demonstrate awareness of significant issues related to land and natural resource use in their province or territory
4-K-L-014	describe the influence of the land on human settlement in their province or territory
4-K-L-015	demonstrate awareness of Aboriginal peoples' traditional relationships with the land
4-K-L-015A	demonstrate understanding of how the land helps shape their identities, values, beliefs, traditions, customs, art, and clothing
4-K-L-016	explain the origins and meanings of a variety of place names in their province or territory
4-K-L-017	explain the significance of the renaming of places in their province and the northern territory studied
4-K-L-017A	identify place names and stories connected to their land
4-K-L-018	describe various purposes of inuksuit as used by Inuit
4-K-L-019	describe the location of their province or territory in relation to Canada and the world
4-K-L-020	identify on a map or globe the equator, the prime meridian, and the hemispheres
4-K-L-021	describe the main characteristics of the physical regions of Canada
4-K-L-022	identify on a map major Canadian landforms, regions, lakes, and waterways
4-K-L-023	identify on a map the provinces, territories, and capital cities of Canada
4-K-L-024	identify on a map key physical features of their province or territory and the northern territory studied, e.g., <i>bodies of water, landforms, vegetation zones</i>
4-KL-024A	locate and describe places using traditional knowledge
4-K-L-025	demonstrate awareness of the concepts of sustainability and stewardship

Time, Continuity, and Change	
<i>Students will ...</i>	
4-K-T-026	demonstrate awareness of key people and events that shaped their province or territory
4-K-T-027	demonstrate awareness of key people and events that shaped the northern territory studied
4-K-T-028	give examples of diverse stories and traditions of the people of their province or territory
4-K-T-028A	demonstrate understanding of how shared stories of their families and Elders enrich their personal and community histories
4-K-T-028F	demonstrate understanding of shared stories and experiences of francophones in their province or territory
4-K-T-029	demonstrate awareness that accounts of the past may vary according to different perspectives
4-K-T-030	describe places of historic, cultural, or environmental significance within their province or territory
4-K-T-031	give examples of how technology has changed ways of life in their province or territory, and the northern territory studied
4-K-T-032	identify the main reasons for the creation of Nunavut and the new Northwest Territories
4-K-T-033	use appropriate terms or expressions to describe periods of time, e.g., <i>decade, generation, century, when the earth was new, in the time of our ancestors</i>

Global Connections

Students will ...

- 4-K-G-034 identify ways in which their province or territory is connected to other countries in the world
- 4-K-G-035 identify global influences that affect life within their province or territory, e.g., *environment, media, industry, economy*
- 4-K-G-036 give examples of how their personal choices might affect the quality of life of people elsewhere in the world

Power and Authority

Students will ...

- 4-K-P-037 demonstrate understanding of the concept and purpose of government
- 4-K-P-038 demonstrate awareness that in Canada there are different types/levels of government with different responsibilities, e.g., *municipal, provincial or territorial, federal, First Nations*
- 4-K-P-039 identify elected local, provincial or territorial, and federal heads of government
- 4-K-P-040 give examples of how the formal and informal exercise of power and authority affects their lives, e.g., *rules, laws, student councils, bullying, gangs*
- 4-K-P-041 evaluate diverse ways of dealing with conflict or the misuse of power and authority

Economics and Resources

Students will ...

- 4-K-E-042 give examples of public, private, and community property
- 4-K-E-043 give examples of how governments help people meet their needs, e.g., *education, health care, sanitation*

Knowledge and Understanding

Grade 4

Skills and Processes

Social Participation

Students will ...

- 4-S-001 assume a variety of roles and responsibilities in groups
- 4-S-002 participate in making and carrying out group decisions
- 4-S-003 accept and offer constructive suggestions in order to build consensus
- 4-S-004 collaborate with others to devise strategies for dealing with problems and issues
- 4-S-005 negotiate with peers to help resolve conflicts peacefully and fairly

Communication

Students will ...

- 4-S-006 actively listen to the accounts and points of view of others
- 4-S-007 use language that is respectful of human diversity
- 4-S-008 express reasons for their ideas and opinions
- 4-S-009 present information and ideas using oral, visual, material, print, or electronic media
- 4-S-010 use a variety of communication technologies to interact with others

Creative and Critical Thinking

Students will ...

- 4-S-011 formulate questions for inquiry
- 4-S-012 distinguish fact from fiction in stories
- 4-S-013 observe and describe material and visual evidence for research, e.g., *artifacts, photographs*
- 4-S-014 consider advantages and disadvantages of solutions to a problem
- 4-S-015 draw conclusions based on information from a variety of sources
- 4-S-016 evaluate personal assumptions based on new information and ideas
- 4-S-017 reflect on how stories of other times and places connect to their personal experience

Managing Ideas and Information

Students will ...

- 4-S-018 access and select information using a variety of oral, visual, material, print, or electronic sources and tools, including atlases, e.g., *traditional and non-traditional sources, maps; tools such as table of contents, glossary, index*
- 4-S-019 organize and record information and information sources using a variety of formats, e.g., *charts, maps, concept maps, bibliographies*
- 4-S-020 create timelines or other visual organizers to sequence and represent historical figures, relationships, or events
- 4-S-021 use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes
- 4-S-022 construct and interpret maps that include a title, a legend, a compass rose, and grids
- 4-S-023 orient themselves by observing the landscape, by using traditional knowledge, or by using a compass or other technology, e.g., *sun, moon, or stars, inuksuk, Global Positioning Systems*
- 4-S-024 select and use appropriate tools and technologies to accomplish tasks

Grade 5

Canada: The People and Stories of this Land

Specific Learning Outcomes

Grade 5 Profile

Grade 5 students will focus on the stories of the peoples of Canada and how they came to share this land over time. They will explore the ways of life and stories of the original inhabitants of this land, as well as the experiences of French and British settlers and diverse cultural groups as they developed roots in this country. They will examine the effects of intercultural contact, European exploration, and diverse approaches to the use and settlement of the land prior to Confederation. Throughout this inquiry, they will consider diverse perspectives and discover connections between history, identity, and citizenship. As they reflect upon the peoples and stories of this land, students will develop historical consciousness and an awareness of diversity and change in Canadian history.

Values and Attitudes

Citizenship Learning Outcomes

Students will ...

- 5-V-C-001 appreciate the responsibilities and rights of citizenship in Canada
- 5-V-C-002 respect places and objects of historical significance, e.g., *artifacts, burial grounds, memorials*
- 5-V-C-003 appreciate the historical significance of Canada’s two official languages
- 5-V-C-004 respect the rights, opinions, and perspectives of others

Knowledge and Understanding

- 5-K-C-001 describe responsibilities and rights of Canadian citizens
- 5-K-C-001A describe their responsibilities and rights as First Nations, Inuit, or Métis citizens of Canada
- 5-K-C-001F describe their responsibilities and rights as francophone citizens of Canada
- 5-K-C-002 compare what it meant to be a citizen in pre-Confederation Canada to what it means today

Identity Learning Outcomes

Students will ...

- 5-V-I-005 appreciate that knowledge of Canadian history and of the stories of the people of this land can enrich their understanding of who they are
 - 5-V-I-006 appreciate that the identities of Aboriginal, francophone, English-speaking, and diverse cultural groups have changed over time
-
- 5-K-I-003 demonstrate understanding of the influence of the past on their identities
 - 5-K-I-004 describe how culture, language, and heritage contribute to their identities
 - 5-K-I-004F demonstrate awareness of the influence of francophone cultural heritage on their identities
 - 5-K-I-005 explain how moving to a different community or country can affect identity
 - 5-K-I-006 describe ways in which contact with other cultures may affect identity

Values and Attitudes

Culture and Community

Students will ...

- 5-V-CC-007 demonstrate willingness to share stories about their cultural heritage
- 5-V-CC-008 appreciate the diversity of cultural communities in Canada
- 5-V-CC-009 appreciate the diversity of francophone communities in Canada
- 5-V-CC-010 appreciate the diversity of First Nations, Inuit, and Métis cultures and communities in Canada
- 5-V-CC-011 demonstrate willingness to participate actively in their groups, cultures, and communities
- 5-V-CC-011A demonstrate willingness to contribute to the enrichment and growth of their First Nations, Inuit, or Métis communities
- 5-V-CC-011F demonstrate willingness to contribute to the enrichment and growth of their francophone community

The Land: Places and People

Students will ...

- 5-V-L-012 value oral tradition, narratives, and stories as sources of knowledge about the land
- 5-V-L-013 respect and appreciate the land that is Canada
- 5-V-L-014 demonstrate care and concern for the environment in their actions, e.g., *reduce, reuse, recycle*

Time, Continuity, and Change

Students will ...

- 5-V-T-015 appreciate the importance and significance of Canadian history
- 5-V-T-016 appreciate that the stories of many different peoples make up the history of Canada
- 5-V-T-017 appreciate the historical significance of diverse ethnic and cultural groups in Canadian society

Global Connections

Students will ...

5-V-G-018 appreciate that Canadians have connections with many different places in the world

Power and Authority

Students will ...

5-V-P-019 appreciate diverse approaches to decision-making and the role of leadership in early Canadian society

5-V-P-019A appreciate decision-making processes and the role of leadership in First Nations, Inuit, and Métis communities in early Canadian society

Economics and Resources

Students will ...

5-V-E-020 appreciate the significance of natural resources in early Canada

Values and Attitudes

Knowledge and Understanding

Culture and Community

Students will ...

- 5-K-CC-007 describe characteristics of First Nations and Inuit cultures before contact with European cultures, e.g., *lifestyles, governance, education*
- 5-K-CC-008 demonstrate awareness of First Nations and Inuit stories of their origins
- 5-K-CC-009 demonstrate understanding that many people came from other countries to live in Canada
- 5-K-CC-010 describe the origins of Métis culture and language in Canada
- 5-K-CC-011 give examples of similarities and differences among Aboriginal groups in early Canada
- 5-K-CC-011A demonstrate awareness of First Nations, Inuit, and Métis organizations at the local, regional, and national levels
- 5-K-CC-012 demonstrate awareness of diverse francophone communities across Canada
- 5-K-CC-012F demonstrate awareness of francophone organizations and institutions in their province or territory and in Canada
- 5-K-CC-013 explain why Canada is regarded as a multicultural nation

The Land: Places and People

Students will ...

- 5-K-L-014 describe the effects of the land on the movement and settlement of people in pre-Confederation Canada, e.g., *topography, climate, animals and plants, waterways*
- 5-K-L-015 demonstrate awareness of how contemporary population distributions are different from those in early Canada
- 5-K-L-016 describe how francophone population distributions have changed since early Canada
- 5-K-L-017 demonstrate awareness of diverse perspectives and competing interests regarding land ownership and land use, e.g., *treaties, seigneurial system, British Crown land, agricultural homesteads*
- 5-K-L-018 identify on a map of Canada places and regions of historical significance
- 5-K-L-019 describe and identify on a map major regions, vegetation zones, landforms, and bodies of water in Canada

Time, Continuity, and Change

Students will ...

- 5-K-T-020 describe key individuals, stories, and events of First Nations and Inuit peoples in the pre-contact and early European contact periods
- 5-K-T-021 describe the voyages and experiences of key early European explorers in the land now known as Canada
- 5-K-T-022 describe interactions between First Nations or Inuit peoples and French or British explorers and settlers
- 5-K-T-023 describe the impact of the fur trade on the peoples of early Canada
- 5-K-T-024 describe key events related to the Métis Nation in early Canada, e.g., *origins, Red River settlement, Riel resistance*
- 5-K-T-025 describe social and cultural characteristics of life in Nouvelle-France
- 5-K-T-026 demonstrate awareness of the experiences of the Acadians in early Canada
- 5-K-T-027 demonstrate understanding of the French influence on early Canadian society
- 5-K-T-028 describe key events which led to British rule in Canada
- 5-K-T-029 describe the effects of British rule on the lives of the British colonists, French Canadians, First Nations, Inuit, and Métis peoples
- 5-K-T-030 demonstrate awareness of the British influence on early Canadian society, e.g., *British parliamentary system, language*
- 5-K-T-031 describe the influences of the United Empire Loyalists on Canadian society
- 5-K-T-032 identify diverse perspectives regarding Canadian confederation in 1867
- 5-K-T-033 describe stories related to the origins of the name Canada
- 5-K-T-034 identify diverse cultural groups that contributed to early Canada

Global Connections

Students will ...

- 5-K-G-035 identify links between early Canada and other countries, e.g., *immigration, colonization*
- 5-K-G-036 demonstrate awareness of Canada's membership in the British Commonwealth

Power and Authority

Students will ...

- 5-K-P-037 use examples to distinguish power from authority
- 5-K-P-038 give examples of stories that illustrate the exercise of power and authority in early Canada

Economics and Resources

Students will ...

- 5-K-E-039 describe how the availability of natural resources influenced the movement and settlement of people in early Canada
- 5-K-E-040 give examples of the influence of trade on the development of early communities in Canada
- 5-K-E-041 describe varying approaches to resource use in early Canada

Knowledge and Understanding

Grade 5

Skills and Processes

Social Participation

Students will ...

- 5-S-001 assume a variety of roles and responsibilities in groups
- 5-S-002 participate in establishing group goals in order to build consensus
- 5-S-003 collaborate with others to devise strategies for dealing with problems and issues
- 5-S-004 negotiate with peers to help resolve conflicts peacefully and fairly

Creative and Critical Thinking

Students will ...

- 5-S-010 establish a purpose for inquiry
- 5-S-011 distinguish fact from opinion in discussions and narratives
- 5-S-012 observe and describe material and visual evidence for research, e.g., *artifacts, photographs*
- 5-S-013 compare diverse perspectives in information sources, including narratives
- 5-S-014 consider the validity of information based on given criteria, e.g., *context, authentic voice, source, objectivity, evidence, reliability*
- 5-S-015 evaluate the advantages and disadvantages of solutions to a problem
- 5-S-016 interpret information and ideas expressed in art, music, dance, drama, historical fiction, primary sources, or other media
- 5-S-017 compare differing accounts of historical events
- 5-S-018 draw conclusions based on research and evidence
- 5-S-019 evaluate personal assumptions based on new information and ideas
- 5-S-020 reflect on how stories of other times and places connect to their experience

Communication

Students will ...

- 5-S-005 listen to others in order to understand their perspectives
- 5-S-006 use language that is respectful of human diversity
- 5-S-007 present information and ideas using oral, visual, material, print, or electronic media
- 5-S-008 express reasons for their ideas and opinions
- 5-S-009 use a variety of communication technologies to interact with others

Managing Ideas and Information

Students will ...

- 5-S-021 access and select information using a variety of oral, visual, material, print, or electronic sources and tools, including atlases, e.g., *traditional and non-traditional sources, maps; tools such as table of contents, glossary, index, keyword search*
- 5-S-022 organize and record information and information sources using a variety of formats, e.g., *charts, maps, concept maps, bibliographies*
- 5-S-023 create a timeline or other visual organizer to sequence and represent historical figures, relationships, or events
- 5-S-024 construct and interpret maps that include a title, a legend, a compass rose, a grid, and scale
- 5-S-025 select and use appropriate tools and technologies to accomplish tasks

Grade 6

People and Places in the World

Specific Learning Outcomes

Grade 6 Profile

Grade 6 students will explore life in various parts of the world with a focus on questions of interest to youth. Students will apply geographic concepts and skills as they discover ways of life in diverse human and physical environments. They will explore issues related to quality of life, the environment, technology, urbanization, and human rights. Through this exploration, they will increase their awareness of global interdependence and their understanding of the impact of people’s choices and decisions on the world around them. As they inquire into the ways of life and concerns of people in other parts of the world, they will be encouraged to reflect upon their own values and attitudes, and to cultivate empathy and respect for others. This inquiry will draw upon examples of densely and sparsely populated regions selected from within North America, Central America, South Asia, the Middle East, and Africa.

Values and Attitudes

Citizenship Learning Outcomes

Students will ...

- 6-V-C-001 accept that belonging to a community involves limitations on personal freedom for the sake of collective well-being
- 6-V-C-002 appreciate citizenship in the context of global interdependence
- 6-V-C-003 respect the rights and needs of others within the context of global interdependence
- 6-V-C-004 support fairness, justice, and equality in their choices and actions
- 6-V-C-005 demonstrate willingness to take a stand against discriminatory practices and behaviours

Knowledge and Understanding

- 6-K-C-001 demonstrate awareness of human rights in the global context
- 6-K-C-002 demonstrate awareness of diverse perspectives in the world regarding citizenship
- 6-K-C-003 demonstrate awareness of the influence of democratic ideals in the regions studied
- 6-K-C-004 identify discriminatory practices and behaviours

Identity Learning Outcomes

Students will ...

- 6-V-I-006 demonstrate willingness to broaden their perspectives and experiences beyond the familiar
 - 6-V-I-007 appreciate that their identities are influenced by the contemporary global context
-
- 6-K-I-005 describe ways in which social factors influence who they are and how they express their identities, e.g., *gender, physical characteristics, socio-economic situation, media*
 - 6-K-I-006 demonstrate awareness that identity has an emotional dimension
 - 6-K-I-007 identify community groups and networks that may support their personal choices and identities
 - 6-K-I-007A identify groups and networks within the Aboriginal community that may support their personal choices and identities
 - 6-K-I-007F identify groups and networks within the francophone community that may support their personal choices and identities

Values and Attitudes

Knowledge and Understanding

Culture and Community

Students will ...

- 6-V-CC-008 respect the rights of others to express their points of view
- 6-V-CC-009 appreciate that beliefs and values are influenced by culture and place

- 6-K-CC-008 describe family and community roles and responsibilities of young people in regions studied
- 6-K-CC-009 describe different approaches to cultural diversity in the regions studied, e.g., *segregation, assimilation, integration, pluralism*
- 6-K-CC-010 identify effects of cultural and linguistic assimilation on minority groups in regions studied
- 6-K-CC-011 demonstrate awareness of the impact of racism, prejudice, and stereotyping
- 6-K-CC-012 give examples of the artistic expression of culture
- 6-K-CC-013 describe ways in which art, music, literature, and drama can influence intercultural understanding

The Land: Places and People

Students will ...

- 6-V-L-010 appreciate the diverse character of the global natural environment
- 6-V-L-011 demonstrate consciousness of the impact of human societies on the global natural environment
- 6-V-L-012 demonstrate care and concern for the environment in their actions, e.g., *reduce, reuse, recycle*

- 6-K-L-014 demonstrate understanding of how the land affects human settlement and social organization
- 6-K-L-015 propose explanations for population distributions in regions studied
- 6-K-L-016 identify factors that influence the movement of people, e.g., *environmental factors, economic factors, political factors, conflict*
- 6-K-L-017 demonstrate understanding of the impact of urbanization on regions studied
- 6-K-L-018 describe diverse approaches to natural resource and land use in regions studied
- 6-K-L-019 identify on a map major countries, cities, landforms, and bodies of water of the regions studied
- 6-K-L-020 describe and identify on a map the climatic and vegetation zones of the world
- 6-K-L-021 demonstrate understanding of latitude, longitude, parallels, and meridians
- 6-K-L-022 demonstrate understanding of time zones and related concepts, e.g., *international date line, Universal Time, local time*

Time, Continuity, and Change

Students will ...

- 6-V-T-013 appreciate that cultures change over time
- 6-V-T-014 appreciate the historical basis of contemporary issues
- 6-K-T-023 give examples of change created by cultural interaction in regions studied
- 6-K-T-024 demonstrate awareness of significant historical events that continue to affect regions studied

Global Connections

Students will ...

- 6-V-G-015 appreciate and respect the social and cultural diversity that exists in the world
- 6-V-G-016 appreciate the presence and diversity of francophone communities around the world
- 6-V-G-017 appreciate the presence and diversity of indigenous peoples around the world
- 6-V-G-018 demonstrate interest in the worldviews and ways of life of people in other places in the world

- 6-K-G-025 demonstrate awareness of global interdependence
- 6-K-G-026 demonstrate awareness of the social and cultural diversity that exists in the world
- 6-K-G-027 demonstrate awareness of indigenous peoples in the regions studied
- 6-K-G-027A establish links with indigenous peoples in other places of the world
- 6-K-G-028 identify francophone communities in other areas of the world
- 6-K-G-028F establish links with francophone communities elsewhere in the world
- 6-K-G-029 give reasons why people from regions studied may choose to immigrate to Canada
- 6-K-G-030 describe the role of key international agencies in protecting human welfare, e.g., *United Nations, UNICEF, Amnesty International, Médecins sans frontières*
- 6-K-G-031 describe universal human rights as defined by the U.N. Declaration of Human Rights, and the Declaration of the Rights of the Child

Power and Authority

Students will ...

- 6-V-P-019 appreciate that an individual's power and authority are often related to the power and authority of others
- 6-V-P-020 demonstrate concern for people who are affected by injustice or abuses of power

- 6-K-P-032 demonstrate awareness that the distribution of power and privilege varies throughout the world
- 6-K-P-033 demonstrate awareness that access to wealth and resources is related to the distribution of power and authority
- 6-K-P-034 describe diverse ways in which groups and societies deal with conflict
- 6-K-P-035 give examples of the tensions between individualism and social conformity in youth
- 6-K-P-036 demonstrate awareness of ways in which laws and the justice system affect young people
- 6-K-P-037 identify key international leaders, e.g., *U.N. secretary general, Canadian prime minister, U.S. president*

Economics and Resources

Students will ...

- 6-V-E-021 demonstrate sensitivity with respect to the quality of life of young people in Canada and in the world
- 6-V-E-022 appreciate that quality of life is not solely dependent upon technology and wealth

- 6-K-E-038 identify factors that affect quality of life for young people in the world, e.g., *labour practices, access to education, shelter, food and water, health care*
- 6-K-E-039 give examples of how their consumer choices may affect people elsewhere in the world
- 6-K-E-040 demonstrate understanding that wealth and resources are not evenly distributed in the world
- 6-K-E-041 demonstrate awareness of major economic activities in the regions studied
- 6-K-E-042 give examples of ways in which technology influences ways of life in the regions studied, e.g., *access to energy, transportation and communication systems*

Values and Attitudes

Knowledge and Understanding

Skills and Processes

Social Participation*Students will ...*

- 6-S-001 cooperatively organize the sharing of tasks in groups
- 6-S-002 assume a variety of roles and responsibilities in groups
- 6-S-003 participate in building consensus by proposing strategies or options to solve problems
- 6-S-004 use a variety of strategies to resolve conflicts peacefully and fairly, e.g., *negotiation, compromise, clarification*

Creative and Critical Thinking*Students will ...*

- 6-S-010 establish a purpose and a plan for inquiry
- 6-S-011 compare diverse perspectives in a variety of information sources
- 6-S-012 distinguish fact from opinion in discussions and narratives
- 6-S-013 identify stereotyping in information sources
- 6-S-014 consider the validity of information based on given criteria, e.g., *context, authentic voice, source, objectivity, evidence, reliability*
- 6-S-015 observe and describe material and visual evidence for research, e.g., *artifacts, photographs*
- 6-S-016 interpret information and ideas expressed in art, music, dance, drama, primary sources, or other media
- 6-S-017 evaluate the advantages and disadvantages of solutions to a problem
- 6-S-018 draw conclusions based on research and evidence
- 6-S-019 evaluate personal assumptions based on new information and ideas

Communication*Students will ...*

- 6-S-005 listen to others in order to understand their perspectives
- 6-S-006 use language that is respectful of human diversity
- 6-S-007 present information and ideas using oral, visual, material, print, or electronic media
- 6-S-008 persuasively express differing viewpoints regarding an issue
- 6-S-009 use a variety of communication technologies to interact with others

Managing Ideas and Information*Students will ...*

- 6-S-020 access and select information using oral, visual, material, print, or electronic sources and tools, including atlases, e.g., *traditional and non-traditional sources, maps; tools such as table of contents, glossary, index, keyword search*
- 6-S-021 give examples of primary and secondary sources of information
- 6-S-022 develop a plan for organizing and recording information and information sources
- 6-S-023 construct and interpret maps that include a title, a legend, a compass rose, scale, and latitude and longitude
- 6-S-024 use latitude and longitude to locate and describe places on maps and globes
- 6-S-025 select and use appropriate tools and technologies to accomplish tasks

Grade 7

Canada, a Country of the North

Specific Learning Outcomes

Grade 7 Profile

Grade 7 students will explore Canada’s northern character. They will consider contemporary and historical issues related to land and resource use, survival, and adaptation to the environment. This consideration will include an exploration of diverse cultural and artistic expressions of Canada’s northernness. Students will examine intercultural contact, the movement of indigenous peoples and immigrants, and the settlement of western and northern Canada. They will explore the settlement of diverse groups and will consider how people changed and were changed by their environments over time. Students will also discover Canada’s connections to other circumpolar regions, including Alaska, Russia, Finland, Sweden, Norway, Iceland, Denmark, and Greenland. Through this inquiry into Canada’s historical influences and northern connections, students will develop an understanding of the complex nature of Canada’s evolving identity.

Citizenship Learning Outcomes

Students will ...

- 7-V-C-001 demonstrate willingness to become involved in democratic processes, e.g., *school or community projects, student councils*
 - 7-V-C-001A demonstrate willingness to participate in democratic society so as to protect and affirm their Aboriginal identities
 - 7-V-C-002 demonstrate care and concern for the well-being of their communities and of the Canadian community
 - 7-V-C-002A demonstrate care and concern for the well-being of First Nations, Inuit, and Métis communities in Canada
 - 7-V-C-002F demonstrate care and concern for the well-being of francophone communities in Canada
-
- 7-K-C-001 describe essential characteristics of democratic processes
 - 7-K-C-002 demonstrate awareness of the goals and ideals of democracy
 - 7-K-C-003 describe the influence of democratic ideals on quality of life for the people of Canada
 - 7-K-C-004 explain the meaning of Canadian and provincial or territorial symbols, e.g., *flags, coat of arms, anthem*

Identity Learning Outcomes

Students will ...

- 7-V-I-003 value the characteristics that make them who they are, e.g., *gender, skills and talents, culture, physical characteristics*
 - 7-V-I-004 affirm their personal identities in their interactions with others
 - 7-V-I-004F affirm their identities as francophones in their interactions with others
 - 7-V-I-005 value their heritage and culture
 - 7-V-I-005A value their First Nation, Inuit, or Métis language, heritage, and culture
 - 7-V-I-005F value the French language and their francophone heritage and culture
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- 7-K-I-005 demonstrate understanding that their social, cultural, and linguistic choices help shape their identities
 - 7-K-I-005A demonstrate awareness of the implications of their social, cultural, and linguistic choices on their First Nation, Inuit, or Métis identities
 - 7-K-I-005F demonstrate awareness of the implications of their social, cultural, and linguistic choices on their identities as francophones
 - 7-K-I-006 explain ways in which people’s identities are shaped by where they live
 - 7-K-I-007 explain ways in which gender and physical characteristics influence identity
 - 7-K-I-008 demonstrate understanding that the identities of Aboriginal, francophone, English-speaking, and diverse cultural groups in Canada have changed over time

Values and Attitudes

Culture and Community

Students will ...

- 7-V-CC-006 value their own and others' languages and cultures
- 7-V-CC-007 appreciate the arts as an expression of culture in Canada

The Land: Places and People

Students will ...

- 7-VL-008 appreciate the influence of the northern environment on life in Canada
- 7-V-L-008A appreciate the influence of the land on their identities, values, beliefs, traditions, customs, art, and clothing
- 7-V-L-009 demonstrate willingness to support the principles of stewardship and sustainability in their choices and actions
- 7-V-L-009A respect the spiritual dimension of nature

Time, Continuity, and Change

Students will ...

- 7-V-T-010 appreciate and respect traditional indigenous ways of life
- 7-V-T-011 appreciate the influence of the past on the present and the future

Global Connections

Students will ...

- 7-V-G-012 appreciate the cultural diversity that exists throughout the circumpolar world
- 7-V-G-013 demonstrate a consciousness of the impact of globalization

Power and Authority

Students will ...

- 7-V-P-014 demonstrate sensitivity to imbalances and abuses of power
- 7-V-P-015 value the Canadian electoral and judicial processes

Economics and Resources

Students will ...

- 7-V-E-016 appreciate diverse perspectives regarding quality of life

Values and Attitudes

Knowledge and Understanding

Culture and Community*Students will ...*

- 7-K-CC-009 give examples of expressions of Canada's northernness in art, music, literature, and the media
- 7-K-CC-010 give examples of the influence of Aboriginal, French, British, and other ethnic groups on culture and identity in Canada
- 7-K-CC-011 describe effects of assimilation on cultural and linguistic groups in Canada, including First Nations, Inuit, Métis, and francophone communities
- 7-K-CC-011F evaluate the effects of cultural and linguistic assimilation on their francophone community

The Land: Places and People*Students will ...*

- 7-K-L-012 give examples of ways in which northern latitude and climate influence life and culture in Canada, e.g., *clothing, housing, diet, transportation, communication*
- 7-K-L-013 demonstrate awareness of environmental issues particular to northern latitudes, e.g., *fragile ecosystems, natural hazards, resource depletion, global warming*
- 7-K-L-014 define the term circumpolar world and name the circumpolar nations and regions
- 7-K-L-015 describe demographic similarities among circumpolar regions, e.g., *indigenous populations, southern urban centres, remote communities, sparse population distribution*
- 7-K-L-016 identify common conditions faced by people living in the circumpolar world and give examples of their lifestyle adaptations
- 7-K-L-017 give examples of Aboriginal peoples' relationships with the land within the circumpolar world
- 7-K-L-018 identify on a map the countries of the northern circumpolar world
- 7-K-L-019 compare representations of the Earth in various world map projections and assess their implications
- 7-K-L-020 identify the purposes of different types of maps and other representations of the land, e.g., *transportation, recreation, hunting*
- 7-K-L-020A use traditional knowledge to read the land
- 7-K-L-021 demonstrate understanding of the concepts of stewardship and sustainability

Time, Continuity, and Change*Students will ...*

- 7-K-T-022 identify factors that influenced early European settlement of Western and Northern Canada, e.g., *railroad, treaties, agriculture, availability of land, immigration, gold rushes, natural resources*
- 7-K-T-023 explain reasons why various cultural groups immigrated to Canada
- 7-K-T-024 describe the immigration experiences of various cultural groups in Canada
- 7-K-T-025 demonstrate awareness of how francophone-anglophone relations have influenced Canada's character
- 7-K-T-026 describe events and forces that have changed francophone communities in Canada over time, e.g., *Acadian deportation, religion*
- 7-K-T-027 give examples of the displacement, deportation, and relocation of diverse peoples and groups in Canadian history
- 7-K-T-028 give historical examples of how people in Canada adapted to the environment in order to survive
- 7-K-T-029 describe ways in which European contact affected ways of life of indigenous people in the circumpolar world
- 7-K-T-030 give examples of forces and events that have influenced life in the circumpolar world, e.g., *resource development, defense, religion, colonization*
- 7-K-T-031 demonstrate understanding of how traditional social structures and ways of life helped people survive in circumpolar regions, e.g., *social structures and ways of life of Dene, Sami, Inuit, Tlingit peoples*
- 7-K-T-032 describe the causes and the implications of the change from nomadic lifestyles to permanent settlements in circumpolar regions
- 7-K-T-033 demonstrate awareness of the impact of residential schools on First Nations, Inuit, and Métis people and communities

Global Connections

Students will ...

- 7-K-G-034 give examples of Canada's links and connections to other regions of the circumpolar world, e.g., *environmental, educational, political, social, cultural*
- 7-K-G-035 give examples of the effects of globalization and technological change on northern ways of life in Canada
- 7-K-G-035A evaluate the linguistic and cultural impact of globalization in relation to their First Nations, Inuit, or Métis communities
- 7-K-G-035F describe the effects of globalization on francophone communities in Canada
- 7-K-G-036 give examples of circumpolar organizations and agreements, e.g., *Arctic Council, Inuit Circumpolar Conference, University of the Arctic*

Power and Authority

Students will ...

- 7-K-P-037 demonstrate understanding of the concepts of power and authority
- 7-K-P-038 identify various sources of power for nations and regions, e.g., *resources, technology, population, military*
- 7-K-P-039 identify ways in which the distributions of power can affect relationships between groups and regions, e.g., *north-south, urban-rural, majority-minority*
- 7-K-P-040 describe First Nations and Inuit perspectives regarding self-government, e.g., *resource use, territorial claims, treaties*
- 7-K-P-041 identify the role of law and systems of justice in Canada
- 7-K-P-042 describe federal and provincial or territorial election processes in Canada
- 7-K-P-043 describe the main responsibilities of municipal, provincial or territorial, federal, and Aboriginal governments in Canada
- 7-K-P-044 identify their elected local, provincial or territorial, and federal representatives and describe their roles
- 7-K-P-045 give examples of the power and influence of the majority point of view
- 7-K-P-046 compare governance in Canada to governance in another circumpolar country, e.g., *the Sami in Sweden, home rule in Greenland*

Economics and Resources

Students will ...

- 7-K-E-047 demonstrate awareness of economic, environmental, technological, and social factors that affect quality of life
- 7-K-E-048 describe the economic conditions shared by peoples and nations in the circumpolar world, e.g., *high cost of living, resource-dependent economies, non-renewable resource use, transportation costs*
- 7-K-E-048A explain the role of barter, trade, and sharing in traditional self-sustaining economies in the circumpolar world
- 7-K-E-049 give examples of natural resources found in the circumpolar world
- 7-K-E-050 use examples to distinguish primary from secondary resources
- 7-K-E-051 give examples of technologies that have enabled people to adapt to Canada's northern environment

Grade 7

Skills and Processes

Social Participation

Students will ...

- 7-S-001 cooperatively organize the sharing of tasks in groups
- 7-S-002 assume a variety of roles and responsibilities in groups
- 7-S-003 participate in building consensus by proposing options or compromises
- 7-S-004 collaborate with others to devise strategies for dealing with problems and issues
- 7-S-005 seek common ground with others in discussions and activities
- 7-S-006 use a variety of strategies to resolve conflicts peacefully and fairly, e.g., *negotiation, compromise, clarification*

Creative and Critical Thinking

Students will ...

- 7-S-013 establish a purpose and a plan for inquiry
- 7-S-014 distinguish fact from opinion in a variety of information sources
- 7-S-015 compare differing perspectives on a topic
- 7-S-016 identify prejudice, racism, stereotyping, or other forms of bias in information sources
- 7-S-017 observe and describe material and visual evidence for research, e.g., *artifacts, photographs*
- 7-S-018 consider the validity of information based on given criteria, e.g., *context, authentic voice, source, objectivity, evidence, reliability*
- 7-S-019 interpret information and ideas expressed in art, music, dance, drama, historical fiction, primary sources, or other media
- 7-S-020 consider the context of events, accounts, ideas, and interpretations
- 7-S-021 analyze causes and contributing factors of historical events
- 7-S-022 draw conclusions and make decisions based upon research and evidence
- 7-S-023 evaluate personal assumptions based on new information and ideas

Communication

Students will ...

- 7-S-007 listen to others in order to understand their perspectives
- 7-S-008 use language that is respectful of human diversity
- 7-S-009 elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions
- 7-S-010 present information and ideas using oral, visual, material, print, or electronic media
- 7-S-011 persuasively express differing points of view regarding an issue
- 7-S-012 use a variety of communication technologies to interact with others

Managing Ideas and Information

Students will ...

- 7-S-024 access and select information using a variety of oral, visual, material, print, or electronic sources and tools, including atlases
- 7-S-025 seek information sources that reflect diverse points of view
- 7-S-026 distinguish primary and secondary information sources
- 7-S-027 develop a plan for organizing and recording information and information sources
- 7-S-028 create a timeline or other visual organizer to sequence and represent historical figures, relationships, or events
- 7-S-029 construct and interpret maps that include a title, a legend, a compass rose, scale, and latitude and longitude
- 7-S-030 use a variety of information sources and technologies in the preparation of maps, e.g., *observation, traditional knowledge, G.I.S.—Geographic Information Systems, G.P.S.—Global Positioning Systems*
- 7-S-031 select and use appropriate technological tools to accomplish tasks

Grade 8

Exploring Worldviews of the Past

Specific Learning Outcomes

Grade 8 Profile

Grade 8 students will explore worldviews of past societies and connections between the past and the present. Students will consider how worldviews are shaped and how they are expressed by people living in particular times and places. They will examine issues related to contact between societies with differing worldviews. Students will explore diverse sources of historical information, including oral histories, images, literature, and the arts. Through this inquiry into past societies, students will reflect upon their own worldviews, assess the influences of the past on the present, and further develop their historical consciousness. Students will explore a historical indigenous society of North America, as well as Mesopotamia or Ancient Egypt; Ancient Greece or Rome; Aztec, Incan, or Mayan civilizations; Medieval Europe or Renaissance Europe; Ancient China or Japan.

Values and Attitudes

Knowledge and Understanding

Citizenship Learning Outcomes

Students will ...

- 8-V-C-001 appreciate that membership in a society affects individual rights and freedoms
- 8-V-C-002 value the ideals of democratic citizenship

- 8-K-C-001 give examples of differing rights of members in societies studied, e.g., *citizenship, property rights*
- 8-K-C-002 identify underlying values and beliefs that lead to particular concepts of citizenship
- 8-K-C-003 describe criteria for citizenship in societies studied
- 8-K-C-004 compare the roles and responsibilities of members of societies studied to those of citizens in Canada today
- 8-K-C-005 give examples of ways in which concepts of citizenship are influenced by time, place, and social context
- 8-K-C-006 demonstrate understanding of the concept of democracy
- 8-K-C-007 compare concepts of democracy in societies studied
- 8-K-C-007A compare decision-making in their First Nation, Inuit, or Métis community to decision-making in the indigenous society studied, e.g., *Iroquois Confederacy or Six Nations Confederacy, traditional laws*

Identity Learning Outcomes

Students will ...

- 8-V-I-003 appreciate that their identities are influenced by their interactions with others
 - 8-V-I-004 appreciate that their beliefs and values are shaped by the time, place, and society in which they live
-
- 8-K-I-008 describe ways in which their beliefs and values may be shaped by culture, language, and cross-cultural interaction
 - 8-K-I-008A describe ways in which culture, language, and community influence their beliefs and values as First Nations, Inuit, or Métis people
 - 8-K-I-008F describe ways in which culture, language, and community influence their beliefs and values as francophones
 - 8-K-I-009 assess the influence of their own worldviews on their personal choices, decisions, and interactions with others

Values and Attitudes

Knowledge and Understanding

Culture and Community

Students will ...

- 8-V-CC-005 demonstrate willingness to consider differing beliefs, values, and worldviews
- 8-V-CC-006 appreciate the significance of worldviews of societies of the past
- 8-V-CC-007 appreciate the aspirations and achievements of peoples and societies of the past

- 8-K-CC-010 demonstrate understanding of the concept of worldview
- 8-K-CC-011 demonstrate understanding of what a society is
- 8-K-CC-012 demonstrate understanding that worldviews are shaped by many factors, e.g., *time and place, culture, language, religion, gender, socio-economic situation, education*
- 8-K-CC-013 give examples of how a society's worldview is expressed in daily life, education, art, architecture, and literature
- 8-K-CC-014 describe the effects of intercultural contact in societies studied
- 8-K-CC-015 compare diverse points of view regarding the terms primitive and civilized

The Land: Places and People

Students will ...

- 8-V-L-008 respect diverse perspectives regarding the relationship between humans and the land

- 8-K-L-016 give examples of the influences of the natural environment on ways of life and worldviews in societies studied
- 8-K-L-017 give examples of ways in which the natural environment influenced technological development in societies studied
- 8-K-L-018 analyze the movement and settlement patterns of people in societies studied
- 8-K-L-019 describe diverse approaches to land ownership, use, and development in societies studied

Time, Continuity, and Change

Students will ...

- 8-V-T-009 appreciate oral traditions, stories, legends, and myths as sources of historical understanding
- 8-V-T-010 appreciate that knowledge of societies of the past helps to understand contemporary societies
- 8-V-T-011 respect artifacts and places of historical significance
- 8-V-T-012 appreciate the continuity that links the past to the present

- 8-K-T-020 give examples of reasons why societies change
- 8-K-T-021 demonstrate understanding that accounts and perspectives of historical events may differ
- 8-K-T-022 demonstrate understanding that interpretations of history are subject to change as new information is uncovered or acknowledged
- 8-K-T-023 demonstrate awareness of the role of archaeology in providing information about past societies
- 8-K-T-024 describe effects of intercultural contact in societies studied, e.g., *sharing ideas and goods, conflict, assimilation*
- 8-K-T-025 demonstrate understanding of stories, oral traditions, legends, or myths of societies studied
- 8-K-T-026 demonstrate understanding of the significance of key historical events in societies studied
- 8-K-T-027 identify key people who are representative of the worldviews of societies studied
- 8-K-T-028 demonstrate awareness of diverse perspectives regarding the concepts of progress and decline
- 8-K-T-029 identify ideas, images, and symbols in contemporary life that have their roots in societies of the past, e.g., *political, artistic, technological*
- 8-K-T-030 give examples of continuity and change in human history

Global Connections

Students will ...

8-V-G-013 appreciate the global interdependence of societies through history

8-K-G-031 demonstrate awareness of the motivations for exploration, territorial expansion, colonization, or empire-building in societies studied

8-K-G-032 give examples of the exchange of ideas and technologies among societies

Power and Authority

Students will ...

8-V-P-014 appreciate that there are differing concepts and expressions of power and authority among societies studied

8-V-P-015 demonstrate consciousness of the potential for conflict between majority and minority groups within a society

8-K-P-033 analyze diverse concepts of power and authority in the governance of societies studied, e.g., *democracy, consensus, monarchy, autocracy, military rule*

8-K-P-034 describe the impact of empire-building and territorial expansion on indigenous populations and other groups in societies studied

8-K-P-035 demonstrate understanding of the origin of the rule of law and its role in societies studied

Economics and Resources

Students will ...

8-VE-016 appreciate the significance of technological achievements of societies of the past

8-K-E-036 describe the effect of socio-economic situation on daily life in societies studied, e.g., *class, gender, land ownership*

8-K-E-037 describe the role of trade and transportation in societies studied

8-K-E-038 compare differing perspectives regarding the acquisition and distribution of resources and wealth in societies studied

8-K-E-039 give examples of technological achievements of societies studied

8-K-E-040 identify tools and technologies of past societies that have a continued impact in the modern world

8-K-E-041 describe how the inventions and technologies of a society may reflect its worldview

8-K-E-042 give examples of goods, products, crafts, services, or work in societies studied

Values and Attitudes

Knowledge and Understanding

Skills and Processes

Social Participation*Students will ...*

- 8-S-001 cooperatively organize the sharing of tasks in groups
- 8-S-002 share responsibility for group goals and tasks
- 8-S-003 collaborate with others to devise strategies for dealing with problems and issues
- 8-S-004 propose suggestions in order to build consensus
- 8-S-005 seek common ground with others in discussions and activities
- 8-S-006 use a variety of strategies to resolve conflicts peacefully and fairly, e.g., *negotiation, compromise, clarification*

Creative and Critical Thinking*Students will ...*

- 8-S-013 establish a purpose and a plan for inquiry
- 8-S-014 compare differing perspectives on a topic
- 8-S-015 identify prejudice, racism, stereotyping, or other forms of bias in information sources
- 8-S-016 observe and describe material and visual evidence for research, e.g., *artifacts, photographs*
- 8-S-017 interpret information and ideas expressed in art, music, dance, drama, historical fiction, primary sources, or other media
- 8-S-018 consider the validity of information based on given criteria, e.g., *context, authentic voice, source, objectivity, evidence, reliability*
- 8-S-019 analyze the historical context of events
- 8-S-020 analyze connections between contemporary and historical events
- 8-S-021 analyze causes and contributing factors of historical events
- 8-S-022 draw conclusions and make decisions based upon research and evidence
- 8-S-023 evaluate personal assumptions based on new information and ideas

Communication*Students will ...*

- 8-S-007 listen to others in order to understand their perspectives
- 8-S-008 use language that is respectful of human diversity
- 8-S-009 elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions
- 8-S-010 articulate their personal beliefs, values, and worldviews with respect to given issues
- 8-S-011 persuasively present differing points of view regarding an issue
- 8-S-012 present information and ideas using oral, visual, material, print, or electronic media

Managing Ideas and Information*Students will ...*

- 8-S-024 access and select information using a variety of oral, visual, material, print, or electronic sources and tools, including atlases
- 8-S-025 seek information sources that reflect diverse points of view
- 8-S-026 select a variety of types of information sources for historical inquiry, e.g., *documents, works of art, songs, artifacts, narratives, legends and myths, biographies, historical fiction*
- 8-S-027 compare primary and secondary sources of information
- 8-S-028 develop a plan for organizing and recording information and information sources
- 8-S-029 construct and interpret maps that include a title, a legend, a compass rose, scale, and latitude and longitude
- 8-S-030 create timelines or other visual organizers to sequence and represent historical periods, figures, relationships, or events
- 8-S-031 select and use appropriate technological tools to accomplish tasks

Grade 9

Canada: Opportunities and Challenges

Specific Learning Outcomes

Grade 9 Profile

Grade 9 students will explore Canada’s contemporary opportunities and challenges. They will examine Canadian demographics and political organization. They will consider diverse perspectives related to Canadian political issues, Aboriginal self-government, francophone presence and influence, multiculturalism, media and popular culture, and the impact of the United States on Canadian culture. They will explore cultural interaction in Canadian society and will engage in the debate surrounding culture and identity in Canada. Through this inquiry, students will develop understanding of the complexities of citizenship and identity in the Canadian context and will enhance their ability to become informed, active, and responsible citizens.

Values and Attitudes

Citizenship Learning Outcomes

Students will ...

- 9-V-C-001 demonstrate willingness to exercise their roles, responsibilities, and rights as Canadian citizens
- 9-V-C-001A demonstrate willingness to exercise their roles, responsibilities, and rights as First Nations, Inuit, or Métis citizens of Canada
- 9-V-C-001F demonstrate willingness to exercise their roles, responsibilities, and rights as francophone citizens of Canada
- 9-V-C-002 demonstrate willingness to engage in discussion and debate about citizenship in Canada
- 9-V-C-003 support fairness, justice, and equality in their decisions and actions
- 9-V-C-004 recognize and take a stand against discriminatory practices and behaviours

Knowledge and Understanding

- 9-K-C-001 demonstrate understanding of their roles, responsibilities, and rights as Canadian citizens
- 9-K-C-001A demonstrate understanding of their roles, responsibilities, and rights as First Nations, Inuit, or Métis citizens of Canada
- 9-K-C-001F demonstrate understanding of their roles, responsibilities, and rights as francophone citizens of Canada
- 9-K-C-002 demonstrate understanding of the role of democratic ideals in Canadian society, e.g., *rule of law, equality, freedom, citizen participation in government*
- 9-K-C-003 explain the criteria for legal citizenship in Canada, e.g., *naturalization, band membership, birthright*
- 9-K-C-004 describe changes made to legal definitions of citizenship in Canada since the beginning of the 20th century
- 9-K-C-005 assess diverse ways in which individuals may participate in political and social action in Canada
- 9-K-C-006 identify factors that may affect citizens’ willingness and ability to participate in Canadian society, e.g., *gender, age, language and culture, socio-economic situation, physical challenges*

Identity Learning Outcomes

Students will ...

- 9-V-I-005 demonstrate willingness to engage in discussions about personal and cultural identities
 - 9-V-I-006 demonstrate sensitivity to the emotional and personal aspects of identity
 - 9-V-I-007 appreciate the complexity of identity
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- 9-K-I-007 analyze factors that shape identity, e.g., *gender, physical characteristics, culture, language, socio-economic situation, media*
 - 9-K-I-008 describe how belonging to more than one culture affects identity
 - 9-K-I-009 evaluate the impact of the media on cultural and social identity in the Canadian context
 - 9-K-I-010 describe how the debate about Canadian culture and identity may affect their identities

Values and Attitudes

Culture and Community

Students will ...

- 9-V-CC-008 respect diverse cultural perspectives regarding Canadian issues
- 9-V-CC-009 value Canadian cultural pluralism
- 9-V-CC-009A demonstrate willingness to support the self-determination of their Aboriginal cultures and communities
- 9-V-CC-009F demonstrate willingness to support and contribute to the vitality of francophone communities and organizations in Canada
- 9-V-CC-010 value Canada’s official languages, Aboriginal languages, and heritage languages
- 9-V-CC-010A demonstrate willingness to support the vitality of their First Nations, Inuit, or Métis language/s and culture/s
- 9-V-CC-010F demonstrate willingness to support the vitality of the French language and francophone culture

The Land: Places and People

Students will ...

- 9-V-L-011 appreciate the significance of treaties and land claims
- 9-V-L-012 demonstrate willingness to support the principles of stewardship and sustainability in their choices and actions
- 9-V-L-013 appreciate the traditional relationships that Aboriginal peoples have with the land

Time, Continuity, and Change

Students will ...

- 9-V-T-014 respect diverse perspectives regarding Canadian historic issues
- 9-V-T-015 value the historical contributions of Aboriginal, French, British, and other ethnocultural groups to Canadian society

Global Connections

Students will ...

- 9-V-G-016 appreciate the importance of Canada's international connections, e.g., *political, social, educational, cultural, economic*
- 9-V-G-016F value Canada's connections to other francophone communities in the world

Power and Authority

Students will ...

- 9-V-P-017 value opportunities to become involved in political processes
- 9-V-P-018 demonstrate sensitivity to imbalances of power and authority in Canada and the world

Economics and Resources

Students will ...

- 9-V-E-019 appreciate the complexity of economic issues in the Canadian and global contexts
- 9-V-E-020 demonstrate sensitivity with respect to questions of sharing wealth and resources personally, locally, nationally, and globally
- 9-V-E-021 demonstrate willingness to make informed and ethical consumer choices

Values and Attitudes

Knowledge and Understanding

Culture and Community

Students will ...

- 9-K-CC-011 demonstrate awareness of current issues in the debate surrounding Canadian culture and identity
- 9-K-CC-012 give examples of relationships and tensions among cultural or social groups in Canada
- 9-K-CC-013 demonstrate understanding of the impact of racism, prejudice, and stereotyping in Canada
- 9-K-CC-014 evaluate the purposes and effects of bilingualism policies in Canada
- 9-K-CC-015 demonstrate awareness of francophone questions and issues in Canada, e.g., *linguistic and educational rights, changing demographics*
- 9-K-CC-015F demonstrate understanding of the history and mandate of francophone education in their province or territory
- 9-K-CC-016 demonstrate awareness of the impact of language and education laws on minority groups in Canada
- 9-K-CC-016F evaluate the impact of language and education laws on their francophone community
- 9-K-CC-017 demonstrate awareness of issues related to First Nations, Inuit, and Métis cultures and communities in Canada, e.g., *language, self-governance, traditional practices and beliefs*
- 9-K-CC-018 give examples of the effects of immigration on contemporary Canadian society, e.g., *economic, cultural, social*
- 9-K-CC-019 demonstrate understanding of the reasons for the development of multicultural policies in Canada
- 9-K-CC-020 demonstrate awareness of the consequences of the disappearance of cultures and languages
- 9-K-CC-021 describe shared characteristics among First Nations, Inuit, and Métis cultures in Canada
- 9-K-CC-022 evaluate media representations of various regions and groups in Canada, e.g., *Aboriginal peoples, francophones, Québec, the West, political figures*
- 9-K-CC-023 describe how American media and popular culture influence their own and others' choices and ways of life in Canada
- 9-K-CC-023F describe how American media and popular culture influence the choices and ways of life of francophones in Canada
- 9-K-CC-024 describe similarities and differences between Canadian and American beliefs, values, and ways of life

The Land: Places and People

Students will ...

- 9-K-L-025 describe the impact of urbanization on contemporary Canadian demographics
- 9-K-L-026 describe key characteristics of demographic change in contemporary Canada
- 9-K-L-027 demonstrate awareness of issues related to natural resource use, stewardship, and sustainability in contemporary Canada
- 9-K-L-028 evaluate how competing interests and needs influence the division, use, and control of the land and resources in Canadian society, e.g., *land claims, treaties, fishing and hunting rights, mining, forestry, hydroelectric development*
- 9-K-L-029 demonstrate understanding of the long-term implications of First Nations treaties and Aboriginal rights to land and resources
- 9-K-L-029A demonstrate understanding of First Nations, Inuit, and Métis traditional responsibilities as caregivers of the land
- 9-K-L-030 give examples of the designation of land in Canada for particular purposes, e.g., *reserve land, settlement lands, lands set aside, heritage sites, homesteads, wildlife refuges, parks, crown lands, and transboundary areas*

Time, Continuity, and Change

Students will ...

- 9-K-T-031 identify historical factors and significant events that have influenced the debate surrounding Canadian culture and identity
- 9-K-T-032 evaluate the effects of negotiated political arrangements on Canadians, e.g., *treaties, federal-provincial agreements, the constitution*
- 9-K-T-033 describe significant changes in Canadian immigration policies over time
- 9-K-T-034 analyze the effects of contemporary immigration policies on diverse cultural groups in Canada
- 9-K-T-035 demonstrate understanding of issues related to injustices in Canadian history, e.g., *women's suffrage, Chinese head tax, Japanese and Ukrainian wartime internments, Jewish immigration restrictions during World War II*
- 9-K-T-036 demonstrate awareness of Canada's role in world conflicts since the beginning of the 20th century, e.g., *Korean War, World War I, World War II, Gulf War, Bosnia, Afghanistan*
- 9-K-T-037 give examples of how First Nations, Inuit, and Métis people have influenced, and have been affected by significant events in recent Canadian history
- 9-K-T-038 evaluate the impact of residential schools on Aboriginal peoples and communities
- 9-K-T-039 give examples of how francophones have influenced, and have been affected by significant events in Canadian history
- 9-K-T-040 demonstrate awareness of significant figures, events, and issues related to Québec sovereignty
- 9-K-T-041 demonstrate awareness of the changing relationship between Aboriginal peoples and the federal and jurisdictional governments, e.g., *community justice, recognition of languages, child and family services, self-government*

Global Connections

Students will ...

- 9-K-G-042 identify reasons for Canada’s participation in international organizations, e.g., *United Nations, Commonwealth, Arctic Council, la Francophonie, North Atlantic Treaty Organization*
- 9-K-G-043 describe how Canada is perceived within the international community
- 9-K-G-044 demonstrate awareness of Canadian concerns and commitments regarding global environmental protection, e.g., *Kyoto protocol, sustainability*

Power and Authority

Students will ...

- 9-K-P-045 describe how Canada’s parliamentary system functions
- 9-K-P-046 distinguish local, provincial or territorial, First Nations, and federal government responsibilities
- 9-K-P-047 demonstrate understanding of the implications of the concepts of equality and equity as reflected in the Canadian Charter of Rights and Freedoms
- 9-K-P-048 demonstrate awareness of government policies designed to protect linguistic and cultural rights
- 9-K-P-049 demonstrate awareness of issues related to majority-minority relations in Canada
- 9-K-P-050 give examples of how people can collectively influence Canada’s political system, e.g., *voting, political parties, labour organizations, civil disobedience, NGOs*
- 9-K-P-051 demonstrate awareness of consensus decision-making in Aboriginal communities or jurisdictions
- 9-K-P-051A demonstrate understanding of traditional First Nations, Inuit, and Métis leadership and decision-making
- 9-K-P-052 demonstrate awareness of factors influencing the empowerment of diverse groups in Canada, e.g., *gender, language, culture, socio-economic situation, disability*
- 9-K-P-053 demonstrate awareness of issues related to the Indian Act and Aboriginal rights in Canada

Economics and Resources

Students will ...

- 9-K-E-054 demonstrate awareness of Canada’s evolving economic base, e.g., *natural resources, to industry and manufacturing, to knowledge and technology*
- 9-K-E-055 give examples of conflict and cooperation related to regional needs in Canada
- 9-K-E-056 describe the purposes of labour unions and the cooperative movement in Canada
- 9-K-E-057 demonstrate awareness of issues related to poverty in Canada
- 9-K-E-058 demonstrate understanding of the consequences of consumerism in Canada and in the world
- 9-K-E-059 describe evolving relationships between Aboriginal peoples and business and industry in Canada, e.g., *petroleum and hydroelectric development*

Skills and Processes

Social Participation*Students will ...*

- 9-S-001 collaborate with others to establish and implement decision-making processes
- 9-S-002 share responsibility for group goals and tasks
- 9-S-003 share responsibility for reaching consensus in group decisions
- 9-S-004 propose options and decisions that are inclusive of diverse perspectives
- 9-S-005 use a variety of strategies to resolve conflicts peacefully and fairly, e.g., *negotiation, compromise, clarification*

Communication*Students will ...*

- 9-S-006 listen to others in order to understand their perspectives
- 9-S-007 elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions
- 9-S-008 articulate their personal beliefs, values, and worldviews with respect to given issues
- 9-S-009 persuasively express informed and reasoned opinions
- 9-S-010 express disagreement with sensitivity to others
- 9-S-011 present information and ideas using oral, visual, material, print, or electronic media
- 9-S-012 debate differing points of view regarding an issue

Creative and Critical Thinking*Students will ...*

- 9-S-013 establish a purpose and a plan for inquiry
- 9-S-014 analyze prejudice, racism, stereotyping, or other forms of bias in information sources
- 9-S-015 evaluate information to determine reliability, validity, authenticity, and perspective
- 9-S-016 assess contradictory information and evidence
- 9-S-017 analyze connections between contemporary and historical events
- 9-S-018 analyze causes and contributing factors of historical events
- 9-S-019 consider the historical context and circumstances of past events
- 9-S-020 propose innovative options to solve problems
- 9-S-021 draw conclusions and make decisions based upon research and evidence
- 9-S-022 evaluate personal assumptions based on new information and ideas

Managing Ideas and Information*Students will ...*

- 9-S-023 access and select information using a variety of oral, visual, material, print, or electronic sources and tools, including atlases
- 9-S-024 seek information sources that reflect diverse points of view, e.g., *editorials, narratives, political cartoons, satire*
- 9-S-025 develop a plan for organizing and recording information and information sources
- 9-S-026 construct and interpret maps that include a title, a legend, a compass rose, scale, and latitude and longitude
- 9-S-027 use a variety of information sources and technologies in the preparation of maps, e.g., *observation, traditional knowledge, G.I.S.—Geographic Information Systems, G.P.S.—Global Positioning Systems*
- 9-S-028 select and use appropriate technological tools to accomplish tasks

Skills and Processes Charts

Grades Kindergarten to 3

Grades 4 to 6

Grades 7 to 9

Social Participation

Kindergarten

- 0-S-001 share space and materials with peers
- 0-S-002 take turns in discussions and during play
- 0-S-003 collaborate with others to seek agreement in group activities

Grade 1

- 1-S-001 share space and materials with peers
- 1-S-002 participate in the creation of rules for collaborative work
- 1-S-003 assume responsibility for specific tasks in group activities
- 1-S-004 collaborate with others to seek agreement in group activities

Grade 2

- 2-S-001 participate in the creation of rules for collaborative work
- 2-S-002 share tasks and responsibilities in group activities
- 2-S-003 collaborate with others to seek agreement in group activities
- 2-S-004 work with peers to help resolve conflicts peacefully and fairly

Grade 3

- 3-S-001 acknowledge the rights and opinions of others in collaborative tasks
- 3-S-002 share information and ideas to contribute to a group task
- 3-S-003 participate in making and carrying out group decisions
- 3-S-004 assume responsibility for specific tasks in group activities
- 3-S-005 collaborate with others to seek agreement in group activities
- 3-S-006 work with peers to help resolve conflicts peacefully and fairly

Communication

- 0-S-004 actively listen to others
- 0-S-005 use and respond to verbal and non-verbal communication cues
- 0-S-006 relate stories about self, family, and friends
- 0-S-007 present information and ideas using oral, visual, material, or print media

- 1-S-005 actively listen to others
- 1-S-006 use and respond to verbal and non-verbal communication cues
- 1-S-007 relate stories about groups to which they belong
- 1-S-008 present information and ideas using oral, visual, material, or print media
- 1-S-009 create visual representations of the passage of time

- 2-S-005 actively listen to others
- 2-S-006 relate stories of their own and other communities
- 2-S-007 present information and ideas using oral, visual, material, or print media

- 3-S-007 actively listen to others to understand their points of view
- 3-S-008 express ideas and opinions that are supported by information or observation
- 3-S-009 present information and ideas using oral, visual, material, print, or electronic media

Creative and Critical Thinking

Kindergarten

- 0-S-008 use comparison to discover similarities and differences
- 0-S-009 identify consequences of their actions, choices, and decisions

Grade 1

- 1-S-010 use comparison to discover similarities and differences
- 1-S-011 identify consequences of their actions, choices, and decisions
- 1-S-012 use information or observation to form opinions
- 1-S-013 make connections between their own and others' experiences and stories

Grade 2

- 2-S-008 formulate questions for inquiry
- 2-S-009 generate options to make a decision or to solve a problem
- 2-S-010 use information or observation to form opinions
- 2-S-011 make connections between their own and others' experiences

Grade 3

- 3-S-010 formulate questions for inquiry
- 3-S-011 distinguish fact from fiction in stories
- 3-S-012 consider advantages and disadvantages of solutions to a problem
- 3-S-013 draw conclusions based on information and evidence
- 3-S-014 make connections between their own and others' experiences

Managing Ideas and Information

- 0-S-010 access information using oral, visual, material, or print sources
- 0-S-011 use tools and technologies to accomplish given tasks

- 1-S-014 access information using oral, visual, material, print, or electronic sources
- 1-S-015 sequence and categorize information according to given criteria
- 1-S-016 construct and use simple maps to represent or identify familiar places and locations
- 1-S-017 use tools and technologies to accomplish given tasks

- 2-S-012 access information using oral, visual, material, print, or electronic sources and tools, e.g., *traditional and non-traditional sources; tools such as table of contents, glossary, index*
- 2-S-013 organize and record information using timelines, charts, or other visual organizers
- 2-S-014 construct and interpret maps that include a title, a legend, and symbols
- 2-S-015 use tools and technologies to accomplish given tasks

- 3-S-015 access information using oral, visual, material, print, or electronic sources and tools, including atlases, e.g., *traditional and non-traditional sources, maps; tools such as table of contents, glossary, index*
- 3-S-016 organize and record information and information sources using a variety of formats, e.g., *timelines, charts, visual organizers, bibliographies*
- 3-S-017 construct and interpret maps that include a title, a legend, and a compass rose
- 3-S-018 select and use appropriate tools and technologies to accomplish tasks

Social Participation

Grade 4

- 4-S-001 assume a variety of roles and responsibilities in groups
- 4-S-002 participate in making and carrying out group decisions
- 4-S-003 accept and offer constructive suggestions in order to build consensus
- 4-S-004 collaborate with others to devise strategies for dealing with problems and issues
- 4-S-005 negotiate with peers to help resolve conflicts peacefully and fairly

Grade 5

- 5-S-001 assume a variety of roles and responsibilities in groups
- 5-S-002 participate in establishing group goals in order to build consensus
- 5-S-003 collaborate with others to devise strategies for dealing with problems
- 5-S-004 negotiate with peers to help resolve conflicts peacefully and fairly

Grade 6

- 6-S-001 cooperatively organize the sharing of tasks in groups
- 6-S-002 assume a variety of roles and responsibilities in groups
- 6-S-003 participate in building consensus by proposing strategies or options to solve problems
- 6-S-004 use a variety of strategies to resolve conflicts peacefully and fairly, e.g., *negotiation, compromise, clarification*

Communication

- 4-S-006 actively listen to the accounts and points of view of others
- 4-S-007 use language that is respectful of human diversity
- 4-S-008 express reasons for their ideas and opinions
- 4-S-009 present information and ideas using oral, visual, material, print, or electronic media
- 4-S-010 use a variety of communication technologies to interact with others

- 5-S-005 listen to others in order to understand their perspectives
- 5-S-006 use language that is respectful of human diversity
- 5-S-007 present information and ideas using oral, visual, material, print, or electronic media
- 5-S-008 express reasons for their ideas and opinions
- 5-S-009 use a variety of communication technologies to interact with others

- 6-S-005 listen to others in order to understand their perspectives
- 6-S-006 use language that is respectful of human diversity
- 6-S-007 present information and ideas using oral, visual, material, print, or electronic media
- 6-S-008 persuasively express differing viewpoints regarding an issue
- 6-S-009 use a variety of communication technologies to interact with others

Creative and Critical Thinking

Managing Ideas and Information

Grade 4	
4-S-011	formulate questions for inquiry
4-S-012	distinguish fact from fiction in stories
4-S-013	observe and describe material and visual evidence for research, e.g., <i>artifacts, photographs</i>
4-S-014	consider advantages and disadvantages of solutions to a problem
4-S-015	draw conclusions based on information from a variety of sources
4-S-016	evaluate personal assumptions based on new information and ideas
4-S-017	reflect on how stories of other times and places connect to their personal experience
4-S-018	access and select information using a variety of oral, visual, material, print, or electronic sources and tools, including atlases, e.g., <i>traditional and non-traditional sources, maps; tools such as table of contents, glossary, index</i>
4-S-019	organize and record information and information sources using a variety of formats, e.g., <i>charts, maps, concept maps, bibliographies</i>
4-S-020	create timelines or other visual organizers to sequence and represent historical figures, relationships, or events
4-S-021	use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes
4-S-022	construct and interpret maps that include a title, a legend, a compass rose, and grids
4-S-023	orient themselves by observing the landscape, by using traditional knowledge, or by using a compass or other technology, e.g., <i>sun, moon, or stars, inuksuk, Global Positioning Systems</i>
4-S-024	select and use appropriate tools and technologies to accomplish tasks

Grade 5	
5-S-010	establish a purpose for inquiry
5-S-011	distinguish fact from opinion in discussions and narratives
5-S-012	observe and describe material evidence for research, e.g., <i>artifacts, photographs</i>
5-S-013	compare diverse perspectives in information sources, including narratives
5-S-014	consider the validity of information based on given criteria, e.g., <i>context, authentic voice, source, objectivity, evidence, reliability</i>
5-S-015	evaluate the advantages and disadvantages of solutions to a problem
5-S-016	interpret information and ideas expressed in art, music, dance, drama, historical fiction, primary sources, or other media
5-S-017	compare differing accounts of historical events
5-S-018	draw conclusions based on research and evidence
5-S-019	evaluate personal assumptions based on new information and ideas
5-S-020	reflect on how stories of other times and places connect to their experience
5-S-021	access and select information using a variety of oral, visual, material, print, or electronic sources and tools, including atlases, e.g., <i>traditional and non-traditional sources, maps; tools such as table of contents, glossary, index, keyword search</i>
5-S-022	organize and record information and information sources using a variety of formats, e.g., <i>charts, maps, concept maps, bibliographies</i>
5-S-023	create a timeline or other visual organizer to sequence and represent historical figures, relationships, or events
5-S-024	construct and interpret maps that include a title, a legend, a compass rose, a grid, and scale
5-S-025	select and use appropriate tools and technologies to accomplish tasks

Grade 6	
6-S-010	establish a purpose and a plan for inquiry
6-S-011	compare diverse perspectives in a variety of information sources
6-S-012	distinguish fact from opinion in discussions and narratives
6-S-013	identify stereotyping in information sources
6-S-014	consider the validity of information based on given criteria, e.g., <i>context, authentic voice, source, objectivity, evidence, reliability</i>
6-S-015	observe and describe material and visual evidence for research, e.g., <i>artifacts, photographs</i>
6-S-016	interpret information and ideas expressed in art, music, dance, drama, primary sources, or other media
6-S-017	evaluate the advantages and disadvantages of solutions to a problem
6-S-018	draw conclusions based on research and evidence
6-S-019	evaluate personal assumptions based on new information and ideas
6-S-020	access and select information using oral, visual, material, print, or electronic sources and tools, including atlases, e.g., <i>traditional and non-traditional sources, maps; tools such as table of contents, glossary, index, keyword search</i>
6-S-021	give examples of primary and secondary sources of information
6-S-022	develop a plan for organizing and recording information and information sources
6-S-023	construct and interpret maps that include a title, a legend, a compass rose, scale, and latitude and longitude
6-S-024	use latitude and longitude to locate and describe places on maps and globes
6-S-025	select and use appropriate tools and technologies to accomplish tasks

Social Participation

Grade 7

- 7-S-001 cooperatively organize the sharing of tasks in groups
- 7-S-002 assume a variety of roles and responsibilities in groups
- 7-S-003 participate in building consensus by proposing options or compromises
- 7-S-004 collaborate with others to devise strategies for dealing with problems and issues
- 7-S-005 seek common ground with others in discussions and activities
- 7-S-006 use a variety of strategies to resolve conflicts peacefully and fairly, e.g., *negotiation, compromise, clarification*

Grade 8

- 8-S-001 cooperatively organize the sharing of tasks in groups
- 8-S-002 share responsibility for group goals and tasks
- 8-S-003 collaborate with others to devise strategies for dealing with problems and issues
- 8-S-004 propose suggestions in order to build consensus
- 8-S-005 seek common ground with others in discussions and activities
- 8-S-006 use a variety of strategies to resolve conflicts peacefully and fairly, e.g., *negotiation, compromise, clarification*

Grade 9

- 9-S-001 collaborate with others to establish and implement decision-making processes
- 9-S-002 share responsibility for group goals and tasks
- 9-S-003 share responsibility for reaching consensus in group decisions
- 9-S-004 propose options and decisions that are inclusive of diverse perspectives
- 9-S-005 use a variety of strategies to resolve conflicts peacefully and fairly, e.g., *negotiation, compromise, clarification*

Communication

- 7-S-007 listen to others in order to understand their perspectives
- 7-S-008 use language that is respectful of human diversity
- 7-S-009 elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions
- 7-S-010 present information and ideas using oral, visual, material, print, or electronic media
- 7-S-011 persuasively express differing points of view regarding an issue
- 7-S-012 use a variety of communication technologies to interact with others

- 8-S-007 listen to others in order to understand their perspectives
- 8-S-008 use language that is respectful of human diversity
- 8-S-009 elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions
- 8-S-010 articulate their personal beliefs, values, and worldviews with respect to given issues
- 8-S-011 persuasively present differing points of view regarding an issue
- 8-S-012 present information and ideas using oral, visual, material, print, or electronic media

- 9-S-006 listen to others in order to understand their perspectives
- 9-S-007 elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions
- 9-S-008 articulate their personal beliefs, values, and worldviews with respect to given issues
- 9-S-009 persuasively express informed and reasoned opinions
- 9-S-010 express disagreement with sensitivity to others
- 9-S-011 present information and ideas using oral, visual, material, print, or electronic media
- 9-S-012 debate differing points of view regarding an issue

Creative and Critical Thinking

Grade 7

- 7-S-013 establish a purpose and a plan for inquiry
- 7-S-014 distinguish fact from opinion in a variety of information sources
- 7-S-015 compare differing perspectives on a topic
- 7-S-016 identify prejudice, racism, stereotyping, or other forms of bias in information sources
- 7-S-017 observe and describe material and visual evidence for research, e.g., *artifacts, photographs*
- 7-S-018 consider the validity of information based on given criteria, e.g., *context, authentic voice, source, objectivity, evidence, reliability*
- 7-S-019 interpret information and ideas expressed in art, music, dance, drama, historical fiction, primary sources, or other media
- 7-S-020 consider the context of events, accounts, ideas, and interpretations
- 7-S-021 analyze causes and contributing factors of historical events
- 7-S-022 draw conclusions and make decisions based upon research and evidence
- 7-S-023 evaluate personal assumptions based on new information and ideas

Managing Ideas and Information

- 7-S-024 access and select information using a variety of oral, visual, material, print, or electronic sources and tools, including atlases
- 7-S-025 seek information sources that reflect diverse points of view
- 7-S-026 distinguish primary and secondary information sources
- 7-S-027 develop a plan for organizing and recording information and information sources
- 7-S-028 create a timeline or other visual organizer to sequence and represent historical figures, relationships, or events
- 7-S-029 construct and interpret maps that include a title, a legend, a compass rose, scale, and latitude and longitude
- 7-S-030 use a variety of information sources and technologies in the preparation of maps, e.g., *observation, traditional knowledge, G.I.S.—Geographic Information Systems, G.P.S.—Global Positioning Systems*
- 7-S-031 select and use appropriate technological tools to accomplish tasks

Grade 8

- 8-S-013 establish a purpose and a plan for inquiry
- 8-S-014 compare differing perspectives on a topic
- 8-S-015 identify prejudice, racism, stereotyping, or other forms of bias in information sources
- 8-S-016 observe and describe material and visual evidence for research, e.g., *artifacts, photographs*
- 8-S-017 interpret information and ideas expressed in art, music, dance, drama, historical fiction, primary sources, or other media
- 8-S-018 consider the validity of information based on given criteria, e.g., *context, authentic voice, source, objectivity, evidence, reliability*
- 8-S-019 analyze the historical context of events
- 8-S-020 analyze connections between contemporary and historical events
- 8-S-021 analyze causes and contributing factors of historical events
- 8-S-022 draw conclusions and make decisions based upon research and evidence
- 8-S-023 evaluate personal assumptions based on new information and ideas

- 8-S-024 access and select information using a variety of oral, visual, material, print, or electronic sources and tools, including atlases
- 8-S-025 seek information sources that reflect diverse points of view
- 8-S-026 select a variety of types of information sources for historical inquiry, e.g., *documents, works of art, songs, artifacts, narratives, legends and myths, biographies, historical fiction*
- 8-S-027 compare primary and secondary sources of information
- 8-S-028 develop a plan for organizing and recording information and information sources
- 8-S-029 construct and interpret maps that include a title, a legend, a compass rose, scale, and latitude and longitude
- 8-S-030 create timelines or other visual organizers to sequence and represent historical periods, figures, relationships, or events
- 8-S-031 select and use appropriate technological tools to accomplish tasks

Grade 9

- 9-S-013 establish a purpose and a plan for inquiry
- 9-S-014 analyze prejudice, racism, stereotyping, or other forms of bias in information sources
- 9-S-015 evaluate information to determine reliability, validity, authenticity, and perspective
- 9-S-016 assess contradictory information and evidence
- 9-S-017 analyze connections between contemporary and historical events
- 9-S-018 analyze causes and contributing factors of historical events
- 9-S-019 consider the historical context and circumstances of past events
- 9-S-020 propose innovative options to solve problems
- 9-S-021 draw conclusions and make decisions based upon research and evidence
- 9-S-022 evaluate personal assumptions based on new information and ideas

- 9-S-023 access and select information using a variety of oral, visual, material, print, or electronic sources and tools, including atlases
- 9-S-024 seek information sources that reflect diverse points of view, e.g., *editorials, narratives, political cartoons, satire*
- 9-S-025 develop a plan for organizing and recording information and information sources
- 9-S-026 construct and interpret maps that include a title, a legend, a compass rose, scale, and latitude and longitude
- 9-S-027 use a variety of information sources and technologies in the preparation of maps, e.g., *observation, traditional knowledge, G.I.S.—Geographic Information Systems, G.P.S.—Global Positioning Systems*
- 9-S-028 select and use appropriate technological tools to accomplish tasks

Glossary

Glossary

The glossary is intended to clarify the meaning of words and expressions as they are used in this document.

Aboriginal: First Nations, Inuit, and Métis peoples.

consensus: the achievement of agreement through a process of communication in which all parties affected by a decision have equal power and equal voice. Consensus is achieved when: all parties to a decision have been thoroughly consulted; all parties have been given all available information on the matter; adequate time for reflection has been provided; debate has been conducted in a manner respectful to all parties; there is common agreement on a plan of action. Consensus may, under some circumstances, provide for the recording of a dissenting opinion.

community: refers to a group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, or shared space.

In some instances, the term community refers to a geographically defined space (e.g., a prairie community, the town of Willow Bunch in Saskatchewan).

culture: the beliefs, values, socially transmitted behaviours and traditions, language, arts, and other human endeavours considered together as being characteristic of a particular community, period, or people.

democratic ideals: ideals that pertain to rule by the people, including: citizen voice and participation in government; the principle of equality of rights, opportunity, and treatment of citizens; equity and justice; freedom of expression, opinion, belief, and association; the principle of the rule of law; balance between individual and collective responsibilities and rights.

globalization: the integration and interdependence of economies and cultures around the world through trade and financial flows across national boundaries, and through the movement and exchange of people, knowledge, culture, and technologies.

historical consciousness: how people today think about and understand the past, as well as how they use these understandings to inform their actions in the present and their plans for the future. Historical consciousness may be individual or collective, and may or may not reflect accurate factual knowledge or defensible historical interpretations.

interdisciplinary: An interdisciplinary approach connects interdependent knowledge, skills, and values from more than one subject area to examine a central theme, issue, problem, topic, or experience; an interdisciplinary approach stresses connections between concepts and across disciplines.

inuksuit: plural for *inuksuk*. *Inuksuit* may be translated as “replicas of people.” *Inuksuit* are structures built from various types of rocks and are intended for specific purposes, such as indicating navigation routes, good hunting areas, migration routes, or sacred places. *Inuksuit* have different shapes and names depending upon their purposes.

Inuksuk (“replica of a person”) is often spelled incorrectly as “inukshuk.” *Inuktitut*, the language of the Inuit, is phonetic and does not have a “sh” combination sound.

land: the totality of the natural environment, including earth, water, and sky, which both gives and sustains life.

Glossary *(continued)*

oral tradition: Oral tradition includes narratives, accounts, songs and dances, stories and legends, knowledge, and laws that are passed from one generation to another.

place: the tangible and intangible characteristics of a location or region that distinguish it from any other location and make it unique.

region: a geographic area with homogeneous physical, human, or cultural characteristics; geographers identify regions in order to divide the world into manageable units of study.

spiritual, spirituality: Spiritual, when used in the general sense, refers to beliefs, values, practices, or questions concerning the fundamental meaning and purpose of human life beyond its physical manifestations.

From an Aboriginal perspective, spirituality refers to a way of seeing the world as created by a principle that is ever present and always active. This perspective involves a total way of life and affirms balance and harmony with the land. The practices associated with this way of life create and maintain a sense of Aboriginal identity and membership within one's family, community, and nation/people. These practices honour the traditions, customs, and symbols that Aboriginal people have inherited from their ancestors.

stewardship: refers to the shared responsibility of human beings as caretakers of the natural environment; stewardship involves the equitable management of the environment, the economy, and society for the benefit of present and future generations.

story: An oral or written narrative, or a drama or dance that relates the experiences of an individual or group. The narrative relates a truth from a personal perspective, which may or may not be historically verifiable. The inclusion of story in social studies leads to an enriched and multi-layered understanding of people, relationships, events, and places. Stories, which include legends and myths, enhance historical consciousness and contribute to the collective memories of groups and communities.

From an Aboriginal perspective, there is an expectation that stories will be shared and passed on to the next generation. Stories tell of truth, values, beliefs, origins, family connections, how to live, life in the past, and connections with the land and animals, and are all part of building community.

sustainability: a recognition of the interdependence of social health and well-being, the environment, and economic development, and a consciousness of the impact of this relationship on quality of life today and for future generations.

technology: an encompassing term that includes tools, instruments, machines, systems, processes, and environments developed by humans to live in or manage the physical environment.

worldview: the overall perspective from which one sees, interprets, and makes sense of the world; a comprehensive collection of beliefs and values about life and the universe held by an individual or group.

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