**Area of Learning: SOCIAL STUDIES — Identity and Families Kindergarten**

**BIG IDEAS**

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| Our communities are diverse and made up of individuals who have a lot in common. |  | Stories and traditions about ourselves and our families reflect who we are and where we are from. |  | Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:** **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions**
* **Explain the significance of personal or local events, objects, people, or places (significance)**
* **Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)**
* **Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)**
* **Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)**
* **Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)**
* Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)
 | *Students are expected to know the following:** **ways in which individuals and families differ and are the same**
* **personal and family history and traditions**
* **needs and wants of individuals and families**
* **rights, roles, and responsibilities of individuals and groups**
* **people, places, and events in the local community, and in local First Peoples communities**
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**Area of Learning: SOCIAL STUDIES — Local Communities Grade 1**

**BIG IDEAS**

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| We shape the local environment, and the local environment shapes who we are and how we live. |  | Our rights, roles, and responsibilities are important for building strong communities. |  | Healthy communities recognize and respect the diversity of individuals and care for the local environment. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:** **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions**
* **Explain the significance of personal or local events, objects, people, or places (significance)**
* **Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)**
* **Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)**
* Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)
* Explore different perspectives on people, places, issues, or events in their lives (perspective)
* Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)
 | *Students are expected to know the following:** **characteristics of the local community that provide organization and meet the needs of the community**
* **diverse cultures, backgrounds, and perspectives within the local and other communities**
* **relationships between a community and its environment**
* **roles, rights, and responsibilities in the local community**
* **key events and developments in the local community, and in local First Peoples communities**
* **natural and human-made features of the local environment**
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**Area of Learning: SOCIAL STUDIES — Regional and Global Communities Grade 2**

**BIG IDEAS**

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| Local actions have global consequences, and global actions have local consequences. |  | Canada is made up of many diverse regions and communities. |  | Individuals have rights and responsibilities as global citizens. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:** **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions**
* **Explain why people, events, or places are significant to various individuals and groups (significance)**
* **Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)**
* **Sequence objects, images, and events, or explain why some aspects change and others stay the same (continuity and change)**
* **Recognize causes and consequences of events, decisions, or developments (cause and consequence)**
* **Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)**
* **Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)**
 | *Students are expected to know the following:** **diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture**
* **how people’s needs and wants are met in communities**
* **relationships between people and the environment in different communities**
* **diverse features of the environment in other parts of Canada and the world**
* **rights and responsibilities of individuals regionally and globally**
* **roles and responsibilities of regional governments**
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**Area of Learning: SOCIAL STUDIES — Global Indigenous Peoples Grade 3**

**BIG IDEAS**

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| Learning about indigenous peoples nurtures multicultural awareness and respect for diversity. |  | People from diverse cultures and societies share some common experiences and aspects of life. |  | Indigenous knowledge is passed down through oral history, traditions, and collective memory. |  | Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:** **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions**
* **Explain why people, events, or places are significant to various individuals and groups (significance)**
* **Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)**
* **Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change)**
* **Recognize causes and consequences of events, decisions, or developments (cause and consequence)**
* **Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)**
* **Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)**
 | *Students are expected to know the following:** **cultural characteristics and ways of life of local First Peoples and global indigenous peoples**
* **aspects of life shared by and common to peoples and cultures**
* **interconnections of cultural and technological innovations of global and local indigenous peoples**
* **governance and social organization in local and global indigenous societies**
* **oral history, traditional stories, and artifacts as evidence about past First Peoples cultures**
* **relationship between humans and their environment**
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**Area of Learning: SOCIAL STUDIES — First Peoples and European Contact Grade 4**

**BIG IDEAS**

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| The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada. |  | Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada’s identity. |  | Demographic changes in North America created shifts in economic and political power. |  | British Columbia followed a unique path in becoming a part of Canada. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:** **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, or developments (significance)**
* **Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)**
* **Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change)**
* **Differentiate between intended and unintended consequences of events, decisions, or 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 or places (perspective)**
* **Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment)**
 | *Students are expected to know the following:** **early contact, trade, co-operation, 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 impact of colonization on First Peoples societies in British Columbia and Canada**
* **the history of the local community and of local First Peoples communities**
* **physiographic features and natural resources of Canada**
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**Area of Learning: SOCIAL STUDIES — Canadian Issues and Governance Grade 5**

**BIG IDEAS**

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| Canada’s policies for and treatment of minority peoples have negative and positive legacies. |  | Natural resources continue to shape the economy and identity of different regions of Canada. |  | Immigration and multiculturalism continue to shape Canadian society and identity. |  | Canadian institutions and government reflect the challenge of our regional diversity. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:** **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions**
* **Develop a plan of action to address a selected problem or issue**
* **Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)**
* Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)
* **Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)**
* Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)
* **Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)**
* **Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)**
 | *Students are expected to know the following:** the development and evolution of Canadian identity over time
* **the changing nature of Canadian immigration over time**
* **past discriminatory government policies and actions, such as the Chinese Head Tax, the *Komagata Maru* incident, residential schools, and internments**
* **human rights and responses to discrimination in Canadian society**
* **levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding**
* **participation and representation in Canada’s system of government**
* **resources and economic development in different regions of Canada**
* **First Peoples land ownership and use**
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**Area of Learning: SOCIAL STUDIES — Global Issues and Governance Grade 6**

**BIG IDEAS**

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| Economic self-interest can be a significant cause of conflict among peoples and governments. |  | Complex global problems require international co-operation to make difficult choices for the future. |  | Systems of government vary in their respect for human rights and freedoms. |  | Media sources can both positively and negatively affect our understanding of important events and issues. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:** **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions**
* **Develop a plan of action to address a selected problem or issue**
* Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
* **Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)**
* Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)
* **Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)**
* **Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)**
* **Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)**
 | *Students are expected to know the following:** **the urbanization and migration of people**
* **global poverty and inequality issues, including class structure and gender**
* **roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples**
* **different systems of government**
* **economic policies and resource management, including effects on indigenous peoples**
* **globalization and economic interdependence**
* **international co-operation and responses to global issues**
* **regional and international conflict**
* **media technologies and coverage of current events**
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**Area of Learning: SOCIAL STUDIES — The Ancient World to the 7th Century Grade 7**

**BIG IDEAS**

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| Geographic conditions shaped the emergence of civilizations. |  | Religious and cultural practices that emerged during this period have endured and continue to influence people. |  | Increasingly complex societies required new systems of laws and government. |  | Economic specialization and trade networks can lead to conflict and co-operation between societies. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:** **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions**
* **Assess the significance of people, places, events, or developments at particular times and places (significance)**
* Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance)
* **Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)**
* **Characterizedifferent time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)**
* **Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)**
* **Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)**
* **Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)**
 | *Students are expected to know the following:** **anthropological origins of humans**
* **human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources**
* **features and characteristics of civilizations, and factors that led to their rise and fall**
* **origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas**
* **scientific, philosophical, and technological developments**
* **interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration**
* **social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas**
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**Area of Learning: SOCIAL STUDIES — 7th Century to 1750 Grade 8**

**BIG IDEAS**

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| Contact and conflict between peoples stimulated significant cultural, social, and political change. |  | Human and environmental factors shape changes in population and living standards. |  | Exploration, expansion, and colonization had varying consequences for different groups. |  | Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:** **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions**
* **Assess the significance of people, places, events, or developments at particular times and places (significance)**
* **Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance)**
* **Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)**
* **Characterizedifferent time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change (continuity and change)**
* **Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)**
* **Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)**
* **Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)**
 | *Students are expected to know the following:** **social, political, and economic systems and structures, including those of at least one indigenous civilization**
* **scientific and technological innovations**
* **philosophical and cultural shifts**
* **interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations**
* **exploration, expansion, and colonization**
* **changes in population and living standards**
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**Area of Learning: SOCIAL STUDIES — 1750 – 1919 Grade 9**

**BIG IDEAS**

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| Emerging ideas and ideologies profoundly influence societies and events. |  | The physical environment influences the nature of political, social, and economic change. |  | Disparities in power alter the balance of relationships between individuals and between societies. |  | Collective identity is constructed and can change over time. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:** **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions**
* **Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)**
* **Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)**
* **Compare and contrast continuities and changes for different groups at the same time period (continuity and change)**
* **Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence)**
* **Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)**
* **Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)**
* **Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)**
 | *Students are expected to know the following:** **political, social, economic, and technological revolutions**
* **imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world**
* **global demographic shifts, including patterns of migration and population growth**
* **nationalism and the development of modern nation-states, including Canada**
* **local, regional, and global conflicts**
* **discriminatory policies and injustices in Canada and the world, such as the Head Tax, the *Komagata Maru* incident, residential schools, and World War I internment**
* **physiographic features and natural resources in Canada**
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