

# GRADE 5 SOCIAL STUDIES at a glance

## People and Stories of Canada to 1867

This *Grade 5 Social Studies at a Glance* can be used in designing, planning, and assessing student learning for the year. It can be used to preview the content of the *Grade 5 Social Studies Curriculum*.

It organizes the knowledge and values specific learning outcomes into thematic groups referred to as **clusters** or **essential ideas**. Together with the *Grade 5 Social Studies Curriculum Overview: General Learning Outcomes with Grade 5 Specific Learning Outcomes*, this document can be used to plan student learning and to develop cross-curricular connections.

## Social Studies SKILLS AND COMPETENCIES

Social studies involves the development of inquiry and research skills and methods, historical thinking, and geographic thinking. The skills and competencies learning outcomes are integrated throughout each cluster and are developed, refined, and applied across the grades. These skills and competencies are outlined in detail in the [Social Studies Foundation for Implementation](#) documents.

## ACTIVE DEMOCRATIC CITIZENSHIP MANAGING INFORMATION AND IDEAS CRITICAL AND CREATIVE THINKING COMMUNICATION



### FIRST PEOPLES

- ▶ **Origins of First Peoples of North America**  
KI-004 KL-014 VH-008
- ▶ **Connections to the land**  
KL-015 KL-016 KL-017
- ▶ **Pre-contact cultures**  
KI-005 KI-006 KH-024
- ▶ **First Peoples governance**  
KP-046 KE-050 VP-014



### EARLY EUROPEAN COLONIZATION (1600 TO 1763)

- ▶ **Early European exploration and colonization**  
KL-018 KH-025 KG-043  
KP-047
- ▶ **Nouvelle-France**  
KI-008 KL-018 KL-019 KH-033  
KP-048
- ▶ **Cultural interaction in early Canada**  
KH-026 KE-051 VH-009  
VE-015
- ▶ **French-British colonial rivalry**  
KI-007 KH-027 KH-028  
KH-029 VH-011 VH-012



### FUR TRADE

- ▶ **European expansion in the North and West**  
KL-020 KH-030 KH-031  
KG-044
- ▶ **Importance of the land in the fur trade**  
KL-020 KL-021 KH-034 VL-007
- ▶ **Life during the fur trade era**  
KI-009 KL-020 KH-032 KE-053  
VI-003
- ▶ **Métis Nation and culture in the fur trade era**  
KL-020 KH-035 KH-036  
KP-049 KE-052



### FROM BRITISH COLONY TO CONFEDERATION (1763 TO 1867)

- ▶ **Early immigration and the impact of the Loyalists**  
KI-010 KI-011 KH-037 VI-006
- ▶ **Sharing the land**  
KL-023 KH-039 KG-045 VI-005  
VG-013
- ▶ **Conflict and reform**  
KI-013 KH-038 KH-040 VI-004
- ▶ **Negotiating Confederation**  
KL-022 KH-041 KH-042  
VH-010
- ▶ **Citizenship then and now**  
KC-001 KC-002 KC-003 KI-012  
VC-001 VC-002

# GRADE 5 SOCIAL STUDIES

## Curriculum Overview: General Learning Outcomes with Grade 5 Specific Learning Outcomes

Grade 5 students learn about people and events before 1867 when Canada became a nation. They focus on First Peoples, French and British colonization of Canada, and the birth of Canada as a nation. Students study First Nations cultures and governance, the fur trade, the rise of the Métis people, and the

interaction of cultures in early Canada. They also look at how history and geography have helped to shape Canada.

In social studies, six general learning outcomes (GLOs) provide the broad conceptual structure from Kindergarten to Grade 12. Each general learning

outcome is expressed as an **essential learning** for the grade level. Overarching all six GLOs is the core concept of Citizenship. The skills and competencies are interwoven throughout the clusters as shown below.

### CITIZENSHIP

Citizenship education is fundamental to living in a democratic society, enabling students to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students compare what it meant to be

a citizen in the past and present, as well as in the future. As they enhance their understanding of citizenship, they are empowered to be active citizens who contribute to the local, national, and global communities to which they belong.

KC- 001 002 003  
VC- 001 002

#### IDENTITY, CULTURE, AND COMMUNITY

Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. Students will have the opportunity to explore the institutions and cultural expressions of the communities of the past and how they have shaped Canada today. Through a study of the ways people lived together in the past, students will enhance their understanding of diverse perspectives and the historical roots of the multicultural nature of Canada.

KI- 004 005 006 007 008 009 010  
011 012 013

VI- 003 004 005 006

#### THE LAND: PLACES AND PEOPLE

The history of Canada has been influenced by the dynamic relationships of people and the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human settlement, economics, and societies, locally, nationally, and globally. They explore concepts such as sustainability and stewardship, and how, as citizens, we have a responsibility to protect and sustain our environment.

KL- 014 015 016 017 018 019 020  
021 022 023

VL-007

#### HISTORICAL CONNECTIONS

The past shapes who people are. An exploration of Canadian and world history enables students to acquire knowledge and an appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. As they explore people, events, ideas, and evidence of the past, they learn to think historically. They learn to reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, and develop the historical understanding that provides a foundation for active democratic citizenship.

KH- 024 025 026 027 028 029 030  
031 032 034 035 036 037 038 039  
040 041 042

VH- 008 009 010 011 012

#### GLOBAL INTERDEPENDENCE

People, communities, societies, nations, and environments are interdependent. Canadian history has been shaped by this interdependence. Knowledge and understanding of global connections that have influenced history enables students to expand their global consciousness and responsibility.

KG- 043 044 045

VG-013

#### POWER AND AUTHORITY

Power and authority have influenced human relationships in the past as they do in the present. Students critically examine the diverse forms of governance and leadership through time, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment so that, as active democratic citizens, they can shape their future.

KP- 046 047 048 049

VP-014

#### ECONOMICS AND RESOURCES

The management and distribution of resources and wealth have a direct impact on Canadian history and continue to influence Canadian society today. Students explore the effects of economic interdependence on individuals and on local and global communities. They examine historic economic factors that affect decision making, the use of resources, and the development of technologies. Students will critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

KE- 050 051 052 053

VE- 015

KNOWLEDGE AND UNDERSTANDING

REPORT CARD CATEGORIES

RESEARCH AND COMMUNICATION

CRITICAL THINKING AND CITIZENSHIP

#### Managing Information and Ideas

S- 200 201 202 203 204 205 206  
207 207A 208

- Select, organize, record, and represent information from a variety of sources and in various ways.
- Reference sources appropriately.
- Distinguish between primary and secondary sources.
- Construct and interpret maps that include a title, legend, compass rose, grid, and scale.

- Select and use appropriate tools and technologies to accomplish tasks.
- Use appropriate terms to describe time, and latitude and longitude to locate and describe places on maps and globes.
- Orient oneself by using observation, traditional knowledge, and a compass or other technologies.

#### Communicating

S- 400 401 402 403 404 405

- Listen actively and respectfully to others to understand diverse perspectives.
- Present information and ideas in a variety of ways.
- Support ideas and opinions with information or observations.

- In discussions, elicit and clarify questions and ideas, and articulate beliefs and perspectives.

#### Thinking Critically and Creatively

S- 300 301 302 303 304 305 306  
307 308 309 310

- Plan topics and goals for research.
- Evaluate advantages and disadvantages of solutions to a problem.
- Use research and evidence to draw conclusions.
- Evaluate personal assumptions based on new information and ideas.
- Distinguish fact from opinion and interpretation.

- Observe and analyze evidence for research.
- Assess the validity of sources.
- Compare different accounts of events and diverse perspectives.
- Interpret information and ideas, and recognize that interpretations change with new information.

#### Being an Active Democratic Citizen

S- 100 101 102 103 104 105 106

- Collaborate with others to establish and carry out group goals.
- Resolve conflicts peacefully and fairly using a variety of strategies.
- Make decisions that reflect care and responsibility for the environment, and reflect fairness and equality toward others.

- Negotiate to build consensus and solve problems.
- Recognize bias and discrimination and propose solutions.
- Treat historically significant places and objects with respect.

### ACTIVE DEMOCRATIC CITIZENSHIP

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperating, resolving conflict, taking responsibility, accepting differences, building consensus, negotiating, making decisions collaboratively, and learning to deal with dissent and disagreement.

### MANAGING INFORMATION AND IDEAS

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

### CRITICAL AND CREATIVE THINKING

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

### COMMUNICATION

Communication skills enable students to interpret and express ideas clearly and purposefully, using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.