



HISTORIC SITE

Historic and Culture of the Dakelh (Gr.4-5)

Curriculum Objectives

Big Ideas	Curricular Competencies	Curriculum Content
Grade 4:		
<ul style="list-style-type: none"> ◆ The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada. ◆ Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity. ◆ Demographic changes in North America created shifts in economic and political power. 	<ul style="list-style-type: none"> ◆ Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decision ◆ Sequence objects, images, or events, and determine continuities and changes between different time periods or places ◆ Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes ◆ Construct arguments defending the significance of individuals/ groups, places, events, or developments ◆ Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places ◆ Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place 	<ul style="list-style-type: none"> ◆ the fur trade in pre-Confederation Canada and British Columbia ◆ early contact, trade, cooperation, and conflict between First Peoples and European peoples ◆ demographic changes in pre-Confederation British Columbia ◆ economic factors that influenced the colonization of British Columbia ◆ the impact of colonization on First Peoples societies in British Columbia and Canada ◆ the history of the local community and of local First Peoples communities
Grade 5:		
<ul style="list-style-type: none"> ◆ Natural resources continue to shape the economy and identity of different regions of Canada. ◆ Canada’s policies and treatment of minority peoples have negative and positive legacies. ◆ Immigration and multiculturalism continue to shape Canadian society and identity. 	<ul style="list-style-type: none"> ◆ Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions ◆ Construct arguments defending the significance of individuals/ groups, places, events, and developments ◆ Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present ◆ Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes ◆ Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations ◆ Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond 	<ul style="list-style-type: none"> ◆ resources and economic development in different regions of Canada ◆ the changing nature of Canadian immigration ◆ past discriminatory government policies and actions ◆ First Peoples land ownership and use