

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>Strand A. Heritage and Identity: Early Societies, 3000 BCE–1500 CE</b>				
<b>A1.</b> 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><b>Maps* and Globes</b> 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>
<b>A2.</b> 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)
<b>A3.</b> 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.		

(continued)

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<b>Strand B. People and Environments: Political and Physical Regions of Canada</b>				
<b>B1.</b> 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?	<b>Graphs</b> 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)
<b>B2.</b> 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?	<b>Maps* and Globes</b> 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)
<b>B3.</b> 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.		

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