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# **SOCIAL STUDIES KINDERGARTEN TO GRADE 12**

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## **PROGRAM RATIONALE AND PHILOSOPHY**

Social studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

### **PROGRAM VISION**

The Alberta Social Studies Kindergarten to Grade 12 Program of Studies meets the needs and reflects the nature of 21<sup>st</sup> century learners. It has at its heart the concepts of citizenship and identity in the Canadian context. The program reflects multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's evolving realities. It fosters the building of a society that is pluralistic, bilingual, multicultural, inclusive and democratic. The program emphasizes the importance of diversity and respect for differences as well as the need for social cohesion and the effective functioning of society. It promotes a sense of belonging and acceptance in students as they engage in active and responsible citizenship at the local, community, provincial, national and global level.

Central to the vision of the Alberta social studies program is the recognition of the diversity of experiences and perspectives and the pluralistic nature of Canadian society. Pluralism builds upon

Canada's historical and constitutional foundations, which reflect the country's Aboriginal heritage, bilingual nature and multicultural realities. A pluralistic view recognizes that citizenship and identity are shaped by multiple factors such as culture, language, environment, gender, ideology, religion, spirituality and philosophy.

### **DEFINITION OF SOCIAL STUDIES**

Social studies is the study of people in relation to each other and to their world. It is an issues-focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. Social studies fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind. Social studies is integral to the process of enabling students to develop an understanding of who they are, what they want to become and the society in which they want to live.

### **THE ROLE OF SOCIAL STUDIES**

Social studies develops the key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.

## **VALUES AND ATTITUDES**

Social studies provides learning opportunities for students to:

- value the diversity, respect the dignity and support the equality of all human beings
- demonstrate social compassion, fairness and justice
- appreciate and respect how multiple perspectives, including Aboriginal and Francophone, shape Canada's political, socio-economic, linguistic and cultural realities
- honour and value the traditions, concepts and symbols that are the expression of Canadian identity
- thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world
- demonstrate a global consciousness with respect to humanity and world issues
- demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability
- value lifelong learning and opportunities for careers in the areas of social studies and the social sciences.

## **KNOWLEDGE AND UNDERSTANDING**

Social studies provides learning opportunities for students to:

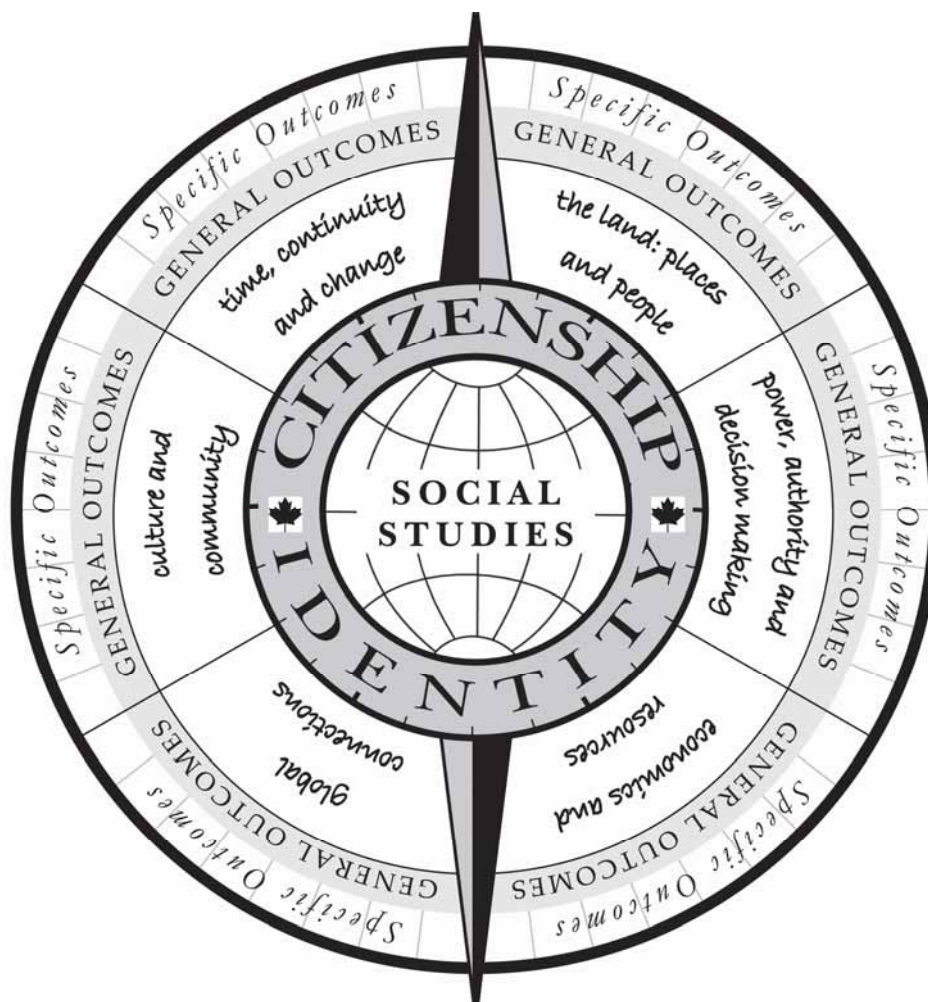
- understand their rights and responsibilities in order to make informed decisions and participate fully in society
- understand the unique nature of Canada and its land, history, complexities and current issues
- understand how knowledge of the history of Alberta, of Canada and of the world, contributes to a better comprehension of contemporary realities
- understand historic and contemporary issues, including controversial issues, from multiple perspectives
- understand the diversity of Aboriginal traditions, values and attitudes
- understand contemporary challenges and contributions of Aboriginal peoples in urban, rural, cultural and linguistic settings

- understand the historical and contemporary realities of Francophones in Canada
- understand the multiethnic and intercultural makeup of Francophones in Canada
- understand the challenges and opportunities that immigration presents to newcomers and to Canada
- understand how social cohesion can be achieved in a pluralistic society
- understand how political and economic distribution of power affects individuals, communities and nations
- understand the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society
- understand how opportunities and responsibilities change in an increasingly interdependent world
- understand that humans exist in a dynamic relationship with the natural environment.

## **SKILLS AND PROCESSES**

Social studies provides learning opportunities for students to:

- engage in active inquiry and critical and creative thinking
- engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making
- apply historical and geographic skills to bring meaning to issues and events
- use and manage information and communication technologies critically
- conduct research ethically using varied methods and sources; organize, interpret and present their findings; and defend their opinions
- apply skills of metacognition, reflecting upon what they have learned and what they need to learn
- recognize and responsibly address injustices as they occur in their schools, communities, Canada and the world
- communicate ideas and information in an informed, organized and persuasive manner.



## PROGRAM FOUNDATIONS

The program of studies provides a foundation of learning experiences that address critical aspects of social studies and its application. These critical areas provide general direction for the program of studies and identify major components of its structure.

## CORE CONCEPTS OF CITIZENSHIP AND IDENTITY

The dynamic relationship between citizenship and identity forms the basis for skills and learning outcomes in the program of studies.

The goal of social studies is to provide learning opportunities for students to:

- understand the principles underlying a democratic society
- demonstrate a critical understanding of individual and collective rights
- understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels
- validate and accept differences that contribute to the pluralistic nature of Canada
- respect the dignity and support the equality of all human beings.

The sense of being a citizen, enjoying individual and collective rights and equitable status in contemporary society, impacts an individual's sense of identity. Individuals need to feel that their identities are viewed as legitimate before they can contribute to the public good and feel a sense of belonging and empowerment as citizens.

Social studies provides learning opportunities for students to:

- understand the complexity of identity formation in the Canadian context
- understand how identity and self-esteem are shaped by multiple personal, social, linguistic and cultural factors
- demonstrate sensitivity to the personal and emotional aspects of identity
- demonstrate skills required to maintain individuality within a group
- understand that with empowerment comes personal and collective responsibility for the public good.

### **SOCIAL STUDIES AND ABORIGINAL PERSPECTIVES AND EXPERIENCES**

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Aboriginal perspectives
- of Aboriginal experiences
- that Aboriginal students have particular needs and requirements.

Central to Aboriginal identity are languages and cultures that link each group with its physical world, worldviews and traditions. The role of Elders and community leaders is essential in this linkage.

The social studies program of studies provides learning opportunities that contribute to the development of self-esteem and identity in Aboriginal students by:

- promoting and encouraging a balanced and holistic individual and strengthening individual capacity

- honouring and valuing the traditions, concepts and symbols that are the expression of their identity
- providing opportunities for students to express who they are with confidence as they interact and engage with others
- contributing to the development of active and responsible members of groups and communities.

### **SOCIAL STUDIES AND FRANCOPHONE PERSPECTIVES AND EXPERIENCES**

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Francophone perspectives
- of Francophone experiences
- that Francophone students have particular needs and requirements.

Social studies occupies a central position in successful Francophone education in Alberta. Francophone schools are a focal point of the Francophone community. They meet the needs and aspirations of parents by ensuring the vitality of the community. For students enrolled in Francophone schools, the social studies program will:

- strengthen Francophone self-esteem and identity
- encourage students to actively contribute to the flourishing of Francophone culture, families and communities
- promote partnerships among the home, community and business world
- engage students in participating in the bilingual and multicultural nature of Canada.

### **PLURALISM: DIVERSITY AND COHESION**

One of the goals of the social studies program is to foster understanding of the roles and contributions of linguistic, cultural and ethnic groups in Canada. Students will learn about themselves in relation to others. Social studies helps students to function

as citizens in a society that values diversity and cohesion.

A key component of effective social organizations, communities and institutions is recognition of diversity of experiences and perspectives. The program of studies emphasizes how diversity and differences are assets that enrich our lives. Students will have opportunities to value diversity, to recognize differences as positive attributes and to recognize the evolving nature of individual identities. Race, socio-economic conditions and gender are among various forms of identification that people live with and experience in a variety of ways.

Social studies addresses diversity and social cohesion and provides processes that students can use to work out differences, drawing on the strengths of diversity. These processes include:

- a commitment to respecting differences and fostering inclusiveness
- an understanding and appreciation for shared values
- a respect for democratic principles and processes for decision making such as dialogue and deliberation.

Diversity contributes to the development of a vibrant democratic society. Through the interactions of place and historical processes of change, diversity has been an important asset in the evolution of Canadian society. Some key manifestations of this diversity include:

- First Nations, Inuit and Métis cultures
- official bilingualism
- immigration
- multiculturalism.

Accommodation of diversity is essential for fostering social cohesion in a pluralistic society. Social cohesion is a process that requires the development of the relationships within and among communities. Social cohesion is manifested by respect for:

- individual and collective rights
- civic responsibilities

- shared values
- democracy
- rule of law
- diversity.

## **SOCIAL STUDIES: LEARNERS AND LEARNING**

Students bring their own perspectives, cultures and experiences to the social studies classroom. They construct meaning in the context of their lived experience through active inquiry and engagement with their school and community. In this respect, the infusion of current events, issues and concerns is an essential component of social studies.

Social studies recognizes the interconnections and interactions among school, community, provincial, national and global institutions.

The Alberta program of studies for social studies provides learning opportunities for students to develop skills of active and responsible citizenship and the capacity to inquire, make reasoned and informed judgments, and arrive at decisions for the public good.

Students become engaged and involved in their communities by:

- asking questions
- making connections with their local community
- writing letters and articles
- sharing ideas and understandings
- listening to and collaborating and working with others to design the future
- empathizing with the viewpoints and positions of others
- creating new ways to solve problems.

## **ISSUES-FOCUSED APPROACH TO TEACHING SOCIAL STUDIES**

A focus on issues through deliberation is intrinsic to the multidisciplinary nature of social studies and to democratic life in a pluralistic society. An issues-focused approach presents opportunities to

address learning outcomes by engaging students in active inquiry and application of knowledge and critical thinking skills. These skills help students to identify the relevance of an issue by guiding them to develop informed positions and respect for the positions of others. This process enables students to question, validate, expand and express their understanding; to challenge their presuppositions; and to construct their own points of view.

The program of studies is designed to promote metacognition through critical reflection, questioning, decision making and consideration of multiple perspectives on issues. Through this process, students will strive to understand and explain the world in the present and to determine what kind of world they want in the future.

### **Current Affairs**

Social studies fosters the development of citizens who are informed and engaged in current affairs. Accordingly, current affairs play a central role in learning and are integrated throughout the program. Ongoing reference to current affairs adds relevance, interest and immediacy to social studies issues. Investigating current affairs from multiple perspectives motivates students to engage in meaningful dialogue on relevant historical and contemporary issues, helping them to make informed and reasoned decisions on local, provincial, national and global issues.

An issues-focused approach that incorporates multiple perspectives and current affairs helps students apply problem-solving and decision-making skills to real-life and controversial issues.

In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.

Opportunities may include:

- current events in local communities
- issues with local, provincial, national and/or global relevance

- cultural celebrations
- visits from dignitaries
- special events.

### **Controversial Issues**

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of social studies education in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and teach thinking skills.

## **STRANDS OF SOCIAL STUDIES**

Learning related to the core concepts of citizenship and identity is achieved through focused content at each grade level. The six strands of social studies reflect the interdisciplinary nature of social studies. The strands are interrelated and constitute the basis for the learning outcomes in the program of studies.

### **Time, Continuity and Change**

Understanding the dynamic relationships among time, continuity and change is a cornerstone of citizenship and identity. Considering multiple perspectives on history, and contemporary issues within their historical context, enables students to understand and appreciate the social, cultural and political dimensions of the past, make meaning of the present and make decisions for the future.

## **The Land: Places and People**

Exploring the unique and dynamic relationship that humans have with the land, places and environments affects decisions that students make and their understanding of perspectives, issues, citizenship and identity. Students will examine the impact of physical geography on the social, political, environmental and economic organization of societies. This examination also affects students' understanding of perspectives and issues as they consider how connections to the land influence their sense of place.

## **Power, Authority and Decision Making**

Examining the concepts of power, authority and decision making from multiple perspectives helps students consider how these concepts impact individuals, relationships, communities and nations. It also broadens students' understanding of related issues, perspectives and their effect on citizenship and identity. A critical examination of the distribution, exercise and implications of power and authority is the focus of this strand. Students will examine governmental and political structures, justice and laws, fairness and equity, conflict and cooperation, decision-making processes, leadership and governance. This examination develops a student's understanding of the individual's capacity in decision-making processes and promotes active and responsible citizenship.

## **Economics and Resources**

Exploring multiple perspectives on the use, distribution and management of resources and wealth contributes to students' understanding of the effects that economics and resources have on the quality of life around the world. Students will explore basic economic systems, trade and the effects of economic interdependence on individuals, communities, nations and the natural environment. Students will also critically consider the social and environmental implications of resource use and technological change.

## **Global Connections**

Critically examining multiple perspectives and connections among local, national and global issues develops students' understanding of citizenship and identity and the interdependent or conflicting nature of individuals, communities, societies and nations. Exploring this interdependence broadens students' global consciousness and empathy with world conditions. Students will also acquire a better comprehension of tensions pertaining to economic relationships, sustainability and universal human rights.

## **Culture and Community**

Exploring culture and community allows students to examine shared values and their own sense of belonging, beliefs, traditions and languages. This promotes students' development of citizenship and identity and understanding of multiple perspectives, issues and change. Students will examine the various expressions of their own and others' cultural, linguistic and social communities.

## **GENERAL AND SPECIFIC OUTCOMES**

The general and specific outcomes provide an organizational structure for assessment of student progress in the social studies program. These outcomes follow the progression of learning that occurs at each grade level.

### **General Outcomes**

General outcomes identify what students are expected to know and be able to do upon completion of a grade/course. General outcomes have been identified within each grade/course.

### **Specific Outcomes**

Specific outcomes identify explicit components of values and attitudes, knowledge and understanding, and skills and processes that are contained within each general outcome within each grade/course. Specific outcomes are building blocks that enable students to achieve general outcomes for each grade/course. Where

appropriate, examples have been identified as an optional (e.g.) or required (i.e.) component of the specific outcome. At the 10–12 levels, all bracketed items are required components of the specific outcome.

## OUTCOMES RELATED TO VALUES AND ATTITUDES

The goal of social studies is to foster the development of values and attitudes that enable students to participate actively and responsibly as citizens in a changing and pluralistic society. Attitudes are an expression of values and beliefs about an issue or topic. Respect, a sense of personal and collective responsibility, and an appreciation of human interdependence are fundamental to citizenship and identity within local, national and global communities. Developing an ethic of care toward self, others and the natural world is central to these commitments.

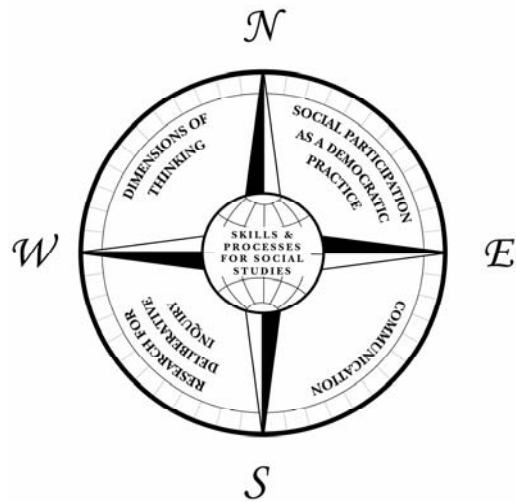
## OUTCOMES RELATED TO KNOWLEDGE AND UNDERSTANDING

Outcomes related to knowledge and understanding are fundamental to informed decision making. Knowledge and understanding involve the breadth and depth of information, concepts, evidence, ideas and opinions.

## OUTCOMES RELATED TO SKILLS AND PROCESSES

The specific outcomes for skills and processes provide opportunities for students to apply their learning to relevant situations and to develop, practise and maintain essential skills as their learning evolves within a grade/course and from grade to grade/course to course. The skill outcomes are grouped into the following categories for organizational purposes:

- Dimensions of Thinking
- Social Participation as a Democratic Practice
- Research for Deliberative Inquiry
- Communication



### Dimensions of Thinking

In social studies, students acquire and develop thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts. The following dimensions of thinking have been identified as key components in social studies learning:

#### *Critical Thinking*

Critical thinking is a process of inquiry, analysis and evaluation resulting in a reasoned judgment. Critical thinking promotes the development of democratic citizenship. Students will develop skills of critical thinking that include: distinguishing fact from opinion; considering the reliability and accuracy of information; determining diverse points of view, perspective and bias; and considering the ethics of decisions and actions.

#### *Creative Thinking*

Creative thinking occurs when students identify unique connections among ideas and suggest insightful approaches to social studies questions and issues. Through creative thinking, students generate an inventory of possibilities; anticipate outcomes; and combine logical, intuitive and divergent thought.



### ***Historical Thinking***

Historical thinking is a process whereby students are challenged to rethink assumptions about the past and to reimagine both the present and the future. It helps students become well-informed citizens who approach issues with an inquiring mind and exercise sound judgment when presented with new information or a perspective different from their own. Historical thinking skills involve the sequencing of events, the analysis of patterns and the placement of events in context to assist in the construction of meaning and understanding, and can be applied to a variety of media, such as oral traditions, print, electronic text, art and music.

Historical thinking allows students to develop a sense of time and place to help define their identities. Exploring the roots of the present ensures the transmission and sharing of values, and helps individuals to realize that they belong to a civil society. Historical thinking develops citizens willing to engage in a pluralistic democracy and to promote and support democratic institutions.

### ***Geographic Thinking***

Possessing geographic thinking skills provides students with the tools to address social studies issues from a geographic perspective. Geographic thinking skills involve the exploration of spatial orders, patterns and associations. They enable students to investigate environmental and societal issues using a range of geographic information. Developing these spatial skills helps students understand the relationships among people, events and the context of their physical environment, which will assist them to make choices and act wisely when confronted with questions affecting the land and water resources.

### ***Decision Making and Problem Solving***

Students develop the ability to make timely and appropriate decisions by identifying the need for a decision, then weighing the advantages, disadvantages and consequences of various alternatives. Decision making involves reserving judgments until all the options and perspectives have been explored; seeking clarity for a variety of choices and perspectives; examining the cause-

and-effect relationship between choices; and basing decisions on knowledge, values and beliefs.

Problem-solving processes in social studies help students develop the ability to identify or pose problems and apply learning to consider the causes and dimensions of problems. These skills help develop thinking strategies, allowing students to determine possible courses of action and consequences of potential solutions for a problem that may have multiple or complex causes and that may not have a clear solution. Activities such as simulations, debates, public presentations and editorial writing foster the development of these skills.

### ***Metacognition***

Metacognition is “thinking about thinking.” It involves critical self-awareness, conscious reflection, analysis, monitoring and reinvention. Students assess the value of the learning strategies they have used, modify them or select new strategies, and monitor the use of reinvented or new strategies in future learning situations. In this respect, students become knowledge creators and contribute to a shared understanding of the world we live in—a key feature of democratic life and commitment to pluralism.

### **Social Participation as a Democratic Practice**

Social participation skills enable students to develop effective relationships with others, to work in cooperative ways toward common goals and to collaborate with others for the well-being of their communities. Students will develop interpersonal skills that focus on cooperation, conflict resolution, consensus building, collaborative decision making, the importance of responsibility and the acceptance of differences. Development of these skills will enhance active participation in their communities. Activities in this regard could include social action and community projects, e.g., church groups, Amnesty International, Médecins sans frontières (Doctors Without Borders).

## Research for Deliberative Inquiry

Purposeful deliberation and critical reflection are essential skills and processes for democratic citizenship and problem solving. In social studies, the research process develops learners who are independent, self-motivated problem solvers and co-creators of knowledge. Developing research skills prepares students for the world of work, post-secondary studies, lifelong learning and citizenship in a complex world. These skills also enhance and enrich the process of identity formation as students critically reflect on their sense of self and relationship to others. The foundations of the research process are the application of acquired skills, the selection of appropriate resources and the use of suitable technology.

### *The Infusion of Technology*

Technology encompasses the processes, tools and techniques that alter human activity. Information communication technology provides a vehicle for communicating, representing, inquiring, making decisions and solving problems. It involves the processes, tools and techniques for:

- gathering and identifying information
- re-representations of dominant texts
- expressing and creating
- classifying and organizing
- analyzing and evaluating
- speculating and predicting.

Selected curriculum outcomes from Alberta Learning's Information and Communication Technology (ICT) Program of Studies are infused throughout the social studies program of studies and are indicated by this symbol ➤. Further information regarding the Information and Communication Technology Program of Studies is contained within that program of studies.

## Communication

Communication skills enable students to comprehend, interpret and express information and ideas clearly and purposefully. These skills include the language arts of listening, speaking,

reading, writing, viewing and representing, as well as the use of communication technologies for acquiring and exchanging information and ideas.

### *Oral, Written and Visual Literacy*

Through the language arts, human beings communicate thoughts, feelings, experiences, information and opinions and learn to understand themselves and others. Speaking, writing and representing are used in the social studies program to relate a community's stories and to convey knowledge, beliefs, values and traditions through narrative history, music, art and literature.

Reading, listening and viewing in social studies enables students to extend their thinking and their knowledge and to increase their understanding of themselves and others. These skills provide students with a means of accessing the ideas, perspectives and experiences of others.

The language arts enable students to explore, organize and clarify thoughts and to communicate these thoughts to others.

### *Media Literacy Skills*

Contemporary texts often involve more than one medium to communicate messages and as such, are often complex, having multi-layered meanings. Information texts include visual elements such as charts, graphs, diagrams, photographs, tables, pictures, collages and timelines. Media literacy skills involve accessing, interpreting and evaluating mass media texts such as newspapers, television, the Internet and advertising. Media literacy in social studies explores concepts in mass media texts, such as identifying key messages and multiple points of view that are being communicated, detecting bias, and examining the responsibility of citizens to respond to media texts.

## SCOPE AND SEQUENCE

The core concepts and six strands of the Alberta Social Studies Kindergarten to Grade 12 Program of Studies are reflected in each grade/course. The structure provides continuity and linkages from grade to grade/course to course. In addition, the general outcomes in each grade/course are components of the one central theme reflected in the grade/course title.

<b>Grade</b>	<b>Grade Title and General Outcomes</b>	<b>Linkages and Sequencing</b>
<b>Kindergarten</b>	<b>Being Together</b> K.1 I Am Unique K.2 I Belong	Kindergarten emphasizes a strong sense of identity and self-esteem and is a student's introduction to citizenship.
<b>One</b>	<b>Citizenship: Belonging and Connecting</b> 1.1 My World: Home, School, Community 1.2 Moving Forward with the Past: My Family, My History and My Community	Grade 1 is an introduction to active and responsible citizenship and introduces the concept of community. The concept of historical thinking is applied to the study of community.
<b>Two</b>	<b>Communities in Canada</b> 2.1 Canada's Dynamic Communities 2.2 A Community in the Past	Grade 2 expands on the concept of community through an examination of specific characteristics of communities in Canada. Building on the introduction of historical thinking in Grade 1, Grade 2 students will examine how a community changes over time.
<b>Three</b>	<b>Connecting with the World</b> 3.1 Communities in the World 3.2 Global Citizenship	Grade 3 continues to build on the knowledge of community and citizenship by examining diverse communities in the world. Grade 3 students will be introduced to the concepts of global citizenship and quality of life.
<b>Four</b>	<b>Alberta: The Land, Histories and Stories</b> 4.1 Alberta: A Sense of the Land 4.2 The Stories, Histories and People of Alberta 4.3 Alberta: Celebrations and Challenges	Grade 4 introduces specific geographic skills through an examination of Alberta and its cultural and geographic diversity. Linkages to literature and the continued development of historical thinking are reinforced through stories and legends. Archaeology and paleontology are also introduced in Grade 4 to further develop historical thinking skills.
<b>Five</b>	<b>Canada: The Land, Histories and Stories</b> 5.1 Physical Geography of Canada 5.2 Histories and Stories of Ways of Life in Canada 5.3 Canada: Shaping an Identity	Grade 5 examines the foundations of Canada through its physical geography, the ways of life and heritage of its diverse peoples. Grade 5 presents events and issues that have impacted citizenship and identity in the Canadian context over time.
<b>Six</b>	<b>Democracy: Action and Participation</b> 6.1 Citizens Participating in Decision Making 6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy	Grade 6 emphasizes the importance of active and responsible participation as the foundation of a democratic society. Students will examine how the underlying principles of democracy in Canada compare to those of Ancient Athens and the Iroquois Confederacy.

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<b>Grade</b>	<b>Grade Title and General Outcomes</b>	<b>Linkages and Sequencing</b>
<b>Seven</b>	<b>Canada: Origins, Histories and Movement of People</b> 7.1 Toward Confederation 7.2 Following Confederation: Canadian Expansions	Grade 7 provides a comprehensive examination of Canadian history preceding and following Confederation. The concept of intercultural contact is introduced through an examination of migration and immigration. Grade 7 forms the foundation for the continued dialogue on citizenship and identity in Canada.
<b>Eight</b>	<b>Historical Worldviews Examined</b> 8.1 From Isolation to Adaptation: Japan 8.2 Origins of a Western Worldview: Renaissance Europe 8.3 Worldviews in Conflict: The Spanish and the Aztecs	Grade 8 expands on the concept of intercultural contact and continues to develop historical thinking skills through an examination of past societies in different parts of the world.
<b>Nine</b>	<b>Canada: Opportunities and Challenges</b> 9.1 Issues for Canadians: Governance and Rights 9.2 Issues for Canadians: Economic Systems in Canada and the United States	Grade 9 focuses on citizenship, identity and quality of life and how they are impacted by political and legislative processes in Canada. The role of economic systems in Canada and the United States will also be examined.

<b>Grade</b>	<b>Course Titles</b>	<b>Linkages and Sequencing</b>
<b>Ten</b>	<b>10-1 Perspectives on Globalization</b> <b>10-2 Living in a Globalizing World</b>	Grade 10 explores the origins of globalization, the implications of economic globalization and the impact of globalization internationally on lands, cultures, human rights and quality of life.
<b>Eleven</b>	<b>20-1 Perspectives on Nationalism</b> <b>20-2 Understandings of Nationalism</b>	These are the proposed titles for the Grade 11 and Grade 12 programs of study, currently under development.
<b>Twelve</b>	<b>30-1 Perspectives on Ideology</b> <b>30-2 Understandings of Ideologies</b>	

# GRADE 5: Canada: The Land, Histories and Stories

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## OVERVIEW

Grade 5 students will examine how the ways of life of peoples in Canada are integral to Canadian culture and identity. They will explore the geographic vastness of Canada and the relationships between the land, places and people. As they reflect upon the stories of diverse Aboriginal, French, British and immigrant experiences in Canada over time, students will develop a sense of place and an awareness of how these multiple stories contribute to students' sense of citizenship and identity.

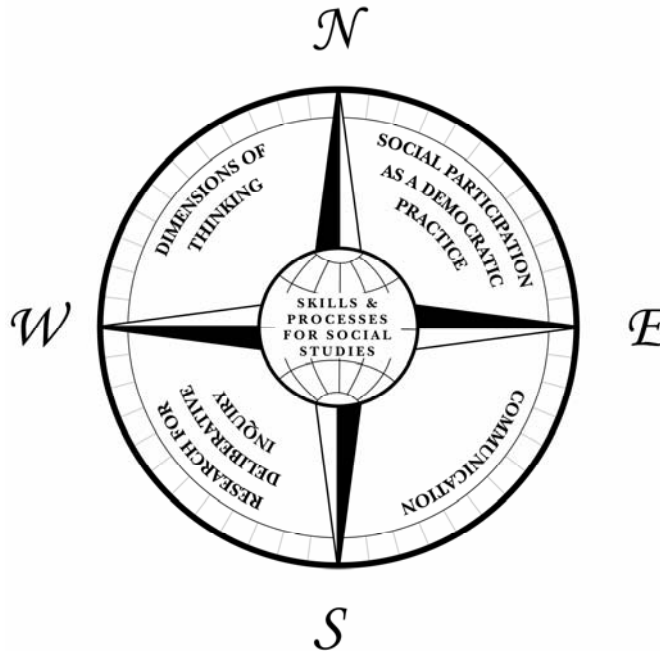
## RATIONALE

Grade 5 students will be provided with opportunities to explore how the diversity of stories and experiences, and the vastness of Canada, affect citizenship and identity in the Canadian context.

## TERMS AND CONCEPTS

Aboriginal, anthropology, archaeology, Canadian Charter of Rights and Freedoms, Confederation, coureurs des bois, cultural heritage, demographics, Elder, First Nations, Francophone, fur trade, Great Depression, Great Migration, habitants, immigration, industrialization, Inuit, Métis, New France, reserve, seigneurial system, treaties, voyageurs

<b>General Outcome 5.1 Physical Geography of Canada</b>	<b>General Outcome 5.2 Histories and Stories of Ways of Life in Canada</b>	<b>General Outcome 5.3 Canada: Shaping an Identity</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.	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.	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>Local and Current Affairs</b>		
In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.		



### Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 6.

<b>Dimensions of Thinking</b>	
<i>critical thinking and creative thinking</i>	assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
<i>historical thinking</i>	use primary sources to broaden understanding of historical events and issues
<i>geographic thinking</i>	construct and interpret various types of maps (i.e., historical, physical, political maps) to broaden understanding of topics being studied
<i>decision making and problem solving</i>	propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving
<b>Social Participation as a Democratic Practice</b>	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate the skills of compromise in order to reach group consensus
<i>age-appropriate behaviour for social involvement</i>	demonstrate commitment to the well-being of the community by drawing attention to situations of injustice where action is needed
<b>Research for Deliberative Inquiry</b>	
<i>research and information</i>	determine the reliability of information, filtering for point of view and bias
<b>Communication</b>	
<i>oral, written and visual literacy</i>	express opinions and present perspectives and information in a variety of forms, such as oral or written presentations, speeches or debates
<i>media literacy</i>	detect bias present in the media

# 5.1 Physical Geography of Canada

## General Outcome

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.

## Specific Outcomes

### ► Values and Attitudes

*Students will:*

#### 5.1.1 value Canada’s physical geography and natural environment:

- appreciate the variety and abundance of natural resources in Canada (ER, LPP)
- appreciate the diversity of geographic phenomena in Canada (LPP)
- appreciate the environmental significance of national parks and protected areas in Canada (ER, LPP)
- appreciate how the land sustains communities and the diverse ways that people have of living with the land (GC, LPP)
- appreciate the influence of the natural environment on the growth and development of Canada (LPP)
- demonstrate care and concern for the environment through their choices and actions (GC, LPP)
- appreciate the geographic vastness of Canada (LPP)

### ► Knowledge and Understanding

*Students will:*

#### 5.1.2 examine, critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues:

- What are the major geographical regions, landforms and bodies of water in Canada? (LPP)
- How do landforms, bodies of water and natural resources affect the quality of life in Canada? (LPP)
- How have natural disasters and severe weather been part of Canada’s physical geography? (LPP, TCC)
- What are the differences and similarities among the geographical regions of Canada? (LPP)
- How is the geographical region they live in different from other regions of Canada? (LPP)
- What are the factors that determine climate in the diverse geographical regions of Canada (e.g., latitude, water, mountains)? (LPP)
- How are Canada’s national parks and protected areas important to the sustainability of Canada’s natural environment? (ER, LPP)

#### 5.1.3 analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:

- In what ways do natural resources and the physical geography of a region determine the establishment of communities? (ER, LPP)
- How are natural resources used, exchanged and conserved in Canada? (ER, LPP)
- Whose responsibility should it be to ensure the preservation of Canada’s national parks and protected areas? (C, ER, LPP)

	C	Citizenship		I	Identity
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

## 5.2 Histories and Stories of Ways of Life in Canada

### General Outcome

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.

**Stories:** Stories provide a vital opportunity to bring history to life. Through stories, people share information, values and attitudes about history, culture and heritage. Stories are communicated through legends, myths, creation stories, narratives, oral traditions, songs, music, dance, literature, visual and dramatic arts, traditions and celebrations. They can include or be supported by biographies, autobiographies, archives, news items, novels or short stories.

In social studies, stories provide students with opportunities to understand the dynamics of peoples, cultures, places, issues and events that are integral to Canada's history and contemporary society.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

##### 5.2.1 appreciate the complexity of identity in the Canadian context:

- recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity (I, TCC)
- acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history (CC, I, TCC)
- acknowledge the roots of Francophone identity and presence in Canada (CC, I, TCC)
- acknowledge British influence and presence in Canada (CC, I, TCC)
- acknowledge the contributions made by diverse cultural groups to the evolution of Canada (CC, I, TCC)
- recognize how changes in society can affect identity (CC, I)

#### ► Knowledge and Understanding

*Students will:*

##### 5.2.2 examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:

- 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)
- 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)
- 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)
- What was the significance of the potlatch to the identity of the Aboriginal peoples of the Northwest Coast? (I, CC, LPP)
- In what ways do anthropology and archaeology contribute to our understanding of First Nations, Métis and Inuit peoples? (CC, LPP, TCC)

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**5.2.3 examine, critically, ways of life in New France by exploring and reflecting upon the following questions and issues:**

- 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)
- What do stories about the habitants tell us about Francophone history, culture and presence in Canada? (I, CC, TCC)

**5.2.4 examine, critically, ways of life of the fur traders by exploring and reflecting upon the following questions and issues:**

- How are the stories of the Métis people, their culture and heritage rooted in the fur trade? (CC, I, TCC)
- How do stories about ways of life in fur trade forts reflect the British influence in Canada? (CC, TCC, PADM)
- What were the main languages spoken by fur traders and their families in the fur trade forts? (I, CC, TCC, ER)

**5.2.5 examine, critically, ways of life of the United Empire Loyalists by exploring and reflecting upon the following questions and issues:**

- What do stories of the United Empire Loyalists tell us about British culture and presence in Canada? (CC, I, TCC)
- How did the diversity of United Empire Loyalists contribute to Canadian diversity? (I, CC, TCC, LPP)

**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:**

- What do stories of Irish and Scottish immigrants tell us about their heritage and presence in Canada? (CC, I, TCC)
- What do stories of British peoples tell us about the British history, culture and presence in Canada? (CC, I, TCC)

**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:**

- What do stories of the North West Mounted Police tell us about the settlement and development of western and northern Canada? (LPP, PADM)
- How have stories of the North West Mounted Police shaped identity in western and northern Canada? (I, TCC, PADM)

**5.2.8 examine, critically, ways of life of non-European immigrants by exploring and reflecting upon the following questions and issues:**

- How do stories of Chinese immigrants (i.e., railway workers) contribute to an understanding of the development of Canada? (CC, I, TCC)
- What do stories of the Underground Railroad tell us about the history and presence of Black communities in Canada? (CC, I, TCC, LPP)
- How do stories of immigrants from India contribute to an understanding of diversity in Canada? (CC, I)

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**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:**

- 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)
- How were European immigrants affected by pressures to conform in western Canada? (C, CC, I, GC, LPP, TCC)

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## 5.3 Canada: Shaping an Identity

### General Outcome

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.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

##### 5.3.1 appreciate how changes impact citizenship and identity:

- recognize how economic and political changes impact ways of life of citizens (C, ER, I, PADM)
- recognize the effects of Confederation on citizenship and identity from multiple perspectives (C, I, PADM, TCC)
- recognize the historical significance of French and English as Canada's official languages (C, I, PADM)

#### ► Knowledge and Understanding

*Students will:*

##### 5.3.2 assess, critically, the changes that occurred in Canada immediately following Confederation by exploring and reflecting upon the following questions and issues:

- How did John A. Macdonald and George-Étienne Cartier contribute as partners of Confederation? (TCC, PADM)
- How did the circumstances surrounding Confederation eventually lead to French and English becoming Canada's two official languages? (I, C, PADM)
- How did the building of Canada's national railway affect the development of Canada? (CC, ER, PADM)
- Why were Aboriginal peoples excluded from the negotiations surrounding Confederation? (TCC, PADM)

##### 5.3.3 assess, critically, how the Famous Five brought about change in Canada by exploring and reflecting upon the following questions and issues:

- Who were the Famous Five? (LPP, TCC)
- How did they identify the need for change in Canadian laws? (C, I, PADM)
- How did the changes brought on by their actions affect individual rights in Canada? (C, I, PADM)

##### 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:

- How did the First World War contribute to the industrialization and urbanization of Canada? (ER, LPP)
- In what ways did the Great Depression of the 1930s affect ways of life in urban and rural communities? (ER, LPP, TCC)
- How did the economic boom immediately following the Second World War affect ways of life in Canada? (CC, ER, TCC)

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**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:**

- How was the Statute of Westminster a recognition of Canada as a country? (C, I, TCC)
- How did Lester B. Pearson's initiative within the United Nations contribute to Canada's identity as a peacekeeping country? (GC, I, PADM)
- How did the adoption of the Canadian flag affect collective identity within Canada? (I, LPP)
- How was the patriation of the Constitution in 1982 a step toward nationhood? (GC, I, PADM)
- How is the Canadian Charter of Rights and Freedoms a symbol of Canada's emerging identity? (I, PADM)
- What factors led to the creation of Nunavut? (I, CC, LPP, PADM)

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## SKILLS AND PROCESSES FOR GRADE 5

Alberta Education's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

### ► DIMENSIONS OF THINKING

*Students will:*

#### **5.S.1 develop skills of critical thinking and creative thinking:**

- analyze significant local and current affairs from a variety of sources, distinguishing between fact and opinion
- evaluate ideas, information and positions from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate original ideas and strategies in situations of individual and group activities
- seek responses to inquiries from various authorities through electronic media
- 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

#### **5.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 national historical events
- explain the historical context of key events of a given time period
- organize information, using such tools as a database, spreadsheet or electronic webbing

#### **5.S.3 develop skills of geographic thinking:**

- use latitude and longitude to determine the absolute location of places in Canada on maps and globes
- construct maps, diagrams and charts to display geographic information
- use historical maps to make meaning of historical events and issues
- use cardinal and intermediate directions and simple grids to locate places on maps and globes
- use the scale on maps and globes to determine the distance between places
- 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)

#### **5.S.4 demonstrate skills of decision making and problem solving:**

- determine when a decision needs to be made in dealing with problems and issues
- collaborate with others to apply strategies for decision making and problem solving
- 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, flow charting and outlining, to present connections between ideas and information in a problem-solving environment
- generate alternative solutions to problems by using technology to facilitate the process

## ► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

*Students will:*

### **5.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:**

- consider multiple points of view while attempting to reach group consensus
- demonstrate the ability to deal constructively with diversity and disagreement
- work collaboratively with others to achieve a common goal
- record group brainstorming, planning and sharing of ideas by using technology
- retrieve data from available storage devices, such as a shared folder, to which a group has contributed

### **5.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:**

- demonstrate commitment to the well-being of the school or community by volunteering to help where needed

## ► RESEARCH FOR DELIBERATIVE INQUIRY

*Students will:*

### **5.S.7 apply the research process:**

- determine themes, patterns and trends from information gathered
- use graphs, tables, charts and Venn diagrams to interpret information
- draw and support conclusions, based on information gathered, to answer a research question
- cite references as part of research
- design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary
- access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs)
- navigate within a document, compact disc or other software program 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, using such tools as a database, spreadsheet or electronic webbing
- use a variety of technologies to organize and synthesize researched information
- reflect on and describe the processes involved in completing a project

## ► COMMUNICATION

*Students will:*

### **5.S.8 demonstrate skills of oral, written and visual literacy:**

- select appropriate forms of delivery for written and oral information, taking particular audiences and purposes into consideration
- respond appropriately to comments and questions, using language respectful of human diversity
- listen to others to understand their perspectives
- create visual images for particular audiences and purposes
- identify and distinguish points of view expressed in electronic sources on a particular topic
- extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail
- communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes

**5.S.9 develop skills of media literacy:**

- examine how various people might interpret a media message differently
- examine diverse perspectives regarding an issue presented in the media

# Glossary of Terms and Concepts—Grade 5

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The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

<b>Aboriginal</b>	The descendants of the original inhabitants of North America. First Nations, Inuit and Métis peoples have unique heritages, languages, cultural practices and spiritual beliefs. Aboriginal is also a term used in other parts of the world to refer to the first inhabitants of a given area.
<b>anthropology</b>	The study of the human race, its cultures and societies, and their physical development.
<b>archaeology</b>	The study of the buildings, containers and other, usually buried, objects that belonged to people who lived in the past.
<b>Canadian Charter of Rights and Freedoms</b>	Document entrenched in the <i>Constitutional Act, 1982</i> that lists and describes the fundamental rights and freedoms guaranteed to Canadians.
<b>Confederation</b>	The passage of the <i>British North America Act</i> by the British Parliament in 1867, uniting the four provinces of Ontario, Québec, New Brunswick and Nova Scotia.
<b>coureurs des bois</b>	Young men who left the villages of New France to live among Aboriginal peoples; they made trading agreements and collected furs, learned native languages, and became skilled at wilderness travel and the native way of life.
<b>cultural heritage</b>	The beliefs, customs, knowledge, values and historical experiences shared by a given group.
<b>demographics</b>	Information pertaining to the study of a population.
<b>Elder</b>	Any person regarded or chosen by an Aboriginal group to be the keeper and teacher of its oral tradition and knowledge. This is a person who is recognized for his or her wisdom about spirituality, culture and life. Not all Elders are “old.” An Aboriginal community and/or Aboriginal individuals will typically seek the advice and assistance of Elders regarding traditional as well as contemporary issues.
<b>First Nations</b>	Refers to the various governments of the First Nations peoples of Canada. There are over 630 First Nations across Canada, with 46 First Nations in Alberta.
<b>Francophone</b>	A person for whom French is the first language learned and/or still in use; a person of French language and culture.
<b>fur trade</b>	An important economic activity that took place in British North America between the 16 <sup>th</sup> and 19 <sup>th</sup> centuries, involving the buying and selling of animal pelts, primarily beaver.



<b>Great Depression</b>	Severe, prolonged period of low economic activity and high unemployment that existed in the 1930s.
<b>Great Migration</b>	The period between 1815 and 1850 during which large numbers of British immigrants immigrated to Canada.
<b>habitants</b>	Tenant farmers of New France who held land under the seigneurial system.
<b>immigration</b>	Movement of people intending to establish a home and gain citizenship in a country that is not their native country.
<b>industrialization</b>	The movement toward the use of machinery to collect and manufacture raw materials.
<b>Inuit</b>	Aboriginal peoples in northern Canada, most of whom live above the tree line in the Northwest Territories, northern Québec and Labrador.
<b>Métis</b>	People of mixed First Nations and European ancestry who identify themselves as Métis people. They are distinct from First Nations, Inuit and non-Aboriginal peoples. The Métis history and culture draws on diverse ancestral origins, such as Scottish, Irish, French, Ojibway and Cree.
<b>New France</b>	All the territory in North America claimed by France from the 1520s to 1763. This vast territory, from the Hudson Strait to the Gulf of Mexico, included Acadia, Louisiana and the Mississippi Valley. The largest French population was concentrated in the St. Lawrence Valley.
<b>reserve</b>	An area of land that is protected and set aside by the federal government for Aboriginal peoples in accordance with treaties.
<b>seigneurial system</b>	Name for the system by which land was held in New France. The Royal government in France granted large blocks of land in New France to French nobles, army officers, merchants and government officials, who became known as seigneurs (meaning “lords” or “landlords”). The seigneurs were required to either farm their land themselves or lease much of it to farmers (known as habitants).
<b>treaties</b>	Legal documents between a government and a First Nation that confer rights and obligations on both parties. To First Nations peoples, the treaties are sacred documents made by the parties and often sealed by a pipe ceremony.
<b>voyageurs</b>	Adventurers who ventured west by canoe from Montréal to the interior to trade with Aboriginal peoples for furs.

