

| Grade: 5   |   | Subject Area: LA/SS  | Planning Team: Natalie Crespo and Katelyn Arding |
|--|---|--|--|
| <b>Big Ideas:</b> <ul style="list-style-type: none"> <li>Canada's policies and treatment of minority peoples have negative and positive legacies. (SS)</li> <li>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. (LA)</li> </ul> |   | <b>Unit Guiding questions:</b><br><b>How were people treated unfairly in Canada's history? What are some of their stories? How can we honour their struggles?</b>                      |  |
| <b>Content Goal: (I know)</b>  | Past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments                           | I know about Canada's history of discrimination  |  |
| <b>Content Goal: (I know)</b>  | Strategies and processes: Reading strategy  | I know what strategies to use while reading  |  |
| <b>Curricular Competency Goal: Social Studies 5</b>  | I can use social studies inquiry processes and skills to gather, interpret and analyze ideas; and communicate findings and decisions                                  | I can research, collect and organize information about a new topic; I can think about and compare new ideas; I can show and/or explain my learning.                                    |  |
| <b>Curricular Competency Goal: Social Studies 5</b>  | I can make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond | I can form my own opinion about events in the past with an understanding of how life was different from today<br>I can decide what responses were and are appropriate                  |  |
| <b>Curricular Competency Goal: ELA 5</b>   | I can access information and ideas from a variety of sources and from prior knowledge to build understanding  | I can find information in different places and use what I already know to help me understand   |  |
| <b>Curricular Competency Goal: ELA 5</b>   | I can use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text            | I can use reading strategies to help me answer questions and gain understanding of information   |  |
| <b>Curricular Competency Goal: ELA 5</b>   | I can synthesize ideas from a variety of sources to build understanding   | I can find connections and patterns between sources of information on a topic from books, class lessons and the internet<br>I can explain what pattern mean and why they are important |  |
| <b>Core Competency Goal:</b>   | <b>We can collaborate by: (students choose from indicators P1 - P3)</b>   |  |  |