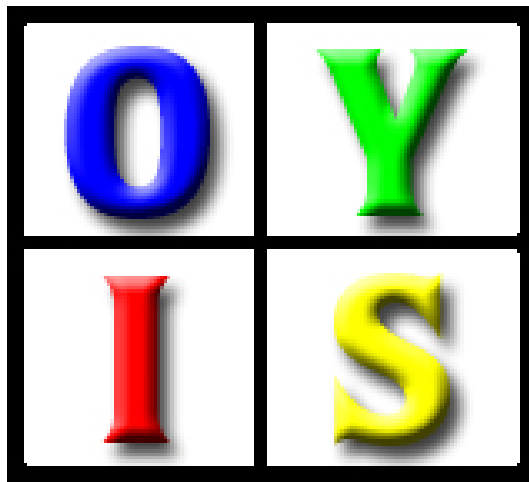


# Social Studies

Grades 1 to 6



# Heritage and Citizenship

In this strand, students are introduced to various topics that will help them develop an understanding of connections between the past and the present, of interactions between various cultural groups, and of the rights and responsibilities of citizens. Students will begin their studies with familiar things, such as rules and responsibilities at home and at school, and traditions and celebrations within their community. They will then study early Japan, aspects of medieval society and early civilizations, the Ainu people and European explorers. In studying these topics, they will examine some significant developments that occurred throughout the ages, particularly in exploration, technology, and methods of government, and will investigate their influence on the development of Japan and on life in the present day. In all grades, students will do research.

The study of the various topics in Grades 1 to 6 prepares students for the study of history in Grades 7 and 8.

The topics covered in this strand are:

Grade 1: Relationships, Rules, and Responsibilities

Grade 2: Traditions and Celebrations

Grade 3: Japan and Its People

Grade 4: Medieval Times

Grade 5: Early Civilizations

Grade 6: The Ainu People and European Explorers

## Heritage and Citizenship: Grade 1 – Relationships, Rules, and Responsibilities

### Overview

Students identify the relationships, rules, and responsibilities in their home, school, and community in order to understand the basis of citizenship. They draw conclusions about why rules and responsibilities are important in the relationships of their daily lives. Students also explain how and why relationships, rules, and responsibilities may change over time, and in different places.

### Overall Expectations

By the end of Grade 1, students will:

- identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities;
- 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;
- explain how and why relationships, rules, and responsibilities may change over time, and in different places.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 1, students will:

- state in simple terms what "relationships", "rules", and "responsibilities" are;
- explain why rules and responsibilities have been established (e.g., for protection and safety, for fair division of work);
- identify important relationships in their lives (e.g., with family members, friends, pets, teachers) and name some responsibilities that are part of these relationships;
- describe significant people and places in their lives (e.g., parents, sports figures; bedroom, park, playground, community centre) and the rules associated with them;
- identify significant events in their lives (e.g., their first day of school, a trip) and the rules associated with them;
- describe how they follow the rules about respecting the rights and property of other people and about using the shared environment

responsibly (e.g., by sharing, being courteous, cooperating, not littering).

### ***Inquiry/Research and Communication Skills***

By the end of Grade 1, students will:

- brainstorm and ask simple questions (e.g., How? Why?) to gain information about relationships, rules, and responsibilities;
- use primary and secondary sources to locate information about relationships, rules, and responsibilities in their home, school, and community (e.g., *primary sources*: interviews, eyewitness visitors, class trips; *secondary sources*: maps, illustrations, print materials, technology);
- use illustrations, key words, and simple sentences (e.g., chart, picture book, cartoon) to sort, classify, and record information about relationships, rules, and responsibilities;
- construct and read concrete, pictorial, and simple maps, graphs, charts, diagrams, and timelines to clarify and present information about relationships, rules, and responsibilities in their daily

lives (e.g., timeline of a school day, class graph of students' responsibilities at home);

- use appropriate vocabulary (e.g., *change, rights, responsibilities, roles, respecting rules, cooperating, being courteous*) to communicate the results of inquiries and observations about relationships, rules, and responsibilities.

### ***Application***

By the end of Grade 1, students will:

- explain how events and actions (e.g., a ban on popular toys at school, birth of a sibling) can cause rules and responsibilities to change, and describe what some new rules and responsibilities might be;
- identify an area of concern (e.g., littering, sharing, conflicts), and suggest changes in rules or responsibilities to provide possible solutions;
- order a sequence of events to demonstrate how relationships, rules, or responsibilities change over time (e.g., throughout the day, throughout the school year), and in different places.

## Heritage and Citizenship: Grade 2 – Traditions and Celebrations

### Overview

Students examine a wide variety of cultures and traditions. Students investigate family histories and traditions and report on how these histories and traditions contribute to and enrich their local society. Students relate their investigations to examples from their own local community.

### Overall Expectations

By the end of Grade 2, students will:

- demonstrate an understanding that the world contains many cultures;
- use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions and celebrations;
- explain how the various cultures of individuals and groups contribute to the local community.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 2, students will:

- demonstrate an understanding that communities may be made up of people from many cultures;
- outline traditions of various cultures that are passed down from earlier generations (e.g., celebrations, names);
- identify ways in which heritage and traditions are passed on (e.g., stories; community celebrations; special days and religious holidays; the Japanese and other flags; music, crafts, dance, food, recreation, clothing);
- identify the origins and features of various families (e.g., nationality, culture, size, structure);

- explain the significant traditions and celebrations of families from a variety of cultural traditions.

#### *Inquiry/Research and Communication Skills*

By the end of Grade 2, students will:

- ask simple questions to gain information and seek clarification (e.g., What are the similarities and differences in celebrations among cultures? How are they the same? How are they different?);
- use primary and secondary sources to locate simple information about family history and traditions (e.g., *primary*

*sources*: interviews, eyewitness visitors, class trips; *secondary sources*: maps, illustrations, print materials, videos);

- use illustrations, key words, and simple sentences (e.g., timeline of major family events, simple family tree) to sort, classify, and record basic information about family history and traditions;

- make and read a variety of graphs, charts, diagrams, maps, and models to understand information about cultural or religious traditions and share it with members of the class (e.g., Festival of Lights, Ramadan, Christmas and toys from various cultures);

- use appropriate vocabulary (e.g., *culture*, *celebrations*, *heritage*,

*traditions*) to communicate the results of inquiries and observations about family traditions and celebrations.

### ***Application***

By the end of Grade 2, students will:

- identify examples that show the participation of various cultures in the community (e.g., restaurants, places of worship, styles of dress);
- identify community celebrations that reflect their own heritage and/or their cultural identity (e.g. Japanese New Year, Chinese New Year, Christmas, Ramadan, Diwali).

## Heritage and Citizenship: Grade 3 – World Communities

### Overview

Students investigate and describe the similarities and differences between their Japanese community and various communities around the world. They will research and identify factors that helped to shape the development of the various communities. Students also compare communities of the past with those of the present.

### Overall Expectations

By the end of Grade 3, students will:

- describe Japan and other countries, the communities, the people and aspects that make up those communities.
- use a variety of resources and tools to gather, process, and communicate the location and information about Japan, interactions between people and their communities, and the impact of factors such as their heritage and culture, natural resources and climate on the development of communities;
- compare aspects of life in Japanese communities and communities around the world.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 3, students will:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- identify how people live in communities around the world;</li> <li>- identify what affects the quality of life in communities;</li> <li>- identify how a community's location can affect quality of life;</li> <li>- identify how the environment affects quality of life (e.g., geographical factors, natural resources, climate, natural calamities);</li> <li>- identify how people in the community affect the environment;</li> <li>- identify what affects how people live and work in communities;</li> </ul> | <ul style="list-style-type: none"> <li>- describe how communities are connected;</li> <li>- describe how people cooperate and share in communities;</li> <li>- describe how people make decisions in communities;</li> <li>- describe how people celebrate their traditions in communities.</li> </ul> |
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#### *Inquiry/Research and Communication Skills*

By the end of Grade 3, students will:

- show and tell the location of Japan from a map or a globe;
- use primary and secondary sources to locate key information about Japanese and other

- communities (e.g., *primary sources*: diaries or journals, local museums, early settlers' houses, forts, villages; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMS);
- collect information and draw conclusions about human and environmental interactions in communities;
  - make and read a wide variety of graphs, charts, diagrams, maps and models to understand and share their findings about their own and other communities;
  - use media works, oral presentations, written notes and descriptions and drawings to communicate research findings ( e.g., a poster on a different community to display their learning);
  - use appropriate vocabulary (e.g., community, *climate, environment, celebration, and traditions*).

**Map, Globe, and Graphic Skills\***

By the end of Grade 3, students will:

- make and use maps of urban and rural communities containing the necessary map elements of title, scale, symbols and legend, and cardinal directions;
- consult map legends when looking for selected features (e.g., H- hospital);
- recognize a range of features that may be represented by different colours on maps (e.g., pink to represent residential areas, brown to represent relief features);
- use familiar units of scale (e.g., centimetre, metre, kilometre) to

measure distance on maps of urban and rural communities.

**Application**

By the end of Grade 3, students will:

- list down all the important geographic features of Japan ( e.g., the four large islands of Hokkaido, Honshu, Shikoku and Kyushu or even Mt. Fuji) that could have served as a means of developing a specific kind of community;
- compare and contrast aspects of daily life for children in Osaka communities and in other communities;
- compare and contrast aspects of life in communities (e.g., environment, services, jobs, kinds of people, resources);
- compare and contrast buildings / dwellings in Osaka with other communities;
- compare and contrast tools and technologies used by Japanese people with the technologies used by other communities (e.g., more electrical equipment; more expressways and hi-speed railways for trading instead of boats sailing, methods of harvesting rice and other agricultural products);
- re-create some social activities or celebrations of communities in the various regions of Japan.

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\* The knowledge and skills described under this subheading are essential to students' achievement of expectations listed under the other three subheadings.

## Heritage and Citizenship: Grade 4 - Medieval Times

### Overview

Students discover the major features of daily life in medieval European societies. Students investigate the major events and influences of the era and determine how they shaped medieval society. Students apply their understandings to compare communities in medieval times with ancient and contemporary Japanese communities.

### Overall Expectations

By the end of Grade 4, students will:

- identify and describe major features of daily life and social organization in medieval European societies from about 500 to 1500 C.E. (Common Era);
- use a variety of resources and tools to investigate the major events and influences of the era and determine how they shaped medieval society;
- relate significant elements of medieval societies to comparable aspects of ancient and contemporary Japanese communities.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 4, students will:

- describe the hierarchical structure of medieval society and the types of people in it (e.g., peasants, officials, scholars, clergy, merchants, artisans, royalty, nobles), and explain how and why different groups cooperated or came into conflict at different times (e.g., to promote trade, to wage war, to introduce the Magna Carta);
- describe aspects of daily life for men, women, and children in medieval societies (e.g., food, housing, clothing, health, religion, recreation, festivals, crafts, justice, roles);
- describe characteristics of castles and aspects of castle life (e.g., design and building methods; community structure - lord, knights, squires, men-at-arms, workers; sports and entertainment; heraldry; justice; conflict and defence);
- outline the reasons for and some of the effects of medieval Europe's expanding contact with other parts of the world (e.g., the Crusades; Muslim influence on arts, architecture, and the sciences; the explorations of Marco Polo, the opening of the Silk Road, and the trade in luxury goods; the Black Death; Italian control of the Mediterranean; development of the printing press);
- describe some of the ways in which religions shaped medieval society (e.g., Catholicism, Judaism, Islam; *events and practices*: pilgrimages, tithing, confession, festivals; *occupations*: clergy, caliph, nuns, monks; *buildings*: cathedrals, mosques, monasteries, temples, synagogues; influences on the arts; the building of libraries);
- describe medieval agricultural methods and innovations (e.g., common pasture,

three-field rotation, fertilizers, the padded horse collar, the wheeled plough, mills), and explain why the innovations were important;

– outline important ways in which medieval society changed over time (e.g., growth of towns, specialization of labour, changes in transportation methods, changes to law and justice), and give reasons for the changes.

### ***Inquiry/Research and Communication Skills***

By the end of Grade 4, students will:

- formulate questions to guide research (e.g., What impact did Islamic culture have on European medieval societies? Why did castles have moats? Which medieval trade guilds have comparable apprenticeship programs today? What valuable items did Marco Polo bring back from Asia?);
- use primary and secondary sources to locate information about medieval civilizations (e.g., *primary sources*: artefacts, field trips; *secondary sources*: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);
- use graphic organizers to summarize information (e.g., pyramid showing social hierarchies, circle chart showing system of crop rotation, timeline showing dates of innovations and events, T-chart showing comparison of peasants' and lords' lifestyles);
- draw and label maps or create models to illustrate features of medieval landscapes (e.g., a village, a castle or palace, a mosque with a minaret);
- read and interpret maps relevant to the period (e.g., showing trade routes,

locations of castles, layout of a town or city);

– use media works, oral presentations, written notes and descriptions, and drawings to communicate information about life in medieval society (e.g., the roles of men, women, and children; the problems of sanitation and health in towns and cities);

– use appropriate vocabulary (e.g., *peasant, page, clergy, squire, caliph, imam, merchant, trade guild, chivalry, manor, monastery, mosque, pilgrimage, Islam, Christianity, Judaism, Magna Carta, Crusades*) to describe their inquiries and observations.

### ***Application***

By the end of Grade 4, students will:

- compare aspects of life in a medieval community and that of ancient and contemporary Japanese communities (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government);
- make connections between social or environmental concerns of medieval times and similar concerns today (e.g., pollution, the spread of disease, crime, warfare, poverty, religious intolerance);
- use artistic expression to re-create or respond to imaginative works from medieval times (e.g., illustrate a coat of arms; dramatize a story about the Knights of the Round Table; listen and respond to medieval ballads and poems; create a storyboard for a tale from *The Thousand and One Nights*).

## Heritage and Citizenship: Grade 5 – Early Civilizations

### Overview

Students investigate the influence of the natural environment on the development of various early civilizations around the world. They examine changes in the ways human needs were met as a result of technological advances. Students investigate the significant innovations of early civilizations and assess their continuing relevance to modern society.

### Overall Expectations

By the end of Grade 5, students will:

- identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;
- use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;
- show how innovations made by various early civilizations have influenced the modern world.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 5, students will:

-identify major early civilizations (e.g., Mediterranean, African, Asian, North/Central/South American) and locate them on a world map;  
 -describe the physical features and climate of two or more regions where early civilizations developed (e.g., the flood plains of the Tigris and Euphrates Rivers, the Nile River Valley, the inland delta of the upper Niger River, the mountainous islands of Greece, the fertile plains of China, the rain forest of the Amazon, the deserts of the United States);  
 -explain how two or more early civilizations shaped and used the environment to meet their physical needs for food, homes, clothing, and health (e.g., use of irrigation in agriculture in

Egypt, planting of olive groves and orchards in Greece, use of bamboo for homes in China, pottery making in Mesopotamia, growing of maize by Mayans, use of cedar trees by Haida people);  
 -compare how two or more early civilizations were governed (e.g., pharaohs in Egypt; early democracy in Greece; emperors in China; republican government in Rome; nobles, priests, and military in Aztec society; chiefdoms in the Indus Valley; city states on the Swahili Coast; clan mothers and chiefs in the Iroquois Confederacy);  
 -outline how social needs were met in two or more early civilizations (e.g., family roles, recreation, sports, arts,

entertainment, sanitation, education, written language);

- identify important values and beliefs in two or more early civilizations and describe how they affected daily life (e.g., world views, including religious beliefs and practices; government; social structure; family structure and roles);
- identify some scientific and technological advances made by two or more early civilizations (e.g., written language, calendar, time-keeping methods, invention of the wheel, medicine, sculpture, irrigation, building methods, architecture, embalming, aqueducts, metalwork);
- identify and compare the distinguishing features of two or more early civilizations (e.g., class structure, location, governance, beliefs, and arts).

### ***Inquiry / Research and Communication Skills***

By the end of Grade 5, students will:

- formulate questions to develop a research focus (e.g., What farming methods were used by the Aztecs? How did trade between early African civilizations contribute to mutual prosperity? How did social organization differ among various North American First Nation peoples?);
- use primary and secondary sources to locate information about early civilizations (e.g., *primary sources*: artifacts, field trips; *secondary sources*: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);
- use graphic organizers and graphs to sort information and make connections (e.g., Venn diagrams comparing governments, subject webs illustrating

physical needs, year-round calendar to show agricultural cycles, bar graph for temperature data);

- compare maps of early civilizations with modern maps of the same area;
- use knowledge of map-making techniques and conventions to map sites of early civilizations (e.g., grids and direction symbols to show locations; colour and shading to show elevations/physical features);
- use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about early communities;
- use appropriate vocabulary (e.g., *culture, myth, legend, civilization, technology, democracy*) to describe their inquiries and observations.

### ***Application***

By the end of Grade 5, students will:

- make connections between some elements of modern life and similar elements from early civilizations (e.g., the Olympic ideal, democracy, money as a medium of exchange, citizenship, philosophy, mythology, trade, social structures, legal systems, theatre, architecture);
- compare and respond to myths and legends from two or more early civilizations;
- report on the relevance to modern society of selected scientific and technological discoveries made by early civilizations (e.g., written language, astronomy, irrigation, mathematics, navigational instruments, medicine, architecture, the mining and smelting of metals).

## Heritage and Citizenship: Grade 6 – the Ainu People and European Explorers

### Overview

Students learn about the main characteristics of Ainu culture, including the close relationship of the Ainu people with the natural environment. They also examine the positive and negative effects of interactions between Japanese and Ainu peoples, from the Edo Period, or earlier, to the modern period. They investigate the motivating factors for early European exploration and the prevailing attitudes of the explorers.

### Overall Expectations

By the end of Grade 6, students will:

- describe characteristics of pre-contact Ainu culture across Japan and the surrounding regions, including their close relationship with the natural environment; the motivations and attitudes of the Japanese settlers; and the effects of contact on both the receiving and the incoming groups;
- use a variety of resources and tools to investigate different historical points of view about the positive and negative effects of early contact between Ainu people and the Japanese settlers;
- analyse examples of interaction between First Nations peoples and European explorers of the Americas to identify and report on the effects of cooperation and the reasons for disagreements between the two groups.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 6, students will:

- examine various theories about the origin of the Ainu people in Japan and its neighbouring regions (e.g., the theory that they crossed a land bridge, the theories that they are of European ancestry; the Ainu legend of their origin from the bear [the god of the mountain]);
- describe the attitude of the environment of various aboriginal groups (e.g., Ainu, Maori, Hmong) and show how it affected their practices in daily life (e.g., with respect to food, shelter, clothes, transportation);
- compare key social and cultural characteristics of Ainu and Maori (Hmong) groups (e.g., language; agriculture and hunting; governance; matriarchal and patriarchal societies; arts; storytelling; trade; recreation; roles of men, women, and children);
- identify the Viking, and later European explorers who first came to and explored the Americas, and explain the reasons for their journeys (e.g., the early-fifteenth-century blockade of overland

trade routes and the resulting search for new routes to the Far East; the fishing industry; the fur trade; the search for gold; population growth in Europe leading to the search for new areas for settlement);

- identify technological developments and cultural factors that assisted and promoted the exploration of the Americas (e.g., caravel ships, improved navigational instruments, the quest for new lands);
- describe the expansion of European influence through the founding of trading posts and explain how the fur trade served the interests of both the Europeans and the First Nation peoples;
- identify the results of contact for both the Japanese and Ainu peoples (e.g., sharing of trade goods, knowledge, and skills; intermarriage; trading arrangements and conflicts; impact of Japanese expansion on Ainu people; impact of Japanese expansion on natural resources such as wild boar and bear populations).

### ***Inquiry / Research and Communication Skills***

By the end of Grade 6, students will:

- formulate questions with a statement of purpose to develop research plans (e.g., Where did the Ainu come from? What problems do modern Ainu face? What are the rights of aboriginal peoples?);
- select relevant resources and identify their point of view (e.g., recognize bias in early Japanese impressions of the Ainu; recognize the difficulty for Ainu to preserve their language and culture in Japan today);
- identify and explain differing opinions about the positive and negative effects of early contact between Japanese and Ainu (e.g., growth of the Ainu peoples'

dependency on trade goods such as iron and rice; impact of Japanese expansion and discrimination on the economy and environment; effects of attempts to eliminate Ainu language and culture);

- use and construct a variety of graphic organizers to clarify and interpret information (e.g., cause-and-effect diagrams linking the environment and Ainu culture, mind maps to connect the results of early contact, diagrams and captions to illustrate technological advances that allowed European exploration);

- read, interpret, and compare historical and modern maps of an area to determine accuracy (e.g., the Vinland maps versus present day maps of Greenland and North America; a map based on Magellan's journey versus modern projections of the world);
- build models or draw and label various forms of maps, using cartographic symbols and a legend (e.g., model of an Ainu village, maps of traditional Ainu homelands);
- observing bibliographic conventions, use media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs to communicate the results of inquiries about the effect of early contact between Ainu and early Japanese settlers (e.g., the constant reduction of Ainu lands and population);
- use appropriate vocabulary (e.g., *Viking, longship, knorr, clinker-built, saga, Ainu, Ainu Moshir, animism, inaw, kotan, mukkuri, shaman, shogun, yukar, Iyomante, emishi*) to describe their inquiries and observations.

### ***Application***

By the end of Grade 6, students will:

- explain how cooperation between First Nations groups and early European explorers benefited both groups (e.g., Europeans gained medical knowledge, survival skills, and geographical knowledge from First Nation peoples; First Nation peoples acquired products of European technology such as cooking pots, metal tools, blankets, and clothing; military alliances helped both groups against a common enemy);

- explain how differences between the Ainu and the Japanese led to conflicts between the two groups (e.g., lack of common language, differing world views and spiritual beliefs, superiority of Japanese technology, different views about property ownership);

- express their personal viewpoints, based on historical evidence, about the outcomes of early contact between Ainu people and the Japanese (e.g., report on the impact of the Former Aborigine Protection Act on the Ainu language; use a storyboard to show the events leading to poverty and discrimination faced by the Ainu in Hokkaido following the end of World War II; present the results of an Internet search on a specific aspect of Ainu culture such as the Marimo Festival, wild animals of Hokkaido, legends, traditional economy, arts and tourism, food, clothing and tattooing, spiritual beliefs, the Iyomante “Bear Festival”, the Salmon Festival, and song and dance).

# Japan and World Connections

This strand focuses on Japan and its relationships with the rest of the world. Students begin their studies with the familiar (i.e., their local community) and gradually move on to study other communities, the prefectures, islands, and regions of Japan, and the connections Japan has with other countries around the world. Students are also introduced in this strand to the study of government.

The study of the topics in Grades 1 to 6 prepares students for the study of geography in Grades 7 and 8.

The topics covered in this strand are:

Grade 1: The Local Community

Grade 2: Features of Communities Around the World

Grade 3: Urban and Rural Communities

Grade 4: Japan and Asia

Grade 5: Aspects of Citizenship and Government in the Modern World

Grade 6: Japan's Links to the World

# Japan and World Connections: Grade 1 – The Local Community

## Overview

Students investigate the physical features and community facilities in their local area. Using basic techniques of inquiry and mapping, they investigate how people live and interact within their community. As they learn more about these interactions, students begin to recognize the role that community plays in meeting human needs.

## Overall Expectations

By the end of Grade 1, students will:

- recognize that communities consist of various physical features and community facilities that meet human needs;
- use a variety of resources and tools to gather, process, and communicate information about the distinguishing physical features and community facilities in their area;
- describe how people in the community interact with each other and the physical environment to meet human needs.

## Specific Expectations

### *Knowledge and Understanding*

By the end of Grade 1, students will:

- identify the physical and social needs of residents in an area (e.g., for food, water, shelter, safety, recreation, social interaction);
- identify the distinguishing physical features of their community (e.g., buildings, roads, rivers, lakes);
- list the occupations of some people in the community (e.g., storekeeper, hair stylist, mail carrier, farmer, teacher, police officer, firefighter, doctor, nurse, salesperson);
- identify the places in which people work and describe the technologies, tools, and vehicles they use;

- list the different ways in which people travel around the community (e.g., by bus, car, bicycle; on foot).

### *Inquiry/Research and Communication Skills*

By the end of Grade 1, students will:

- brainstorm and ask simple questions (e.g., Who? What? When? Where?) to gain information about their local community;
- use pictures, maps, print materials, media sources, and/or class trips to locate information about their local community, including safe places in the

community (e.g., school, police station, homes of neighbours);

- use illustrations, key words, and simple sentences (e.g., graphic organizer, cooperative big book) to sort, classify, and record information about their local community;
- use appropriate vocabulary (e.g., *location, map, symbol, distance, title, legend, direction*) to communicate the results of inquiries and observations about their local community.

***Map, Globe, and Graphic Skills\****

By the end of Grade 1, students will:

- make models and read maps of familiar areas in their local community;
- use non-standard units to measure distance on a map (e.g., paces, tiles, blocks);
- demonstrate an understanding of scale (e.g., give the reasons for using small objects to represent large ones on a map);
- use their own symbols on a map to identify buildings and places in their local community (e.g., house, restaurant, school, fire station, police station, community centre, road, shopping area);

- recognize that different colours represent different things on a map (e.g., blue/water, green/land);
- use appropriate words (e.g., *left/right, up/down, front/back, near/far, above/below*) to describe relative locations of places and objects.

***Application***

By the end of Grade 1, students will:

- identify and describe routes within the school (e.g., fire route, exit route), using familiar symbols and landmarks (e.g., washroom, drinking fountain, offices);
- construct a model of their local community to show how people's physical and social needs are served within the area (e.g., locations of fire station, small or large retail buildings, recreational facilities, school, library; transportation routes);
- list a variety of occupations in the community and explain how they meet people's needs.

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\* The knowledge and skills described under this subheading are essential to students' achievement of expectations listed under the other three subheadings.

## Japan and World Connections: Grade 2 – Features of Communities Around the World

### Overview

Students develop their awareness of physical and human geography by examining contemporary global communities. They use map, globe, and research skills to compare the cultural and physical features of a variety of communities. Students explore how the environment influences people's lives, and begin to recognize that the lifestyles of people in other countries may be both similar to and different from their own.

### Overall Expectations

By the end of Grade 2, students will:

- 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;
- use a variety of resources and tools to gather, process, and communicate geographic information about the countries studied;
- explain how the environment affects people's lives and the ways in which their needs are met.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 2, students will:

- recognize that the world is made up of countries, continents, and regions, including Japan in the continent of Asia;
- demonstrate an understanding of the relationship between location and climate (e.g., warmer climates occur near the equator);
- describe some similarities and differences in the ways communities around the world meet their needs (e.g., with respect to food, clothing, shelter, recreation);
- identify similarities and differences (e.g., in food, clothing, homes, recreation, land use, transportation, language) between their community and

a community in another part of the world.

#### *Inquiry/Research and Communication Skills*

By the end of Grade 2, students will:

- ask questions and use factual texts (e.g., illustrated dictionaries and encyclopedias) to obtain information about communities around the world;
- interpret data and draw simple conclusions (e.g., establish connections between climate and clothing, or among artefacts, games, and celebrations);
- sort and classify information using more than one criterion (e.g., how

environment affects the ways needs are met);

- use appropriate vocabulary (e.g., *globe, model, distance, sphere, hemisphere, culture, countries, equator, North Pole, South Pole*) to communicate the results of inquiries and observations about communities around the world.

### ***Map, Globe, and Graphic Skills\****

By the end of Grade 2, students will:

- recognize and use pictorial symbols (e.g., for homes, roads), colour (e.g., blue line/river), legends, and cardinal directions (i.e., N, S, E, W) on maps of various countries;
- identify the earth as a sphere and half the earth as a hemisphere;
- demonstrate an understanding that the globe is a model of the earth;
- find the equator and the poles on a map and/or globe;
- locate on a globe or map their local community in Japan and the various countries and continents studied;

- construct and read a variety of graphs, charts, diagrams, maps, and models to clarify and display information (e.g., make graphs to compare the homes in various world communities).

### ***Application***

By the end of Grade 2, students will:

- present information about children around the world (e.g., country of origin, language, food, clothing, homes, games);
- compare how people living in different climates (e.g., near the poles and near the equator) meet their needs for food, shelter, clothing, and recreation.

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\* The knowledge and skills described under this subheading are essential to students' achievement of expectations listed under the other three subheadings.

## Japan and World Connections: Grade 3 – Urban and Rural Communities

### Overview

Students describe similarities and differences between urban and rural communities. They investigate geographic and environmental factors that influence the development of different communities. They also examine how communities interact with each other and the environment to meet human needs.

### Overall Expectations

By the end of Grade 3, students will:

- identify and compare distinguishing features of urban and rural communities;
- use a variety of resources and tools to gather, process, and communicate geographic information about urban and rural communities;
- explain how communities interact with each other and the environment to meet human needs.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 3, students will:

- identify geographic and environmental factors that explain the location of various urban and rural communities with examples from Japan ( e.g., port trading, fishing along the sea coast, mining near mountains, Kobe /trading; Tokyo/government; Osaka/industry; Kyoto/tourism; Hokkaido/farming);
- compare land use (e.g., housing, recreation, farming, industry, factory, stores) and access to natural resources (e.g., water, trees) in urban and rural communities;
- compare transportation in urban and rural communities;
- compare population density and diversity in urban and rural communities;
- compare buildings and structures in urban and rural communities.

#### *Inquiry/Research and Communication Skills*

By the end of Grade 3, students will;

- ask questions to gain information about urban and rural communities (e.g., How do changes in the environment affect life in a community? Why is farming the major industry in Hokkaido? How does population growth affect life in an urban and/or rural setting?);
- use primary and secondary sources to locate key information about urban and rural communities (e.g., *primary sources*: surveys, interviews, fieldwork; *secondary sources*:

- charts, graphs, maps, models, CD-ROMS);
  - sort and classify information about communities to identify issues and solve problems;
  - construct and read graphs, charts, diagrams, maps and models to clarify and display information about urban and rural communities (e.g., to provide a profile of a community and its environment);
  - use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about urban and rural communities (e.g., comparisons of various community features);
  - use appropriate vocabulary( e.g., *urban, rural, residential, industrial, commercial, natural resources, multicultural, environment, population*) to communicate the results of inquiries and observations about urban and rural communities.
- recognize a range of features that may be represented by different colours on maps (e.g., pink to represent residential areas, brown to represent relief features);
  - use familiar units of scale (e.g., centimetre, metre, kilometre) to measure distance on maps of urban and rural communities.

### ***Application***

By the end of Grade 3, students will:

- describe ways in which they and their families use the natural environment (e.g., playing in the park, growing food, drawing on nature for water and energy);
- compare the characteristics of their community to those of a different community (e.g., with respect to population density, services, recreation, modes of travel to the different islands or places like from Osaka to Tokyo);
- describe ways in which people interact with other communities (e.g., urban dwellers may travel to rural areas for recreational purposes; rural dwellers may make use of urban services such as hospitals).

### ***Map, Globe, and Graphic Skills\****

By the end of Grade 3, students will:

- make and use maps of urban and rural communities containing the necessary map elements of title, scale, symbols and legend, and cardinal directions;
- consult map legends when looking for selected features (e.g., H- hospital);

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\* The knowledge and skills described under this subheading are essential to students' achievement of expectations listed under the other three subheadings.

## Japan and World Connections: Grade 4 – Japan and Asia.

### Overview

Students investigate and describe the geography, culture and economy of Japan and other Asian countries. They determine how the culture of Japan is influenced by other Asian countries, and use maps, graphics, and print materials to present information about their findings. They also identify and describe the similarities and differences between Japan and other Asian countries.

### Overall Expectations

By the end of Grade 4, students will:

- name and locate the various regions of Japan and other Asian countries and identify the physical features, climate and wildlife of each;
- use a variety of resources and tools to determine the influences of other Asian countries on the culture of Japan.
- identify, analyse, and describe the similarities and differences between the physical features, climate, wildlife, economy, culture and way of life in Japan and other Asian countries.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 4, students will:

- explain the concepts of a continent, country, region and capital (e.g., continent as a large landmass, country as a territory of a nation, region as a part of a continent or country with unique characteristics and capital as the most important city where the government controls the country);
- identify the physical regions (islands) of Japan and describe their characteristics (e.g., land, climate and wildlife of Hokkaido, Honshu, Shikoku, Kyushu, Ryukyu Islands);
- explain how the climate and physical characteristics of each region in Japan influence human activity (e.g., with respect to population, jobs, agriculture, recreation, transportation);
- identify the culture and aspects of daily life in Japan (e.g., religion, national sports, food, jobs, housing, education, language, roles of men and women);
- identify and describe the four regions of Asia and the countries in each region (e.g., North Asia, West Asia, South Asia, Southeast Asian Islands);
- describe the countries in the regions of Asia (e.g., with respect to capital, population, languages, religions, ethnic groups, agriculture);
- identify the influence of some Asian countries on the culture and way of life in Japan (e.g., religion, rituals, beliefs, values, inventions, language, food);
- describe and compare Japan and other Asian countries (e.g., with respect to the

physical features, climate, wildlife, culture, way of life);

- identify the connections and exchanges between Japan and other Asian countries (e.g., exports, imports, jobs, sports, culture, transport);
- relate the interdependency of Asian countries to the importance of co-operation and living in harmony with each other (e.g., the effect war has on the well-being of the country and its people, the advantage of specialisation, helping one another in times of natural disasters).

### ***Inquiry/Research and Communication Skills***

By the end of Grade 4, students will:

- formulate questions to guide research and clarify information on study topics (e.g., What are the effects of physical features on land use? How are countries dependent on one another?);
- use primary and secondary sources to locate information about the location and the different aspects of countries (e.g., *primary sources*: interviews, classroom visitors, class trips; *secondary sources*: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);
- use graphic organizers and graphs to sort information, clarify issues, solve problems, and make decisions (e.g., use a pro-and-con chart to identify the need for co-operation between countries; use a Venn diagram to compare the different aspects of Japan and other Asian countries; create a bar graph to show average temperature by regions or countries);
- use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs to identify and communicate key information about Japan and other Asian countries;

- use appropriate vocabulary (e.g., *regions, prefectures, countries, continents, culture, climate, population, agriculture*) to describe their inquiries and observations.

### ***Map, Globe, and Graphic Skills\****

By the end of Grade 4, students will:

- locate the different continents on a world map and Asian countries on a map of Asia;
- locate on a map of Japan and label the different regions (islands) and the capital (e.g., Hokkaido, Honshu, Shikoku, Kyushu, Ryukyu Islands, Tokyo);
- use a variety of sources (e.g., atlases, relief maps, globes, aerial and satellite photographs) to locate and label the physical regions of Japan and other Asian countries on a map;
- use cardinal and intermediate directions, pictorial and non-pictorial symbols (e.g., dots to represent entire cities), scale, and colour to locate and display geographic information on various maps;
- use number and letter grids to locate places on base maps and road maps, and in atlases;
- create and use a variety of thematic maps of Japan and other Asian countries' physical features (e.g., landforms, climate, natural resources);
- construct maps of transportation routes between Japan and other Asian countries (e.g., rail, road, water, air);
- construct maps of Japan and other Asian countries showing capital cities;

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\* The knowledge and skills described under this subheading are essential to students' achievement of expectations listed under the other three subheadings.

– prepare various forms of maps, using symbols and legends, to display capital cities and political boundaries (e.g., international, national) in Asia.

***Application***

By the end of Grade 4, students will:

– identify relationships, in a variety of fields that link Japan and the other Asian countries (e.g., in art, literature, music, dance, technology, heritage, tourism, sports);

– compare two or more Asian countries (e.g., Japan and India), with respect to their physical environment, climate, wildlife, culture and way of life;

– identify and describe a cause-and-effect relationship between the environment and human activity in the different regions of Japan and the country as a whole (e.g., Hokkaido’s long and snowy winters on skiing, the harsh weather in Hokkaido on its population; Japan’s mountainous terrain on agriculture);

– describe how peace and harmony between countries can benefit the people (e.g., helping and supporting each other in times of need, helping others in things that a country can do well in).

## World Connections: Grade 5 – Aspects of Citizenship and Government in Canada

### Overview

Students examine the structure and function of the three levels of government in Canada and how they relate to one another. Students use research skills and critical thinking skills to extend their understanding of the rights of groups and individuals and the responsibilities of citizenship in Canada. Students also identify ways in which government and the responsibilities of citizenship directly affect their own lives.

### Overall Expectations

By the end of Grade 5, students will:

- 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;
- 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;
- 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.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 5, students will:

- describe the structure and components of Canada's federal, provincial/territorial, and municipal governments;
- describe the rights of groups and individuals and the responsibilities of citizenship in Canada, including participation in the electoral process and the granting of voting rights to various groups (e.g., women, First Nation peoples);
- identify responsibilities that accompany particular rights (e.g., the

- right to vote / the responsibility to become informed; the right of freedom of speech / the responsibility to respect the free speech rights of others; the right to freedom from discrimination and harassment / the responsibility to treat people with fairness and respect);
- explain the processes of electing governments in Canada;
- identify services provided by the federal, provincial/territorial, and municipal governments (e.g., defence,

health, education, social assistance, garbage collection);

- describe the basic rights that are specified in the Canadian Charter of Rights and Freedoms;
- describe the process by which immigrants become Canadian citizens (e.g., applying; residing in Canada for three years; learning English or French; preparing for and writing the test; participating in the citizenship ceremony);
- identify current and historical political figures and their significance (e.g., provincial/ territorial, municipal, and federal leaders; members of provincial legislatures and the federal Parliament; members of municipal council);
- explain the significance of civic buildings and symbols (e.g., the federal Parliament Buildings, the Peace Tower, the Speaker’s Mace, the national anthem, Queen’s Park, flags and coats of arms, local public buildings and memorials);
- describe some civic ceremonies and celebrations, and explain what they mean or commemorate (e.g., citizenship and reaffirmation ceremonies, the changing of the guard, the opening of Parliament, public events for International Day for the Elimination of Racism, Aboriginal Solidarity Day, Canada Day celebrations, Remembrance Day services).

### ***Inquiry/Research and Communication Skills***

By the end of Grade 5, students will:

- formulate questions to develop a research focus (e.g., What are the duties of a member of Parliament? What are the responsibilities of the members of the Supreme Court of Canada? Why is the Chief Electoral Officer not allowed

- to vote? How can citizens have an influence on government decision making?);
- use primary and secondary sources to locate information about the structure and functions of government (e.g., *primary sources*: interviews, classroom visitors, fieldtrips; *secondary sources*: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);
- use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs to explain how the different levels of government share responsibility for providing selected services (e.g., in the areas of taxation, health care, roads, environmental protection, sports, arts and culture, recreation);
- use graphic organizers and graphs to sort, classify, and connect information (e.g., charts of services provided by three levels of government; a flow chart of how tax dollars are collected and used);
- use media works, oral presentations, written notes and descriptions, drawings, and tables to present information about processes or sequences of events (e.g., the immigrant journey towards Canadian citizenship; the process of law making; the process of becoming a member of Parliament);
- use appropriate vocabulary (e.g., *government, local, municipal, provincial, federal, democracy, citizenship, legislature, constituency, prime minister, premier, mayor, governor general, monarchy, lieutenant-governor, cabinet, opposition, election, majority, minority, electors, riding, county, civil servant, right, responsibility* ) to describe their inquiries and observations.

**Map, Globe, and Graphic Skills\***

By the end of Grade 5, students will:

– construct and read a variety of maps, graphs, diagrams, and/or models to display and interpret information for specific purposes (e.g., maps showing local electoral ridings, major municipalities of Canada, time zones that determine the closing of electoral polls; bar graphs showing party standings after each election; a diagram of the House of Commons).

***Application***

By the end of Grade 5, students will:

– research and report on concrete examples of how the three levels of government work together to meet challenges or perform tasks (e.g., in

responding to crises, in organizing Olympics or World Fairs/Expositions);

- identify the relevance to their own lives of individual and group rights (e.g., language rights, equality rights);
- model activities and processes of responsible citizenship (e.g., re-enact or model a citizenship ceremony; engage in democratic class meetings; hold a mock election; create a series of diary entries that a new Canadian might have written throughout the immigration and citizenship process; plan and participate in a heritage-day event).

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\* The knowledge and skills described under this subheading are essential to students' achievement of expectations listed under the other three subheadings.

## Japan and World Connections: Grade 6 – Japan’s Links to the World

### Overview

Students identify and describe Japan’s economic, political, social and technological links with the United States and other regions of the world. They use a variety of inquiry methods and research tools to investigate the importance of international connections for Japan’s well-being and influence in the world. Students identify current international issues that concern Japan, and describe Japan’s response to them.

### Overall Expectations

By the end of Grade 6, students will:

- identify and describe Japan’s economic, political, social and technological links with the United States and other regions of the world;
- use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Japan’s links with the United States and other areas of the world;
- explain the relevance to Japan of current global issues and influences.

### Specific Expectations

#### *Knowledge and Understanding*

By the end of Grade 6, students will:

- identify some regions with which Japan has links (e.g., in Asia, the Pacific Rim, Europe, the Americas, the Middle East, Africa);
- describe some of the connections Japan shares with the rest of the world (e.g., trade, history, geography, tourism, economic assistance, immigration, indigenous people, peacekeeping, media, technology, culture);
- identify products that Japan imports and exports (e.g., *imports*: fruit, vegetables, meat, fish, iron, oil; *exports*: cars, computers and computer hardware, VHS and DVD players, Anime, televisions);
- identify the countries to which Japan exports goods (e.g., the United States, Canada, China, European countries, Australia);
- identify the countries from which Japan imports goods (e.g., the United States, Canada, Australia, China, European countries, Russia);
- identify some important international organizations / agreements in which Japan participates and describe their purpose (e.g., the United Nations, the World Trade Organization, the Asia-Pacific Economic Cooperation [APEC] association, the Kyoto Protocol; the Association of South East Asian Nations [ASEAN]);
- identify Japan’s connections with the United States through the media, trade, immigration, culture, technology,

tourism, and history (e.g., television programmes, Hollywood movies, trade in vehicles, history of trade, contact and war, music [Classical and popular], democracy);

- describe distinguishing characteristics of the United States (e.g., climate, physical features, political system, economic activities, international influence, celebrations);

- describe distinguishing characteristics of a country in another region with which Japan has links (e.g., climate, physical features, political system, economic activities, international influence, celebrations).

### ***Inquiry / Research and Communication Skills***

By the end of Grade 6, students will:

- formulate questions to develop research plans with a statement of purpose (e.g., How has Japan achieved its dominant position as an economic power? How does Japanese technology and trade benefit Japan? What are some current issues arising from Japanese / U.S. trade relations? Why does the U.S. have a treaty with Japan to extradite people suspected of committing crimes in Japan but most other countries do not? Why do some Japanese companies choose to manufacture goods outside of Japan?);

- use a variety of primary and secondary sources to locate and process relevant information about Japan's links with the world (e.g., *primary sources*: statistics, field trips, interviews, original documents; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);

- analyse, classify, and interpret information about the United States and

at least one other country from another region of the world;

- use and construct a variety of graphic organizers and graphs to sort, classify, connect, and interpret information (e.g., tables to show countries and total trade; double bar graphs to compare imports to exports; circle graphs to show how import dollars are spent);

- observing bibliographic conventions, use media works, oral presentations, written descriptions, illustrations, tables, charts, maps, and graphs to communicate main ideas, with supporting evidence, about the various regions of the United States and about one other country from another region of the world;

- use appropriate vocabulary (e.g., *technology, culture, immigration, tourism, physical features, indigenous people, export, import, parallels, meridians, Pacific Rim, economics, media*) to describe their inquiries and observations.

### ***Map, Globe, and Graphic Skills\****

By the end of Grade 6, students will:

- use base maps and a variety of information sources to sketch the relative position of places (e.g., location of trading partners, popular tourist areas of the United States and Japan);

- create maps using shading / colour to show details of the physical characteristics of regions (e.g., resources, agriculture, climate, elevation);

- use information about time zones to identify time differences among regions of the world;

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\* The knowledge and skills described under this subheading are essential to students' achievement of expectations listed under the other three subheadings.

- use special-purpose maps (e.g., contour maps, climatic maps, physical-features maps) to find specific geographic information;
- use latitude and longitude coordinates to locate some major cities and countries of the world;
- compare various map projections of the world (e.g., Mercator, Peters, Mollweide, Atlantic-centred and Pacific-centred), and analyse their differences to determine the particular bias of each.

### *Application*

By the end of Grade 6, students will:

- use an appropriate presentation format to show how the contributions of an outstanding Japanese person are recognized in the global community as

well as in Japan (e.g., in sports, music, business, literature, art, science and technology);

- describe some ways in which Japan has influenced other countries (e.g., through the arts, technology, sports, literature, business, industry, media, animation, martial arts, the space programme);
- describe some influences of other countries on contemporary Japanese society and lifestyles of the Japanese (e.g., technologies, diseases, celebrations, foods, sports, religion, entertainment, popular culture);
- describe Japan's participation in international efforts to address current global issues (e.g., peacekeeping, environmental initiatives, world health initiatives, disaster relief, human rights).