



# SOCIAL STUDIES GRADE 5

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*Integrated Resource Package 2006*

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This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement Social Studies K to 7. Once fully implemented, this document will supersede the *Social Studies K to 7 Integrated Resource Package* (1998).

The information contained in this document is also available on the Internet at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)

The following paragraphs provide brief descriptions of the components of the IRP.

## INTRODUCTION

The Introduction provides general information about Social Studies K to 7, including special features and requirements.

Included in this section are

- a rationale for teaching Social Studies K to 7 in BC schools
- the curriculum goals
- descriptions of the curriculum organizers – groupings for prescribed learning outcomes that share a common focus
- an overview of the curriculum content

## CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

## PRESCRIBED LEARNING OUTCOMES

This section contains the *prescribed learning outcomes*, the legally required content standards for the provincial education system. The learning outcomes define the required attitudes, skills, and knowledge for each subject. They are statements of what students are expected to know and be able to do by the end of the indicated grade.

## STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific achievement indicators for each prescribed learning outcome. Achievement indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the expectations set out by the prescribed learning outcomes. Achievement indicators are not mandatory; they are provided to assist in assessing how well students achieve the prescribed learning outcomes.

Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of the prescribed learning outcomes.

## CLASSROOM ASSESSMENT MODEL

This section contains a series of assessment units that address clusters of learning outcomes organized by topic or theme. The units have been developed by BC educators, and are provided to support classroom assessment. These units are suggestions only – teachers may use or modify the units as they plan for the implementation of this curriculum.

Each grade in the model contains an Assessment Overview Table intended to support teachers with their assessment practices, and the assessment units organized by topic – including the prescribed learning outcomes and a sequence of suggested assessment activities for each topic. Sample assessment instruments are also included for each grade.

## LEARNING RESOURCES

This section contains general information on learning resources, and provides a link to the titles, descriptions, and ordering information for the recommended learning resources in the Social Studies K to 7 Grade Collections.





# INTRODUCTION

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This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Social Studies K to 7. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, this document recognizes that British Columbia’s schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the learning outcomes, achievement indicators, instructional activities, and assessment activities.

Social Studies K to 7, in draft format, was available for public review and response from December 2005 through February 2006. Feedback from educators, students, parents, and other educational partners also informed the development of this document.

### RATIONALE

The aim of Social Studies K to 7 is to develop thoughtful, responsible, and active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments.

The Social Studies K to 7 curriculum provides students with opportunities to reflect critically upon events and issues in order to examine the present, make connections with the past, and consider the future. The curriculum emphasizes

- developing understanding – encouraging in-depth study from multiple perspectives (e.g., time, place, culture, values) and leading students to think critically and make reasoned judgments
- making connections – between historical and contemporary events and issues, and between various regions, environments, and cultures around the world
- applying knowledge – allowing students to inform their judgments, shape their opinions, solve problems, and guide their actions
- practising active citizenship – developing the skills, attitudes, and processes necessary to be responsible, active citizens

### GOALS FOR SOCIAL STUDIES K TO 7

The following goals reflect and are represented in the prescribed learning outcomes for Social Studies K to 7 in each curriculum organizer.

Through their participation in social studies, students will be encouraged and enabled to

- understand and prepare to exercise their roles, rights, and responsibilities within their family, the community, Canada, and the world
- demonstrate respect for human equality and cultural diversity
- acquire an understanding of and appreciation for the historical and geographical forces that have shaped and continue to shape Canadian society and the societies of countries around the world
- develop the skills and attitudes necessary to become thoughtful, active participants in their communities and as global citizens

### CURRICULUM ORGANIZERS

A curriculum organizer consists of a set of prescribed learning outcomes that share a common focus. The prescribed learning outcomes for Social Studies K to 7 are grouped under the following curriculum organizers:

Curriculum Organizers
SKILLS AND PROCESSES OF SOCIAL STUDIES
IDENTITY, SOCIETY, AND CULTURE
GOVERNANCE
ECONOMY AND TECHNOLOGY
HUMAN AND PHYSICAL ENVIRONMENT

Note that these five organizers are for the purpose of identifying prescribed learning outcomes; they are not intended to suggest a linear means of course delivery.

#### *Skills and Processes of Social Studies*

Prescribed learning outcomes for this organizer focus on providing opportunities for students to

- identify and apply solutions to problems and issues
- gather, interpret, analyse, and present information
- practise active citizenship

These learning outcomes are intended to provide a framework to be used throughout the curriculum to support the skills and processes essential to social studies and to help students become responsible, thoughtful citizens.

### *Identity, Society, and Culture*

Students learn about the characteristics that define self, cultures, and societies, and the similarities and differences within and across cultures over time.

### *Governance*

Students are given opportunities to develop a basic understanding of political and legal structures and processes, through which they can gain an appreciation of the purpose of governance in a variety of societies. Rights and responsibilities of citizenship and the role of participation are examined at community, national, and world levels.

### *Economy and Technology*

Students are given opportunities to develop an understanding of basic economic concepts and systems. They also explore the impact of technological innovation on individuals, society, and the environment.

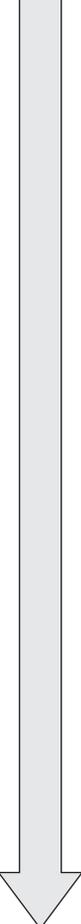
### *Human and Physical Environment*

Students learn basic geographic skills and apply them to enhance their understanding of natural environments and relationships between people and natural systems. They explore the influence of physical geography and apply their understanding to areas such as resource development, stewardship, and sustainability.

### **SUGGESTED TIMEFRAME**

Provincial curricula are developed in accordance with the number of instructional hours allocated for each subject area, while still allowing for flexibility to address local needs. For Social Studies, approximately 90-100 instructional hours per school year is recommended for Grades 1 to 7; for Kindergarten, approximately 45-50 hours is recommended.

## SOCIAL STUDIES K TO 12 – AT A GLANCE



<b>K to 7</b>	Social Studies Kindergarten to Grade 7: required for all students
<b>8 and 9</b>	Social Studies Grades 8 and 9: required for all students
<b>10</b>	Social Studies 10: required for all students
<b>11</b>	<p>Students must take at least one of the following courses to graduate:</p> <ul style="list-style-type: none"> <li>• BC First Nations Studies 12</li> <li>• Civic Studies 11</li> <li>• Social Studies 11</li> </ul> <p>Each of these courses includes a required Graduation Program examination worth 20% of the final mark.</p>
<b>12</b>	<p>Elective courses:</p> <ul style="list-style-type: none"> <li>• Comparative Civilizations 12</li> <li>• Geography 12</li> <li>• History 12</li> <li>• Law 12</li> </ul> <p>Geography 12 and History 12 include optional Graduation Program examinations worth 40% of the final mark for students who choose to write them.</p>

OVERVIEW OF SOCIAL STUDIES K TO 7 TOPICS

	<b>Kindergarten</b> <i>Self, Family, School</i>	<b>Grade 1</b> <i>Self, Family, School</i>	<b>Grade 2</b> <i>Self, Family, School</i>	<b>Grade 3</b> <i>Communities – Past and Present</i>
<b>SKILLS AND PROCESSES OF SOCIAL STUDIES</b>	<ul style="list-style-type: none"> <li>co-operative participation in groups</li> <li>gathering information</li> <li>presenting information orally and visually</li> </ul>	<ul style="list-style-type: none"> <li>simple picture maps</li> <li>co-operative participation in groups</li> <li>gathering and presenting information orally, visually, and written</li> <li>strategies for solving problems</li> </ul>	<ul style="list-style-type: none"> <li>simple maps with cardinal directions, symbols, and legends</li> <li>gathering information for presentation</li> <li>problem solving in the class or school</li> </ul>	<ul style="list-style-type: none"> <li>critical thinking</li> <li>simple maps</li> <li>gathering information; citing sources appropriately; presentation skills</li> <li>chronological order</li> <li>responses to problems</li> </ul>
<b>IDENTITY, CULTURE, AND SOCIETY</b>	<ul style="list-style-type: none"> <li>concept of change</li> <li>groups that are part of their lives</li> <li>places that are part of their lives</li> <li>similarities and differences among families</li> </ul>	<ul style="list-style-type: none"> <li>changes in their lives</li> <li>similarities and differences among families</li> <li>social structures</li> <li>ways people work together in groups</li> <li>symbols of Canada</li> </ul>	<ul style="list-style-type: none"> <li>changes in the school and community</li> <li>ways individuals contribute to a community</li> <li>personal identity</li> <li>language and cultural characteristics of Canada</li> </ul>	<ul style="list-style-type: none"> <li>changes in communities over time</li> <li>importance of communities</li> <li>cultural similarities and differences</li> <li>characteristics of Canadian society</li> </ul>
<b>GOVERNANCE</b>	<ul style="list-style-type: none"> <li>roles and responsibilities within the class and school</li> <li>purpose of classroom and school rules</li> </ul>	<ul style="list-style-type: none"> <li>roles, responsibilities, and rights at home and at school</li> <li>purpose of classroom and school rules</li> </ul>	<ul style="list-style-type: none"> <li>roles, rights, and responsibilities within the class and school</li> <li>how decisions are made in groups</li> </ul>	<ul style="list-style-type: none"> <li>rights and responsibilities and the well-being of the community</li> <li>roles and responsibilities of local governments</li> </ul>
<b>ECONOMY AND TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>human needs</li> <li>work in the community</li> <li>technologies in daily life</li> </ul>	<ul style="list-style-type: none"> <li>how basic needs are met</li> <li>types of work in the community</li> <li>purpose of money</li> <li>ways technology is used</li> </ul>	<ul style="list-style-type: none"> <li>work done in the school</li> <li>purpose of money</li> <li>how technology affects individuals and schools</li> </ul>	<ul style="list-style-type: none"> <li>how needs and wants are met in communities</li> <li>how technology affects individuals and communities past and present</li> </ul>
<b>HUMAN AND PHYSICAL ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>natural and human-built characteristics of environments</li> <li>ways to care for their environment</li> </ul>	<ul style="list-style-type: none"> <li>recognizing maps of Canada</li> <li>characteristics of environments</li> <li>how environment affects daily life</li> <li>ways to care for their environment</li> </ul>	<ul style="list-style-type: none"> <li>landforms and bodies of water in BC and Canada</li> <li>responsibility to the environment</li> <li>how environment affects human activities</li> </ul>	<ul style="list-style-type: none"> <li>landforms and bodies of water in BC and Canada</li> <li>provinces and territories</li> <li>responsibility for the environment</li> <li>effect of environment on early settlement</li> </ul>

<b>Grade 4</b> <i>Aboriginal Cultures, Exploration, and Contact</i>	<b>Grade 5</b> <i>Canada—From Colony to Country</i>	<b>Grade 6</b> <i>Canada and the World</i>	<b>Grade 7</b> <i>Ancient Civilizations</i>	
<ul style="list-style-type: none"> <li>critical thinking</li> <li>maps and timelines</li> <li>gathering information, presentation skills</li> <li>alternative perspectives</li> <li>strategies to address a problem or issue</li> </ul>	<ul style="list-style-type: none"> <li>critical thinking</li> <li>maps and timelines</li> <li>gathering and presenting information; primary and secondary sources</li> <li>defending a position</li> <li>plan of action to address a problem or issue</li> </ul>	<ul style="list-style-type: none"> <li>critical thinking</li> <li>graphs, tables, aerial photos, and various types of maps</li> <li>credibility of sources</li> <li>presentation skills</li> <li>plan of action to address a problem or issue</li> </ul>	<ul style="list-style-type: none"> <li>critical thinking</li> <li>graphs, timelines, maps</li> <li>compiling information, range of sources</li> <li>presentation skills</li> <li>defending a position on an issue</li> </ul>	<b>SKILLS AND PROCESSES OF SOCIAL STUDIES</b>
<ul style="list-style-type: none"> <li>characteristics of Aboriginal cultures</li> <li>early European exploration of BC and Canada</li> <li>contact between Aboriginals and Europeans</li> </ul>	<ul style="list-style-type: none"> <li>key events and factors in the development of BC and Canada</li> <li>immigration</li> <li>significant individuals in BC and Canada</li> </ul>	<ul style="list-style-type: none"> <li>Canadian identity and how individuals experience cultural influences</li> <li>comparing Canada with other countries</li> <li>artistic expression and culture</li> </ul>	<ul style="list-style-type: none"> <li>civilization in ancient cultures</li> <li>social roles in ancient cultures</li> <li>influences of ancient societies on present-day cultures</li> </ul>	<b>IDENTITY, CULTURE, AND SOCIETY</b>
<ul style="list-style-type: none"> <li>Aboriginal governance structures</li> <li>governance in early European settlements in Canada</li> </ul>	<ul style="list-style-type: none"> <li>Confederation</li> <li>levels and responsibilities of government</li> <li>First Nations governance</li> </ul>	<ul style="list-style-type: none"> <li>federal government systems</li> <li>justice system</li> <li>equality and fairness; rights and responsibilities</li> <li>role of Canada in the world</li> </ul>	<ul style="list-style-type: none"> <li>rules, laws, and government in ancient civilizations</li> <li>effect of ancient laws and government on Canada</li> </ul>	<b>GOVERNANCE</b>
<ul style="list-style-type: none"> <li>bartering, money</li> <li>Aboriginal technologies</li> <li>factors affecting exploration; technologies used</li> <li>exchange between Aboriginal peoples and Europeans</li> </ul>	<ul style="list-style-type: none"> <li>resources and economic development</li> <li>transportation systems</li> </ul>	<ul style="list-style-type: none"> <li>Canada's economic relationships</li> <li>communications technologies in Canada</li> <li>technology in other countries</li> </ul>	<ul style="list-style-type: none"> <li>technology and exchange in ancient societies</li> <li>ancient communications</li> </ul>	<b>ECONOMY AND TECHNOLOGY</b>
<ul style="list-style-type: none"> <li>location of hemispheres, continents, oceans, Aboriginal groups</li> <li>place names</li> <li>Aboriginal relationship with the land</li> </ul>	<ul style="list-style-type: none"> <li>physical regions of Canada, location of natural resources</li> <li>sustainability</li> <li>environmental effects of settlement in early BC and Canada</li> </ul>	<ul style="list-style-type: none"> <li>relationship between cultures and their environments</li> <li>factors affecting settlement patterns and population distribution</li> </ul>	<ul style="list-style-type: none"> <li>effect of environment on ancient civilizations</li> <li>effect of humans on the environment in ancient civilizations</li> </ul>	<b>HUMAN AND PHYSICAL ENVIRONMENT</b>





# CONSIDERATIONS FOR PROGRAM DELIVERY

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This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- establishing a positive classroom climate
- confidentiality
- inclusion, equity, and accessibility for all learners
- connections to other subject areas
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright and responsibility
- debate
- media analysis

### ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy does not apply to Social Studies K to 7.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing prescribed learning outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all prescribed learning outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the prescribed learning outcomes within the health and career education curriculum. Neither does it allow

students to be excused from meeting any learning outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

For more information about policy relating to alternative delivery, refer to [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

### ADDRESSING LOCAL CONTEXTS

The Social Studies K to 7 curriculum includes opportunities for individual teacher and student choice in the exploration of topics to meet certain learning outcomes. This flexibility allows educators to plan their programs to meet the particular requirements of their students and to respond to local contexts. It may be appropriate to allow for student input when selecting current and relevant topics.

Where specific topics have been included in the learning outcomes, the intent is for all students to have an opportunity to address these important issues. The inclusion of these topics is not intended to exclude any additional issues that may also be relevant for individual school communities.

### INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the prescribed learning outcomes in the Social Studies K to 7 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

It is highly recommended that schools inform parents and guardians about the Social Studies K to 7 curriculum, and teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students of the prescribed learning outcomes for the subject by sending home class letters, providing an overview during parent-teacher interviews, etc.
- responding to parent and guardian requests to discuss unit plans, learning resources, etc.

## ESTABLISHING A POSITIVE CLASSROOM CLIMATE

Teachers are responsible for setting and promoting a classroom climate in which students feel comfortable learning about and discussing topics in Social Studies K to 7. The following are some guidelines that may help educators establish and promote a positive classroom climate.

- Allow class members sufficient time and opportunities to become comfortable with each other before engaging in group discussion. It is important that the classroom climate encourage students to relate to one another in positive, respectful, and supportive ways. Be prepared to facilitate any potentially controversial discussions.
- Establish clear ground rules for class discussions that demonstrate respect for privacy, for diversity, and for the expression of differing viewpoints.
- Become familiar with
  - relevant legislation (e.g., *Human Rights Code*; *Child, Family and Community Services Act*)
  - relevant initiatives (e.g., *Safe, Caring and Orderly Schools: A Guide* and *Diversity in BC Schools: A Framework*)
  - provincial and district policies and protocols concerning topics such as disclosure related to child abuse, and protection of privacy

Further information about these policies and initiatives is available online:

*BC Handbook for Action on Child Abuse and Neglect*

[www.mcf.gov.bc.ca/child\\_protection/pdf/handbook\\_action\\_child\\_abuse.pdf](http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf)

*Safe, Caring and Orderly Schools*  
[www.bced.gov.bc.ca/sco/](http://www.bced.gov.bc.ca/sco/)

*Diversity in BC Schools: A Framework*  
[www.bced.gov.bc.ca/diversity/diversity\\_framework.pdf](http://www.bced.gov.bc.ca/diversity/diversity_framework.pdf)

*Human Rights Code*  
[www.qp.gov.bc.ca/statreg/stat/H/96210\\_01.htm](http://www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm)

*Child, Family and Community Services Act*  
[www.qp.gov.bc.ca/statreg/stat/C/96046\\_01.htm](http://www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm)

- Activities and discussion related to some of the topics in Social Studies K to 7 may evoke an emotional response from individual students. Inform an administrator or counsellor when any concern arises, and ensure students know where to go for help and support.
- Discussions related to sexual abuse prevention topics such as touching can result in a student disclosing an incident of abuse and/or neglect. Teachers should be aware of district protocols and provincial regulations for reporting and referrals.
- Ensure that any external groups or organizations making a presentation to students have met the district's guidelines for presenting. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials they may use, especially handouts, for appropriateness.

## CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including Social Studies K to 7.
- Do not use students' Personal Education Numbers (PEN) on any assignments that students wish to keep confidential.
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children's school records.
- Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have consented to teachers collecting that information from other people (including parents).

- Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the Social Studies K to 7 curriculum.
- Inform students and their parents that they can ask the school to correct or annotate any of the personal information held by the school, in accordance with Section 29 of FOIPPA.
- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students' progress.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to [www.mser.gov.bc.ca/privacyaccess/](http://www.mser.gov.bc.ca/privacyaccess/)

### **INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS**

British Columbia's schools include students of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of Social Studies K to 7, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the prescribed learning outcomes in this IRP can be addressed by all students, including those with special and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the prescribed learning outcomes. Modifications can be made to the prescribed learning outcomes for students with Individual Education Plans.

For more information about resources and support for students with special needs, refer to [www.bced.gov.bc.ca/specialled/](http://www.bced.gov.bc.ca/specialled/)

For more information about resources and support for ESL students, refer to [www.bced.gov.bc.ca/esl/](http://www.bced.gov.bc.ca/esl/)

### **CONNECTIONS TO OTHER SUBJECT AREAS**

In the elementary years in particular, learning and instruction often take place in an integrated manner and do not always stay within the boundaries of a particular subject area. Teachers may look for ways to connect learning in social studies with any or all of the following provincially prescribed curricula:

- dance, drama, music, visual arts – the role of the arts in sustaining and communicating culture; historical and cultural contexts of the arts
- English language arts – effective communication and research strategies; the role of literature and storytelling in sustaining and communicating culture
- health and career education – group processes; leadership; families; purpose of rules; roles, rights, and responsibilities at home, at school, and in the community; needs and wants; decision making; work and jobs in the community
- mathematics – the mathematical principles of map making, particularly latitude and longitude and time zones
- science – daily and seasonal changes; resource use issues

Whatever the approach used to facilitate connections among these subject areas, it is important to maintain the integrity of each individual discipline, and ensure that all prescribed learning outcomes from each curriculum are addressed.

All current provincial curricula are available on the Internet at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)

## WORKING WITH THE SCHOOL AND COMMUNITY

This curriculum addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the social studies classroom.

School and district-wide programs support and extend learning in Social Studies K to 7. Community organizations may also support the curriculum with locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

Bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to different points of view, providing opportunities for discussion and debate, providing a departure point for writing, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

Consider the following guidelines to help achieve a successful guest speaker activity:

- Determine the nature of the presentation (e.g., lecture, question-and-answer, debate, response to students' presentations, facilitating a simulation or case study). Ensure the guest speaker is clear about the purpose, the structure, and the time allotted. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials the speaker may use, especially any handouts, for appropriateness.
- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the speaker(s) beforehand and making any logistical arrangements.
- Provide time for students to prepare for the guest speaker or panel by formulating focus questions.
- Begin the guest speaker presentation with an introduction to the topic and end with a debrief.

## WORKING WITH THE ABORIGINAL COMMUNITY

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. As Aboriginal communities are diverse in terms of language, culture, and available resources, each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the "Planning Your Program" section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: [www.bced.gov.bc.ca/abed/welcome.htm](http://www.bced.gov.bc.ca/abed/welcome.htm)

## INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves learning about the safe and responsible use of the technology, and a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. When planning for instruction and assessment in Social Studies K to 7, teachers should provide opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

### COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part – in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review

- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements – see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show videorecordings that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to [www.cmec.ca/copyright/indexe.stm](http://www.cmec.ca/copyright/indexe.stm)

**DEBATE**

Formal debate is one of the fundamental activities of democracy and, through various international organizations such as the United Nations, is also a tool for resolution of global problems and issues. Debate provides opportunities for students to integrate knowledge and communication skills, and allows for critical examination of differing viewpoints. Debate can be used at the beginning of a unit of study on a particular topic (to explore students' pre-existing knowledge and attitudes on the issue), and/or at the end of a unit of study (to summarize and represent learning).

Various forms and forums of debate are appropriate in Social Studies K to 7 classes. Examples of relevant debate forms include

- informal classroom debate
- formal debate styles (e.g., Oxford, Lincoln-Douglas, Cross-Examination)
- model parliaments, model UN
- round table discussions
- mock trials
- town hall forums
- online forums

**MEDIA ANALYSIS**

Much of the information that the public receives about issues and events is received through media messages – in newspapers and magazines, on television and radio, and on the Internet. Analysis of media messages is a valuable component of Social Studies K to 7, and allows students to think critically and independently about issues that affect them.

The following concepts of media education are examples of the ways in which teachers and students can examine a range of media messages relevant to:

- *Purpose*: People use media messages to inform, entertain, and/or persuade for political, commercial, educational, artistic, moral, and/or other purposes.
- *Values*: Media messages communicate explicit and implicit values.
- *Representation*: Media messages are constructed; they are only representations of real or imaginary worlds.
- *Codes, Conventions, and Characteristics*: Each medium has its own set of codes, conventions, and characteristics that affect the way messages are transmitted and understood.
- *Production*: People who understand the media are better able to make purposeful media messages.
- *Interpretation*: Audience members bring their knowledge, experience, and values to their interpretation of and emotional response to media messages.
- *Influence of Media on Audience*: Media messages can influence people's attitudes, behaviours, and values.
- *Influence of Audience on Media*: People can influence media institutions and the messages they produce and transmit.
- *Control*: People who control a society's dominant institutions have disproportionate influence on the construction and distribution of media messages and the values they contain.
- *Scope*: Media technologies influence and are influenced by the political, economic, social, and intellectual dimensions of societies.



# PRESCRIBED LEARNING OUTCOMES

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**P**rescribed learning outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required attitudes, skills, and knowledge – what students are expected to know and be able to do – by the end of the specified subject and grade.

Schools have the responsibility to ensure that all prescribed learning outcomes in this curriculum are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed learning outcomes for Social Studies K to 7 are presented by grade and by curriculum organizer and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

### *Wording of Prescribed Learning Outcomes*

All learning outcomes complete the stem, “It is expected that students will ....”

When used in a prescribed learning outcome, the word “including” indicates that any ensuing item **must be addressed**. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

### *Domains of Learning*

Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Domains of learning and cognitive levels also form the basis of the Assessment Overview Tables provided in the Classroom Assessment Model.





# PRESCRIBED LEARNING OUTCOMES

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*Grade 5*

**GRADE 5**

*It is expected that students will:*

**SKILLS AND PROCESSES OF SOCIAL STUDIES**

- A1 apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues
- A2 use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada
- A3 gather a body of information from a variety of primary and secondary sources
- A4 create a presentation on a selected topic
- A5 defend a position on a selected topic
- A6 implement a plan of action to address a selected school, community, or national problem or issue

**IDENTITY, SOCIETY, AND CULTURE**

- B1 describe the significance of key events and factors in the development of BC and Canada, including
  - the fur trade
  - the railroad
  - the Fraser/Cariboo gold rush
- B2 assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada
- B3 describe the contributions of significant individuals to the development of Canada’s identity

**GOVERNANCE**

- C1 demonstrate knowledge of how Confederation formed Canada as a nation
- C2 describe levels, responsibilities, and the election of government in Canada
- C3 identify the distinct governance structures of First Nations in Canada

**ECONOMY AND TECHNOLOGY**

- D1 analyse the relationship between the economic development of communities and their available resources
- D2 analyse the development of transportation systems in BC and Canada

**HUMAN AND PHYSICAL ENVIRONMENT**

- E1 describe the major physical regions of Canada
- E2 describe the location of natural resources within BC and Canada, including
  - fish and marine resources
  - forests
  - minerals
  - energy resources
- E3 explain why sustainability is important
- E4 analyse environmental effects of settlement in early BC and Canada



# STUDENT ACHIEVEMENT

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This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators that may be used to assess student performance in relation to each prescribed learning outcome. Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of prescribed learning outcomes.

### CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student achievement is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Three major types of assessment can be used in conjunction with each other to support student achievement.

- **Assessment for** learning is assessment for purposes of greater learning achievement.
- **Assessment as** learning is assessment as a process of developing and supporting students' active participation in their own learning.
- **Assessment of** learning is assessment for purposes of providing evidence of achievement for reporting.

#### *Assessment for Learning*

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on prescribed learning outcomes, as well as on suggested achievement indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

#### *Assessment as Learning*

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

***Assessment of Learning***

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These

assessments are used to make judgments about students’ achievement in relation to provincial and national standards. There is no large-scale provincial assessment for Social Studies K to 7.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to [www.bced.gov.bc.ca/policy/policies/student\\_reporting.htm](http://www.bced.gov.bc.ca/policy/policies/student_reporting.htm)

<b>Assessment for Learning</b>	<b>Assessment as Learning</b>	<b>Assessment of Learning</b>
<p><b>Formative assessment</b> <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> <li>• teacher assessment, student self-assessment, and/or student peer assessment</li> <li>• criterion-referenced – criteria based on prescribed learning outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task</li> <li>• involves both teacher and student in a process of continual reflection and review about progress</li> <li>• teachers adjust their plans and engage in corrective teaching in response to formative assessment</li> </ul>	<p><b>Formative assessment</b> <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> <li>• self-assessment</li> <li>• provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning</li> <li>• student-determined criteria based on previous learning and personal learning goals</li> <li>• students use assessment information to make adaptations to their learning process and to develop new understandings</li> </ul>	<p><b>Summative assessment</b> <i>occurs at end of year or at key stages</i></p> <ul style="list-style-type: none"> <li>• teacher assessment</li> <li>• may be either criterion-referenced (based on prescribed learning outcomes) or norm-referenced (comparing student achievement to that of others)</li> <li>• information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development)</li> <li>• used to make judgments about students’ performance in relation to provincial standards</li> </ul>

For more information about assessment for, as, and of learning, refer to the following resource developed by the Western and Northern Canadian Protocol (WNCP): *Rethinking Assessment with Purpose in Mind*.

This resource is available online at [www.wncp.ca/assessment/assess.pdf](http://www.wncp.ca/assessment/assess.pdf)

In addition, the BC Performance Standards describe levels of achievement in key areas of learning (reading, writing, numeracy, social responsibility, and information and communications technology integration) relevant to all subject areas. Teachers may wish to use the Performance Standards as resources to support ongoing formative assessment in social studies.

BC Performance Standards are available at [www.bced.gov.bc.ca/perf\\_stands/](http://www.bced.gov.bc.ca/perf_stands/)

### *Criterion-Referenced Assessment and Evaluation*

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the prescribed learning outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

#### **Criterion-referenced assessment and evaluation may involve these steps:**

- Step 1** Identify the prescribed learning outcomes and suggested achievement indicators (as articulated in this IRP) that will be used as the basis for assessment.
- Step 2** Establish criteria. When appropriate, involve students in establishing criteria.
- Step 3** Plan learning activities that will help students gain the attitudes, skills, or knowledge outlined in the criteria.
- Step 4** Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 5** Provide examples of the desired levels of performance.
- Step 6** Conduct the learning activities.
- Step 7** Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student.
- Step 8** Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
- Step 9** Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.
- Step 10** Communicate the results of the assessment and evaluation to students and parents/guardians.

### KEY ELEMENTS

Key elements provide an overview of content in each curriculum organizer. They can be used to determine the expected depth and breadth of the prescribed learning outcomes.

Note that some topics appear at multiple grade levels in order to emphasize their importance and to allow for developmental learning.

### ACHIEVEMENT INDICATORS

To support the assessment of provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome.

Achievement indicators, taken together as a set, define the specific level of attitudes demonstrated, skills applied, or knowledge acquired by the student in relation to a corresponding prescribed learning outcome. They describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator defines only one aspect of the corresponding learning outcome, the entire set of achievement indicators should be considered when determining whether students have fully met the learning outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the learning outcome (e.g., a constructed response such as a list, comparison, or analysis; a product created and presented such as a report, poster, letter, or model; a particular skill demonstrated such as map making or critical thinking).

Achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the prescribed learning outcomes.

The following pages contain the suggested achievement indicators corresponding to each prescribed learning outcome for the Social Studies K to 7 curriculum. The achievement indicators are arranged by curriculum organizer for each grade; however, this order is not intended to imply a required sequence of instruction and assessment.



# STUDENT ACHIEVEMENT

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*Grade 5*

**KEY ELEMENTS: GRADE 5**  
*Canada – from Colony to Country*

**SKILLS AND PROCESSES OF SOCIAL STUDIES**

- critical thinking skills (e.g., hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing)
- maps and timelines of physical, political, and economic features of BC and Canada
- gathering information using primary and secondary sources
- presentation skills
- defending a position
- plan of action to address a selected school, community, or national problem or issue

**IDENTITY, SOCIETY, AND CULTURE**

- significance of key events and factors in the development of BC and Canada (e.g., fur trade, railroad, gold rushes)
- immigration – why they came, challenges faced, contributions to Canada
- contributions of significant individuals to BC and Canada

**ECONOMY AND TECHNOLOGY**

- resources and economic development of communities
- transportation systems in BC and Canada

**GOVERNANCE**

- Confederation
- levels and responsibilities of government
- First Nations governance

**HUMAN AND PHYSICAL ENVIRONMENT**

- physical regions of Canada
- location of natural resources in BC and Canada
- sustainability
- environmental effects of settlement in early BC and Canada

## SKILLS AND PROCESSES OF SOCIAL STUDIES

The following learning outcomes provide students with a framework of developmental skills and processes that are used throughout the curriculum. These outcomes are not intended to be taught in isolation, but rather should be integrated in context with content related to the other four curriculum organizers.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>A1 apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> state a hypothesis about a selected problem or issue</li> <li><input type="checkbox"/> use inference, imagination, and pattern identification to clarify and define an issue or problem</li> <li><input type="checkbox"/> compare a range of points of view on an issue</li> <li><input type="checkbox"/> summarize information and viewpoints about an issue or problem</li> </ul>
<p>A2 use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use latitude, longitude, and intermediate directions to locate major geographic features in BC and Canada</li> <li><input type="checkbox"/> describe a selected place in Canada using both absolute and relative location</li> <li><input type="checkbox"/> use keys and legends to interpret maps (e.g., resources, economic activities, transportation routes, capital cities, population)</li> <li><input type="checkbox"/> recognize that different types of maps represent particular types of information (e.g., thematic maps show information such as resource distribution, topographic maps show elevation, political maps show provincial boundaries)</li> <li><input type="checkbox"/> create maps to represent aspects of a specific place (e.g., economic activity, landforms and bodies of water), applying keys and legends</li> <li><input type="checkbox"/> create and interpret timelines and maps to show the development of political boundaries in Canada (e.g., each province’s entry into Confederation, creation of Nunavut)</li> </ul>
<p>A3 gather a body of information from a variety of primary and secondary sources</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> retell a story from an interview (e.g., residential school student, new Canadian, war veteran, elder)</li> <li><input type="checkbox"/> apply established criteria to compare information sources (e.g., relevance, accuracy, authorship)</li> <li><input type="checkbox"/> apply a variety of strategies to record information gathered from sources</li> <li><input type="checkbox"/> create a bibliography of all sources used</li> </ul>
<p>A4 create a presentation on a selected topic</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use an outline to organize information into a coherent format</li> <li><input type="checkbox"/> create a presentation using more than one form of representation (e.g., poster and oral report)</li> </ul>
<p>A5 defend a position on a selected topic</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify alternative interpretations and viewpoints on a selected topic (e.g., immigration, resource use)</li> <li><input type="checkbox"/> demonstrate an awareness of reasons why people have differing views</li> <li><input type="checkbox"/> research information to define and defend a position on a selected topic</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
A6 implement a plan of action to address a selected school, community, or national problem or issue	<ul style="list-style-type: none"><li><input type="checkbox"/> compare and assess two or more perspectives on a school, local, or national problem or issue</li><li><input type="checkbox"/> select ways to clarify a specific problem or issue (e.g., discussion, debate, research, reflection)</li><li><input type="checkbox"/> identify opportunities for civic participation at the school, community, provincial, and national levels</li><li><input type="checkbox"/> individually or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing, editorial in school or community newspaper, petition)</li></ul>

## IDENTITY, SOCIETY, AND CULTURE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>B1 describe the significance of key events and factors in the development of BC and Canada, including</p> <ul style="list-style-type: none"> <li>- the fur trade</li> <li>- the railroad</li> <li>- the Fraser/Cariboo gold rush</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe key events and factors in the development of BC and Canada in terms of their <ul style="list-style-type: none"> <li>- context and rationale</li> <li>- major figures</li> <li>- conflicts</li> <li>- outcome</li> </ul> </li> <li><input type="checkbox"/> describe roles of the fur trade, the CPR, and the gold rush in the development of Canada</li> <li><input type="checkbox"/> create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada, such as <ul style="list-style-type: none"> <li>- the Age of Exploration</li> <li>- the fur trade</li> <li>- building the Canadian Pacific Railway</li> <li>- the Fraser/Cariboo gold rush</li> <li>- evolution of the NWMP/RCMP</li> <li>- Confederation and the years each province and territory entered Confederation</li> </ul> </li> </ul>
<p>B2 assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> give historical reasons for the immigration of specific cultural groups to Canada (e.g., Irish potato famine, railroad workforce, World War II refugees, underground railroad, Acadians, western settlement campaign, gold rushes)</li> <li><input type="checkbox"/> through role play, simulations, or letters, present personal perspectives of the challenges faced by immigrants (e.g., climate, language, religious freedom, employment)</li> <li><input type="checkbox"/> create a representation of how immigration has led to the development of Canada as a cultural mosaic</li> <li><input type="checkbox"/> create a presentation on the heritage(s) of their own families</li> <li><input type="checkbox"/> compare what it meant to be a citizen in pre-Confederation Canada to what it means today (e.g., voting rights)</li> </ul>
<p>B3 describe the contributions of significant individuals to the development of Canada's identity</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify significant individuals who have contributed to the development of Canada's identity in various areas (e.g., the arts, literature, science and medicine, government, military, explorers, law and order, public service)</li> <li><input type="checkbox"/> represent the roles of Aboriginal peoples, the British, and the French in key events in Canadian history</li> <li><input type="checkbox"/> present a report to describe the contributions of one or more significant individuals to the history of Canada (e.g., in the artistic, scientific/technological, business, or military fields)</li> </ul>

## GOVERNANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>C1 demonstrate knowledge of how Confederation formed Canada as a nation</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the significance of the <i>British North America Act</i> of 1867 and the <i>Constitution Act</i> of 1982</li> <li><input type="checkbox"/> explain the significance of a constitution (e.g., establishing rule of law, government structure)</li> <li><input type="checkbox"/> create a timeline or other representation to show when each province and territory entered Confederation</li> <li><input type="checkbox"/> describe the significant events and people contributing to Confederation (e.g., gold rushes, railway, John A. Macdonald, Pierre Trudeau)</li> <li><input type="checkbox"/> describe the significance of bilingualism in Canada</li> </ul>
<p>C2 describe levels, responsibilities, and the election of government in Canada</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> distinguish the different levels of government in Canada – municipal, provincial, territorial, federal</li> <li><input type="checkbox"/> summarize the responsibilities of government (e.g., providing and administering services, making laws, collecting and allocating taxes)</li> <li><input type="checkbox"/> identify key roles within the provincial, territorial, and federal governments in Canada (e.g., Premier, Prime Minister, MLA, MP, Speaker, Lieutenant Governor, Governor General, cabinet, senate, government ministries, Ombudsman, crown corporations)</li> <li><input type="checkbox"/> accurately name their elected and appointed provincial and federal government leaders, such as local MLA and MP, the Premier of BC, the Lieutenant Governor of BC, the Prime Minister of Canada, and the Governor General of Canada</li> <li><input type="checkbox"/> through role play, simulations, or case study, examine the election process (e.g., political parties, voting)</li> </ul>
<p>C3 identify the distinct governance structures of First Nations in Canada</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use appropriate terminology to describe levels and structures of First Nations governments in Canada (e.g., elected chief, hereditary chief, band, band council, treaty, self-government, Assembly of First Nations)</li> <li><input type="checkbox"/> recognize that individual First Nations have distinctive concepts of governance structures</li> <li><input type="checkbox"/> describe how First Nations governments are established (e.g., <i>Indian Act</i>, treaties)</li> </ul>

## ECONOMY AND TECHNOLOGY

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
D1 analyse the relationship between the economic development of communities and their available resources	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of specific resources that affected settlement patterns in BC and Canada (e.g., gold, coal, forests, fish, fur-bearing animals, fertile land)</li> <li><input type="checkbox"/> relate supply and demand using specific resource examples (e.g., boom and bust in Barkerville, fashion trends in Europe driving the fur trade)</li> <li><input type="checkbox"/> with reference to specific examples, explain how technology has affected the discovery, extraction, processing, and marketing of selected natural resources (e.g., undersea mining, greenhouse agriculture, fish farms)</li> </ul>
D2 analyse the development of transportation systems in BC and Canada	<ul style="list-style-type: none"> <li><input type="checkbox"/> give reasons why transportation technologies were important to Canada (e.g., to connect a relatively small population in a large land mass, to move natural resources from one part of the country to another and to other countries)</li> <li><input type="checkbox"/> explain the significance of the railroad to the development of Canada as a nation</li> <li><input type="checkbox"/> compare modes of transportation used in different places and times in Canada (e.g., railway, dog sled, canoe, wagon)</li> <li><input type="checkbox"/> create a presentation (e.g., written or oral report, drama, electronic slide show) on the history and development of a selected mode of transportation</li> <li><input type="checkbox"/> use a map to identify major transportation systems and technologies in contemporary BC and Canada (e.g., ferry routes, highways, railways, airports)</li> </ul>

## HUMAN AND PHYSICAL ENVIRONMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
E1 describe the major physical regions of Canada	<ul style="list-style-type: none"> <li><input type="checkbox"/> use appropriate terminology to describe geographic features (e.g., bay, strait, inlet, gulf, coast, peninsula, range, valley, plain, plateau, deciduous, coniferous, boreal)</li> <li><input type="checkbox"/> name and locate on a map the major physical regions of Canada (e.g., Appalachians, Arctic lowland, Canadian Shield, cordillera, Great Lakes/St. Lawrence lowlands, Hudson Bay lowlands, Innuitian, interior plain)</li> <li><input type="checkbox"/> use thematic maps to describe the physical features of each region in Canada (e.g., vegetation, terrain, rock and mineral types)</li> </ul>
E2 describe the location of natural resources within BC and Canada, including <ul style="list-style-type: none"> <li>– fish and marine resources</li> <li>– forests</li> <li>– minerals</li> <li>– energy resources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify significant natural resources in BC and Canada, including               <ul style="list-style-type: none"> <li>– fish and marine resources (e.g., salmon, cod, oysters, lobster, abalone, seaweed, salt)</li> <li>– forests</li> <li>– minerals (e.g., diamonds, gold, asbestos, tin, copper)</li> <li>– energy resources (e.g., natural gas, petroleum, coal, hydro)</li> </ul> </li> <li><input type="checkbox"/> use thematic 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)</li> </ul>
E3 explain why sustainability is important	<ul style="list-style-type: none"> <li><input type="checkbox"/> define and give examples of renewable resources (e.g., forests, fish) and non-renewable resources (e.g., mining, petroleum) in Canada</li> <li><input type="checkbox"/> speculate on the potential consequences of non-sustainable practices in resource use (e.g., won't be there for future generations, effects on wildlife, local and global effects)</li> <li><input type="checkbox"/> give examples of how people can demonstrate stewardship of resources and the environment (e.g., limiting waste, conserving energy and water, reusing materials)</li> </ul>
E4 analyse environmental effects of settlement in early BC and Canada	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe how early explorers and settlers affected their physical environment (e.g., settlement patterns, transportation, clothing, housing, agriculture)</li> <li><input type="checkbox"/> outline how historical events such as the fur trade, the gold rushes, and the building of the CPR affected physical environments in BC and Canada</li> </ul>



# CLASSROOM ASSESSMENT MODEL

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The Classroom Assessment Model outlines a series of assessment units for Social Studies K to 7.

These units have been structured by grade level and theme. Collectively the units address all of the prescribed learning outcomes for each grade, and provide one suggested means of organizing, ordering, and delivering the required content. This organization is not intended to prescribe a linear means of delivery. Teachers are encouraged to reorder the learning outcomes and to modify, organize, and expand on the units to meet the needs of their students, to respond to local requirements, and to incorporate relevant recommended learning resources as applicable. (See the Learning Resources section later in this IRP for information about the recommended learning resources for Social Studies K to 7.) In addition, teachers are encouraged to consider ways to adapt assessment activities from one grade to another.

### *Classroom Assessment and Evaluation*

Teachers should consider using a variety of assessment instruments and techniques to assess students' abilities to meet the prescribed learning outcomes and to support assessment for, of, and as learning.

Tools and techniques for assessment in social studies K to 7 can include

- teacher assessment tools such as observation checklists, rating scales, and scoring guides
- self-assessment tools such as checklists, rating scales, and scoring guides
- peer assessment tools such as checklists, rating scales, and scoring guides
- journals or learning logs
- written tests, oral tests (true/false, multiple choice, short answer)
- questionnaires, worksheets
- portfolios
- student-teacher conferences

Assessment in social studies K to 7 can also occur while students are engaged in, and based on the product of, activities such as

- group and class discussions
- maps, timelines, models
- brainstorming, clusters, charts, graphs

- role plays
- drawings, posters, collages, songs, poems
- peer teaching
- debates
- field trips
- research projects
- oral and multimedia presentations

For more information about student assessment, refer to the section on Student Achievement, as well as to the Assessment Overview Tables in each grade of the Classroom Assessment Model.

## CONTENTS OF THE MODEL

### *Assessment Overview Tables*

The Assessment Overview Tables provide teachers with suggestions and guidelines for assessment of each grade of the curriculum. These tables identify the domains of learning and cognitive levels of the learning outcomes, along with a listing of suggested assessment activities and a suggested instructional time and weight for grading for each curriculum organizer.

### *Overview*

Each grade includes an overview of the assessment units, containing

- a listing of Learning at Previous Grades, indicating any relevant topics based on prescribed learning outcomes from earlier grades of the same subject area; it is assumed that students will have already acquired this learning – if they have not, additional introductory instruction may need to take place before undertaking the suggested assessment outlined in the unit (note that some topics appear at multiple grade levels in order to emphasize their importance and to allow for reinforcement and developmental learning)
- a table (provided for grades 2 to 7) that shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model

### *Prescribed Learning Outcomes*

Each unit begins with a listing of the prescribed learning outcomes that are addressed by that unit. Collectively, the units address all the learning outcomes for that grade; some outcomes may appear in more than one unit.

### *Suggested Assessment Activities*

Assessment activities have been included for each set of prescribed learning outcomes. Each assessment activity consists of two parts:

- Planning for Assessment – outlining the background information to explain the classroom context, opportunities for students to gain and practise learning, and suggestions for preparing the students for assessment
- Assessment Strategies – describing the assessment task, the method of gathering assessment information, and the assessment criteria as defined by the learning outcomes and achievement indicators

A wide variety of activities have been included to address a variety of learning and teaching styles. The assessment activities describe a variety of tools and methods for gathering evidence of student performance.

These assessment activities are suggestions only, designed to provide guidance for teachers in planning instruction and assessment to meet the prescribed learning outcomes.

### *Assessment Instruments*

Sample assessment instruments have been included at the end of each grade, and are provided to help teachers determine the extent to which students are meeting the prescribed learning outcomes. These instruments contain criteria specifically keyed to one or more of the suggested assessment activities contained in the units.

For additional assessment support, teachers are encouraged to use the BC performance standards for Social Responsibility to assess students in relation to

- contributing to a safe and caring school environment (Section 1)
- solving problems in peaceful ways (Section 2)
- valuing diversity and defending human rights (Section 3)

BC Performance Standards are available online at [www.bced.gov.bc.ca/perf\\_stands/](http://www.bced.gov.bc.ca/perf_stands/)



# CLASSROOM ASSESSMENT MODEL

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*Grade 5*

## SOCIAL STUDIES GRADE 5: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Social Studies for Grade 5.

Curriculum Organizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*						
					K	U&A	HMP	AFF			
SKILLS AND PROCESSES OF SOCIAL STUDIES	<ul style="list-style-type: none"> <li>• maps, charts, graphs, timelines</li> <li>• pictures, collages, posters, mind maps, models, dramatizations</li> <li>• group and class discussions</li> <li>• journals, learning logs</li> <li>• role plays</li> </ul>	15-25%	integrated throughout	6	A3	A2, A4	A1, A5, A6	A5, A6			
						B1, B2, B3					
IDENTITY, SOCIETY, AND CULTURE	<ul style="list-style-type: none"> <li>• diaries, letters, editorials</li> <li>• case studies, simulations</li> <li>• debates</li> </ul>	15-25%	20-30 h	3	C2, C3	C1					
GOVERNANCE	<ul style="list-style-type: none"> <li>• field trips</li> <li>• interviews</li> </ul>	15-25%	20-30 h	3							
ECONOMY AND TECHNOLOGY	<ul style="list-style-type: none"> <li>• worksheets, guided responses, quizzes</li> <li>• research, reports</li> </ul>	15-25%	20-30 h	2		D1, D2					
HUMAN AND PHYSICAL ENVIRONMENT		15-25%	20-30 h	4	E1, E2	E3, E4		E3			
<b>Total:</b>					<b>100%</b>	<b>90-100 h</b>	<b>18</b>	<b>5</b>	<b>10</b>	<b>3</b>	<b>3</b>

\* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain.

Note that some learning outcomes address both the cognitive and affective domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

## GRADE 5

### OVERVIEW

#### *Learning at Previous Grades*

- critical thinking skills – questioning, predicting, comparing, imagining, inferring, identifying patterns, summarizing
- co-operative participation in groups
- maps and timelines
- gathering information from a variety of sources
- alternative perspectives on issues
- presentation skills
- strategies to address a problem or issue
- early European exploration of BC and Canada; effects of early contact between Aboriginal societies and European explorers and settlers
- characteristics of Canada (e.g., bilingual, multicultural); countries of origin of immigrants to Canada
- local government – roles and responsibilities
- governance structures in early European settlements in Canada
- bartering and monetary exchange
- technologies used by Aboriginal cultures
- factors affecting European exploration
- technologies used in exploration (e.g., transportation, navigation, food preservation)
- exchange between Aboriginal peoples and European explorers/settlers
- location of Aboriginal groups in Canada
- significance of place names in Canada
- Aboriginal peoples’ relationship with the land

The following table shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model. Note that some prescribed learning outcomes are addressed in more than one unit.

The Making of Canada	Government	Resources and Transportation	Canadian Geography	The Road to Confederation	Immigration and the Development of Canada	Canadian Heroes
A2	A6	A2	A2	A1	A1, A2, A3, A4, A6	A3, A4, A5
				B1	B1, B2, B3	B3
C1	C2, C3				C2	
		D1, D2			D1, D2	
			E1, E2, E3			

## The Making of Canada

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

A2 use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada

#### GOVERNANCE

C1 demonstrate knowledge of how Confederation formed Canada as a nation

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>After defining a constitution as a set of rules that govern how an organization is supposed to work, have students work in partners to create a constitution for an imaginary service club that will meet a need in the school or local community. Students will create their constitution by developing four or five rules that are reasonable and relate to the purpose of the club. Have them create a club constitution poster to display the rules. Randomly choose partners to merge their clubs and develop a new name and a new constitution that will meet the needs of both clubs. Have students discuss ways needs were met in the merging of clubs, as well as leadership and decision-making issues.</li> </ul>	<ul style="list-style-type: none"> <li>Complete a club constitution assessment after each activity by having students complete sentence stems such as the following:                             <ul style="list-style-type: none"> <li>Two things I enjoyed about this activity are _____.</li> <li>One thing I found difficult about making our club constitution was _____.</li> <li>One problem in forming our club was _____. The way we resolved this problem was _____.</li> <li>One thing I learned about constitutions is _____.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Introduce the <i>British North America Act</i> as the constitution that created the Dominion of Canada. Point out that it was not the country we have today. Show students a map of Canada in 1867 and have them compare it to a current map of Canada. Create maps of Canada showing its gradual development. Discuss with students the way the constitution may need to be changed to meet the needs of an expanding country and introduce the <i>Constitution Act</i> of 1982.</li> </ul>	<ul style="list-style-type: none"> <li>Have students create an annotated timeline from 1867 to 1999, beginning with the <i>BNA Act</i> and ending with the creation of Nunavut territory. Look for evidence that students' timelines                             <ul style="list-style-type: none"> <li>accurately represent key events, including the constitution acts and the date of each province and territory joining Canada</li> <li>incorporate an appropriate scale, legend, and title</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Have students choose a person or event of significance from their timeline or study of Confederation, and write an article in the role of the significant person or a person who is part of the significant event.</li> </ul>	<ul style="list-style-type: none"> <li>Assess students' work in terms of                             <ul style="list-style-type: none"> <li>research used</li> <li>accuracy of information</li> <li>presentation</li> </ul> </li> </ul>

**Government**

**Prescribed Learning Outcomes**

*It is expected that students will:*

**SKILLS AND PROCESSES OF SOCIAL STUDIES**

A6 implement a plan of action to address a selected school, community, or national problem or issue

**GOVERNANCE**

C2 describe levels, responsibilities, and the election of government in Canada

C3 identify the distinct governance structures of First Nations in Canada

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Have students work individually to brainstorm a list of their needs at their desks or work spaces in the classroom (e.g., paper, pencil, eraser, water). Next, have them form pairs to brainstorm the needs they have in the classroom (e.g., whiteboards, science equipment, art materials, textbooks, free time). Finally, have them form small groups to brainstorm the needs they have in the school (e.g., sports teams, assemblies, recess, food/lunch facilities, building safety and security). When lists are complete, discuss as a class, noting similarities and differences and make some generalizations. Point out that some needs were the same, while others increased with the larger community. Discuss the relationship of the three levels examined and who looks after the needs at each level – individual, class, and school – and make connections with the similarities in the levels of government.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students complete a quickwriting exercise, noting everything they currently know about the levels of government in Canada and any questions they would like answered. Ask students to hold onto these notes for later reference.</li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>Introduce the following scenario: a new planet has just been discovered. The planet is filled with small communities. The communities realized they needed someone to be a leader so they decided to have an election. Some local communities found they were sharing some of the same resources so they decided they would need a leader to help make rules about how the resources should be shared and marketed and how money could be used fairly. All of the communities decided they were facing some common concerns such as transportation, trade, and immigration so they needed to make some decisions together.</li> </ul> <p>Have students form pairs or triads and take on the identity of one of the communities on the new planet. Students should name their community and elect their leader. Discuss how the leader was elected and the responsibilities they would have as leader. Next, have two or three pairs join together as a province, and name their province. Each community in the province then will elect someone to represent them. Label this a provincial government and discuss the responsibilities for the leaders. The leader of the local level of government will not be able to be leader of the provincial government. Have each province elect a leader to represent them at the federal level. Discuss the responsibilities for the federal leader. Compare similarities and differences of the leadership at each level in the new planet with Canadian levels of government.</p>	<ul style="list-style-type: none"> <li>Have students prepare response journals for each phase of the activity, reflecting on what they have learned.</li> </ul> <p>Observe each group to assess their abilities to make decisions in the election process through class discussion following the election.</p> <p>As an extension or alternative approach, this process may be reversed to resemble the beginning of the federal system of government by starting with having a few students representing the federal level and adding students to become provincial levels.</p>
<ul style="list-style-type: none"> <li>Divide students into groups. Have each group create an imaginary political party and identify an imaginary leader for the party. The groups create an election platform and create advertisements and speeches to promote their candidate for election.</li> </ul>	<ul style="list-style-type: none"> <li>Assess participation in group activities and development of realistic activities to promote the candidate. Assess statements to determine that they are realistic and appropriately written in the style of a political platform.</li> </ul>
<ul style="list-style-type: none"> <li>Over the course of the year, assist students in identifying articles (in print, on the Internet) about local, provincial, federal, and First Nations government issues. Have students keep a scrapbook or file of these stories. Periodically, have individual students select one article to present to the class.</li> </ul>	<ul style="list-style-type: none"> <li>Have students submit their completed scrapbooks with a summary sheet. Discuss criteria for assessment, such as the extent to which             <ul style="list-style-type: none"> <li>– stories are organized by level (local, provincial, federal, First Nations)</li> <li>– the names of government leaders are identified (e.g., names of local MLA and MP, Premier of BC, Lieutenant Governor of BC, Prime Minister of Canada, Governor General of Canada, local band Chief, National Chief of the Assembly of First Nations)</li> </ul> </li> </ul>

## Resources and Transportation

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p><b>SKILLS AND PROCESSES OF SOCIAL STUDIES</b></p> <p>A2 use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada</p> <p><b>ECONOMY AND TECHNOLOGY</b></p> <p>D1 analyse the relationship between the economic development of communities and their available resources</p> <p>D2 analyse the development of transportation systems in BC and Canada</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>Examine a resource map of Canada and observe how communities and large urban areas are located close to resources. Provide information on the development of a Canadian community based on an available resource. Create a grid map showing landforms, rivers, main roads, and railways. Have students choose one location on the map to develop a community. Then have students develop a community plan to show how the community will develop around a nearby resource (e.g., residential, retail, parks, factories) and a marketing plan to show how the resource will be transported from the community.</li> </ul>	<ul style="list-style-type: none"> <li>Assess students' maps and plans, looking for evidence that they                             <ul style="list-style-type: none"> <li>use keys and legends to interpret maps (e.g., resources, economic activities, transportation routes, capital cities, population)</li> <li>create maps to represent aspects of a specific place (e.g., economic activity, landforms and bodies of water), applying keys and legends</li> <li>assess location of community based on an available resource that will sustain the community.</li> <li>show a realistic use of a nearby resource and a plausible transportation system for marketing the resource</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Have each student select a resource in their local community or a selected Canadian community. Ask them to research the development of the resource and ways it has been marketed and transported. Visit a present-day site or have someone from the local resource site visit the classroom and discuss the changes from the past and possibilities for the future. As a class, develop a multimedia presentation or a photo album to show the changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the accuracy and effectiveness of the visual presentation to show changes in resource development and transportation.</li> </ul>
<ul style="list-style-type: none"> <li>Select two cities or rural areas, each located in a different geographical region of Canada. Ask students to investigate ways to travel from one location to the other given the dates 1867, 1930, and the current year.</li> </ul>	<ul style="list-style-type: none"> <li>Have students present a comparison of the differences in travel in each of the given years by assessing the pros and cons of each mode of transportation and considering the routes available as well as ease of movement.</li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Select pictures of various travel modes through Canadian history. Ask students to choose one mode represented in the pictures, brainstorm questions based on the picture, then research answers to the questions. Next, provide students with a blank physical geography map of Canada, and have them illustrate an existing or imaginary system for the mode of transportation. Finally, have students create an advertisement to promote their transportation system.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students' work in relation to their abilities to               <ul style="list-style-type: none"> <li>– use inference, imagination, and pattern identification to clarify and define an issue or problem</li> <li>– give reasons why transportation technologies were important to Canada (e.g., to connect a relatively small population in a large land mass, to move natural resources from one part of the country to another and to other countries)</li> <li>– compare modes of transportation used in different places and times in Canada</li> <li>– represent an accurate and thorough history and development of a selected mode of transportation</li> </ul> </li> </ul>

## Canadian Geography

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

A2 use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada

#### HUMAN AND PHYSICAL GEOGRAPHY

E1 describe the major physical regions of Canada

E2 describe the location of natural resources within BC and Canada, including

- fish and marine resources
- forests
- minerals
- energy resources

E3 explain why sustainability is important

E4 analyse environmental effects of settlement in early BC and Canada

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Divide the class into groups, and assign one physical region of Canada to each group. Provide students with a nine-square template for a poster or electronic graphic. In the centre square, students should record the name of the assigned region. In one of the surrounding squares, have them draw and shade a map of the region. Have them choose another square to draw a climatic map or graph for the region. Provide time for research and have groups complete the template with pictures that show key features of the region (e.g., natural resources, cities/towns, recreation, lakes/rivers).</li> </ul>	<ul style="list-style-type: none"> <li>• Have students present their completed posters for peer assessment. Assessment criteria could include the extent to which they are able to                             <ul style="list-style-type: none"> <li>- describe a selected place in Canada using both absolute and relative location</li> <li>- create maps to represent aspects of a specific place (e.g., economic activity, landforms and bodies of water), applying keys and legends</li> <li>- use appropriate terminology to describe geographic features (e.g., bay, strait, inlet, gulf, coast, peninsula, range, valley, plain, plateau, deciduous, coniferous, boreal)</li> <li>- describe the physical features of the specified region in Canada (e.g., vegetation, terrain, rock and mineral types)</li> <li>- 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)</li> </ul> </li> </ul> <p>Follow up by having students label a map of Canada with the location of each physical region.</p>
<ul style="list-style-type: none"> <li>• In partners, have students brainstorm ways to compare two physical regions in Canada (e.g., industries, renewable resources, non-renewable resources, population, physical features). Have students work individually to select one region to research, then compare information with their partner's research. Have them record similarities and differences between the regions on a Venn diagram.</li> </ul>	<ul style="list-style-type: none"> <li>• Look for evidence that students are able to                             <ul style="list-style-type: none"> <li>- access and cite relevant sources</li> <li>- use appropriate terminology to describe geographic features (e.g., bay, strait, inlet, gulf, coast, peninsula, range, valley, plain, plateau, deciduous, coniferous, boreal)</li> <li>- compare significant renewable resources</li> <li>- compare significant non-renewable resources</li> </ul> </li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"><li>• Challenge students to work in groups to design an island with a set number of landforms and bodies of water. When maps are complete, ask students to name the region of Canada where their island could be found. Next, have students write a diary or journal entry of the first settler on the island and the discovery of a resource on the island that could sustain the development of a community.</li></ul>	<ul style="list-style-type: none"><li>• Assess students' work on the basis of<ul style="list-style-type: none"><li>– accurate depiction of landforms and bodies of water</li><li>– proper map labelling</li><li>– diary entry reflecting the concept of sustainability and its importance</li></ul></li></ul>

## The Road to Confederation

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

A1 apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues

#### IDENTITY, SOCIETY, AND CULTURE

B1 describe the significance of key events and factors in the development of BC and Canada, including

- the fur trade
- the railroad
- the Fraser/Cariboo gold rush

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Ask students to pretend that they are living at the time of the Fraser/Cariboo gold rush and are to reply to letters from fictional people seeking advice on one of the following topics: wildlife in the region, greatest people of the time, travelling to the fields, or concerns at the gold fields. Each letter should outline a choice of alternatives for the students to research and, after deciding the most reasonable option among them, write a letter in response, outlining their advice to the writer.</li> </ul>	<ul style="list-style-type: none"> <li>• Use criteria such as the following to assess students' letters in response to the request for information:                             <ul style="list-style-type: none"> <li>– correctly uses letter format</li> <li>– writes in clear language</li> <li>– writes free of grammatical error</li> <li>– recognizes sequence and chronology</li> <li>– amount of information is adequate</li> <li>– visuals are appropriate</li> <li>– considers pros and cons</li> <li>– applies criteria when making decision</li> <li>– offers plausible advice</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Using reading material from texts or web sites, have students identify who were involved (and when) in various significant events in the development of Canada, such as                             <ul style="list-style-type: none"> <li>– the Age of Exploration</li> <li>– the fur trade</li> <li>– building the Canadian Pacific Railway</li> <li>– the Fraser/Cariboo gold rush</li> <li>– the NWMP/RCMP</li> <li>– Confederation and the years each province and territory joined Confederation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to create an annotated timeline to represent the chronological sequence of a significant event in the development of Canada. The students' timelines should                             <ul style="list-style-type: none"> <li>– show sequence and chronology</li> <li>– show evidence of important changes and accuracy of dates</li> <li>– provide a complete order of events or changes</li> <li>– label events by date</li> <li>– demonstrate an appropriate scale</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• After discussing key events and figures in the development of Canada, ask students to gather information and write a short essay highlighting the contribution or effect of one or more of the following topics on Confederation:                             <ul style="list-style-type: none"> <li>– the fur trade</li> <li>– the Last Spike</li> <li>– the gold rushes</li> <li>– the origins of the Royal Canadian Mounted Police</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with students the criteria that will be used to assess their reports, such as the extent to which the report                             <ul style="list-style-type: none"> <li>– reflects focus or purpose</li> <li>– contains key ideas and supporting details</li> <li>– has a clearly developed introduction and conclusion</li> <li>– has a fluently developed middle section</li> <li>– includes interpretation of the related information</li> <li>– describes the key events and factors in the development of Canada in terms of their context and rationale, major figures, conflicts, and outcome</li> </ul> </li> </ul>

## Immigration and the Development of Canada

### Prescribed Learning Outcomes

*It is expected that students will:*

#### SKILLS AND PROCESSES OF SOCIAL STUDIES

- A1 apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues
- A2 use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada
- A3 gather a body of information from a variety of primary and secondary sources
- A4 create a presentation on a selected topic
- A6 implement a plan of action to address a selected school, community, or national problem or issue

#### IDENTITY, SOCIETY, AND CULTURE

- B1 describe the significance of key events and factors in the development of BC and Canada, including
  - the fur trade
  - the railroad
  - the Fraser/Cariboo gold rush
- B2 assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada
- B3 describe the contributions of significant individuals to the development of Canada’s identity

#### GOVERNANCE

- C2 describe levels, responsibilities, and the election of government in Canada

#### ECONOMY AND TECHNOLOGY

- D1 analyse the relationship between the economic development of communities and their available resources
- D2 analyse the development of transportation systems in BC and Canada

#### PLANNING FOR ASSESSMENT

- Review what students already know about the various immigrant groups that have come to Canada over the past decades and centuries, and the reasons that these immigrants had for leaving their homes to come to a new land. Create a class list of the countries of origin of students’ own families and the time periods in which they arrived.

Explain to students that they will be spending the next few lessons exploring the contributions to Canada made by one particular group of immigrants, the Chinese, and the reasons they had for coming here. Using reading material from texts and web sites, provide students with an overview of Chinese immigration to Canada since 1867. Include a focus on

- the pre-1923 pioneers and their descendants
- the post-1947 immigrants and their families

#### ASSESSMENT STRATEGIES

- Ask students to use their learning logs to reflect on one or more of the following questions:
  - Why do you think the Chinese decided to leave their homeland and come to Canada?
  - What do you think the first, pre-1923 immigrants – typically uneducated male peasants from southern China – would have been thinking as they were leaving to come to Canada?
  - What problems might they have faced on their journey from China to Canada?
  - What problems might they have faced when they first arrived?
  - How do you think they were received? Why?
  - Where do you think these new immigrants settled initially, in towns and cities or in rural areas? Why?

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Based on provided texts, ask students to give reasons for the Chinese emigrating from their homeland, such as                             <ul style="list-style-type: none"> <li>– there was a long-standing culture of out-migration; men sent money home and women stayed behind to maintain families and traditions</li> <li>– over-crowding strained China’s ability to feed the people</li> <li>– contact with the West through Western imperialism brought new frontiers for migrants motivated by free enterprise thinking</li> <li>– many were recruited expressly to help build the Canadian Pacific Railway in British Columbia</li> </ul> </li> </ul> <p>Ask students to construct a T-chart or column chart comparing reasons for emigrating.</p>	<ul style="list-style-type: none"> <li>• Ask students to create a graphic organizer comparing the reasons for emigrating – those factors that would act to “push” someone from their homeland, and the reasons for immigrating – those factors which would act to “pull” or draw someone to a new land. The students’ charts might include such factors as                             <ul style="list-style-type: none"> <li>– overcrowding straining the land’s ability to feed the population in China</li> <li>– poverty</li> <li>– unequally land distribution</li> <li>– tenant-peasants facing high rents and taxes</li> <li>– western imperialism brings new foreign-dominated ports</li> <li>– textile technology diverting trade and jobs away</li> <li>– rural crisis sparks rebellion and near civil war</li> <li>– emigrating offers employment and more jobs</li> <li>– emigrating offers an opportunity to make money for the family back home</li> <li>– Canada was a country at peace</li> <li>– some relative freedom</li> </ul> </li> </ul> <p>Review students’ charts for understanding of factors that push or pull someone to emigrate from their homeland.</p>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Explain to students that, although often lumped together, the post-1947 Chinese immigrants and their families greatly outnumbered the first group and their life experiences were quite different. Examine how the experience of the Chinese people who emigrated after 1947 was different from that of the earlier wave of Chinese immigrants. Working on their own or with a partner, ask students to give new reasons for the Chinese emigrating after 1947, such as               <ul style="list-style-type: none"> <li>– after World War II Canada repeals “exclusion law,” and Chinese-Canadian residents with Canadian citizenship bring over their wives and children</li> <li>– new job opportunities and options are found</li> <li>– the right to vote is granted to Canadian-born Chinese</li> <li>– settlement restrictions limited</li> <li>– Communists seize power of China in 1949, then seize land, wealth and suppress individual freedom</li> <li>– wanting a better life free from overcrowding, pollution, corruption, etc.</li> <li>– Tiananmen Square and the repatriation of Hong Kong</li> </ul> </li> </ul> <p>Explain to students that they will be using a jigsaw strategy to trace the ability of the Chinese to flourish in Canada, despite hardships and barriers they faced, and become full participants in Canada’s multicultural nation.</p>	<ul style="list-style-type: none"> <li>• Divide the class into groups of five, and assign each group member a title: Asian Immigration, Chinatowns, Meeting With Prejudice, A Change of Mind, and Relations with the First Nations. Have each student investigate her or his topic then return to their group to share what they have learned. Each group should then complete a storyboard based on their collective learning, incorporating each individual student’s research focussing on describing the next event in the history of the Chinese coming to Canada. Each group member is responsible for illustrating and writing a caption for the events relevant to her or his section of the research.</li> </ul> <p>Discuss with students the criteria that will be used to assess their storyboard. These might include the following:</p> <ul style="list-style-type: none"> <li>– information presented includes important ideas and events</li> <li>– information presented is accurate</li> <li>– captions provide enough information to explain the idea or event</li> <li>– illustrations are detailed and accurately reflect the information</li> </ul>
<ul style="list-style-type: none"> <li>• Review and discuss Canada’s connection to England and the role of the monarchy in our structure of government. Introduce students to David Lam, British Columbia’s 25<sup>th</sup> Lieutenant Governor from 1988 to 1995, and Normie Kwong, who was appointed Alberta’s Lieutenant Governor in 2005. Have students gather information on and research the role of the Lieutenant Governor in Canada, highlighting               <ul style="list-style-type: none"> <li>– the appointment</li> <li>– the period of time served</li> <li>– the role of Queen’s representative in the province</li> <li>– duties</li> <li>– contributions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Through observation and individual discussions, assess students’ abilities to locate specific information from text, and to use key features such as index, key word, headings, etc. to make their research more effective.</li> </ul> <p>Provide opportunities for students to share their findings (e.g., using a Think-Pair-Share strategy).</p>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Discuss a quote by David Lam in which he compares coming to Canada to that of coming to a “potluck dinner.” Ask students what they think he meant by this. Discuss how his idea of the potluck dinner represents each immigrant coming prepared to give his or her best to making their new country a great place to be. Examine how this might be applied to the school setting where, if everyone comes ready to give their best, one could have a truly great school. Brainstorm ideas about what students, staff, and parents need to bring to school to make it a truly great. Chart their ideas and, after discussion, ask students to create a visual display, model, mural, collage, or poster encouraging all stakeholders to fulfill David Lam’s ideal.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students’ abilities to develop alternative perspectives about what makes a great school. Encourage students to think like the other stakeholders and consider the roles each play in creating a successful school. Also assess group skills such as               <ul style="list-style-type: none"> <li>– how well they participate</li> <li>– how well they generate ideas</li> <li>– how well they learn to actively listen</li> <li>– whether or not they respect the contributions of others</li> <li>– whether or not they understand their responsibility of what it means to be an active citizen</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• After analyzing maps of and investigating the various forms of transportation systems used in Canada, both past and present, create a class visual timeline/mural to illustrate the changes in transportations systems in Canada. Use this as a starting point for discussing why one form of transportation was replaced by another and what influence they had on the development of Canada. Include a focus on               <ul style="list-style-type: none"> <li>– the most efficient methods</li> <li>– the effect of each upon the environment</li> <li>– the effect of these technologies upon our lives</li> <li>– the ways each method of transportation contributed to the settlement of Canada</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assess each student’s contribution to the class discussion and timeline, noting the extent to which               <ul style="list-style-type: none"> <li>– the student is able to interpret information accurately</li> <li>– the student makes logical inferences about the information presented</li> <li>– information presented is accurate about the time period during which each method of transportation was used</li> <li>– the student demonstrates critical thinking in developing reasons why one form of transportation replaced another</li> <li>– illustrations are detailed and accurately reflect the information</li> </ul> </li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• In addressing the opposition of many to using Chinese workers to help build the CPR, Prime Minister John A. Macdonald said in 1882: “It is simply a question of alternatives: either you must have this labour or you can’t have the railway.”</li> </ul> <p>Provide students with a variety of case studies of the experiences of the 17 000 Chinese labourers recruited to help build the CPR. Include information on the types of jobs they were given, the amount of money they earned, the reception they received from the local populace, and what happened when the railway was completed. Include information such as the following:</p> <ul style="list-style-type: none"> <li>– About three-quarters of the labourers who worked on the British Columbia section of the railway were Chinese.</li> <li>– Their job was to clear the path and build the roadbed, cut the trees, remove the rock, clear the tunnels, and level the grades.</li> <li>– They earned a dollar a day, two-thirds of what a white labourer received for comparable work.</li> <li>– When their imported labour was no longer needed, Canada levied a \$50.00 head tax on Chinese newcomers that increased to \$500.00 by 1904.</li> <li>– Many Chinese labourers in BC found work in agriculture, lumber, and fishing, while others laboured in mines, market gardens, laundries, restaurants or took on one or more of the many service industry jobs that white workers were unwilling to do.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students select one of the following methods to represent what they have learned from their case study:               <ul style="list-style-type: none"> <li>– present a written or oral report on the history and development of a selected mode of transportation (e.g., the railway)</li> <li>– create a letter from the point of view of a Chinese worker on the railway, or from a worker in one of the service industry jobs</li> <li>– create a model/diorama of the selected mode of transportation (e.g., the railway)</li> <li>– dramatize the role or life of a Chinese labourer in the late 1800s and early 1900s</li> </ul> </li> </ul> <p>Provide an opportunity for students to share their work with the class. Allow time for questions and discussion. Have students submit their completed projects along with a reflection journal on their learning.</p>
<ul style="list-style-type: none"> <li>• Using reading material from texts and web sites, provide students with information on the Fraser/Cariboo gold rush. Discuss significant characteristics of this gold rush. Have students prepare a presentation illustrating what they have learned and have them present their information in a report. Students could do one of the following:               <ul style="list-style-type: none"> <li>– dramatize the role of a prospector like Billy Barker</li> <li>– compare the methods used in gold mining today with those used in the time of the Fraser Valley/Cariboo gold rush</li> <li>– write a diary or journal from the perspective of a Chinese prospector in search of gold</li> <li>– make a working model of a sluice-box or other technology used by miners at the time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assess students’ presentation based on criteria such as the extent to which               <ul style="list-style-type: none"> <li>– presentation is logically organized</li> <li>– content includes all topic areas, with accurate information in point form</li> <li>– information is presented in a creative and engaging manner</li> <li>– presentation illustrates the importance of this period in Canadian history</li> </ul> </li> </ul> <p>Have students create an annotated timeline, map, or other graphic to illustrate significance of this period in the development of Canada.</p>

*Canadian Heroes***Prescribed Learning Outcomes***It is expected that students will:***SKILLS AND PROCESSES OF SOCIAL STUDIES**

- A3 gather a body of information from a variety of primary and secondary sources
- A4 create a presentation on a selected topic
- A5 defend a position on a selected topic

**IDENTITY, SOCIETY, AND CULTURE**

- B3 describe the contributions of significant individuals to the development of Canada's identity

<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Have students identify a significant individual who has contributed to the development of Canada's identity in one or more field of endeavour (e.g., women's suffrage and women's rights, science and innovation, medicine, sports, social causes, peacekeepers, military, the arts, literature, explorers, public service, Aboriginal issues, multicultural issues). Advise them that they are going to become the "expert" on that individual and that they should consider what the individual did to achieve greatness and how that person's achievements have helped contribute to the development of Canada's identity. Ask students to access a range of information sources on their selected individual, organize their information in a coherent manner, and present their information in the form of an oral presentation, role play, multimedia report, or other type of presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with students the criteria that will be used to assess their presentations. Criteria that can be used as the basis for peer, teacher, and/or self-assessment can be found in the sample assessment instrument provided at the end of this grade (<b>Canadian Heroes</b>).</li> </ul> <p>As students work on their research, provide them with a schedule and deadlines for various aspects of their project. Look for evidence that students are able to manage their time. Provide an opportunity for students to share their work with the class. Allow time for questions and discussion.</p>

*Assessment Instrument*  
**CANADIAN HEROES**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Key: 4=excellent, 3=good, 2=fair, 1=unsatisfactory/not evident

	Self-Assessment	Teacher Assessment	Teacher Comments
<ul style="list-style-type: none"> <li>• presents information clearly and expressively</li> </ul>			
<ul style="list-style-type: none"> <li>• gives evidence that the presentation was well rehearsed</li> </ul>			
<ul style="list-style-type: none"> <li>• organizes the presentation logically and clearly</li> </ul>			
<ul style="list-style-type: none"> <li>• articulates and defend a position on why this individual should be considered a Canadian hero</li> </ul>			
<ul style="list-style-type: none"> <li>• articulates an understanding of the contributions of the selected individual to the development of Canada and/or Canada's identity in a specified area</li> </ul>			



# LEARNING RESOURCES

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This section contains general information on learning resources, and provides a link to the titles, descriptions, and ordering information for the recommended learning resources in the Social Studies K to 7 Grade Collections.

### ***What Are Recommended Learning Resources?***

Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators and have Minister's Order granting them provincial recommended status. These resources may include print, video, software and CD-ROMs, games and manipulatives, and other multimedia formats. They are generally materials suitable for student use, but may also include information aimed primarily at teachers.

Information about the recommended resources is organized in the format of a Grade Collection. A Grade Collection can be regarded as a "starter set" of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. Teachers may also wish to supplement Grade Collection resources with locally approved materials.

### ***How Can Teachers Choose Learning Resources to Meet Their Classroom Needs?***

Teachers must use either

- provincially recommended resources
- OR
- resources that have been evaluated through a local, board-approved process

Prior to selecting and purchasing new learning resources, an inventory of resources that are already available should be established through consultation with the school and district resource centres. The ministry also works with school districts to negotiate cost-effective access to various learning resources.

### ***What Are the Criteria Used to Evaluate Learning Resources?***

The Ministry of Education facilitates the evaluation of learning resources that support BC curricula, and that will be used by teachers and/or students for instructional and assessment purposes. Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.

Additional information concerning the review and selection of learning resources is available from the ministry publication, *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2002)  
[www.bced.gov.bc.ca/irp/resdocs/esm\\_guide.pdf](http://www.bced.gov.bc.ca/irp/resdocs/esm_guide.pdf)

### ***What Funding is Available for Purchasing Learning Resources?***

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

### ***What Kinds of Resources Are Found in a Grade Collection?***

The Grade Collection charts list the recommended learning resources by media format, showing links to the curriculum organizers. Each chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

### **SOCIAL STUDIES K TO 7 GRADE COLLECTIONS**

The Grade Collections for Social Studies K to 7 include newly recommended learning resources as well as relevant resources previously recommended for prior versions of the Social Studies K to 7 curriculum. The ministry updates the Grade Collections on a regular basis as new resources are developed and evaluated.

Please check the following ministry web site for the most current list of recommended learning resources in the Grade Collections for each IRP:

[www.bced.gov.bc.ca/irp\\_resources/lr/resource/gradcoll.htm](http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm)



