

BIG IDEAS

Communities are made up of individuals from diverse cultural backgrounds and traditions.

The past can be viewed through the stories of significant people, places, events, and objects.

Understanding our personal identity helps us appreciate how others see their identity.

Individuals and families must make choices about how to use their limited resources to meet their needs and wants.

Learning Standards

Curricular Competencies

Students will develop competencies needed to be active, informed citizens:

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
- Assess the significance of personal or local events, objects, people, and places (significance)
- Ask questions and make inferences about the content and features of different types of sources (evidence)
- Sequence objects and events, and distinguish between things that have changed and things that have stayed the same (continuity and change)
- Recognize causes and consequences of an event, decision, or development in their lives (cause and consequence)
- Recognize that there may be different perspectives on people, places, issues, and events in their lives (perspective)
- Identify positive and negative dimensions of an event, decision, or action in their lives (ethical judgment)

Concepts and Content

*Students will know and understand the following concepts and content related to **Identity & Families**:*

- ways in which individuals and families differ
- their personal and family history
- people, places, and events in their local community, including the Aboriginal community
- needs and wants of individuals and families
- rights, roles and responsibilities of individuals and groups

BIG IDEAS

Communities consist of people from diverse cultures, backgrounds, and perspectives.

Individuals take on different roles and responsibilities within their communities and groups.

The local environment affects how a community meets its needs and wants.

Changes over time can be viewed from different perspectives.

Learning Standards

Curricular Competencies	Concepts and Content
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions) • Assess the significance of personal or local events, objects, people, and places (significance) • Ask questions and make inferences about the content and features of different types of sources (evidence) • Sequence objects and events, and distinguish between things that have changed and things that have stayed the same (continuity and change) • Recognize causes and consequences of an event, decision, or development in their lives (cause and consequence) • Recognize that there may be different perspectives on people, places, issues, and events in their lives (perspective) • Identify positive and negative aspects of an event, decision, or action in their lives (ethical judgment) 	<p><i>Students will know and understand the following concepts and content related to Local Communities:</i></p> <ul style="list-style-type: none"> • characteristics of the local community, including the structures and systems 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, including the local Aboriginal community • natural and human-made features of the local environment

BIG IDEAS

An individual's identity reflects the different communities, both local and global, to which they belong.

Local actions have global consequences, and global actions have local consequences.

Communities have a variety of systems and structures for meeting their needs.

Communities are interconnected with their natural environment.

Learning Standards

Curricular Competencies	Concepts and Content
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions) • Explain how and why people, events, and places are significant (significance) • Ask questions and make inferences about the content and features of different types of sources (evidence) • Distinguish between things that have changed and things that have stayed the same, and explain why some things change and others stay the same (continuity and change) • Recognize causes and consequences of an event, decision, or development in their lives (cause and consequence) • Examine reasons (e.g., beliefs, values, worldviews) why people have different perspectives on people, places, issues, and events (perspective) • Make a value judgment about an event, decision, or action in their lives (ethical judgment) 	<p><i>Students will know and understand the following concepts and content related to Regional and Global Communities:</i></p> <ul style="list-style-type: none"> • the diverse characteristics of communities and cultures in Canada and around the world, including at least one Aboriginal community and culture • different perspectives on and methods for meeting needs and wants in their community and others • diverse features of the environment in other parts of Canada and the world • rights and responsibilities of students as British Columbians and Canadians • responsibilities of global citizenship • relationships between people and environment in different communities

BIG IDEAS

Cultures are influenced by the local environment and contact with other cultures.

Different environmental features present people with different challenges and opportunities.

Indigenous cultures have developed a variety of systems to organize and govern themselves.

Cultural knowledge can be passed down through oral history, traditions, and collective memory.

Learning Standards

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BIG IDEAS

Social, economic, and political power shift over time.

The nature of European expansion into North America was influenced by a variety of geographic factors.

Economic interdependence can lead to co-operation, competition, and conflict between societies.

Cultures change as they become integrated into a larger society.

Learning Standards

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<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions) • Construct an argument defending the significance of individuals/groups, places, events, and/or developments (significance) • Ask questions and corroborate inferences about the content and origins of different sources (evidence) • Determine continuities, changes, patterns, and trends between different time periods, places, and phenomena (continuity and change) • Determine multiple causes and consequences of an event, decision, or development (cause and consequence) • Explain different perspectives on past or present people, places, issues, and events (perspective) • Evaluate whether an event, decision, or action was fair from a particular perspective (ethical judgment) 	<p><i>Students will know and understand the following concepts and content related to Contact Between European and Aboriginal Communities:</i></p> <ul style="list-style-type: none"> • early contact, trade, and conflict between Aboriginal and European societies • the fur trade in pre-Confederation Canada and British Columbia • demographic changes in pre-Confederation British Columbia in both Aboriginal and non-Aboriginal communities • economic and political factors that influenced the colonization of British Columbia, including the BC gold rushes • the impact of colonization on Aboriginal societies • the history of their local community, and connections between their community and significant events, people, and developments

BIG IDEAS

Immigration and other demographic changes can shift cultural identities within a society.

The legacies of colonization continue to affect contemporary society and cultures.

The development of natural resources has shaped the economy of different regions of Canada.

Land use and ownership is an enduring source of conflict in Canada.

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BIG IDEAS

Cultural practices, institutions, and traditions which emerged during this early period continue to have a major influence on societies today.

The evolution of societies in different parts of the world was shaped by adaptation to local geographic and environmental conditions.

As complex societies emerged, new systems of power, authority, and government developed.

Urbanization sparked economic specialization, trade networks, and technological developments.

Learning Standards

Curricular Competencies

Students will develop competencies needed to be active, informed citizens:

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
- Determine what is significant in an account, narrative, map, or text (significance)
- Assess and compare the significance of people, places, events, and/or developments over time and place (significance)
- Corroborate inferences about the content and origins of multiple sources (evidence)
- Recognize the positive and negative aspects of continuities and changes for different groups in the past and present (continuity and change)
- Determine the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)
- Explain different perspectives on a past or present event or issue, including how changing values, worldviews, and beliefs have influenced perspectives (perspective)
- Recognize and classify different value judgments, including ethical judgments, in a variety of sources (ethical judgment)

Concepts and Content

*Students will know and understand the following concepts and content related to **World History and Geography (Neolithic to 7th Century)**:*

- human responses to particular challenges and opportunities of climates, landforms, and natural resources in past civilizations and cultures, including at least one indigenous to the Americas
- features and characteristics of the concept of civilization that may apply to past peoples and their societies
- representations of the world according to the religions, spiritual beliefs, myths, stories, knowledge, and languages of past civilizations and cultures
- the science, philosophy, and technology of past civilizations and cultures
- interactions between people in past civilizations and cultures, such as conflict, peace, trade, and migration
- social, political, and economic organizations of past civilizations and cultures, including at least one indigenous to the Americas
- rules, laws, and systems of government in past civilizations and cultures

BIG IDEAS

Societies go through dramatic changes during times of crisis (e.g., invasion, disease, climate change).

Technological progress had a dramatic impact on the natural environment.

The spread of major religions both united and divided peoples.

Interactions among societies created tensions between adopting new ideas and preserving established traditions.

Learning Standards

Curricular Competencies	Concepts and Content
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions) • Assess and compare the significance of people, places, events, and/or developments over time and place and from different perspectives (significance) • Ask questions and corroborate inferences about the content and origins of multiple sources (evidence) • Characterize different time periods in history and identify key turning points that marked periods of change (continuity and change) • Test and/or assess different geographic models and theories (continuity and change) • Determine the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence) • Explain different perspectives on a past or present event or issue, including how changing values, worldviews, and beliefs have influenced perspectives (perspective) • Recognize and classify different value judgments, including ethical judgments, in a variety of sources (ethical judgment) 	<p><i>Students will know and understand the following concepts and content related to World History and Geography (7th to 15th Century):</i></p> <ul style="list-style-type: none"> • foundations, core beliefs, narratives, and influence of major religions during this time period, including at least one indigenous to the Americas • conquest, colonization, and displacement of peoples through imperialism or invasion • political, social, economic, and technological structures and systems of past civilizations, including at least one indigenous to the Americas • artistic and cultural expression during this time period • interactions and exchanges of resources, ideas, and culture between different civilizations, including at least one indigenous to the Americas • physical features, resources, boundaries, and locations of civilizations over time • rules, laws, and government across time and place

BIG IDEAS

The increasing interconnectedness of global society carries both positive and negative consequences.

Discoveries and innovations can result in progress or decline.

The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes.

Intercultural contact and conflict lead to multiple complex experiences and perspectives.

Learning Standards

Curricular Competencies

Students will develop competencies needed to be active, informed citizens:

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
- Compare different interpretations and assessments of the significance of people, places, events, and/or developments over time and place (significance)
- Ask questions and corroborate inferences about the content, origins, and purposes of multiple sources (evidence)
- Determine key historical turning points that led to progress and decline for different groups (continuity and change)
- Test and/or develop different geographic models and theories (continuity and change)
- Determine and assess the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)

Concepts and Content

*Students will know and understand the following concepts and content related to **Canada and the Early Modern World {15th to 18th Century}**:*

- relationships between expansion, exploration, and colonization
- interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America
- social, political, and economic systems and structures, including those of at least one indigenous society in the world
- religious systems and spiritual practices, including those of at least one indigenous society in the world
- scientific, philosophical, and technological innovations in this period, including cartography and navigation
- the relationship between humans and the physical environment

BIG IDEAS

Change is driven by multiple causes and results in multiple consequences.

Ideas and ideologies developed during this period shaped our modern world profoundly.

Values shape political, social, and cultural identities.

The physical environment influences the nature of political, social, and cultural development.

Learning Standards

Curricular Competencies

Students will develop competencies needed to be active, informed citizens:

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
- Assess and compare the significance of people, places, events, and developments over time and place, and determine what they reveal about issues in the past and present (significance)
- Ask questions and corroborate inferences about the content, origins, purposes, and context of multiple sources (evidence)
- Compare and contrast continuities and changes for different groups across different periods of time and space (continuity and change)
- Determine and assess the long- and short-term causes and consequences and the intended and unintended consequences of an event, decision, or development (cause and consequence)
- Explain different perspectives on past or present people, places, issues and events, and distinguish between worldviews of today and the past (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)

Concepts and Content

*Students will know and understand the following concepts and content related to **Canada and the Modern World {18th to Early 20th Century}**:*

- nationalism and the development of modern nation-states, including Canada
- features and characteristics of major world political revolutions and conflicts
- features and characteristics of social, economic, and technological revolutions
- global demographic shifts, including patterns of migration and population growth in the 19th century
- imperialism, colonialism, and the impact on indigenous peoples in Canada and around the world
- the relationship between humans and the physical environment