

SOCIAL STUDIES – *Heritage and Citizenship*

Grade 1

identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities.

Grade 2

demonstrate an understanding that Canada is a country of many cultures.

Grade 3

describe the communities of early settlers and First Nation peoples in Upper Canada around 1800.

[Name] understands that Canada is a country made up of many cultures. Through *[his/her]* *[specific task, such as Family Heritage project]*, *[he/she]* explored *[his/her]* personal family heritage.

Grade 4

identify and describe major features of daily life and social organization in medieval European societies from about 500 to 1500 C.E. (Common Era).

Grade 5

identify and compare the ways in which people in various early civilizations met their physical

[Name] is able to describe the social organization of Medieval society and what life was like for both royalty and peasants.

[Name] is able to explain how early civilizations met their needs. This was demonstrated when *[specific task, such as he/she completed a study of Ancient Egypt*

[Name] continues to learn about the social organization of Medieval society. Further reading or studying would help *[Name]* deepen *[his/her]* understanding.

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| <p>and social needs, including how they interacted with and used the natural environment.</p> <p>Grade 6</p> <p>describe the characteristics of pre-contact First Nation cultures across Canada, including their close relationships with the natural environment; the motivations and attitudes of the European explorers; and the effects of contact on both the receiving and the incoming groups.</p> | <p><i>and how they used irrigation systems in agriculture].</i></p> | |
| <p>Grade 1</p> <p>use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community.</p> <p>Grade 2</p> <p>use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions and celebrations.</p> <p>Grade 3</p> <p>use a variety of resources and tools to gather, process, and communicate information about interactions between new settlers and existing</p> | | |

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| <p>communities, including First Nation peoples, and the impact of factors such as heritage, natural resources, and climate on the development of early settler communities.</p> | | |
| <p>Grade 4</p> <p>use a variety of resources and tools to investigate the major events and influences of the era and determine how they shaped medieval society.</p> <p>Grade 5</p> <p>use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances.</p> <p>Grade 6</p> <p>use a variety of resources and tools to investigate different historical points of view about the positive and negative effects of early contact between First Nation peoples and European explorers.</p> | | |
| <p>Grade 1</p> <p>explain how and why relationships, rules, and responsibilities may change over time, and in different places.</p> <p>Grade 2</p> | | |

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| <p>explain how the various cultures of individuals and groups contribute to the local community.</p> <p>Grade 3</p> <p>compare aspects of life in early settler communities and present-day communities.</p> | | |
| <p>Grade 4</p> <p>relate significant elements of medieval societies to comparable aspects of contemporary Canadian communities.</p> <p>Grade 5</p> <p>show how innovations made by various early civilizations have influenced the modern world.</p> <p>Grade 6</p> <p>analyse examples of interaction between First Nation peoples and European explorers to identify and report on the effects of cooperation and the reasons for disagreements between the two groups.</p> | | |