

# Social Studies

## The NWT: Our Places, Stories and Traditions



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### PART ONE: Social Studies in the NWT – Key Elements

## **Vision**

Social studies in the NWT is part of an overall educational program intended to meet the needs and reflect the nature of 21<sup>st</sup> century learners and has at its heart the concepts of citizenship and identity in the Canadian context. It is reflective of the diverse cultural perspectives, including Aboriginal and francophone, that contribute to Canada's evolving realities. Social studies will ultimately contribute to a Canadian spirit—a spirit that will be fundamental in creating a sense of belonging for each one of our students as he or she engages in active and responsible citizenship locally, nationally, and globally.

## **Definition of Social Studies**

For the purposes of the K-9 social studies curriculum in the NWT, the following definition of social studies has been developed:

Social studies is the study of people in relation to each other and to their world. It is an interdisciplinary subject that draws upon history, geography, economics, law, political science, and other disciplines. Social studies focuses on people's relationships with their social, physical, spiritual, cultural, economic, political, and technological environments. Social studies helps students become active and responsible citizens within their communities, locally, nationally, and globally, in a complex and changing world.

## **Role of Social Studies**

The role of social studies is to help students develop the values and attitudes, knowledge and understanding, and skills and processes necessary to become active and responsible citizens, engaged in the practice of democratic ideals, and aware of their capacity to effect change.

Social studies supports active and responsible citizenship by enabling students to:

- understand their rights and responsibilities in order to participate fully in society
- demonstrate a critical understanding of the role of social, political, economic, and legal institutions as they relate to individual and collective well-being
- understand and appreciate the unique nature of Canada, its land, history, complexities, and current issues
- understand and honour the traditions, concepts, and symbols that are the expression of Canadian identity
- thrive in their evolving cultural and Canadian identities with a legitimate sense of belonging to their communities, Canada, and the world
- appreciate and respect diverse Canadian cultural perspectives, including Aboriginal and francophone, and understand how these perspectives have shaped Canada's political and cultural realities
- value the diversity, respect the dignity, and support the equality of all human beings
- develop a sense of social compassion, fairness, and justice
- recognize, speak out, and take action against injustice as it occurs in their schools, communities, Canada, and the world
- understand Canadian and world history, so as to better comprehend the present and to influence the future wisely for the well-being of all
- critically consider and understand historic and contemporary issues, including controversial issues and values, from diverse perspectives
- develop a global consciousness with respect to the human condition and world issues
- understand how political and economic distributions of power affect individuals, communities, and nations
- understand geographic concepts and skills and that humans exist in a dynamic relationship with the natural environment
- develop a consciousness for the limits of nature and a sense of stewardship for the land, as well as an understanding of the principles of sustainability
- engage in problem-solving and conflict resolution with an awareness of the ethical consequences of decision-making
- engage in active inquiry and critical and creative thinking
- conduct research ethically using diverse methods and sources, and organize, interpret, present their findings, and defend their opinions
- use and manage information and communication technologies critically
- develop effective communication skills
- develop collaborative and cooperative skills

### **The Learning Process**

Learning is an active and purposeful process of constructing meaning. This process involves the interaction of past experience, personal intentions, and new experience.

### **Diverse Perspectives**

Learning is more meaningful when individuals are provided with opportunities to reflect critically on their own views, and to develop their awareness of diverse perspectives. The social studies curriculum is inclusive of the multiple cultural perspectives of contemporary northern and Canadian society.

### **Flexibility**

The intent of the K-9 social studies curriculum is to provide for breadth and depth of learning and to include local, territorial, Canadian, and global content. The curriculum provides for learning that integrates values and attitudes, knowledge and understanding, and skills and processes.

### **Inquiry and Interaction**

The social studies curriculum is intended to promote student inquiry and interaction. It is designed to encourage critical reflection, questioning, and the consideration of diverse points of view. Through inquiry into social studies issues and interaction with others, students become creative and critical decision-makers, aware of the implications of their decisions. As they actively inquire into issues, students question, validate, expand, recreate, and express their own knowledge and understanding.

### **Social Studies Inquiry**

Social studies inquiry involves the exploration of issues, questions, or problems. The inquiry process begins with the natural curiosity of students and draws upon their prior knowledge. Throughout the process, students engage in creative and critical thinking, carry out research, and design creative responses to questions. Students use a variety of strategies to plan inquiry and analyze issues, and to make decisions or devise innovative approaches to problems that may or may not have solutions.

Through the inquiry process, students strive to understand and explain the world. They pose problems or seek information about relevant issues or questions. It is important that students consider diverse perspectives as they evaluate alternatives and explore consequences. Central to this process is an awareness of the complexity and change inherent in social studies issues.

As students inquire into issues, they explore diverse choices and possibilities, and they may make decisions or take action. Where resolution is not possible, students may pose new questions or plan alternative approaches. An important part of this process is a consideration of beliefs, values, and the implications of various alternatives. This complex process

includes weighing priorities, predicting consequences, negotiating compromise, and making decisions or exploring possibilities. Making a decision or planning a course of action can be an individual or collaborative process. When the inquiry process is collaborative, social participation skills, including consensus-building and cooperation, are of critical importance.

Through Social Studies Inquiry, students will be encouraged to:

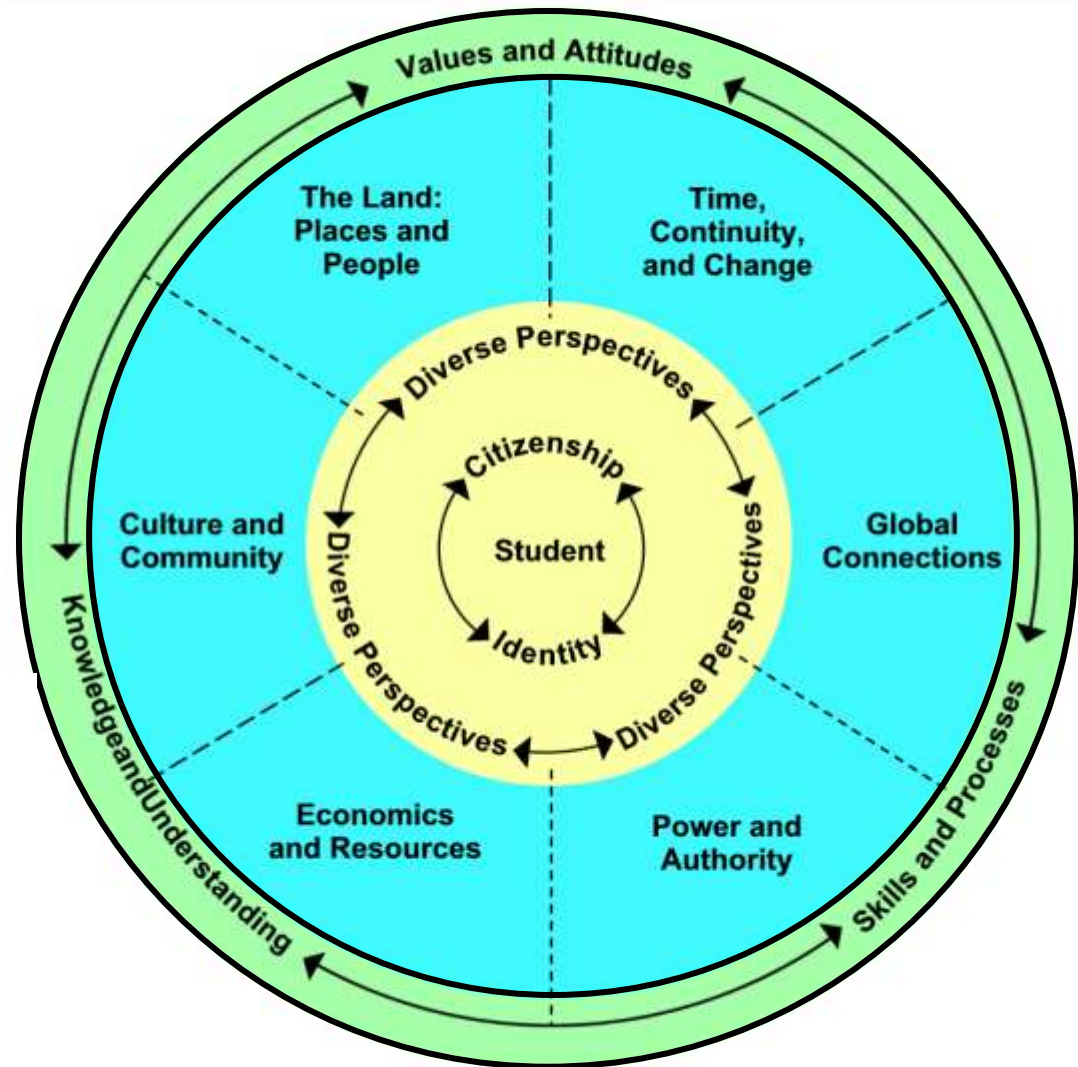
- pose new questions or explore existing issues or problems
- make connections to prior knowledge
- plan the inquiry process
- access information using a variety of sources and considering diverse perspectives
- evaluate alternative decisions and their consequences
- make a decision or plan a course of action
- take appropriate action

### **Diverse Learning and Teaching Strategies**




Learning is facilitated by enriched environments that provide for a variety of settings, strategies, materials, technologies, activities, and groupings. Learning outcomes are designed to accommodate diverse ways of teaching and learning, and to provide opportunities for the integration of personal stories, narratives, and the arts. This may involve experiential learning such as on-the-land experiences, cultural and cross-cultural activities, technology-assisted projects, and home and community involvement.

# PART TWO: Reading the Curriculum Document

## Conceptual Map



### Colour Scheme of the Conceptual Map

-  The different kinds of Specific Learning Outcomes.
-  The 6 General Learning Outcomes that make up Social Studies
-  Core Concepts and Approach to all Social Studies learning.



### Core Concepts and Approach

**Citizenship** and **identity** are core concepts that provide the learning orientation for social studies in the NWT. These core concepts are developed through Specific Learning Outcomes at each grade.

*Citizenship* (in yellow on the conceptual map)

The development of values and attitudes, knowledge and understanding, and skills and processes that support active and responsible citizenship is fundamental to social studies learning. As active and responsible citizens, students engage in discussions and take action as members of communities locally, nationally, and globally.

The core concept of citizenship provides a foundation that enables students to understand and to become committed to democratic ideals. Citizenship involves the ability and willingness to contribute to collective well-being through personal and collective decisions and actions. Students will explore historical and contemporary issues and ideas related to citizenship so as to develop an understanding of citizenship in the local, national, and global contexts. They will engage in discussion, negotiation, consensus-building, and conflict resolution. As they interact and explore diverse perspectives, students will build the competencies required for active and responsible citizenship in the Canadian context.

*Identity* (in yellow on the conceptual map)

A strong sense of identity is a necessary foundation for interpersonal relationships, and contributes to students' abilities to participate in their communities as active and responsible citizens. Identities are shaped by many factors, including culture, language, spirituality, beliefs, socio-economic situation, gender, personal characteristics, and time and place. Identity formation is an ongoing process that involves observation, reflection, and interaction with others. Individuals affirm who they are by becoming aware of what distinguishes themselves from others as well as what connects them to others.

Social studies learning provides opportunities for students to develop self-awareness, and to enrich their personal identities and self-esteem. The core concept of identity provides a foundation for students to understand who they are as individuals and as social beings. As they reflect on and express who they are, they build upon their identities as contributing members of groups and communities.

### **Diverse Perspectives** (in yellow on the conceptual map)

Diversity is a fundamental aspect of human interaction. Living together as members of society requires understanding and appreciation of human diversity and diverse perspectives. Diverse perspectives are reflected throughout the social studies curriculum and enable students to develop an awareness of differing interpretations and worldviews. As they critically consider contemporary and historical ideas, events, and issues from diverse perspectives, students will gain a richer understanding of the complexity of cultures, communities, and societies. This understanding will allow them to interact with others with sensitivity and open-mindedness, and to respect their own and others' ways of seeing the world. As students consider diverse perspectives in their choices, decisions, and actions, they will be better able to live with others in a pluralistic society

## **Social Studies Learning**

- **Values and Attitudes** (in green on the conceptual map)

The social studies curriculum presents three types of learning outcomes: *values and attitudes, knowledge and understanding, and skills and processes*. Although these learning outcomes are presented separately in this document, it is understood that they are interdependent in the learning process.

Social studies learning supports the values and encourages the development of attitudes that dispose students to participate actively and responsibly in a changing pluralistic society. Important values and attitudes in social studies learning relate to self, others, learning, community, environment, and citizenship.

Positive values and attitudes concerning **self** involve a sense of personal worth and efficacy. The belief that one can contribute to collective well-being and make a positive difference in society begins with self-esteem and is supported by a sense of connectedness to others. This belief reinforces the development of values such as respect, integrity, responsibility, and commitment.

Positive values and attitudes with respect to **others** are grounded in respect for the value and dignity of all human beings. This is reflected in a concern for quality of life and a willingness to understand and respect diversity in individuals, groups, cultures, communities, and societies. Appreciating human diversity implies a critical consideration of one's own and others' perspectives. Such a consideration involves acknowledging the limitations of personal perspectives in understanding the world, and enables students to identify and speak out against intolerance, prejudice, racism, and other forms of discrimination.

Positive values and attitudes about **learning** involve curiosity and interest with respect to social studies questions and a sense of wonder regarding the human and natural environments. A spirit of inquiry and the enjoyment of the pursuit of knowledge are integral to social studies learning. As students engage in the learning process, they enhance their appreciation of the significance and relevance of social studies questions and issues.

Social studies helps students become informed, active, and responsible members of communities. Positive values and attitudes regarding **community** involve a sense of belonging and membership. A sense of belonging enables students to make choices that are motivated by concern for collective well-being. Values such as respect, a sense of personal and collective responsibility, and an appreciation of human interdependence within local, national, and global communities are fundamental to social studies learning.

An appreciation of the dependence of human beings upon nature, and respect for the natural **environment** are also important values in social studies learning. An attitude of stewardship for the land implies a willingness to adapt one's lifestyle in order to contribute to the well-being of the environment. An awareness of the impact of human societies and activities on the environment enables students to make decisions that reflect concern for present and future quality of life.

Values and attitudes that support active and responsible **citizenship** are central to social studies learning. These include respect for democratic ideals such as justice and equality, and appreciation of the rights, privileges, and responsibilities of citizenship. Values and attitudes for citizenship also involve willingness to engage in discussion, negotiation, debate, and action regarding Canadian and global social issues.

- **Knowledge and Understanding** (in green on the conceptual map)

The social studies curriculum is intended to facilitate the development of breadth and depth of knowledge so that students may become informed citizens, willing and able to engage in dialogue regarding local, territorial, Canadian, and global concerns. The development of knowledge and understanding is a dynamic process. This process engages students in the construction of meaning as they inquire into concepts, ideas, opinions, facts, evidence, and information. The content for this inquiry is drawn from the various social studies disciplines, including history, geography, law, economics, political science, anthropology, and sociology. Students consider diverse perspectives and sources as they interpret and evaluate information and ideas.

The development of knowledge and understanding enables students to explore and share ideas and stories within a learning community, and provides an important foundation for citizenship and identity. It also plays a significant role in guiding students' decisions and choices, by helping them to distinguish fact from opinion, and by enabling them to comprehend change and conflict. Through the process of constructing meaning from information, students come to examine, question, and understand the world in which they live. Social studies knowledge and understanding helps students to broaden and evaluate their own worldviews, and to propose realistic and innovative approaches to social problems.

- **Skills and Processes** (in green on conceptual map)

Skills and processes for social studies learning are grouped under four categories: *Social Participation, Communication, Creative and Critical Thinking, and Managing Ideas and Information.*

**Social participation skills** enable students to develop good relations with others, to work in cooperative ways toward common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, consensus-building, collaborative decision-making, and learning to deal with dissent and disagreement.

**Communication skills** enable students to receive, interpret, and express information and ideas clearly and purposefully. These skills include the development of oral, visual, textual, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

**Creative and critical thinking** enables students to make observations and decisions and to solve problems. These skills involve making connections among concepts and applying a variety of cognitive tools. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion, evaluating information and ideas, identifying perspectives and bias, and the consideration of the consequences of decisions and actions.

**Information management skills** enable students to access, select, organize, and record information and ideas using diverse sources, tools, and technologies. In social studies learning, these skills include research skills that enhance historical and geographical thinking.

## **General Learning Outcomes** (in blue on the conceptual map)

### **Culture and Community**

Students will explore the influences of culture and community on individuals and societies.

Culture and community play an important role in the development of citizenship and identity. Many factors contribute to a sense of belonging to a culture or community, including shared values, beliefs, traditions, and language. Students will explore the concepts, symbols, and expressions of their own and others' cultural, linguistic, and social communities. They will enhance their understanding of diverse perspectives through an exploration of the ways in which people live together in cultures, groups, communities, and societies. They will explore the connections between culture, community, citizenship, and identity, and will reflect upon their roles as members of groups and communities. Learning outcomes will include concepts such as human interaction, interdependence, and cultural diversity.

### **The Land: Places and People**

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. An exploration of people's relationships with places and environments enables students to understand human dependence and human impact upon the natural environment. Students will explore diverse ways in which spatial and physical characteristics of the environment affect human life, cultures, and societies. They will consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally. Learning outcomes will focus on geographic understanding and skills, and will include concepts such as the relationship between people and the land, sustainability, and stewardship.

### **Time, Continuity and Change**

Students will explore how people, relationships, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of history enables students to appreciate the past, to understand the present, and to live with regard for the future. An important aspect of this process is the investigation and interpretation of Canadian and world history. Students will develop historical consciousness through a consideration of people, relationships, events, ideas, stories, and historical interpretations. They will reflect upon diverse perspectives, parallel accounts, oral and social histories, and personal narratives through historical inquiry. Through this inquiry students will develop historical understanding, which provides a foundation for citizenship and identity. Learning outcomes will focus on historical thinking, and will include concepts such as progress, decline,

continuity, causality, and change.

### **Global Connections**

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence will enhance students' global consciousness and encourage them to develop empathy with respect to the human condition. Students will critically consider diverse perspectives and the connections that link local, national, and global issues. This exploration of global connections will enable students to enrich their identities and to engage in active and responsible citizenship. Learning outcomes will focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

### **Power and Authority**

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority affect individuals, relationships, communities, and nations. As students explore the concepts of power and authority, they will examine the distribution, exercise, and implications of power and authority in formal and informal settings. They will critically consider diverse forms of decision-making, leadership, and governance, and will inquire into issues of fairness and equity. This exploration will help students develop a sense of personal efficacy as active and responsible citizens. Learning outcomes will include concepts such as political structures and decision-making processes, government, justice, rules, laws, and conflict.

### **Economics and Resources**

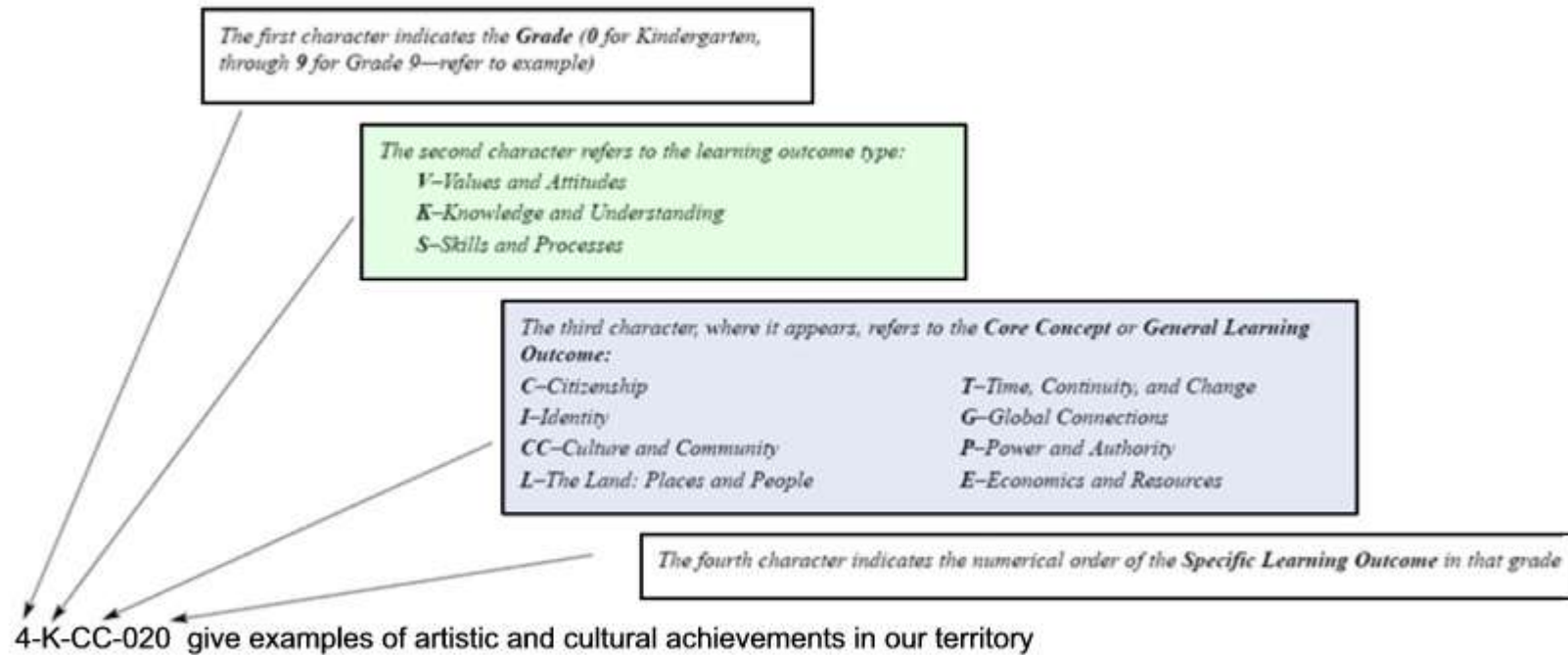
Students will explore the use and distribution of resources and wealth in relation to individuals, communities, nations, and the natural environment.

The use, distribution, and management of resources and wealth have an impact on human societies and quality of life around the world. Students will explore the effects of economic interdependence on individuals, communities, nations, and the natural environment. They will examine economic factors that shape interactions between people and the land, and will explore diverse perspectives regarding human needs, wants, and quality of life. Students will critically consider the social and environmental implications of resource use and technological change locally, nationally, and globally. Learning outcomes will include concepts such as trade, economic disparities, globalization, and various ways in which economies are organized.

## Specific Learning Outcomes

Specific Learning Outcomes are statements that describe the values and attitudes, knowledge and understanding, or skills and processes that students are expected to achieve at each grade. Learning outcomes for value and attitudes or knowledge and understanding are organized by grade under Core Concepts or General Learning Outcomes. Skills and processes learning outcomes appear at the end of each grade.

### Specific Learning Outcome example:



### Distinctive Learning Outcomes

A number of Specific Learning Outcomes have been designated as Distinctive Learning Outcomes for Aboriginal (First Nations, Inuit and Métis) or francophone students. Distinctive Learning Outcomes are designed to complement the Specific Learning Outcomes, and to enhance the development of language, identity, culture, and community for the Aboriginal and francophone students.



# The NWT: Our Places, Stories, and Traditions

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## DESCRIPTION:

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Grade 4 students will explore the places, stories and traditions of the people of the NWT. Students will situate their territory in the context of Canada and the world. They will learn some of the stories which explore the beginnings of people in the North. Students will also inquire into the historical, social and cultural characteristics of the NWT and will develop understanding of the diversity and shared experiences of people here. They will consider how life in Canada's North has changed and also remained the same over time, especially since contact with European societies. Through this inquiry, students will be encouraged to develop a sense of belonging within their territory and within Canada.

### Specific Learning Outcomes

#### Skills and Processes

##### **Social Participation**

*Students will .....*

- 4-S-001            assume a variety of roles and responsibilities in groups
  
- 4-S-002            participate in making and carrying out group decisions
  
- 4-S-003            accept and offer constructive suggestions in order to build consensus and compromise
  
- 4-S-004            collaborate with others to devise strategies for dealing with problems and issues
  
- 4-S-005            negotiate with peers to help resolve conflicts peacefully and fairly

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4-S-006 make decisions that reflect care, concern, and responsibility for the environment

### **Communication**

*Students will .....*

4-S-007 listen respectfully to the accounts and points of view of others

4-S-007A listen respectfully to stories and points of view of Elders

4-S-008 use language that is respectful of human diversity

4-S-009 express reasons for their ideas and opinions

4-S-010 present information and ideas using oral, visual, material, print or electronic media appropriate to specific audience

4-S-011 use a variety of communication methods to interact with others (presentations, email, information exchange with another class, power point presentations, letters, posters, etc)

4-S-012 take notes on graphic organizers

4-S-013 use illustrations, charts and graphs to support written work

4-S-014 edit and revise written work

### **Creative and Critical Thinking**

*Students will .....*

4-S-015 formulate questions for inquiry

4-S-016 distinguish fact from fiction in stories

4-S-017 observe and describe material and visual evidence for research, e.g. *artifacts*

- 4-S-018 consider advantages and disadvantages of solutions to problems, e.g. environmental impact of resource development
- 4-S-019 draw conclusions based on information from a variety of sources
- 4-S-020 evaluate personal assumptions based on new information and ideas
- 4-S-021 reflect on how stories of other times and places connect to their personal experience
- 4-S-022 demonstrate an understanding that ways of living reflect values

### Managing Ideas and Information

*Students will .....*

- 4-S-023 organize and record information and information sources using a variety of formats, e.g. *charts, maps, concept maps, bibliographies*
- 4-S-024 create timelines or other visual organizers to sequence and represent historical figures, relationships or events – explain historical context of key events of a given time period
- 4-S-025 use cardinal and intermediate directions, colour contour maps and simple grids to locate and describe places, resources and regions on maps of the NWT, Canada, and the world, including globes
- 4-S-026 construct and interpret maps that include a title, a legend, a scale, a compass rose and grids
- 4-S-027 orient themselves by observing the landscape, by using traditional knowledge, or by using a compass or other technology, e.g. *sun, moon or stars, inuksuk, Global Positioning System*
- 4-S-028 identify on a variety of maps the location of sources of non-renewable resources (fossil fuels, minerals etc).

## Theme 1 Canada and the NWT- The Land and People

### Values and Attitudes

*Students will...*

4-V-C-001 appreciate what citizenship means in the Canadian and the NWT context

### Citizenship

*Students will...*

4-K-C-001 demonstrate awareness of democratic ideas in Canadian society (ie: *equality, freedom, citizen participation in government*)

4-K-C-002 describe personal experiences, events, or places that have made them feel connected to Canada and the NWT

4-K-C-003 identify days important to Canadians and people from the NWT. (ie: *Canada Day, Remembrance Day, National Aboriginal Day, St. Jean Baptiste Day, Treaty Days.*)

### The Land, People and Places

*Students will...*

4-K-L-004 identify on a map the territories, provinces, and capital cities of Canada

4-K-L-005 identify on a map or globe the equator, the prime meridian, and the hemispheres

4-K-L-006 describe the location of our territory in relation to Canada and the world using cardinal directions, hemispheres.

4-K-L-007 identify on a map key physical features of our territory (ie: *sink holes, vegetation zones, pingoes, taiga, tundra, mountains*)

4-K-L-008 identify on a map the major lakes, rivers and communities of the NWT

4-K-L- 009 locate traditional areas of Aboriginal peoples and language groups on a map of the NWT

## Theme 2 - Beginnings and Traditions

### **Culture and Community**

*Students will...*

- 4-V-C-002 demonstrate fairness and respect in their interactions with others
- 4-V-C-002A demonstrate respect in their interactions with others and their world

### **Identity**

*Students will...*

- 4-V-I-003 value their cultural, social and Northern identities.
- 4-V-I-004 value the First Peoples of this land
- 4-V-I-004A value their Dene, Inuvialuit or Inuinait identities
- 4-K-I-010 demonstrate understanding of the teachings of Elders about culture and identity.
- 4-K-I-010A demonstrate understanding of the teachings of Elders about their culture and identity.
- 4-K-I-011 demonstrate an understanding of a variety of stories related to the origins of people in the NWT

### **The Land: Places and People**

*Students will...*

- 4-V-L-005 demonstrate an appreciation of how stories both reflect and foster a connection to the land in which one lives
- 4-K-L-012 demonstrate awareness of Aboriginal peoples' traditional relationships with the land and each other
- 4-K-L-012 A demonstrate understanding of how the land determined the roles, identities, values, beliefs, traditions, activities, customs, art, transportation, technologies, shelters and clothing of First Peoples

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- 4-K-L-013 demonstrate understanding of the origins, meanings and stories connected to a variety of places in their territory
- 4-K-L-014 demonstrate an understanding of traditional stories related to First Peoples, the land and animals of the North

### **Time, Continuity, and Change**

*Students will...*

- 4-V-T-006 respect oral tradition as a source of historical information.
- through Elders telling stories
  - through legends that are told or written
  - through cultural activities
- 4-K-T-015 demonstrate understanding of how shared stories of Aboriginal groups, families and Elders enrich personal and family histories
- 4-K-T-016 demonstrate understanding of different periods of time using appropriate terms or languages. (*ie., Dene, Inuvialuit seasons, decade, generation, century, when the earth was new, in the time of our ancestors*)
- 4-K-T - 017 demonstrate an understanding of traditional ways of life (*including roles and approaches to learning*)

### **Power and Authority**

*Students will...*

- 4-V-P-007 demonstrate willingness to take on leadership roles and responsibilities
- 4-K-P-018 demonstrate understanding of traditional decision making, leadership, roles and responsibilities

**Economics and Resources**

*Students will...*

- 4-V-E-008 demonstrate respect for the land
- 4-V-E-008A demonstrate respectful relationship with the land
  
- 4-K-E-019 demonstrate understanding of how the land was traditionally used by the people of the NWT and where particular resources were found in your region (fish, caribou, medicines, tool materials, etc)

## Theme 3- Continuity and Change in the NWT

### **Culture and Community**

*Students will...*

- 4-V-CC-009            value artistic and cultural practices in their region and territory
- 4-K-CC-020            give examples of traditional artistic and cultural practices in their region and in the NWT
- 4-K-CC-021            demonstrate understanding of how the education of young people in the NWT changed after contact between Aboriginal and European societies, particularly the nature and impact of residential schools.

### **The Land, People and Places**

*Students will...*

- 4-V-L-010            appreciate how changing ways of relating to the land affected the way people lived (ie: animals which had been used primarily for food, clothing and shelter becoming a source of income)
- 4-K-L-022            demonstrate an understanding of how the fur trade represented both continuity and change for the way people lived in the North)
- 4-KL-023            explain the significance of the renaming of places in northern Canada

### **Time, Continuity and Change**

*Students will...*

- 4-K-T-024            demonstrate awareness of key people , events and processes that shaped their territory



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- 4-K-T-025 demonstrate understanding of how shared stories of Aboriginal groups, families and Elders enrich personal and family histories.
- 4-K-T-026 demonstrate awareness that accounts of the past may vary according to different perspectives
- 4-K-T-027 give examples of how technology has changed ways of life in the NWT
- 4-K-T-028 demonstrate awareness of the stories of people who participated in exploring the NWT (*ie: Hearne, Matonabee, Mackenzie, Franklin, Rae, Akaitcho, Aw-gee-nah, Beaulieu*)
- 4-K-T-029 demonstrate awareness of the stories of people who participated in the fur trade (*ie: Thanadalthur, Knight, Steinbruck, trading chiefs, Nuligak*)
- 4-K-T-030 demonstrate awareness of the stories of people who participated in whaling (*ie: traditional whaling, Nuligak, , commercial industry of Herschell Island*)
- 4-K-T-031 demonstrate awareness of the changing modes of transportation (*ie: skin boats, spruce canoe, birch canoe, skidoo, float plane, motor boat*)
- 4-K-T-032 demonstrate awareness of the stories of people who participated in schools and churches in the NWT
- 4-K-T-033 demonstrate awareness of the existence of residential schools in the NWT and some of the impacts these schools have had.
- 4-K-T-034 demonstrate awareness of the stories of people who participated in the political evolution of the NWT (*ie: Berger, Cournoyea, Sikyea, Paulette, Parker, Kakfwi*)
- 4-K-T-035 demonstrate awareness of the stories of people who participated in resource discovery and development in the NWT (*ie: Nineye, Phipke, LaBine, Angulalik, Baker*)

### Global Connections

*Students will...*

- 4-K-G-036 identify ways in which the peoples of our territory were and are connected to other peoples and other parts of the world, (*ie: circumpolar peoples and countries, languages, travel, jobs, resources*)

### Power and Authority

*Students will...*

- 4-V-P-011 appreciate how different kinds of decision-making and leadership have been valued in the NWT
- 4-K-P-037 demonstrate understanding that different types of leadership exist and have existed in the NWT. (*ie: consensus decision-making and government, territorial government coming to the NWT, historical and contemporary leaders*).

## Theme 4 - Living in the NWT

### **Citizenship**

*Students will...*

- 4-K-C-038 explain from a personal perspective what it means to be a citizen in the NWT and Canada
- 4-K-C-038F explain from a personal perspective what it means to be a francophone in the NWT
- 4-K-C-038A explain from a personal perspective what it means to live in the NWT as a member of a First Nation, Inuit or Métis community.
- 4-K-C039 identify days and times of the year that are important to people in the NWT (*ie: solstice, equinox, Dene and Inuvialuit seasons*)

### **Identity**

*Students will...*

- 4-V-I-012 value their identity as citizens of the NWT
- 4-V-I-012A value their First Nations, Inuit, or Métis identities
- 4-V-I-012F value their identities as francophones.
- 4-K-I-040 demonstrate awareness of the importance of culture and community in shaping who they are
- 4-K-I-040F demonstrate awareness of the influence of francophone cultural heritage on their identities
- 4-K-I-040 A demonstrate understanding that their identities are connected to the history of their First Nation, Inuit, or Métis communities.
- 4-K-I-041 demonstrate understanding that their identities are shaped by living in a Northern environment (*ie: climate, housing, clothing, recreation, transportation, food, relationships with the land, treaties*)

- 4-K-I-042 demonstrate awareness that belonging to more than one culture or community can affect identity.
- 4-K-I-042F describe how being Francophones in the NWT, in a minority context, affects their identities
- 4-K-I-042A describe how being an Aboriginal person in the NWT affects their identities

### **Culture and Community**

*Students will...*

- 4-V-CC-013 appreciate the cultural diversity now present within our territory
- 4-V-CC-014A nurture openness and a welcoming attitude within your NWT community
- 4-K-CC-043 give examples of artistic and cultural achievements in our territory
- 4-K-CC-043F demonstrate awareness of francophone artistic and cultural achievements and organizations in our territory
- 4-K-CC-043A demonstrate awareness of Aboriginal artistic and cultural achievements and organizations in our territory
- 4-K-CC-044 describe how First Nations, Inuit, Métis and other peoples have helped shape our territory
- 4-K-CC-045A identify connections between their community and other First Nations, Inuit, or Métis communities
- 4-K-CC-046 describe how francophone communities have helped shape our territory
- 4-K-CC-046F identify connections between their local francophone community and other francophone communities in our territory

- 4-K-CC-047 identify contemporary diverse cultural communities and describe how they have helped shape our territory
- 4-K-CC-048 demonstrate an understanding of how education in the NWT has changed

## **The Land, People and Places**

*Students will...*

- 4-K-L-049 demonstrate an awareness of different perspectives on land use in the NWT ( ie: traditional relationship with the land as provider; economic understanding of land as resource)
- 4-K-L-050 demonstrate an understanding of why certain places have been designated as Protected Areas in the NWT (ecological, species, cultural/historical,)
- 4-K-L-051 demonstrate an understanding of how certain places have been designated as Protected Areas in the NWT (traditional knowledge, land use plans, land claims, national parks, NWTPAS)

## **Economics and Resources**

*Students will...*

- 4-V-E-015 Appreciate how the choices people make about the way they want to live affect the kinds of work they do
- 4-K-L-052 identify NWT renewable and non-renewable resources
- 4-K-L-053 demonstrate an understanding of both the positive and negative impacts of resource development on the NWT in regards to economic, social, environmental, educational, technological and global connections
- 4-K-E- 054 explore different ways that people earn their living in the NWT (*ie: hunting, trapping, fishing, mining, government, transportation, services*)