

# SOCIAL STUDIES & HISTORY CURRICULUM

“Social Studies instruction engages students in thinking about ideas, concepts, people, places, events and facts.” Mike Yell

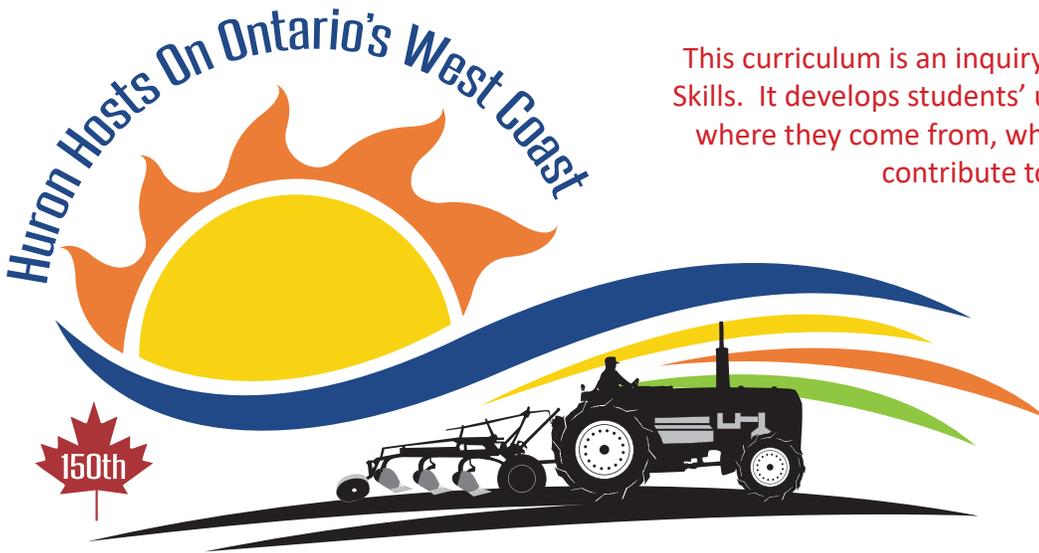
This curriculum is an inquiry process using Critical Thinking Skills. It develops students’ understanding of who they are, where they come from, where they belong, and how they contribute to the society in which they live.

Take a Historic Perspective as we invite you to,  
**“Come Celebrate 150 Years of Being Canada’s Caretakers”**

<u>Goals of Social Studies</u>	<u>Goals of History</u>	<u>Goals of Geography</u>
Developing a sense of who I am, and who we are	~Developing a sense of time~	~Developing a sense of place~
Where have I come from? What makes me belong? Where are we now? How can I contribute to society?	Who are we? Who came before us? How have we changed?	What is where, why there, and why care?

“Community Partners Community partners are an important resource for a school’s social studies, history, and geography program. Various partners can provide valuable support and enrichment for student learning. These partners may include conservation authorities; provincial and national parks; service providers such as fire departments and social service agencies; non-governmental organizations; museums and historical societies; First Nation, Métis, and Inuit friendship centres; veterans groups; cultural centres and other community organizations; and businesses”. (Social Studies document, pg. 17)

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**2017** 100th INTERNATIONAL  
 PLOWING MATCH & RURAL EXPO  
 SEPT 19-23 • WALTON, ONTARIO

## GRADE 1

- 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
- 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
- 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
- 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

## GRADE 2

- 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.
- 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.

## GRADE 3

- 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.
- 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.
- 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.
- 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.

## GRADE 4

- 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.
- 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.
- 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.
- 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.

## GRADE 5

- 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.
- 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.

## GRADE 6

- Assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions.
- 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.
- Demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada.

## GRADE 7

- 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.