

7 Generations series

Social Studies Curriculum Ontario

GRADE 9: GEOGRAPHY				
Social Studies Curriculum	Book 1: Stone	Book 2: Scars	Book 3: Ends/Begins	Book 4: The Pact
Academic & Applied <ul style="list-style-type: none">Illustrate and explain the regional distribution patterns of various peoples across Canada (e.g., Aboriginal peoples)	6,7,8,10,11,13,14, 17,18,19,26,29	4,6,12,14,15,16,17, 18,19,20,21,26,27	N/A	1–28

GRADE 10: GEOGRAPHY

Social Studies Curriculum	Book 1: Stone	Book 2: Scars	Book 3: Ends/Begins	Book 4: The Pact
Academic & Applied <ul style="list-style-type: none"> Identify contributions to Canada's multicultural society by regional, linguistic, ethnocultural, and religious communities (e.g., Aboriginal peoples, Métis) 	6,7,8,10,11,13,14,17,18,19,26,29	4-29	1,9,12,27	1-28
<ul style="list-style-type: none"> Evaluate the impact of social and demographic change on Aboriginal communities (e.g., relocation, urbanization, education, pressures to assimilate) 	1,2,3,4,15,16,24,30	1,2,12,25,26,29,30	1-30	1-28
<ul style="list-style-type: none"> Describe the achievements of Aboriginal organization 	6,7,8,9,11,13,25,26,27,28	6,7,9,10,11,13,14,15,16,17,18	N/A	N/A
Civics <ul style="list-style-type: none"> Compare the benefits and drawbacks of democratic and authoritarian forms of decision making, drawing on examples from everyday contexts (Aboriginal peoples) 	6,10,11,12,13,20	12,13	1-30	1-28
<ul style="list-style-type: none"> Explain how democratic beliefs and values are reflected in citizen actions (National Aboriginal Day) 	6,10,11,12,13,20,25,26,28	29,30	N/A	N/A
<ul style="list-style-type: none"> Analyze Canadian issues or events that involve contrasting opinions, perspectives, and civic purposes (e.g., Oka Crisis of 1990, Native self-governance) 	1,2,3,4,15,16,24,30	4-29	1-30	1-28

GRADE 11: GEOGRAPHY				
Social Studies Curriculum	Book 1: Stone	Book 2: Scars	Book 3: Ends/Begins	Book 4: The Pact
Patterns of America <ul style="list-style-type: none"> Evaluate the effects of contact with other cultures on indigenous peoples in selected regions of the Americas 	14,17,26,27,28,29	4–29	1–30	N/A
Physical Geography <ul style="list-style-type: none"> Describe the cultural realms (e.g., indigenous) 	12,14,22,23	4,6,12,20,23,24,25,27,28	1,9,12,27	1–28
<ul style="list-style-type: none"> Identify how colonizing countries have influenced people and the environment in selected regions of the Americas 	1,2,3,4,24,30	4–29	1–30	1–28

GRADE 12: GEOGRAPHY				
Social Studies Curriculum	Book 1: Stone	Book 2: Scars	Book 3: Ends/Begins	Book 4: The Pact
Analysis <ul style="list-style-type: none"> Explain why places and regions are important to the identities of selected human groups (e.g., Nunavut as an example of Aboriginal self-government) 	6,7,8,9,10,11	3,4,6,12,15,20,24,27,28	1–30	N/A
<ul style="list-style-type: none"> Produce a case study of a specific situation in which resource development has contributed to the disruption of an ecosystem (e.g., Lubicon Cree lands in Alberta) 	N/A	4–29	N/A	N/A
Human Patterns <ul style="list-style-type: none"> Analyze the causes of selected examples of regional economic disparity (e.g., in Aboriginal communities) 	1,2,3,4,24,30	1,2,9,12,20,22,23,25,29,30	1–30	1–28

GRADES 11 & 12: GEOGRAPHY

Social Studies Curriculum	Book 1: Stone	Book 2: Scars	Book 3: Ends/Begins	Book 4: The Pact
American History <ul style="list-style-type: none"> Analyze the changing roles played by minority groups in the development of American society (e.g., Aboriginal peoples) 	1,2,3,4,24,30	1,2,9,12,20,22,23,25,29,30	N/A	1–28
Canadian History & Politics 1945 <ul style="list-style-type: none"> Assess the impact of the Charter of Rights and Freedoms on personal and cultural relations in Canada (e.g., Aboriginal and treaty rights) 	22,23	4–29	1–30	1–28
Canadian History, Identity & Culture <ul style="list-style-type: none"> Analyze significant aspects and effects of the interactions between Aboriginal peoples and European colonists 	1,2,3,4,24,30	4–29	1–30	1–28
<ul style="list-style-type: none"> Assess the extent to which Canadian identity and culture have been influenced by Aboriginal peoples 	7,8,9,10,22,23	4–29	1–30	1–28
<ul style="list-style-type: none"> Describe past and present Aboriginal political organizations 	6,10,11,12,13,20,25,26,28	4,6,12,14,17,18,24	N/A	1–28
Law <ul style="list-style-type: none"> Identify individuals and groups who have contributed to the development of rights legislation in Canada (First Nations) 	1–30	4–29	N/A	N/A
Canadian Politics & Citizenship <ul style="list-style-type: none"> Describe landmark Canadian struggles for the expansion of democratic rights 	1,2,3,4,24,30	4–29	1–30	1–28
<ul style="list-style-type: none"> Analyze the extent to which various segments of Canadian society (e.g., women, the disabled, First Nation peoples, racial minorities, rural and northern communities) participate in formal local, provincial, and/or national political processes 	1,2,3,4,24,30	4–29	1,6,29,30	1–28