

Grade 5 Social Studies

FRENCH IMMERSION Program

Discipline Overview

Social studies is the study of people and places, past and present, near and far, in relation to each other and to the natural world. In Manitoba, social studies focuses on the disciplines of history and geography, and embeds the interrelated concepts found within the humanities and social sciences.

Social studies has processes that allow learners to engage effectively with the curriculum and to continuously develop their global competencies and enduring understandings. Learners acquire interdependent knowledge and understanding, skills, and values to become active democratic and responsible citizens who adhere to the principles of Truth and Reconciliation, sustainable development, and human rights.

The enduring understandings of social studies focus on the following topics:

- Identity, Culture, and Community
- The Land: Places and People
- Historical Connections
- Global Interdependence
- Power and Authority
- Economics and Resources

Learning in social studies takes into account the role of the French Immersion Program, its vision, its foundations (language, culture, and identity), as well as the principles of learning and assessment. Learners in social studies are exposed to both models of this discipline, and cultural and language models.

Course Overview

People and Stories of Canada to 1867

Grade 5 learners learn about people and events before 1867 when Canada became a nation. They focus on First Peoples, French and British colonization of Canada, and the birth of Canada as a nation. Learners study First Nations cultures and governance, the fur trade, the rise of the Métis People, and the interaction of cultures in early Canada. They also look at how history and geography have helped to shape Canada.

Global Competencies in Social Studies



Critical Thinking

Critical thinking in social studies is essential to making ethical decisions and to being reflective and active global citizens. It involves the processes of inquiry and historical and geographical thinking, and the use of evidence, criteria, and reasoning that allows for informed decision-making and the creation of solutions necessary for a sustainable and ethical future.

- Learners will critically, strategically, efficiently, and effectively select and use sources in their research and inquiry, to ensure a depth and breadth of understanding, to draw conclusions, and to make informed decisions.
- Learners will make reasoned judgments about the world by evaluating sources for reliability and relevance, and by analyzing for bias, which could include prejudice, racism, and stereotyping.
- Learners will connect ideas, patterns, and relationships, using criteria and reasoning to understand historical thinking concepts.
- Learners will consider multiple perspectives and contexts to understand the diversity of the human experience.
- Learners will interpret information and ideas and recognize that interpretations may change with new information.
- Learners will evaluate personal assumptions and bias based on new information and ideas.
- Learners will ask relevant and clarifying questions to broaden and deepen knowledge and understanding.
- Learners will distinguish fact from opinion and interpretation to arrive at reasoned judgments.
- Learners will weigh criteria, based on observation, experience, and/or evidence, to make informed judgments and ethical decisions about the future of the world.



Creativity

Creativity in social studies enables learners to make observations and decisions, to solve problems, and to devise innovative strategies. This involves making connections among concepts and applying a variety of tools. Creative thinking emphasizes flexibility, divergent thinking, the generation of ideas, and the exploration of diverse choices to enhance understanding and consider sustainable and ethical solutions.

- Learners will demonstrate initiative and ingenuity, explore opportunities, be open to new ideas and possibilities, and take risks to consider different choices that could shape the future.
- Learners will demonstrate curiosity about choices made by people within a given context and explore new ideas/possibilities by asking relevant questions about those choices.
- Learners will use strategies and ways of thinking including historical/geographical thinking, perspective taking, and ethical decision-making to generate innovative ideas and concepts, solve problems, and/or make a difference to consider new opportunities for the future.
- Learners will build on the ideas and understandings of others.
- Learners will create plans and adjust them as they gain understanding of new information and/or changing contexts.
- Learners will test, refine, and adapt ideas in innovative and unique ways, and persevere through ambiguity and obstacles.
- Learners will reflect, seek, and use feedback from others to consider sustainable and ethical solutions and to enhance understanding.



Citizenship

Citizenship in social studies prepares learners to be informed and engaged global citizens. As they reflect upon diverse perspectives, narratives, and stories, they develop historical/geographical knowledge and conceptual understanding of the principles of Truth and Reconciliation, sustainability, and human rights, which provide a foundation for their role as engaged and responsible citizens—locally, nationally, and globally.

- Learners will understand and reflect on their own perspective in regard to complex issues in a rapidly changing world.
- Learners will recognize bias, including racism, prejudice, stereotyping, and discrimination, and they will support the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will explore the interconnectedness of self, others, and the natural world.

- Learners will explore how the contributions of the past shape our present concepts of citizenship and democracy.
- Learners will use conceptual understanding and historical/geographical thinking to analyze information and to make informed decisions.
- Learners will explore diverse ideas, experiences, and world views to evaluate personal assumptions and bias and to make informed decisions that reflect the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will empathize with others and reflect on perspectives that do not fit their own to understand the diversity of the human experience.
- Learners will engage with others in responsible, respectful, and inclusive ways, in person and in digital contexts, to constructively shape dialogue and build relationships.
- Learners will evaluate factors and realize their own potential to propose solutions for the well-being of self, others, and the natural world.
- Learners will work with others to develop strategies to find equitable solutions that support equity, diversity, and inclusion, and that uphold human rights.
- Learners will make ethical choices to promote healthy and sustainable outcomes for the natural world.



Connection to Self

Connection to self in social studies is the learners' personal connection with historical and geographical thinking and knowing, and making connections with others and the natural world. Learners explore their dynamic relationships with people and the land, past and present, near and far, which develops knowledge and understanding of human interdependence and impact upon societies and natural environments, and of their role as responsible citizens for a sustainable and ethical future.

- Learners will recognize personal interests, strengths, challenges, and gifts to support their learning, their well-being, and their well-becoming.
- Learners will appreciate the factors that shape their identity, including the interrelationship of land and people within the cultural and historical context of their community, to gain an understanding of themselves.
- Learners will value and respect the interdependence of and personal connections to people and place, including the natural environment, to develop empathy and belonging.
- Learners will understand and use strategies to support self-regulation and well-being as citizens in a complex and ever-changing world.
- Learners will reflect on their biases, decisions, effort, and experiences, and on others' feedback.

- Learners will set goals to strengthen their learning and well-being as engaged citizens.
- Learners will have hope and demonstrate empathy as they plan for the future for themselves and as part of the natural world near and far.
- Learners will demonstrate an ability to persevere and adapt to new experiences and perspectives, environmental and global realities, and world events.
- Learners will recognize and embrace their role in lifelong learning, and take responsibility for personal growth, well-being, and well-becoming as global citizens.



Collaboration

Collaboration in social studies includes appreciating the diversity of perspectives, beliefs, and values, which is part of living in a democratic society and being part of the natural world. Collaboration includes learning with and from others and working together with a shared commitment to common purposes including Truth and Reconciliation. Collaboration builds relationships to enable learners to make informed decisions and accomplish common goals. Furthermore, productive discussion and debate concerning ethical questions serve to motivate learners, making learning more meaningful, and provide the opportunity for learners to contribute to their communities.

- Learners will seek to understand and clarify diverse perspectives, voices, and ideas.
- Learners will build on each other's ideas through productive, meaningful, and respectful interactions.
- Learners will value and put trust in others' contributions to deepen thinking about topics.
- Learners will practise active listening and ask ethical questions while considering diverse perspectives.
- Learners will work through differences and show a willingness to compromise or change perspective where appropriate to make informed and respectful decisions.
- Learners will co-construct with others by negotiating to build an ethical understanding and work together to solve problems for the well-being of people and as part of the natural world.
- Learners will use their gifts and commit to establishing and carrying out their responsibilities for a collective purpose and/or a common goal for the well-being of people and as part of the natural world.



Communication

Communication in social studies enables learners to interpret received information, and to share information and express ideas clearly and purposefully using a variety of media. This includes the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas. Learners constructively exchange information and ideas to build knowledge and to strengthen relationships for a sustainable and ethical future for themselves and the natural world.

- Learners will consider audience, purpose, context, modes, and forms to share ideas and present information thoughtfully and effectively.
- Learners will use clear and concise language to express ideas and voice perspectives that are inclusive and respectful of others, avoiding generalizations and pejoratives, while understanding how their words and actions impact others.
- Learners consider context cues (e.g., text features, non-verbal communication, tone of voice, appropriate digital images, icons) to enhance understanding when receiving messages.
- Learners will seek to understand others' perspectives to clarify and broaden thinking and negotiate constructively through active listening and questioning.
- Learners recognize how diverse contexts (linguistic, cultural, generational, experiential) can influence understanding.
- Learners will engage in productive, meaningful, and respectful discussions to build relationships and deepen understandings in a variety of ways including in digital contexts.
- Learners will relate events and stories in a way that makes sense to self and others.
- Learners will negotiate constructively with others to build consensus within a community of learners.

Enduring Understandings

Identity, Culture, and Community

Learners will explore the concepts of identity, culture, and community as they relate to individuals, societies, and nations. Many factors influence identity and life in communities, including geography and history, culture, language, economic factors, and shared beliefs and values, and these factors are subject to time and place. By studying various cultures, including one's own, learners develop a better understanding of diverse points of view and become sensitive to the fact that a community is strengthened by the interaction and interdependence among individuals through cultural diversity and pluralism.



The Land: Places and People

The exploration of people's dynamic interrelationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Learners consider how connections to the land influence their identities and define their roles and responsibilities as civil stewards of the land—locally, nationally, and globally.

Historical Connections

Learners will explore how people, events, and ideas from the past shape the present and influence the future. In addition, stories and traditions allow learners to deepen their historical understanding of the influence of the past on the present. Through the exploration of one's own history, and history near and far, learners can draw on the past to understand the present and live with the future in mind, thereby providing a foundation for active democratic citizenship.

Global Interdependence

Learners will explore the interdependence of people, communities, societies, nations, and environments. This exploration will enhance the learners' global consciousness and help them develop empathy with respect to human rights and the human condition. Consideration of global connections enables them to expand their knowledge of the world in which they live and to engage in global citizenship.

Power and Authority

Learners will explore the diverse processes and structures of power and authority through time, and their impact on people, relationships, communities, and nations, along with issues of fairness and equity. Power and authority affect all human relations, in everyday life and in official situations. Rules and laws, both formal and traditional, exist to protect people and to meet their needs for living together in a just and peaceful manner. Through an exploration of power and authority and its influence on human relationships, learners develop a sense of personal empowerment as active democratic citizens.

Economics and Resources

Learners build an understanding of the impact, the sharing, and the interdependence of resources and wealth in relation to individuals, communities, and nations, both past and present. They examine economic factors that affect decision-making, the use and distribution of resources, and the development of technologies, and they consider social and environmental implications.

Learning Outcomes

Learning Outcome Code

The first letter refers to the learning outcome type:

K – Knowledge

V – Values

S – Skills

The second letter, where it appears, refers to the Enduring Understandings (and one Global Competency):

I – Identity, Culture, and Community

H – Historical Connections

P – Power and Authority

L – The Land: Places and People

G – Global Interdependence

E – Economics and Resources

C – Citizenship (Global Competency)

Distinctive Learning Outcomes are indicated, at the end of the specific learning outcome code, by the following letters:

A – Indigenous

F – Francophone

Cluster 1: First Peoples

Knowledge Learning Outcomes

- 5-KI-004** Describe First Peoples' stories of their origins, as well as current theories of migration to the North American continent.
- 5-KI-005** Describe characteristics of diverse First Peoples' cultures before contact with Europeans.
- 5-KI-006** Compare daily life in diverse First Peoples communities (e.g., food, clothing, shelter; roles of men, women, children, Elders).
- 5-KL-014** Describe the impact of the ice age on the land.
- 5-KL-015** Locate on a map of Canada the major physical regions, vegetation zones, and bodies of water.
- 5-KL-016** Locate on a map of North America the traditional territories of First Peoples.
- 5-KL-017** Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment.
- 5-KH-024** Relate First Peoples' stories of their pre-contact and early contact with Europeans.
- 5-KP-046** Compare types of leadership in diverse First Peoples communities (e.g., hereditary right, matriarchy, democracy).
- 5-KE-050** Describe various ways in which First Peoples communities interacted with each other (e.g., trade, cooperation, conflicts).

Values Learning Outcomes


- 5-VH-008** Value oral tradition as an important source of knowledge about First Peoples.
- 5-VP-014** Value diverse approaches to leadership.



Cluster 2: Early European Colonization (1600 to 1763)

Knowledge Learning Outcomes

- 5-KI-007** Describe daily life in early French and British settlements in Atlantic Canada.
- 5-KI-008** Describe the organization and daily life of Nouvelle-France (e.g., seigneurial system, agriculture, religion, les Filles du Roi).
- 5-KL-018** Locate on a map of Canada places of historical significance during early European colonization. Include L'Anse aux Meadows, L'Acadie, and La Nouvelle-France.
- 5-KL-019** Identify factors that influenced the movement and settlement of Europeans in early Canada. Include natural environment, fur trade, and military posts.
- 5-KH-025** Relate stories of European explorers and traders in their search for new lands or the Northwest Passage (e.g., Leif Eriksson, Giovanni Caboto, Henry Hudson, Jacques Cartier, Martin Frobisher, David Thompson).
- 5-KH-026** Give examples of the impact of interactions between First Peoples and European explorers, colonists, and missionaries (e.g., shared technologies, trade, spread of disease).
- 5-KH-027** Describe the impact of European wars on First Peoples and on French and British colonies in early Canada. Include First Peoples alliances.
- 5-KH-028** Describe the reasons for and the impact of the Acadian deportation.
- 5-KH-029** Describe the major events and impact of the British conquest of Nouvelle-France. Include Battle of the Plains of Abraham (1759), Treaty of Paris (1763), and impact on First Peoples.
- 5-KH-033** Describe contributions of individuals in the settlement of Nouvelle-France. Include Samuel de Champlain, Jean Talon, Louis de Buade, comte de Frontenac, and Marguerite Bourgeoys.
- 5-KG-043** Identify European countries that established colonial empires, and locate on a world map their areas of colonization. Include Portugal, Spain, France, England, and Holland.
- 5-KP-047** Identify reasons why Europeans expanded their territories to include North America (e.g., international competition, resources, religion, trade).
- 5-KP-048** Describe the organization of the royal government in Nouvelle-France.
- 5-KE-051** Compare First Peoples' and European approaches to natural resource use in early Canada (e.g., hunting and fishing, agriculture, trade, landholding and ownership).




Values Learning Outcomes

- 5-VH-009** Appreciate the contributions of First Peoples to the development of Canada.
- 5-VH-011** Appreciate the Indigenous, French, and British heritage of Canada.
- 5-VH-012** Demonstrate empathy for the struggles of the peoples of early Canada.
- 5-VE-015** Be willing to consider diverse approaches to resource and land use.

Cluster 3: Fur Trade

Knowledge Learning Outcomes

- 5-KI-009** Describe daily life and challenges for various groups involved in the fur trade (e.g., coureurs de bois, trappers, trading post employees, voyageurs, factors, women).
- 5-KL-020** Locate on a map of Canada places and regions of historical significance to the fur trade and the Red River Métis.
- 5-KL-021** Give examples of ways in which the fur trade operations were influenced by the land (e.g., location of posts, transportation, food, clothing).
- 5-KH-030** Describe the influence of the fur trade on the historical development of Canada. Include Hudson's Bay and North West Companies, and the creation of Rupert's Land and the western expansion of Canada.
- 5-KH-031** Describe factors that led to the development and expansion of the fur trade into the west and north of Canada.
- 5-KH-032** Relate stories of the people and events of the fur trade (e.g., coureurs de bois, Pierre-Esprit Radisson and Médard Chouart Des Groseilliers, Pierre Gaultier de Varennes, sieur La Vérendrye, Henry Kelsey, Simon Fraser, James McGill).
- 5-KH-034** Describe the historical significance of Canadian place names.
- 5-KH-035** Describe events related to the origins and rise of the Red River Métis.
- 5-KH-036** Give examples of the impact of interactions between First Peoples and European traders and settlers (e.g., shared technologies, cultural change, spread of disease).
- 5-KG-044** Identify global factors that influenced the fur trade in Canada (e.g., European fashion, wars in Europe).
- 5-KP-049** Give examples of conflicting priorities between the demands of the fur trade and agricultural settlement. Include Selkirk and Métis settlements of the Red River.
- 5-KE-052** Describe how the fur trade was dependent on the men and women of the First Nations and Red River Métis.
- 5-KE-053** Compare and contrast the operations of the Hudson's Bay and the North West Companies and describe the competition between them.




Values Learning Outcomes

- 5-VI-003** Appreciate the contributions of various groups involved in the fur trade to the historical development of Canada.
- 5-VL-007** Appreciate the significance of the land and natural resources in the development of Canada.

Cluster 4: From British Colony to Confederation (1763 to 1867)

Knowledge Learning Outcomes

- 5-KC-001** Give examples of the responsibilities and rights of citizens of Canada in 1867.
- 5-KC-002** Identify differences in citizenship rights for various groups in 1867. Include First Nations, French, British, and women.
- 5-KC-003** Compare what it meant to be a citizen of Canada in 1867 to what it means today.
- 5-KI-010** Describe the cultural diversity of pre-Confederation Canada (e.g., English, First Nations, French, German, Inuit, Irish, Métis, Scottish).
- 5-KI-011** Describe ways in which migration to another country or contact with other cultures may affect identities.
- 5-KI-012** Describe how European views of First Peoples changed from 1763 to 1867 (e.g., First Peoples regarded as dependents and inferiors rather than allies and equals).
- 5-KI-013** Compare daily life in Canada East and Canada West. Include language, religion, government, and laws.
- 5-KL-022** Locate on a map of Canada the four provinces of Confederation in 1867.
- 5-KL-023** Locate on a map of western Canada traditional Métis lands and communities.
- 5-KH-037** Give reasons for the migration of the United Empire Loyalists, and describe their impact on Canada. Include American Revolution, hardships, settlement areas, and cultural diversity of the Loyalists.
- 5-KH-038** Identify the causes, major events, and results of the War of 1812.
- 5-KH-039** Describe the reasons for, main events of, and impact of the Selkirk Settlement of the Red River.
- 5-KH-040** Identify people, events, and results of the 1837 to 1838 Rebellions and explain their impact on the development of Canada. Include Durham Report, Act of Union, establishment of responsible government, and French-English relations.
- 5-KH-041** Describe the origins of Confederation and give arguments for and against Canadian Confederation. Include significance of the British North America Act, and resistance of Prince Edward Island, Newfoundland, and Nova Scotia to Confederation.

- 
- 5-KH-042** Describe the roles of individuals in building Canadian Confederation. Include John A. Macdonald, Georges Étienne Cartier, Charles Tupper, Thomas D'Arcy McGee, George Brown, Samuel Tilley, and John H. Gray.
 - 5-KG-045** Identify global factors that influenced immigration to Canada (e.g., political and social issues, European famine, increasing European populations).


Values Learning Outcomes

- 5-VC-001** Respect the rights, opinions, and perspectives of others.
- 5-VC-002** Be willing to contribute to their groups and communities.
- 5-VI-004** Appreciate Canadian history and geography as important contributors to personal identity.
- 5-VI-005** Value the contributions of First Nations, Inuit, Métis, French, British, and diverse cultural communities to the development of Canada.
- 5-VI-006** Appreciate the historical roots of the multicultural nature of Canada.
- 5-VH-010** Value history as a way of understanding contemporary Canada.
- 5-VG-013** Appreciate the connections Canadians have with various places in the world.

Grade 5 Skills

Skills for Active Democratic Citizenship

- 5-S-100** Collaborate with others to establish and carry out group goals and responsibilities.
- 5-S-101** Use a variety of strategies to resolve conflicts peacefully and fairly (e.g., clarification, negotiation, compromise).
- 5-S-102** Make decisions that reflect fairness and equality in their interactions with others.
- 5-S-103** Make decisions that reflect care, concern, and responsibility for the environment.
- 5-S-104** Negotiate constructively with others to build consensus and solve problems.
- 5-S-105** Recognize bias and discrimination and propose solutions.
- 5-S-106** Treat places and objects of historical significance with respect (e.g., burial grounds, memorials, artifacts).




Skills for Managing Information and Ideas

- 5-S-200** Select information from oral, visual, material, print, or electronic sources (e.g., maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction).
- 5-S-201** Organize and record information in a variety of formats (e.g., maps, charts, outlines, concept maps), and reference sources appropriately.
- 5-S-202** Distinguish between primary and secondary information sources for research.
- 5-S-203** Select and use appropriate tools and technologies to accomplish tasks.
- 5-S-204** Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
- 5-S-205** Construct maps that include a title, legend, compass rose, grid, and scale.
- 5-S-206** Interpret maps that include a title, legend, compass rose, grid, and scale.
- 5-S-207** Use latitude and longitude to locate and describe places on maps and globes.
- 5-S-207A** Use Traditional Knowledge to read the land.
- 5-S-208** Orient themselves by observing the landscape, using Traditional Knowledge, or using a compass or other tools and technologies.

Skills for Critical and Creative Thinking

- 5-S-300** Plan topics and goals for historical inquiry and research.
- 5-S-301** Evaluate the advantages and disadvantages of solutions to a problem.
- 5-S-302** Draw conclusions based on research and evidence.
- 5-S-303** Evaluate personal assumptions based on new information and ideas.
- 5-S-304** Distinguish fact from opinion and interpretation.
- 5-S-305** Observe and analyze material or visual evidence for research (e.g., artifacts, photographs, works of art).
- 5-S-306** Assess the validity of information sources (e.g., purpose, context, authenticity, origin, objectivity, evidence, reliability).
- 5-S-307** Compare differing accounts of historical events.
- 5-S-308** Compare diverse perspectives in a variety of information sources.
- 5-S-309** Interpret information and ideas in a variety of media (e.g., art, music, historical fiction, drama, primary sources).
- 5-S-310** Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.



Skills for Communication

- 5-S-400** Listen to others to understand their perspectives.
- 5-S-401** Use language that is respectful of human diversity.
- 5-S-402** Support their ideas and opinions with information or observations.
- 5-S-403** Present information and ideas orally, visually, concretely, or electronically.
- 5-S-404** Elicit and clarify questions and ideas in discussions.
- 5-S-405** Articulate their beliefs and perspectives on issues.

Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to https://www.edu.gov.mb.ca/k12/framework/immersion/socstud/resources/grade_5.html.