

SOCIAL STUDIES – *Canada and World Connections*

Grade 1
recognize that communities consist of various physical features and community facilities that meet human needs.

Grade 2
demonstrate an understanding that the world is made up of countries, continents, and regions and that people’s lifestyles may differ from country to country.

Grade 3
identify and compare distinguishing features of urban and rural communities.

Grade 4
name and locate the various physical regions, provinces, and territories of Canada and identify the chief natural resources of each.

Grade 5
summarize the structures, functions, and interactions of Canada’s federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures.

Grade 6
identify and describe Canada’s economic, political, social, and physical links with the United States and other regions of the world.

[Name] is able to name and locate physical regions, provinces and territories of Canada. *[He/She]* can accurately describe the main natural resource of each.

Through *[specific task, such as a report or presentation]*, *[Name]* demonstrated *[his/her]* understanding of how Canada trades and interacts with the United States and other regions of the world.

[Name] continues to learn how Canada interacts with other countries in the world. Watching news reports or having discussions on this subject would help *[Name]* improve this understanding.

Grade 1
use a variety of resources and tools to gather, process, and communicate information about the distinguishing physical features and community facilities in their area.

[Name] is able to make a map of *[his/her]* community and school area, and put specific features such as home, parks and school on the map.

<p>Grade 2 use a variety of resources and tools to gather, process, and communicate geographic information about the countries studied.</p> <p>Grade 3 use a variety of resources and tools to gather, process, and communicate geographic information about urban and rural communities.</p>		
<p>Grade 4 use a variety of resources and tools to determine the influence of physical factors on the economies and cultures of Ontario and the other provinces and territories.</p> <p>Grade 5 use a variety of resources and tools to gather and analyse information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process.</p> <p>Grade 6 use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world.</p>	<p>Using maps, the internet and other tools, <i>[Name]</i> is able to describe how the physical properties of Ontario and other places contribute to their economies (e.g., Ontario has large cities, lumber, and lakes).</p>	
<p>Grade 1 describe how people in the community interact with each other and the physical environment to meet human needs.</p> <p>Grade 2 explain how the environment affects people's lives and the ways in which their needs are met.</p>		

<p>Grade 3 explain how communities interact with each other and the environment to meet human needs.</p>		
<p>Grade 4 identify, analyse, and describe economic and cultural relationships that link communities and regions within Ontario and across Canada.</p> <p>Grade 5 identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and the responsibilities of citizenship apply to their own lives.</p> <p>Grade 6 explain the relevance to Canada of current global issues and influences.</p>		