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| **Social Studies Grade 4****Curricular Competencies (DO)** | **BIG IDEAS (UNDERSTAND)** |
| 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 lead to conflict and cooperation, which continues to shape Canada’s identity. | Demographic changes in North America created shifts in economic and political power. | British Columbia followeda unique path in becoming apart of Canada. |
| **CONTENT (KNOW)** |
| The history of the local community and of local First Peoples communities |
| The fur trade in pre-Confederation Canada and British Columbia | Early contact, trade, cooperation, and conflict between First Peoples and European peoples | The impact of colonization on First Peoples societies in British Columbia and Canada | 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 | physiographic features and natural resources of Canada |
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| **Thinking - Communication – Personal & Social** | 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) |  |  |  |  |  |  |