



Doors Open Alberta

Grade 4 Social Studies.

Grade 4 Social Studies General Outcome 4.2 is addressed in part by considering the kinds of architecture that was created in Alberta to identify and appreciate the history and culture, the development of communities, and the sense of identity associated with the different built forms. As each group builds their own structures it becomes a part of their identity and gives the members of each group a feeling of belonging.

When considering General Outcome 4.3, students can compare the architecture from throughout the history of Alberta to identify changes and growth in the province since 1905.

Source: Social Studies (K—9), Validation Draft—September 2003, p. 43.

Values and Attitudes

By considering how communities in Alberta have both people and buildings from many different cultures, students will have the opportunity to “value the diversity, respect the dignity and support the equality of all human beings.”

As students identify the different kinds of internationally-inspired architecture found in Alberta, they will “thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world.”

Knowledge and Understanding

Students will examine and complete activities that include architecture designed by Aboriginal individuals like Douglas Cardinal. This is addressed in the statement:

“Social Studies provides learning opportunities for student to: understand contemporary challenges and contributions of Aboriginal people in urban, rural, cultural and linguistic settings.”

Through activities that compare structures like churches built by the Francophone community and other cultural groups and their culturally specific structures, students will be able draw conclusions about the pluralistic nature of Alberta society. These activities will address the following curriculum items:

Social studies provides learning opportunities for students to:

- understand the historical and contemporary realities of Francophones in Canada
- understand the multiethnic and intercultural makeup of Francophones in Canada
- understand how social cohesion can be achieved in a pluralistic society.

From: Social Studies (K—12), 2005, p. 2.

Skills and Processes

Social studies provides learning opportunities for students to:

- engage in active inquiry and critical thinking

- use and manage information and communication technologies critically
- conduct research ethically using various methods and sources; organize, interpret and present their findings; and defend their opinions
- apply skills of metacognition, reflecting upon what they have learned and what they need to learn
- communicate ideas and information in an informed, organized and persuasive manner.

4.2 The Stories, Histories and People of Alberta

General Outcome

Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.

4.2 The Stories, Histories and People of Alberta		
Specific Outcomes		
Values and Attitudes	Knowledge and Understanding	Skills And Processes
<p><i>Students will:</i></p> <p>4.2.1 appreciate how an understanding of Alberta’s history, peoples and stories contribute to their sense of belonging and identity:</p> <ul style="list-style-type: none"> ▶ recognize how stories of people and events provide multiple perspectives on past and present events ▶ recognize the presence and influence of diverse Aboriginal Peoples as inherent to Alberta’s culture and identity ▶ recognize the history of the French language and the vitality of Francophone communities as an integral part of Alberta’s heritage ▶ recognize British institutions and peoples as an integral part of Alberta’s heritage ▶ recognize how the diversity of immigrants from Europe and other continents have enriched Alberta’s rural and urban communities ▶ demonstrate respect for places and objects of historical significance 	<p><i>Students will:</i></p> <p>4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> ▶ recognize how stories of people and events provide multiple perspectives on past and present events ▶ recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history ▶ recognize the presence and influence of diverse Aboriginal Peoples as inherent to Alberta’s culture and identity ▶ recognize the history of the French language and the vitality of Francophone communities as an integral part of Alberta’s heritage ▶ recognize British institutions and peoples as an integral part of Alberta’s heritage ▶ recognize how the diversity of immigrants from Europe and other continents has enriched Alberta’s rural and urban communities ▶ demonstrate respect for places and objects of historical significance 	<p>Alberta Learning’s Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies.</p> <p>Dimensions Of Thinking</p> <p><i>Students will:</i></p> <p>4.S.1 develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> ▶ evaluate significant local and current affairs, distinguishing between fact and opinion ▶ critically evaluate ideas, information and positions from multiple perspectives ▶ re-evaluate opinions to broaden understanding of a topic or an issue ▶ generate original ideas and strategies in individual and group activities ▶ seek responses to inquiries from various authorities through electronic media <p>4.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> ▶ use photographs and interviews to make meaning of historical information ▶ use historical and community resources to understand and organize the sequence of local historical events ▶ explain the historical context of key events of a given time period

<p>Values and Attitudes</p> <p>4.3.1 appreciate the factors contributing to the quality of life in Alberta:</p> <ul style="list-style-type: none"> ▶ value and respect not only their own identities, but also other cultural identities ▶ demonstrate respect for the rights, opinions and perspectives of others ▶ demonstrate respect for the cultural and linguistic diversity in Alberta ▶ recognize global affiliations within the Alberta Francophone community ▶ appreciate the influence of the natural environment and resources in relation to the growth and development of Alberta ▶ value and respect their relationships with the environment 	<p><i>Students will:</i></p> <p>4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> ▶ What led to Alberta’s joining Confederation? ▶ What key events have impacted the economy of Alberta (i.e., discovery of oil, 1930s drought)? ▶ In what ways have occupations and commerce been impacted by geography, climate and natural resources in Alberta (i.e., forestry, agriculture, aviation, seasonal activities, tourism)? 	<p>4.S.3 develop skills of geographic thinking:</p> <ul style="list-style-type: none"> ▶ use a scale to determine the distance between places on maps of Alberta ▶ construct graphs, tables, charts and maps to interpret information ▶ use historical maps to make meaning of historical events and issues ▶ use cardinal and intermediate directions to locate places on maps and globes ▶ identify the location of non-renewable resources (e.g., fossil fuels, minerals) <p>4.S.4 demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> ▶ contribute and apply new ideas and strategies to decision making and problem solving, supported with facts and reasons ▶ identify situations where a decision needs to be made and a problem requires attention ▶ select and use technology to assist in problem solving
	<p><i>Students will:</i></p> <p>4.3.3 critically examine Alberta’s changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> ▶ In what ways has Alberta changed demographically since 1905 (i.e., population distribution in rural and urban areas, arrival of diverse ethnic groups, languages spoken)? ▶ How has multiculturalism in Alberta evolved over time? ▶ How has the Alberta Francophone community become increasingly multicultural? ▶ How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta (i.e., Glenbow Museum, Royal Alberta Museum, Head-Smashed-In-Buffalo-Jump, Writing-on-Stone Provincial Park, Father Lacombe Chapel Provincial Historical Site, and Ukrainian Cultural 	<ul style="list-style-type: none"> ▶ use data gathered from a variety of electronic sources to address identified problems ▶ solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology ▶ use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment <p>Social Participation As A Democratic Practice</p> <p><i>Students will:</i></p> <p>4.S.5 demonstrate skills of co-operation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> ▶ demonstrate an awareness of the skills required for compromise and consensus building ▶ demonstrate the ability to deal constructively with diversity and

	<p>Heritage Village)?</p> <ul style="list-style-type: none"> ▶ How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places? ▶ In what ways have music, art, stories and literature contributed to the vitality of the culture, language and identity of diverse Alberta communities over time? ▶ How does living in a particular community, region or province help shape individual and collective identity? 	<p>disagreement</p> <ul style="list-style-type: none"> ▶ consider the needs and points of view of others ▶ work collaboratively to complete a group task ▶ share information collected from electronic sources to add to a group task <p>4.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:</p> <ul style="list-style-type: none"> ▶ initiate projects that meet the particular needs or expectations of their school or community <p>Research For Deliberative Inquiry <i>Students will:</i></p> <p>4.S.7 apply the research process:</p> <ul style="list-style-type: none"> ▶ develop the skills of skimming and scanning to gather relevant information ▶ organize and synthesize information gathered from a variety of sources ▶ use graphic organizers, such as webbing or Venn diagrams, to make meaning of information ▶ draw and support conclusions based on information gathered to answer a research question ▶ formulate new questions as research progresses ▶ cite references as part of research ▶ access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs) ▶ navigate within a document, compact disc or software application that contains links ▶ organize information gathered from the Internet or an electronic source, selecting and recording the data in logical files or categories ▶ organize information using tools such as databases, spreadsheets or electronic webbing <p>Communication <i>Students will:</i></p> <p>4.S.8 demonstrate skills of oral,</p>
<p>4.3 Alberta: Celebrations and Challenges General Outcome</p> <p>Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.</p>		

written and visual literacy:

- ▶ organize and present information, taking particular audiences and purposes into consideration
- ▶ respond appropriately to comments and questions, using language respectful of human diversity
- ▶ listen to others in order to understand their perspectives
- ▶ create visual images for particular audiences and purposes
- ▶ use selected presentation tools to demonstrate connections among various pieces of information
- ▶ communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes

4.S.9 develop skills of media literacy:

- ▶ compare information on the same issue or topic from print media, television, photographs and the Internet
- ▶ examine diverse perspectives regarding an issue presented in the media
- ▶ identify and distinguish points of view expressed in electronic sources on a particular topic