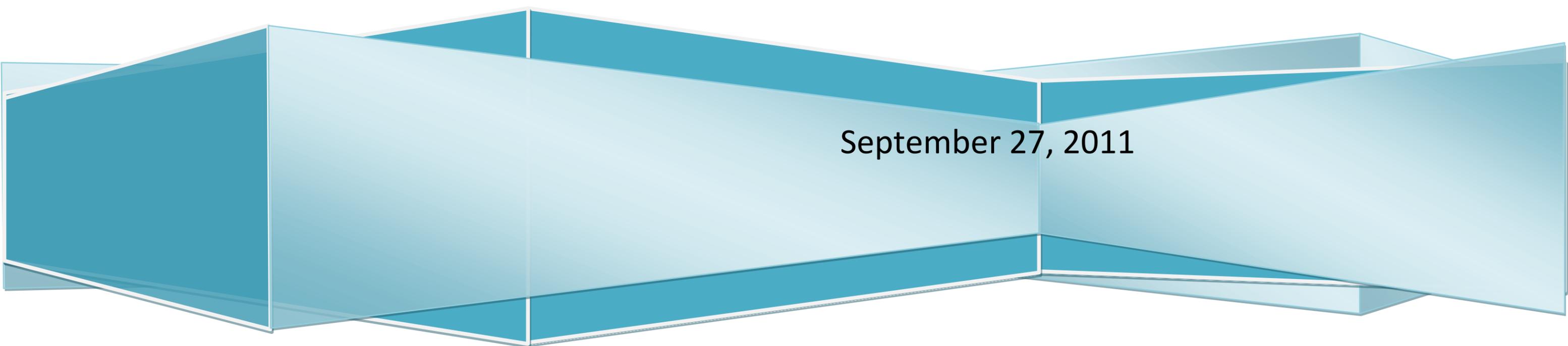


# NWT SOCIAL STUDIES Grade K – 6 Continuum

September 27, 2011





## Acknowledgments

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*This document is the NWT Science K – 6 curriculum reformatted as a continuum to support our understanding of where learning outcomes begin and how they evolve over time and grades.*

***It is not intended to replace the Social Studies K-6 Curriculum and please be advised that educators will serve their students best by using the full Social Studies K-6 Curriculum.***

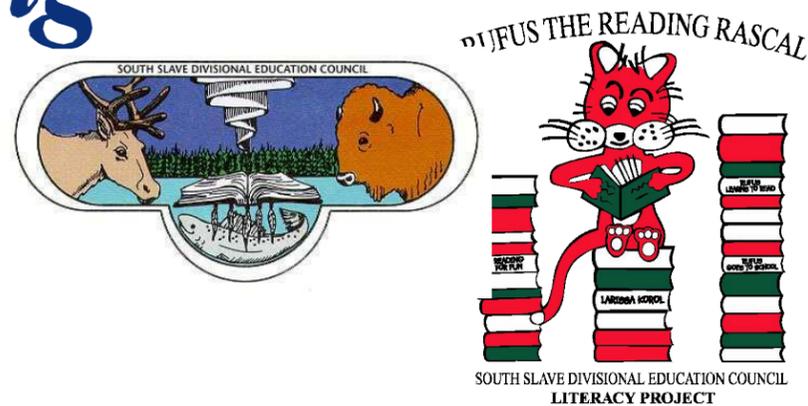
This document being used in numerous ways, some of which might include, supporting:

- ✦ *Multi-graded classrooms*
- ✦ *Student Support Plans*
- ✦ *Students' understanding of where specific learning outcomes become more sophisticated and challenging*
- ✦ *Parents' understanding of where their student may currently be in their Science curriculum learning and what they are ready for next*

*Janice Fehr - Project Coordinator, as Program Coordinators with the South Slave Divisional Education*

*Please feel free to use this document in any way that supports learning across the North*  
[http://www.ssdec.nt.ca/staff/Literacy/literacy\\_resources.htm](http://www.ssdec.nt.ca/staff/Literacy/literacy_resources.htm)

# Creating Futures



Grade	K	1	2	3	4	5	6
ALL CLUSTERS	ME	I BELONG	OUR LOCAL COMMUNITY	CONNECTING WITH CANADIANS	CANADA AND THE NWT	CANADA: THE PEOPLES AND STORIES OF THIS LAND,	OUR PLACE IN THE NATION
<b>SKILLS</b>	<b>ACTIVE DEMONCRATIC CITIZENSHIP</b>						
	Develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. (In grade 4 called , <b>SOCIAL PARTICIPATION</b> ) (In grade 2 reads: develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.)						
	Cooperate and collaborate with others S-100	Cooperate and collaborate with others. S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups. S-100	Assume a variety of roles and responsibilities in groups S-001	Collaborate with others to share ideas, decisions, and responsibilities in groups. S-100		
	Consider others' needs when working and playing together S-101	Resolve conflicts peacefully and fairly. S-101				Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i> S-101	
	Interact fairly and respectfully with others. S-102				Participate in making and carrying out group decisions S-002	Make decisions that reflect fairness and equality in their interactions with others. S-102	
	Make decisions that reflect care, concern, and responsibility for the environment S-103	Make decisions that reflect care, concern, and responsibility for the environment. S-103 (In grade 4 reads: Accept and offer constructive suggestions in order to build consensus and compromise S-003)					
		Consider the rights and opinions of others during interactions. S-104	Collaborate with others to devise strategies for dealing with problems and issues S-004	Negotiate constructively with others to build consensus and solve problems. S-104			
				Recognize bias and discrimination and propose solutions. S-105			
				Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i> S-106			
	<b>MANAGING INFORMATION AND IDEAS</b>						
	Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools and technologies...include inquiry and research skills that enhance historical and geographical thinking						
	Gather information from oral, visual, material, or print sources S-200	Select information from oral, visual, material, print, or electronic sources. S-200					
	Categorize/sort information using selected criteria S-201	Organize and record information in a variety of formats and reference sources appropriately. S-201 (In grade 4 reads: Organize and record information and information sources using a variety of formats S-023)					
	Use appropriate terms or expressions to describe periods of time S-202	Use appropriate terms or expressions to describe periods of time. S-202				Distinguish between primary and secondary information sources for research. S-202	
	Use tools and technologies to accomplish given tasks S-203	Use tools and technologies to accomplish given tasks. S-203	Select and use appropriate tools and technologies to accomplish tasks. S-203			Select and use appropriate tools and technologies to accomplish tasks. S-203	
	Use simple timelines to organize information chronologically. S-204			Create timelines or other visual organizers to sequence and represent historical figures, relationships or events – explain historical context of key events of a given time period S-024	Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events. S-204		

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<b>SKILLS</b>		Construct simple maps to represent familiar places and locations S-205	Construct maps that include a title, legend, and symbols. S-205		Construct and interpret maps that include a title, a legend, a scale, a compass rose and grids S-026	Construct maps that include a title, compass rose, grid and scale, S-205		
		Interpret simple maps as representations of familiar places and locations. S-206	Interpret maps that include a title, legend, and symbols. S-206	Interpret maps that include a title, legend, and compass rose. S-206	Identify on a variety of maps the location of sources of non-renewable resources (fossil fuels, minerals etc). S-028	Interpret maps that include a title, legend, compass rose, grid, and scale. S-206		
		Use relative terms to describe familiar locations S-207	Use cardinal directions to describe location. S-207	Use cardinal directions to describe the relative locations of places on maps and globes. S-207	Use cardinal and intermediate directions, colour contour maps and simple grids to locate and describe places, resources and regions on maps of the NWT, Canada, and the world, including globes. S-025	Use latitude and longitude to locate and describe places on maps and globes. S-207		
					Orient themselves by observing the landscape, by using traditional knowledge, or by using a compass or other technology, e.g. Sun, moon or stars, inuksuk, global positioning system S-027	Use traditional knowledge to read the land. S-207A		
						Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies S-208		
		<b>CRITICAL AND CREATIVE THINKING</b>						
		Make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and using a variety of tools. (In grade 4 add: and explore diverse approaches to questions; use criteria and evidence to make reasoned judgements.)						
		Use comparison in investigations S-300	Formulate questions for research. S-300 (in grade 4 S-015)				Plan topics and goals for historical inquiry and research. S-300	
		Identify consequences of their decision and actions S-301	Consider advantages and disadvantages of solutions to a problem. S-301				Evaluate the advantages and disadvantages of solutions to a problem. S-301	
		Use information or observations to form opinions S-302	Use information or observation to form opinions. S-302	Draw conclusions based on information and evidence. S-302	Draw conclusions based on information from a variety of sources S-019	Draw conclusions based on research and evidence. S-302		
		Revise ideas and opinions based on new information. S-303				Evaluate personal assumptions based on new information and ideas S-020	Evaluate personal assumptions based on new information and ideas. S-303	
						Distinguish fact from fiction in stories S-016	Distinguish fact from opinion and interpretation. S-304	
						Observe & describe material and visual evidence for research, e.g. ArtifactsS-017	Observe and analyze material or visual evidence for research. S-305	
						Consider advantages and disadvantages of solutions to problems, e.g. Environmental impact of resource development S-018	Assess the validity of information sources. S-306	
						Identify values that underlie lifestyles. Demonstrate an understanding that ways of living reflect valuesS-022	Compare differing accounts of historical events. S-307	
					Reflect on how stories of other times and places connect to their personal experience S-021	Compare diverse perspectives in a variety of information sources. S-308		

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<b>SKILLS</b>						Interpret information and ideas in a variety of media. S-309		
						Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged. S-310		
	<b>COMMUNICATION</b> Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media.		<b>COMMUNICATION</b> Interpret and express ideas clearly and purposefully using a variety of media.		<b>COMMUNICATION</b> Develop oral, visual, textual, and media literacy, and use information and communication technologies for the exchange of information and ideas.			
	Listen actively to others S-400				Listen actively to others to understand their perspectives. S-400 (In grade 4 add: and points of view of Elders S-007A)			
	Use language that is respectful of others S-401				Use language that is respectful of human diversity. S-401 (in grade 4 S-008)			
	Express reason for their ideas and opinions s-402				Support their ideas and opinions with information or observations. S-402 (In grade 4 reads; Express reasons for their ideas and opinions S-009)			
	Present information and ideas orally, visually or concretely S-403		Present information and ideas orally, visually, concretely, or electronically. S-403 (In grade 4 add: appropriate to specific audience S-010)					
	Relate events and stories in chronological order S-404				Use a variety of communication technologies to interact with others S-011			Elicit and clarify questions and ideas in discussions. S-404
					Take notes on graphic organizers S-012			Articulate their beliefs and perspectives on issues. S-405
					Use illustrations, charts and graphs to support written work S-013			
				Edit and revise written work. S-014				

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<b>EMBED IN ALL CLUSTERS</b>							
<b>CORE CONCEPTS</b>	<b>CITIZENSHIP</b> Students will develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.					<b>CITIZENSHIP</b> Illustrate the ability and willingness to contribute to collective well-being through personal and collective decisions and actions	
	Describe their responsibilities at home and in school KC-001	Identify the NWT as their territory and Canada as their country KC-001	Recognize that all members of communities have responsibilities and rights. KC-001	Recognize citizenship as membership in the Canadian community. KC-001	Explain from a personal perspective what it means to be a citizen in the NWT and Canada KC-038		
			Recognize that all members of communities have a contribution to make. KC-001A	Recognize their membership among Aboriginal First Nations. KC-001A	Explain from a personal perspective what it means to live in the NWT as a member of a First Nation, Inuit or Métis community. KC-038A		
	Recognize that their actions affect others KC-002	Recognize English and French as the two official languages of Canada and that there are nine official Aboriginal languages of the NWT KC-002	Identify significant Canadian, and Northwest Territorial symbols, places and monuments. KC-002	Give examples of responsibilities and rights of Canadian citizens. KC-002	Explain from a personal perspective what it means to be a francophone in the NWT KC-038F		
		Identify the languages spoken in their First nation, Inuit or Métis community KC-002A					
	Identify people who are responsible for helping and caring for them at home, at school, and in the community KC-003	Sing along with the word to Canada's national anthem in English or French KC-003		Listen to and/or sing the words to Canada's national anthem in three of the official languages of the Northwest Territories. Examples: English, French, Tlicho, Inuvialuktun, South Slavey, North Slavey, Inuktitut, Cree, Chipewyan, Inuinnaqtun, Gwich'in KC-003			
		Sing along with the word to Canada's national anthem in one of the nine official Aboriginal languages of the NWT KC-003A		Listen to and be aware of the national anthem sung in other official languages of the Northwest Territories. KC-003A			
	Identify Remembrance Day as a time to think about peace and war KC-006		Describe Remembrance Day as a time to think about peace and war. KC-004 (GR2 is KC-003)		Identify days and times of the year that are important to people in the NWT (i.e.: solstice, equinox, Dene and Inuvialuit seasons) KC039		
	Give examples of ways in which people cooperate in order to live together peacefully KC-004			Recognize the service of Aboriginal war veterans and the contributions of Canadian Rangers. KC-004A			
	Recognize that they live in a country called Canada KC-005	Describe their responsibilities and rights in the school and community KC-005		Recognize that people around the world have basic human rights. Examples: access to food, water, shelter, a secure environment, education, fair and equal treatment... KC-005			

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<b>EMBED IN ALL CLUSTERS</b>								
<b>CORE CONCEPTS</b>		Describe various ways in which people depend upon and help one another. KC-006		Explain the importance of fairness and sharing in groups and communities. KC-006				
		Respect the needs and rights of others VC-001	Value the contributions of individuals to their communities. VC-001	Support fairness in social interactions. VC-001				
		Be willing to contribute to their groups and communities. VC-002 (Kindergarten is VC-001)						
			Value being a member of the Canadian community. VC-003	Respect the equality of all human beings. VC-003				
		<b>IDENTITY</b>						
		Understand who they are as individuals and as social beings. As they reflect on and express who they are, they build upon their identities as contributing members of groups and communities.						
		Identify groups that are important to them KI-007	Give examples of groups with which they identify KI-007	Give examples of factors that shape who they are. KI-007	Identify factors that may influence their identities. Examples: culture and language, time and place, groups and communities, arts and media. KI-007			
			Recognize that they are members of a First Nations, Inuit, or Métis community KI-007A		Describe personally significant aspects of their Aboriginal community. KI-007A			
			Recognize that they are members of a francophone community KI-007F		Describe personally significant aspects of their francophone community. KI-007F			
		Recognize that everyone has particular interests and abilities KI-008		Recognize that stories of their seniors, groups, and communities help define who they are. KI-008				
				Recognize that their Aboriginal ancestors, Elders, and communities connect them to the past, present, and future. KI-008A				
			Describe ways in which their family expresses its culture and identity KI-009					
				Identify their heritage and culture. KI-010				
				Identify their Aboriginal heritage and cultures. KI-010A				
				Identify their francophone heritage and cultures. KI-010F				
	Value their own and others' interests and abilities VI-002							
	Value special talents or strengths that are given to them VI-002A							
		Identify the importance of relationships and connections to others VI-004						
		Value the stories, languages, traditions, and celebrations of their families and communities Vi-005	Value their groups and communities. VI-005					

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CLUSTER/ THEME #1	ME	I BELONG	OUR LOCAL COMMUNITY	CONNECTING WITH CANADIANS	THE LAND AND PEOPLE	ORIGINS AND CONNECTIONS TO THE LAND	TERRITORIAL AND PROVINCIAL GOVERNMENT
<b>KNOWLEDGE</b>	<p><b>Interest and Abilities:</b> Every person is unique and has special interests, abilities, and talents to contribute to his or her communities K.1.1</p>	<p><b>Personal Identity:</b> Students identify various groups...explore their own participation in the groups with which they identify, understand and appreciate their...connections 1.1.1</p>	<p><b>Characteristics of Communities</b> Explore ideas related to their local community, compare their community to other communities and identify characteristics common to all communities. 2.1.1</p>	<p><b>Canadian Citizenship</b> Students first explore what we mean by a “country”; “living in another country”; and “citizens of a country”; and then what it means to be a citizen of Canada and ways they can personally contribute to their groups and communities.3.1.1</p>	<p><b>Citizenship</b> Illustrate the ability and willingness to contribute to collective well-being through personal and collective decisions and actions</p>	<p>Examine ways in which oral traditions of First Nations origins are different than scientific theories</p>	<p>Explore and describe structures and processes of the NWT government and explain how the NWT, its government and people, are linked to Canada</p>
	<ul style="list-style-type: none"> <li>Recognize that everyone has particular interests and abilities</li> <li>Value their own and others’ interests and abilities</li> <li>Give examples of basic needs. Identify groups that are important to them</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of groups with which they identify</li> <li>Recognize that they are members of a First Nation, Inuit or Métis community</li> <li>Recognize that they are members of a francophone community</li> </ul>	<ul style="list-style-type: none"> <li>Locate their local community on a map of Canada. KL-018</li> <li>Identify the defining characteristics of communities. KCC-004</li> <li>Describe characteristics of their local communities. Examples: transportation, services, schools... KCC-005</li> </ul>	<ul style="list-style-type: none"> <li>Recognize citizenship as membership in the Canadian community. KC-001</li> <li>Recognize their membership among Aboriginal First Nations KC-001A</li> <li>Give examples of responsibilities and rights of Canadian citizens Examples: include Article 23 and Aboriginal Rights KC-002</li> <li>Be willing to contribute to their groups and communities. VC-002</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate awareness of democratic ideas in Canadian society (ie: equality, freedom, citizen participation in government) KC-001</li> <li>Describe personal experiences, events, or places that have made them feel connected to Canada KC-002</li> <li>Identify days important to Canadians and people from the NWT. (i.e.: Canada Day, Remembrance Day, National Aboriginal Day, St. Jean Baptiste Day, Treaty Days.) KC-003</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of major components of scientific theory of Beringia.</li> <li>Explain the two different approaches to understanding how Aboriginal people came to be in North America.</li> <li>Describe ways in which oral tradition is an important source of knowledge about First Peoples (value)</li> <li>Describe First Peoples’ stories of their origins, as well as current theories of migration to the North American Continent KI-004</li> <li>Describe practices and beliefs that reflected First People’s connections with the land and the natural environment KL-017</li> <li>Value oral tradition as an important source of knowledge about First Peoples VCC-008</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions about the effectiveness of the government of the NWT</li> <li>Analyze and assess a viewpoint, expressed by a member of the legislative Assembly</li> <li>Develop and pursue a decision-making strategy to make a tentative choice about a territorial, government issue</li> <li>Analyze links between the NWT and other parts of Canada</li> </ul>

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<b>KNOWLEDGE</b>	<p><b>My Basic Needs:</b> Every person has the same basic needs. Students identify basic needs and explore various ways in which basic needs may be met. K.1.2</p> <ul style="list-style-type: none"> <li>• Give examples of basic needs</li> </ul>	<p><b>Cultural Expressions:</b> Students explore the tradition of their own families and those of their peers...appreciate importance of stories, language, traditions and celebrations... 1.1.2</p> <ul style="list-style-type: none"> <li>• Describe ways in which their family expresses its culture and identity</li> <li>• Respect the stories, traditions and celebrations of others</li> <li>• Value the stories, languages, traditions and celebrations of their families and communities</li> </ul>	<p><b>Natural Resources</b> Explore and describe the natural resources of their local community and reflect on the influence of the natural environment.2.1.2</p> <ul style="list-style-type: none"> <li>• Name natural resources in their local community. KL-016</li> <li>• Give examples of ways in which the natural environment influences their communities. KL-017</li> </ul>	<p><b>Canadian National Anthem</b> Learn the lyrics and history of “O Canada,” and recite the anthem in English and French, as well as a local Aboriginal language.3.1.2</p> <ul style="list-style-type: none"> <li>• Listen to and/or sing the words to Canada’s national anthem in three of the official languages of The Northwest Territories. Examples: English, French, Tlicho, Inuvialuktun, South Slavey, North Slavey, Inuktitut, Cree, Chipewyan, Inuinnaqtun, Gwich’in KC-003</li> <li>• Listen to and be aware of the national anthem sung in other official languages of the Northwest Territories. KC-003A</li> </ul>	<p><b>The Land, People and Places</b> Explore and explain the dynamic relationships of people with the land, places, and environments.</p> <ul style="list-style-type: none"> <li>• Identify on a map the territories, provinces, and capital cities of Canada K-L-004</li> <li>• Identify on a map or globe the equator, the prime meridian, and the hemispheres K-L-005</li> <li>• Describe the location of our territory in relation to Canada and the world using cardinal directions, hemispheres. K-L-006</li> <li>• Identify on a map key physical features of our territory (i.e.: sink holes, vegetation zones, pingoes, taiga, tundra, mountains) K-L-007</li> <li>• Identify on a map the major lakes, rivers and communities of the NWT K-L-008</li> <li>• Locate traditional areas of Aboriginal peoples and language groups on a map of the NWT K-L-009</li> </ul>	<p>Explain how First Nations groups developed a culture and belief system that reflect the kind of land, animals, climate, water and vegetation they were surrounded by in North America</p> <ul style="list-style-type: none"> <li>• Identify the major physical and vegetation zones, and rivers and bodies of water in North America and how these relate to First Nations traditional territories and beliefs</li> <li>• Describe practices and beliefs that reflected First People’s connections with the land and the natural environment KL-017</li> </ul>	<p>Explore and describe the main characteristics of the political and physical regions of Canada.</p> <ul style="list-style-type: none"> <li>• Draw inferences about the nature of each region from graphs, tables and charts</li> <li>• Analyze instances where Canadians have attempted to preserve their environment, or modify and adapt to a changing environment</li> <li>• Analyze and report on regional differences</li> <li>• Analyze links between the NWT and other parts of Canada</li> <li>• Develop and pursue a problem-solving strategy to answer an outstanding question about some element of Canadian culture</li> </ul>
	<p><b>Remembrance Day:</b> Students explore the concepts of peace and war and peaceful conflict resolution, as well as the symbols of Remembrance Day. K.1.6</p>	<p><b>Remembrance Day:</b> Students explore Remembrance Day as an important day for Canadians, a time to think about peace and war... 1.1.4</p>	<p><b>Remembrance Day</b> Describe the importance of Remembrance Day and how it relates to conflict in groups and communities. 2.1.3</p>	<p><b>Personal Identity</b> Explore the meaning of the term “identity” and determine various factors that influence their personal identities. They reflect on ways in which their identities are influenced and represent their personal identities in various media.3.1.3</p>			<p>Discuss and describe Canadians</p>
	<p>Identify Remembrance Day as a time to think about peace and war</p>		<ul style="list-style-type: none"> <li>• Describe Remembrance Day as a time to think about peace and war. KC-003</li> <li>• Identify possible sources of conflict in groups and communities. KP-035</li> <li>• Explain the value of peaceful, non-violent ways of resolving conflicts. VP-012</li> </ul>	<ul style="list-style-type: none"> <li>• Identify factors that may influence their identities. Examples: culture and language, time and place, groups and communities, arts and media... KI-007</li> <li>• Describe personally significant aspects of their Aboriginal community. KI-007A</li> <li>• Describe personally significant aspects of their francophone community KI-007F</li> </ul>			<ul style="list-style-type: none"> <li>• Generalize from facts to define a Canadian</li> <li>• Analyze links between the NWT and other parts of Canada</li> <li>• Develop and pursue a problem-solving strategy to answer an outstanding question about some element of Canadian culture</li> </ul>

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<b>KNOWLEDGE</b>	<p><b>My Important Groups:</b> Every person belongs to a variety of groups and communities. Students explore the groups that are important to them. K.1.3</p> <ul style="list-style-type: none"> <li>Identify groups that are important to them</li> </ul>	<p><b>Connections to the Past:</b> Students describe important family traditions and celebrations and learn about similar experiences of peers... 1.1.3</p> <ul style="list-style-type: none"> <li>Identify family connections to previous generations</li> <li>Give examples of traditions and celebrations that connect them to the past</li> <li>Recognize that stories, traditions, and celebrations of the francophone community connect them to previous generations</li> <li>Recognize that stories, traditions, and celebrations of their Aboriginal community connect them to previous generations</li> <li>Value stories of the past as an important way to learn about the present</li> <li>Value oral histories of the past as an important way to learn about the present</li> </ul>	<p><b>Stories of the Past</b> Explore and illustrate the natural resources of their local community and reflect on the influence of the natural environment. 2.1.8</p> <ul style="list-style-type: none"> <li>Relate stories of significant events and people in their local community's past. KT-025</li> <li>Relate stories of significant events and people in their local Aboriginal community. KT-025A</li> <li>Relate stories of significant events and people in their local francophone community. KT-025F</li> <li>Describe and value personal connections to stories of their community's past. VT-008</li> <li>Describe and value personal connections to stories of their Aboriginal community's past. VT-008A</li> <li>Describe and value personal connections to stories of their francophone community's past. VT-008F</li> </ul>					
	<p><b>Rules Help Us:</b> Students explore the purpose of rules, and promote the importance of respecting rules and others' property K.1.4</p>			<p><b>Culture, Language and Heritage</b> Explore the meaning of heritage and culture to learn about and describe themselves and the various cultures in their community.2.1.4</p>	<p><b>Leadership</b> Explore the concepts of formal and informal leadership, identify leaders, and give examples of ways in which they learn from and respect the positive influence of leaders in their groups and communities.3.1.4</p>			
	<ul style="list-style-type: none"> <li>Give examples of rules and identify their purposes</li> <li>Respect the rules of the classroom, playground and school</li> <li>Respect their own and others' property</li> </ul>			<ul style="list-style-type: none"> <li>Identify cultural and language groups in their local communities KCC-006</li> <li>Identify their culture, language and heritage KI-010</li> <li>Identify their Aboriginal cultures, languages and heritages KI-010A</li> <li>Identify their francophone culture, language and heritage KI-010F</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of formal and informal leadership and decision making in groups and communities. KP-032</li> <li>Respect positive leadership in their groups and communities and in Canada. VP-011</li> <li>Respect the teachings of Elders, leaders, parents, and community members. VP-011A</li> </ul>			

Grade	K	1	2	3	4	5	6
CLUSTER/ THEME #1	ME	I BELONG	OUR LOCAL COMMUNITY	CONNECTING WITH CANADIANS	THE LAND AND PEOPLE	ORIGINS AND CONNECTIONS TO THE LAND	TERRITORIAL AND PROVINCIAL GOVERNMENT
<b>KNOWLEDGE</b>	<p><b>My Responsibilities:</b> Students explore various responsibilities they have at home and in school and identify ways in which their actions affect others K.1.5</p> <ul style="list-style-type: none"> <li>• Describe their responsibilities at home and in school</li> <li>• Recognize that their actions affect others</li> </ul>		<p><b>Personal Identity</b> Explore factors that shape their identity and, in so doing, come to describe the value of the groups and communities to which they belong.2.1.5</p> <ul style="list-style-type: none"> <li>• Give examples of factors that shape who they are. Examples: language, family, community, traditions, gender, where they live... KI-007</li> <li>• Recognize that stories of their seniors, groups, and communities help define who they are. KI-008</li> <li>• Recognize that their Aboriginal ancestors, Elders, and communities connect them to the past, present, and future. KI-008A</li> <li>• Describe groups with which they identify. Examples: cultural, linguistic, community KCC-009</li> <li>• Describe groups with which they identify Examples: cultural, linguistic, community, First Nation KCC-009A</li> <li>• Describe ways that they value their groups and communities. VI-005</li> </ul>	<p><b>Conflict Resolution</b> Identify examples of conflict and bullying, explore ways to resolve conflicts, and develop strategies to deal with bullying.3.1.5</p> <ul style="list-style-type: none"> <li>• Identify ways of resolving individual, group, and community conflicts KP-033</li> <li>• Identify ways to deal with bullying. KP-034</li> </ul>			
				<p><b>Contributing To Our Communities</b> Explore ideas related to responsibilities and rights, and demonstrate awareness of the individuals who contribute to their local community, as well as ways in which they themselves can make contributions to their local community.2.1.6</p> <ul style="list-style-type: none"> <li>• Recognize that all members of communities have responsibilities and rights. KC-001</li> <li>• Recognize that all members of communities have a contribution to make KC-001A</li> <li>• Value the contributions of individuals to their communities. VC-001</li> <li>• Be willing to contribute to their groups and communities. VC-002</li> </ul>	<p><b>Remembrance Day</b> Learn and describe the significance of Remembrance Day and the importance of peace.3.1.6</p> <ul style="list-style-type: none"> <li>• Describe Remembrance Day as a time to think about peace and war. KC-004</li> <li>• Recognize the service of Aboriginal war veterans and the contributions of Canadian Rangers KC-004A</li> </ul>		

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<b>CLUSTER/ THEME #1</b>	<b>ME</b>	<b>I BELONG</b>	<b>OUR LOCAL COMMUNITY</b>	<b>CONNECTING WITH CANADIANS</b>	<b>THE LAND AND PEOPLE</b>	<b>ORIGINS AND CONNECTIONS TO THE LAND</b>	<b>TERRITORIAL AND PROVINCIAL GOVERNMENT</b>
<b>KNOWLEDGE</b>			<p><b>Our Local Community</b> Identify community leaders, their qualities, and their contributions to the community, and describe ways in which they have personally demonstrated leadership. 2.1.7</p> <ul style="list-style-type: none"> <li>Identify leaders in their communities. Examples: mayor, reeve, chief, Elders, community volunteers... KP-033</li> <li>Give examples of ways in which they may demonstrate leadership. KP-034</li> <li>Be sensitive to others when taking on leadership roles. VP-011</li> <li>Recognize that leadership is serving others. VP-011A</li> </ul>				
	<b>CLUSTER/ THEME #2</b>	<b>THE PEOPLE AROUND ME</b>	<b>MY ENVIRONMENT</b>	<b>COMMUNITIES IN CANADA</b>	<b>EXPLORING THE WORLD</b>	<b>BEGINNINGS AND TRADITIONS</b>	<b>PRE-CONTACT CULTURES</b>
<b>KNOWLEDGE</b>	<p><b>Important people in My Life</b> Students become aware of those who help, care, and make decisions for them, and explore the multitude of groups that make up our society. K.2.1</p> <ul style="list-style-type: none"> <li>Identify people who are responsible for helping and caring for them at home, at school, and in the community</li> <li>Identify groups in which people live, work and play together</li> <li>Identify people who make decisions that influence their lives</li> </ul>	<p><b>Globes and Maps:</b> Students explore ways in which globes and maps represent their environment and the world around them... 1.2.1</p> <ul style="list-style-type: none"> <li>Recognize globes and maps as representations of the surface of the Earth</li> <li>Distinguish land and water masses on globes and maps</li> </ul>	<p><b>Diverse Peoples;</b> Explore and describe the diversity of cultural groups in Canada, and examine how these people help shape our country and communities. 2.2.1</p> <ul style="list-style-type: none"> <li>Recognize that First Nations and Inuit people are Canada's original peoples. KT-027</li> <li>Recognize that many people came to Canada from other parts of the world to establish communities. KT-028</li> </ul>	<p><b>Mapping the World:</b> Apply concepts related to world geography through the use of maps, globes, and images. 3.2.1</p> <ul style="list-style-type: none"> <li>Locate on a map or globe the equator and the Northern and Southern hemispheres. KL-014</li> <li>Locate on a map or globe the continents and oceans. KL-015</li> <li>Identify maps, aerial photographs, and satellite images as representations of the surface of the Earth. KL-016</li> </ul>	<p><b>Culture and Community:</b> Explore and describe the influences of culture and community on individuals and societies.</p> <ul style="list-style-type: none"> <li>Demonstrate fairness and respect in their interactions with others V-C-002</li> <li>Demonstrate respect in their interactions with others and their world V-C-002A</li> </ul>	<p>Explore to explain how life varied among pre-contact Aboriginal groups KI-006</p> <ul style="list-style-type: none"> <li>Explain how the diverse pre-contact Aboriginal groups lived based on their geographical location in Canada</li> </ul>	

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CLUSTER/ THEME #2	THE PEOPLE AROUND ME	MY ENVIRONMENT	COMMUNITIES IN CANADA	EXPLORING THE WORLD	BEGINNINGS AND TRADITIONS	PRE-CONTACT CULTURES	
<b>KNOWLEDGE</b>	<p><b>Different Types of Work</b> Students identify different types of work people do in their families, schools, and communities, ways in which the work helps them, and actions they may take to support the workers contributions. K.2.2</p>	<p><b>My Territory and Country:</b> Students focus on various aspects of citizenship in the NWT and Canada... 1.2.2</p>	<p><b>Feature of Canadian Communities</b> Locate the two communities to be studied on a map of Canada and research the natural and constructed features in each community, as well as common features shared by all communities.2.2.2</p>	<p><b>Community Connections:</b> Explore similarities and connections among all communities, and demonstrate how they may accept differences among people, communities, and ways of life.3.2.2</p>	<p><b>Identity:</b> Demonstrate their understanding of who they are as individuals and as social beings. As they reflect on and express who they are, they build upon their identities as contributing members of groups and communities.</p>	<p>Investigate and describe interactions among pre-contact Aboriginal groups and their structure KE-050</p>	
	<ul style="list-style-type: none"> <li>• Give examples of different types of work in their families, schools and communities</li> <li>• Value the sharing of work and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the NWT as their territory and Canada as their country</li> <li>• Recognize English and French as the two official languages of Canada and that there are nine official Aboriginal languages of the NWT</li> <li>• Identify the languages spoken in their First Nations, Inuit or Métis community</li> <li>• Sing along with the words to Canada's national anthem in English or French</li> <li>• Sing along with the words to Canada's national anthem in one of the nine official Aboriginal languages of the NWT</li> </ul>	<ul style="list-style-type: none"> <li>• Identify common features of Canadian communities. <i>Examples: transportation, services, schools...</i> KCC-012</li> <li>• Describe natural and constructed features of communities studied. <i>Examples: landforms, climate, waterways; buildings, bridges...</i> KL-019</li> <li>• Locate communities studied on a map of Canada. KL-023</li> </ul>	<ul style="list-style-type: none"> <li>• Describe countries as types of communities defined by political borders KCC-008</li> <li>• Describe similarities and connections between communities around the world. KG-030</li> <li>• Be willing to accept differences among people, communities, and ways of life. VG-009</li> <li>• Appreciate their connections to people and communities elsewhere in the world. VG-010</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how they value their cultural, social and Northern identities. VI-003</li> <li>• Explain ways that they value the First Peoples of this land VI-004</li> <li>• Illustrate how value is apparent in Dene, Inuvialuit or Inuinait identities VI-004A</li> <li>• Demonstrate understanding of the teachings of Elders about culture and identity. KI-010</li> <li>• Demonstrate understanding of the teachings of Elders about <i>their</i> culture and identity. K-I-010A</li> <li>• Demonstrate an understanding of a variety of stories related to the origins of people in the NWT KI-011</li> </ul>	<ul style="list-style-type: none"> <li>• Formal ties and ongoing interactions existed among Aboriginal groups before Europeans arrived</li> <li>• Identify and describe key interactions between chosen Aboriginal groups</li> <li>• Note similarities and differences in lifestyles between chosen Aboriginal groups</li> </ul>	

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<b>CLUSTER/ THEME #2</b>	<b>THE PEOPLE AROUND ME</b>	<b>MY ENVIRONMENT</b>	<b>COMMUNITIES IN CANADA</b>	<b>EXPLORING THE WORLD</b>	<b>BEGINNINGS AND TRADITIONS</b>	<b>PRE-CONTACT CULTURES</b>	
<b>KNOWLEDGE</b>	<p><b>Communication:</b> Students explore different ways that people communicate. K.2.3</p>	<p><b>My Address:</b> Students learn and practice the use of their address 1.2.3</p>	<p><b>Natural Resources:</b> Explore natural resources and ways in which the natural environment shapes daily life in communities studied, as well as the importance of conserving or restoring natural resources. Through discussions and interviews with peers, family, and community members, students come to describe the value oral history as a way to learn about the land.2.2.3</p>	<p><b>Exploring the World</b> Explore and explain the idea of basic human rights for all people, including ways in which community services and international organizations help support human rights.3.2.3</p>	<p><b>The Land: Places and People</b> Explore and explain the dynamic relationships of people with the land, places, and environments.</p>	<p>Demonstrate diverse approaches to decision-making and leadership among Aboriginal groups VP-014</p>	
	<ul style="list-style-type: none"> <li>Identify different ways people communicate</li> <li>Recognize the importance of non-verbal communication in their Aboriginal culture</li> </ul>	<ul style="list-style-type: none"> <li>Identify their address or describe the relative location of their home in their community, town or city</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of natural resources in communities studied. KL-020</li> <li>Give examples of ways in which the natural environment defines daily life in communities studied. KL-021</li> <li>Explain the importance of conserving or restoring natural resources. KL-022</li> <li>Value oral history as a way to learn about a relationship with the land VT-009</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that people around the world have basic human rights. Examples: access to food, water, shelter, a secure environment, education, fair and equal treatment, the UN Declaration of the Rights of the Child KC-005</li> <li>Identify organizations that support communities in all countries of the world. Examples: UNICEF, Red Cross, United Nations, Médecins sans frontières... KG-028</li> <li>Identify ways in which community services can help people acquire their basic human rights. Examples: ensure quality housing, education, security, food and clean water... KG-029</li> <li>Respect the equality of all human beings. VC-003</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an appreciation of how stories both reflect and foster a connection to the land in which one lives VL-005</li> <li>Demonstrate awareness of Aboriginal peoples' traditional relationships with the land and each other KL-012</li> <li>Demonstrate understanding of how the land determined the roles, identities, values, beliefs, traditions, activities, customs, art, transportation, technologies, shelters and clothing of First Peoples KL-012 A</li> <li>Demonstrate understanding of the origins, meanings and stories connected to a variety of places in their territory KL-013</li> <li>Demonstrate an understanding of traditional stories related to First Peoples, the land and animals of the North KL-014.</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of decision-making and leadership models in Aboriginal groups</li> <li>Explain at least two different styles of decision-making and leadership among Aboriginal groups</li> </ul>	

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CLUSTER/ THEME #2	THE PEOPLE AROUND ME	MY ENVIRONMENT	COMMUNITIES IN CANADA	EXPLORING THE WORLD	BEGINNINGS AND TRADITIONS	PRE-CONTACT CULTURES	
<b>KNOWLEDGE</b>	<p><b>Stories and Celebrations:</b> Students explore the diversity and importance of celebrations and come to understand the value of stories from the past. K.2.4</p>	<p><b>My Community:</b> Students explore and discuss ways in which they can, as community members, demonstrate respect of their neighborhood 1.2.4</p>	<p><b>Work: Goods and Products and Services:</b> Research different types of work and products produced in Canadian communities, and identify connections and relationships between work that is done and the goods and services that are produced and distributed as a result.2.2.4</p>	<p><b>Personal Responsibilities</b> Identify concerns common to all communities and the importance of fairness and sharing. They explore their responsibility to others and personal decisions and actions that will make a difference in the world.3.2.4</p>	<p><b>Time, Continuity and Change</b> Students will explore and explain how people, relationships, events, and ideas of the past shape the present and influence the future.</p>	<p>Interpret ways that stories show how Aboriginal groups responded to their first encounters with Europeans KCC-024</p>	
	<ul style="list-style-type: none"> <li>Recognize that people have diverse celebrations</li> <li>Recognize that they can learn from stories of the past</li> <li>Demonstrate interest in stories of the past</li> </ul>	<ul style="list-style-type: none"> <li>Identify characteristics of communities</li> <li>Identify and local landmarks and significant places using relative terms</li> <li>Identify local Aboriginal landmarks and significant places</li> <li>Identify local francophone and community places and landmarks</li> <li>Respect neighbourhood and community places and landmarks</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of goods produced in Canadian communities. KE-036</li> <li>Describe different types of work in Canadian communities studied. KE-037</li> <li>Appreciate that their quality of life is enhanced by the work, products and services of other Canadian communities.. <i>Examples: West Coast lumber, Atlantic fish, Northern mines, Prairie grain..</i> VE-013</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of fairness and sharing in groups and communities. KC-006</li> <li>Give examples of concerns common to communities around the world. KG-027</li> <li>Give examples of personal decisions and actions that may positively affect people locally or globally. <i>Examples: charitable donations and projects, recycling...</i> KG-031</li> <li>Support fairness in social interactions. VC-001</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate respect oral tradition as a source of historical information. VT-006 <ul style="list-style-type: none"> <li>Through elders telling stories</li> <li>Through legends that are told or written</li> <li>Through cultural activities</li> </ul> </li> <li>Demonstrate understanding of how shared stories of Aboriginal groups, families and Elders enrich personal and family histories KT-015</li> <li>Demonstrate understanding of different periods of time using appropriate terms or languages. (ie., Dené, Inuvialuit seasons, decade, generation, century, when the earth was new, in the time of our ancestors) KT-016</li> <li>Demonstrate an understanding of traditional ways of life (including roles and approaches to learning) KT - 017</li> </ul>	<ul style="list-style-type: none"> <li>Discuss various stories which exist that describe early contact between Aboriginal groups and Europeans</li> <li>Tell at least one story of first contact between First Nations and Europeans</li> </ul>	

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CLUSTER/ THEME #2	THE PEOPLE AROUND ME	MY ENVIRONMENT	COMMUNITIES IN CANADA	EXPLORING THE WORLD	BEGINNINGS AND TRADITIONS	PRE-CONTACT CULTURES		
<b>KNOWLEDGE</b>	<p><b>Getting Along:</b> Students explore the diversity and importance of celebrations and come to understand the value of stories from the past. K.2.5</p>	<p><b>The Natural Environment:</b> Students explore their natural environment, identifying characteristics of the seasons, and ways seasons... 1.2.5</p>	<p><b>Diversity and Change:</b> Explore daily life in Canadian communities and identify how life has changed over time. 2.2.5</p>		<p><b>Power and Authority</b> Students will explore and describe the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.</p>			
	<ul style="list-style-type: none"> <li>• Give examples of ways in which people cooperate in order to live together peacefully</li> <li>• Recognize that disagreement or conflict may be part of living and working together</li> <li>• Be willing to contribute to their groups and communities</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that people depend on the environment for survival</li> <li>• Describe how the repeating patterns of the seasons influence their lives</li> <li>• Appreciate the beauty and benefits that the natural environment brings to their lives</li> <li>• Value the special relationships Aboriginal people have with the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways in which life in Canadian communities has changed over time. KT-026</li> <li>• Appreciate the diversity of ways of life in Canadian communities. VCC-006</li> <li>• Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada. VCC-006A</li> <li>• Demonstrate interest in the shared experiences and stories of members of francophone communities in Canada. VCC-006F</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrate willingness to take on leadership roles and responsibilities VP-007</li> <li>• Demonstrate understanding of traditional decision making, leadership, roles and responsibilities KP-018</li> </ul>			
	<p><b>Time:</b> Students explore the repeating patterns and events that occur in their lives as a foundation for understanding their personal and direct connections to history K.2.6</p>	<p><b>Needs and Wants:</b> Students explore the concepts of needs and wants, and discover how the media affects their needs, wants, and choices. 1.2.6</p>			<p><b>Economics and Resources</b> Students will explore the use and distribution of resources and wealth in relation to individuals, communities, nations, and the natural environment.</p>			
	<ul style="list-style-type: none"> <li>• Give examples of repeating patterns and events in their lives</li> <li>• Distinguish between yesterday, today, and tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples to distinguish needs from wants</li> <li>• Give examples of how media may influence their needs, wants, and choices</li> <li>• Respect differences between their own and others' needs and wants</li> </ul>			<ul style="list-style-type: none"> <li>• Demonstrate respect for the land VE-008</li> <li>• Demonstrate respectful relationship with the land VE-008A</li> <li>• Demonstrate understanding of how the land was traditionally used by the people of the NWT and where particular resources were found in your region (fish, caribou, medicines, tool materials, etc) KE-019</li> </ul>			

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<b>CLUSTER/ THEME #3</b>	<b>THE WORLD AROUND ME</b>	<b>CONNECTING WITH OTHERS</b>	<b>THE CANADIAN COMMUNITY</b>	<b>COMMUNITIES OF THE WORLD</b>	<b>CONTINUITY AND CHANGE IN THE NWT</b>	<b>EARLY EUROPEAN EXPLORATION AND COLONIZATION</b>	
<b>KNOWLEDGE</b>	<p><b>Landmarks in My Community</b> Students explore familiar places and landmarks in their community and explore how landmarks can be references to locate their homes and other familiar places K.3.1</p>	<p><b>Diversity:</b> Students explore ways in which people live and express themselves...they come to understand the many similarities among apparently different communities... 1.3.1</p>	<p><b>Canadian Symbols:</b> Explore and identify the significance of Canadian and Northwest Territorial symbols, buildings, and monuments. 2.3.1</p>	<p><b>Locating World Communities</b> Explore and describe various aspects of life in two communities.3.3.1</p>	<p><b>Culture and Community</b> Students will explore and describe the influences of culture and community on individuals and societies.</p>	<p>Identify European nations that were actively exploring in different parts of the world from 15<sup>th</sup> to the 20<sup>th</sup> centuries. KG-043</p> <p>Identify the various reasons the European nations had for this exploration</p> <p>Explorers had different goals and ways of going about their missions.</p>	
	<ul style="list-style-type: none"> <li>Describe the location of their home in relation to familiar landmarks</li> <li>Identify familiar places and landmarks</li> <li>Identify meeting places where they can associate with other francophones</li> <li>Identify meeting places where they can associate with other Aborigines</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of diverse ways in which people live and express themselves</li> <li>Identify similarities between diverse communities</li> <li>Value diversity among their peers and community members</li> </ul>	<ul style="list-style-type: none"> <li>Identify significant Canadian, and Northwest Territorial symbols, places and monuments. Examples: Canadian flag, NWT flag and floral emblem, Maple Leaf, caribou, polar bear, beaver, buffalo, NWT Legislative Assembly building, National War Memorial, drums, inuksuit, igloo, tipi ... KC-002</li> </ul>	<ul style="list-style-type: none"> <li>Locate communities or countries studied on a world map or globe. KL-020</li> </ul>	<ul style="list-style-type: none"> <li>Explain ways in which they value artistic and cultural practices in their region and territory VCC-009</li> <li>Give examples of traditional artistic and cultural practices in their region and in the NWT KCC-020</li> <li>Demonstrate understanding of how the education of young people in the NWT changed after contact between Aboriginal and European societies, particularly the nature and impact of residential schools KCC-021.</li> </ul>	<ul style="list-style-type: none"> <li>Identify European countries that established colonial empires and locate on a world map their areas of colonization (include: Portugal, Spain, France, England, Holland)</li> <li>Identify reasons why the Europeans wanted to expand their territories to include North America</li> </ul>	
	<p><b>The Natural Environment</b> Students explore the physical characteristics of their community and discover its importance in their lives. As well, they learn that they can take personal action to support the environment K.3.2</p>	<p><b>Respect, Responsibility and Rights:</b> Students explore the relationship between their responsibilities and their rights...1.3.2</p>	<p><b>Historical Influences:</b> Identify and describe historical influences in Canadian communities. 2.3.2</p>	<p><b>Living with the Land</b> Explore ways in which the land affects ways of life in two contemporary communities, one of which is an indigenous community.3.3.2</p>	<p><b>The Land: Places and People</b> Explore and explain the dynamic relationships of people with the land, places, and environments.</p>	<p>European explorers had significant interactions with Aboriginal people they met in Canada. KP-047</p>	
	<ul style="list-style-type: none"> <li>Describe characteristics of the local physical environment</li> <li>Give examples of how the natural environment influences daily life</li> <li>Appreciate the beauty and importance of the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>Describe their responsibilities and rights in the school and community</li> <li>Recognize the need to care for personal property</li> <li>Respect the needs and rights of others</li> <li>Respect their own and others' property</li> </ul>	<ul style="list-style-type: none"> <li>Describe the origins of a variety of place names in Canada. KT-029</li> <li>Give examples of the historical francophone influence and Aboriginal influence on the Canadian community. <i>Examples: place names, stories of historical figures, celebrations...</i> KT-030</li> </ul>	<ul style="list-style-type: none"> <li>Describe the influence of natural phenomena on ways of life in communities studied. Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms... KL-017</li> <li>Recognize that people have diverse ways of living on or with the land. KL-019</li> <li>Value the land for what it provides for communities. VL-006</li> <li>Appreciate the sacredness of living on and with the land. VL-006A</li> </ul>	<ul style="list-style-type: none"> <li>Describe their appreciation of how changing ways of relating to the land affected the way people lived (ie: animals which had been used primarily for food, clothing and shelter becoming a source of income) VL-010</li> <li>Demonstrate an understanding of how the fur trade represented both continuity and change for the way people lived in the North) KL-022</li> <li>Explain the significance of the renaming of places in northern Canada KL-023</li> </ul>	<ul style="list-style-type: none"> <li>Relate stories of European explorers and traders in their search for new lands in north America or the Northwest passage</li> </ul>	

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<b>CLUSTER/ THEME #3</b>	<b>THE WORLD AROUND ME</b>	<b>CONNECTING WITH OTHERS</b>	<b>THE CANADIAN COMMUNITY</b>	<b>COMMUNITIES OF THE WORLD</b>	<b>CONTINUITY AND CHANGE IN THE NWT</b>	<b>EARLY EUROPEAN EXPLORATION AND COLONIZATION</b>	
<b>KNOWLEDGE</b>	<b>Globes, maps, and Models</b> Students explore different representations of their world and become more aware of the larger world outside of their community K.3.3	<b>Living with Others:</b> Students explore how group members help one another...ways people work together to accomplish tasks...appreciate the importance of the many relationships in their live... 1.3.3	<b>Cultural Communities:</b> Explore different cultures and languages in their community and in Canada, and reflect on what it means to be a member of the Canadian community. 2.3.3	<b>Resources</b> Explore and describe natural resources, as well as ways in which the natural environment affects work, goods, technologies, and trade in two contemporary communities. 3.3.3	<b>Time, Continuity and Change</b> Students will explore and explain how people, relationships, events, and ideas of the past shape the present and influence the future.	European explorers and nations had varying degrees of success in the accomplishment of their missions. KCC-025 ----- Aboriginals and Europeans had different views about the land (sharing vs. owning).	
	<ul style="list-style-type: none"> <li>Recognize globes, maps, and models as representations of actual places</li> <li>Demonstrate interest in the larger world beyond their immediate environment</li> </ul>	<ul style="list-style-type: none"> <li>Describe various ways in which people depend upon and help one another</li> <li>Describe ways in which work may be shared in families, schools, and communities</li> <li>Be willing to contribute to their groups and communities</li> <li>Appreciate the importance of relationships and connections to other</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that Aboriginal, francophone, and other cultural communities are part of the Canadian community. KCC-013</li> <li>Identify English and French as the two official languages of Canada (with nine official Aboriginal languages in the NWT).” KCC-014</li> <li>Recognize that a variety of languages are spoken in Canada. KCC-015</li> <li>Value being a member of the Canadian community VC-003</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of the use of natural resources the global communities studied KL-018</li> <li>Give examples of work, goods, and technologies the global communities studied KE-035</li> <li>Give examples of how the natural environment influences work, goods, technologies, and trade the global communities studied KE-036</li> <li>Appreciate the diversity of the global natural environment. VL-005</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate awareness of key people , events and processes that shaped their territory KT-024</li> <li>Demonstrate understanding of how shared stories of Aboriginal groups, families and Elders enrich personal and family histories. KT-025</li> <li>Demonstrate awareness that accounts of the past may vary according to different perspectives KT-026</li> <li>Give examples of how technology has changed ways of life in the NWT KT-027</li> <li>Demonstrate awareness of the stories of people who participated in exploring the NWT KT-028</li> <li>Demonstrate awareness of the stories of people who participated in the fur trade KT-029</li> <li>Demonstrate awareness of the stories of people who participated in whaling KT-030</li> <li>Demonstrate awareness of the changing modes of transportation KT-031</li> <li>Demonstrate awareness of the stories of people who participated in schools and churches in the NWT KT-032</li> <li>Demonstrate awareness of the existence of residential schools in the NWT and some of the impacts these schools have had. KT-033</li> <li>Demonstrate awareness of the stories of people who participated in the political evolution of the NWT KT-034</li> <li>Demonstrate awareness of the stories of people who participated in resource discovery and development in the NWT KT-035</li> </ul>	<ul style="list-style-type: none"> <li>Explain how European explorers and nations had varying degrees of success in the accomplishment of their missions</li> <li>Describe how a European explorer or nation may view land</li> <li>Explain how European explorers and their nations) may have viewed land differently than the Aboriginal people they encountered</li> </ul>	

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<b>CLUSTER/ THEME #3</b>	<b>THE WORLD AROUND ME</b>	<b>CONNECTING WITH OTHERS</b>	<b>THE CANADIAN COMMUNITY</b>	<b>COMMUNITIES OF THE WORLD</b>	<b>CONTINUITY AND CHANGE IN THE NWT</b>	<b>EARLY EUROPEAN EXPLORATION AND COLONIZATION</b>	
<b>KNOWLEDGE</b>	<b>Canada, Our Country</b> Students explore the symbols of Canada and the idea that they are citizens in a country called Canada K.3.4	<b>Getting Along:</b> Students explore rules, laws and decision making in their families, schools and communities 1.3.4	<b>Canadian Diversity:</b> Explore that diversity by viewing a variety of images and through research, including conducting surveys and interviewing people. 2.3.4	<b>World Communities</b> Explore various aspects of life in two communities. The two communities were selected through a series of activities in learning experience 3.3.4	<b>Global Connections</b> Students will explore and explain the global interdependence of people, communities, societies, nations, and environments.		
	<ul style="list-style-type: none"> <li>Recognize that they live in a country called Canada</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of decision making in their daily lives</li> <li>Describe how other people may influence their lives, and how they may influence the lives of others</li> <li>Explain purposes of rules and laws in the school and community</li> <li>Respect the traditional laws of their Aboriginal community</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the diversity that characterizes Canada. <i>Examples: cultural, linguistic, geographic, artistic...</i> KCC-011</li> <li>Be willing to consider diverse points of view. VCC-004</li> <li>Appreciate diverse artistic representations of the land. <i>Examples: poetry, painting, music...</i> VL-007</li> </ul>	<ul style="list-style-type: none"> <li>Describe diverse ways in which communities meet their members' needs. KE-037</li> <li>Identify media influences on their perceptions of people and places elsewhere in the world. KE-038</li> <li>Value the contributions individuals make to their communities. VE-012</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways in which the peoples of our territory were and are connected to other peoples and other parts of the world, (ie: circumpolar peoples and countries, languages, travel, jobs, resources) KG-036</li> <li>Appreciate how different kinds of decision-making and leadership have been valued in the NWT VP-011</li> <li>Demonstrate understanding that different types of leadership exist and have existed in the NWT. (ie: consensus decision-making and government, territorial government coming to the NWT, historical and contemporary leaders). KP-037</li> </ul>		
	<b>Basic Needs in Other Places</b> Students review the concept of needs and explore how people in other places meet their needs K.3.5	<b>Conflict Resolution:</b> Students explore issues related to conflict, including bullying, and focus on peaceful conflict resolution 1.3.5	<b>Canadian Needs, Choices, and Decisions:</b> Identify examples of common needs, and various ways needs are met throughout Canada. They also analyze media influences on their personal choices and decisions. 2.3.5	<b>Daily Life</b> Explore various aspects of life in two communities. The two communities were selected through a series of activities in learning experience 3.3.5			
<ul style="list-style-type: none"> <li>Recognize that people all over the world have the same basic needs</li> <li>Recognize that they may have different ways of meeting their basic needs than people in other parts of the world</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of causes of interpersonal conflict and solutions to interpersonal conflict in the school and community</li> <li>Identify ways to deal with bullying</li> <li>Be willing to help resolve interpersonal conflicts peacefully</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of needs common to all Canadians. KE-038</li> <li>Give examples of media influences on their choices and decisions. KE-039</li> </ul>	<ul style="list-style-type: none"> <li>Describe characteristics of daily life in communities studied, the global communities studied Examples: housing, tools, work, use of the land, recreation, education... KCC-010</li> <li>Compare daily life in their own communities to life in the global communities studied KCC-013</li> <li>Express interest in the ways of life of diverse cultures and communities. the global communities studied VCC-004</li> </ul>				

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<b>KNOWLEDGE</b>			<p><b>Global Connections:</b> Students explore the continents and countries of the world as well as our many connections to other places. They use and construct maps, and focus on where Canada is located in the world and ways in which it is connected to other countries. 2.3.6</p> <ul style="list-style-type: none"> <li>• Locate Canada on a world map or globe. KL-024</li> <li>• Identify Canada as one of many countries in the world. KG-031</li> <li>• Give examples of connections linking Canada to other countries. <i>Examples: food, immigration, media...</i> KG-032</li> <li>• Value Canada’s global connections. VG-010</li> </ul>	<p><b>Cultural Diversity</b> Explore various aspects of life in two communities. The two communities were selected through a series of activities in learning experience 3.3.6</p> <ul style="list-style-type: none"> <li>• Define the elements that constitute a culture. Include: ways of life, language, art, clothing, beliefs. KCC-009</li> <li>• Identify the protocols within their Aboriginal culture. KCC-009A</li> <li>• Give examples of cultural expression in the global communities studied Examples: language and stories, art, music and dance, architecture, traditions, clothing... KCC-011</li> <li>• Recognize the diversity of cultures and communities in the world. KCC-012</li> </ul>			
	<b>CLUSTER/ THEME #4</b>			<b>EXPLORING AN ANCIENT SOCIETY</b>	<b>LIVING IN THE NWT</b>	<b>NOUVELLE FRANCE AND CULTURAL INTERACTIONS</b>	
<b>KNOWLEDGE</b>			<p><b>Daily Life in an Ancient Society</b> As students explore daily life in an ancient society, they come to appreciate that people who lived long ago were very similar to us. 3.4.1</p> <ul style="list-style-type: none"> <li>• Describe characteristics of daily life in an ancient society. <i>Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation...</i> KT-023</li> <li>• Express an interest in and curiosity about people, events, and ways of life in the past. VT-007</li> </ul>	<p><b>Citizenship</b> Illustrate the ability and willingness to contribute to collective well-being through personal and collective decisions and actions</p> <ul style="list-style-type: none"> <li>• Explain from a personal perspective what it means to be a citizen in the NWT and Canada KC-038</li> <li>• Explain from a personal perspective what it means to be a francophone in the NWT KC-038F</li> <li>• Explain from a personal perspective what it means to live in the NWT as a member of a First Nation, Inuit or Métis community. KC-038A</li> <li>• Identify days and times of the year that are important to people in the NWT (ie: solstice, equinox, Dene and Inuvialuit seasons) KC039</li> </ul>	<p>Compare how aspects of daily life in Nouvelle France were different from life today (work, clothing, transportation, family roles...). KI-008</p> <ul style="list-style-type: none"> <li>• Several specific ways that life in Nouvelle France differs from their own lives today (food, clothing, jobs, transportation, etc)</li> <li>• That Aboriginal people may have viewed “land” differently than the French colonists (and their nations) they encountered. For example: <i>Dene Kede</i> p.27-31: <i>Inuuqatigiit</i> p.92-93</li> </ul>		

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KNOWLEDGE				<p><b>Cultural Expression in an Ancient Society:</b> Explore different forms of expression in an ancient society, and reflect what can be learned about ancient societies through their cultural expressions. 3.4.2</p>	<p><b>Identity</b> Demonstrate their understanding of who they are as individuals and as social beings. As they reflect on and express who they are, they build upon their identities as contributing members of groups and communities.</p>	<p>There are many forms of leadership and different views on how to evaluate a 'good' leader.</p> <p>Nouvelle France had a variety of political, religious, military, Aboriginal leaders.</p>	
				<ul style="list-style-type: none"> <li>• Give examples of customs, stories, and traditions of an ancient society. KT-024</li> <li>• Describe ways in which members of an ancient society expressed themselves. Examples: art and architecture, music and dance, writing and stories, religious practices... KT-025</li> </ul>	<ul style="list-style-type: none"> <li>• Value their identity as citizens of the NWT VI-012</li> <li>• Value their First Nations, Inuit, or Métis identities VI-012A</li> <li>• Value their identities as francophones. VI-012F</li> <li>• Demonstrate awareness of the importance of culture and community in shaping who they are KI-040</li> <li>• Demonstrate awareness of the influence of francophone cultural heritage on their identities KI-040F</li> <li>• Demonstrate understanding that their identities are connected to the history of their First Nation, Inuit, or Métis communities. KI-040 A</li> <li>• Demonstrate understanding that their identities are shaped by living in a Northern environment (i.e.: climate, housing, clothing, recreation, transportation, food, relationships with the land, treaties) KI-041</li> <li>• Demonstrate awareness that belonging to more than one culture or community can affect identity. KI-042</li> <li>• Describe how being Francophones in the NWT, in a minority context, affects their identities KI-042F</li> <li>• Describe how being an Aboriginal person in the NWT affects their identities KI-042A</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and describe several leaders of the Nouvelle France era and the institutions/initiatives they led</li> <li>• Identify the leadership characteristics as outlined in: <i>Dene Kede</i> (p. 179-182): Leadership characteristics as outlined in Inuuqatigiit p. 74-77</li> <li>• Describe contributions of individuals in the settlement of Nouvelle France</li> </ul>	

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<b>KNOWLEDGE</b>				<p><b>Contributions, Continuity, and Change:</b> Research the contributions of an ancient society, and reflect on their enduring significance in today's society. 3.4.3</p>	<p><b>Culture and Community</b> Students will explore and describe the influences of culture and community on individuals and societies.</p>	<p>The interactions between French colonists and Aboriginal peoples took many forms (trade goods, tools, weapons, clothing, food, medicines, religious beliefs, transportation, diseases, military alliances). KCC-026</p>	
				<ul style="list-style-type: none"> <li>Recognize the continuity of cultures, traditions, and practices over time. KT-021</li> <li>Recognize that communities change over time. KT-022</li> <li>Give examples of the enduring contributions of an ancient society. <i>Examples: ideas, inventions, art and architecture, stories...</i> KT-026</li> <li>Value the enduring contributions of societies of the past. VT-008</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the cultural diversity now present within our territory VCC-013</li> <li>Nurture openness and a welcoming attitude within your NWT community VCC-014A</li> <li>Give examples of artistic and cultural achievements in our territory KCC-043</li> <li>Demonstrate awareness of francophone artistic and cultural achievements and organizations in our territory KCC-043F</li> <li>Demonstrate awareness of Aboriginal artistic and cultural achievements and organizations in our territory KCC-043A</li> <li>Describe how First Nations, Inuit, Métis and other peoples have helped shape our territory KCC-044</li> <li>Identify connections between their community and other First Nations, Inuit, or Métis communities KCC-045A</li> <li>Describe how francophone communities have helped shape our territory KCC-046</li> <li>Identify connections between their local francophone community and other francophone communities in our territory KCC-046F</li> <li>Identify contemporary diverse cultural communities and describe how they have helped shape our territory KCC-047</li> <li>Demonstrate an understanding of how education in the NWT has changed KCC-048</li> </ul>	<ul style="list-style-type: none"> <li>Identify the kinds of trade and interactions that occurred between Aboriginal peoples and French colonists (including trading for furs, of tools and weapons, food, exchange of medicines, introduction of diseases, place names, religious traditions/beliefs...)</li> </ul>	

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<b>KNOWLEDGE</b>					<p><b>The Land, People and Places</b> Students will explore the dynamic relationships of people with the land, places, and environments.</p>	<p>Aboriginal and European relationships with and use of the land was rooted in different ways of seeing the world (worldviews). These different understandings had important consequences in early Nouvelle France and even in Canada today. KCC-033</p>	
					<ul style="list-style-type: none"> <li>• Demonstrate an awareness of different perspectives on land use in the NWT ( ie: traditional relationship with the land as provider; economic understanding of land as resource) KL-049</li> <li>• Demonstrate an understanding of why certain places have been designated as Protected Areas in the NWT (ecological, species, cultural/historical,) KL-050</li> <li>• Demonstrate an understanding of how certain places have been designated as Protected Areas in the NWT (traditional knowledge, land use plans, land claims, national parks, NWTPAS) KL-051</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the kinds of trade and interactions that occurred between Aboriginal peoples and French colonists (including trading for furs, of tools and weapons, food, exchange of medicines, introduction of diseases, place names, religious traditions/beliefs...)</li> <li>• Describe how a European colonist might view “land” differently than an Aboriginal person and the implications of these differences</li> </ul>	
					<p><b>Economics and Resources</b> Students will explore the use and distribution of resources and wealth in relation to individuals, communities, nations, and the natural environment.</p>		
					<ul style="list-style-type: none"> <li>• Appreciate how the choices people make about the way they want to live affect the kinds of work they do VE-015</li> <li>• Identify NWT renewable and non-renewable resources KL-052</li> <li>• Demonstrate an understanding of both the positive and negative impacts of resource development on the NWT in regards to economic, social, environmental, educational, technological and global connections KL-053</li> <li>• Explore different ways that people earn their KE- 054</li> </ul>		

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<b>CLUSTER/ THEME #5</b>						<b>FRENCH-ENGLISH RIVALRY</b>	
<b>KNOWLEDGE</b>						Describe a variety of British, French and Aboriginal groups in terms of political, religious and military leaders from the 1700s in North America KCC-027	
						Identify leaders in terms of being good or not in terms of the impact of their decisions and actions on the development of the Canada we have today.	
						<ul style="list-style-type: none"> <li>Describe several attempts to rebalance the relationship between French and English were embodied in documents such as: The Treaty of Paris, The Quebec Act.</li> <li>Explain that there were a range of leaders whose decisions and actions shaped Canada., Louis-Joseph Montcalm.</li> </ul>	
						Describe ways in which Britain and France were increasingly competing for the land of North America and how this expressed itself in wars, economic competition as well as through laws and treaties. KCC-028	
						Explain how competition led to the expulsion of the French Acadians by the British.	
						<p>Discuss the French rights to practice their religion, language</p> <ul style="list-style-type: none"> <li>Illustrate that France and England were competing for influence around the world.</li> <li>Describe how several major conflicts that have shaped Canada and North America, including: The War of Spanish Succession, The Seven Years War, The Battle of the Plains of Abraham.</li> <li>Explain how as British and American influence and population expanded events and conflicts with Aboriginal and French people occurred. This can be illustrated through events such as: The Acadian Expulsion, The Pontiac Uprising, the Siege of Louisbourg, the Battle of the Plains of Abraham.</li> </ul>	

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<b>CLUSTER/ THEME #5</b>						<b>FRENCH-ENGLISH RIVALRY</b>	
<b>KNOWLEDGE</b>						<p>Reveal ways that Aboriginal traditions and rights were important to, and recognized in many negotiations and agreements by French and British governments. KCC-029</p> <p>Illustrate how Aboriginal and European claims to the land of North America differed and were at the root of some of the conflicts and tensions as the American, British and French colonies expanded.</p> <p>Explain how Aboriginal rights were significant to areas of North America and how they have been recognized formally and informally for centuries.</p> <ul style="list-style-type: none"> <li>Describe the various attempts to establish new relationships and understandings between the British and Aboriginal and American citizens.</li> </ul>	
<b>CLUSTER/ THEME #6</b>						<b>REFUGEES, WARRIORS AND REFORMERS</b>	
<b>KNOWLEDGE</b>						<p>Explain how the American Revolutionary War caused a widespread displacement of individuals and groups who were loyal to Britain. Many of these groups and individuals came to Canada.</p> <p>Describe ways this influx of people caused significant changes in Canada – to borders and to political organization of the colonies.</p> <p>Identify the range of reasons and dreams that the Loyalists had for coming to Canada.</p> <p>Describe how the borders of Canada have changed over time</p> <ul style="list-style-type: none"> <li>Know when the Revolutionary War occurred (1774-78)</li> <li>Identify some of the major groups that were displaced because of their loyalty to Britain</li> <li>Provide various reasons other groups and individuals came to Canada at this time</li> <li>Illustrate/describe how the map of Canada changed after the Revolutionary War</li> <li>Interpret how Britain and France were still competing for influence and the United States wanted to control more of North America</li> </ul> <p>There were several reasons for the War of 1812</p> <p>Aboriginal peoples were key players in the balance of power before and during the War of 1812. Much of this power was destroyed by the end of the war.</p> <ul style="list-style-type: none"> <li>Know when the War of 1812 was!</li> <li>Identify significant individuals (Brock, Tecumseh, Norton, Procter...), events (Battle of Detroit, Queenston Heights, Thames, York, Washington) and consequences of the War of 1812 (end of Indian Confederation, independence of Canada).</li> </ul>	

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<b>CLUSTER/ THEME #6</b>						<b>REFUGEES, WARRIORS AND REFORMERS</b>	
<b>KNOWLEDGE</b>						<p>Identify a variety of reasons why people have come to Canada over many years</p> <p>Explain ways that Canada has struggled to become a country with democratic ways of making decisions. Sometimes this struggle has been violent, often is has been negotiated</p> <ul style="list-style-type: none"> <li>• Explain how/why the Rebellions of 1837-38 were focused on gaining <i>representative government</i> for Canada.</li> <li>• Identify ways in which, William Lyon Mackenzie, Louis-Joseph Papineau, Robert Baldwin, Louis Fontaine were important leaders who took different approaches to this struggle.</li> </ul>	
<b>CLUSTER/ THEME #7</b>						<b>NEGOTIATING CONFEDERATION</b>	
<b>KNOWLEDGE</b>						<p>Describe how/why the shape of Canada has changed shape several times in the 19<sup>th</sup> century, including 1841, 67, 70 and 73.</p> <ul style="list-style-type: none"> <li>• Discuss the impact the Act of Union had (Canada East and West, equal representation in provincial assemblies, gridlock)</li> </ul> <p>Explain the many different pressures and tensions influencing the British colonies in North America in the 1860's</p> <p>Identify the fear of American expansion and domination (including Fenian raids, Manifest Destiny and trade agreements) were significant realities in the 1860s.</p> <ul style="list-style-type: none"> <li>• Explain how/why Slavery was a primary cause of the American Civil War (1861-65)</li> <li>• Describe how the <i>Manifest Destiny</i> was an idea that justified American expansion to the West (and North).</li> <li>• Explain ways in which the Fenians demonstrated that they wanted an independent Ireland and that by attacking British colonies in North America, hoped to force Britain to negotiate in Ireland. Examples of raids, threats</li> </ul> <p>Interpret the how the legislative gridlock between Canada East and Canada West was created by the Act of Union, and how this lead to a search for a solution to break this impasse.</p> <ul style="list-style-type: none"> <li>• Identify the hopes of Canada West for expansion, Canada East for protection of language, religion and culture</li> </ul> <p>Illustrate ways that the French-Catholic and English-Protestant differences were realities that needed to be recognized.</p> <ul style="list-style-type: none"> <li>• Identify and explain the conference in Charlottetown and another in Quebec in 1864, British North America Act passed in 1867</li> </ul>	

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<b>CLUSTER/ THEME #7</b>						<b>NEGOTIATING CONFEDERATION</b>		
<b>KNOWLEDGE</b>							Explain how the Maritime Union was a serious possibility in the 1860's.	
							Describe the advantages and disadvantages to the proposed Confederation of 1864-67.	
							<ul style="list-style-type: none"> <li>• Explain what Maritime colonies hoped to achieve through union</li> <li>• Describe ways that the Charlottetown Conference was a proposal for Confederation as it was first laid out.</li> <li>• Provide arguments for and against Confederation</li> </ul>	
							Identify that were many individuals involved in the shaping of Confederation	
<b>CLUSTER/ THEME #8</b>						<b>FURS, FARMS AND THE MÉTIS</b>		
<b>KNOWLEDGE</b>							Rivers were the 'highways' of Canada for hundreds of years.	
							<ul style="list-style-type: none"> <li>• Explain how and why the major fur trading and transportation rivers of Canada, (include Saint Lawrence, Ottawa, Albany, Nelson, Churchill, Red, Assiniboine, North and South Saskatchewan, Peace).</li> </ul>	
							Many communities were established on these waterways as fur trading forts.	
							Many fur trading forts have evolved over time to become important population centres in Canada today.	
							<ul style="list-style-type: none"> <li>• Illustrate ways in which many fur trading posts became important communities over time</li> </ul>	
							The fur trade used the expertise of both Aboriginal and European peoples and developed partnerships of mutual benefit.	
							<ul style="list-style-type: none"> <li>• Describe how the fur trade was built on the hunting expertise and land skills of Aboriginal peoples and developed for many years as a partnership with European traders.</li> <li>• Explain ways that these partnerships had benefits for European and Aboriginal peoples, and evolved over time.</li> </ul>	
							The fur trade and farming (or 'settlement') used the land in very different ways – which led to conflict in the Red River settlement, and elsewhere.	
						<ul style="list-style-type: none"> <li>• Demonstrate ways that 'settlement' or farming used the land in very different ways than the fur trade did.</li> </ul>		

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<b>CLUSTER/ THEME #8</b>						<b>FURS, FARMS AND THE MÉTIS</b>	
<b>KNOWLEDGE</b>						<p>The Métis at Red River had developed a particular role in the fur trade, through the Buffalo hunt</p> <ul style="list-style-type: none"> <li>• Illustrate the changes that Confederation, the influx of farmers and a declining fur trade brought to the people of the Red River area and the NorthWest generally.</li> </ul>	
						<p>People have different opinions on the people involved in the Red River Rebellion (or resistance of 1870 (i.e.: Louis Riel, John A Macdonald).</p> <ul style="list-style-type: none"> <li>• Identify the role that individuals played in the entry of Manitoba into Canada. (Including Riel, Macdonald, McDougall).</li> </ul>	
<b>CLUSTER/ THEME #9</b>						<b>TREATIES, WAR, AND THE CHANGING WEST</b>	
<b>KNOWLEDGE</b>						<p>Identify a variety of motivations for the government of Canada to want treaties signed that covered the prairie and northern regions.</p> <ul style="list-style-type: none"> <li>• Identify factors shaping the federal government's negotiation of treaties included: growing immigration pressures, the legal need to have <u>title</u> to land before surveying for the telegraph and railway could begin; the need to avoid an Aboriginal uprising similar to 1870 and the American West.</li> </ul>	
						<p>Explain a range of opinions and motivations among Aboriginal groups related to signing treaties, from strong opposition to strong support.</p>	
						<p>Describe ways in which the Numbered Treaties were signed in a context where Aboriginal peoples were still in a position of relative power.</p>	
						<ul style="list-style-type: none"> <li>• Identify factors shaping Aboriginal groups' decisions around negotiating treaties included: the disappearing buffalo herds and severe lack of food for many groups; desire to develop a new way of life that included agriculture; desire to be loyal British subjects and to share the land equitably; determination to fight against encroachment on any traditional lands; distrust of government promises.</li> </ul>	
						<p>Illustrate ways that the government of Canada did not honour many of the promises in the treaties it signed.</p> <ul style="list-style-type: none"> <li>• Explain how after the treaties were signed, the government often did not honour its promises. The impact this has had on land claims today.</li> </ul>	

Grade	K	1	2	3	4	5	6
<b>CLUSTER/ THEME #9</b>						<b>TREATIES, WAR, AND THE CHANGING WEST</b>	
<b>KNOWLEDGE</b>						Describe how immigration into Western Canada was a key part of the National Policy of John A Macdonald (along with construction of the CPR and protective tariffs promoting Canadian industry).	
						Explain how the railway represented a greater ease of access to the prairies, which was helpful for new farmers, and ways this impacted people who did not want agriculture to spread further into the West.	
						<ul style="list-style-type: none"> <li>• Explain ways in which during the 1880's Métis, settlers and Aboriginal groups were all frustrated with the federal government not honouring its promises.</li> <li>• Explain how Métis and other groups had pursued peaceful forms of redress with the federal government over several years, without success</li> </ul>	
						Describe the Resistance/Rebellion of 1885 in terms of similarities and differences from the one in Red River in 1870.	
						Explain why Aboriginal groups for the most part stayed out of the armed conflicts of 1885.	
						Illustrate ways that in 1885 Louis Riel's leadership was increasingly erratic.	
						<ul style="list-style-type: none"> <li>• Describe how and why the trial and hanging of Riel was the source of serious tensions in French-English relations for many years</li> </ul>	
						Explain how the repercussions of the 1885 resistance and Riel's hanging were negative for the Métis, Aboriginal peoples and French-English relations in Canada.	
					<ul style="list-style-type: none"> <li>• Identify individuals who supported or opposed the Resistance/uprising of 1885.</li> </ul>		