

## BIG IDEAS

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

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Explain the significance of personal or local events, objects, people, or places (significance)</li> <li>• Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)</li> <li>• Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)</li> <li>• Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)</li> <li>• Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)</li> <li>• Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• ways in which individuals and families differ and are the same</li> <li>• personal and family history and traditions</li> <li>• needs and wants of individuals and families</li> <li>• rights, roles, and responsibilities of individuals and groups</li> <li>• people, places, and events in the local community, and in local First Peoples communities</li> </ul>

## BIG IDEAS

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

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Explain the significance of personal or local events, objects, people, or places (significance)</li> <li>• Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)</li> <li>• Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)</li> <li>• Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)</li> <li>• Explore different perspectives on people, places, issues, or events in their lives (perspective)</li> <li>• Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• characteristics of the local community that provide organization and meet the needs of the community</li> <li>• diverse cultures, backgrounds, and perspectives within the local and other communities</li> <li>• relationships between a community and its environment</li> <li>• roles, rights, and responsibilities in the local community</li> <li>• key events and developments in the local community, and in local First Peoples communities</li> <li>• natural and human-made features of the local environment</li> </ul>

## BIG IDEAS

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

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Explain why people, events, or places are significant to various individuals and groups (significance)</li> <li>• Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)</li> <li>• Sequence objects, images, and events, or explain why some aspects change and others stay the same (continuity and change)</li> <li>• Recognize causes and consequences of events, decisions, or developments (cause and consequence)</li> <li>• Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)</li> <li>• Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture</li> <li>• how people's needs and wants are met in communities</li> <li>• relationships between people and the environment in different communities</li> <li>• diverse features of the environment in other parts of Canada and the world</li> <li>• rights and responsibilities of individuals regionally and globally</li> <li>• roles and responsibilities of regional governments</li> </ul>

## BIG IDEAS

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

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Explain why people, events, or places are significant to various individuals and groups (significance)</li> <li>• Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)</li> <li>• Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change)</li> <li>• Recognize causes and consequences of events, decisions, or developments (cause and consequence)</li> <li>• Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)</li> <li>• Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• cultural characteristics and ways of life of local First Peoples and global indigenous peoples</li> <li>• aspects of life shared by and common to peoples and cultures</li> <li>• interconnections of cultural and technological innovations of global and local indigenous peoples</li> <li>• governance and social organization in local and global indigenous societies</li> <li>• oral history, traditional stories, and artifacts as evidence about past First Peoples cultures</li> <li>• relationship between humans and their environment</li> </ul>

## BIG IDEAS

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

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)</li> <li>• Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)</li> <li>• Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change)</li> <li>• Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)</li> <li>• Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective)</li> <li>• Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• early contact, trade, co-operation, and conflict between First Peoples and European peoples</li> <li>• the fur trade in pre-Confederation Canada and British Columbia</li> <li>• demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities</li> <li>• economic and political factors that influenced the colonization of British Columbia and its entry into Confederation</li> <li>• the impact of colonization on First Peoples societies in British Columbia and Canada</li> <li>• the history of the local community and of local First Peoples communities</li> <li>• physiographic features and natural resources of Canada</li> </ul>

## BIG IDEAS

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

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• <b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b></li> <li>• <b>Develop a plan of action to address a selected problem or issue</b></li> <li>• <b>Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)</b></li> <li>• Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</li> <li>• <b>Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)</b></li> <li>• Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)</li> <li>• <b>Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</b></li> <li>• <b>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)</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• the development and evolution of Canadian identity over time</li> <li>• <b>the changing nature of Canadian immigration over time</b></li> <li>• <b>past discriminatory government policies and actions, such as the Chinese Head Tax, the <i>Komagata Maru</i> incident, residential schools, and internments</b></li> <li>• <b>human rights and responses to discrimination in Canadian society</b></li> <li>• <b>levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding</b></li> <li>• <b>participation and representation in Canada's system of government</b></li> <li>• <b>resources and economic development in different regions of Canada</b></li> <li>• <b>First Peoples land ownership and use</b></li> </ul>