

Generic Success Criteria 1.1

Significance	<ul style="list-style-type: none"> I can identify a short-term and long-term impact that a development/event/issue has/had locally/globally I can discuss (verbally, graphically, etc.) how a development/event/issue is influenced by society and circumstance. I can show how and why this development/event/issue has different meaning and significance for different people and groups
Cause and Consequence	<ul style="list-style-type: none"> I can explain the impact various factors had locally and/or globally and the consequences they created I can demonstrate how the factors that led to a development/event/issue resulted in a consequence that affected the natural environment and/or human society I can use my understanding of an event to recognize consequences and determine possible solutions
Continuity and Change	<ul style="list-style-type: none"> I can make links between past and current practices to determine what has stayed the same and what has changed I can explain why something changed or stayed the same in the natural environment and/ or human society in a period of time I can determine what I think is the most important change and/or the most important thing that stayed the same that has occurred in the natural environment or in the community in a period of time
Patterns and Trends	<ul style="list-style-type: none"> I can identify repeating characteristics I understand patterns that exist in the natural and/or human environment and how they influence our way of life I can recognize consistent patterns in the natural and human environment over time and determine trends
Interrelationships	<ul style="list-style-type: none"> I can explain how relationships can be independent and/or interconnected and how they influence a variety of systems I am able to identify relationships that exist between humans and humans and the environment and explain the impacts of those interactions I can determine how relationships can be helpful and/or harmful in relation to the natural and/ or human environment
Perspectives	<ul style="list-style-type: none"> I can gather a variety of information and analyse a source to determine perspective I can use a variety of perspectives to successfully analyse a topic I am able to compare and contrast how different groups may view and interpret the same development/event/issue

Grade 1 Success Criteria

Strand A: Heritage and Identity: Our Changing Roles and Responsibilities

Significance	<ul style="list-style-type: none"> I can identify and describe some of my roles, relationships, and responsibilities I can discuss (verbally, graphically, etc.) the chronology of some significant events in my life I can show how different groups of people show respectful behaviour in everyday life (for example, sharing, cooperating, bowing to each other as a sign of respect)
Continuity and Change	<ul style="list-style-type: none"> I can gather information to compare and contrast my roles and responsibilities with those of another family member or peer I can explain how and why a person's roles, relationships, and responsibilities may change over time I can determine what I think is the most important event in my life and how it has changed the roles and responsibilities I have over time
Interrelationships	<ul style="list-style-type: none"> I can identify the places in our community (for example, my best friend's home, the school) that are significant to me and locate them on a map I can explain how different events, people, and/or places in my life have developed my roles, relationships, responsibilities, and sense of self I can determine how the events and people in my life have affected my own roles and responsibilities

Strand B: People and Environments: The Local Community

Significance	<ul style="list-style-type: none"> I can identify some of the natural and built features in our community (for example, rivers, parks, roads) I can identify some distinct areas in the local community and describe their characteristics (for example, a residential area has rows of houses and is separate from the business areas) I can create a map of a place that I have visited using symbols (for example, different symbols to show the location of play, picnic, and walking areas in a local park)
Cause and Consequence	<ul style="list-style-type: none"> I can explain the short- and long-term effects of the interrelationship between the people and natural and built features in our community (for example, closing a local store, not using garbage cans in a local park) I can create a map to explain my thinking of how people interact with the natural and built features in our community (for example, the location of parks) I can use my understanding of the connection between people and the natural and built features in our community to explain the effects of this interrelationship (for example, the naturalization of an existing park to benefit the local wildlife)
Patterns and Trends	<ul style="list-style-type: none"> I can identify repeating characteristics of communities I can recognize consistent patterns in the types of services in a community that are provided by the government (for example, garbage collection, maintenance of public areas)
Interrelationships	<ul style="list-style-type: none"> I can explain how people use the natural and built features in our community to meet their needs I am able to identify some services and service-related occupations in our community (for example, sanitation worker, store clerk, the band office, the post office) I can create a plan for ways to be helpful in relation to the natural and/ or human environment in our community

Grade 2 Success Criteria

Strand A: Heritage and Identity: Changing Family and Community Traditions

Significance	<ul style="list-style-type: none"> I can identify different types of families I can identify different groups in our community, and describe how they add to the diversity of Canada I can show how a certain tradition can be celebrated differently by different groups of people (for example, birthdays, marriages).
Cause and Consequence	<ul style="list-style-type: none"> I can explain the reason for a tradition or celebration. I can demonstrate how traditions and celebrations can change between different groups and/or over time. I can use my understanding of traditions and celebrations to recognize characteristics and symbols connected to certain celebrations
Continuity and Change	<ul style="list-style-type: none"> I can gather information to compare and contrast past and present traditions and celebrations I can explain why a tradition or celebration has changed or stayed the same I can determine what I think is the most important part of a tradition or celebration and how it has changed and/or stayed the same over time
Interrelationships	<ul style="list-style-type: none"> I can identify the countries or regions of a variety of traditions and heritage and locate them on a map or globe I can explain how different groups in our community pass their traditions on to future generations I can determine how traditions and heritage can be important to certain groups
Perspective	<ul style="list-style-type: none"> I can gather information about different celebrations I can identify the traditions and celebrations that belong to different groups of people I am able to compare and contrast my family's traditions and celebrations with those of their peers

Strand B: People and Environments: Global Communities

Significance	<ul style="list-style-type: none"> I can use a tool (map, globe, etc.) to locate countries, continents, and bodies of water around the world and explain their importance. I can show how a person lives in a different community in different parts of the world I can discuss how physical features affect the way of life for people in select communities around the world
Cause and Consequence	<ul style="list-style-type: none"> I can explain how people in different parts of the world have adapted to the location, climate, and physical features of their region to meet their needs I can demonstrate the similarities and differences between the ways in which people around the world adapt to meet their needs I can use my understanding of the needs of people and their environments to solve problems (for example, a person in an arid region wouldn't necessarily be a farmer)
Patterns and Trends	<ul style="list-style-type: none"> I can identify repeating characteristics in how people live and react to their environment I understand patterns that exist in the natural and/or human environment and how they influence how people live in different communities around the world I can recognize consistent patterns in how people use the natural environment around the world over time
Interrelationships	<ul style="list-style-type: none"> I can explain how people live in their environment around the world I am able to identify relationships between where people live and how they live (for example, if you live closer to the equator, your clothes would be different than in Canada, different forms of transportation) I can determine how people live in their community can be helpful and/or harmful in relation to the natural and/ or human environment

Grade 3 Success Criteria Strand A: Heritage and Identity: Communities in Canada, 1780-1850

Significance	<ul style="list-style-type: none"> I can identify some challenges that different groups or communities had around 1780-1850 I can discuss (verbally, graphically, etc.) how a community in 1780-1850 was influenced by their geographic location (for example, proximity to water, climate) I can show how and why this challenge was overcome by different groups and communities (for example, relationship with First Nations, the origins of settlers)
Cause and Consequence	<ul style="list-style-type: none"> I can explain how the members of a group or community dealt with the challenges that they faced (for example, settlers' dependence on First Nations medicine) I can demonstrate how the group or community adapted to their natural environment I can use my understanding of the challenges the people of this time faced to determine possible solutions
Continuity and Change	<ul style="list-style-type: none"> I can make links between past communities and current communities and how historic communities have influenced Canadian identity I can explain why something changed in a historical community or stayed the same over a period of time I can determine what I think is the most important change and/or the most important thing that stayed the same in an early community
Interrelationships	<ul style="list-style-type: none"> I can explain the relationships that existed between two or more early communities and the impact they impacted / influenced one another I am able to identify relationships that exist between early communities and the natural environment that they were developed within I can determine how relationships amongst early communities and between early communities and the environment could be either helpful and/or harmful
Perspective	<ul style="list-style-type: none"> I can gather a variety of information and analyse a source to determine different perspectives on the challenges an early community faced I can use a variety of perspectives to successfully analyse how an early community dealt with the challenges they faced I am able to compare and contrast how different groups may view and interpret an early community on Ontario

Strand B: People and Environments: Living and Working in Ontario

Significance	<ul style="list-style-type: none"> I can discuss that Ontario is divided into different municipal or regional entities, and that they are represented differently on a map I can discuss (verbally, graphically, etc.) the different major landform regions in Ontario and describe what makes them each distinct I can compare land use in two or more municipalities in Ontario
Cause and Consequence	<ul style="list-style-type: none"> I can explain the impact various land and resource use has had on the local environment I can demonstrate how development and land use has impacted the environment and develop potential sustainable practices I can use my understanding of land use development to recognize environmental impacts and develop an action plan to reduce to reduce the negative environmental impacts
Patterns and Trends	<ul style="list-style-type: none"> I can identify shared characteristics between the natural environment, land use, and employment I understand patterns that exist between the natural environment, land use, and employment and how they influence our way of life I can recognize consistent patterns in the development of municipal regions over time and determine trends
Interrelationships	<ul style="list-style-type: none"> I can explain how relationships between the natural environment, land use, and employment are interconnected with and influence municipal regions in Ontario I am able to identify relationships that exist between the natural environment, land use, and employment and the impacts of those interactions I can determine how the relationships between the natural environment, land use, and employment can be helpful and/or harmful in relation to the natural and/or human environment
Perspective	<ul style="list-style-type: none"> I can gather a variety of information and analyse a source to determine different perspectives on land use I can use a variety of perspectives to successfully analyse an environmental issue I am able to compare and contrast how different groups may view and interpret the same environmental issue

Grade 4 Success Criteria

Strand A: Heritage and Identity: Early Societies, 3000 BCE - 1500 CE

Significance	<ul style="list-style-type: none"> I can identify the location of some early societies on a map or globe and extract information on early societies' relationship with the environment from thematic maps I can discuss (verbally, graphically, etc.) how the physical features of the environment of an early society influenced their sustainability and food production I can show how and why different groups in early societies cooperated or came into conflict at different times (for example, to wage war or make peace, to explore)
Continuity and Change	<ul style="list-style-type: none"> I can compare the social organization, daily lives, the lives of young people, and the relationship with the environment between two or more early societies I can explain how some characteristics of early societies were related to the social organization of that society (for example, the caste system in India, the matriarchal organization of some First Nations) I can compare how the relationship with the environment in two or more early societies is the same or different from the practices in present-day Canada
Interrelationships	<ul style="list-style-type: none"> I can explain how two or more societies evolved, developed their own identities, and how they influenced one another I am able to identify relationships that existed between early societies and the environment and how they impacted and influenced one another I can determine how relationships between societies and between societies and the environment can be helpful and/or harmful
Perspective	<ul style="list-style-type: none"> I can gather a variety of information on a civilization or society and analyse the information to determine multiple perspectives I can interpret multiple perspectives to successfully analyse a topic or issue as it pertains to a civilization or society I am able to compare and contrast how different societies and cultures may view and interpret the same development/event/issue differently

Strand B: People and Environments: Political and Physical Regions of Canada

Significance	<ul style="list-style-type: none"> I can identify a short-term and long-term impact that a political or physical region has had locally / globally I can discuss (verbally, graphically, etc.) how the development of a political or physical region has been influenced by the environment, society, and circumstance I can show how and why a political or physical region has different meaning and significance for different people and groups
Cause and Consequence	<ul style="list-style-type: none"> I can explain the impact industrial development has on regional development and how the type of environment dictates the type of industry that is present I can demonstrate how natural resources led to a development of a region and the consequences of that development on the natural environment and society I can use my understanding of natural resource extraction to recognize consequences on the environment and the development of potential sustainable practices
Patterns and Trends	<ul style="list-style-type: none"> I can identify Canada's political and physical regions and their characteristics I understand patterns and trends in Canada's political and physical regions and how they influence the natural environment, our way of life and one another I can recognize consistent patterns in the natural and human environment over time in a political or physical region and determine trends
Interrelationships	<ul style="list-style-type: none"> I can explain how industrial development is dependent on the natural environment of the region and limited by it I am able to identify how human interaction has changed the natural landscape and the positive and negative aspects of those interactions I can determine how industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada
Perspective	<ul style="list-style-type: none"> I can gather a variety of information and analyse sources to determine multiple perspectives on industrial development on a region I can use a variety of perspectives to successfully analyse the challenges associated with balancing human needs and wants with environmental stewardship I am able to compare and contrast how different groups of people may view and interpret the impacts of development differently

Grade 5 Success Criteria Strand A: Heritage and Identity: First Nations and Europeans in New France and Early Canada

Significance	<ul style="list-style-type: none"> I can identify major First Nations in the Great Lakes-St. Lawrence region and Atlantic Canada at the time of contact with Europeans, and describe key characteristics of selected nations I can discuss (verbally, graphically, etc.) the main motives for Europeans' exploration in early Canada and for the establishment of permanent settlements I can identify significant offices and institutions in New France, and describe how and why they were important to the settlers of New France
Cause and Consequence	<ul style="list-style-type: none"> I can describe some of the positive and negative consequences of contact between First Nations and Europeans in New France, and analyse their significance I can analyse aspects of contact between First Nations and Europeans in New France to determine the ways in which different parties benefited (for example, First Nations benefited from new materials and some of the technologies introduced by Europeans) I can use my understanding of New France to recognize consequences of contact between First Nations and Europeans
Continuity and Change	<ul style="list-style-type: none"> I can make links between past interactions between and among First Nations and Europeans in New France are connected to issues in present-day Canada I can explain why the relationships between and among First Nations and Europeans in New France changed or stayed the same over a period of time I can determine what I think was the most important positive and/or negative consequence of contact between First Nations and Europeans in New France
Interrelationships	<ul style="list-style-type: none"> I can describe some significant interactions among First Nations before contact with Europeans (for example, trade, alliances and treaties) I am able to describe significant aspects of the interactions between First Nations and European explorers and settlers during this period I can determine some significant effects of European conflicts on First Nations, and how they impacted early Canada
Perspective	<ul style="list-style-type: none"> I can formulate questions, gather, and organize information about the interactions among and between First Nations and Europeans in Canada prior to 1713, from the perspectives of the various groups involved I can use a variety of perspectives to successfully analyse the interactions among and between First Nations and Europeans in New France.

Strand B: People and Environments: The Role of Government and Responsible Citizenship

Significance	<ul style="list-style-type: none"> I can identify a short-term and long-term impact that a development/event/issue has/had locally/globally I can discuss (verbally, graphically, etc.) how a development/event/issue is influenced by society and circumstance I can show how and why this development/event/issue has different meaning and significance for different people and groups
Cause and Consequence	<ul style="list-style-type: none"> I can explain the impact various factors had locally and/or globally and the consequences they created I can demonstrate how the factors that led to a development/event/issue resulted in a consequence that affected the natural environment and/or human society I can use my understanding of an event to recognize consequences and determine possible solutions
Interrelationships	<ul style="list-style-type: none"> I can explain how relationships can be independent and/or interconnected and how they influence a variety of systems I am able to identify relationships that exist between humans and humans and the environment and explain the impacts of those interactions I can determine how relationships can be helpful and/or harmful in relation to the natural and/ or human environment
Perspective	<ul style="list-style-type: none"> I can gather a variety of information and analyse a source to determine perspective I can use a variety of perspectives to successfully analyse a topic I am able to compare and contrast how different groups may view and interpret the same development/event/issue

Grade 6 Success Criteria Strand A: Heritage and Identity: Communities in Canada, Past and Present

Significance	<ul style="list-style-type: none"> I can identify the main reasons why different people came to Canada I can describe (verbally, graphically, etc.) some key economic, political, cultural, and social aspects of life in settler communities in Canada, and identify significant ways in which their place of origin influenced their ways of life I can identify and describe fundamental elements of Canadian identity (for example, three founding nations, universal health care)
Cause and Consequence	<ul style="list-style-type: none"> I can identify the contributions made by various groups and their impact on various Canadian communities and the consequences they created (i.e. French and English communities to the development of Canada as a bilingual country) I can demonstrate how the various Canadian communities and groups resulted in a consequence that affected the natural environment and/or human society (for example, inclusiveness) I can use my understanding of various Canadian communities and regions to recognize consequences and determine possible solutions (for example, the policy of multiculturalism)
Continuity and Change	<ul style="list-style-type: none"> I can make connections between the significant events or developments in the history of two or more communities in Canada and determine how these events affected the communities' development or identity I can identify and explain the key differences, including social, cultural, and/or economic differences, between two or more historical and/or contemporary communities in Canada (for example, social and economic differences between upper-class and working-class people in industrializing cities) I can describe significant changes within my own community in Canada
Patterns and Trends	<ul style="list-style-type: none"> I can identify the characteristics of various Canadian communities and/or regions, and how they contribute to the identity and image of our country (for example, the variety of ethnic neighbourhoods in some of Canada's largest cities) I understand how settlement patterns of various communities affected the natural and/or human environment and how they influence our way of life (for example, how the demands of an urban population affect the natural environment) I can explain how various groups have contributed to the goal of inclusiveness in Canada
Perspective	<ul style="list-style-type: none"> I can gather a variety of information and analyse a source to determine perspective of at least two or more historical or contemporary communities (for example, newspaper articles, photographs, primary sources, secondary sources) I can use the perspectives of two or more historical or contemporary groups or communities to successfully analyse a topic or experience I am able to compare and contrast how two or more historical or contemporary groups may view and interpret the same development, event, or issue (e.g., the forced relocation of Japanese Canadians during the Second World War from the perspective of Japanese Canadians, the government at the time, and the government that issued an apology to Japanese Canadians)

Strand B: People and Environments: Canada's Interactions with the Global Community

Significance	<ul style="list-style-type: none"> I can identify some of the major ways in which the Canadian government interacts with other nations of the world I can discuss (verbally, graphically, etc.) how Canada's involvement in other regions around the world is influenced by society and circumstance I can describe some ways in which Canada's interactions with other regions of the world have affected the environment.
Cause and Consequence	<ul style="list-style-type: none"> I can investigate a global issue of political, social, economic, and/or environmental importance and explain the global impact I can use the factors that led to a development, event, or issue to create a response to a global issue of political, social, economic, and/or environmental importance I can use my understanding of a global issue to recognize consequences and determine possible solutions
Patterns and Trends	<ul style="list-style-type: none"> I can identify characteristics of the countries/regions with which Canada has a significant economic relationship I can describe significant economic trends on Canada and Canadians of interactions between Canada and other regions of the world (for example, the loss of manufacturing jobs to countries with lower labour costs) I can recognize consistent patterns in the response of the Canadian government in the global natural and human environment issues over time and determine trends
Interrelationships	<ul style="list-style-type: none"> I can explain why Canada participates in specific international accords and organizations and assess the influence of some significant accords and/or organizations in which Canada participates I am able to analyse the responses of Canadian governments, non-governmental organizations, and individual citizens to an economic, environmental, political, and/or social issue of international significance (for example, how these groups have responded to an issue such as a natural disaster in another region or civil war and refugees) I can determine why some environmental issues are of international importance
Perspective	<ul style="list-style-type: none"> I can gather a variety of information about global issues and analyse a source to determine perspective I can analyse information to determine a perspective found in a global issue I am able to explain how Canada's actions regarding an issue may be viewed and interpreted by different groups