




## SOCIAL STUDIES BIG IDEAS - UNDERSTAND

Grade Goals	K - Identity & Families	1 - Local Communities	2 -Regional and Global Communities	3 - Global Indigenous Peoples	4 - First Peoples and European Contact	5 - Canadian Issues & Governance	6 - Global Issues & Governance
<p>Connections between past, present &amp; future &amp; people, events, &amp; trends that have shaped societies.</p> <p>History &amp; culture of Canada's 1<sup>st</sup> Peoples.</p>				<p>Indigenous knowledge is passed down through oral history, traditions, &amp; collective memory.</p>	<p>Interactions between First Peoples &amp; Europeans lead to conflict &amp; cooperation, which continues to shape Canada's identity.</p> <p>(British Columbia followed a unique path in becoming a part of Canada.)</p>	<p>Canada's policies and treatment of minority peoples have negative &amp; positive legacies.</p> <p>(Canadian institutions and government reflect the challenge of our regional diversity.)</p>	
<p>Participation in a democratic society: Considering multiple perspectives, respecting different values &amp; POV</p>	<p>Our communities are diverse and made of individuals who have a lot in common.</p>	<p>Healthy communities recognize &amp; respect the diversity of individuals &amp; care for the local environment.</p>	<p>Canada is made up of many diverse regions &amp; communities</p>	<p>Learning about indigenous peoples nurtures multicultural awareness &amp; respect for diversity.</p> <p>(People from diverse cultures and societies share some common experiences and aspects of life.)</p>		<p>Immigration and multiculturalism continue to shape Canadian society and identity.</p>	<p>Complex global problems require international cooperation to make difficult choices for the future.</p> <p>(Media sources can both positively &amp; negatively affect our understanding of important events and issues)</p>
<p>Interaction between Humans &amp; the Environment</p>	<p>Stories and traditions about ourselves and our families reflect who we are and where we are from.</p>	<p>We shape the local environment, and the local environment shapes who we are and how we live.</p>	<p>Local actions have global consequences, and global actions have local consequences.</p>	<p>Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</p>	<p>The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</p>	<p>Natural resources continue to shape the economy and identity of different regions of Canada</p>	
<p>Rights &amp; Responsibilities of Citizenship</p>	<p>Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</p>	<p>Our rights, roles, and responsibilities are important for building strong communities.</p>	<p>Individuals have rights and responsibilities as global citizens</p>			<p>.</p>	<p>Systems of government vary in their respect for human rights and freedoms.</p>
<p>Economic Systems</p>					<p>Demographic changes in North America created shifts in economic and political power.</p>		<p>Economic self-interest can be a significant cause of conflict among peoples and governments.</p>

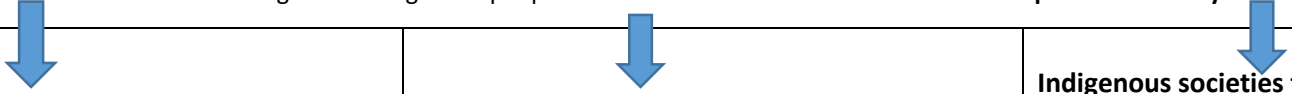
**SOCIAL STUDIES CONTINUUM OF CURRICULAR COMPETENCIES (DO)**

<b>CURRICULAR COMPETENCY</b>	<b>K- 1</b> 	<b>2-3</b> 	<b>4-5</b> 	<b>6</b>
<b>Inquiry</b>	I can use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	I can use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	I can use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	I can use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
<b>Significance</b>	I can explain the significance of personal or local events, objects, people, and places.	I can explain why people, events, and places are significant to various individuals and groups.	I can construct arguments defending the significance of individuals/groups, places, events, and developments.	I can construct arguments defending the significance of individuals/groups, places, events, and developments.
<b>Evidence</b>	I can ask questions, make inferences, and draw conclusions about the content and features of different types of sources.	I can ask questions, make inferences, and draw conclusions about the content and features of different types of sources.	I can ask questions, make inferences, and draw conclusions about the content and features of different types of sources.	I can ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media.
<b>Continuity and change</b>	I can sequence objects, images, and events, and distinguish between what has changed and what has stayed the same.	I can sequence objects, images, and events, and distinguish between what has changed and what has stayed the same.	I can sequence objects, images, and events, and distinguish between what has changed and what has stayed the same.	I can sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present.
<b>Cause and consequence</b>	I can recognize the causes and consequences of events, decisions, and developments in their lives.	I can recognize the causes and consequences of events, decisions, and developments in their lives.	I can differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes.	I can differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, and developments.
<b>Perspective</b>	I can acknowledge/explore different perspectives on people, places, issues, and events in their lives.	I can explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, and events.	I can construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places.	I can take stakeholders’ perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations.
<b>Ethical judgments</b>	I can identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action.	I can make value judgments about events, decisions, and actions, and suggest lessons that can be learned.	I can make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place.	I can make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond.

## SOCIAL STUDIES CONTINUUM OF CONTENT (KNOW)

GOALS	K Identity & Families	1 Local Communities	2 Regional & Global Communities	3 Global Indigenous Peoples	4 First Peoples & European Contact	5 Canadian Issues & Governance	6 Global Issues & Governance
<p><b>People, Events and Trends Shape Society</b></p> <p><b>Connections between past, present and future</b></p>	<p>personal and family history and traditions</p> <p>people, places, and events in the local community, and in local First Peoples communities</p>	<p>key events and developments in the local community, and in local First Peoples communities</p> <p>characteristics of the local community that provide organization and meet the needs of the community</p>	<p>how people’s needs and wants are met in communities</p>	<p>aspects of life shared by and common to peoples and cultures</p>	<p>early contact, trade, cooperation, and conflict between First Peoples and European peoples</p>	<p>the changing nature of Canadian immigration over time</p>	<p>the urbanization and migration of people</p>
<p><b>Participation in a democratic society: Considering multiple perspectives, respecting different values &amp; POV</b></p>	<p>ways in which individuals and families differ and are the same</p>	<p>diverse cultures, backgrounds, and perspectives within the local and other communities</p>	<p>diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture</p>	<p>cultural characteristics and ways of life of local First Peoples and global indigenous peoples</p>	<p>demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities</p>	<p>participation and representation in Canada’s system of government</p>	<p>global poverty and inequality issues, including class structure and gender</p>
<p><b>Interactions between Humans &amp; the Environment</b></p>	<p>needs and wants of individuals and families</p>	<p>natural and human-made features of the local environment</p> <p>relationships between a community and its environment</p>	<p>diverse features of the environment in other parts of Canada and the world</p> <p>relationships between people and the environment in different communities</p>	<p>relationship between humans and their environment</p>	<p>the fur trade in pre-Confederation Canada and British Columbia</p>	<p>resources and economic development in different regions of Canada</p>	
<p><b>Economic Systems</b></p>					<p>economic and political factors that influenced the colonization of British Columbia and its entry into Confederation</p>		<p>economic policies and resource management, including effects on indigenous peoples</p> <p>globalization and economic interdependence</p>
<p><b>Rights &amp; Responsibilities of Citizenship</b></p>	<p>rights, roles, and responsibilities of individuals and groups</p>	<p>roles, rights, and responsibilities in the local community</p>	<p>roles and responsibilities of regional governments</p> <p>rights and responsibilities of individuals regionally and globally</p>	<p>governance and social organization in local and global indigenous societies</p>		<p>levels of government, their main functions, and sources of funding</p> <p>human rights and responses to discrimination in Canadian society</p>	<p>different systems of government</p> <p>roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples</p> <p>international cooperation and responses to global issues</p> <p>regional and international conflict</p> <p>media technologies and coverage of current events</p>
<p><b>History &amp; culture of Canada’s 1<sup>st</sup> Peoples.</b></p>				<p>oral history, traditional stories, and artifacts as evidence about past First Peoples cultures</p> <p>interconnections of cultural and technological innovations of global and local indigenous peoples</p>	<p>the impact of colonization on First Peoples societies in British Columbia and Canada</p> <p>the history of the local community and of local First Peoples communities</p>	<p>First Peoples land ownership and use</p> <p>past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments</p>	

Socials Studies 3

Global Indigenous Peoples					
Curricular Competencies (Do)	<b>Big Ideas (Understand)</b>				
	Learning about indigenous peoples nurtures <b>multicultural awareness</b> and <b>respect for diversity</b> .				
					
	People from diverse cultures and societies share some <b>common experiences and aspects of life</b> .	Indigenous <b>knowledge is passed down</b> through oral history, traditions, and collective memory.	<b>Indigenous societies throughout the world value</b> the well-being of the self, the land, spirits, and ancestors.		
	<b>Content (Know)</b>				
<b>Cultural Characteristics &amp; Ways of life of local First Peoples &amp; global indigenous peoples:</b> Musqueam; Nuu-chah-nulth; Haida; Gitksan; Secwepemc; Anishinaabe; Innu; Mi'kmaq; Ainu; indigenous Taiwanese; Pygmies; Khoisan; Australian Aborigines; Polynesians; New Guineans; Maori; Fuegian; Mapuche; local indigenous peoples of South America; ethnic Chinese and Korean; ethnic European groups (Germanic, Slavic, Latin, Celtic); worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings					
Aspects of life shared by & common to peoples & cultures.	Interconnections of cultural & technological innovations of global & local indigenous peoples.	Governance & social organization in local and global indigenous societies	Oral history, traditional stories, & artifacts as evidence about past First Peoples cultures.	Relationship between humans & their environment	
<b>Inquiry</b>	I can use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.				

<b>Significance</b>	I can explain why people, events, and places are significant to various individuals and groups.					
<b>Evidence</b>	I can ask questions, make inferences, & draw conclusions about the content and features of different types of sources.					
<b>Continuity and Change</b>	I can sequence objects, images, & events, & explain why some aspects change & others stay the same.					
<b>Cause and consequence</b>	I can recognize the causes & consequences of events, decisions, and developments in their lives.					

<b>Perspective</b>	I can explain why people's beliefs, values, worldviews, experiences, & roles give them different perspectives on people, places, issues, & events.					
<b>Ethical judgments</b>	I can make value judgments about events, decisions, and actions, & suggest lessons that can be learned					