

Social Studies K-10 – Big Ideas

Grade			
K	<ul style="list-style-type: none"> Our communities are diverse and made up of individuals who have a lot in common. 	<ul style="list-style-type: none"> Stories and traditions about ourselves and our families reflect who we are and where we are from. 	<ul style="list-style-type: none"> Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.
1	<ul style="list-style-type: none"> Healthy communities recognize and respect the diversity of individuals and care for the local environment. 	<ul style="list-style-type: none"> We shape the local environment, and the local environment shapes who we are and how we live. 	<ul style="list-style-type: none"> Our rights, roles, and responsibilities are important for building strong communities.
2	<ul style="list-style-type: none"> Canada is made up of many diverse regions and communities. 	<ul style="list-style-type: none"> Local actions have global consequences, and global actions have local consequences. 	<ul style="list-style-type: none"> Individuals have rights and responsibilities as global citizens.
3	<ul style="list-style-type: none"> Learning about indigenous peoples nurtures multicultural awareness and respect for diversity. 	<ul style="list-style-type: none"> Indigenous knowledge is passed down through oral history, traditions, and collective memory. 	<ul style="list-style-type: none"> Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.
4	<ul style="list-style-type: none"> Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada's identity. 	<ul style="list-style-type: none"> The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada. 	<ul style="list-style-type: none"> People from diverse cultures and societies share some common experiences and aspects of life. British Columbia followed a unique path in becoming a part of Canada.
5	<ul style="list-style-type: none"> Immigration and multiculturalism continue to shape Canadian society and identity. 	<ul style="list-style-type: none"> Natural resources continue to shape the economy and identity of different regions of Canada. 	<ul style="list-style-type: none"> Canada's policies for and treatment of minority peoples have negative and positive legacies.

Social Studies K-10 – Big Ideas – continued

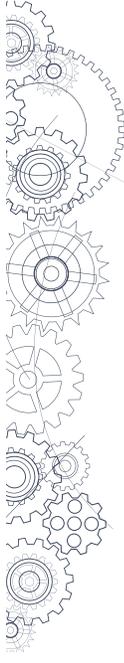
Grade					
6	<ul style="list-style-type: none"> Media sources can both positively and negatively affect our understanding of important events and issues. 	<ul style="list-style-type: none"> Economic self-interest can be a significant cause of conflict among peoples and governments. 	<ul style="list-style-type: none"> Systems of government vary in their respect for human rights and freedoms. 	<ul style="list-style-type: none"> Complex global problems require international co-operation to make difficult choices for the future. 	
7	<ul style="list-style-type: none"> Religious and cultural practices that emerged during this period have endured and continue to influence people. 	<ul style="list-style-type: none"> Geographic conditions shaped the emergence of civilizations. 	<ul style="list-style-type: none"> Increasingly complex societies required new systems of laws and government. 	<ul style="list-style-type: none"> Economic specialization and trade networks can lead to conflict and co-operation between societies. 	
8	<ul style="list-style-type: none"> Exploration, expansion, and colonization had varying consequences for different groups. 	<ul style="list-style-type: none"> Human and environmental factors shape changes in population and living standards. 	<ul style="list-style-type: none"> Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions. 	<ul style="list-style-type: none"> Contact and conflict between peoples stimulated significant cultural, social, and political change. 	
9	<ul style="list-style-type: none"> Collective identity is constructed and can change over time. 	<ul style="list-style-type: none"> The physical environment influences the nature of political, social, and economic change. 	<ul style="list-style-type: none"> Emerging ideas and ideologies profoundly influence societies and events. 	<ul style="list-style-type: none"> Disparities in power alter the balance of relationships between individuals and between societies. 	
10	<ul style="list-style-type: none"> Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society. 	<ul style="list-style-type: none"> The development of political institutions is influenced by economic, social, ideological, and geographic factors. 	<ul style="list-style-type: none"> Worldviews lead to different perspectives and ideas about developments in Canadian society. 	<ul style="list-style-type: none"> Global and regional conflicts have been a powerful force in shaping our contemporary world and identities. 	



Social Studies K-10 – Curricular Competencies

Grade	Inquiry	Significance	Evidence	Continuity and change	Cause and consequence	Perspective	Ethical judgement
K	<ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions 	<ul style="list-style-type: none"> Explain the significance of personal or local events, objects, people, or places 	<ul style="list-style-type: none"> Ask questions, make inferences, and draw conclusions about the content and features of different types of sources 	<ul style="list-style-type: none"> Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same 	<ul style="list-style-type: none"> Recognize causes and consequences of events, decisions, or developments in their lives 	<ul style="list-style-type: none"> Acknowledge different perspectives on people, places, issues, or events in their lives 	<ul style="list-style-type: none"> Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action
1	<ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions 	<ul style="list-style-type: none"> Explain the significance of personal or local events, objects, people, or places 	<ul style="list-style-type: none"> Ask questions, make inferences, and draw conclusions about the content and features of different types of sources 	<ul style="list-style-type: none"> Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same 	<ul style="list-style-type: none"> Recognize causes and consequences of events, decisions, or developments in their lives 	<ul style="list-style-type: none"> Explore different perspectives on people, places, issues, or events in their lives 	<ul style="list-style-type: none"> Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action
2	<ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions 	<ul style="list-style-type: none"> Explain why people, events, or places are significant to various individuals and groups 	<ul style="list-style-type: none"> Ask questions, make inferences, and draw conclusions about the content and features of different types of sources 	<ul style="list-style-type: none"> Sequence objects, images, or events, or explain why some aspects change and others stay the same 	<ul style="list-style-type: none"> Recognize causes and consequences of events, decisions, or developments 	<ul style="list-style-type: none"> Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events 	<ul style="list-style-type: none"> Make value judgments about events, decisions, or actions, and suggest lessons that can be learned
3	<ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions 	<ul style="list-style-type: none"> Explain why people, events, or places are significant to various individuals and groups 	<ul style="list-style-type: none"> Ask questions, make inferences, and draw conclusions about the content and features of different types of sources 	<ul style="list-style-type: none"> Sequence objects, images, or events, and explain why some aspects change and others stay the same 	<ul style="list-style-type: none"> Recognize causes and consequences of events, decisions, or developments 	<ul style="list-style-type: none"> Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events 	<ul style="list-style-type: none"> Make value judgments about events, decisions, or actions, and suggest lessons that can be learned

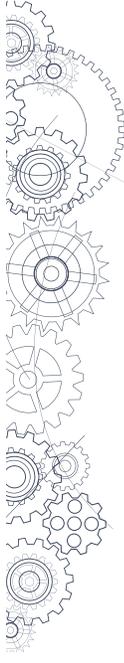




Social Studies K-10 – Curricular Competencies – continued

Grade	Inquiry	Significance	Evidence	Continuity and change	Cause and consequence	Perspective	Ethical judgement
4	<ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions 	<ul style="list-style-type: none"> Construct arguments defending the significance of individuals/groups, places, events, or developments 	<ul style="list-style-type: none"> Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources 	<ul style="list-style-type: none"> Sequence objects, images, or events, and determine continuities and changes between different time periods or places 	<ul style="list-style-type: none"> Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes 	<ul style="list-style-type: none"> Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places 	<ul style="list-style-type: none"> Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place
5	<ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions Develop a plan of action to address a selected problem or issue 	<ul style="list-style-type: none"> Construct arguments defending the significance of individuals/groups, places, events, or developments 	<ul style="list-style-type: none"> Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media 	<ul style="list-style-type: none"> Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present 	<ul style="list-style-type: none"> Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes 	<ul style="list-style-type: none"> Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations 	<ul style="list-style-type: none"> Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond
6	<ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions Develop a plan of action to address a selected problem or issue 	<ul style="list-style-type: none"> Construct arguments defending the significance of individuals/groups, places, events, or developments 	<ul style="list-style-type: none"> Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media 	<ul style="list-style-type: none"> Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present 	<ul style="list-style-type: none"> Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments 	<ul style="list-style-type: none"> Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations 	<ul style="list-style-type: none"> Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond





Social Studies K-10 – Curricular Competencies – continued

Grade	Inquiry	Significance	Evidence	Continuity and change	Cause and consequence	Perspective	Ethical judgement
7	<ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions 	<ul style="list-style-type: none"> Assess the significance of people, places, events, or developments at particular times and places Identify what the creators of accounts, narratives, maps, or texts have determined is significant 	<ul style="list-style-type: none"> Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions 	<ul style="list-style-type: none"> Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change 	<ul style="list-style-type: none"> Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences 	<ul style="list-style-type: none"> Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places 	<ul style="list-style-type: none"> Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past
8	<ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions 	<ul style="list-style-type: none"> Assess the significance of people, places, events, or developments at particular times and places Identify what the creators of accounts, narratives, maps, or texts have determined is significant 	<ul style="list-style-type: none"> Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions 	<ul style="list-style-type: none"> Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change 	<ul style="list-style-type: none"> Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences 	<ul style="list-style-type: none"> Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places 	<ul style="list-style-type: none"> Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past
9	<ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions 	<ul style="list-style-type: none"> Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group 	<ul style="list-style-type: none"> Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence 	<ul style="list-style-type: none"> Compare and contrast continuities and changes for different groups at the same time period 	<ul style="list-style-type: none"> Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments 	<ul style="list-style-type: none"> Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs 	<ul style="list-style-type: none"> Recognize implicit and explicit ethical judgments in a variety of sources Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond





Social Studies K-10 – Curricular Competencies – continued

Grade	Inquiry	Significance	Evidence	Continuity and change	Cause and consequence	Perspective	Ethical judgement
10	<ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions 	<ul style="list-style-type: none"> Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group 	<ul style="list-style-type: none"> Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data 	<ul style="list-style-type: none"> Compare and contrast continuities and changes for different groups at particular times and places 	<ul style="list-style-type: none"> Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences 	<ul style="list-style-type: none"> Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs 	<ul style="list-style-type: none"> Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond



Social Studies K-10 – Content

Grade	
K	<ul style="list-style-type: none">• ways in which individuals and families differ and are the same• personal and family history and traditions• needs and wants of individuals and families• rights, roles, and responsibilities of individuals and groups• people, places, and events in the local community, and in local First Peoples communities
1	<ul style="list-style-type: none">• characteristics of the local community 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, and in local First Peoples communities• natural and human-made features of the local environment
2	<ul style="list-style-type: none">• diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture• how people's needs and wants are met in communities• relationships between people and the environment in different communities• diverse features of the environment in other parts of Canada and the world• rights and responsibilities of individuals regionally and globally• roles and responsibilities of regional governments
3	<ul style="list-style-type: none">• cultural characteristics and ways of life of local First Peoples and global indigenous peoples• aspects of life shared by and common to peoples and cultures• interconnections of cultural and technological innovations of global and local indigenous peoples• governance and social organization in local and global indigenous societies• oral history, traditional stories, and artifacts as evidence about past First Peoples cultures• relationship between humans and their environment

Social Studies K-10 – Content – continued

Grade	
4	<ul style="list-style-type: none"> • early contact, trade, co-operation, and conflict between First Peoples and European peoples • the fur trade in pre-Confederation Canada and British Columbia • 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 • the impact of colonization on First Peoples societies in British Columbia and Canada • the history of the local community and of local First Peoples communities • physiographic features and natural resources of Canada
5	<ul style="list-style-type: none"> • the development and evolution of Canadian identity over time • the changing nature of Canadian immigration over time • past discriminatory government policies and actions, such as the Chinese Head Tax, the Komagata Maru incident, residential schools, and internments • human rights and responses to discrimination in Canadian society • levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding • participation and representation in Canada's system of government • resources and economic development in different regions of Canada • First Peoples land ownership and use
6	<ul style="list-style-type: none"> • the urbanization and migration of people • global poverty and inequality issues, including class structure and gender • roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples • different systems of government • economic policies and resource management, including effects on indigenous peoples • globalization and economic interdependence • international co-operation and responses to global issues • regional and international conflict • media technologies and coverage of current events

Social Studies K-10 – Content

Grade	
7	<ul style="list-style-type: none"> • anthropological origins of humans • human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources • features and characteristics of civilizations, and factors that led to their rise and fall • origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas • scientific, philosophical, and technological developments • interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration • social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas
8	<ul style="list-style-type: none"> • social, political, and economic systems and structures, including those of at least one indigenous civilization • scientific and technological innovations • philosophical and cultural shifts • interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations • exploration, expansion, and colonization • changes in population and living standards
9	<ul style="list-style-type: none"> • political, social, economic, and technological revolutions • imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world • global demographic shifts, including patterns of migration and population growth • nationalism and the development of modern nation-states, including Canada • local, regional, and global conflicts • discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and World War I internment • physiographic features and natural resources in Canada
10	<ul style="list-style-type: none"> • government, First Peoples governance, political institutions, and ideologies • environmental, political, and economic policies • Canadian autonomy • Canadian identities • discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments • advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission • domestic conflicts and co-operation • international conflicts and co-operation

