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| **Social Studies Grade 1** | **BIG IDEAS (UNDERSTAND)** |
|  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 |
|  | **Content (Know)** |
|  | natural and human-made features of the local environment | relationships between a community and its environment | roles, rights, and responsibilities in the local community | characteristics of the local community that provide organization and meet the needs of the community | key events and developments in the local community, and in local First Peoples communities | diverse cultures, backgrounds, and perspectives within the local and other communities |
| **Curricular Competencies****(DO)** | What kinds of natural and human-made things are in my community? | How are our lives influenced by our local environment and vice- versa? | What jobs and services are in my community?  | How has my community changed over time? | What makes my background different from others?What can I do to look after my environment? |
| **Thinking - Communication – Personal & Social** | 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, and places (significance). |  |  |  |  |  |
| Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence). |  |  |  |  |  |
| Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same (continuity and change). |  |  |  |  |  |
| Recognize the causes and consequences of events, decisions, and developments in their lives (cause and consequence). |  |  |  |  |  |
| Explore different perspectives on people, places, issues, and events in their lives (perspective). |  |  |  |  |  |
| Identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action (ethical judgment). |  |  |  |  |  |