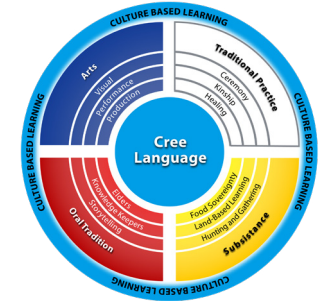
















# Social Studies







 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b>	ᑭᓄᓐᓂᓐ Nehiyaw Ways of Knowing	<b>Other Suggestions</b>
<b>5.1 Physical Geography of Canada</b>			
<b>GENERAL OUTCOME:</b> <b>Students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect the quality of life of all Canadians</b>			
<b>VALUES AND ATTITUDES</b>			
5.1.1 Value Canada’s physical geography and natural environment:	<ul style="list-style-type: none"> <li>• appreciate the variety and abundance of natural resources in Canada (ER, LPP)</li> <li>• appreciate the diversity of geographic phenomena in Canada (LPP)</li> <li>• appreciate the environmental significance of national parks and protected areas in Canada (ER, LPP)</li> <li>• <b>appreciate how the land sustains communities and the diverse ways that people have of living with the land (GC, LPP)</b></li> <li>• appreciate the influence of the natural environment on the growth and development of Canada (LPP)</li> <li>• <b>demonstrate care and concern for the environment through their choices and actions (GC, LPP)</b></li> <li>• appreciate the geographic vastness of Canada (LPP)</li> </ul>	<p> <b>Moose, Elk, and Deer Calling Series: Hunting Protocols and Stewardship</b></p> <p>  <b>How Medicines Came to Man</b></p>	


 <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>			
5.1.2 Examine, critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• What are the major geographical regions, landforms and bodies of water in Canada? (LPP)</li> <li>• <b>How do landforms, bodies of water and natural resources affect the quality of life in Canada? (LPP)</b></li> <li>• How have natural disasters and severe weather been part of Canada's physical geography? (LPP, TCC)</li> <li>• What are the differences and similarities among the geographical regions of Canada? (LPP)</li> <li>• <b>How is the geographical region they live in different from other regions of Canada? (LPP)</b></li> <li>• What are the factors that determine climate in the diverse geographical regions of Canada (e.g., latitude, water, mountains)? (LPP)</li> <li>• <b>How are Canada's national parks and protected areas important to the sustainability of Canada's natural environment? (ER, LPP)</b></li> </ul>	 <b>The Rolling Head</b>  <b>Legend of Raven and Water</b>	
5.1.3 Analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• <b>In what ways do natural resources and the physical geography of a region determine the establishment of communities? (ER, LPP)</b></li> <li>• <b>How are natural resources used, exchanged and conserved in Canada? (ER, LPP)</b></li> <li>• Whose responsibility should it be to ensure the preservation of Canada's national parks and protected areas? (C, ER, LPP)</li> </ul>		



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<b>5.2 Histories and Stories of Ways of Life in Canada</b>			
<b>GENERAL OUTCOME:</b> <b>Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.</b>			
<b>VALUES AND ATTITUDES</b>			
5.2.1 Appreciate the complexity of identity in the Canadian context:	<ul style="list-style-type: none"> <li>• recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity (I, TCC)</li> <li>• <b>acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history (CC, I, TCC)</b></li> <li>• acknowledge the roots of Francophone identity and presence in Canada (CC, I, TCC)</li> <li>• acknowledge British influence and presence in Canada (CC, I, TCC)</li> <li>• <b>acknowledge the contributions made by diverse cultural groups to the evolution of Canada (CC, I, TCC)</b></li> <li>• recognize how changes in society can affect identity (CC, I)</li> </ul>	 <b>Plants and Trees – Animate/Inanimate</b>  <b>Legend of Rat Root</b>	
<b>KNOWLEDGE AND UNDERSTANDING</b>			
5.2.2 Examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land? (I, CC, TCC, LPP)</li> <li>• <b>How are the Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada? (I, CC, TCC)</b></li> <li>• <b>How were the natural environment and geography of each region of Canada determining factors of the diversity among Aboriginal groups (e.g., languages, symbolism)? (LPP, TCC)</b></li> <li>• What was the significance of the potlatch to the identity of the Aboriginal peoples of the Northwest Coast? (I, CC, LPP)</li> <li>• In what ways do anthropology and archaeology contribute to our understanding of First Nations, Métis and Inuit peoples? (CC, LPP, TCC)</li> </ul>	 <b>Stewardship and Community – Sharing</b>  <b>The Rolling Head</b>	

 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b>	ᑕᑭᑦᑎᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	<b>Other Suggestions</b>
5.2.3 Examine, critically, ways of life in New France by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>How do stories and legends of the coureurs des bois and voyageurs inform us about Francophone history, culture and presence throughout Canada? (I, CC, TCC)</li> <li>What do stories about the habitants tell us about Francophone history, culture and presence in Canada? (I, CC, TCC)</li> </ul>		
5.2.4 Examine, critically, ways of life of the fur traders by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li><b>How are the stories of the Métis people, their culture and heritage rooted in the fur trade? (CC, I, TCC)</b></li> <li><b>How do stories about ways of life in fur trade forts reflect the British influence in Canada? (CC, TCC, PADM)</b></li> <li>What were the main languages spoken by fur traders and their families in the fur trade forts? (I, CC, TCC, ER)</li> </ul>	 <b>Introduction to Traps and Snares Series (14 videos)</b>	
5.2.5 Examine, critically, ways of life of the United Empire Loyalists by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>What do stories of the United Empire Loyalists tell us about British culture and presence in Canada? (CC, I, TCC)</li> <li>How did the diversity of United Empire Loyalists contribute to Canadian diversity? (I, CC, TCC, LPP)</li> </ul>		
5.2.6 Examine, critically, the ways of life of immigrants from the British Isles during the Great Migration by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>What do stories of Irish and Scottish immigrants tell us about their heritage and presence in Canada? (CC, I, TCC)</li> <li>What do stories of British peoples tell us about the British history, culture and presence in Canada? (CC, I, TCC)</li> </ul>		
5.2.7 Examine, critically, how the North West Mounted Police shaped ways of life in Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li><b>What do stories of the North West Mounted Police tell us about the settlement and development of western and northern Canada? (LPP, PADM)</b></li> <li>How have stories of the North West Mounted Police shaped identity in western and northern Canada? (I, TCC, PADM)</li> </ul>		


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5.2.8 Examine, critically, ways of life of non-European immigrants by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>How do stories of Chinese immigrants (i.e., railway workers) contribute to an understanding of the development of Canada? (CC, I, TCC)</li> <li>What do stories of the Underground Railroad tell us about the history and presence of Black communities in Canada? (CC, I, TCC, LPP)</li> <li>How do stories of immigrants from India contribute to an understanding of diversity in Canada? (CC, I)</li> </ul>		
5.2.9 Examine, critically, how European immigrants shaped ways of life in western Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li><b>What do stories of immigrants from Ukraine, Poland, Russia and Germany tell us about their history and presence in western Canada? (CC, I, GC, LPP, TCC)</b></li> <li>How were European immigrants affected by pressures to conform in western Canada? (C, CC, I, GC, LPP, TCC)</li> </ul>		
<b>5.3 Canada: Shaping an Identity</b>			
<b>GENERAL OUTCOME:</b> <b>Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.</b>			
<b>VALUES AND ATTITUDES</b>			
5.3.1 Appreciate how changes impact citizenship and identity:	<ul style="list-style-type: none"> <li><b>recognize how economic and political changes impact ways of life of citizens (C, ER, I, PADM)</b></li> <li><b>recognize the effects of Confederation on citizenship and identity from multiple perspectives (C, I, PADM, TCC)</b></li> <li>recognize the historical significance of French and English as Canada's official languages (C, I, PADM)</li> </ul>		 <b>UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples)</b>
<b>KNOWLEDGE AND UNDERSTANDING</b>			
5.3.2 Assess, critically, the changes that occurred in Canada immediately following Confederation by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>How did John A. Macdonald and George-Étienne Cartier contribute as partners of Confederation? (TCC, PADM)</li> <li>How did the circumstances surrounding Confederation eventually lead to French and English becoming Canada's two official languages? (I, C, PADM)</li> </ul>		


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5.3.2 Assess, critically, the changes that occurred in Canada immediately following Confederation by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• <b>How did the building of Canada’s national railway affect the development of Canada?</b> (CC, ER, PADM)</li> <li>• <b>Why were Aboriginal peoples excluded from the negotiations surrounding Confederation?</b> (TCC, PADM)</li> </ul>		
5.3.3 Assess, critically, how the Famous Five brought about change in Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• Who were the Famous Five? (LPP, TCC)</li> <li>• How did they identify the need for change in Canadian laws? (C, I, PADM)</li> <li>• <b>How did the changes brought on by their actions affect individual rights in Canada?</b> (C, I, PADM)</li> </ul>		
5.3.4 Assess, critically, how economic booms and crashes affected ways of life in Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• <b>How did the First World War contribute to the industrialization and urbanization of Canada?</b> (ER, LPP)</li> <li>• <b>In what ways did the Great Depression of the 1930s affect ways of life in urban and rural communities?</b> (ER, LPP, TCC)</li> <li>• <b>How did the economic boom immediately following the Second World War affect ways of life in Canada?</b> (CC, ER, TCC)</li> </ul>	 <b>Legend of Wolverine</b>	
5.3.5 Assess, critically, how historical events shaped collective identity in the Canadian context by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> <li>• How was the Statute of Westminster a recognition of Canada as a country? (C, I, TCC)</li> <li>• How did Lester B. Pearson’s initiative within the United Nations contribute to Canada’s identity as a peacekeeping country? (GC, I, PADM)</li> <li>• How did the adoption of the Canadian flag affect collective identity within Canada? (I, LPP)</li> <li>• How was the patriation of the Constitution in 1982 a step toward nationhood? (GC, I, PADM)</li> <li>• How is the Canadian Charter of Rights and Freedoms a symbol of Canada’s emerging identity? (I, PADM)</li> <li>• <b>What factors led to the creation of Nunavut?</b> (I, CC, LPP, PADM)</li> </ul>		

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<b>SKILLS AND PROCESSES FOR SOCIAL STUDIES</b>			
<b>Dimensions of Thinking</b>			
5.S.1 Develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> <li>• <b>analyze significant local and current affairs from a variety of sources, distinguishing between fact and opinion</b></li> <li>• <b>evaluate ideas, information and positions from multiple perspectives</b></li> <li>• re-evaluate personal opinions to broaden understanding of a topic or an issue</li> <li>• generate original ideas and strategies in situations of individual and group activities</li> <li>• seek responses to inquiries from various authorities through electronic media</li> <li>• recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used</li> </ul>		
5.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 national historical events</b></li> <li>• <b>explain the historical context of key events of a given time period</b></li> <li>• <b>organize information, using such tools as a database, spreadsheet or electronic webbing</b></li> </ul>		
5.S.3 Develop skills of geographic thinking:	<ul style="list-style-type: none"> <li>• <b>use latitude and longitude to determine the absolute location of places in Canada on maps and globes</b></li> <li>• <b>construct maps, diagrams and charts to display geographic information</b></li> <li>• use historical maps to make meaning of historical events and issues</li> <li>• use cardinal and intermediate directions and simple grids to locate places on maps and globes</li> <li>• use the scale on maps and globes to determine the distance between places</li> </ul>		

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5.S.3 Develop skills of geographic thinking:	<ul style="list-style-type: none"> <li>list, map and discuss major waterways that have been significant in the establishment of communities in Canada (e.g., St. Lawrence River, Great Lakes, St. Lawrence Seaway, Red River)</li> </ul>		
5.S.4 Demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> <li>determine when a decision needs to be made in dealing with problems and issues</li> <li>collaborate with others to apply strategies for decision making and problem solving</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, flow charting and outlining, to present connections between ideas and information in a problem-solving environment</b></li> <li><b>generate alternative solutions to problems by using technology to facilitate the process</b></li> </ul>		
<b>Social Participation as a Democratic Practice</b>			
5.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:	<ul style="list-style-type: none"> <li><b>consider multiple points of view while attempting to reach group consensus</b></li> <li><b>demonstrate the ability to deal constructively with diversity and disagreement</b></li> <li>work collaboratively with others to achieve a common goal</li> <li>record group brainstorming, planning and sharing of ideas by using technology</li> <li>retrieve data from available storage devices, such as a shared folder, to which a group has contributed</li> </ul>	 <b>Sharing and Talking Circles</b>	
5.S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:	<ul style="list-style-type: none"> <li><b>demonstrate commitment to the well-being of the school or community by volunteering to help where needed</b></li> </ul>		



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<b>Research for Deliberative Inquiry</b>			
5.S.7 Apply the research process:	<ul style="list-style-type: none"> <li>• <b>determine themes, patterns and trends from information gathered</b></li> <li>• use graphs, tables, charts and Venn diagrams to interpret information</li> <li>• draw and support conclusions, based on information gathered, to answer a research question</li> <li>• <b>cite references as part of research</b></li> <li>• <b>design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary</b></li> <li>• <b>access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs)</b></li> <li>• <b>navigate within a document, compact disc or other software program that contains links</b></li> <li>• <b>organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories</b></li> <li>• <b>organize information, using such tools as a database, spreadsheet or electronic webbing</b></li> <li>• <b>use a variety of technologies to organize and synthesize researched information</b></li> <li>• <b>reflect on and describe the processes involved in completing a project</b></li> </ul>		
<b>Communication</b>			
5.S.8 Demonstrate skills of oral, written and visual literacy:	<ul style="list-style-type: none"> <li>• select appropriate forms of delivery for written and oral information, taking particular audiences and purposes into consideration</li> <li>• <b>respond appropriately to comments and questions, using language respectful of human diversity</b></li> <li>• <b>listen to others to understand their perspectives</b></li> <li>• <b>create visual images for particular audiences and purposes</b></li> <li>• <b>identify and distinguish points of view expressed in electronic sources on a particular topic</b></li> </ul>		

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5.S.8 Demonstrate skills of oral, written and visual literacy:	<ul style="list-style-type: none"> <li>• <b>extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail</b></li> <li>• <b>communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes</b></li> </ul>		
5.S.9 Develop skills of media literacy:	<ul style="list-style-type: none"> <li>• examine how various people might interpret a media message differently</li> <li>• examine diverse perspectives regarding an issue presented in the media</li> </ul>		