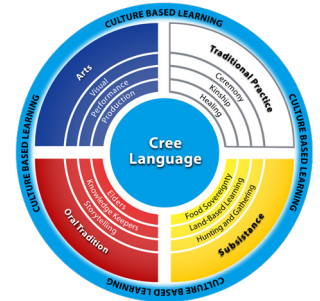


Social Studies (2005)



 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᓂᓴᓴᓂ Nehiyaw Ways of Knowing	Other Suggestions
4.1 ALBERTA: A SENSE OF THE LAND			
GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment			
VALUES AND ATTITUDES			
4.1.1 value Alberta's physical geography and natural environment:	• appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta (LPP) • appreciate how Alberta's fossil heritage contributes to the province's unique character (LPP) • appreciate the variety and abundance of natural resources in Alberta (ER, LPP) • appreciate the environmental significance of national and provincial parks and protected areas in Alberta (ER, LPP) • appreciate how land sustains communities and quality of life (ER, LPP) • demonstrate care and concern for the environment through their choices and actions (LPP)	   Common Tree Names Series: Northern Boreal (9 videos)     Harvesting Medicines Series (15 videos)   How Medicines Came to Man  Stewardship and Community – Sharing   Legend of Wolverine	

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
KNOWLEDGE AND UNDERSTANDING			
4.1.2 examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues:	- Where is Alberta located in relation to the other provinces and territories of Canada? (LPP) - 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) - What are the factors that determine climate in the diverse regions of Alberta (e.g., latitude, mountains)? (LPP) 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) - 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)	 The Rolling Head	
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:	- How did archeologists and paleontologists discover the presence of dinosaurs in Alberta? (LPP, TCC) What geological features make Alberta unique (e.g., hoodoos, Rocky Mountains, foothills, oil sands)? (LPP, ER)		
4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:	In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP) - How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)? (ER, LPP) How do Albertans deal with competing demands on land use (e.g., conservation, solar and wind power, recreation, agriculture, oil exploration, forestry)? (ER, LPP)		

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues: (continued)	- In what ways does the Royal Tyrrell Museum contribute to scientific knowledge regarding Alberta's fossil heritage? (ER, LPP, TCC) - How can ownership of a discovered artifact be determined? (C, ER, PADM) - Whose responsibility should it be to ensure the preservation of national parks, provincial parks and protected areas in Alberta? (C, LPP, PADM)		
4.2 THE STORIES, HISTORIES AND PEOPLES OF ALBERTA			
GENERAL OUTCOME: 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			
VALUES AND ATTITUDES			
4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity:	- recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC) recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC) recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta's culture and identity (CC, I, TCC) - recognize the history of the French language and the vitality of Francophone communities as integral parts of Alberta's heritage (CC, I, TCC) - recognize British institutions and peoples as integral parts of Alberta's heritage (CC, I, TCC) - recognize how the diversity of immigrants from Europe and other continents has enriched Alberta's rural and urban communities (CC, I, TCC) - demonstrate respect for places and objects of historical significance (I, LPP, TCC)	 Kinship and Community  The Legend of Muskrat  How Medicines Came to Man	

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
KNOWLEDGE AND UNDERSTANDING			
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:	• Which First Nations originally inhabited the different areas of the province? (CC, LPP, TCC) • How is the diversity of Aboriginal peoples reflected in the number of languages spoken? (CC, I, LPP) • What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land? (TCC) • What movement or migration within Canada contributed to the populating of Alberta? (LPP, TCC) • 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) • How did the Métis Nation and Métis settlements contribute to Alberta's identity (i.e., languages, accomplishments)? (CC, I, LPP, TCC) • 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) • 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) • 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) • How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP) • How are agriculture and the establishment of communities interconnected? (ER, LPP)	 Legend of Rat Root  Legend of Raven and Water	 Rupertsland Resources

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
4.3 ALBERTA: CELEBRATIONS AND CHALLENGES			
GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.			
VALUES AND ATTITUDES			
4.3.1 appreciate the factors contributing to quality of life in Alberta:	• value and respect their own and other cultural identities (C, I) • demonstrate respect for the rights, opinions and perspectives of others (C, I) • demonstrate respect for the cultural and linguistic diversity in Alberta (C, I) • recognize global affiliations within the Alberta Francophonie (GC) • appreciate the influence of the natural environment and resources on the growth and development of Alberta (ER, LPP) • value and respect their relationships with the environment (C, ER, LPP)	 Stewardship and Community – Sharing  Harvesting Medicines Series: Protocol on Herb Gathering	
KNOWLEDGE AND UNDERSTANDING			
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:	• What led to Alberta's joining Confederation? (TCC, PADM) • What key events have impacted the economy of Alberta (i.e., drought of the 1930s, discovery of oil)? (ER, LPP, TCC) • 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)		

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᑦᑭᑦᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
4.3.3 examine, critically, Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:	- 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) In what ways have Aboriginal peoples and communities changed over time? (CC, I, TCC) - How has multiculturalism in Alberta evolved over time? (CC, I, GC, LPP) - How has the Alberta Francophonie become increasingly multicultural? (CC, I, GC) - 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) 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) - 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) - How does living in a particular community, region or province help shape individual and collective identity? (CC, I, LPP)	 Elder's Voices (Goota Desmarais talks about shelters of the present and past.)	
4.3.4 examine recreation and tourism in Alberta by exploring and reflecting upon the following questions and issues:	- How do recreational sites and activities reflect Alberta's heritage and strengthen communities (e.g., festivals, fairs, celebrations, rodeos)? (C, CC, I, ER) How do physical geography and climate affect seasonal activities throughout Alberta? (ER, LPP) - To what extent do recreation and tourism foster appreciation of Alberta's natural regions and environment? (ER, LPP) - In what ways do interests concerning tourism and the natural environment conflict? (ER, LPP)	 Common Seasonal Activities – Seasonal Round	

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
SKILLS AND PROCESSES FOR SOCIAL STUDIES			
Dimensions of Thinking			
4.S.1 develop skills of critical thinking and creative thinking:	• evaluate significant local and current affairs, distinguishing between fact and opinion • evaluate, critically, ideas, information and positions from multiple perspectives • re-evaluate opinions to broaden understanding of a topic or an issue • generate original ideas and strategies in individual and group activities - seek responses to inquiries from various authorities through electronic media	 Frog Lake Massacre: Conflicting Accounts of Events	
4.S.2 develop skills of historical thinking:	• use photographs and interviews to make meaning of historical information • use historical and community resources to understand and organize the sequence of local historical events • explain the historical context of key events of a given time period		
4.S.3 develop skills of geographic thinking:	• use the scale on maps of Alberta to determine the distance between places • construct graphs, tables, charts and maps to interpret information • use historical maps to make meaning of historical events and issues • use cardinal and intermediate directions to locate places on maps and globes • identify the location of sources of nonrenewable resources (e.g., fossil fuels, minerals)		
4.S.4 demonstrate skills of decision making and problem solving:	• contribute and apply new ideas and strategies, supported with facts and reasons, to decision making and problem solving		

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᓴᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
4.S.4 demonstrate skills of decision making and problem solving:	• identify situations where a decision needs to be made and a problem requires attention • select and use technology to assist in problem solving • use data gathered from a variety of electronic sources to address identified problems • solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology • use graphic organizers, such as mind mapping/webbing, flowcharting and outlining, to present connections among ideas and information in a problem-solving environment	 Trickster and the Ducks	
Social Participation as a Democratic Practice			
4.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:	• demonstrate an awareness of the skills required for compromise and consensus building • demonstrate the ability to deal constructively with diversity and disagreement • consider the needs and points of view of others • work collaboratively with others to complete a group task • share information collected from electronic sources to add to a group task		
4.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:	• initiate projects that meet the particular needs or expectations of their school or community		
Research for Deliberative Inquiry			
4.S.7 apply the research process:	• develop the skills of skimming and scanning to gather relevant information • organize and synthesize information gathered from a variety of sources • use graphic organizers, such as webbing or Venn diagrams, to make meaning of information • draw and support conclusions, based on information gathered, to answer a research question		

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes	ᑭᓐᓂᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
4.S.7 apply the research process:	• formulate new questions as research progresses • cite references as part of research • access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs) • navigate within a document, compact disc or software application that contains links • organize information gathered from the Internet or an electronic source by selecting and recording the data in logical files or categories • organize information by using tools such as databases, spreadsheets or electronic webbing		
Communication			
4.S.8 demonstrate skills of oral, written and visual literacy:	• organize and present information, taking particular audiences and purposes into consideration • respond appropriately to comments and questions, using language respectful of human diversity • listen to others in order to understand their perspectives • create visual images for particular audiences and purposes • use selected presentation tools to demonstrate connections among various pieces of information • communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes		
4.S.9 develop skills of media literacy:	• compare information on the same issue or topic from print media, television, photographs and the Internet • examine diverse perspectives regarding an issue presented in the media • identify and distinguish points of view expressed in electronic sources on a particular topic		