

Oasis Classroom Program - Kids' Growing City

Grade 4

Curriculum connections to "Seeds and Seedlings" Lesson

Social Studies SS/HIS

	Strand/Subject code	Expectation	OE	SE	
HERITAGE	HI:ES	compare key aspects of life in a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society	OE A1	NA	X
HERITAGE	HI:ES	use the social studies inquiry process to investigate ways of life and relationships with the environment in two or more early societies (3000 BCE–1500 CE), with an emphasis on aspects of the interrelationship between the environment and life in those societies	OE A2	NA	X
HERITAGE	HI:ES	demonstrate an understanding of key aspects of a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with their environment and with each other	OE A3	NA	X
HERITAGE	HI:ES:PPS	compare social organization (e.g., social classes, general political structure, inherited privilege, the status of women) in two or more early societies (e.g., a slave-owning and a feudal society; a matriarchal First Nation and a society in medieval Asia)	OE A1	0.1	X
HERITAGE	HI:ES:PPS	compare aspects of the daily lives of different groups in an early society (e.g., the work, family life, education, food, dress, and/or housing of a slave and senator in ancient Rome, women of different castes in medieval India, a serf and lord in feudal England, a man and a woman in medieval China or Mohawk society, or a merchant and noble in Renaissance Italy), and explain how differences were related to the social organization of that	OE A1	0.2	X
HERITAGE	HI:ES:PPS	describe some of the ways in which their daily life differs from the lives of young people from different background	OE A1	0.3	
HERITAGE	HI:ES:PPS	compare two or more early societies in terms of their relationship with the environment (e.g., with reference to seasonal rhythms, use of land and resources, differences between urban and rural communities, religious/spiritual practices/beliefs with respect to the environment), and describe some key similarities and differences in environmental practices between these societies and presentday Canada	OE A1	0.4	x

HERITAGE	HI:ES:WLR E	formulate questions to guide investigations into ways of life and relationships with the environment in two or more early societies, with an emphasis on aspects of the interrelationship between the environment and life in those societies	OE A2	0.1	x
HERITAGE	HI:ES:WLR E	gather and organize information on ways of life and relationships with the environment in early societies, using a variety of primary and secondary sources in both print and electronic formats	OE A2	0.2	x
HERITAGE	HI:ES:WLR E	analyse and construct print and/or digital maps, including thematic maps, as part of their investigations into interrelationships between the environment and life in early societies	OE A2	0.3	x
HERITAGE	HI:ES:WLR E	interpret and analyse information relevant to their investigations, using a variety of tools	OE A2	0.4	x
HERITAGE	HI:ES:WLR E	evaluate evidence and draw conclusions about ways of life and relationships with the environment in early societies, with an emphasis on aspects of the interrelationship between the environment and life in those societies	OE A2	0.5	x
HERITAGE	HI:ES:WLR E	communicate the results of their inquiries, using appropriate vocabulary (e.g., nomad, peasant, serf, merchant, noble, feudalism, god/goddess, privilege, hierarchy, culture, civilization, rural, urban) and formats	OE A2	0.6	x
HERITAGE	HI:ES:CES	identify the location of some different early societies on a globe or on print, digital, and/or interactive maps, and demonstrate the ability to extract information on early societies' relationship with the environment from thematic maps	OE A3	0.1	x
HERITAGE	HI:ES:CES	demonstrate the ability to extract information on daily life in early societies from visual evidence	OE A3	0.2	x
HERITAGE	HI:ES:CES	describe significant aspects of daily life in two or more early societies	OE A3	0.3	x
HERITAGE	HI:ES:CES	describe significant physical features and natural processes and events in two or more early societies (e.g., physical features: rivers, flood plains, mountains, volcanoes, ocean shore, fertile soil; natural processes: seasonal changes in climate, animal migration, erosion; natural events: earthquakes, floods, volcanic eruptions) and how they affected these societies, with a focus on the societies' sustainability and food	OE A3	0.4	x
HERITAGE	HI:ES:CES	describe the importance of the environment for two or more early societies, including how the local environment affected the ways in which people met their physical needs (e.g., for food, housing, clothing)	OE A3	0.5	x
HERITAGE	HI:ES:CES	identify and describe some of the major scientific and technological developments in the ancient and medieval world	OE A3	0.6	x
HERITAGE	HI:ES:CES	describe how two or more early societies were governed	OE A3	0.7	x
HERITAGE	HI:ES:CES	describe the social organization of some different early societies (e.g., a slave-owning society, a feudal society, an agrarian society, a nomadic society) and the role and status of some significant social and work-related groups in these societies (e.g., women, slaves, peasants, nobles, monarchs, warriors, knights, priests/priestesses, druids, shamans, imams, monks, nuns, merchants, artisans, apprentices, scribes,	OE A3	0.8	x

HERITAGE	HI:ES:CES	describe some key reasons why different groups in early societies cooperated or came into conflict at different times (e.g., to explore; to expand territory; to make decisions, govern, and administer; to promote trade; to wage war or make peace; to acquire wealth, power, and control; to rebel; to spread religious beliefs and/or enforce the power of particular religious institutions)	OE A3	0.9	x
PEOPLE AND ENVIRONMENT	PE:PPRC	assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada	OE B1	NA	x
PEOPLE AND ENVIRONMENT	PE:PPRC	use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada	OE B2	NA	x
PEOPLE AND ENVIRONMENT	PE:PPRC	identify Canada's political and physical regions, and describe their main characteristics and some significant activities that take place in them	OE B3	NA	
PEOPLE AND ENVIRONMENT	PE:PPRC:IDE	analyse some of the general ways in which the natural environment of regions in Canada has affected the development of industry	OE B1	0.1	x
PEOPLE AND ENVIRONMENT	PE:PPRC:IDE	assess aspects of the environmental impact of different industries in two or more physical and/or political regions of Canada	OE B1	0.2	x
PEOPLE AND ENVIRONMENT	PE:PPRC:IDE	describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources	OE B1	0.3	x
PEOPLE AND ENVIRONMENT	PE:PPRC:BNES	formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada	OE B2	0.1	x
PEOPLE AND ENVIRONMENT	PE:PPRC:BNES	gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada	OE B2	0.2	x
PEOPLE AND ENVIRONMENT	PE:PPRC:BNES	analyse and construct print and/or digital maps, including thematic maps, as part of their investigations into balancing human needs/ wants and activities with environmental stewardship in Canada	OE B2	0.3	x
PEOPLE AND ENVIRONMENT	PE:PPRC:BNES	interpret and analyse information and data related to their investigations, using a variety of tools	OE B2	0.4	
PEOPLE AND ENVIRONMENT	PE:PPRC:BNES	evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada	OE B2	0.5	
PEOPLE AND ENVIRONMENT	PE:PPRC:BNES	communicate the results of their inquiries using appropriate vocabulary	OE B2	0.6	x
PEOPLE AND ENVIRONMENT	PE:PPRC:RC	identify various physical regions in Canada (e.g., landform, vegetation, and climatic regions), and describe their location and some of the major ways in which they are distinct from and similar to each other	OE B3	0.1	

PEOPLE AND ENVIRONMENT	PE:PPRC	identify some of the main human activities, including industrial development and recreational activities, in various physical regions of Canada	OE B3	0.2	x
PEOPLE AND ENVIRONMENT	PE:PPRC	describe the four main economic sectors (i.e., the primary sector is resource based, the secondary sector is based on manufacturing and processing, the tertiary sector is service based, the quaternary sector is information based), and identify some industries that are commonly associated with each sector (e.g., primary: logging, fishing, mining; secondary: pulp and paper, car manufacturing; tertiary: banks, stores, transportation; quaternary: education, research and development)	OE B3	0.3	
PEOPLE AND ENVIRONMENT	PE:PPRC	identify various types of political regions in Canada (e.g., provinces, territories, municipalities, First Nations bands and reserves), and describe some of their basic similarities and differences (e.g., the powers of a province versus those of a territory)	OE B3	0.4	
PEOPLE AND ENVIRONMENT	PE:PPRC	identify Canada's provinces and territories and their capital cities, and describe them with reference to their location and some of the peoples who live in them	OE B3	0.5	
PEOPLE AND ENVIRONMENT	PE:PPRC	describe significant opportunities and challenges related to quality of life in some of Canada's political regions	OE B3	0.6	x
PEOPLE AND ENVIRONMENT	PE:PPRC	demonstrate an understanding of cardinal and intermediate directions (i.e., NW, SW, NE, and SE), and use these directions as well as number and letter grids to locate selected political and physical regions of Canada on a variety of print and digital/interactive maps	OE B3	0.7	