




<u>Grade 5 Social Studies Curriculum Planning Guides</u>	Pearson Digital access (requires @sd28.org teacher login): <u>https://bit.ly/2l3z07k</u> <u>Website portal</u> <u>e-textbook</u>
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Core Competencies:		
<p>Communication</p>  <ul style="list-style-type: none"> - The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. 	<p>Thinking</p>  <ul style="list-style-type: none"> -The thinking competency encompasses the knowledge, skills and processes we associate with the intellectual development and is demonstrated through: creative and critical thinking 	<p>Personal and Social</p>  <ul style="list-style-type: none"> -The personal and social competency includes: positive personal and cultural identity, personal awareness and responsibility and social responsibility

<u>Immigration and multiculturalism continue to shape Canadian society and identity. (society & culture)</u>	<u>Canadian institutions and government reflect the challenge of our regional diversity (governance)</u>
<u>Canada's policies for and treatment of minority peoples have negative and positive legacies. (history)</u>	<u>Natural resources continue to shape the economy and identity of different regions of Canada (geography/ economy)</u>

- **Big Ideas:** Immigration and multiculturalism continue to shape Canadian society and identity. **(society & culture)**

Curriculum Content	Guiding Questions	Sample Activities/Projects	Resources	Curricular Competencies
-the development and evolution of Canadian identity over time	<p>Which people contributed most to Canada becoming an independent country?</p> <p>What is a Canadian identity?</p> <p>How has a Canadian Identity changed over time?</p> <p>What are some key differences between being a pre-Confederation - Canada citizen and being a Canadian citizen today?</p> <p>What is the most significant event in Canadian history?</p>	<p>Identify and assess the significance of individuals who have contributed to the development of Canada's identity in various areas (e.g., the arts, literature, science and medicine, government, military, exploration, law and order, public service)</p> <p>Assess the roles of the fur trade, the Canadian Pacific Railway, and the gold rushes in the development of Canada</p> <p>Create timeline, map or other graphic to illustrate selected events or periods in the development of Canada</p>	<p>Online Video resources: Learn 360 - The Northern Frontier</p> <p>"Canadian" slam poetry: https://www.youtube.com/watch?v=BQbQGn_rqTw</p> <p>Websites: https://cpconnectingcanada.ca/ (en/fr)</p> <p>https://www.glenbow.org/mavericks/teacher/english/thm_rail/projpln1.html (en/fr)</p> <p>Article Links:</p> <p>Great Canadian Women Canada's Great Women - Canada's History</p>	<p>Use SS inquiry processes and skills to - ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>Develop a plan of action to address a selected problem or issue</p> <p>Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)</p> <p>Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</p>
-the changing nature of Canadian immigration over time	<p>Why is Canada culturally diverse?</p> <p>How has Canada's identity been shaped by the immigration of individuals from a wide range of ethnic and cultural backgrounds?</p>	<p>Sample Topics:</p> <p>-changing government policies about the origin of immigrants and the number allowed to come to Canada</p> <p>-immigration to BC, including East and South Asian immigration to BC</p>	<p>Online Video resources:</p> <p>Websites: Historica Canada - Letters from the past</p> <p>Chinese Railroad Workers: The</p>	<p>Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present. (continuity and change)</p> <p>Differentiate between intended</p>

	Why did East and South Asians come to BC and Canada, and what challenges did they face?	<p>-the contributions of immigrants to Canada's development (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, British investors)</p> <p>-push and pull factors</p> <p>-settlement pattern</p> <p>-growth of cities, provinces, and territories as a result of immigration</p> <p>-The search for gold was a major force in opening British Columbia for settlement and in shaping our landscape, our government and laws.</p>	<p><u>Ties that Bind Article Links:</u></p> <p><u>Resources:</u></p> <p>THE CARIBOO GOLD RUSH ADVENTURE GAME An Adventure Game exploring the 1860's Gold Rush in British Columbia</p> <p>http://cariboogoldrush.csp.net/index.html (English/Fr versions)</p> <p>Kayak magazine (Chinese Descent)</p>	<p>and unintended consequences of events, decisions, and developments, and speculate about the alternative outcomes (causes and consequence)</p> <p>Take a stakeholder's perspective on issues, developments, or events by making inferences about their beliefs, values, and motivations. (perspectives)</p> <p>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond. (ethical judgment)</p>
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- **Big Ideas:** Canada's policies for and treatment of minority peoples have negative and positive legacies. (history)

Curriculum Content	Guiding Questions	Sample Activities/ Projects	Resources	Curricular Competencies
-past discriminatory government	-What types of discrimination have immigrants to Canada faced (e.g., cases of systemic discrimination by local,	Through role-play, simulations, or letters, present perspectives on the challenges faced by immigrants (eg. climate, language, tolerance for their religion, employment)	<p><u>Online video resources:</u></p> <p>The Komagata Maru Incident</p>	Ask questions, corroborate inferences, and draw conclusions

<p>policies and actions, such as the Chinese Head Tax, the <i>Komagata Maru</i> incident, residential schools, and internments</p>	<p>provincial, and federal levels of government)?</p> <p>-How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history?</p> <p>-Why did Canada discourage Chinese immigration and settlement?</p> <p>-What were the causes of the 1907 Vancouver riots?</p> <p>Why did Canada intern people during the World Wars?</p> <p>Based on evidence at the time, was the internment of the Japanese people in BC justified? Explain your answer</p> <p>-What effects did residential schools have on First Peoples families and communities?</p>	<p>Examine sources to determine the motivation for historical wrongs against East and South Asian immigrants.</p> <p>Sample Topics:</p> <p>-historical wrongs against East and South Asian immigrants</p> <p>-Indian Act</p> <p>-Head Tax on Chinese immigrants</p> <p>-numbered treaties with First Peoples</p> <p>-1884–85 famine</p> <p>-1907 Anti-Asian Riots</p> <p>-internment of Doukhobors (Ukrainians) during WW1</p> <p>-Japanese and German internments during WWII</p> <p>-turning away of Jewish refugees prior to WWII</p> <p>-reduction or relocation of First Peoples reserves</p> <p>-residential school system</p> <p>-ethnic minorities denied the vote</p>	<p>Heritage minutes search for Boat people, Nitro (chinese rail labour): https://www.historicacanada.ca/heritageminutes</p> <p>Websites:</p> <p>BC Chinese experience: http://www.library.ubc.ca/chineseinbc/index.html</p> <p>Open hearts, closed doors: http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/orphelins-orphans/english/index.html</p> <p>Chinese in Canada Bamboo Shoots: Chinese Canadian Legacies in BC Head Tax and Exclusion SD42 Lib Guide http://gss.sd42.libguides.com/c.php?g=698159&p=4958816</p> <p>Article Links:</p> <p>Japanese Canadian Internment Japanese Canadian Internment Vancouver council apologizes to Japanese-Canadians for 1942 support of internment</p> <p>Komagata Maru</p> <p>Komagata Maru</p> <p>Behind the Komagata Maru's fight to open Canada's border</p>	<p>about the content and origins of a variety of sources, including mass media (evidence)</p> <p>Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present. (continuity and change)</p> <p>Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about the alternative outcomes (causes and consequence)</p> <p>Take a stakeholder's perspective on issues, developments, or events by making inferences about</p>
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			Trudeau to offer apology in House for 1914 Komagata Maru incident Resources: Japanese Internment Hastings Park: A Japanese-Canadian Internment Camp Beginning 1942 <u>Residential Schools:</u> -Residential Schools Kit (Local SD28) The Learning Circle: Classroom Activities on First Nations in Canada (Unit 3 and 5) Teacher's Guide Indian Residential Schools and Reconciliation FNESC- Additional resources: Indian Residential Schools and Reconciliation Project of the Heart Residential schools lesson: https://sway.office.com/3GLAWLrUHabBopxz	their beliefs, values, and motivations. (perspectives) Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond. (ethical judgment)
-human rights and responses to discrimination in Canadian society		Individually, or in groups, design a plan of action to address a problem or issue (eg. fundraising campaign, clothing or food drive, letter writing to a politician, editorial in school or community newspaper, petition) Sample Topics: -Canadian Charter of Rights and Freedoms	Online Video resources: Websites: Article Links:	

		<ul style="list-style-type: none">-LGBTQ rights and same-sex marriage-gender equity-racism-religious freedoms-freedom of speech-women's suffrage in Canada-language rights-protest movements-examples of individuals who have fought for change and spoken out against injustice-key provisions of the Canadian Charter of Rights and Freedoms-the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)		
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- **Big Ideas:** Natural resources continue to shape the economy and identity of different regions of Canada (**geography/ economy**)

Curriculum Content	Guiding Questions	Sample Activities/ Projects	Resources	Curricular Competencies
-resources and economic development in different regions of Canada	<p>-How does geography affect one's identity?</p> <p>-What natural resources are most important to the economy of your community?</p> <p>-How has technology affected the discovery, extraction, processing, and marketing of selected natural resources?</p> <p>What are the potential consequences of non-sustainable practices in resource use?</p> <p>Is Canada's role in climate change enough?</p>	<p>-Use maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coasts, mineral resources in the Canadian Shield).</p> <p>-Identify significant natural resources in BC and Canada, including:</p> <p>-fish and marine resources</p> <p>-forests</p> <p>-minerals (e.g., diamonds, gold, asbestos, tin, copper)</p> <p>-energy resources (e.g., natural gas, petroleum, coal, hydro)</p> <p>Sample Topic:</p> <p>-Canada's response to climate change</p>	<p>Online Video resources:</p> <p>Websites:</p> <p>Natural resources: http://gss.sd42.libguides.com/c.php?g=698159&p=4958816</p> <p>Geographic regions: http://gss.sd42.libguides.com/c.php?g=698159&p=4955333</p> <p>Article Links:</p> <p>Resources:</p> <p>Keeping It in Perspective</p>	<p>Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</p> <p>Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present. (continuity and change)</p> <p>Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about the alternative outcomes (causes and consequence)</p> <p>Take a stakeholder's perspective on issues, developments, or events by making inferences about their beliefs, values, and motivations. (perspectives)</p> <p>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond. (ethical judgment)</p>

-First Peoples land ownership and use	-How are First Peoples connected to the land? -How do First Peoples balance economic development with traditional uses of the land? -How fair has BC's treaty process been? Explain your answer.	Sample Topics: -treaties -burial grounds -housing -hunting and fishing -land claims disputes	Online Video resources: Websites: The Learning Circle: Classroom Activities on First Nations in Canada (Units 4-Hunting and Trapping and Unit 7- Treaties) The Learning Circle: Classroom Activities on First Nations in Canada (Unit 6-First Nations and the Environment) Article Links:	
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- **Big Ideas:** Canadian institutions and government reflect the challenge of our regional diversity (**governance**)

Curriculum Content	Guiding Questions	Sample Activities/ Projects	Resources	Curricular Competencies
-levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding	Which level of government has the most effect on your daily life?	-Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal. -Summarize the responsibilities of government (e.g., providing and administering services, making laws, collecting and allocating taxes).	Online Video resources: http://civix.ca/resources/multi-media-tools/ Websites: Civix (Government resources): http://civix.ca/resources/category/elementary-lessons/	Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present. (continuity and change)

		<p>-Through role-play, simulation, or case study, examine the election process (e.g., different political parties, voting).</p> <p>Sample Topics:</p> <ul style="list-style-type: none"> -key roles within provincial, territorial, and federal governments in Canada (e.g., premier, prime minister, MLA, MP, speaker, Lieutenant-Governor, Governor General; cabinet, senate, government ministries) -elected and appointed provincial and federal government leaders in Canada (e.g., local MLA and MP, local First Peoples leaders, premier of BC, Lieutenant-Governor of BC, prime minister, Governor General) 	<p>Election coverage: https://pollenize.org/</p> <p>Article Links:</p> <p>Resources:</p> <p>Myth Busting: Separating Parliamentary Myths from Reality</p> <p>Parliament of the Future</p> <p>Vote-Own It or Get Owned!</p>	<p>Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about the alternative outcomes (causes and consequence)</p> <p>Take a stakeholder's perspective on issues, developments, or events by making inferences about their beliefs, values, and motivations. (perspectives)</p> <p>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond. (ethical judgment)</p>
-participation and representation in Canada's system of government	How have government policies affected Canada's First Peoples?	<p>Sample Topics:</p> <ul style="list-style-type: none"> -representative versus direct democracy -electoral boundaries -political parties -electoral process -alternative voting systems -First Peoples governance 	<p>Online Video resources:</p> <p>Websites:</p> <p>Indigenous Self-government BC Treaty Commission: Self-government</p> <p>The Learning Circle: Classroom Activities on First Nations in Canada (Unit 8)</p> <p>Article Links:</p>	