
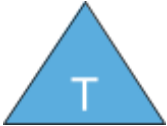



Grade 4 Social Studies
Curriculum Planning Guides

Pearson Digital access (requires @sd28.org teacher login): <https://bit.ly/2kKVJoM>
Website portal **e-textbook**

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

Big Ideas

<p><u>The pursuit of valuable natural resources has played a key role in changing the land, people and communities of Canada. (geography/ economy)</u></p>	<p><u>Interactions between First Peoples and Europeans led to conflict and cooperation, which continue to shape Canada’s identity. (society & culture)</u></p>
<p><u>Demographic changes in North America created shifts in economic and political power. (governance)</u></p>	<p><u>British Columbia followed a unique path in becoming a part of Canada. (history)</u></p>

- Big Ideas: The pursuit of valuable natural resources has played a key role in changing the land, people and communities of Canada. (geography/ economy)

Curriculum Content	Guiding Questions	Sample Activities/ Projects	Resources	Curricular Competencies
Physiographic features and natural resources of Canada.	What resources are important to people in present-day BC compared to people in the past? Explain what has changed over time.	Different perspectives on resource management: https://curriculum.gov.bc.ca/node/55950	<p>Online Video resources:</p> <p>https://learn360.infobase.com/PortalPlaylists.aspx?wID=262099&xtid=74736</p> <p>Western Canada GeoQuest: https://learn360.infobase.com/PortalPlaylists.aspx?wID=262099&xtid=76862</p> <p>Eastern Canada GeoQuest: https://learn360.infobase.com/PortalPlaylists.aspx?wID=262099&xtid=76861</p> <p>Websites:</p> <p>Physiographic regions: http://www.canadiangeographic.com/wildlife-nature/?path=english/ (français aussi!)</p> <p>http://gss.sd42.libguides.com/c.php?g=698159&p=4955333</p> <p>Natural resources: https://royalbcmuseum.bc.ca/exhibits/bc-archives-time-machine/galler09/frames/index.htm</p> <p>http://www.eschooltoday.com/natural-resources/what-is-a-natural-resource.html</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> <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>

			http://gss.sd42.libguides.com/c.php?g=698159&p=4958816 Article Links:	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)
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- **Big Ideas:** Interactions between First Peoples and Europeans led to conflict and cooperation, which continue to shape Canada's identity. (society & culture)

Curriculum Content	Guiding Questions	Sample Activities/ Projects	Resources	Curricular Competencies
Early contact, trade, cooperation and conflict between First Peoples and European peoples.	<p>What motivated explorers and settlers to come to Canada?</p> <p>How did the geography of Canada affect European exploration?</p>	<p>Compare the “discover” and “exploration” of North America from European and First Peoples perspectives.</p> <p>Sample Topics: Early explorers: Cabot, Frobisher, Hudson, Cartier, Champlain Voyages of Cook, Vancouver Provision of muskets to First Peoples by Europeans Spread of horses to Prairies Marriages between First Peoples and Europeans</p>	<p>Online Video resources:</p> <p>Cabot: https://learn360.infobase.com/titles/112955</p> <p>Hudson: https://learn360.infobase.com/PortalPlaylists.aspx?wID=262099&xtid=76777</p> <p>Cartier: https://learn360.infobase.com/PortalPlaylists.aspx?wID=262099&xtid=112956</p> <p>Champlain: https://learn360.infobase.com/PortalPlaylists.aspx?wID=262099&xtid=112957</p> <p>Websites:</p> <p>Explorers http://epe.lac-bac.gc.ca/100/206/301/lac-bac/explorers/ww</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</p>

			w.collectionscanada.gc.ca/explorers/index-e.html Viking mystery https://www.canadianmysteries.ca/sites/vinland/home/indexen.html Franklin mystery https://www.canadianmysteries.ca/sites/franklin/home/homeIntro_en.htm Article Links:	consequences of events, decisions, and developments, and speculate about the alternative outcomes (causes and consequence) Take a stakeholder's perspective on issues, developments, or events by making inferences about their beliefs, values, and motivations. (perspectives)
The fur trade in pre-Confederation Canada and British Columbia.	Who benefited most from the early west coast fur trade: First Peoples or Europeans?	Why were trading posts established in particular locations? Sample Topics: Fur trading companies (HBC/ NWC) Beaver Wars Explorers: Simon Fraser, Alexander Mackenzie, David Thompson Russian & Spanish coastal trade Establishment of trading posts (Victoria, Ft George; Métis communities)	Online Video resources: Websites: http://www.furtradestories.ca/index.html http://www.hbcheritage.ca/classroom http://bccurriculum.pbworks.com/w/page/30171407/Canada%3A%20%20Fur%20Trade http://firstpeoplesofcanada.com/fp_furtrade/fp_furtrade4.html Fur Trade games: http://www.openingnewcaledonia.ca/lesson_plans/fur_trade.pdf http://engagingstudents.blackgold.ca/files/7914/0294/7674/Fur_Trade_Game.pdf Trading cards - http://engagingstudents.blackgold.ca/files/9114/0294/7674/Fur_trading_Game_Cards.pdf Indigenous peoples: http://gss.sd42.libguides.com/c.php?g=698159&p=4958817 Article Links:	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>The impact of colonization of First Peoples societies in British Columbia and Canada.</p>	<p>Colonial wars and alliances between Europeans and First Peoples (e.g., between Maquinna (Nuu-chah-nulth) and the Cook expedition or between French and First Peoples of the Great Lakes</p>	<p>Track the positive and negative effects of key events in BC's development on First Peoples.</p> <p>Identify key events and issues in First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, the establishment of the residential system, potlatch ban, reserve system, treaties)</p> <p>Sample Topics:</p> <p>Disease & demographics</p> <p>Trade</p> <p>More complex political systems</p> <p>Loss of territory</p> <p>Impact on language & culture</p> <p>Key events & issues regarding First Peoples rights and interactions with early governments in Canada (e.g., Indian Act, potlatch ban, reserve system, residential schools, treaties)</p>	<p><u>Online Video resources:</u></p> <p><u>Websites:</u></p> <p>Chilcotin war: https://www.canadianmysteries.ca/sites/klatsassin/home/indexen.html</p> <p>Residential schools: https://learning.royalbcmuseum.bc.ca/pathways/residential-schools-reconciliation/overview/</p> <p>https://bctf.ca/HiddenHistory/</p> <p>Orange shirt day https://www.mbteach.org/mtscms/2016/09/10/lesson-plans-and-resources-for-orange-shirt-day/</p> <p><u>Article Links:</u></p>	
<p>The history of local community and of local First Peoples</p>		<p>Sample topics:</p> <p>Local archives & museums</p>	<p><u>Online Video resources:</u></p> <p><u>Websites:</u></p> <p>http://www.quesnelmuseum.ca/footprintsinstone/</p> <p>https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/Dakelh%20_%20Southern%20Carrier</p>	

communities			<p>Xatsull heritage village contact info: http://xatsullheritagevillage.com/tours-and-activities/</p> <p>Article Links:</p> <p>https://www.thecanadianencyclopedia.ca/en/article/carrier</p>	
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- Big Ideas: Demographic changes in North America created shifts in economic and political power. (governance)

Curriculum Content	Guiding Questions	Sample Activities/Projects	Resources	Curricular Competencies
Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities.	Why did Vancouver become BC's largest city?	<p>Evaluate the fairness of BC's treaty process.</p> <p>Describe the importance of protecting minority rights in a democracy.</p> <p>Sample Topics: Disease</p> <p>European & American settlement and migration</p> <p>Increases in raids causing decreases in population</p> <p>Relocation/ resettlement of First Peoples</p>	<p>Online Video resources:</p> <p>Websites:</p> <p>Article Links:</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</p>

				appropriate ways to respond. (ethical judgment)
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- Big Ideas: British Columbia followed a unique path in becoming a part of Canada. (history)

Curriculum Content	Guiding Questions	Sample Activities/Projects	Resources	Curricular Competencies
Economic and political factors that influenced the colonization of British Columbia and its entry into Confederation.	<p>-What events are most significant in the story of BC's development?</p> <p>-Should James Douglas be remembered as the father of BC?</p> <p>-What was the most significant reason for BC's entry into Confederation?</p> <p>How have the economic centres of BC changed over time?</p> <p>Why is Barkerville no longer a significant economic centre?</p> <p>Was joining Canada the best decision for BC?</p>	<p>Use primary sources to make inferences about contemporary attitudes toward First Peoples during the gold rush years</p> <p>Compare/ contrast European and First Peoples accounts of the same event (e.g., Chilcotin War)</p> <p>Create a timeline of key events in BC's history. WB Timelines?</p> <p>Hold a debate about whether BC should have joined the United States or Canada or become an independent country.</p> <p>Sample Topics: Cdn Pacific Railway</p>	<p>Online Video resources:</p> <p>Websites:</p> <p>Gold Rush: http://cariboogoldrush.csp.net/index.html (English or French) http://www.cariboogoldrush.com/contents.htm</p> <p>https://learning.royalbcmuseum.bc.ca/themes_2/gold-rush/</p> <p>http://gss.sd42.libguides.com/c.php?g=698159&p=4958095</p> <p>CP Railway: 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>Barkerville field trip info: http://www.barkerville.ca/groups/</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</p>

		<p>Fur Trade</p> <p>American settlement</p> <p>Oregon boundary dispute</p> <p>Gold Rush population boom & bust</p> <p>Colonial debt</p> <p>Canadian Confederation</p> <p>Expansion & purchase of Rupert's Land</p>		<p>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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