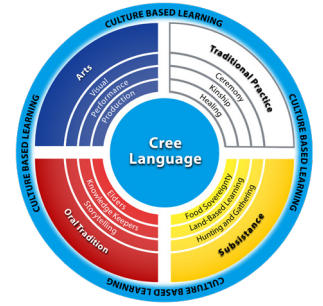
























# Social Studies








 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b>	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	<b>Other Suggestions</b>
<b>4.1 ALBERTA: A SENSE OF THE LAND</b>			
<b>GENERAL OUTCOME:</b> <b>Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment</b>			
<b>VALUES AND ATTITUDES</b>			
4.1.1 value Alberta's physical geography and natural environment:	<ul style="list-style-type: none"> <li>• appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta (LPP)</li> <li>• appreciate how Alberta's fossil heritage contributes to the province's unique character (LPP)</li> <li>• <b>appreciate the variety and abundance of natural resources in Alberta (ER, LPP)</b></li> <li>• appreciate the environmental significance of national and provincial parks and protected areas in Alberta (ER, LPP)</li> <li>• <b>appreciate how land sustains communities and quality of life (ER, LPP)</b></li> <li>• <b>demonstrate care and concern for the environment through their choices and actions (LPP)</b></li> </ul>	   <b>Common Tree Names Series: Northern Boreal (9 videos)</b>    <b>Harvesting Medicines Series (15 videos)</b>   <b>How Medicines Came to Man</b>   <b>Stewardship and Community – Sharing</b>   <b>Legend of Wolverine</b>	


 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b>	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	<b>Other Suggestions</b>
<b>KNOWLEDGE AND UNDERSTANDING</b>			
4.1.2 examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• Where is Alberta located in relation to the other provinces and territories of Canada? (LPP)</li> <li>• What are the major geographical and natural vegetation regions, landforms and bodies of water in Alberta (e.g., prairie region, forests, rivers, hoodoos, Rocky Mountains, oil sands)? (LPP)</li> <li>• What are the factors that determine climate in the diverse regions of Alberta (e.g., latitude, mountains)? (LPP)</li> <li>• <b>What are the significant natural resources in Alberta, and where are they located (e.g., mineral deposits, coal, natural gas and oil, forests)? (ER, LPP)</b></li> <li>• How are Alberta's provincial parks and protected areas and the national parks in Alberta important to the sustainability of Alberta's natural environment? (ER, LPP)</li> </ul>	 <b>The Rolling Head</b>	
4.1.3 examine, critically, how geology and paleontology contribute to knowledge of Alberta's physical geography by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• How did archeologists and paleontologists discover the presence of dinosaurs in Alberta? (LPP, TCC)</li> <li>• <b>What geological features make Alberta unique (e.g., hoodoos, Rocky Mountains, foothills, oil sands)? (LPP, ER)</b></li> </ul>		
4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• <b>In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP)</b></li> <li>• How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)? (ER, LPP)</li> <li>• <b>How do Albertans deal with competing demands on land use (e.g., conservation, solar and wind power, recreation, agriculture, oil exploration, forestry)? (ER, LPP)</b></li> </ul>		



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4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues: (continued)	<ul style="list-style-type: none"> <li>In what ways does the Royal Tyrrell Museum contribute to scientific knowledge regarding Alberta's fossil heritage? (ER, LPP, TCC)</li> <li>How can ownership of a discovered artifact be determined? (C, ER, PADM)</li> <li>Whose responsibility should it be to ensure the preservation of national parks, provincial parks and protected areas in Alberta? (C, LPP, PADM)</li> </ul>		
<b>4.2 THE STORIES, HISTORIES AND PEOPLES OF ALBERTA</b>			
<b>GENERAL OUTCOME:</b> <b>Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense</b>			
<b>VALUES AND ATTITUDES</b>			
4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity:	<ul style="list-style-type: none"> <li>recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC)</li> <li><b>recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC)</b></li> <li><b>recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta's culture and identity (CC, I, TCC)</b></li> <li>recognize the history of the French language and the vitality of Francophone communities as integral parts of Alberta's heritage (CC, I, TCC)</li> <li>recognize British institutions and peoples as integral parts of Alberta's heritage (CC, I, TCC)</li> <li>recognize how the diversity of immigrants from Europe and other continents has enriched Alberta's rural and urban communities (CC, I, TCC)</li> <li>demonstrate respect for places and objects of historical significance (I, LPP, TCC)</li> </ul>	  <b>Kinship and Community</b>   <b>The Legend of Muskrat</b>	

 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b>	<b>ᑭᓴᓴᑦ Nehiyaw Ways of Knowing</b>	<b>Other Suggestions</b>
<b>KNOWLEDGE AND UNDERSTANDING</b>			
<p>4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:</p>	<ul style="list-style-type: none"> <li>• <b>Which First Nations originally inhabited the different areas of the province? (CC, LPP, TCC)</b></li> <li>• <b>How is the diversity of Aboriginal peoples reflected in the number of languages spoken? (CC, I, LPP)</b></li> <li>• <b>What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land? (TCC)</b></li> <li>• What movement or migration within Canada contributed to the populating of Alberta? (LPP, TCC)</li> <li>• In what ways did Francophones establish their roots in urban and rural Alberta (i.e., voyageurs, missionary work, founding institutions, media, politics, commerce)? (CC, I, LPP, TCC)</li> <li>• <b>How did the Métis Nation and Métis settlements contribute to Alberta's identity (i.e., languages, accomplishments)? (CC, I, LPP, TCC)</b></li> <li>• How did French and English become the two languages most used in business and politics in Alberta during the 19th and early 20th centuries? (CC, I, PADM)</li> <li>• How did British institutions provide the structure for the settlement of newcomers in Alberta (i.e., North West Mounted Police, schools, lieutenant-governor, Assembly of the Northwest Territories)? (GC, I, PADM, TCC)</li> <li>• How did European immigration contribute to the establishment of communities in Alberta in the late 19th century and early 20th century? (CC, GC, I, TCC)</li> <li>• <b>How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP)</b></li> <li>• How are agriculture and the establishment of communities interconnected? (ER, LPP)</li> </ul>	<p> <b>Legend of Rat Root</b></p> <p> <b>Legend of Raven and Water</b></p>	<p> <b>Rupertsland Resources</b></p>


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<b>4.3 ALBERTA: CELEBRATIONS AND CHALLENGES</b>			
<b>GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.</b>			
<b>VALUES AND ATTITUDES</b>			
4.3.1 appreciate the factors contributing to quality of life in Alberta:	<ul style="list-style-type: none"> <li>• <b>value and respect their own and other cultural identities (C, I)</b></li> <li>• demonstrate respect for the rights, opinions and perspectives of others (C, I)</li> <li>• <b>demonstrate respect for the cultural and linguistic diversity in Alberta (C, I)</b></li> <li>• recognize global affiliations within the Alberta Francophonie (GC)</li> <li>• appreciate the influence of the natural environment and resources on the growth and development of Alberta (ER, LPP)</li> <li>• <b>value and respect their relationships with the environment (C, ER, LPP)</b></li> </ul>	 <b>Stewardship and Community – Sharing</b>  <b>Harvesting Medicines Series: Protocol on Herb Gathering</b>	
<b>KNOWLEDGE AND UNDERSTANDING</b>			
4.3.2 assess, critically, the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• What led to Alberta’s joining Confederation? (TCC, PADM)</li> <li>• What key events have impacted the economy of Alberta (i.e., drought of the 1930s, discovery of oil)? (ER, LPP, TCC)</li> <li>• In what ways have occupations and commerce been affected by geography, climate and natural resources in Alberta (i.e., forestry, agriculture, aviation, seasonal activities, tourism)? (ER, LPP, TCC)</li> </ul>		

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<p>4.3.3 examine, critically, Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:</p>	<ul style="list-style-type: none"> <li>In what ways has Alberta changed demographically since 1905 (i.e., population distribution in rural and urban areas, arrival of diverse ethnic groups, languages spoken)? (CC, I, LPP, TCC)</li> <li><b>In what ways have Aboriginal peoples and communities changed over time? (CC, I, TCC)</b></li> <li>How has multiculturalism in Alberta evolved over time? (CC, I, GC, LPP)</li> <li>How has the Alberta Francophonie become increasingly multicultural? (CC, I, GC)</li> <li>How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta (i.e., Glenbow Museum, Royal Alberta Museum, Head-Smashed-In Buffalo Jump, Writing-on-Stone Provincial Park, Father Lacombe Chapel Provincial Historic Site, Ukrainian Cultural Heritage Village)? (CC, I, LPP, TCC)</li> <li><b>How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places? (CC, I, LPP, TCC)</b></li> <li>In what ways have music, art, narratives and literature contributed to the vitality of the culture, language and identity of diverse Alberta communities over time? (I, CC, LPP, TCC)</li> <li>How does living in a particular community, region or province help shape individual and collective identity? (CC, I, LPP)</li> </ul>		
<p>4.3.4 examine recreation and tourism in Alberta by exploring and reflecting upon the following questions and issues:</p>	<ul style="list-style-type: none"> <li>How do recreational sites and activities reflect Alberta's heritage and strengthen communities (e.g., festivals, fairs, celebrations, rodeos)? (C, CC, I, ER)</li> <li><b>How do physical geography and climate affect seasonal activities throughout Alberta? (ER, LPP)</b></li> <li>To what extent do recreation and tourism foster appreciation of Alberta's natural regions and environment? (ER, LPP)</li> <li>In what ways do interests concerning tourism and the natural environment conflict? (ER, LPP)</li> </ul>	 <b>Common Seasonal Activities – Seasonal Round</b>	

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<b>SKILLS AND PROCESSES FOR SOCIAL STUDIES</b>			
Dimensions of Thinking			
4.S.1 develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> <li>• <b>evaluate significant local and current affairs, distinguishing between fact and opinion</b></li> <li>• <b>evaluate, critically, ideas, information and positions from multiple perspectives</b></li> <li>• <b>re-evaluate opinions to broaden understanding of a topic or an issue</b></li> <li>• <b>generate original ideas and strategies in individual and group activities</b> - seek responses to inquiries from various authorities through electronic media</li> </ul>		
4.S.2 develop skills of historical thinking:	<ul style="list-style-type: none"> <li>• <b>use photographs and interviews to make meaning of historical information</b></li> <li>• <b>use historical and community resources to understand and organize the sequence of local historical events</b></li> <li>• explain the historical context of key events of a given time period</li> </ul>		
4.S.3 develop skills of geographic thinking:	<ul style="list-style-type: none"> <li>• use the scale on maps of Alberta to determine the distance between places</li> <li>• <b>construct graphs, tables, charts and maps to interpret information</b></li> <li>• use historical maps to make meaning of historical events and issues</li> <li>• use cardinal and intermediate directions to locate places on maps and globes</li> <li>• identify the location of sources of nonrenewable resources (e.g., fossil fuels, minerals)</li> </ul>		
4.S.4 demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> <li>• contribute and apply new ideas and strategies, supported with facts and reasons, to decision making and problem solving</li> </ul>		

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4.S.4 demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> <li>• <b>identify situations where a decision needs to be made and a problem requires attention</b></li> <li>• <b>select and use technology to assist in problem solving</b></li> <li>• <b>use data gathered from a variety of electronic sources to address identified problems</b></li> <li>• <b>solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology</b></li> <li>• <b>use graphic organizers, such as mind mapping/webbing, flowcharting and outlining, to present connections among ideas and information in a problem-solving environment</b></li> </ul>	 <b>Trickster and the Ducks</b>	
<b>Social Participation as a Democratic Practice</b>			
4.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:	<ul style="list-style-type: none"> <li>• demonstrate an awareness of the skills required for compromise and consensus building</li> <li>• demonstrate the ability to deal constructively with diversity and disagreement</li> <li>• consider the needs and points of view of others</li> <li>• work collaboratively with others to complete a group task</li> <li>• share information collected from electronic sources to add to a group task</li> </ul>		
4.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:	<ul style="list-style-type: none"> <li>• <b>initiate projects that meet the particular needs or expectations of their school or community</b></li> </ul>		
<b>Research for Deliberative Inquiry</b>			
4.S.7 apply the research process:	<ul style="list-style-type: none"> <li>• develop the skills of skimming and scanning to gather relevant information</li> <li>• organize and synthesize information gathered from a variety of sources</li> <li>• use graphic organizers, such as webbing or Venn diagrams, to make meaning of information</li> <li>• draw and support conclusions, based on information gathered, to answer a research question</li> </ul>		



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4.5.7 apply the research process:	<ul style="list-style-type: none"> <li>formulate new questions as research progresses</li> <li>cite references as part of research</li> <li>access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)</li> <li>navigate within a document, compact disc or software application that contains links</li> <li>organize information gathered from the Internet or an electronic source by selecting and recording the data in logical files or categories</li> <li>organize information by using tools such as databases, spreadsheets or electronic webbing</li> </ul>		
<b>Communication</b>			
4.5.8 demonstrate skills of oral, written and visual literacy:	<ul style="list-style-type: none"> <li>organize and present information, taking particular audiences and purposes into consideration</li> <li>respond appropriately to comments and questions, using language respectful of human diversity</li> <li>listen to others in order to understand their perspectives</li> <li>create visual images for particular audiences and purposes</li> <li>use selected presentation tools to demonstrate connections among various pieces of information</li> <li>communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes</li> </ul>		
4.5.9 develop skills of media literacy:	<ul style="list-style-type: none"> <li><b>compare information on the same issue or topic from print media, television, photographs and the Internet</b></li> <li>examine diverse perspectives regarding an issue presented in the media</li> <li>identify and distinguish points of view expressed in electronic sources on a particular topic</li> </ul>		