**Social Studies Pacing Guide for 4/5 Combined 2010-2011**

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| **Month** | **Outcome** | **Skill Summary** | **BIG IDEAS** | **Assessment** |
| Sept.  | Grade 4 ***DR4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.***Grade 5 ***DR5.1 Analyze the historic and contemporary relationship of people to land in Canada.******DR5.2 Assess the impact of the environment on the lives of people living in Canada.*** | -locate SK on maps--pop. distribution--geog. characteristics--challenge of where we live-- physical/ political maps -Country/ prov. - Can. symbols  | “Where does where I live shape who I am?” | -- paper/pencil on SK. -- paper/ pencil on Can.  |
| Oct. Nov.  | Grade 4 ***RW4.1 Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.*****RW4.2 Investigate the importance of agriculture to the economy and culture of Saskatchewan.****RW4.3 Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities.**Grade 5 ***DR5.2 Assess the impact of the environment on the lives of people living in Canada.******RW5.1 Explain the importance of sustainable management of the environment to Canada’s future.* RW5.2 Hypothesize about economic changes that Canada may experience in the future.** | --challenge of climate, geog. regions in SK,--farming practices, tech. --Resources/ industries -- Regions of Can. --renew/non-renew., --predicting demographics -renew/non-renew. --sust. practices --resources vs. environ.  | “There are challenges no matter where you liv.”  | -- paper/ pencil -- paper/pencil on Cordillera region--brochure on Interior Plains  |
| Dec. Jan.  | Grade 4 ***IN4.1 Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.******DR4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.******DR4.3 Analyze the implications of the Treaty relationship in Saskatchewan***Grade 5 ***IN5.1 Demonstrate an understanding of the Aboriginal heritage of Canada.******PA5.3 Develop an understanding of the nature of the treaty relationship between First Nations and Canada’s federal government.*** | --FN tribes and lang. --history of land before Europeans --Contribution of FN & Metis people-Treaty areas & conditions --FN tribes --evol’n of Metis people --Treaties --Promises--we are all Metis people  | “knowing about our past, helps us to understand our future.”  | - visual representations Charts - Inquiry study Comparison of groups  |
| Feb. Mar. Apr.  | Grade 4***IN4.2 Describe the origins of the cultural diversity in Saskatchewan communities.******DR4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.***Grade 5 ***IN5.2 Analyze the evolution of Canada as a multicultural nation.*****IN5.2*DR5.1 Analyze the historic and contemporary relationship of people to land in Canada.*** | -- FN support of Europeans-- immigration reasons --challenges-- immig. patterns from 19th/ 20thc. -push/pull factors--refugees vs. immig. --imm. policies, trends, challenges, --historic origins --western expansion  |  |  |
|  May June  | Grade 4***PA4.1 Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province. PA4.2 Demonstrate an understanding of the provincial system of government.******PA4.3 Demonstrate an understanding of the First Nations system of governance.******PA4.4 Demonstrate an understanding of the Métis governance system*.****Grade 5** ***PA5.1 Describe Canada’s political evolution.*** ***PA5.2 Explain the purposes and functions of governance structures in Canada, including First Nations systems and those patterned on the Westminster parliamentary system.*** ***PA5.3 Develop an understanding of the nature of the treaty relationship between First Nations and Canada’s federal government.*** | --decision making in SK--how prov. gov. raises revenues, struc. of prov. gov. --rules vs. laws--Heads of gov. --how laws are made --FN gov., process of selection --confederation dates, --the constitution--levels of gov. --FN gov. in Can. --purpose of a treaty --spirit and intention of treaty --treaty promises  |  |  |