

British Columbia

	Grade 4		Grade 5	
Subject	English Language Arts	Social Studies: Aboriginal Cultures	English Language Arts	Social Studies: Canada – from Colony to Country
Aims	<ul style="list-style-type: none"> > Reading strategically, depending on purpose > Distinguish between fact and opinion 	<ul style="list-style-type: none"> > Aboriginal Cultures, Exploration, and Contact > Areas of study: identity, society and culture, governance, economy and technology, human and physical environment 	<ul style="list-style-type: none"> > Comparing ideas and information in texts > Previewing texts and reading to locate information 	<ul style="list-style-type: none"> > The Making of Canada, Government, Resources and Transportation, Canadian Geography > Areas of study: identity, society and culture, governance, economy and technology, human and physical environment
Learning Outcomes	<ul style="list-style-type: none"> > Read/comprehend grade-appropriate information texts, such as reports and articles from newspapers and children's magazines > Comprehension of visual texts (photographs/advertising) > Distinguish between fact and opinion > Recognize alternative viewpoints > Summarize and synthesize > Examine form/function/genre of text 	<ul style="list-style-type: none"> > Gather information from a variety of sources > Distinguish characteristics of various Aboriginal cultures in BC and Canada > Study impact of Canadian governance on Aboriginal peoples > Early European exploration of BC and Canada > Compare bartering and monetary systems of exchange > Describe technologies used by Aboriginal people in BC and Canada 	<ul style="list-style-type: none"> > Read/comprehend grade-appropriate information texts including newspapers > Comprehension of visual texts (newspapers/advertising) > Distinguish between fact and opinion > Examine text features (eg: copyright, headings, sidebars, pull-quotes) 	<ul style="list-style-type: none"> > Specific topics: The Road to Confederation: fur trade, the railroad, the Fraser/Cariboo gold rush, immigration and the Development of Canada > Use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada > Provide students with print, Internet, and video resources to introduce a topic (eg: geographic region/government and judicial structures) > Collect articles from newspapers and magazines–classify/analyze and evaluate articles

B.C. Curriculum Documents

<http://www.bced.gov.bc.ca/irp/all.php?lang=en>

Grade 6		Grade 7	
English Language Arts	Social Studies: Canada and the World	English Language Arts	Social Studies: Ancient Civilizations
<ul style="list-style-type: none"> > Determining importance of ideas and information > Describing personal connections to texts > Analyzing ideas and information in texts 	<ul style="list-style-type: none"> > Areas of study: identity, society and culture, governance, economy and technology, human and physical environment 	<ul style="list-style-type: none"> > Reflect/respond to texts > Evaluate alternative viewpoints in texts > Analyze/compare/synthesize ideas and information in texts 	<ul style="list-style-type: none"> > Areas of study: identity, society and culture, governance, economy and technology, human and physical environment
<ul style="list-style-type: none"> > Demonstrate comprehension of visual texts with specialized features (eg: visual components of media such as newspapers/websites/advertising) > Comparing viewpoints > Expressing opinions/identifying personally meaningful selections > Examine text features (eg: copyright, headings, sidebars, hyperlinks, pull quotes) 	<ul style="list-style-type: none"> > Specific Topics: Canadian Identity, The Horn of Africa – Global Awareness Project > Compare information-gathering methods (primary/secondary research/interviews) > Compare the advantages/disadvantages of specific types of sources and evaluate (eg: bias, reliability, audience) > Compare communications media (analyze speed, longevity, reach, accessibility) 	<ul style="list-style-type: none"> > Demonstrate comprehension of visual texts with specialized features (eg: visual components of media such as newspapers/websites/advertising) > Expressing opinions/identifying personally meaningful selections > Examine text features (eg: copyright, headings, sidebars, hyperlinks, pull quotes) 	<ul style="list-style-type: none"> > Specific Topics: Environmental Impact of Civilizations, Society and Governance, Mesopotamian Tool Fair > Compare information-gathering methods (primary/secondary research/interviews) > Compare the advantages/disadvantages of specific types of sources and evaluate information sources (eg: bias, reliability, audience) > Compare communications media (analyze speed, longevity, reach, accessibility)

Grade 8		Grade 9
Social Studies: Civilizations from 500 to 1600	English Language Arts	Social Studies: Europe and North America from 1500 to 1815
<ul style="list-style-type: none"> > Areas of study: Society and Culture, Politics and Law, Economy and Technology, Environment 	<ul style="list-style-type: none"> > Reflect/respond to texts > Evaluate alternative viewpoints in texts > Analyze/compare/synthesize ideas and information in texts 	<ul style="list-style-type: none"> > Areas of study: Society and Culture, Politics and Law, Economy and Technology, Environment > Select and summarize information from print and non-print sources > Assess the reliability, currency and objectivity of different sources
<ul style="list-style-type: none"> > Gather/organize/interpret and evaluate information from print and non print sources > Assess variety of positions on controversial issue > Expressing opinions/identifying personally meaningful selections > Identify POV, bias and contradictions > Development and decline of world civilizations > Identify periods of significant cultural achievement, including the Renaissance > Impact of technological innovation and science on political, social, and economic structures 	<ul style="list-style-type: none"> > Expressing opinions/identifying personally meaningful selections > Identify POV, bias and contradictions 	<ul style="list-style-type: none"> > Exploration routes, fur trade > Colonialism, imperialism, and nationalism > Industrial Revolution > Roots of Canada's twp political and legal systems > English, French, and American revolutions > Plan and conduct library and community research using primary and secondary print and non-print sources > Generate and critique different interpretations of primary and secondary sources

Grade 10

[Social Studies: Canada from 1815 to 1914](#)

- > **Areas of study:** Society and Culture, Politics and Law, Economy and Technology, Environment
- > Research skills (accessing/assessing/collecting/evaluating)
- > Critical thinking

- > Research using range of media types (ie: print news, online) representing range of perspectives
- > Assess the reliability of information sources on selected topics in terms of bias and point of view
- > Deliver formal presentations that integrate a variety of media
- > Compare Canada's developmental steps to nationhood with those of the United States
- > Analyze the impact of the 1837-38 Rebellions, the Red River Rebellion, and the Northwest Rebellion on the development of Canada
- > Canadian identity, role of women and aboriginal people
- > Influence of immigration
- > Analyze political, economic, social, and geographical factors that led to Confederation

Grade 11

Communications	Civic Studies	Social Studies
<ul style="list-style-type: none"> > Apply appropriate strategies for locating and using information from a variety of print and non-print resources > Relate a range of texts, genres, and mass media to personal interests, ideas, and attitudes > Identify indicators of cultural diversity in print and non-print media 	<ul style="list-style-type: none"> > Areas of study: informed citizenship, civic deliberation, civic action > Apply critical thinking skills— > Demonstrate effective research skills 	<ul style="list-style-type: none"> > Areas of study: politics and government, autonomy and international involvement, human geography, society and identity > Critical thinking > Research skills > Assess the influence of mass media on public opinion
<ul style="list-style-type: none"> > Explain how perspectives and biases are reflected > Identify ways in which mass media influence individual perceptions and social behaviours > Compare different sources of information on the same topic 	<ul style="list-style-type: none"> > Compare a range of points of view on an issue > Access a range of information sources on selected topics including sources from a range of media types and producers (mainstream/alternative/special interest). > Assess the accuracy, reliability, and relevance (bias/POV/data collection methods/funding/affiliations/consistency) > Explain available processes of and resources for civic discourse (letters to the editor) > Select a relevant civic issue or decision and monitor it over time 	<ul style="list-style-type: none"> > Access a range of information sources including sources from a range of media types/perspectives > Explain the importance of accessing and considering a range of information sources > Assess accuracy/reliability/relevance of sources > Conflict: WWI, WWII, human rights, United Nations, Cold War. modern conflicts > Canadian constitution, including the Canadian Charter of Rights and Freedoms > Environmental global warming, ozone layer depletion, fresh water quality and supply > Great Depression and the labour movement > Political and Civic Processes > English-French Relations: Conscriptio crises, Quebec nationalism, bilingualism, and regionalism > Aboriginal people: residential schools, reserves, self-government, treaty negotiations

Grade 12

<u>Communications</u>	<u>Social Justice</u>	<u>Law</u>
<ul style="list-style-type: none"> > Use strategies to locate information in print and non-print resources > Assess the effectiveness of persuasive techniques > Assess how mass media influence individual perceptions and social behaviours 	<ul style="list-style-type: none"> > Research Skills > Critical thinking > Analyze specific examples of injustice in Canada 	<ul style="list-style-type: none"> > Areas of study: Foundations of Law, Criminal, Civil and Family law. > Analyze the nature, purpose, and effect of laws > Analysis of media
<ul style="list-style-type: none"> > Paraphrase, interpret details in and draw conclusions from information > Connect their experiences and values to those reflected in mass media works > Assess information for completeness, accuracy, currency, relevance, balance of perspectives, and bias 	<ul style="list-style-type: none"> > Access range of information sources on topics – range of types/producers/perspectives > Explain the importance of accessing and considering a range of information sources > Assess accuracy/reliability/relevance (POV, bias, agenda, language, affiliations) > Explain the importance of accessing and considering a range of information sources > Case studies 	<ul style="list-style-type: none"> > Use media messages to provide examples of various types of law/criminal acts > Examine media messages for purpose/values/codes and conventions/representation/influence/control/scope

