

Anowarakowa Kawennote

Social Studies

Grade 1

Overall Expectations: Our Changing Roles and Responsibilities/ The Local Community

A1. Application: 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

A2. Inquiry: 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

A3. Understanding Context: 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

B1. Application: 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

B2. Inquiry: 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

Specific Expectation

A1.1 describe how and why a person’s roles, relationships, and responsibilities may change in different places or situations and at different times

A1.4 describe the impact that people can have on each other in some different situations

A2.1 formulate questions to guide investigations into some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self

A2.2 gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity/sense of self

A2.4 interpret and analyse information relevant to their investigations, using a variety of tools

A3.4 identify some elements of respectful behaviour that they can practise in their everyday life

A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect

B1.1 describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist

B2.1 formulate questions to guide investigations into some aspects of the interrelationship between people and the natural and built features of their community, with a focus on some of the short- and long-term effects of this interrelationship

B2.2 gather and organize information on the interrelationship between people and the natural and built features of their community, and on the effects of this interrelationship, using sources that they have located themselves or that have been provided to them

Grade 2

Overall Expectations: Changing Family and Community Traditions/Global Communities

A1. Application: 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

A2. Inquiry: 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

A3. Understanding Context: 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

Roseneath Theatre

From the study guide for “**Head À Tête**” 2018/2019 Season
a play written by David S. Craig and Robert Morgan

B1. Application: 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

B2. Inquiry: 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

Specific Expectations

A1.1 compare ways in which some traditions have been celebrated over multiple generations in their family, and identify some of the main reasons for changes in these traditions

A1.3 compare some of the past and present traditions and celebrations of different ethno- cultural groups in their local community, and identify some of the main reasons for the change

A2.2 gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them

A3.2 identify some different groups in their community (*e.g., various religious and ethnocultural groups*), and describe some of the ways in which they contribute to diversity in Canada

A3.4 describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities in Canada

A3.6 identify some ways in which heritage is passed on through various community celebrations and event

B1.2 describe some of the ways in which two or more distinct communities have adapted to their location, climate, and physical features

B1.3 demonstrate an understanding of the importance of sustainability in people’s interrelationship with their natural environment and of some of the consequences of sustainable and/or non-sustainable actions

B2.1 formulate questions to guide investigations into some aspects of the interrelationship between the natural environment of selected communities and the ways in which people live

Grade 3

Overall Expectations: Communities in Canada, 1780–1850/ Living and Working in Ontario

A1. Application: 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

A2. Inquiry: 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

A3. Understanding Context: 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

Specific Expectations

A1.2 compare some of the roles of and challenges facing people in Canada around the beginning of the nineteenth century with those in the present day

A1.3 identify some key components of the Canadian identity (*e.g., bilingualism, multiculturalism, founding nations, religious freedom*), and describe some of the ways in which communities that were in Canada around the early 1800s have had an impact on Canadian identity

A2.1 formulate questions to guide investigations into some of the major challenges facing different groups and communities in Canada from around 1780 to 1850 and measures taken to address these challenges

A2.2 gather and organize information on major challenges facing different groups and communities, and on measures taken to address these challenges, using a variety of primary and/or secondary sources

A2.5 evaluate evidence and draw conclusions about some of the major challenges facing different groups and communities in Canada during this period, and measures taken to overcome these challenges

A3.1 identify various First Nations and some Métis communities in Upper and Lower Canada from 1780 to 1850, including those living in traditional territory and those who moved or were forced to relocate to new areas in response to European settlement, and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program

A3.3 identify some of the main factors that helped shape the development of settlements in Canada during this period and describe how the physical features of the land and the availability of goods and services can facilitate settlement and enhance community life

A3.4 describe some of the major challenges facing communities in Canada during this period

A3.7 describe how some different communities in Canada related to each other during this period, with a focus on whether the relationships were characterized by conflict or cooperation

Grade 4

Overall Expectations Early Societies, 3000 BCE–1500 CE/Political and Physical Regions of Canada

A1. Application: compare key aspects of life in a few early societies (to 1500), including at least one First Nation and one Inuit society, 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

A2. Inquiry: use the social studies inquiry process to investigate ways of life and relationships with the environment in a few early societies (to 1500), including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies

A3. Understanding Context: demonstrate an understanding of key aspects of a few early societies

(to 1500), including at least one First Nation and one Inuit society, 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 the environment and with each other

Specific Expectations

A1.2 compare aspects of the daily lives of different groups within a few early societies, including at least one First Nation and one Inuit society

A1.4 compare a few early societies, including at least one First Nation and one Inuit society, in terms of their relationship with the environment, and describe some key similarities and differences in environmental practices between these societies and present-day Canada

A2.1 formulate questions to guide investigations into ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society,

with an emphasis on aspects of the interrelationship between the environment and life in those societies

A2.2 gather and organize information on ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, using a variety of primary and secondary sources in both print and electronic formats

A2.5 evaluate evidence and draw conclusions about ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies

A3.4 describe significant physical features and natural processes and events in a few early societies, including at least one First Nation and one Inuit society

A3.5 describe the importance of the environment for a few early societies, including at least one First Nation and one Inuit society, with a particular focus on how the local environment affected the ways in which people met their physical needs

B1.3 describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources

B2.2 gather and organize information and data from various sources to investigate 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

B3.6 describe significant opportunities and challenges related to quality of life in some of Canada’s political regions

Grade 5

Overall Expectations: First Nations and Europeans in New France and Early Canada/The Role of Government and Responsible Citizenship

A1. **Application:** analyse some key short- and long-term consequences of interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada

A2. **Inquiry:** use the social studies inquiry process to investigate aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people

prior to 1713 in what would eventually become Canada, from the perspectives of the various groups involved

A3. Understanding Context: describe significant features of and interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada

B1. Application: assess responses of governments in Canada, including First Nations, Métis, and Inuit governments, to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues

B2. Inquiry: use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level of government responsible for addressing the issues

B3. Understanding Context: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada, including First Nations, Métis, and Inuit governments

Specific Expectations

A1.1 describe some of the positive and negative consequences of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada

A1.2 analyse aspects of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada to determine ways in which different parties benefited from each other

A1.3 explain some of the ways in which interactions among Indigenous peoples, among European explorers and settlers, and between Indigenous and European people in what would eventually become Canada are connected to issues in present-day Canada

A2.1 formulate questions to guide investigations into aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada, from the perspectives of various groups involved

A2.2 gather and organize information on interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada, using a variety of primary and secondary sources that present various perspectives

A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools

A2.5 evaluate evidence and draw conclusions about aspects of the interactions among First Nations, Métis, and Inuit individuals and communities, among Europeans, and between Europeans and First Nations, Métis, and Inuit in what would eventually become Canada during this period, highlighting the perspectives of the different groups involved

A3.2 describe some significant interactions among First Nations and between First Nations and Inuit before contact with Europeans

A3.3 describe the main motives for Europeans’ exploration of Indigenous lands that were eventually claimed by Canada and for the establishment of permanent European settlements

A3.8 describe some significant effects of European conflicts on Indigenous peoples and on what would eventually become Canada

B1.1 assess the effectiveness of actions taken by one or more levels of government, including Indigenous governments, to address an issue of national, provincial/territorial, and/or local significance

B1.2 create a plan of action to address a social issue of local, provincial/territorial, and/or national significance

B2.1 formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues

B3.1 describe the major rights and responsibilities associated with citizenship in Canada

B3.4 describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues

B3.6 demonstrate a basic understanding of what is meant by the federal and provincial governments’ having a duty to consult and accommodate First Nations, Métis, and Inuit communities, and describe some circumstances in which this constitutional right for Indigenous peoples might apply

B3.8 explain why different groups may have different perspectives on specific social and environmental issues

B3.9 describe some different ways in which citizens can take action to address social and environmental issues

Grade 6

Overall Expectations: Communities in Canada, Past and Present/

A1. Application: assess contributions to Canadian identities made by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions

A2. Inquiry: use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada

A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada

Specific Expectations

A1.2 analyse some of the contributions that various First Nations, Métis, and Inuit communities and individuals have made to Canada

A1.3 analyse some of the contributions that various settler/newcomer groups have made to Canadian identities

A1.4 explain how various groups and communities, including First Nations, Métis, and Inuit communities, have contributed to the goal of inclusiveness in Canada

A2.1 formulate questions to guide investigations into different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada

A2.2 gather and organize information from a variety of primary and secondary sources that present different perspectives on the historical and/or contemporary experience of a few communities, including First Nations, Métis, and/or Inuit communities, in Canada

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A2.5 evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada

A3.1 identify the traditional Indigenous and treaty territory or territories on which their community is located

A3.4 identify various types of communities in Canada and some ways in which they have contributed to the development of the country

A3.7 describe interactions between communities in Canada, including between newcomers and groups that were already in the country