

AFNORTH International Elementary School

Social Studies Curriculum

Implementation: August, 2008

Overview of Units of Study

Year Level	Geographic Perspectives	Historical and Cultural Perspectives	Civics; Government; Global Citizenship	Economic Perspectives
<u>IY2</u>	Classroom and School Community	Then and Now	The Best I Can Be!	Classroom and School Community
<u>IY3</u>	A Local Study: Exploring Brunssum	Passport to IY3 National Studies: - Harriet Tubman - The Great Fire of London - Inuit	Café / Snack Shop Barnaby Bear Rules!	Café / Snack Shop A Local Study: Exploring Brunssum
<u>IY4</u>	Features of Communities Around the World	Ancient Greece Traditions and Celebrations Local History Study (Host Nation)	Ancient Greece Features of Communities Around the World	Features of Communities Around the World Local History Study (Host Nation)
<u>IY5</u>	Urban and Rural Settlements Passport to the World	National Studies: US: Pilgrims UK: Vikings CA: Pioneers Romans	Urban and Rural Settlements Romans	Urban and Rural Settlements Romans

Year Level	Geographic Perspectives	Historical and Cultural Perspectives	Civics; Government; Global Citizenship	Economic Perspectives
<u>IY6</u>	National Studies – ABC and Host Nation: political and geographical regions	Medieval Times Wider World in Tudor Times	National Studies: ABC: local and regional governments Medieval Times Wider World in Tudor Times	National Studies: ABC: local and regional governments Medieval Times Wider World in Tudor Times
<u>M1</u>	Mountains	Ancient Egypt The World Wars: the impact on children (two week study) WW influence in the Netherlands (Host Nation)	National Studies US: Westward Expansion UK: Victorian Britain CA: Citizenship and Government	Industrial Revolution The AFNORTH Waxworks
<u>M2</u>	Thematic Maps	Aboriginal Peoples European Exploration of North America Golden Age: Host Nation World Wars Host Nation: influence in the Netherlands Ancient Civilizations (China, Greece, Rome)	Current Events World Wars Ancient Civilizations (China, Greece, Rome)	Current Events European Exploration of North America World Wars

Year Group: IY2

STRANDS	STANDARDS/OBJECTIVES/ EXPECTATIONS (CONTENT/KNOWLEDGE)	SUGGESTED INQUIRY/RESEARCH, COMMUNICATION SKILLS AND APPLICATIONS	UNITS OF STUDY
Geographic Perspectives	Students will: G1 - Identify familiar places in classroom and school.	G.a - Use geographical vocabulary (near, far, north, south). G.b - Identify and describe where places are (position on a map). G.c - Observe and record features of the school. G.d - Make maps and plans (pictorial map of a place in a story). G.e - Ask simple geographical questions. G.f - Investigate different places they have visited. G.g - Know what places are and why we go there. G.h - Make observations about simple human and physical geographical places (landscapes, jobs, weather). G.i - Make simple comparisons between home town/village and other places.	Classroom and School Community Cross curricular: Science; Matter and Materials (Properties of Materials)
Historical and Cultural Perspectives	Students will: H1 - Recognise various types of families, shelters, food, clothing and customs. H2 - Explain daily routines and participate in planning for future events. H3 - Recognise the distinction between present and past in people's lives.	H.a - Use common words and phrases relating to the passing of time (before, after, a long time ago, past). H.b - Demonstrate understanding of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. H.c - Recount episodes from stories about the past. H.d - Interpret and answer questions about the past from secondary sources of information (pictures, graphics and media). H.e - Identify changes in personal, family and others' lives.	Then and Now Cross curricular: Science Energy and Control (Pushes and Pulls) (Host Nation)
Civics; Government; Global Citizenship	Students will: C1 - Demonstrate appropriate social interactions that include, sharing, compromise, and respect for others.	C.a - Develop and use skills to communicate with individuals and groups. C.b - Recognize and explain the need for rules. C.c - Describe consequences of breaking rules. C.d - Explain rights and responsibilities of students in the school and community. C.e - Identify rules that provide order, security, and safety in home and school. C.f - Define basic social concepts of cooperation, conflicts and competition in a school environment.	The Best I Can Be! Cross curricular: P/S/HE (Ourselves)
Economic Perspectives	Students will: E1 - Describe how physical environment influences a family's food, clothing and shelter. E2 - Relate how the technological advances of communication and transportation affect society (e.g. electricity).	E.a - Recognise changes in the environment (traffic pollution in the street, litter). E.b - Describe how the environment can be improved.	Classroom and School Community

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Year Group: IY3

STRAND	STANDARDS/OBJECTIVES/ EXPECTATIONS (CONTENT/KNOWLEDGE)	SUGGESTED INQUIRY/RESEARCH, COMMUNICATION SKILLS AND APPLICATIONS	UNITS OF STUDY
Geographic Perspectives	Students will: G1 - Recognise that communities consist of various physical features and community facilities that meet human needs. G2 - Use a variety of resources to gather, process, and communicate information about the distinguishing physical features and community facilities in their area.	G.a - make models and read maps of familiar areas in the local community to show how people's physical and social needs are served. G.b - make observations about where things are located (pedestrian crossing near school gates, traffic lights) and about the environment. G.c - use non-standard units demonstrate an understanding of scale (give the reasons for using small objects to represent large ones on a map). G.d - use symbols and colours on a map to identify buildings and places in their local community. G.e - use appropriate words to describe the physical features of their community (buildings, roads, rivers, lakes). G.f - identify and describe routes within the school (fire routes, exit routes) using familiar symbols and landmarks. G.g - distinguish between land and water masses on a globe. G.h - identify directions (north, east, south, west) and locate places on a map and globe. G.i - find out about different places they have visited and make simple comparisons between home town/village and other places.	A Local Study: Exploring Brunssum (Host Nation)
Historical and Cultural Perspectives	Students will: H1 - Explain how and why relationships, rules, and responsibilities may change over time and in different places.	H.a - Identify and order significant events in personal lives. H.b - Compare and contrast roles, customs and activities of families. H.c - Show understanding of chronology by using terms concerned with the passing of time and placing events and objects in order, and recognize that their own lives are different from the lives of people in the past. H.d - Describe customs of specific holidays (past events from history of ABC countries and the wider world; 4th of July, Canada Day, Thanksgiving, Gunpowder Plot, Olympic Games, St. Martin's Day, Sinter Klaas). H.e - Answer questions about the past on the basis of simple observation or information sources. H.f - Compare how people of long ago and people today meet similar needs. H.g - Recognise how places have become the way they are and how they are changing. H.h - Describe the lives of significant people drawn from the past (artists, engineers, explorers, saints, rulers, scientists).	Passport to IY3 National Study Round Robin: Harriet Tubman, The Great Fire of London, Inuit

<p>Civics; Government; Global Citizenship</p>	<p>Students will: C1 - Identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives. C2 - Use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life.</p>	<p>C.a - Explain why rules and responsibilities have been established (protection and safety, fair division of work). C.b - Brainstorm and ask simple questions to gain information about relationships, rules and responsibilities. C.c - Define basic social concepts of cooperation, conflict and competition. C.d - Use appropriate vocabulary to communicate the results of inquiries and observations about relationships, rules and responsibilities. C.e - Explain why voting is a way to make a decision. C.f - Identify and describe important relationships in their lives (family members, friends, teachers and pets) and name responsibilities that are part of these relationships. C.g - Recognize symbols and leaders of the ABC countries. C.h - Describe significant places in their lives (bedroom, parks and community centres) and rules that are associated with them. C.i - Use primary and secondary sources to locate information about relationships, rules and responsibilities in their home, school and community. C.j - Use illustrations, key words and simple sentences to sort, classify and record information about relationships, rules and responsibilities.</p>	<p>Café / Snack Shop</p> <p>Where in the World is Barnaby Bear?</p>
<p>Economic Perspectives</p>	<p>Students will: E1 - Describe how people in the community interact with each other and the physical environment to meet human needs. E2 - Compare and contrast the local area with that of another place within the Benelux.</p>	<p>E.a - Brainstorm and ask simple questions to gain information about their local community. E.b - Use pictures, print materials, media sources and/or class trips to locate information about their local community including safe places in the community (shops, markets, farms, school, police station, homes of neighbours and places of worship). E.c - Use appropriate vocabulary to communicate the results of inquiry and observations about their local community. E.d - Identify the physical and emotional needs of residents in an area (for food, water, shelter, safety, recreation, social interaction, various emotions). E.e - List the occupations, workplaces and tools used by some people in the community (storekeeper, hair stylist, mail carrier, farmer, teacher, police, fire-fighter, doctor, nurse). E.f - List the different ways in which people travel around the community (bus, car, bicycle, on foot). E.g - Describe the concept of earning, saving and spending money and distinguish between wants and needs. E.h - Describe how the physical environment influences a family's food, clothing and shelter. E.i - Recognise changes in the environment and how it may be improved and sustained (List examples of pollution). E.j - Use illustrations, key words and simple sentences to sort, classify and record information about their local community.</p>	<p>Café / Snack Shop</p> <p>A Local Study: Exploring Brunssum</p>

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Year Group: IY4

STRAND	STANDARDS/OBJECTIVES/ EXPECTATIONS (CONTENT/KNOWLEDGE)	SUGGESTED INQUIRY/RESEARCH, COMMUNICATION SKILLS AND APPLICATIONS	UNITS OF STUDY
Geographic Perspectives	<p>Students will:</p> <p>G1 - Use geographical terms to describe landforms, bodies of water, weather and climate.</p> <p>G2 - Recognise some physical and human processes (river erosion, factory closure) and explain how these can cause change in places and environments.</p> <p>G3 - Interpret data and draw simple conclusions using communicative skills and sources of evidence to respond to a range of geographical questions related to maps and globes.</p>	<p>G.a - Orient a map and note directions.</p> <p>G.b - Recognise and use pictorial symbols (e.g. for homes, roads), colour (blue line/river), legends, and cardinal directions on maps.</p> <p>G.c - Identify the Earth as a sphere and half the earth as a hemisphere.</p> <p>G.d - Demonstrate an understanding that the globe is a model of Earth.</p> <p>G.e - Find the equator and poles on a map/or globe</p> <p>G.f - Locate on a globe or map the local community and the various countries and continents studied.</p> <p>G.g - Recognize that the world is made up of countries, continents and regions.</p> <p>G.h - Construct and read a variety of graphs, charts, diagrams, maps and models to clarify and display information</p> <p>G.i - Note cause and effect relationships.</p> <p>G.j - Locate pictures, words or illustrations that support the main idea.</p> <p>G.k - Participate in problem solving simulations using technology.</p> <p>G.l - Ask geographical questions (what is this landscape like?).</p> <p>G.m - Collect and record evidence (survey, graphing).</p> <p>G.n - Analyse evidence and draw conclusions (by comparing population data for two localities).</p> <p>G.o - Demonstrate an understanding of relationship between location and climate.</p>	<p>Features of Communities Around the World</p> <p>Cross curricular: Science (Earth and Space Systems)</p>

Year Group: IY5

STRAND	STANDARDS/OBJECTIVES/ EXPECTATIONS (CONTENT/KNOWLEDGE)	SUGGESTED INQUIRY/RESEARCH, COMMUNICATION SKILLS AND APPLICATIONS	UNITS OF STUDY
Geographic Perspectives	<p>Students will:</p> <p>G1 - Compare and contrast the human and physical characteristics of ABC and host nation countries using appropriate geographical terms.</p> <p>G2 - Explain how the natural environment affects its inhabitants both positively and negatively.</p>	<p>G.a - Use correct terminology to describe landforms and bodies of water.</p> <p>G.b - Use geographic tools (map key, compass rose, scale).</p> <p>G.c - Consult map legends when looking for selected features (e.g. H = hospital).</p> <p>G.d - 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).</p> <p>G.e - Use familiar units of scale (e.g., centimetre, metre and kilometre) including standard measurement to measure distance on maps of urban and rural communities.</p> <p>G.f - Make and use maps of urban and rural communities containing the necessary map elements of title, scale, symbols and legend, and cardinal directions.</p> <p>G.g - Observe, interpret, and construct visual data using a variety of geographical tools (maps, globes, charts, graphs, technology, map keys and symbols) to gather data and draw conclusions about physical patterns from primary and secondary sources.</p> <p>G.h - Construct a model of an urban or rural community.</p>	<p>Passport to the World</p> <p>Cross curricular: Science (The Earth and Its Materials)</p> <p>(Host Nation to support Standard G1)</p> <p>Settlements / Urban and Rural Communities</p> <p>Cross curricular: Science (Stability)</p>
Historical and Cultural Perspectives	<p>Students will:</p> <p>H1 - Explain how historical events have been influenced by geographical factors (e.g. colonization, early settlement patterns, forces behind migration and immigration).</p> <p>H2 - Identify aboriginal peoples prior to pioneer / Viking / pilgrim settlement.</p> <p>H3 - Demonstrate knowledge and understanding of why people leave their homeland to settle in another country or region and the routes they travelled.</p> <p>H4 - Compare and contrast a pioneer / Viking / pilgrim settlement with life today, including the important influences of the aboriginal encountered.</p>	<p>H.a - Use appropriate vocabulary (e.g. pioneer, settlers, grist mill, settlement, general store, blacksmith, First Nation people) to describe their inquiries and observations.</p> <p>H.b - Recognize the past can be divided into periods (to include significant people, places and events of those periods).</p> <p>H.c - Identify different ways the past is represented using different sources (e.g. documents, maps...).</p> <p>H.d - Place dates and events in chronological sequence on a timeline.</p> <p>H.e - Collect information and draw conclusions about human and environmental interactions during the early settlement period (e.g. settlers storing food for long winters, using plants for medicinal purposes, using waterways for transportation).</p> <p>H.f - Compare and contrast aspects of daily life for early settlers and children of present day (e.g. food, play, schools, jobs, stores, and the management of natural resources).</p> <p>H.g - Compare and contrast technologies (e.g. quill/word processor, sickle/combine harvester, methods of processing lumber, grain, and other products).</p>	<p>Romans and Present Day Comparison (Host Nation)</p> <p>US: Pilgrims UK: Vikings CA: Pioneers</p> <p>Cross curricular: Science (Growth and changes in plants)</p>

		H.h - Compare cultures in terms of contributions, attitudes, and ideas.	
Civics; Government; Global Citizenship	Students will: C1 - Explain why government is necessary in the classroom, school, community, state, province and nation. C2 - Identify, describe and display examples of citizens' rights and responsibilities and how citizens' actions influence public policy and the environment. C3 - Explain how people can improve the environment or damage it and how decisions about places and environments affect the future quality of people's lives.	C.a - Identify basic needs common to all individuals. C.b - Describe influences and contribution of family members on one's identity. C.c - Describe ways the community is connected to the world. C.d - Identify key ideas of the ABC forms of government. C.e - Identify and describe the basic features, symbols and ideals of the political systems to include officials and their roles. C.f - Sort and classify information about communities to identify issues and solve problems. C.g - Identify the unique human resources of communities around the world. C.h - Recognize how and why people may seek to manage environments and to identify opportunities for their own involvement. C.i - Demonstrate decision-making skills (e.g. decide what measures are needed to improve the quality of the environment: student government).	Urban and Rural Settlements Roman Contributions to Government Student Council
Economic Perspectives	Students will: E1 - Describe the interaction between people and the environment (e. g. dependence on nature for food, water, energy...) and how the environment affects settlement patterns and the forces of supply and demand. E2 - Compare the characteristics and needs of the community to those of a different community highlighting their uniqueness and similarities. E3 - Describe the ways in which people interact with each other and different communities recognizing that personal views about the environment may differ for a number of reasons (rich vs. poor). E4 - Give examples of how goods are made, bought, sold, distributed, and used in an economic system.	E.a - Compare buildings and structures in urban and rural communities. E.b - Compare transportation in urban and rural communities. E.c - Compare population density and diversity in urban and rural communities. E.d - Explain the concept of supply and demand and the division of labour. E.e - Explain the needs of one community and show how other communities meet those needs. E.f - Differentiate between goods and services and categorize some examples. E.g - Explain the need for the development of a budget.	Romans Urban and Rural Settlements

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Year Group: IY6

STRAND	STANDARDS/OBJECTIVES/ EXPECTATIONS (CONTENT/KNOWLEDGE)	SUGGESTED INQUIRY/RESEARCH, COMMUNICATION SKILLS AND APPLICATIONS	UNITS OF STUDY
Geographic Perspectives	<p>Students will:</p> <p>G1 - Name and locate various physical regions of the nation and identify the chief natural resources.</p> <p>G2 - Determine the influence of physical factors on local and regional economies and cultures.</p>	<p>G.a - Use appropriate vocabulary (e.g. regions, lakes, high and low lands, capital, natural resources) to describe their inquiries and observations.</p> <p>G.b - Use cardinal and intermediate directions, scale, and colour to locate and display geographic information on various maps.</p> <p>G.c - Use map number and letter grids to locate community boundaries and adjacent communities (towns/counties in a region) and major lakes and rivers and other bodies of water.</p> <p>G.d - Use a variety of sources (e.g. atlases, relief maps, globes, aerial and satellite photographs) to locate and label the physical regions of an ABC area on a map.</p> <p>G.e - Create and use a variety of maps of the ABC's physical features (e.g. landforms, climate, and natural resources).</p> <p>G.f - Construct maps of transportation, routes between locate communities within a region (rail, land, sea, and air).</p> <p>G.g - Construct maps of political landforms showing major highways, railways, and cities including capital cities.</p> <p>G.h - 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 goods transported from one region to another?).</p> <p>G.i - Use primary and secondary sources to locate information about natural resources and their uses (e.g. primary sources: interviews, classroom visitors, class trips; secondary sources: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites).</p> <p>G.j - 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 effects of clear-cutting on a forest community; use a decision-making chart to consider the alternatives to and consequences of construction on a river system; create a bar graph to show the average temperature).</p> <p>G.k - Use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs to identify and communicate key information about the regions.</p>	National studies – ABC and Host Nation: political and geographical regions

<p>Historical and Cultural Perspectives</p>	<p>Students will:</p> <p>H1 - Describe major features of daily life and social organization in medieval European society from about 500 to 1650 C.E. (Common Era).</p> <p>H2 - Investigate the major events and influences of the era, to determine how they shaped medieval society.</p> <p>H3 - Relate significant elements of medieval societies and the Tudor Era to comparable aspects of contemporary ABC communities.</p>	<p>H.a - Use appropriate vocabulary (e.g. peasant, page, clergy, squire, merchant, trade guild, chivalry, manor, monastery, pilgrimage, Christianity, Magna Carta, Crusades) to describe their inquiries and observations.</p> <p>H.b - Formulate questions to guide research (e.g. Why did castles have moats? Which medieval and Tudor trade guilds have comparable apprenticeship programs today? What valuable items did Marco Polo bring back from Asia?).</p> <p>H.c - Use primary and secondary sources to locate information about medieval and Tudor civilization (e.g. primary sources: artefacts, field trips; secondary sources: atlases, encyclopedias, and other print materials, illustrations, videos, and CD-ROMS, internet sites).</p> <p>H.d - Read and interpret maps relevant to the period (e.g. showing trade routes, locations of castles, layout of a town or city).</p> <p>H.e - Use graphic organizers to summarize information (e.g. pyramid showing social hierarchies, circle chart showing system of crop rotation, time line showing dates of innovation and events, T-chart showing comparison of peasants' and lords' lifestyles).</p> <p>H.f - Draw and label maps or create models to illustrate features of medieval and Tudor landscapes (e.g. a village, a castle or palace).</p> <p>H.g - Use media works, or presentations, written notes and descriptions, and drawings to communicate information about life in medieval and Tudor society (e.g. the roles of men, women, and children; the problems of sanitation and health in towns and cities).</p>	<p>Medieval Times (Host Nation)</p> <p>Wider World in Tudor Times</p>
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<p>Civics; Government; Global Citizenship</p>	<p>Students will: C1 - Explain how people create and change structures of power, authority and governance in local and regional areas. C2 - Describe/compare the purpose of government, its powers and duties and the levels of its organizational structure. C3 - Demonstrate an understanding of how governments and officials are elected and the roles and duties they undertake. C4 - Identify the current ABC political leaders. C5 - Explain citizens' rights and responsibilities in various situations. C6 - Describe the influence of individuals, groups and institutions on society and how they serve the needs of different people and/or the common good.</p>	<p>C.a - Locate and analyse information from a variety of sources (primary and secondary). C.b - Organise and summarise information into usable and efficient forms (graphs, charts, maps, outlines, tables, timelines) when appropriate, using technology. C.c - Decide data necessary to support or disprove a hypothesis. C.d - Create a multimedia report using text, graphics, colour and sound.</p>	<p>National Studies: ABC: local, regional, and national governments Medieval Times Wider World in Tudor Times</p>
<p>Economic Perspectives</p>	<p>Students will: E1 - Identify, analyze, and describe economic and cultural relationships that link communities and regions. E2 - Explain how people organise for the production, distribution and consumption of goods and services. E3 - Describe the effect of trade on the development of civilization. E4 - Describe the changes and issues that have occurred in societies as a result of technological and scientific change.</p>	<p>E.a – Using primary and secondary sources, analyse the development of economic systems from Medieval/Tudor times to the present day. E.b - Use graphic organisers and graphs to sort information, clarify issues, solve problems and make decisions (e.g. Explain the effect of the unequal distribution of wealth). E.c - Use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs (e.g. describe the impact of economic, technological and social changes on work; discuss how science and technology have changed perceptions of the world).</p>	<p>National Studies ABC: political and geographical regions Medieval Times Wider World in Tudor Times</p>

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Year Group: M1

STRAND	STANDARDS/OBJECTIVES/EXPECTATIONS (CONTENT/KNOWLEDGE)	SUGGESTED INQUIRY/RESEARCH, COMMUNICATION SKILLS AND APPLICATIONS	UNITS OF STUDY
Geographic Perspectives	<p>Students will:</p> <p>G1 - Explain how geography and location affect historical events.</p> <p>G2 - Describe the geography of an area in terms of location, human environmental interaction, place, movement and region.</p> <p>G3 - Explain the relationship between physical features, natural resources and land use (e.g. skiing in a mountain region).</p> <p>G4 - Describe how people in all countries adapt and modify their environment.</p>	<p>G.a - Use maps, globes, graphs, technology, geographic tools and symbols.</p> <p>G.b - Use special-purpose maps (contour maps, climatic maps and physical-features maps to find specific geographic information.</p> <p>G.c - Create maps using shading/colour to show details of the physical characteristics of regions (resources, agriculture, climate, elevation).</p> <p>G.d - Compare maps of Ancient Egypt with modern maps of the same area.</p> <p>G.e - Use knowledge of map-making techniques and conventions to map sites of Ancient Egypt (e.g. grids and direction symbols to show locations; colour and shading to show elevations and physical features).</p>	<p>Mountains</p> <p>Cross curricular: Science (Ecosystems; Weather)</p> <p>Ancient Egypt</p>
Historical and Cultural Perspectives	<p>Students will:</p> <p>H1 - Compare and contrast Ancient Egypt with contemporary society.</p> <p>H2 - Identify the reasons for the rise and fall of Ancient Egyptian civilization.</p> <p>H3 - Identify significant places and individuals in topics studied.</p> <p>H4 - Evaluate distinctive contributions of Ancient Egypt to modern civilisation.</p> <p>H5 - Identify the impact of the World Wars on children from different countries and sections of society.</p> <p>H6 - Trace changes over time in the history of the ABC countries, and identify reasons for the change.</p> <p>H7 - Explain when, where, and why groups of people colonized and settled in the ABC countries.</p>	<p>H.a - Use appropriate vocabulary (e.g. culture, myths, legend, civilization, technology, and democracy) to describe inquiries and observations.</p> <p>H.b - Formulate questions to develop a research focus (e.g. what farming methods were used by Ancient Egyptians?)</p> <p>H.c - Use primary and secondary sources to locate information about early civilization (e.g. primary sources: artefacts; secondary sources: atlases, encyclopaedias and print materials, illustrations videos, CD ROMS, and internet sites).</p> <p>H.d - Use graphic organizers and graphs to sort information and make connections (e.g. Venn diagrams that compare governments; subject webs illustrating physical needs; seasonal calendar to show agricultural cycles; bar graphs for temperature data).</p> <p>H.e - Compare maps of Ancient Egypt with modern maps of the same area.</p> <p>H.f - Use knowledge of map making techniques and conventions to map sites of Ancient Egypt (e.g. grids and direction symbols to show locations; colour and shading to show elevations and physical features).</p> <p>H.g - Use media works, or presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about early communities.</p>	<p>Ancient Egypt</p> <p>The World Wars: the impact on children (two week study)</p> <p>WW influence in the Netherlands (Host Nation)</p> <p>National Studies</p>

<p>Civics; Government; Global Citizenship</p>	<p>Students will: C1 - Demonstrate that different situations call for different calls of action. C2- Give examples of citizens' rights and responsibilities. C3 - Explain how a person's connection to a geographic place influences perceptions, values and beliefs and moulds personal identity. C4 - Explain the key ideals of a democratic form of government. C5 - Define legislative, executive and judicial functions at the ABC national level. C6 - Identify key leaders of the ABC national governments in a given historical period.</p>	<p>C.a - 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 districts/ridings, major municipalities of ABC countries, time zones that determine the closing of electoral polls; bar graphs showing party standings after each election. C.b - Locate, access, and organize information to draw conclusions, form hypotheses make judgements and form opinions to solve community issues. C.c - Discuss the value of participation in community organizations. C.d - Participate as a responsible and involved citizen. C.e - Explore global issues (e.g. health, security, resource allocation, development, and environment).</p>	<p>National Studies US: Westward Expansion UK: Victorian Britain CA: Citizenship and Government</p>
<p>Economic Perspectives</p>	<p>Students will: E1 - Analyze and evaluate to describe the impact of significant individuals, events and changes in work and transport in the lives of men, women and children from different sections of society during the Industrial Revolution. E2 – Explain how the concept of supply and demand impacted the Industrial Revolution. E3 - Identify the impact of consumerism on national economies.</p>	<p>E.a - Describe factors/inventions that have influenced the development of economy. E.b - Use appropriate sources (glossary, dictionary, text, word lists) to gain meaning of essential terms and vocabulary (e.g. barter, mercantilism, tariff, national debt, taxation, duties, credit, supply, demand and consumerism). E.c - Gather information about, and summarise, issues that affect society. E.d - Use graphic tools to organize and summarise key ideas related to a topic E.e - Create a multimedia report using text, graphics, colour, sound, special effects, and or animation.</p>	<p>Industrial Revolution The AFNORTH Waxworks Cross curricular: Science (Electricity)</p>

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Year Group: M2

STRANDS	STANDARDS/OBJECTIVES/EXPECTATIONS (CONTENT/KNOWLEDGE)	SUGGESTED INQUIRY/RESEARCH, COMMUNICATION SKILLS AND APPLICATIONS	UNITS OF STUDY
Geographic Perspectives	Students will: G1 - Describe how geographic factors have influenced historical events, patterns of change and daily life. G2 - Apply the geographic concepts of location, place, human environmental interaction, movement and region to the area of study. G3 - Use geographical and historic tools (time zones, longitude, latitude, atlas, almanac, artefacts) for measurements. G4 - Design and execute various types of maps (e.g. trade, climate).	G.a - Use latitude and longitude coordinates to locate some major cities and countries of the world. G.b - Compare various map projections of the world (Mercator, Peters, Mollweide, Atlantic-centred and Pacific-centred) and analyse their difference to determine the particular bias of each. G.c - Use base maps and a variety of information sources to sketch the relative position of places (location of trading partners, popular tourist areas). G.d - Use information about time zones to identify time differences among regions of the world. G.e - Use special-purpose maps (contour maps, climatic maps and physical-features maps to find specific geographic information. G.f - Create maps using shading/colour to show details of the physical characteristics of regions (resources, agriculture, climate, elevation).	Thematic Maps
Historical and Cultural Perspectives	Students will: H1 – Identify the theories of the migration of the Aboriginal (Bering Strait). H2 – Identify ways in which the environment moulded Aboriginal cultures and how the Aboriginal nations contributed to the development of North America (e.g. food, transportation, exploration). H3 – Demonstrate an understanding of the social, political and economic issues facing Aboriginal peoples in North America. H4 – Identify early explorers and describe their impact on the development of the ABC nations. H5 – Identify the causes and effects of the World Wars. H6 – Identify ways in which the natural environment shaped the cultures of various early civilisations. H7 – Identify physical and social needs of people in early civilisations and compare the ways in which these needs were met. H8 – Describe how the knowledge developed by early civilisations has affected modern society.	H.a – Formulate questions to develop research plans with a statement of purpose. H.b – Use a variety of primary and secondary sources to locate and process relevant information about the ABC's links with the world (primary source: statistics, interviews, original documents, secondary sources: maps, illustrations, print materials, videos, CD-ROMS, Internet sites). H.c – Use sources of historical information to analyse change. H.d – Analyse and evaluate the impact of the World Wars on the ABC countries. H.e – Identify significant events in ancient times. H.f – Describe how cultural elements such as language, art, music and belief systems can both connect people and cause misunderstandings. H.g – Analyse connections and patterns of historical change through the use of timelines. H.h – Compare and contrast the effects of inventions and ideas across ancient civilisations.	Aboriginal Peoples European Exploration of North America Golden Age: Host Nation World Wars Host Nation: influence in the Netherlands Ancient Civilisations (China, Greece, Rome) (Host Nation) Cross curricular (Science) -

			Space
Civics; Government; Global Citizenship	Students will: C1 - Analyse and explain the role of dissent and related forms of citizen actions as efforts to change public policy throughout history. C2 – Identify how controls and changes imposed by society influence personal growth. C3- Describe the conflict between one’s personal values and society’s values. C4- Analyse the political, economic, religious and social structures of the civilisations studied.	C.a - Analyse, classify, and interpret information about the ABC countries. C.b - Identify roles and responsibilities of citizens throughout history and interactions between social groups. C.c - Participate in activities with a variety of persons from diverse backgrounds (e.g.; Student Council, cooperative learning groupings) C.d - Determine how opinion influences the shaping of public policy and decision-making.	Current Events World Wars Ancient Civilizations (China, Greece, Rome)
Economic Perspectives	Students will: E1 - Describe ways in which the ABC’s are connected to the rest of the world through trade. E2 - Identify current distinguishing features (e.g. physical, political, economic and social) of the ABC countries. E3 - Identify major contributions ABC nations make to the global community.	E.a - Use appropriate vocabulary (technology culture, immigration, tourism, physical features indigenous peoples, export, import, parallels, meridians, Pacific Rim, economics, media) to describe their inquiries and observations. E.b - Analyse, classify, and interpret information about the ABC countries. E.c - Use and construct a variety of graphic organisers and graphs to sort, classify, connect, and interpret information (tables to show countries and total trade; double bar graphs to compare imports to exports; circle graphs to show how tourist dollars are spent). E.d - 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 ABC countries. E.e - Discuss the effects of trade on the development of civilisation. E.f - Evaluate the success of civilisations’ uses of technology in relationship with the place in time.	Current Events European Exploration of North America World Wars

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