

SOCIAL STUDIES, GRADES 1 TO 6



INTRODUCTION

The Topics

The expectations for social studies in Grades 1 to 6 are divided into two strands – A. Heritage and Identity and B. People and Environments – as described on page 21. The topics covered in each grade are as follows:

- Grade 1** A. Our Changing Roles and Responsibilities
B. The Local Community
- Grade 2** A. Changing Family and Community Traditions
B. Global Communities
- Grade 3** A. Communities in Canada, 1780–1850
B. Living and Working in Ontario
- Grade 4** A. Early Societies, 3000 BCE–1500 CE
B. Political and Physical Regions of Canada
- Grade 5** A. First Nations and Europeans in New France and Early Canada
B. The Role of Government and Responsible Citizenship
- Grade 6** A. Communities in Canada, Past and Present
B. Canada’s Interactions with the Global Community

The Concepts of Social Studies Thinking

The six concepts of social studies thinking – significance, cause and consequence, continuity and change, patterns and trends, interrelationships, perspective – underpin all thinking and learning in social studies. In Grades 1–6, at least one concept of social studies thinking is identified as the focus for each overall expectation. The following chart describes each concept and provides sample questions related to it. These questions highlight opportunities for students to apply a specific concept in their studies. (See page 12 for a fuller discussion of the concepts of disciplinary thinking.)

Significance
<p>This concept requires students to determine the importance of something (e.g., an issue, event, development, person, place, process, interaction). Students come to understand that significance often depends on the context or situation: for example, what is important to one person or group of people may not be important to another. The significance of something is generally determined by its short- and/or long-term impact on people and or places.</p> <p>Related Questions*</p> <ul style="list-style-type: none"> – What role does an Elder play in your community? (Grade 1, A3.2) – What are some of the big celebrations in your family during the year? (Grade 2, A3.4) – Why are the temples at Angkor Wat or mosques at Timbuktu such important archaeological sites? What can they tell us about the societies that built them? (Grade 4, A3.2) – How do we determine the importance of certain developments or events? (Grade 6, Overview)

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* These questions are drawn directly from the overview charts that precede each grade and from the sample questions that accompany many specific expectations.

Cause and Consequence

This concept requires students to determine the factors that affect or lead to something (e.g., an event, situation, action, interaction) as well as its impact or effects. Students study the causes and consequences of various types of events, situations, and interactions in both the natural environment and human society.

Related Questions

- Why don't farmers in Ontario grow bananas or pineapples? (Grade 2, B1.2)
- What impact do human activities and different land uses have on the environment? How can we reduce their impact? (Grade 3, Overview)
- What were the major consequences for the Wendat of contact with the French? (Grade 5, A1.1)
- What impact does Canada's consumption of coffee or chocolate have on the people and environment of the producer countries? (Grade 6, B2.1)

Continuity and Change

This concept requires students to determine what has stayed the same and what has changed over a period of time. Continuity and change can be studied with reference to ways of life, political policies, economic practices, relationships with the environment, social values, and so on. Students make judgements about continuity and change by making comparisons between some point in the past and the present, or between two points in the past.

Related Questions

- In what ways might your responsibilities at home change as you get older? (Grade 1, A1.1)
- What are the main differences between your day-to-day life and the life of a child living in Upper Canada in 1800? (Grade 3, A1.2)
- What farming techniques used by the Mayans and the people of ancient India are still practised by Canadian farmers? (Grade 4, A1.4)
- What types of organizations existed in the past, or exist now, to help new immigrants in Canada? (Grade 6, A3.5)

Patterns and Trends

This concept requires students to study characteristics that are similar and that repeat themselves in a natural or human environment (patterns) and characteristics or traits that exhibit a consistent tendency in a particular setting and/or over a period of time (trends). The characteristics may be spatial, social, economic, physical, or environmental. Students discover patterns by making connections between characteristics; they discover trends by making connections between those characteristics over time.

Related Questions

- How would you describe the park nearby? What makes a park a park? Are there things that all parks have? (Grade 1, B3.2)
- What are some of the characteristics of the natural environment in regions of Ontario that are recreational destinations? (Grade 3, B1.1)
- What makes a region a region? (Grade 4, Overview)
- When you locate on a map the countries that are the most common tourism destinations for Canadians, do you notice any patterns? (Grade 6, B3.6)

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Interrelationships

This concept requires students to explore connections within and between natural and/or human systems, including how they adapt to and have an impact on one another. Students explore various components within a system, interactions between components of a system, and relationships between systems.

Related Questions

- In what ways do people and the natural and built features of our community work together to help meet the needs of the community? (Grade 1, Overview)
- What types of things could newcomers have learned from the people who were already living in the area in which the newcomers were settling? (Grade 3, A3.7)
- Which level or levels of government should address the issue of the sale and export of spring water from Ontario? (Grade 5, B1.3)
- Why does the issue of invasive species require action at the international level? (Grade 6, B1.3)

Perspective

This concept refers to the ways in which different individuals and/or groups view something (e.g., an issue, event, development, person, place, process, interaction). Students learn that different groups have different perspectives, which depend on factors such as beliefs, social position, and geographic location, among others. Students also learn the importance of analysing sources to determine whose perspectives they convey and of gathering sources that reflect multiple perspectives.

Related Questions

- How does an understanding of unique individuals and groups help us appreciate the diversity in our community? (Grade 2, Overview)
- What were some differences in the ways First Nations and settlers viewed childhood? (Grade 3, A1.1)
- How might the opening of a mine both help and hurt a community? (Grade 4, B2.1)
- Whose voices should be heard in discussions about the building of a new housing subdivision? (Grade 5, B2.1)

HISTORY, GRADES 7 AND 8

INTRODUCTION

The Topics

In both Grade 7 and Grade 8 history, the expectations are divided into two chronological strands. The topics covered in the two grades are as follows:

- Grade 7** A. New France and British North America, 1713–1800
B. Canada, 1800–1850: Conflict and Challenges
- Grade 8** A. Creating Canada, 1850–1890
B. Canada, 1890–1914: A Changing Society

The Concepts of Historical Thinking

The four concepts of historical thinking – historical significance, cause and consequence, continuity and change, historical perspective – underpin all thinking and learning in history. In Grades 7 and 8, at least one concept of historical thinking is identified as the focus for each overall expectation. The following chart describes each concept and provides sample questions related to it. These questions highlight opportunities for students to apply a specific concept in their studies. (See page 12 for a fuller discussion of the concepts of disciplinary thinking.)

Historical Significance
<p>This concept requires students to determine the importance of something (e.g., an issue, event, development, person, place, interaction) in the past. Historical importance is determined generally by the impact of something on a group of people and whether its effects are long lasting. Students develop their understanding that something that is historically significant for one group may not be significant for another. Significance may also be determined by the relevance of something from the past, including how it connects to a current issue or event.</p> <p>Related Questions*</p> <ul style="list-style-type: none"> – Why was the Battle of Saint-Eustache significant to French Canadians? (Grade 7, B3.1) – What impact did Clifford Sifton’s immigration policies and strategies have on Canadian heritage and identity? (Grade 8, B3.5)
Cause and Consequence
<p>This concept requires students to determine the factors that affected or led to something (e.g., an event, situation, action, interaction) as well as its impact/effects. Students develop an understanding of the complexity of causes and consequences, learning that something may be caused by more than one factor and may have many consequences, both intended and unintended.</p> <p>Related Questions</p> <ul style="list-style-type: none"> – What were some of the key social, economic, and political issues that led to the Rebellions of 1837–38? (Grade 7, B3.1) – What order of importance would you assign to the various factors that led to Confederation? What criteria would you use to determine the ranking of these factors? (Grade 8, A1.1)

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* These questions are drawn directly from the overview charts that precede each grade and from the sample questions that accompany many specific expectations.

Continuity and Change

This concept requires students to determine what has stayed the same and what has changed over a period of time. Continuity and change can be explored with reference to ways of life, political policies, economic practices, relationship with the environment, social values and beliefs, and so on. Students make judgements about continuity and change by making comparisons between some point in the past and the present, or between two points in the past.

Related Questions

- What can we learn from the ways in which people met challenges in the past? (Grade 7, Overview)
- What challenges would Ukrainian immigrants have faced on the Prairies at the end of the nineteenth century? ... What do these climate and landform maps tell you about the environmental challenges Prairie settlers faced at the beginning of the twentieth century? Do similar challenges still exist today? (Grade 8, B1.2)

Historical Perspective

This concept requires students to analyse past actions, events, developments, and issues within the context of the time in which they occurred. This means understanding the social, cultural, political, economic, and intellectual context, and the personal values and beliefs, that shaped people's lives and actions. Students need to be conscious of not imposing today's values and ethical standards on the past. Students also learn that, in any given historical period, people may have diverse perspectives on the same event, development, or issue.

Related Questions

- What social attitudes were reflected in the forced removal of First Nations and Métis communities on the arrival of Loyalists or European immigrants? (Grade 7, B1.1)
- What were the major concerns of women's rights groups at the turn of the century? Which women did women's rights groups at this time represent? Who was included and who was excluded? (Grade 8, B1.3)

GEOGRAPHY, GRADES 7 AND 8

INTRODUCTION

The Topics

In both Grade 7 and Grade 8 geography, the expectations are divided into two thematic strands. The topics covered in the two grades are as follows:

- Grade 7** A. Physical Patterns in a Changing World
B. Natural Resources around the World: Use and Sustainability
- Grade 8** A. Global Settlement: Patterns and Sustainability
B. Global Inequalities: Economic Development and Quality of Life

The Concepts of Geographic Thinking

The four concepts of geographic thinking – spatial significance, patterns and trends, interrelationships, and geographic perspective – underpin all thinking and learning in geography. In Grades 7 and 8, at least one concept of geographic thinking is identified as the focus for each overall expectation. The following chart describes each concept and provides sample questions related to it. These questions highlight opportunities for students to apply a specific concept in their studies. (See page 12 for a fuller discussion of the concepts of disciplinary thinking.)

<p>Spatial Significance</p>
<p>This concept requires students to determine the importance of a place or region. They explore the connections that exist between the geographical location and physical characteristics of a site and analyse the unique relationships that exist in and between the natural and human environments in a particular place. Students come to understand that the significance of the same place may be different for humans, animals, and plants.</p> <p>Related Questions*</p> <ul style="list-style-type: none"> – What are wetlands? Why are they important? (Grade 7, A3.4) – Why are there so many high-rise buildings in Hong Kong? (Grade 8, A1.1)
<p>Patterns and Trends</p>
<p>This concept requires students to recognize characteristics that are similar and that repeat themselves in a natural or human environment (patterns) and characteristics or traits that exhibit a consistent tendency in a particular setting over a period of time (trends). The characteristics may be spatial, social, economic, physical, or environmental. Students analyse connections between characteristics to determine patterns; they analyse connections between those characteristics over time to determine trends.</p> <p>Related Questions</p> <ul style="list-style-type: none"> – Where are mountains located in the world? What are the characteristics of a mountain? Are there different types of mountains? What characteristics make each type unique? (Grade 7, A3.1) – Why is there a global phenomenon of people moving to urban centres? (Grade 8, A3.4)

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* These questions are drawn directly from the overview charts that precede each grade and from the sample questions that accompany many specific expectations.

Interrelationships

This concept requires students to explore connections within and between natural and human environments. The interconnected parts of an environment or environments work together to form a system. Students must understand the relationships that exist within a system and then analyse the relationships between systems in order to determine the impact they have on one another.

Related Questions

- Why does the process used to extract a natural resource depend on where the resource is located? (Grade 7, B1.1)
- What factors influence the quality of life in different countries? Why is it important to be aware of and to address global inequalities of wealth and in quality of life? (Grade 8, Overview)

Geographic Perspective

This concept requires students to consider the environmental, economic, political, and/or social implications of the issues, events, developments, and/or phenomena that they are analysing. In order to solve problems, make decisions or judgements, or formulate plans of action effectively, students need to develop their ability to examine issues from multiple perspectives.

Related Questions

- What impact did this earthquake have on this city? How did it affect the people, their homes, schools, and businesses? ... Was the economic impact felt only within the city, or was its reach regional, national, or global? In what ways did the damage caused by the earthquake affect the natural environment? (Grade 7, A2.1)
- What do we know about how improved access to education for girls can affect a society? How might an increase in education spending affect the health of the people in a country? (Grade 8, B2.1)