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| **Social Studies Grade 5** | | **BIG IDEAS (UNDERSTAND)** | | | | | | | | | | |
| Canada’s policies and treatment of minority peoples have negative and positive legacies | | | Natural resources continue to shape the economy and identity of different regions of Canada | | | Immigration and multiculturalism continue to shape Canadian society and identity | | | Canadian institutions and government reflect the challenge of our regional diversity | |
| **CONTENT (KNOW)** | | | | | | | | | | |
| past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments | the development and evolution of Canadian identity over time | human rights and responses to discrimination in Canadian society | | resources and economic development in different regions of Canada | First Peoples land ownership and use | | the changing nature of Canadian immigration over time | participation and representation in Canada's system of government | | levels of government, their main functions, and sources of funding |
| **Curricular Competencies (DO)** | | Inquiry Question(s) | | | | Inquiry Question(s) | | | Inquiry Question(s) | Inquiry Question(s | | |
| **Thinking - Communication – Personal & Social** | Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions |  |  |  | |  | | |  |  | | |
| Develop a plan of action to address a selected problem or issue |  |  |  | |  | | |  |  | | |
| Construct arguments defending the significance of individuals/groups, places, events, and developments (significance) |  |  |  | |  | | |  |  | | |
| Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) |  |  |  | |  | | |  |  | | |
| Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change) |  |  |  | |  | | |  |  | | |
| Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence) |  |  |  | |  | | |  |  | | |
| Take stakeholders’ perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations (perspective) |  |  |  | |  | | |  |  | | |
| Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment) |  |  |  | |  | | |  |  | | |