

RIVER SCHOOL PROGRAM CURRICULAR CONNECTIONS

The Trading Trail

(Grade 4-7)

Students explore the economic and technological exchanges between Indigenous Peoples and fur traders and become archaeologists as they dig for artifacts that represent key events in the development of BC.

| Grade | Subject | Curricular Area | Features |
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| 4 | Science | Curricular Competencies | <ul style="list-style-type: none"> Identify questions about familiar objects and events that can be investigated scientifically Make predictions based on prior knowledge Experience and interpret the local environment Identify First Peoples perspectives and knowledge as sources of information |
| | Social Studies | Big Ideas | <ul style="list-style-type: none"> The pursuit of valuable natural resources has played a key role in changing the land, people, and communities in Canada Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity. |
| | | Curricular Competencies | <ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions Construct arguments defending the significance of individuals/groups, places, events, and developments; significance Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources; evidence Sequence objects, images, and events, and determine continuities and changes between different time periods and places; continuity and change Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes; cause and consequence |

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| | | | <ul style="list-style-type: none"> • Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places; perspective • Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place; ethical judgment |
| | | Content | <ul style="list-style-type: none"> • early contact, trade, cooperation, and conflict between First Peoples and European peoples • the fur trade in pre-Confederation Canada and British Columbia • demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities • economic and political factors that influenced the colonization of British Columbia and its entry into Confederation • the history of the local community and of local First Peoples communities |
| 5 | Science | Big Ideas | <ul style="list-style-type: none"> • The pursuit of valuable natural resources has played a key role in changing the land, people, and communities in Canada |
| | | Curricular Competencies | <ul style="list-style-type: none"> • Make predictions based on prior knowledge • Experience and interpret the local environment |
| | Social Studies | Big Ideas | <ul style="list-style-type: none"> • Natural resources continue to shape the economy and identity of different regions of Canada. |
| | | Curricular Competencies | <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Construct arguments defending the significance of individuals/groups, places, events, and developments; significance • Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources; evidence • Sequence objects, images, and events, and determine continuities and changes between different time periods and places; continuity and change • Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes; cause and consequence |

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| 6 | Science | Curricular Competencies | <ul style="list-style-type: none"> • Make predictions based on prior knowledge • Experience and interpret the local environment |
| | Social Studies | Curricular Competencies | <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Construct arguments defending the significance of individuals/groups, places, events, and developments; significance • Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources; evidence • Sequence objects, images, and events, and determine continuities and changes between different time periods and places; continuity and change • Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes; cause and consequence • Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places; perspective • Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place; ethical judgment |
| 7 | Science | Curricular Competencies | <ul style="list-style-type: none"> • Make predictions based on prior knowledge • Experience and interpret the local environment |

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| | Social Studies | Curricular Competencies | <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Construct arguments defending the significance of individuals/groups, places, events, and developments; significance • Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources; evidence • Sequence objects, images, and events, and determine continuities and changes between different time periods and places; continuity and change • Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes; cause and consequence • Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places; perspective • Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place; ethical judgment |
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