Social Studies Grade 5 at a Glance

Social Studies Skills



Students will...

Active Democratic Citizenship

5-S-100	Collaborate with others to establish and carry out group goals and responsibilities.
5-S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. Examples: clarification, negotiation, compromise
5-S-102	Make decisions that reflect fairness and equality in their interactions with others.
5-S-103	Make decisions that reflect care, concern, and responsibility for the environment.
5-S-104	Negotiate constructively with others to build consensus and solve problems.
5-S-105	Recognize bias and discrimination and propose solutions.
5-S-106	Treat places and objects of historical significance with respect. Examples: burial grounds, memorials, artifacts
Mana	ging Information and Ideas
5-S-200	Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction</i>
5-S-201	
	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps</i>
5-S-202	Organize and record information in a variety of formats and reference sources appropriately.
5-S-202 5-S-203	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps</i>
	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps</i> Distinguish between primary and secondary information sources for research.
5-S-203	Organize and record information in a variety of formats and reference sources appropriately.Examples: maps, charts, outlines, concept mapsDistinguish between primary and secondary information sources for research.Select and use appropriate tools and technologies to accomplish tasks.Create timelines and other visual organizers to sequence and represent historical

5-S-207 Use latitude and longitude to locate and describe places on maps and globes.

5-S-207A Use traditional knowledge to read the land.

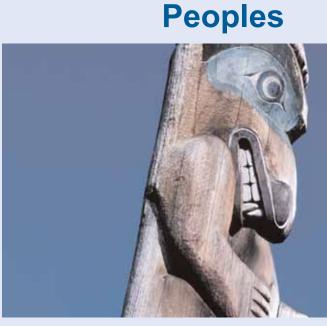
5-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.

Critical and Creative Thinking

5-S-300	Plan topics and goals for historical inquiry and research.
5-S-301	Evaluate the advantages and disadvantages of solutions to a problem.
5-S-302	Draw conclusions based on research and evidence.
5-S-303	Evaluate personal assumptions based on new information and ideas.
5-S-304	Distinguish fact from opinion and interpretation.
5-S-305	Observe and analyze material or visual evidence for research. Examples: artifacts, photographs, works of art
5-S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability.</i>
5-S-307	Compare differing accounts of historical events.
5-S-308	Compare diverse perspectives in a variety of information sources.
5-S-309	Interpret information and ideas in a variety of media. Examples: art, music, historical fiction, drama, primary sources
5-S-310	Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.

Communication

5-S-400	Listen to others to understand their perspectives.
5-S-401	Use language that is respectful of human diversity.
5-S-402	Support their ideas and opinions with information or observations.
5-S-403	Present information and ideas orally, visually, concretely, or electron
5-S-404	Elicit and clarify questions and ideas in discussions.
5-S-405	Articulate their beliefs and perspectives on issues.



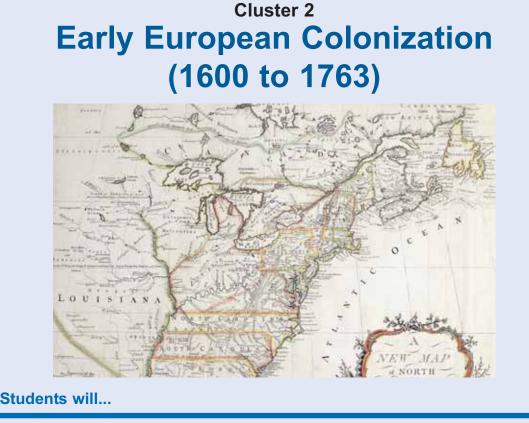
Cluster 1

First

Students will.. 5.1.1 Origins of First Peoples of North America **5-KI-004** Describe First Peoples' stories of their origins, as well as current theories of migration to the North American continent. **5-KL-014** Describe the impact of the ice age on the land. 5-VH-008 Value oral tradition as an important source of knowledge about First Peoples. **5.1.2 Connections to the Land 5-KL-015** Locate on a map of Canada the major physical regions, vegetation zones, and bodies of water. 5-KL-016 Locate on a map of North America the traditional territories of First Peoples. 5-KL-017 Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment. 5.1.3 Pre-Contact Cultures **5-KI-005** Describe characteristics of diverse First Peoples cultures before contact with Europeans. **5-KI-006** Compare daily life in diverse First Peoples communities. Examples: food, clothing, shelter; roles of men, women, children, Elders... 5-KH-024 Relate First Peoples' stories of their pre-contact and early contact with Europeans. 5.1.4 First Peoples Governance

5-KP-046	Compare types of leadership in diverse First Peoples communities. Examples: hereditary right, matriarchy, democracy
5-KE-050	Describe various ways in which First Peoples communities interacted with each other. <i>Examples: trade, cooperation, conflicts</i>
5-VP-014	Value diverse approaches to leadership.

Peoples and Stories of Canada to 1867



5.2.1 Early European Exploration and Colonization

5-KH-025	Relate stories of European explorers and traders in their search for new lands or the Northwest Passage. <i>Examples: Leif Eriksson, Giovanni Caboto, Henry Hudson, Jacques Cartier,</i> <i>Martin Frobisher, David Thompson</i>
5-KG-043	Identify European countries that established colonial empires and locate on a world map their areas of colonization. Include: Portugal, Spain, France, England, Holland.
5-KL-018	Locate on a map of Canada places of historical significance during early European colonization. Include: L'Anse aux Meadows, L'Acadie, La Nouvelle-France.
5-KP-047	Identify reasons why Europeans expanded their territories to include North America. <i>Examples: international competition, resources, religion, trade</i>
5.2.2	Nouvelle-France
5-KI-008	Describe the organization and daily life of Nouvelle-France. Examples: seigneurial system, agriculture, religion, les Filles du Roi
5-KH-033	Describe contributions of individuals in the settlement of Nouvelle-France. Include: Samuel de Champlain, Jean Talon, Louis de Buade, comte de Frontenac Marguerite Bourgeoys.
5-KL-018	Locate on a map of Canada places of historical significance during early European colonization. Include: L'Anse aux Meadows, L'Acadie, La Nouvelle-France.
5-KL-019	Identify factors that influenced the movement and settlement of Europeans in early Canada. Include: natural environment, fur trade, military posts.
5-KP-048	Describe the organization of the royal government in Nouvelle-France.

5.2.3 Cultural Interaction in Early Canada

5-KH-026	Give examples of the impact of interactions between First Peoples and European explorers, colonists, and missionaries. <i>Examples: shared technologies, trade, spread of disease</i>
5-KE-051	Compare First Peoples' and European approaches to natural resource use in early Canada. <i>Examples: hunting and fishing, agriculture, trade, landholding and ownership</i>
5-VH-009	Appreciate the contributions of First Peoples to the development of Canada.
5-VE-015	Be willing to consider diverse approaches to resource and land use.

5.2.4 French–British Colonial Rivalry

5-KI-007	Describe daily life in early French and British settlements in Atlantic Canada.
5-KH-027	Describe the impact of European wars on First Peoples and French and British colonies in early Canada. Include: First Peoples alliances.
5-KH-028	Describe the reasons for and the impact of the Acadian deportation.
5-KH-029	Describe the major events and impact of the British conquest of Nouvelle-France. Include: Battle of the Plains of Abraham (1759), Treaty of Paris (1763); impact on First Peoples.
5-VH-011	Appreciate the Aboriginal, French, and British heritage of Canada.
5-VH-012	Demonstrate empathy for the struggles of the peoples of early Canada.



Studen	ts will
5.3.1 E	European Expansion North and West
5-KL-020	Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.
5-KH-030	Describe the influence of the fur trade on the historical development of Canada. Include: Hudson's Bay and North West Companies; the creation of Rupert's Land and the western expansion of Canada.
5-KH-031	Describe factors that led to the development and expansion of the fur trade into the west and north of Canada.
5-KG-044	Identify global factors that influenced the fur trade in Canada. Examples: European fashion, wars in Europe
5.3.2 I	mportance of the Land in the Fur Trade
5-KL-020	Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.
5-KL-021	Give examples of ways in which the fur trade operations were influenced by the land. <i>Examples: location of posts, transportation, food, clothing</i>
5-KH-034	Describe the historical significance of Canadian place names.
5-VL-007	Appreciate the significance of the land and natural resources in the development of Canada.
5.3.3 L	ife during the Fur-Trade Era (1650s–1850s)
5-KI-009	Describe daily life and challenges for various groups involved in the fur trade. <i>Examples: coureurs de bois, trappers, trading post employees, voyageurs, factors, women</i>
5-KL-020	Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.
5-KH-032	Relate stories of the people and events of the fur trade. <i>Examples: coureurs de bois, Pierre-Esprit Radisson and Médard Chouart Des</i> <i>Groseilliers, Pierre Gaultier de Varennes, sieur La Vérendrye, Henry Kelsey,</i> <i>Simon Fraser, James McGill</i>
5-KE-053	Compare and contrast the operations of the Hudson's Bay and the North West Companies and describe the competition between them.
5-VI-003	Appreciate the contributions of various groups involved in the fur trade to the historical development of Canada.
5.3.4 N	Aétis Nation and Culture in the Fur-Trade Era
5-KL-020	Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.
5-KH-035	Describe events related to the origins and rise of the Métis Nation.
5-KH-036	Give examples of the impact of interactions between First Peoples and European traders and settlers.

5-KP-049 Give examples of conflicting priorities between the demands of the fur trade and agricultural settlement. Include: Selkirk and Métis settlements of the Red River.

5-KE-052 Describe how the fur trade was dependent on the men and women of the First Nations and Métis Nation.

Cluster 4 From British Colony to Confederation (1763 to 1867)



5.4.1 Early Immigration and the Impact of the Loyalists

5-KI-010	Describe the cultural diversity of pre-Confederation Canada. Examples: English, First Nations, French, German, Inuit, Irish, Métis, Scottish
5-KI-011	Describe ways in which migration to another country or contact with other cultures may affect identities.
5-KH-037	Give reasons for the migration of the United Empire Loyalists and describe the impact on Canada. Include: American Revolution, hardships, settlement areas, cultural diversity of the Loyalists.
5-VI-006	Appreciate the historical roots of the multicultural nature of Canada.
5.4.2 \$	Sharing the Land
5.4.2 S	Sharing the Land Locate on a map of western Canada traditional Métis lands and communities.
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5-KL-023	Locate on a map of western Canada traditional Métis lands and communities. Describe the reasons for, main events of, and impact of the Selkirk Settlement
5-KL-023 5-KH-039	Locate on a map of western Canada traditional Métis lands and communities. Describe the reasons for, main events of, and impact of the Selkirk Settlement the Red River. Identify global factors that influenced immigration to Canada. <i>Examples: political and social issues, European famine, increasing European</i>

5.4.3 Conflict and Reform

5-KL-022	Locate on a map of Canada the four provinces of Confederation in 1867.
5-KH-041	Describe the origins of Confederation and give arguments for and against Canadian Confederation.
	Include: significance of the British North America Act; resistance of Prince Edward Island, Newfoundland, and Nova Scotia to Confederation.
5-KH-042	Describe the roles of individuals in building Canadian Confederation. Include: John A. Macdonald, Georges Étienne Cartier, Charles Tupper, Thomas D'Arcy McGee, George Brown, Samuel Tilley, John H. Gray.
5-VH-010	Value history as a way of understanding contemporary Canada.
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5.4.5 0	Citizenship Then and Now
5-KC-001	Give examples of the responsibilities and rights of citizens of Canada in 1867.
5-KC-002	Identify differences in citizenship rights for various groups in 1867.

Include: First Nations, French, British, women. **5-KC-003** Compare what it meant to be a citizen of Canada in 1867 to what it means today. **5-KI-012** Describe how European views of First Peoples changed from 1763 to 1867. Examples: First Peoples regarded as dependents and inferiors rather than allies and equals... **5-VC-001** Respect the rights, opinions, and perspectives of others.

5-VC-002 Be willing to contribute to their groups and communities.





Examples: shared technologies, cultural change, spread of disease...