

GRADE 1

OVERVIEW

In Grade 1 social studies, students will examine various roles, relationships, and responsibilities, how and why these may change, and how they are connected to one's identity, culture, and sense of self. They will develop their appreciation of the need to treat all people, as well as the built and natural environment, responsibly and with respect. Students will also examine their local community, its characteristics and services, and how it meets the needs of the people who live and work there. Students will be introduced to the social studies inquiry process, and will use this process when conducting investigations related to roles, relationships, and responsibilities, and to their local community. In addition, students will learn how to use the basic elements of maps to help them extract information from and construct maps for specific purposes.

The Grade 1 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *community, identity, relationships, respect, and stewardship*.

The following chart presents an overview of the Grade 1 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand A. Heritage and Identity: Our Changing Roles and Responsibilities				
A1. describe some of the ways in which people’s roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people’s roles, relationships, and responsibilities as well as their sense of self	Continuity and Change	A person’s roles, responsibilities, and relationships change over time and in different situations.	How and why do people’s roles and responsibilities change as they encounter new situations and develop relationships with different people? How do people’s various roles and responsibilities help shape who they are? Why is it important to respect others? How do we show respect for others?	Maps* and Globes Using elements of maps (e.g., a title, symbols in a legend, direction, scale [non-standard], and colour) to help them extract information from or when constructing maps for specific purposes (see, e.g., A2.3)
A2. use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives	Interrelationships	Their own roles, responsibilities, and relationships play a role in developing their identity.		
A3. demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities	Significance	All people are worthy of respect, regardless of their roles, relationships, and responsibilities.		

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Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand B. People and Environments: The Local Community				
B1. describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people's needs	Interrelationships	Communities have natural and built features and provide services that help meet the needs of the people who live and work there.	<p>What are people's responsibilities within their community? What might happen if people did not meet their responsibilities?</p> <p>In what ways do people and the natural and built features of our community work together to help meet the needs of the community?</p> <p>How do we recognize patterns in the natural and built features of the local community? How can we represent those patterns?</p>	<p>Graphs Constructing and using pictographs (see, e.g., B2.4)</p> <p>Constructing and using tallies (see, e.g., B2.2)</p> <p>Maps* and Globes Using elements of maps (e.g., a title, symbols in a legend, direction, scale [non-standard], and colour) to help them extract information from maps (see, e.g., B2.3, B3.4)</p> <p>Using elements of maps when constructing maps for specific purposes (see, e.g., B1.3, B2.3, B3.4, B3.6)</p> <p>Using relative location, relative distance, and relative direction to locate significant places in their community (see, e.g., B3.3)</p>
B2. use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short- and long-term effects of this interrelationship	Cause and Consequence	Our actions can have an impact on the natural and built features of the community, so it is important for us to act responsibly.		
B3. describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance	Significance; Patterns and Trends	A community consists of different areas, each of which has a specific layout and characteristics.		

* The term *map* refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.

GRADE 2

OVERVIEW

In Grade 2 social studies, students will develop their understanding of their local community and begin to examine the global community. Students will explore a variety of traditions within their families and their local communities, developing an understanding of how these traditions contribute to and enrich their own community and Canadian society. They will also study communities around the world, developing an awareness of the relationship between location, climate, physical features, and how people live in various communities. Students will use the social studies inquiry process to investigate traditions, ways of life, and relationships with the environment in local and global communities, and they will develop their ability to extract information from and construct maps for specific purposes.

The Grade 2 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *community, identity, relationships, respect, and stewardship*.

The following chart presents an overview of the Grade 2 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand A. Heritage and Identity: Changing Family and Community Traditions				
A1. compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/ celebrations	Perspective; Cause and Consequence	Understanding the diversity that exists among families and within the local community leads to an appreciation of diverse perspectives.	How does an understanding of unique individuals and groups help us appreciate the diversity in our community? Why is it important to have an understanding of your family's past?	Graphs Extracting information from bar graphs (see, e.g., A2.4) Constructing bar graphs using their own data (see, e.g., A2.4)
A2. use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong	Continuity and Change	The traditions that we celebrate today have developed over the generations.	Why should we respect the diverse cultures and traditions in the communities in which we live?	Maps* and Globes Using appropriate elements of maps (e.g., a title, symbols in a legend, direction, and scale [non-standard]), to help them extract information and/or when constructing maps for specific purposes (see, e.g., A2.3)
A3. describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups	Interrelationships; Significance	Canada is made up of various communities that have diverse traditions and celebrations.		Identifying and locating countries on a map or globe (see, e.g., A3.3)

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Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand B. People and Environments: Global Communities				
B1. describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions	Cause and Consequence	The climate and physical features of a region affect how people in that region live.	How do physical features and climate contribute to differences in the ways people around the globe live? How does the natural environment affect the ways in which people meet their needs? Why do people live where they live?	Graphs Constructing bar graphs and pictographs for specific purposes (see, e.g., B2.4) Maps* and Globes Extracting information from globes, atlases, and maps about location, climate, and physical characteristics of a region (see, e.g., B2.2, B3.2, B3.5)
B2. use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live	Interrelationships; Patterns and Trends	Different people have adapted to similar climate and physical features in similar ways.	What are some of the ways in which different regions of the world are distinct?	Identifying and locating continents, significant bodies of water, the equator, poles, and hemispheres on maps or a globe (see, e.g., B3.2) Understanding and using cardinal directions (see, e.g., B3.3) Developing their ability to use appropriate elements of maps (e.g., a title, symbols in a legend, direction, scale [non-standard], and colour) to help them extract information and/or when constructing maps for specific purposes (see, e.g., B2.3, B3.2, B3.5)
B3. identify and locate various physical features and selected communities around the world, and describe some aspects of people's ways of life in those communities	Significance	The world is made up of many different regions, which have distinct characteristics.		

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GRADE 3

OVERVIEW

In Grade 3 social studies, students are introduced to some of the diverse communities that existed in Canada between approximately 1780 and 1850. Students will explore what life was like for different groups of people during that time period and will compare the lives of these people to those of present-day Canadians. They will use primary sources such as journals, letters, maps, and paintings to investigate how people in early Canada responded to challenges in their lives. Students will also learn about the physical and municipal regions of Ontario. They will explore the relationship between the natural environment, land use, and employment opportunities, and how different uses of land and resources affect the environment. Students will continue to develop their spatial skills, extracting information from graphs, globes, and maps, constructing print and digital maps, and using mapping programs to help them determine the relationship between the environment and land use in both the past and the present.

The Grade 3 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *beliefs and values, culture, identity, relationships, and stewardship*.

The following chart presents an overview of the Grade 3 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand A. Heritage and Identity: Communities in Canada, 1780–1850				
A1. compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day	Continuity and Change; Perspective	The different communities in early-nineteenth-century Canada influence the way we live today.	In what ways are our lives similar to and different from the lives of people in the past? What methods can we use to find out about the challenges faced by people in the past? What methods can we use to find out how they may have felt about those challenges and how they coped with them? How did people in the past relate to the environment? To each other? Who lived in colonial Canada? How did these groups differ from each other?	Graphs Constructing matrixes to show comparison (see, e.g., A2.4) Maps*and Globes Extracting information from and constructing thematic maps (e.g., maps showing climate, physical features, vegetation) (see, e.g., A2.3) Identifying on a map the location of specific historical communities (see, e.g., A3.1 and A3.2)
A2. use the social studies inquiry process to investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, and key measures taken to address these challenges	Significance; Cause and Consequence	Social and environmental challenges were a major part of life in all communities in early-nineteenth-century Canada.		
A3. identify some of the communities in Canada around the beginning of the nineteenth century, and describe their relationships to the land and to each other	Interrelationships	Canada was already a multicultural society in 1800.		

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Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand B. People and Environments: Living and Working in Ontario				
B1. demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario	Interrelationships; Patterns and Trends	The natural features of the environment influence land use and the type of employment that is available in a region.	How do physical features influence the ways in which land is used? How does the way land is used influence local communities and local jobs? What impact do human activities and different land uses have on the environment? How can we reduce their impact?	Graphs Extracting information from bar and line graphs (see, e.g., B2.4) Constructing bar and/or line graphs for a specific purpose (see, e.g., B2.4)
B2. use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in Ontario municipal regions, as well as some of the measures taken to reduce the negative impact of that use	Cause and Consequence; Perspective	Human activities and decisions about land use may alter the environment.	Why do people in Ontario live where they live? Why are some jobs located where they are?	Maps* and Globes Extracting information from and constructing maps, including thematic maps (e.g., maps showing land use, municipalities, physical features) (see, e.g., B1.3, B2.3) Developing their ability to use elements of maps, including standard units of measurement (e.g., metres, kilometers) and variations in fonts (e.g., capitalization, bold face), to help them extract information and/or when constructing maps (see, e.g., B3.2, B3.7)
B3. describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs	Significance	Human activities affect the environment, but the environment also affects human activities.		

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GRADE 4

OVERVIEW

In Grade 4 social studies, students will develop their understanding of how we study the past, as they use various methods to examine social organization, daily life, and the relationship with the environment in different societies that existed between 3000 BCE and 1500 CE. Students will build on what they have learned in earlier grades, using visual evidence, primary and secondary sources, and thematic maps to investigate a number of early societies from different regions and eras and representing different cultures. Students will investigate the interrelationship between daily life and the environment in these societies and will compare aspects of life in these societies with that in present-day Canada. Continuing to build on what they learned in earlier grades, students will study the interrelationship between human activities and the environment on a national scale. They will build on their knowledge of municipal and landform regions, studying Canada's political regions, including the provinces and territories, and physical regions such as the country's landform, vegetation, and climatic regions. Students will investigate issues related to the challenge of balancing human needs and environmental stewardship in Canada. They will continue to develop their mapping skills, analysing print, digital, and interactive maps and using spatial technologies to investigate human interactions with the environment.

The Grade 4 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *beliefs and values, community, culture, power, relationships, and stewardship*.

The following chart presents an overview of the Grade 4 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand A. Heritage and Identity: Early Societies, 3000 BCE–1500 CE				
A1. compare key aspects of life in a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society	Continuity and Change; Perspective	By studying the past, we can better understand the present.	<p>What methods can we use to compare societies from different eras and regions?</p> <p>What are the most significant differences between Canadian society and societies of the past?</p> <p>What are the most significant differences among early societies?</p>	<p>Maps* and Globes Analysing and constructing thematic maps (e.g., climate, soil, vegetation maps) related to early societies' relationship with the environment (see, e.g., A2.2, A2.3)</p> <p>Identifying the location of early societies on globes and/or maps (see, e.g., A3.1)</p>
A2. use the social studies inquiry process to investigate ways of life and relationships with the environment in two or more early societies (3000 BCE–1500 CE), with an emphasis on aspects of the interrelationship between the environment and life in those societies	Interrelationships	The environment had a major impact on daily life in early societies.	In what ways did the environment influence early societies? Does the environment have the same impact on Canadian society? What has changed? Why has it changed?	Extracting information on early societies from thematic maps (see, e.g., A3.1)
A3. demonstrate an understanding of key aspects of a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with their environment and with each other	Significance	Not all early societies were the same.		

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Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand B. People and Environments: Political and Physical Regions of Canada				
B1. assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada	Cause and Consequence; Interrelationships	Human activity and the environment have an impact on each other.	What impact can the natural environment of different regions have on human activities? What impact can human activities have on the natural environment?	Graphs Extracting information from climate graphs (see, e.g., B2.2) Constructing double bar graphs to show comparisons within a region (see, e.g., B2.4)
B2. use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada	Perspective	Human activities should balance environmental stewardship with human needs/wants.	How do we find the balance between environmental stewardship and human needs/wants? Why is it important to consider the long-term impact of human activities? What makes a region a region?	Maps* and Globes Analysing and constructing thematic maps (e.g., maps using shading or symbols to represent regions or land use) for specific purposes (see, e.g., B2.3) Using number/ letter grids and intermediate directions to locate Canada's physical and political regions on maps (see, e.g., B3.7)
B3. identify Canada's political and physical regions, and describe their main characteristics and some significant activities that take place in them	Significance; Patterns and Trends	A region shares a similar set of characteristics.		

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GRADE 5

OVERVIEW

In Grade 5 social studies, students will learn about key characteristics of various First Nations and European settler communities in New France up to 1713. Using primary sources, such as treaties, historical images, and diaries, as well as secondary sources, they will investigate relationships and interactions among these communities from a variety of perspectives and will develop their understanding of how historical events in early Canada have had an impact on present-day Canada. Students will also explore the responsibilities of Canadian citizens and levels of government. They will continue to develop their ability to examine current issues from various perspectives by investigating a Canadian social and/or environmental issue from the point of view of a variety of stakeholders, and they will develop plans of action to address significant social and environmental issues. Students will continue to develop their mapping, globe, and graphing skills to help them extract, interpret, and analyse information, and they will enhance their understanding of multiple perspectives on both historical and contemporary issues.

The Grade 5 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *collaboration and cooperation, decision making, respect, rights and responsibilities, and stewardship*.

The following chart presents an overview of the Grade 5 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand A. Heritage and Identity: First Nations and Europeans in New France and Early Canada				
A1. analyse some key short- and long-term consequences of interactions among and between First Nations and European explorers and settlers in New France prior to 1713	Cause and Consequence; Continuity and Change	Interactions between people have consequences that can be positive for some people and negative for others.	Why might the same event have a different impact on different people? Why is it important to understand that people have different perspectives?	Maps* and Globes Analysing historical maps to determine settlement patterns (see, e.g., A2.3) Analysing and constructing thematic maps to show connections between types of land and settlement (see, e.g., A2.3)
A2. use the social studies inquiry process to investigate aspects of interactions among and between First Nations and Europeans in Canada prior to 1713 from the perspectives of the various groups involved	Perspective; Interrelationships	When studying interrelationships between groups of people, it is important to be aware that each group has its own perspective on those interrelationships.	How do we form our own perspective? How do other people form theirs? What causes conflict? Do all conflicts have a resolution? Why is it important to cooperate with others?	
A3. describe significant features of and interactions between some of the main communities in Canada prior to 1713, with a particular focus on First Nations and New France	Significance; Interrelationships	Cooperation and conflict are inherent aspects of human interactions/ relationships.		

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Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand B. People and Environments: The Role of Government and Responsible Citizenship				
B1. assess responses of governments in Canada to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues	Interrelationships; Cause and Consequence	Citizens and governments need to work together in order to be able to address issues effectively and fairly.	When and how should members of the community come together to make change? Why is it important to consider the perspectives of all stakeholders when trying to formulate solutions to problems?	Graphs Analysing and constructing line, bar, and double bar graphs (see, e.g., B2.4) Maps* and Globes Analysing and extracting information from demographic and thematic maps, including digital representations (see, e.g., B2.3)
B2. use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues	Perspective	When examining an issue, it is important to understand who the different stakeholders are and to consider their perspectives.	Why do we need government? Why are there different levels of government? What services should governments be responsible for?	Constructing demographic and thematic maps, including digital representations (see, e.g., B2.3)
B3. demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada	Significance	To be active and effective citizens, Canadians need to understand their rights and responsibilities as well as how governments work.		

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GRADE 6

OVERVIEW

In Grade 6 social studies, students will explore the experiences and perspectives of diverse communities in historical and contemporary Canada and examine how they have contributed to the development of Canadian identity. In addition to developing their understanding of different communities in Canada, students will explore the global community and Canada's role in it. They will investigate current social, political, economic, and environmental issues, and develop their understanding of the importance of international action and cooperation. In conducting their investigations, students will enhance their graphing and mapping skills and develop their ability to extract, interpret, and analyse information from a variety of sources, and using various technologies.

The Grade 6 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *beliefs and values, collaboration, cooperation, culture, equity, freedom, identity, relationships, and respect*.

The following chart presents an overview of the Grade 6 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand A. Heritage and Identity: Communities in Canada, Past and Present				
A1. assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions	Cause and Consequence; Patterns and Trends	Many different communities have made significant contributions to Canada's development.	How have different communities contributed to the evolution of Canadian identity? What experiences have shaped the stories of different communities in Canada?	Graphs Constructing line graphs, using computer programs, to show change over time (see, e.g., A2.4) Maps* and Globes Analysing flow and thematic maps (see, e.g., A2.3)
A2. use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of two or more distinct communities in Canada	Perspective	Different groups may experience the same development or event in different ways.	What experiences have shaped the story of your own community? How do we determine the importance of certain developments or events?	Constructing thematic maps on paper and digitally (see, e.g., A2.3)
A3. demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada	Significance; Continuity and Change	Significant events in different communities have contributed to the development of the identity of that community and of Canada.	Why might an event or development be important to one group but not to others? In what ways is your story part of the story of Canada?	

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Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/Developed
Strand B. People and Environments: Canada's Interactions with the Global Community				
B1. explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena	Interrelationships; Perspective	The actions of Canada and Canadians can make a difference in the world.	Why is it important for Canada to be involved with countries around the world? Why does the well-being of the world's people and the environment depend on international cooperation?	Graphs Extracting information from and constructing double bar graphs (see, e.g., B2.4) Extracting information from a climate graph (see, e.g., B2.4) Constructing graphs using computers (see, e.g., B2.4)
B2. use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues	Cause and Consequence	Global issues require global action.	In what ways is Canada's economy related to the global economy? How have natural disasters affected Canada and the world? What do Canada and Canadians do for other people around the world? What else can we do?	Maps* and Globes Extracting information from various maps, including issue-based maps (see, e.g., B2.3) Analysing and constructing various types of print and digital maps, including issue-based maps (see, e.g., B2.3, B2.4, B2.6)
B3. describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement	Significance; Patterns and Trends	Canada and Canadians participate in the world in many different ways.		Extracting and applying information using latitude and longitude (see, e.g., B3.6)

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HISTORY, GRADE 7

OVERVIEW

In Grade 7 history, students will examine social, political, economic, and legal changes in Canada between 1713 and 1850. They will explore the experiences of and challenges facing different groups in Canada during this period, and will compare them to the experiences of present-day Canadians. In this grade, students will be introduced to the historical inquiry process and will apply it to investigate different perspectives on issues in eighteenth- and early-nineteenth-century Canada, including issues associated with the shift in power from France to Britain. Students will learn about various groups that existed in colonial Canada and how they were affected by the conflicts and changes that characterized this period. They will begin to apply the concepts of historical thinking to their study of Canadian history, leading to deeper and more meaningful explorations of life in colonial Canada. Students will also develop their ability to gather and critically analyse evidence from primary sources in order to form their own conclusions about historical issues and events.

The Grade 7 history expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *beliefs* and *values, equity, freedom, identity, power and authority, and relationships*.

The following chart presents an overview of Grade 7 history, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of historical thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of historical thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

Overall Expectations	Related Concepts of Historical Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/Developed
Strand A. New France and British North America, 1713–1800				
A1. analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada	Continuity and Change; Historical Perspective	Understanding the experiences of and challenges facing people in the past helps put our experiences and challenges into context.	Do we experience any of the same challenges people in Canada experienced in earlier times? What types of developments permit us to respond to them in different ways than people did in the past?	Maps* and Globes Analysing and constructing political maps to show alliances (see, e.g., A2.3) Analysing demographic or population maps related to settlement patterns, territorial expansion (see, e.g., A2.3)
A2. use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain	Historical Perspective; Historical Significance	Different groups responded in different ways to the shift in power in Canada from France to Britain.	Why might different people view the same event in different ways? How do we determine what is historically significant?	Analysing and constructing flow maps on movement patterns and/or displacement of different groups (see, e.g., A2.3)
A3. describe various significant events, developments, and people in Canada between 1713 and 1800, and explain their impact	Historical Significance; Cause and Consequence	The significance of historical events is determined partly by their short- and long-term impact.		

(continued)

Overall Expectations	Related Concepts of Historical Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand B. Canada, 1800–1850: Conflict and Challenges				
B1. analyse aspects of the lives of various groups in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713–1800	Continuity and Change; Historical Perspective	Throughout Canadian history, people have struggled to meet challenges and to improve their lives.	What can we learn from the ways in which people met challenges in the past? Why is it important to consider various perspectives when analysing events or issues?	Graphs Analysing and/or constructing graphs related to immigration to Canada (see, e.g., B2.4) Maps* and Globes Analysing and constructing political maps to show alliances (see, e.g., B2.3) Analysing demographic or population maps related to settlement patterns, territorial expansion (see, e.g., B2.3)
B2. use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850	Historical Perspective; Historical Significance	The first half of the nineteenth century was a time of major conflict and change in Canada.	What types of forces can bring about change?	Analysing and constructing flow maps on movement patterns and/or displacement of different groups (see, e.g., B2.3)
B3. describe various significant events, developments, and people in Canada between 1800 and 1850, and explain their impact	Historical Significance; Cause and Consequence	Social and political conflicts and changes in the first half of the nineteenth century have had a lasting impact on Canada.		

* The term *map* refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.

HISTORY, GRADE 8

OVERVIEW

In Grade 8 history, students will build on their understanding of earlier Canadian history, examining how social, political, economic, and legal changes in Canada between 1850 and 1914 affected different groups in an increasingly diverse and regionally distinct nation. They will explore experiences of and challenges facing Canadians around the beginning of the twentieth century and will compare them to those of present-day Canadians. Students will examine the internal and external forces that led to Confederation and territorial expansion and of the impact of these developments on long-time Canadians, including First Nations, as well as new immigrants. Through an examination of inequalities in the new nation, students will learn that many of the rights and freedoms we have in Canada today are the result of actions taken by people in this era to change their lives. Students will develop their ability to apply the concepts of historical thinking as well as the historical inquiry process, using both primary and secondary sources to explore the perspectives of groups on issues of concern to Canadians from the mid-nineteenth century to the eve of World War I.

The Grade 8 history expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *democracy, equity, inclusiveness, law and justice, power and authority, relationships, respect, and rights and responsibilities*.

The following chart presents an overview of Grade 8 history, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of historical thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of historical thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

Overall Expectations	Related Concepts of Historical Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand A. Creating Canada, 1850–1890				
A1. assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequality, on various Canadians between 1850 and 1890 as well as on the creation and expansion of the Dominion of Canada	Cause and Consequence; Historical Perspective	Not all Canadians enjoyed the same rights and privileges in the new nation.	Did all Canadians have the same reaction to the creation of the Dominion of Canada and its expansion from coast to coast? Is historical change always positive? How do we determine the nature of its impact?	Maps* and Globes Constructing maps to show the political development of Canada (see, e.g., A2.3) Analysing and/or constructing demographic maps related to settlement patterns of different groups (see, e.g., A2.3) Analysing and/or constructing flow maps on movement patterns of different peoples (see, e.g., A2.3) Analysing and/or constructing annotated or issue-based maps related to significant events (see, e.g., A2.3)
A2. use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890	Historical Perspective; Historical Significance	People in Canada had different reactions to the creation and expansion of the country.		
A3. describe various significant events, developments, and people in Canada between 1850 and 1890, and explain their impact	Historical Significance; Cause and Consequence	This was an era of major political and economic change, which affected various groups in Canada in different ways.		

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Overall Expectations	Related Concepts of Historical Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand B. Canada, 1890–1914: A Changing Society				
B1. assess key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of and major challenges facing different groups and/or individuals and to some of the actions Canadians have taken to improve their lives	Continuity and Change; Historical Perspective	The struggles of individuals and groups in Canada at this time lay the groundwork for some of the rights we have today.	In what ways are Canadian rights and freedoms a result of the struggles of people in the past? What are some ways in which different people respond to challenges and create change? What role has diversity played in the development of Canada?	Graphs Analysing graphs related to quality of life (see, e.g., B2.4) Maps* and Globes Extracting information from landform and climate maps of Canada (see, e.g., B1.2) Analysing and/or constructing demographic maps related to settlement patterns of different groups (see, e.g., B2.3) Analysing and/or constructing flow maps on movement patterns of different peoples (see, e.g., B2.3)
B2. use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1890 and 1914	Historical Perspective; Historical Significance	During this period, a surge in immigration from new countries increased the diversity of Canadian society.		
B3. describe various significant events, developments, and people in Canada between 1890 and 1914, and explain their impact	Historical Significance; Cause and Consequence	Social changes that occurred at this time have had a lasting impact on Canada.		

* The term *map* refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.

GEOGRAPHY, GRADE 7

OVERVIEW

In Grade 7 geography, students will explore opportunities and challenges presented by the physical environment and the ways in which people around the world have responded to them. They will develop an understanding of patterns in Earth's physical features and of the physical processes and human activities that create and change these features. Building on their knowledge of natural resources, students will study the extraction/harvesting and use of these resources on a global scale. They will examine the relationship between Earth's physical features and the distribution and use of natural resources while exploring ways of preserving global resources. In this grade, students will be introduced to the geographic inquiry process and to the concepts of geographic thinking. They will apply the concept of geographic perspective while investigating the impact of natural events and human activities on the physical environment and also various effects of natural resource extraction/harvesting and use. Students will continue to develop their spatial skills, extracting and analysing information from a variety of sources, including different types of maps and graphs, photographs and digital representations, and geographic information systems (GIS).

The Grade 7 geography expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *advocacy, collaboration and cooperation, perspective, and stewardship*.

The following chart presents an overview of Grade 7 geography, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of geographic thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of geographic thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

Overall Expectations	Related Concepts of Geographic Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/Developed
Strand A. Physical Patterns in a Changing World				
A1. analyse some challenges and opportunities presented by the physical environment and ways in which people have responded to them	Spatial Significance; Interrelationships	People’s activities are related to the physical features and processes in their region.	Why do different people have different responses to the environment and the opportunities and challenges it presents? Why do we need to consider various perspectives when determining the impact of human activities?	Graphs Developing their ability to analyse and construct various types of graphs, including climate graphs, for a variety of purposes (see, e.g., A2.4, A3.8)
A2. use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective	Geographic Perspective	Natural events and human activities that change Earth’s physical features can have social, political, environmental, and economic consequences.	Why do Earth’s physical features change?	Maps* and Globes Analysing various types of maps, including thematic, topographical, and annotated maps (see, e.g., A2.3, A2.4, A3.3) Constructing various types of maps, including issue-based, thematic, and annotated maps (see, e.g., A2.4)
A3. demonstrate an understanding of significant patterns in Earth’s physical features and of some natural processes and human activities that create and change those features	Patterns and Trends; Spatial Significance	Earth’s physical features can be created or changed by both natural processes and human activities.		Constructing cross-sectional drawings based on topographical information (see, e.g., A3.3) Analysing digital representations for specific purposes (see, e.g., A2.2) Constructing, analysing, and extracting information from maps using GIS (see, e.g., A2.4) Locating global landforms on maps (see, e.g., A3.1)

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Overall Expectations	Related Concepts of Geographic Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand B. Natural Resources around the World: Use and Sustainability				
B1. analyse aspects of the extraction/ harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources	Spatial Significance; Interrelationships	Resource development is affected by social, political, economic, and geographic factors.	Why might some countries be better able than others to extract and use natural resources in a sustainable way? How do we determine whether the extraction and/or use of a natural resource is sustainable? Is the extraction and use of fossil fuels sustainable? What are some of the ways in which countries around the world are practising environmental stewardship? What can we learn from these practices?	Graphs Developing their ability to analyse and construct various types of graphs, including climate graphs, for a variety of purposes (see, e.g., B2.4) Maps* and Globes Analysing various types of maps, including thematic, topographical, and annotated maps (see, e.g., B2.4) Constructing various types of maps, including issue-based, thematic, and annotated maps (see, e.g., B2.3, B2.6) Constructing, analysing, and extracting information from maps using GIS (see, e.g., B3.6)
B2. use the geographic inquiry process to investigate issues related to the impact of the extraction/ harvesting and/or use of natural resources around the world from a geographic perspective	Geographic Perspective	The ways in which people extract and use natural resources can have social, economic, political, and environmental consequences.		
B3. demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/ harvesting and use of these resources	Spatial Significance; Geographic Perspective	There is a relationship between Earth's physical features and the distribution of natural resources and how people use these resources to meet their needs and wants.		

* The term *map* refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.

GEOGRAPHY, GRADE 8

OVERVIEW

In Grade 8 geography, students will build on what they have learned in earlier grades about Earth's physical features and processes in order to explore the relationship between these features/processes and human settlement patterns around the world. They will focus on where people live and why they live there, and on the impact of human settlement and land use on the environment. They will enhance their ability to apply a geographic perspective to their investigation of issues, including issues related to human settlement and sustainability and to global development and quality of life. In addition, students will study factors that affect economic development and quality of life on a global scale and will examine responses to global inequalities. Students will be introduced to new types of maps and graphs, including choropleth maps, scatter graphs, and population pyramids, and, at the same time, will continue to develop their ability to use a variety of sources, tools, and spatial technologies to study various geographic issues.

The Grade 8 geography expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *democracy, equity, freedom, perspective, power and authority, relationships, rights and responsibilities, and stewardship*.

The following chart presents an overview of Grade 8 geography, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of geographic thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of geographic thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

Overall Expectations	Related Concepts of Geographic Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
A. Global Settlement: Patterns and Sustainability				
A1. analyse some significant interrelationships between Earth's physical features and processes and human settlement patterns, and some ways in which the physical environment and issues of sustainability may affect settlement in the future	Interrelationships	We need to develop sustainable communities that function within the limits of our physical environment.	<p>What makes a community sustainable? Why is it important that communities be sustainable? What can happen if a community is not sustainable?</p> <p>In what ways can the environment affect human settlement? In what ways can human settlement affect the environment? Why might this environmental impact have social, political, or economic consequences?</p>	<p>Maps* and Globes Analysing various types of maps, including demographic, population density, land-use, issue-based, and thematic maps (see, e.g., A1.1, A2.3, A3.1)</p> <p>Developing their ability to construct various types of maps, including issue-based and population density maps (see, e.g., A2.3)</p> <p>Analysing and constructing choropleth maps on human settlement (see, e.g., A3.7)</p> <p>Developing their ability to construct, analyse, and extract information from maps using geographic information systems (GIS) (see, e.g., A2.3)</p>
A2. use the geographic inquiry process to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective	Geographic Perspective; Interrelationships	Human settlement can cause social, environmental, and economic problems.		
A3. demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment	Patterns and Trends; Spatial Significance	Human settlement patterns are affected by the natural environment and also affect the natural environment.		

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Overall Expectations	Related Concepts of Geographic Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
B. Global Inequalities: Economic Development and Quality of Life				
B1. analyse some interrelationships among factors that contribute to global inequalities, with a focus on inequalities in quality of life, and assess various responses to these inequalities	Interrelationships	Quality of life and economic development around the world are influenced by various factors.	<p>What factors influence the quality of life in different countries?</p> <p>Why is it important to be aware of and to address global inequalities of wealth and in quality of life?</p>	<p>Graphs Analysing and constructing a variety of graphs, including scatter graphs and population pyramids (see, e.g., B2.4, B3.3, B3.4)</p> <p>Maps* and Globes Analysing various types of maps, including demographic, population density, land-use, issue-based, and thematic maps (see, e.g., B2.2, B2.3)</p> <p>Developing their ability to construct various types of maps, including issue-based and population density maps (see, e.g., B2.3)</p> <p>Developing their ability to construct, analyse, and extract information from maps using geographic information systems (GIS) (see, e.g., B2.3)</p>
B2. use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective	Geographic Perspective	Issues related to inequalities in global development and quality of life can have social, environmental, political, and/or economic implications.	How do we measure the development of a country or a community? Are there any biases in these measurements?	
B3. demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world	Spatial Significance; Patterns and Trends	We can use measurable indicators to help us understand spatial patterns of wealth and development around the world.		

* The term *map* refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.