

Curriculum Links

Grade 4 Social Studies

Alberta: The Land, Histories and Stories

Overview:

Grade 4 students will explore the geographic, cultural, linguistic, economic and historical characteristics that define quality of life in Alberta. They will appreciate how these characteristics reflect people's interaction with the land and how physical geography and natural resources affect quality of life. Through this exploration, students will also examine how major events and people shaped the evolution of Alberta.

4.1: Alberta: A Sense of the Land

General Outcome

Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.

Specific Outcomes: Values and Attitudes

Students will:

4.1.1 – value Alberta’s physical geography and natural environment:

- appreciate the environmental significance of national and provincial parks and protected areas in Alberta

4.1.2 - examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues:

- How are Alberta's provincial parks and protected areas and the national parks in Alberta important to the sustainability of Alberta's natural environment?

4.2: The Stories, Histories & Peoples of Alberta

General Outcome

Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.

Specific Outcomes: Values and Attitudes

Students will:

4.2.1 – appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging and identity:

- demonstrate respect for places and objects of historical significance

Specific Outcomes: Knowledge and Understanding

Students will:

4.2.2 – assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:

- What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land?
- What movement or migration within Canada contributed to the populating of Alberta?
- How did European immigration contribute to the establishment of communities in Alberta in the late 19th century and early 20th century?

4.3: Alberta: Celebrations & Challenges

General Outcome

Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.

Specific Outcomes: Values and Attitudes

Students will:

4.3.3 - examine, critically, Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:

- How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta (i.e., Glenbow Museum, Royal Alberta Museum, Head-Smashed-In Buffalo Jump, Writing-on-Stone Provincial Park, Father Lacombe Chapel Provincial Historic Site, Ukrainian Cultural Heritage Village)?
- How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places?

Grade 5 Social Studies

Canada: The Land, Histories and Stories

Overview:

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

5.1: Physical Geography of Canada

General Outcome

Students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect the quality of life of all Canadians.

Specific Outcomes: Values and Attitudes

Students will:

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

- Appreciate how the land sustains communities and the diverse ways that people have of living with the land
- Appreciate the influence of the natural environment on the growth and development of Canada

5.2: Histories & Stories of Ways of Life in Canada

General Outcome

Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.

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

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

Specific Outcomes: Values and Attitudes

Students will:

5.2.1 – appreciate the complexity of identity in the Canadian context

- acknowledge the roots of Francophone identity and presence in Canada
- acknowledge British influence and presence in Canada
- acknowledge the contributions made by diverse cultural groups to the evolution of Canada

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

- How do stories and legends of the coureurs des bois and voyageurs inform us about Francophone history, culture and presence throughout Canada?

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

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