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Grade 1

Strand A: People and Environments – Our Roles and Responsibilities

Overall Expectation:

Students will explore their roles, rights, and responsibilities at home, at school, and in the community, and understand how these change over time and across contexts.

Specific Expectations:

- Identify and describe their roles and responsibilities in various settings.
- Recognize how relationships (family, friends, community) involve cooperation and respect.
- Describe how people work together to meet needs and solve problems.
- Give examples of rules at home, school, and in the community and explain why they exist.
- Explore ways people make decisions together in groups.
- Identify symbols and traditions in Canada and what they represent (e.g., Canadian flag, anthem).
- Identify examples of respect for others in diverse communities.
- Suggest ways to help others and care for shared spaces.

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Strand B Heritage and Identity – Our Changing Roles and Responsibilities

Overall Expectation:

Students will investigate how their personal identities and responsibilities change over time and how people in different communities contribute to society.

Specific Expectations:

- Describe how they have changed since birth and how their roles have grown (e.g., more responsibilities, independence).
- Identify ways in which their responsibilities at home and school may differ from those of others.
- Use tools such as timelines or family trees to explore personal and family history.
- Identify people and events from the past that are significant to them.
- Compare daily life now with life in the past (e.g., school, chores, transportation).
- Explore how traditions and celebrations reflect cultural identity.
- Communicate what they've learned using visual, oral, or written methods.

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Grade 2

Strand A: People and Environments – Global Communities

Overall Expectation:

Students will explore different communities around the world, learning about their daily lives, traditions, environments, and how people meet their needs in different ways.

Specific Expectations:

- Identify and describe different communities globally and how they are similar to and different from their own.
- Locate continents, oceans, and selected countries on maps and globes.
- Compare housing, food, clothing, transportation, and schooling in various communities.
- Explore natural environments in different parts of the world and how they influence how people live.
- Recognize how traditions, celebrations, and cultural practices vary among communities.
- Discuss how people adapt to and change their environments to meet their needs.
- Use visuals, maps, and artifacts to gather and communicate information about global communities.
- Show empathy and appreciation for the diverse ways people live and work around the world.

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Strand B: Heritage and Identity – Changing Family and Community Traditions

Overall Expectation:

Students will examine how traditions, celebrations, and ways of life in their families and communities have changed over time and how those changes reflect broader historical developments.

Specific Expectations:

- Identify family and community traditions and how they have been passed down or adapted.
- Describe how specific celebrations or customs have changed over time.
- Compare their lives today with those of their parents or grandparents when they were young.
- Explore how changes in technology, transportation, or communication have influenced daily life.
- Discuss reasons why people's traditions may change (e.g., immigration, modernization, cultural blending).
- Create simple timelines or stories to show changes in their family or community.
- Share their own traditions using visuals, storytelling, or digital media.
- Demonstrate respect for different cultural traditions and family structures.

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Grade 3

Strand A: People and Environments – Living and Working in Ontario

Overall Expectation:

Students will explore Ontario's communities, land use, and resources. They will examine how people live and work in different parts of the province and how human activity affects the environment.

Specific Expectations:

- Identify regions in Ontario and describe key features (e.g., cities, natural areas, farmland).
- Use maps and mapping tools to locate major communities and physical features in Ontario.
- Describe how people use land and resources differently in urban, rural, and Indigenous communities.
- Identify economic activities (e.g., farming, tourism, manufacturing) and how they are shaped by geography.
- Discuss how transportation and communication systems connect communities across Ontario.
- Investigate how people influence their environment (e.g., deforestation, pollution, conservation).
- Explore the responsibilities of citizens and governments in managing land and resources.
- Suggest ways to make communities more environmentally sustainable.

Strand B: Heritage and Identity – Communities in Canada, 1780–1850

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Overall Expectation:

Students will explore the lives of diverse people who lived in early Canadian communities and understand how their contributions and interactions shaped society.

Specific Expectations:

- Identify different cultural and social groups living in early Canada (e.g., Indigenous peoples, settlers, Black Canadians, Métis).
- Describe what daily life was like in various communities during 1780–1850.
- Compare early communities with those of today in terms of housing, transportation, work, and education.
- Explore the contributions of significant individuals and groups to early Canadian life.
- Describe the relationships and interactions between First Nations and newcomers during this time.
- Use primary and secondary sources (e.g., maps, drawings, journals) to learn about life in the past.
- Create visuals or stories to communicate understanding of early Canadian communities.
- Reflect on how history has shaped modern Canadian values and identity.

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Grade 4

Strand A: People and Environments – Political and Physical Regions of Canada

Overall Expectation:

Students will investigate Canada's political and physical geography, explore regional diversity, and examine how people interact with the environment and make decisions at various government levels.

Specific Expectations:

- Identify Canada's provinces, territories, capital cities, and major physical features (e.g., mountains, rivers).
- Use maps and geographic tools to locate and describe Canada's political and natural regions.
- Compare how people live and work in different Canadian regions (e.g., Prairies vs. Atlantic Canada).
- Explore how geography influences the economy, transportation, and daily life.
- Understand the levels of government in Canada and their roles (federal, provincial/territorial, municipal).
- Examine how governments make decisions that affect communities and the environment.
- Analyze issues related to land use, conservation, and natural resources in different regions.
- Propose responsible actions to address environmental concerns in Canada.

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Strand B: Heritage and Identity – Early Societies, 3000 BCE–1500 CE

Overall Expectation:

Students will explore and compare early civilizations around the world, focusing on their daily life, contributions, and how geography influenced their development.

Specific Expectations:

- Investigate early societies (e.g., Ancient China, Medieval England, Ancient Rome) and their key features.
- Identify how early communities were organized socially, politically, and economically.
- Describe the roles of individuals in early societies (e.g., rulers, farmers, artisans).
- Compare daily life in early civilizations to life in Canada today.
- Examine how geography (climate, landforms, water) shaped early societies' development.
- Explore contributions of early societies in areas like science, writing, architecture, and government.
- Use timelines, maps, and artifacts to study and compare civilizations.
- Present findings in creative formats (e.g., projects, reports, presentations).

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Grade 5

Strand A: People and Environments – The Role of Government and Responsible Citizenship

Overall Expectation:

Students will explore the structure and responsibilities of government in Canada and analyze how citizens can influence decisions, advocate for change, and contribute to a democratic society.

Specific Expectations:

- Identify and describe the different levels of government and their responsibilities.
- Understand how laws are created and how government decisions affect people's lives.
- Examine how citizens can influence government through voting, petitions, protests, and advocacy.
- Explore current social and environmental issues and how they are addressed by governments.
- Compare how local and national governments handle responsibilities such as education, healthcare, and the environment.
- Discuss the importance of responsible citizenship, including respecting others, participating in civic life, and staying informed.
- Evaluate how fairness, equity, and inclusion are reflected in government actions and policies.
- Suggest actions students can take to make a positive difference in their school or community.

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Strand B: Heritage and Identity – First Nations and Early European Explorers

Overall Expectation:

Students will examine the relationships between Indigenous peoples and early European explorers in Canada, understanding their interactions, contributions, and lasting impact.

Specific Expectations:

- Identify First Nations groups in Canada before European contact and describe their ways of life.
- Explore motivations behind European exploration and what explorers were seeking.
- Describe early encounters between Indigenous peoples and European explorers or settlers.
- Analyze how early contact affected both Indigenous communities and Europeans.
- Examine the exchange of goods, knowledge, and technologies between cultures.
- Investigate how land, resources, and cultural misunderstandings led to conflict and long-term consequences.
- Use primary and secondary sources to understand different perspectives (e.g., oral histories, explorer journals).
- Reflect on the legacy of early contact and its effects on modern Canadian society.

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Grade 6

Strand A: People and Environments – Canada’s Interactions with the Global Community

Overall Expectation:

Students will examine how Canada interacts with other nations on economic, social, environmental, and political issues, and consider the impact of global interdependence.

Specific Expectations:

- Identify examples of Canada’s global relationships (e.g., trade, peacekeeping, climate agreements).
- Explain how international organizations (e.g., United Nations, WHO) involve Canada and influence global decisions.
- Explore how global events and challenges (e.g., natural disasters, war, pandemics) impact Canadians.
- Analyze how individuals and groups in Canada respond to global issues (e.g., charitable work, environmental activism).
- Compare Canada’s approach to global issues with those of other countries.
- Discuss the role of media and communication technologies in raising awareness of global events.
- Suggest ways that students can contribute to global awareness and positive change.
- Reflect on how global interdependence affects people’s lives and responsibilities as global citizens.

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Strand B: Heritage and Identity – Communities in Canada, Past and Present

Overall Expectation:

Students will explore the diverse communities that make up Canada, including Indigenous, settler, and immigrant populations, and how these communities have changed and contributed to Canadian identity.

Specific Expectations:

- Identify key groups who have contributed to the development of Canada (e.g., First Nations, Métis, Francophones, immigrants).
- Explore reasons why people came to Canada and how they settled in different regions.
- Describe how cultural traditions, beliefs, and values shape communities.
- Investigate how communities have changed over time and how they maintain cultural identity today.
- Examine the impact of colonization on Indigenous peoples and the ongoing process of reconciliation.
- Compare past and present ways of life for different communities in Canada.
- Use historical sources (e.g., interviews, photographs, documents) to learn about life in different time periods.

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Grade 7

History

Strand A: Heritage and Identity – New France and British North America, 1713–1800

Overall Expectation:

Students will explore how interactions among Indigenous peoples, the French, and the British shaped life in Canada during the 18th century and affected the development of colonial society.

Specific Expectations:

- Describe the goals and effects of European colonization in North America.
- Analyze the impact of European presence on Indigenous communities and cultures.
- Explain how individuals and groups contributed to the development of New France and British North America.
- Use historical sources and evidence to explore different perspectives and stories from this period.
- Create visual or written presentations to communicate historical understanding (e.g., timelines, reports, posters).

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Strand B: Canada, 1800–1850 – Conflict and Challenges

Overall Expectation:

Students will examine how events and changes during the early 19th century influenced the development of Canada and affected diverse communities.

Specific Expectations:

- Describe key political, social, and economic developments in Canada between 1800 and 1850.
- Investigate the causes and effects of conflicts such as the War of 1812 and the Rebellions of 1837–1838.
- Examine how various groups—including Indigenous peoples, settlers, and immigrants—responded to and were affected by changes during this period.
- Interpret and analyze historical evidence to understand different points of view.
- Communicate insights using maps, timelines, role plays, and other formats.

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Geography

Strand A: Physical Patterns in a Changing World

Overall Expectation:

Students will investigate physical features and natural processes of the Earth, and how these influence human activities and ecosystems.

Specific Expectations:

- Identify major landforms and bodies of water in the world and describe their formation.
- Analyze how physical processes (e.g., erosion, earthquakes, volcanoes) shape the environment.
- Explain how physical geography affects human settlement, transportation, and land use.
- Use maps and geographic tools to study and compare regions of the world.

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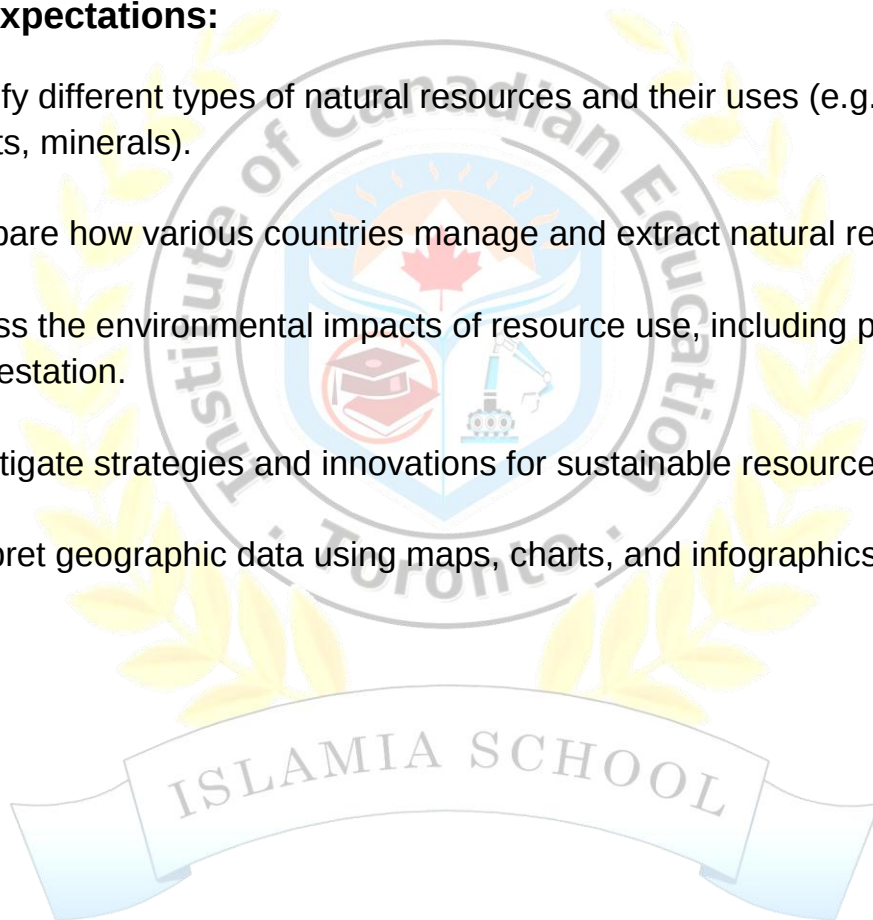
Strand B: Natural Resources Around the World – Use and Sustainability

Overall Expectation:

Students will examine how people use natural resources globally, how this affects the environment, and what practices promote sustainability.

Specific Expectations:

- Identify different types of natural resources and their uses (e.g., water, forests, minerals).
- Compare how various countries manage and extract natural resources.
- Assess the environmental impacts of resource use, including pollution and deforestation.
- Investigate strategies and innovations for sustainable resource use.
- Interpret geographic data using maps, charts, and infographics.



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Grade 8

History

Strand A: Creating Canada, 1850–1890

Overall Expectation:

Students will explore the major events, decisions, and groups that shaped the formation of Canada as a country, and assess how different communities were affected by Confederation and expansion.

Specific Expectations:

- Describe the reasons for and process of Confederation.
- Analyze how the expansion of Canada affected Indigenous peoples and other communities.
- Investigate the roles of key individuals and groups in the formation of Canada.
- Explain how government policies, such as the Indian Act and residential schools, impacted First Nations, Métis, and Inuit peoples.
- Use historical sources to identify different perspectives on Confederation and nation-building.
- Communicate findings using presentations, timelines, or written work.

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Strand B: Canada, 1890–1914 – A Changing Society

Overall Expectation:

Students will examine the social, political, and economic changes that took place in Canada in the early 20th century and assess how these changes shaped Canadian identity and society.

Specific Expectations:

- Identify major events and movements that influenced Canadian society during this time (e.g., immigration, women's rights, labour movements).
- Analyze the contributions of diverse communities to Canadian development.
- Investigate challenges faced by different groups, including racial and gender-based discrimination.
- Evaluate Canada's role in international affairs leading up to World War I.
- Interpret historical evidence to understand social and political change.
- Present conclusions through creative and academic formats (e.g., interviews, posters, essays).

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Geography

Strand A: Global Settlement – Patterns and Sustainability

Overall Expectation:

Students will study how human settlement patterns around the world are influenced by physical and human factors, and assess how sustainable different settlement practices are.

Specific Expectations:

- Identify patterns of settlement around the world (e.g., urban vs. rural, clustered vs. dispersed).
- Analyze how environmental, economic, and social factors influence settlement choices.
- Assess the impact of settlement patterns on sustainability and the environment.
- Compare how different regions manage issues such as population growth, housing, and land use.
- Use maps, graphs, and data tools to study global settlement trends.

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Strand B: Global Inequalities – Economic Development and Quality of Life

Overall Expectation:

Students will explore global differences in economic development and quality of life, and evaluate the causes and effects of these inequalities.

Specific Expectations:

- Identify indicators of economic development and quality of life (e.g., GDP, literacy, access to clean water).
- Compare living standards across countries and regions.
- Analyze factors contributing to global inequalities (e.g., history, geography, politics, conflict).
- Investigate efforts to reduce poverty and promote equity worldwide.
- Communicate ideas using visual, oral, or written formats supported by geographic data.

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