

## 1998 Curriculum

### Grade 5 – Heritage and Citizenship Early Civilizations

#### Overall Expectations

By the end of Grade 5, students will:

- identify ways in which the natural environment shaped the cultures of various early civilizations;
- identify physical and social needs of people in early civilizations and compare the ways in which these needs were met;
- describe how the knowledge developed by early civilizations has affected modern society.

#### Specific Expectations

##### Understanding Concepts

By the end of Grade 5, students will:

- identify major early civilizations (e.g., Mediterranean, African, Asian, Central/South American);
- demonstrate an understanding of the basic features of early civilizations;
- demonstrate an understanding of the interrelationships between early civilizations and the environment (e.g., with respect to food, shelter, clothing, cultural practices);
- demonstrate an understanding of the nature of the governments (e.g., whether democracies or aristocracies) and of the class structures of early civilizations;
- demonstrate an understanding of some of the values and beliefs on which life in early civilizations was based (e.g., religious beliefs, the Olympic ideal);
- demonstrate an understanding of how values and beliefs in early civilizations affected people's daily lives (e.g., the right to vote);
- identify some of the major scientific and technological achievements of early civilizations (e.g., in architecture, sculpture, medicine);
- identify and compare the distinguishing features of early civilizations (e.g., class structure, location, government, beliefs);
- describe myths and legends of various early civilizations (e.g., Greek and Norse myths);
- identify and compare design and technology in early civilizations (e.g., with respect to roads, jewellery, irrigation systems, tools, food preservation, pottery, buildings).

## 2004 Curriculum

### Grade 5 – Heritage and Citizenship Early Civilizations

#### Overall Expectations

By the end of Grade 5, students will:

- identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;
- use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;
- show how innovations made by various early civilizations have influenced the modern world.

#### Specific Expectations

##### Knowledge and Understanding

By the end of Grade 5, students will:

- identify major early civilizations (e.g., Mediterranean, African, Asian, North/Central/South American) and locate them on a world map;
- describe the physical features and climate of two or more regions where early civilizations developed (e.g., the flood plains of the Tigris and Euphrates Rivers, the Nile River Valley, the inland delta of the upper Niger River, the mountainous islands of Greece, the fertile plains of China, the rain forest of the Amazon, the deserts of the United States);
- explain how two or more early civilizations shaped and used the environment to meet their physical needs for food, homes, clothing, and health (e.g., use of irrigation in agriculture in Egypt, planting of olive groves and orchards in Greece, use of bamboo for homes in China, pottery making in Mesopotamia, growing of maize by Mayans, use of cedar trees by Haida people);
- 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);
- outline how social needs were met in two or more early civilizations (e.g., family roles, recreation, sports, arts, entertainment, sanitation, education, written language);

### **Developing Inquiry/Research and Communication Skills**

By the end of Grade 5, students will:

- use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy) to describe their inquiries and observations;
- formulate questions to serve as a guide to gathering information about early civilizations (e.g., how the Mayans used temples to mark the solstice);
- locate relevant information (e.g., on how environmental factors affected the ways basic needs were met in early civilizations) from a variety of sources (e.g., interviews, field trips, classroom speakers, maps, illustrations, print materials, videos, CD-ROMs);
- construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to compare early civilizations);
- communicate information about early communities, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;

- identify important values and beliefs in two or more early civilizations and describe how they affected daily life (e.g., world views, including religious beliefs and practices; government; social structure; family structure and roles);
- identify some scientific and technological advances made by two or more early civilizations (e.g., written language, calendar, time-keeping methods, invention of the wheel, medicine, sculpture, irrigation, building methods, architecture, embalming, aqueducts, metalwork);
- identify and compare the distinguishing features of two or more early civilizations (e.g., class structure, location, governance, beliefs, arts).

### **Inquiry/Research and Communication Skills**

By the end of Grade 5, students will:

- formulate questions to develop a research focus (e.g., What farming methods were used by the Aztecs? How did trade between early African civilizations contribute to mutual prosperity? How did social organization differ among various North American First Nation peoples?);
- use primary and secondary sources to locate information about early civilizations (e.g., primary sources: artefacts, field trips; secondary sources: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);
- use graphic organizers and graphs to sort information and make connections (e.g., Venn diagrams comparing governments, subject webs illustrating physical needs, year-round calendar to show agricultural cycles, bar graph for temperature data);
- compare maps of early civilizations with modern maps of the same area;
- use knowledge of map-making techniques and conventions to map sites of early civilizations (e.g., grids and direction symbols to show locations; colour and shading to show elevations/physical features);
- use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about early communities;
- use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy) to describe their inquiries and observations.

### **Applying Concepts and Skills in Various Contexts**

By the end of Grade 5, students will:

- examine how environment, society, and technology were related in early civilizations;
- examine the impact of early civilizations on modern civilizations (e.g., Olympics, architecture, geometry, the idea of democracy, medicine, the calendar, number systems);
- compare maps of early civilizations with modern maps of the same area;
- map the locations of early Mediterranean, African, Asian, and Central/South American civilizations;
- apply knowledge of grids, symbols, and direction when mapping the locations of important features of an area (e.g., locations of early civilizations);
- use contour lines to represent elevation on maps (e.g., Mount Olympus);
- compare design and technology in early civilizations with those in modern Canada (e.g., with respect to roads, irrigation systems, tools, buildings).

### **1998 Curriculum**

#### **Grade 5 – Canada and World Connections Aspects of Government in Canada**

##### **Overall Expectations**

By the end of Grade 5, students will:

- describe the functions and interactions of different levels of government in Canada;
- identify and describe the electoral process;
- describe how immigrants become Canadian citizens.

### **Application**

By the end of Grade 5, students will:

- make connections between some elements of modern life and similar elements from early civilizations (e.g., the Olympic ideal, democracy, money as a medium of exchange, citizenship, philosophy, mythology, trade, social structures, legal systems, theatre, architecture);
- compare and respond to myths and legends from two or more early civilizations;
- report on the relevance to modern society of selected scientific and technological discoveries made by early civilizations (e.g., written language, astronomy, irrigation, mathematics, navigational instruments, medicine, architecture, the mining and smelting of metals).

### **2004 Curriculum**

#### **Grade 5 – Canada and World Connections Aspects of Citizenship and Government in Canada**

##### **Overall Expectations**

By the end of Grade 5, students will:

- summarize the structures, functions, and interactions of Canada's federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures;
- use a variety of resources and tools to gather and analyse information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process;
- identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and the responsibilities of citizenship apply to their own lives.

## **Specific Expectations**

### **Understanding Concepts**

By the end of Grade 5, students will:

- identify the structure of Canada's federal government;
- demonstrate an understanding of the components of the federal government (e.g., House of Commons, Cabinet, Senate);
- identify the connections among the three levels of government (i.e., local, provincial, federal);
- identify the characteristics of different systems of government (e.g., democracy, dictatorship, monarchy);
- demonstrate an understanding of how governments are elected in Canada;
- identify services provided by the federal government (e.g., national defence);
- demonstrate an understanding of the rights of Canadians, including those specified in the Charter of Rights;
- demonstrate an understanding that for every right (e.g., the right of democratic governance) there is a responsibility (e.g., the responsibility to vote);
- describe how immigrants apply for citizenship and become Canadian citizens;
- identify the significance of early Canadian Members of Parliament (e.g., Sir John A. Macdonald, Sir Wilfrid Laurier, Agnes McPhail);
- identify current political leaders (local, provincial, and federal);
- demonstrate an understanding of the significance of Canada's official buildings and symbols (e.g., Parliament Buildings, Peace Tower, the Speaker's Mace).

## **Specific Expectations**

### **Knowledge and Understanding**

By the end of Grade 5, students will:

- describe the structure and components of Canada's federal, provincial/territorial, and municipal governments;
- 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 Nation peoples);
- identify responsibilities that accompany particular rights (e.g., the right to vote / the responsibility to become informed; the right of freedom of speech / the responsibility to respect the free speech rights of others; the right to freedom from discrimination and harassment / the responsibility to treat people with fairness and respect);
- explain the processes of electing governments in Canada;
- identify services provided by the federal, provincial/territorial, and municipal governments (e.g., defence, health, education, social assistance, garbage collection);
- describe the basic rights that are specified in the Canadian Charter of Rights and Freedoms;
- describe the process by which immigrants become Canadian citizens (e.g., applying; residing in Canada for three years; learning English or French; preparing for and writing the test; participating in the citizenship ceremony);
- identify current and historical political figures and their significance (e.g., provincial/ territorial, municipal, and federal leaders; members of provincial legislatures and the federal Parliament; members of municipal council);
- explain the significance of civic buildings and symbols (e.g., the federal Parliament Buildings, the Peace Tower, the Speaker's Mace, the national anthem, Queen's Park, flags and coats of arms, local public buildings and memorials);
- describe some civic ceremonies and celebrations, and explain what they mean or commemorate (e.g., citizenship and reaffirmation ceremonies, the changing of the guard, the opening of Parliament, public events for International Day for the Elimination of Racism, Aboriginal Solidarity Day, Canada Day celebrations, Remembrance Day services).

## **Developing Inquiry/Research and Communication Skills**

By the end of Grade 5, students will:

- use appropriate vocabulary (e.g., government, local, municipal, provincial, federal, democracy, citizenship, legislature, constituency, prime minister, premier, mayor, governor general, lieutenant governor, cabinet, opposition, election, majority, minority, electors, riding, county, civil servant, right, responsibility) to describe their inquiries and observations;
- formulate questions to facilitate the gathering and clarifying of information on specific topics (e.g., the relationships among the three levels of government);
- locate relevant information about the electoral process from primary sources (e.g., interviews, field trips, eyewitness speakers) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);
- sort and classify relevant information to test hypotheses and make comparisons;
- construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to determine services provided by the different levels of government);
- communicate information (e.g., comparing Canada's form of government to forms of government found in other countries), using media works, oral presentations, written notes and descriptions, drawings, and tables.

## **Inquiry/Research and Communication Skills**

By the end of Grade 5, students will:

- formulate questions to develop a research focus (e.g., What are the duties of a member of Parliament? What are the responsibilities of the members of the Supreme Court of Canada? Why is the Chief Electoral Officer not allowed to vote? How can citizens have an influence on government decision making?);
- use primary and secondary sources to locate information about the structure and functions of government (e.g., primary sources: interviews, classroom visitors, field trips; secondary sources: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);
- use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs to explain how the different levels of government share responsibility for providing selected services (e.g., in the areas of taxation, health care, roads, environmental protection, sports, arts and culture, recreation);
- use graphic organizers and graphs to sort, classify, and connect information (e.g., charts of services provided by three levels of government; a flow chart of how tax dollars are collected and used);
- use media works, oral presentations, written notes and descriptions, drawings, and tables to present information about processes or sequences of events (e.g., the immigrant journey towards Canadian citizenship; the process of law making; the process of becoming a member of Parliament);
- use appropriate vocabulary (e.g., government, local, municipal, provincial, federal, democracy, citizenship, legislature, constituency, prime minister, premier, mayor, governor general, monarchy, lieutenant-governor, cabinet, opposition, election, majority, minority, electors, riding, county, civil servant, right, responsibility) to describe their inquiries and observations.

## **Map, Globe, and Graphic Skills**

By the end of Grade 5, students will:

- construct and read a variety of maps, graphs, diagrams, and/or models to display and interpret information for specific purposes (e.g., maps showing local electoral ridings, major municipalities of Canada, time zones that determine the closing of electoral polls; bar graphs showing party standings after each election; a diagram of the House of Commons).

### **Applying Concepts and Skills in Various Contexts**

By the end of Grade 5, students will:

- compare Canada's system of government with other systems of government found around the world;
- research ways in which the three levels of government work together (e.g., in responding to natural disasters).

### **Application**

By the end of Grade 5, students will:

- research and report on concrete examples of how the three levels of government work together to meet challenges or perform tasks (e.g., in responding to crises, in organizing Olympics or World Fairs/ Expositions);
- identify the relevance to their own lives of individual and group rights (e.g., language rights, equality rights);
- model activities and processes of responsible citizenship (e.g., re-enact or model a citizenship ceremony; engage in democratic class meetings; hold a mock election; create a series of diary entries that a new Canadian might have written throughout the immigration and citizenship process; plan and participate in a heritage-day event).