

CURRICULUM CORRELATION

RESOURCES:

**Social Studies Grade 4:
Our Country, Canada;
Medieval Times**

and

PROGRAM OF STUDIES:

**Canada and World Connections: Grade 4
Canada's Provinces, Territories and
Regions;
Heritage and Citizenship: Grade 4
Medieval Times**

Canada and World Connections: Grade 4

Canada's Provinces, Territories and Regions: Our Country, Canada

Overall Expectations

By the end of Grade 4 students will:

Name and locate the various physical regions, provinces and territories of Canada and identify the chief natural resources of each;

Use a variety of resources and tools to determine the influence of physical factors on the economies and cultures of Ontario and the other provinces and territories;

Identify, analyse and describe economic and cultural relationships that link communities and regions within Ontario and across Canada.

- Front and back endsheets
- Pages 15 Scrapbook
- Pages 2, 5, 8, 10, 16, 27 (question 1), 28, 37 (question 1, 3), 38, 49 (question 1), 50, 62, 69 (question 1), 70, 79 (question 1), 80, 89 (question 1), 90-111
- The relief map of the Canada Project

- Page 37 (question 6), 49 (questions 5 & 6), 67 (question 1), 69 (question 1), 71, 73, 80
- Parts of The Canada Project

- Chapter 11 (pages 120-133)
- Pages 16
- Scrapbook Section of Canada Project (page 15, 27, 37, 49, 61, 66 (questions 1-3), 69, 79, 89, 96, 112, 113, 121, 128-132, 133-135)

Specific Expectations

Knowledge and Understanding

By the end of Grade 4 students will:

explain the concept of a region (i.e., an area that is similar throughout its extent and different from places around it); describe the rights of groups and individuals and the responsibilities of citizenship in Canada, including participation in the electoral process and the granting of voting rights to various groups (e.g., women, First Nations peoples);

- Page 5

Knowledge and Understanding

identify the physical regions of Ontario and describe their characteristics (e.g., Canadian Shield, Great Lakes-St. Lawrence lowlands, Hudson Bay lowlands); explain the processes of electing governments in Canada;

explain how the St. Lawrence River and the Great Lakes systems shape or influence the human activity of their surrounding area (e.g., with respect to transportation, industry, recreation, commercial fishing);

identify Ontario's major resources and their uses and management (e.g., water, for hydroelectricity and recreation);

identify and describe types of communities in each physical region of Ontario (e.g., tourist, manufacturing and agricultural communities in the St. Lawrence lowlands; First Nation communities in the Hudson Bay lowlands; forestry and mining communities in the Canadian Shield region);

describe a variety of exchanges that occur among communities and regions of Ontario (e.g., fruit from the Niagara Peninsula, nickel from Sudbury, vehicles from Oshawa, wild rice from Kenora, cranberries from Wahta First Nation) and among the provinces and territories (e.g., potatoes from Prince Edward Island, fish from British Columbia, grain from Saskatchewan, Inuit artwork from Nunavut);

- Chapter 5 (pages 50-61)
- Chapter 6 (pages 62-69)
- Chapter 7 (pages 70-79)
- Pages 50, 51, 62, 70

- Pages 70, 71, 73, 74, 76 (questions 1 & 2), 78, 79 (questions 5 & 6)

- Pages 50, 56, 57 (DDD question 1), 58, 59, 62, 66, 70, 76, 104, 105, 125, 125, 126
- Part of The Canada Project
- Question 1 from each of the chapter review page in Chapters 5, 6, & 7

- Pages 57 (Visit Temagami: question 1), 58 (question 1b), 59 (Visit Sudbury: question 1), 67 (Visit Fort Albany: question 1), 70, 73, 76 (questions 1 & 2),

- Pages 28, 37 (question 4), 58, 73, 71 (question 2), 76 (questions 1-2), 104, 105, 121, 122 (question 1a-b), 126 (question 1a-c)
- Part of The Canada project
- Learning about Provinces and Territories (page 96)
- Chapter 9

Knowledge and Understanding

identify Canada's provinces and territories and its main physical regions (e.g., Canadian Shield, Appalachians, Hudson Bay lowlands, Arctic lowlands, Great Lakes—St. Lawrence lowlands, interior plains, cordilleras);

describe and compare the environments of physical regions of Canada (e.g., with respect to landforms and waterways);

identify the natural resources necessary to create Canadian products, and the provinces and territories from which they originate (e.g., trees/ furniture/ Ontario);

relate the physical environment to economic and cultural activities in the various provinces and territories (e.g., mountain/skiing/British Columbia; the Grand Banks/fishing /Newfoundland and Labrador; beach/tourism/Prince Edward Island; temperate climate and fertile soil/orchards/southern Ontario).

- Front and endsheet
 - Pages 8, 9, 10, 11, 16, 28, 37, 38, 50, 62, 70, 80, 90, 91, 112 (question 1),
 - Part of The Canada Project
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- Page 7, 16, 17, 21 (questions 1 & 2), 24, 25, 28, 29, 30, 34, 35, 38, 39, 40, 41, 45, 47, 50, 51, 53, 55, 56, 58, 62, 63, 64, 65, 66 (question 1a & b), 70, 71, 72, 75, 76, 80, 81, 82, 84, 85
 - Question 1 from each chapter review in Chapters 2 through 8.
-
- Pages 16, 25, 28, 35, 37 (questions 3 & 4), 38, 45, 47, 50, 56, 57, 59, 61 (question 7), 62, 66, 70, 73, 76, 80, 85, 97-105, 107-111, 124-126, 133
 - Back endsheet
 - Part of The Canada Project
-
- Question 1 from each chapter review in Chapters 2 to 8
 - Page 66, 72, 81 (question 1), 83 (questions 1-2), 85 (question 1),
 - Page 96: Learning about Provinces and Territories

**Specific Expectations
Inquiry/Research and Communication Skills
By the end of Grade 4 students will:**

formulate questions to guide research and clarify information on study topics (e.g., What are the effects of physical features on land use? How are goods transported from one province or territory to another?);

use primary and secondary sources to locate information about natural resources and their uses (e.g., primary sources: interviews, classroom visitors, class trips; secondary sources: atlases, encyclopedias and other print materials, illustrations, video, CD-ROMs, Internet sites);

use graphic organizers and graphs to sort information, clarify issues, solve problems, and make decisions (e.g., use a pro-and con chart to identify the effects of clear-cutting on a forest community; use a decision-making charts to consider the alternatives to and consequences of constructing dams on a river system; create a bar graphs to show average temperature by province);

use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs to identify and communicate key information about the regions, provinces and territories;

- Page 14, 68 (question 1b), 84 (question 1c), 93 (question 2b), 112 (question 7),
 - Part of the Canada Project
 - Page 96: Learning about Provinces and Territories
-
- Page 25, 31, 44 (questions 1-3), 55, 56 (question 1), 57 (question 1), 61 (question 7), 69 (questions 5 & 7), 82 (question 1), 83 (questions 1-2), 86 (question 1),
 - Back end sheet
 - Chapter 9
 - Others outlined in Teacher's Guide
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- Pages 6, 7, 10, 11, 12, 13, (question 6), 16, 18, 19, 22, 23, 26, 27 (question 1), 28, 31 (question 2), 36 (question 1), 37 (question 1), 38, 40, 44 (question 3), 47 (questions 1-2), 48, 49 (question 1), 50, 60, 61 (question 1), 62, 68, 69 (question 5), 70, 73, 74, 78, 79 (question 6), 80, 88, 91, 93, 94, 95, 106, 121, 124
 - Part of The Canada Project
 - Learning about Provinces and Territories (page 96)
-
- Pages 13 (question 7), 19, 31 (question 3), 32, 33, 43, 44, 49 (question 4), 51 (question 1) 52, 58 (question 2), 61 (question 4 & 6), 63 (Hands On), 69 (question 3, 4, 6), 72 (question 1), 77, 78 (questions 1-2), 79 (question 5), 81 (question 1), 86, 87, 89 (questions 4, 6), 123, 129
 - Question 1 on each chapter review page from Chapters 2-8
 - Part of The Canada Project
 - Learning about Provinces and Territories (page 96)

Inquiry/Research and Communication Skills

use appropriate vocabulary (e.g., regions, Canadian Shield, Great Lake lowlands, St. Lawrence lowlands, Hudson Bay lowlands, interior plains, Arctic lowlands, cordilleras, physical features, boundaries, province, capital, territory, natural resources, grid) to describe their inquiries and observations.

Specific Expectations

Map, Globe and Graphic Skills

By the end of Grade 4 students will:

locate on a map community boundaries and adjacent communities (e.g., towns, counties) within a region;

locate on a map of Ontario and label the Great Lakes and other major bodies of water and waterways (e.g., Hudson Bay, James Bay, the Ottawa River);

use a variety of source (e.g., atlases, relief maps, globes, aerial and satellite photographs) to locate and label the physical regions of Canada on a map;

use cardinal and intermediate directions, pictorial and non-pictorial symbols (e.g., dots to represent entire cities), scale, and colour to locate and display geographic information on various maps;

- Interwoven throughout in content and questions: e.g., vocabulary words listed on the first page of each chapter; highlighted in red where first used, and defined in context and in Glossary
- Pages 2, 5, 8, 9, 13 (question 1a & 1b), 16, 27 (question 2), 28, 30, 37 (question 1), 38, 49 (question 2), 50, 61 (question 2), 62, 69 (question 2), 70, 79 (question 2), 80, 89 (question 2), 90, 91, 93, 112 (question 2), 114, 119 (question 1a & 1b)

- Pages 58 (question 1), 106 (question 1a-b)

- Page 62, 69 (question 5), 70, 79 (question 6), 79 (question 7),
- Part of the Canada Project

- Pages 6, 13 (question 6),
- Parts of the Canada Project: Page 27 (question 2) 37 (question 1), 49 (question 1), 61 (question 1), 69 (question 1), 79 (question 1), 89 (question 1), 91 (question 2)

- Page 10, 11, 13 (question 6), 16, 27 (question 4), 28, 38, 50, 58 (question 5), 61 (question 5), 62, 70, 80, 133
- Page 96: Learning about Provinces and Territories
- Back end sheet
- Part of The Canada Project

Map, Globe and Graphic Skills

use number and letter grids to locate places on base maps and road maps, and in atlases;

create and use a variety of thematic maps of Canada's physical features (e.g., landforms, climate, natural resources);

construct maps of transportation routes between local communities with a region (e.g. rail, road, water, air);

construct maps of the province and territories, showing major roadways, railways, and cities, including capital cities;

prepare various forms of maps, using symbols and legends, to display places transportation routes, and political boundaries (e.g., international, national, provincial) in Canada.

- Pages 93, 94, 95, 112 (question 5a-b)

- Pages 6, 7, 8, 55 (question 1), 58 (question 1a, c, d), 61 (question 5), 73, 94, 95, 106, 113, 121
- The Canada Project, question 1
- Page 96: Learning about Provinces and Territories

- Part of The Canada Project
- Page 79 (question 7), 121 (question 1), 123, 133

- Page 5 (question 3), Page 13 (question 8), 27 (question 4), 49 (question 5), 79 (question 7), 91 (question 2), 133 (question 4)
- Page 96: Learning about Provinces and Territories
- Part of The Canada Project

- Pages 49 (question 5),
- Page 106, 133
- Page 96: Learning about Provinces and Territories

Specific Expectations

Application

By the end of Grade 4 students will:

identify relationships, in a variety of fields, that link Ontario and the other provinces and the other provinces and territories (e.g., in art, literature, music, dance, technologies, heritage, tourism, sports);

- Chapter 11
- Part of The Canada Project

Application

- compare two or more regions (e.g., the Arctic and the Prairies), with respect to their physical environments and exchanges of goods and services);
- identify and describe a cause-and-effect relationship between the environment and the economy in a province or territory (over-fishing on the Grand Banks; changes to landscape resulting from open-pit mining or clear-cut logging);
- describe how technology (e.g., in communications, transportation) affects the lives of people in an isolated community in Canada (e.g., the impact of snowmobiles on hunting in the Arctic; the effect of satellite television and the Internet on school children; the effect of air transport on the availability of products).

- Pages 57 (questions 1-2),
- Question 1 from each chapter review page in Chapters 2 through 8
- Pages 26 (questions 1-3), 36, 48 (questions 1-2), 60, 65, 68 (question 1a), 78, 85 (question 1), 88 (question 1-2),
- Page 26, 36, 48, 60, 66 (question 1-3), 86, 103, 130 (question 1a-b), 132, 133 (question 5)

Heritage and Citizenship Strand: Grade 4 Early Civilizations: Medieval Times

Overall Expectations

By the end of Grade 5 students will:

identify and describe major features of daily life and social organization in medieval European societies from about 500 to 1500 C.E. (Common Era); Use a variety of tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;

use a variety of resources and tools to investigate the major events and influences of the era and determine how they shaped medieval society;

relate significant elements of medieval societies to comparable aspects of contemporary Canadian communities.

- Project
- Interwoven throughout in content and questions in particular Chapter 2, 4, 6, 7, 8, 9, 10
- Page 19 (Question 6), page 25 (Question 1), 35 (Question 6), 53 (Question 1), Page 88 (Question 1), 132 (Questions 1 and 5), 133 (Question 1)
- Story pages in chapters 2, 4, 5, 6, 7, and 10
- Hands on Activities: Make a Social Pyramid, Making a Village House, Making a Shield, Making a Stained Glass Window, Making an Illuminated Nameplate
- Interwoven throughout in content and in questions
- Websites listed in Using Your Learning sections
- Timeline on endsheet, page 132 (Question 6)
- Project work throughout text
- Organizers: Comparison Chart (page 50), Cause and Effect (page 100), Key Information Chart (page 122), Main Features Web (page 133)
- Maps: Religion (Page 30), Parts of a Castle Page 44, Town of Ludlow Page 72, Lands of Henry II Page 94, Extent of Islam page 114, The Crusades Page 119, Trade Routes Page 126,
- Photographs and Images: Church page 14, Tournaments page 56, Pilgrim Badge page 60, Illuminations page 86, Royal Seal page 103, astronomers page 116
- Interwoven throughout in content and in questions
- Pages 15 (Questions 1 and 2), 17, 19 (Question 5), 26-27, 33, 39, 45 (Question 7), 58, 61 (Question 5), 66, 73 (Question 4), 79 (Question 1), 81 (Questions 4 and 6), 86, 99, 101 (Question 5), 111 (Question 5), 123 (Question 6), 132 (Question 7)

Specific Expectations

Knowledge and Understanding

By the end of Grade 5 students will:

describe the hierarchical structure of medieval society and the types of people in it (e.g., peasants, officials, scholars, clergy, merchants, artisans, royalty, nobles), and explain how and why different groups cooperated or came into conflict at different times (e.g., to promote trade, to wage war, to introduce the Magna Carta);

describe aspects of daily life for men, women, and children in medieval societies (e.g., food, housing, clothing, health, religion, recreation, festivals, crafts, justice, roles); compare how two or more early civilizations were governed (e.g., pharaohs in Egypt; early democracy in Greece; emperors in China; republican government in Rome; nobles, priests, and military in Aztec society; chiefdoms in the Indus Valley; city states on the Swahili Coast; clan mothers and chiefs in the Iroquois Confederacy);

describe characteristics of castles and aspects of castle life (e.g., design and building methods; community structure – lord, knights, squires, men-at-arms, workers; sports and entertainment; heraldry; justice; conflict and defence);

- Interwoven throughout in particular in chapters 2, 4, 6, 8
- Project
- pages 6, 7 (Hands On: Making a Social Pyramid), 13 (Question 1), 28, 33, 35 (Question 1 and 6), 53-55, 57 (Question 1), 59 (Question 1), 92, 93 (Question 1), 98, 99 (Questions 1 and 2), 100 (Question 1)

- Interwoven throughout in particular in chapters 1, 2, 4, 6, 8, 9, 10
- Project
- Pages 11 (Questions 1 and 2), 19 (Question 1 and 6), 22 (Question 1), 23 (Question 1), 25 (Questions 1 and 2), 26 (Question 1), 33, 35 (Question 6), 51, 88 (Question 1), 76 (Question 1), 105 (Question 1)

- Chapter 4 in particular
- Project
- pages 10, 11 (Question 2), 13 (Question 1), 14, 37-39, 42-44, 45 (Questions 1 and 2), 51 – 53, 52 (Question 1), 66, 68, 69, 93 (Question 1), 104 (Question 1), 108 (Question 1), 109, 111 (Question 2), 115 (Question 2)

Knowledge and Understanding

outline the reasons for and some of the effects of medieval Europe's expanding contact with other parts of the world (e.g., the Crusades; Muslim influence on arts, architecture, and the sciences; the explorations of Marco Polo, the opening of the Silk Road, and the trade in luxury goods; the Black Death; Italian control of the Mediterranean; development of the printing press);

describe some of the ways in which religions shaped medieval society (e.g., Catholicism, Judaism, Islam; events and practices: pilgrimages, tithing, confession, festivals; occupations: clergy, caliph, nuns, monks; buildings: cathedrals, mosques, monasteries, temples, synagogues; influences on the arts; the building of libraries); identify and compare the distinguishing features of two or more early civilizations (e.g., class structure, location, governance, beliefs, arts);

describe medieval agricultural methods and innovations (e.g., common pasture, three-field rotation, fertilizers, the padded horse collar, the wheeled plough, mills), and explain why the innovations were important;

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

- Chapter 9 and 10
- Project
- pages 28, 30, 31, 32, 35 (Question 2), 59, 60 (Question 1), 74-76, 76 (Question 1) 89 (Question 1), 98-100, 99 (Question 1 and 2), 110, 111 (Question 1), 114, 116 (Question 1), 118 (Question 1), 122 (Question 1), 123 (Question 1), 125, 127 (Question 1), 128-131, 129 (Question 1), 131 (Question 1) 132 (Question 6),

- Chapter 9
- Project
- pages 30-32, 35 (Question 2), 59 (Question 1), 60 (Question 1), 61 (Question 1), 68-70, 69 (Question 1), 86, 89 (Question 1), 110, 98-100, 111, (question 1), 114, 116-117, 118(Question 1), 122 (Question 1), 123 (Question 2)

- project
- Pages 15-18, 15 (Question 2), 17, (Question 1), 24-25, 25 (Questions 1 and 2), 35 (Question 4)

- Chapter 5, 9, and 10 in particular
- Pages 37, 39 (Question 1), 62-63, 63 (Question 1), 74, 76 (Question 1), 79 (Question 10), 88 (Question 1), 89 (Question 3), 124-127, 131 (Question 1)

Specific Expectations
Inquiry, Research and Communication Skills
By the end of Grade 5 students will:

- formulate questions to guide research (e.g., What impact did Islamic culture have on European medieval societies? Why did castles have moats? Which medieval trade guilds have comparable apprenticeship programs today? What valuable items did Marco Polo bring back from Asia?);
- use primary and secondary sources to locate information about medieval civilizations (e.g., primary sources: artefacts, field trips; secondary sources: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites); compare maps of early civilizations with modern maps of the same area;
- use graphic organizers to summarize information (e.g., pyramid showing social hierarchies, circle chart showing system of crop rotation, timeline showing dates of innovations and events, T-chart showing comparison of peasants' and lords' lifestyles);
- draw and label maps or create models to illustrate features of medieval landscapes (e.g., a village, a castle or palace, a mosque with a minaret);
- read and interpret maps relevant to the period (e.g., showing trade routes, locations of castles, layout of a town or city);
- project
- Throughout in DDD questions, in particular pages 34 (Question 1), 116 (Question 1), 132 (Question 4)
- references to internet sites throughout
- photographs of artefacts throughout content pages
- pages 19 (Questions 2 and 4), 35 (Question 4), 43 (Question 1), 45 (Question 4), 111 (question 4)
- pages 4 (Prediction Chart), 7 (Making a Social Pyramid) , 13, 50, and 115 (Comparison Organizer), 17 (Questions 1 and 2), 25 (Seasonal Activities) 57 (Making a Shield Activity), 76 (Three Column Organizer), 79 (Occupation chart.), 83 and 122 (Summary chart), 93 (Web), 99 (Question 1), 100, 129, and 131 (Cause and Effect), 105 (Venn diagram), 121 and 132 (Timeline Activity)
- Pages 35, 61, 89, 111, and 123 (Web organizers in Using Your Learning, Question 2)
- front and back endsheets
- Pages 12 (Village House), 17 (Question 1), 40 (Constructing models), 41, 45 (Questions 5 and 6), 113 (Question 1)
- Interwoven throughout in content and questions
- Pages 8, 9, 16, 17 (Question 1), 30, 37, 44, 63, 65, 72, 82 (Question 1) 94, 113 (Question 1), 114, 119, 126, 128

Inquiry, Research and Communication Skills

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

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

- Project
- Interwoven throughout in content, responses to reading and discussion, in responses to DDD questions, and in responses to Using Your Learning questions
- In particular, Pages 32, 73 (Question 3), 82 (Question 1), 101, (Questions 3 and 4), 132 (Question 5)
- Project
- DDD questions throughout chapters, in particular pages 7 (Question 1), 43 (Question 1), 84 (Question 2), 108 (Question 1), 127 (Question 1), 129 (Question 1)
- Using Your Learning questions, in particular pages 19 (Question 3), 35 (Question 3), 45 (Question 3), 73 (Question 2), 89 (Question 2), 101 (Question 1), 111 (Question 3), 123 (Question 3 and 6), 132 (Question 3)

Specific Expectations Application

By the end of Grade 5 students will:

compare aspects of life in a medieval community and their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government);

make connections between social or environmental concerns of medieval times and similar concerns today (e.g., pollution, the spread of disease, crime, warfare, poverty, religious intolerance);

- Opportunities for connections made through text, photographs, and illustrations provided in each chapter, in particular pages 15, 17, 27, 33, 39, 58, 86, 114, 125
- Connections through questions, in particular, pages 15 (Question 1), 39 (Question 1), 45 (Question 7), 50 (Questions 1 and 2), 61 (Question 7), 73 (Question 5), 82 (Question 1), 88 (Question 1), 89 (Question 4), 101 (Question 5), 111 (Question 5), 132 (Question 7)
- concerns are woven throughout the content and questions
- pages 17 (Question 2), 19 (question 5), 23 (Question 1), 45 (Question 7 and 8), 50 (Questions 1 and 2), 65 (Question 1) 78 (Question 1), 89 (Question 6), 122 (Question 1),, 131 (Question 1)

Application

• make connections between social or environmental concerns of medieval times and similar concerns today (e.g., pollution, the spread of disease, crime, warfare, poverty, religious intolerance);

• use artistic expression to re-create or respond to imaginative works from medieval times (e.g., illustrate a coat of arms; dramatize a story about the Knights of the Round Table; listen and respond to medieval ballads and poems; create a storyboard for a tale from *The Thousand and One Nights*).

• concerns are woven throughout the content and questions

• pages 17 (Question 2), 19 (question 5), 23 (Question 1), 45 (Question 7 and 8), 50 (Questions 1 and 2), 65 (Question 1) 78 (Question 1), 89 (Question 6), 122 (Question 1),, 131 (Question 1)

• Project

• Page 57(Hands On: Making a Shield), 70 (Hands On: Stained Glass Window), 82 (Question 1,) 84 (Question 1 and 2), 87 (Hands on: Making an Illuminated Nameplate), 89 (Question 5), 95, 101 (Question 2) 111 (Question 5), 123 (Question 5), 127 (Question 1)