



## SCOPE & SEQUENCE

### GR. 4 – SOCIAL STUDIES







## Student Task







**GRADE 4: Social Studies****TOPIC B: Alberta: Its People In History, Plan #1****TASK: Report On Alberta Explorer****PRODUCTIVITY TOOL: Internet Research, Word Processor****TIMELINE: 2-3 Weeks****LEVEL OF DIFFICULTY: Project**

The student will research and write a report based on an early Alberta explorer using Internet research techniques, CD-ROM, and any other suitable sources.





Possible topics include:

-  James Gaddy
-  Anthony Henday
-  Alexander Mackenzie
-  John MacDonald
-  Peter Pond
-  John Rowand
-  Sir George Simpson
-  David Thompson

The topics covered must include:

-  From what country did the explorer come?
-  What were the year(s) of his explorations? Build a timeline.
-  How did he travel?
-  What were the reason(s) for his exploration(s)?
-  Did he succeed in his exploration(s)?
-  Add any other interesting facts.

The report will include:

-  Title Page
-  Map with legend showing the explorer's routes
-  Timeline
-  Bibliography

The students will present the reports to their peers in class.




## ICT Outcomes

**The learner will:**

- C1** 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)
- 2.2 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by communicating effectively, through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes
- C6** 2.2 use data gathered from a variety of electronic sources to address identified problems
- 2.5 solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology
- F1** 2.1 apply terminology appropriate to the technologies being used at this division level
- 2.2 identify and apply techniques and tools for communicating, storing, retrieving, and selecting information
- F2** 2.4 assess the personal significance of having limitless access to information provided by communication networks, such as the Internet
- F3** 2.1 comply with the acceptable use policy of the school and district for Internet and networked services, including software licensing agreements
- 2.4 document sources obtained electronically, such as web site addresses
- 2.6 use electronic networks in an ethical manner
- 2.7 comply with copyright legislation
- F6** 2.2 use and organize files and directories
- 2.3 use peripherals, including printers and scanners
- P5** 2.3 navigate the Internet with appropriate software







## Curriculum Outcomes

### **GRADE 4: Social Studies**







#### **TOPIC B: Alberta: Its People In History, Plan #1**

#### **TASK: Report On Alberta Explorer**


#### ***Knowledge Objectives, Bullets 2 and 10***

-  how the fur traders and settlers brought about change to the Native people's lifestyle
-  how people and groups of people contributed to the development of Alberta


#### ***Skill Objectives, Process Skills, Bullets 1, 2, 4, 5, 6, and 8***

-  acquire information by reading, viewing and listening to identify the main idea and supporting details
-  gather information by: identifying the sequence of ideas or events, identifying the time and place relationships, identifying cause-effect relationships, using definite time concepts such as decade and century
-  organize information by classifying pictures, facts and events under main headings/categories
-  organize information by arranging events in chronological order, e.g. timeline
-  use historical maps and map legends to locate major fur-trading posts
-  compare and contrast the changes faced by the fur traders


#### ***Communication Skills, Bullet 1***

-  orally present information on a period of Alberta's history, based on prepared notes and supported by pictorial materials giving consideration to the audience, use of social studies terms, content and organization

#### ***Participation Skills, Bullet 3***

-  plan and carry out an action that shows appreciation for a person in Alberta's history

#### ***Attitude Objectives, Bullet 1***

-  appreciation of the contributions made by the many people in Alberta's history

