

## 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>

**Curricular Competencies – Elaborations**

**Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions:**

*Key skills:*

- Access information from audio, visual, material, or print sources.
- Collect information from personal experiences, oral sources, and visual representations.
- Contribute to a class collection of information on a common topic.
- With teacher support, use simple graphic organizers (e.g., Venn diagrams, t-charts) to identify similarities and differences.
- Identify a variety of ways of communicating (e.g., spoken language, facial expression, sign language, pictures, song, dance, drama).
- Present information orally (e.g., show and tell, introduce their partner).
- Create pictures to present information (e.g., a picture of their immediate environment, such as their classroom or a room in their home).

**Explain the significance of personal or local events, objects, people, or places (significance):**

*Sample activity:*

- Give a presentation about a family story or heirloom.

*Key questions:*

- What is meant by significance?
- What makes something a personal or family treasure?
- Which events, objects, people, and places are significant to you?

**Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence):**

*Sample activities:*

- Identify interesting features in family photographs or other historical photographs.
- Speculate on what an artifact was used for or how old it is.

*Key question:*

- Who do you think used this artifact and why?

**Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change):**

*Sample activities:*

- Put significant personal and family milestones in order.
- Place objects in chronological order based on visual cues (e.g., older and newer houses or cars).
- Use appropriate terms to describe when events took place (e.g., then, now, long ago).

*Key questions:*

- How was life different when your parents or grandparents were your age?
- How has your family changed over time?

**Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence):**

*Key questions:*

- How did a particular event make a difference in your life?

- What were the challenges or benefits of a particular event in your life?

**Acknowledge different perspectives on people, places, issues, or events in their lives (perspective):**

*Sample activity:*

- Compare how friends or members of your family feel about selected people, places, issues, and events.

*Key questions:*

- Why do different people have different perspectives on issues?
- If two people have different perspectives or opinions, does it mean that one person is right and the other is wrong? Explain your answer.

**Content – Elaborations**

**ways in which individuals and families differ and are the same:**

*Sample topics:*

- similarities and differences could include physical characteristics (e.g., hair, skin colour, eyes), cultural characteristics (e.g., language, family origins, food and dress), and other characteristics (e.g., preferred activities, favourite books and movies, pets, neighbourhood)
- different types of families (nuclear, extended, step-families, adoptive and biological, same-sex, single-parent, etc.)
- comparison of families in the past and present (e.g., families in your grandparents' time compared with present-day families)

*Key questions:*

- What is the definition of a family and an individual?
- What types of roles and responsibilities exist in families?

**personal and family history and traditions:**

*Sample topics:*

- important events in your life (e.g., starting school; losing a tooth; accepting a new baby; getting a new job, pet, or house)
- family stories (e.g., immigration to Canada, First Peoples oral histories, notable ancestors, memories from older relatives)
- traditions and celebrations (e.g., Christmas, other winter festivals around the world), special cultural holidays (e.g., Lunar New Year, Diwali, First Peoples celebrations, and birthdays) and associated foods, clothing, art

*Key questions:*

- What types of stories get passed down from generation to generation?
- Why do people find traditions and celebrations important?

**needs and wants of individuals and families:**

*Sample topics:*

- needs (e.g., water, food, clothing, love and acceptance, safety, education, shelter)
- wants (toys, entertainment, luxuries, eating out at a restaurant)
- work that people do in their family and community to meet their needs and wants

*Key questions:*

- What is the difference between a need and a want (e.g., people need food to live, but ordering pizza is a want)?
- Do people agree on what are needs and what are wants?

Content – Elaborations

**rights, roles, and responsibilities of individuals and groups:**

*Sample topics:*

- rights (e.g., legal rights, UN Convention on the Rights of the Child)
- roles (e.g., roles within a family or on a sports team; roles as a friend, peer, student)
- responsibilities to self, others, and the environment

*Key questions:*

- Do your rights, roles, and responsibilities change between home and school?
- Who makes decisions about what happens at home or school?

**people, places, and events in the local community, and in local First Peoples communities:**

*Sample topics:*

- people (e.g., political leaders like the mayor or band council, school officials, local businesspeople)
- places (e.g., school, neighbourhoods, stores, parks, recreation facilities)
- events (e.g., new buildings, seasonal changes, sports)
- natural and human-built characteristics of the local physical environment

*Key question:*

- What people, places, or events are most significant to you? Is your list the same as your classmates' or family's list?

## 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>

**Curricular Competencies – Elaborations**

**Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions:**

*Key skills:*

- Recognize that maps are used to represent real places and relate pictorial representations to their physical locations.
- Follow a path to a destination using a pictorial representation (e.g., picture map).
- Access information from audio, visual, material, or print sources.
- Collect information from personal experiences, oral sources, and visual representations.
- Make comparisons to discover similarities and differences.
- With teacher prompts, make simple interpretations from information gathered (e.g., families have similar needs, families have differences).
- Use oral, written, or visual communication forms to accomplish given presentation tasks (e.g., show and tell, captioned pictures).
- Brainstorm, discuss, and compare possible solutions to a selected problem.

**Explain the significance of personal or local events, objects, people, or places (significance):**

*Sample activities:*

- Brainstorm a list of the most significant places in your community and explain why these locations are important.
- Research the history of a significant event or person in the history of your community.

*Key question:*

- How does the significance of various events, objects, people, and places change over time?

**Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence):**

*Sample activities:*

- Compare old and new pictures of locations in your community and discuss how things have changed over time.
- Propose reasons for important events in your community and compare your hypotheses with the explanations of historians or other experts.
- Investigate the history of a significant person in your community using sources like news articles, photographs, and videos.

**Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change):**

*Sample activities:*

- Create a visual timeline for important community events using photographs or drawings.
- Compare changes in technology in your parents' and grandparents' time.
- Distinguish between scheduled and unscheduled events.

**Content – Elaborations**

**characteristics of the local community that provide organization and meet the needs of the community:**

*Sample topics:*

Content – Elaborations

- local government
- public utilities
- emergency services
- policing
- transportation
- stores
- parks and other recreational areas
- financial services

**diverse cultures, backgrounds, and perspectives within the local and other communities:**

*Sample topic:*

- different languages, customs, art, music, traditions, holidays, food, clothing, and dress

**relationships between a community and its environment:**

*Sample topics:*

- natural resource industries
- parks and other natural areas
- population growth and new construction
- water and sewage treatment

*Key questions:*

- How does your community depend on the local environment?
- What effects do the activities in your community have on the environment?

**roles, rights, and responsibilities in the local community:**

*Sample topics:*

- individual rights and interests versus the “public interest”
- responsibilities to other people and the environment

*Key questions:*

- Who gets to make decisions and why?
- How do decisions affect different people?

**key events and developments in the local community, and in local First Peoples communities:**

*Sample topics:*

- community milestones (e.g., the founding of the community, the opening and closing of local businesses, the construction of new buildings)
- celebrations and holidays
- cultural events
- growth or decline of a community

Content – Elaborations

*Key questions:*

- What is the most significant event in your local community's history?
- How is your community different now from what it was like before settlers arrived?

**natural and human-made features of the local environment:**

*Sample topics:*

- natural features: mountains, forests, waterways, local plants and animals
- human-made features: buildings, bridges, dams, dykes

*Key question:*

- How does the rural environment differ from the urban environment?



## 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>

**Curricular Competencies – Elaborations**

**Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions:**

*Key skills:*

- Use cardinal directions to identify relative locations on simple maps (e.g., the school is north of the park).
- Interpret symbols and legends on maps to identify given locations in the community (e.g., schools, roads, railways, playgrounds, museums).
- Create simple maps of familiar locations (e.g., the school and grounds).
- Use simple graphic organizers (e.g., charts, webs) to record relevant information from selected sources.
- Use selected communication forms (e.g., presentation software, models, maps, oral, written) to accomplish given presentation tasks.
- Ask relevant questions to clarify a classroom or school problem.
- Brainstorm and compare a variety of responses to a given classroom or school problem.
- Predict the possible results of various solutions to a problem.

**Explain why people, events, or places are significant to various individuals and groups (significance):**

*Sample activity:*

- Identify significant people and places in BC, Canada, and the world.

*Key questions:*

- Why do people have different opinions on what people, events, and places are more significant than others?
- Are there people, events, and places that everyone thinks are significant? Explain why or why not.

**Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence):**

*Sample activities:*

- Conduct research (e.g., interview an Elder, visit a museum) to identify changes that have occurred in your community.
- Examine photographs from a variety of communities and identify similarities and differences.

**Sequence objects, images, and events, or explain why some aspects change and others stay the same (continuity and change):**

*Sample activities:*

- Create a timeline of key events in your region.
- Make simple predictions about how communities might change in the future.
- Conduct research (e.g., interview an Elder, visit a museum) to identify changes that have occurred in your community.
- Give examples of traditions and practices that have endured over time in the communities you have studied.

*Key questions:*

- How has Canada changed over time?
- How have people's needs and wants changed over time?
- What needs and wants have changed and which have stayed the same?

**Recognize causes and consequences of events, decisions, or developments (cause and consequence):**

*Key questions:*

- What would happen if people did not take care of their local environment?
- What would happen if there was nobody leading a community or country?

**Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective):**

*Sample activities:*

- Give examples of issues on which there are differing points of view.
- Give examples of diverse perspectives on meeting your community’s needs and wants.

*Key questions:*

- Does everyone agree on the importance of conservation?
- Who should make decisions about the future of the community and country?

**Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment):**

*Sample activity:*

- Distinguish between factual statements and value and opinion statements.

*Key questions:*

- What should be done about the distribution of natural resources?
- Should more wealthy countries help out less prosperous countries?

**Content – Elaborations**

**diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture:**

*Sample topics:*

- daily life in different communities (e.g., work, housing, use of the land, education, access to public services and utilities, transportation)
- key cultural aspects (e.g., language, traditions, arts, food)
- cultural diversity within your community

*Key question:*

- What does community mean to you?

**how people’s needs and wants are met in communities:**

*Sample topics:*

- how people acquire goods and services (e.g., by buying or renting, or through public funding)
- needs and wants in different communities: different needs and wants depending on the climate; different goods and services depending on the size of the community (i.e., small versus large)
- differences between psychological and physical needs and wants

*Key questions:*

- How do the local environment and culture affect the goods and services available in your community?
- How do different communities help people who can’t meet their basic needs?

**relationships between people and the environment in different communities:**

*Sample topics:*

Content – Elaborations

- impact of different economic activities and ways of life on the environment
- impact on the environment of small and large communities
- impact of recreational activities on the environment
- community values regarding conservation and protection of the environment

*Key question:*

- What types of environmental challenges do people face in different communities (e.g., natural disasters, climate change, lack of natural resources)?

**diverse features of the environment in other parts of Canada and the world:**

*Sample topics:*

- climate zones
- landforms
- bodies of water
- plants and animals

**rights and responsibilities of individuals regionally and globally:**

*Sample topics:*

- responsibility to the environment
- human rights
- connections between your community and communities throughout Canada and around the world

**roles and responsibilities of regional governments:**

*Sample topics:*

- examples of leaders in your community (e.g., mayor, town councillors, chief, Elders, community volunteers) and the places where they meet
- services such as transportation, policing, firefighting, bylaw enforcement

*Key questions:*

- How are decisions made in your region?
- Should everyone be responsible for helping others in their community?

## 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>

**Curricular Competencies – Elaborations**

**Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions:**

*Key skills:*

- Ask relevant questions to clarify and define a selected problem or issue.
- Make predictions in relation to a selected problem or issue.
- Compare, classify, and identify patterns in information about a selected problem or issue.
- Interpret information on simple maps using cardinal directions, symbols, and legends.
- Create simple maps to represent the community and one or more other communities within BC and Canada.
- Gather information on a topic from more than one source (e.g., book, magazine, website, interview).
- Apply strategies for information gathering (e.g., using headings, indices, tables of contents).
- Cite information sources appropriately (e.g., simple bibliography).
- Individually, or in groups, design a course of action to address a problem or issue, and provide reasons to support the action.

**Explain why people, events, or places are significant to various individuals and groups (significance):**

*Key questions:*

- Why are stories important to indigenous people?
- Why do Elders play an important part in the lives of First Peoples?
- What values were significant for local First Peoples?

**Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence):**

*Sample activity:*

- View different artifacts from indigenous cultures and speculate on what they might have been used for.

**Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change):**

*Sample activities:*

- Use examples to show that events happen in chronological sequence (e.g., last month, yesterday, today, tomorrow, next month).
- Organize and present information in chronological order (e.g., before, now, later; past, present, future).

*Key questions:*

- How has the way of life changed for indigenous people?
- How are indigenous cultures viewed today?
- How have First Peoples government and leadership changed over time?

**Recognize causes and consequences of events, decisions, or developments (cause and consequence)**

*Key questions:*

- How might present-day Canada be different if First Peoples had not been moved to reserves?
- How has the way of life changed for indigenous people?

**Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective):**

*Sample activities:*

- Distinguish between fact and opinion on a selected problem or issue.
- Identify features of indigenous cultures that characterize their relationship to the land.
- Explain indigenous peoples' use of oral tradition rather than written language.

*Key question:*

- How do the values of indigenous people differ from the values of people from other cultures?

**Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment):**

*Key questions:*

- Is the technology we have today better than the traditional technology of indigenous peoples?
- What are the advantages or disadvantages of consensus decision making?
- Should indigenous cultures and languages be maintained? Explain the reasons for your answer.
- Should anything be done about the loss of indigenous lands? Explain your reasons.

**Content – Elaborations**

**cultural characteristics and ways of life of local First Peoples and global indigenous peoples:**

*Sample topics:*

- potential First Peoples and global indigenous people for study could include:
  - Local BC First Peoples
  - Canadian and other North American indigenous people
  - local indigenous peoples of South America
  - ethnic Chinese and Koreans
  - ethnic European groups (Germanic, Slavic, Latin, Celtic)
- worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings

**aspects of life shared by and common to peoples and cultures:**

*Sample topics:*

- family
- work
- education
- systems of ethics and spirituality

**interconnections of cultural and technological innovations of global and local indigenous peoples:**

*Sample topics:*

- transportation
- clothing
- pottery
- shelters and buildings
- navigation
- weapons

Content – Elaborations

- tools
- hunting and fishing techniques
- building techniques
- food cultivation and preparation
- ceremonies
- art
- music
- basketry and weaving

**governance and social organization in local and global indigenous societies:**

*Sample topics:*

- consensus
- confederacies
- Elders
- reservations
- band councils
- traditional leadership

**oral history, traditional stories, and artifacts as evidence about past First Peoples cultures:**

*Sample topics:*

- tools
- earth mounds
- petroglyphs
- oral stories
- sacred or significant places and landforms
- weapons

**relationship between humans and their environment:**

*Sample topics:*

- protocols around the world that acknowledge and respect the land
- reshaping of the land for resource exploration and development
- domestication of animals
- organization and techniques of hunting and fishing



## 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>

**Curricular Competencies – Elaborations**

**Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions:**

*Key skills:*

- Identify patterns in information, and use those patterns to draw inferences.
- Summarize information and opinions about a selected problem or issue.
- Use grids, scales, and legends on maps and timelines to interpret or represent specific information.
- Apply a variety of strategies for information gathering (e.g., headings, indices, Internet searches).
- Construct a simple bibliography.
- Prepare a presentation using selected communication forms (e.g., debate, diorama, multimedia presentation, dance) to support the purpose of the presentation.
- Apply established criteria for a presentation (e.g., historical accuracy and context).
- Identify and clarify a selected problem or issue (e.g., provide details; state reasons, implications).
- Create a plan of action to address a chosen problem or issue.

**Construct arguments defending the significance of individuals/groups, places, events, or developments (significance):**

*Key questions:*

- What events are most significant in the story of BC's development?
- Should James Douglas be remembered as the father of BC?
- What was the most significant reason for BC's entry into Confederation?

**Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence):**

*Sample activities:*

- Use primary sources to make inferences about contemporary attitudes toward First Peoples during the gold rush years.
- Compare and contrast European and First Peoples accounts of the same event.

**Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change):**

*Sample activity:*

- Create a timeline of key events in BC's history.

*Key questions:*

- How have the economic centres of BC changed over time?
- Why is Barkerville no longer a significant economic centre?
- What resources are important to people in present-day BC compared to people in the past? Explain what has changed over time.

**Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence):**

*Sample activities:*

- Hold a debate about whether BC should have joined the United States or Canada, or become an independent country.
- Track the positive and negative effects of key events in BC's development on First Peoples.

*Key questions:*

**Curricular Competencies – Elaborations**

- Was joining Canada the best decision for BC?
- Why did Vancouver become BC's largest city?

**Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective):**

*Sample activity:*

- Compare the “discovery” and “exploration” of North America from European and First Peoples perspectives.

*Key question:*

- Who benefited most from the early west coast fur trade: First Peoples or Europeans?

**Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment):**

*Sample activities:*

- Evaluate the fairness of BC's treaty process.
- Describe the importance of protecting minority rights in a democracy.
- Identify key events and issues in First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, the establishment of the residential school system, potlatch ban, reserve system, treaties).

**Content – Elaborations**

**early contact, trade, co-operation, and conflict between First Peoples and European peoples:**

*Sample topics:*

- early explorers: Cabot, Frobisher, Hudson, Cartier, Champlain
- voyages of Cook and Vancouver
- provision of muskets to First Peoples by Europeans
- spread of horses to the Prairies
- marriages between First Peoples and Europeans
- colonial wars and alliances between Europeans and First Peoples (e.g., between Maquinna [Nuu-chah-nulth] and the Cook expedition or between French colonists and the First Peoples living around the Great Lakes)

*Key questions:*

- What motivated explorers and settlers to come to Canada?
- How did the geography of Canada affect European exploration?

**the fur trade in pre-Confederation Canada and British Columbia:**

*Sample topics:*

- fur trading companies (e.g., the Hudson's Bay Company and the North West Company)
- Beaver Wars

**Content – Elaborations**

- explorers: Simon Fraser, Alexander Mackenzie, David Thompson
- Russian and Spanish trade on the coast
- establishment of trading posts (e.g., Victoria, Fort Langley, and other forts; Metis communities)

*Key question:*

- Why were trading posts established in particular locations?

**demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities:**

*Sample topics:*

- disease
- European and American settlement and migration
- increases in raids causing decreases in population
- relocation/resettlement of First Peoples

**economic and political factors that influenced the colonization of British Columbia and its entry into Confederation:**

*Sample topics:*

- Canadian Pacific Railway
- fur trade
- American settlement
- Oregon boundary dispute
- gold rush population boom and bust
- colonial debt
- Canadian Confederation
- expansion and purchase of Rupert's Land

**the impact of colonization on First Peoples societies in British Columbia and Canada:**

*Sample topics:*

- disease and demographics
- trade
- more complex political systems
- loss of territory
- impact on language and culture
- key events and issues regarding First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, potlatch ban, reserve system, residential schools, treaties)

**the history of the local community and of local First Peoples communities:**

*Sample topic:*

- local archives and museums



## 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>

**Curricular Competencies – Elaborations**

**Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions:**

*Key skills:*

- Summarize information and viewpoints about a problem or issue.
- Use latitude, longitude, and intermediate directions to locate major geographic features in BC and Canada.
- Use keys and legends to interpret maps (e.g., resources, economic activities, transportation routes, capital cities, population).
- Create maps to represent aspects of a specific place (e.g., economic activity, landforms, and bodies of water), applying keys and legends.
- Create and interpret timelines and maps to show the development of political boundaries in Canada.
- Apply a variety of strategies to record information gathered from sources.
- Create a presentation using more than one form of representation (e.g., poster and oral report).
- Select ways to clarify a specific problem or issue (e.g., discussion, debate, research, reflection).
- Identify opportunities for civic participation at the school, community, provincial, and national levels.

**Develop a plan of action to address a selected problem or issue:**

- Individually, or in groups, design a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in school or community newspaper, petition).

**Construct arguments defending the significance of individuals/groups, places, events, or developments (significance):**

*Sample activities:*

- Identify and assess the significance of individuals who have contributed to the development of Canada's identity in various areas (e.g., the arts, literature, science and medicine, government, military, exploration, law and order, public service).
- Assess the roles of the fur trade, the Canadian Pacific Railway, and the gold rushes in the development of Canada.

*Key questions:*

- Which people contributed most to Canada becoming an independent country?
- What is the most significant event in Canadian history?

**Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change):**

*Sample activity:*

- Create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada.

*Key question:*

- What are some key differences between being a pre-Confederation-Canada citizen and being a Canadian citizen today?

**Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective):**

*Sample activities:*

- Through role-play, simulations, or letters, present personal perspectives on the challenges faced by immigrants (e.g., climate, language, tolerance for their religion, employment).
- Examine sources to determine the motivation for historical wrongs against East and South Asian immigrants.

**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):**

**Curricular Competencies – Elaborations**

*Sample topics:*

- historical wrongs against East and South Asian immigrants
- Indian Act
- residential school system
- internment of Ukrainians during World War I
- internment of Japanese Canadians during World War II
- turning away of Jewish refugees prior to World War II
- Canada's response to climate change

*Key questions:*

- Based on the evidence at the time, was the internment of Japanese people in BC justified? Explain your answer.
- What are the potential consequences of non-sustainable practices in resource use?

**Content – Elaborations**

**the changing nature of Canadian immigration over time:**

*Sample topics:*

- changing government policies about the origin of immigrants and the number allowed to come to Canada
- immigration to BC, including East and South Asian immigration to BC
- the contributions of immigrants to Canada's development (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, British investors)
- push and pull factors
- settlement pattern
- growth of cities, provinces, and territories as a result of immigration

*Key questions:*

- Why did East and South Asians come to BC and Canada, and what challenges did they face?
- How has Canada's identity been shaped by the immigration of individuals from a wide range of ethnic and cultural backgrounds?

**past discriminatory government policies and actions, such as the Chinese Head Tax, the *Komagata Maru* incident, residential schools, and internments:**

*Sample topics:*

- historical wrongs against East and South Asian immigrants
- Indian Act
- Head Tax on Chinese immigrants
- numbered treaties with First Peoples
- treatment of Doukhobors
- 1884–85 famine
- 1907 Anti-Asian Riots



**Content – Elaborations**

- Japanese and German internments
- reduction or relocation of First Peoples reserves
- ethnic minorities denied the vote

*Key questions:*

- What types of discrimination have immigrants to Canada faced (e.g., cases of systemic discrimination by local, provincial, and federal levels of government)?
- How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history?
- What effects did residential schools have on First Peoples families and communities?

**human rights and responses to discrimination in Canadian society:**

*Sample topics:*

- Canadian Charter of Rights and Freedoms
- LGBTQ rights and same-sex marriage
- gender equity
- racism
- religious freedoms
- freedom of speech
- language rights
- protest movements
- examples of individuals who have fought for change and spoken out against injustice
- key provisions of the Canadian Charter of Rights and Freedoms
- the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)

**levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding:**

*Sample activities:*

- Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal.
- Summarize the responsibilities of government (e.g., providing and administering services, making laws, collecting and allocating taxes).
- Through role-play, simulation, or case study, examine the election process (e.g., different political parties, voting).

*Sample topics:*

- key roles within provincial, territorial, and federal governments in Canada (e.g., premier, prime minister, MLA, MP, speaker, Lieutenant-Governor, Governor General; cabinet, senate, government ministries)
- elected and appointed provincial and federal government leaders in Canada (e.g., local MLA and MP, local First Peoples leaders, premier of BC, Lieutenant-Governor of BC, prime minister, Governor General)

*Key question:*

- Which level of government has the most effect on your daily life?

**participation and representation in Canada's system of government:**

Content – Elaborations

*Sample topics:*

- representative versus direct democracy
- electoral boundaries
- political parties
- electoral process
- alternative voting systems
- First Peoples governance

**resources and economic development in different regions of Canada:**

*Sample activities:*

- Use maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coasts, mineral resources in the Canadian Shield).
- Identify significant natural resources in BC and Canada, including:
  - fish and marine resources
  - forests
  - minerals (e.g., diamonds, gold, asbestos, tin, copper)
  - energy resources (e.g., natural gas, petroleum, coal, hydro)

*Key questions:*

- What natural resources are most important to the economy of your community?
- How has technology affected the discovery, extraction, processing, and marketing of selected natural resources?

**First Peoples land ownership and use:**

*Sample topics:*

- treaties
- burial grounds
- housing
- hunting and fishing
- land claims disputes

*Key questions:*

- How do First Peoples balance economic development with traditional uses of the land?
- How fair has BC's treaty process been? Explain your answer.

## BIG IDEAS

Economic self-interest can be a significant cause of conflict among peoples and governments.

Complex global problems require international co-operation to make difficult choices for the future.

Systems of government vary in their respect for human rights and freedoms.

Media sources can both positively and negatively affect our understanding of important events and issues.

## 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>• Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)</li> <li>• <b>Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</b></li> <li>• Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)</li> <li>• <b>Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)</b></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>• <b>the urbanization and migration of people</b></li> <li>• <b>global poverty and inequality issues, including class structure and gender</b></li> <li>• <b>roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples</b></li> <li>• <b>different systems of government</b></li> <li>• <b>economic policies and resource management, including effects on indigenous peoples</b></li> <li>• <b>globalization and economic interdependence</b></li> <li>• <b>international co-operation and responses to global issues</b></li> <li>• <b>regional and international conflict</b></li> <li>• <b>media technologies and coverage of current events</b></li> </ul>

**Curricular Competencies – Elaborations**

**Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions:**

*Key skills:*

- With teacher and peer support, select a relevant problem or issue for inquiry.
- Use comparing, classifying, inferring, imagining, verifying, identifying relationships, and summarizing to clarify and define a problem or issue.
- Locate and map continents, oceans, and seas using simple grids, scales, and legends.
- Compare how graphs, tables, aerial photos, and maps represent information.
- Represent the same information in two or more graphic forms (e.g., graphs, tables, thematic maps).
- Prepare a bibliography, using a consistent style to cite books, magazines, interviews, websites, and other sources used.
- Select ways to clarify a specific problem or issue (e.g., discussion, debate, research).
- Identify opportunities for civic participation at the school, community, provincial, national, and global levels.

**Develop a plan of action to address a selected problem or issue:**

- Collect and organize information to support a course of action.
- Individually, or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in the school or community newspaper, petition).

**Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence):**

*Sample activities:*

- Compare a range of points of view on a problem or issue.
- Compare and contrast media coverage of a controversial issue (e.g., climate change, resource management).
- With peer and teacher support, determine criteria for evaluating information sources for credibility and reliability (e.g., context, authentic voice, source, objectivity, evidence, authorship).
- Apply criteria to evaluate selected sources for credibility and reliability.
- Distinguish between primary sources and secondary sources.

**Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence):**

*Sample activities:*

- Explain the historical basis of selected contemporary issues.
- Give examples of how your actions may have consequences for others locally or globally (e.g., effect of consumer choices).

**Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective):**

*Sample activities:*

- Compare and assess two or more perspectives on a local or global problem or issue.
- Consider reasons for differing perspectives (e.g., personal experiences, beliefs, and values).

*Key questions:*

- How can the exercise of power and authority affect an individual's rights?
- Should individuals be willing to give up some personal freedoms for the sake of collective well-being?

**Curricular Competencies – Elaborations**

**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):**

*Key question:*

- What are the rights and responsibilities of a global citizen?

**Content – Elaborations**

**the urbanization and migration of people:**

*Sample topics:*

- land usage
- access to water
- pollution and waste management
- population density
- transit and transportation

*Key questions:*

- Why do the majority of people in the world now live in urban centres?
- What are the advantages and disadvantages of urbanization?

**global poverty and inequality issues, including class structure and gender:**

*Sample topics:*

- treatment of minority populations in Canada and in other cultures and societies you have studied (e.g., segregation, assimilation, integration, and pluralism; multiculturalism policies; settlement patterns; residential schools, South African apartheid, the Holocaust, internment of Japanese Canadians, Head Tax on Chinese immigrants; caste and class systems)
- caste system
- unequal distribution of wealth
- corruption
- lack of judicial process
- infant mortality
- women's rights
- social justice
- treatment of indigenous people

*Key questions:*

- How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada's past or in other societies (e.g., systemic discrimination, overt racism)?

**roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples:**

Content – Elaborations

*Sample topics:*

- United Nations
- International Criminal Court
- World Trade Organization
- international aid
- activists
- lobby groups
- international aid groups (e.g., *Médecins sans Frontières* [Doctors without Borders])
- Private foundations (e.g., Bill & Melinda Gates Foundation)

**different systems of government:**

*Sample activity:*

- Compare characteristics of the federal government in Canada with those of one or more other countries, including:
  - roles and responsibilities of members of government (e.g., prime minister, president, governor, MP, senator)
  - components of government (House of Commons, House of Lords, senate, province, state, prefecture, canton)
  - government decision-making structures and forms of rule (e.g., monarchy, republic, dictatorship, parliamentary democracy)
  - electoral processes (e.g., political parties, voting, representation)

*Sample topic:*

- indigenous governance

*Key questions:*

- Who benefits from different forms of government and decision making?
- How would decisions be different under a different form of government?

**economic policies and resource management, including effects on indigenous peoples:**

*Sample topics:*

- deforestation
- mining
- oil and gas
- fisheries
- infrastructure development
- relocation of communities

*Key questions:*

- How should decisions about economic policy and resource management be made?
- How should societies balance economic development with the protection of the environment?

**globalization and economic interdependence:**

*Sample topics:*

- trade

**Content – Elaborations**

- imports and exports
- G20 (Group of Twenty)
- European Union
- North American Free Trade Agreement (NAFTA)
- currency
- tariffs and taxation
- trade imbalances

**international co-operation and responses to global issues:**

*Sample topics:*

- environmental issues
- human trafficking
- child labour
- epidemic/pandemic response
- fisheries management
- resource use and misuse
- drug trafficking
- food distribution and famine

**regional and international conflict:**

*Sample topics:*

- war
- genocide
- child soldiers
- boundary disputes
- religious and ethnic violence
- terrorism

**media technologies and coverage of current events:**

*Sample topics:*

- ownership of media
- propaganda
- editorial bias
- sensationalism
- freedom of the press
- social media uses and abuses

*Key questions:*

- How does the media influence public perception of major events?
- Are some media sources more trustworthy than others? Explain your answer.





## BIG IDEAS

Geographic conditions shaped the emergence of civilizations.

Religious and cultural practices that emerged during this period have endured and continue to influence people.

Increasingly complex societies required new systems of laws and government.

Economic specialization and trade networks can lead to conflict and co-operation between societies.

## 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>Assess the significance of people, places, events, or developments at particular times and places (significance)</b></li> <li>• Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance)</li> <li>• <b>Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)</b></li> <li>• <b>Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)</b></li> <li>• <b>Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)</b></li> <li>• <b>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 (perspective)</b></li> <li>• <b>Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>anthropological origins of humans</b></li> <li>• <b>human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources</b></li> <li>• <b>features and characteristics of civilizations, and factors that led to their rise and fall</b></li> <li>• <b>origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas</b></li> <li>• <b>scientific, philosophical, and technological developments</b></li> <li>• <b>interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration</b></li> <li>• <b>social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas</b></li> </ul>

**Curricular Competencies – Elaborations**

**Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions:**

*Key skills:*

- Select a relevant problem or issue for inquiry.
- Use comparison, classification, inference, imagination, verification, and analogy to clarify and define a problem or issue.
- Compare the advantages and disadvantages of various graphic forms of communication (e.g., graphs, tables, charts, maps, photographs, sketches).
- Demonstrate an ability to interpret scales and legends in graphs, tables, and maps (e.g., climograph, topographical map, pie chart).
- Compare maps of early civilizations with modern maps of the same area.
- Select an appropriate graphic form of communication for a specific purpose (e.g., a timeline to show a sequence of events, a map to show location).
- Represent information fairly and cite sources consistently.
- Select appropriate forms of presentation suitable for the purpose and audience (e.g., multimedia, oral presentation, song, dramatic performance, written presentation).
- Demonstrate debating skills, including identifying, discussing, defining, and clarifying a problem, issue, or inquiry.

**Assess the significance of people, places, events, or developments at particular times and places (significance):**

*Sample activity:*

- Identify specific examples of influences and contributions from ancient cultures (e.g., writing system, number system, philosophy, education, religion and spirituality, visual arts, drama, architecture, timekeeping) and assess their significance.

*Key questions:*

- What is the most significant archeological finding that helps us understand the development of humans?
- What are the most significant factors that contribute to the decline of an empire?
- Why are philosophers from this era still significant today?

**Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence):**

*Sample activities:*

- Compare the advantages and disadvantages of specific types of sources for specific purposes (e.g., primary and secondary sources; print, video, electronic, graphic sources; artifacts).
- Compare information-gathering methodologies (e.g., primary research using surveys, archeological excavation, interviews; research using secondary sources; testing of hypotheses).
- Apply criteria to evaluate information and information sources (e.g., assess bias, reliability, authorship, currency, audience; confirm value using multiple sources).

*Key questions:*

- What can we learn from ancient civilizations based on the artifacts we have found?
- How do artifacts and monuments reflect the surrounding geography?

**Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change):**

*Key question:*

**Curricular Competencies – Elaborations**

- What are different ways that you can categorize different periods in history?

**Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence):**

*Sample activity:*

- Explain key factors in the spread of Christianity.

*Key question:*

- What role does geography play in the location of civilizations?

**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 (perspective):**

*Key questions:*

- What are the different attitudes toward death and the afterlife in religions and cultures?
- How do historians' views on the decline of the Roman Empire differ?

**Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment):**

*Key questions:*

- How should we resolve competing claims of ownership over religious holy sites?
- Was (Emperor Chin, Julius Caesar, or other person of significance) a tyrant or a great leader? Explain why or why not.

**Content – Elaborations**

**anthropological origins of humans:**

*Sample topics:*

- early origins of humans in Africa, and the migration of early humans out of Africa to the rest of the world
- interactions between early humans and Neanderthals
- technological developments of early humans and the increasingly sophisticated use of stone tools and early metalworking
- the shift of early humans from a nomadic hunter-gatherer way of life to more settled agricultural communities

*Key question:*

- What advantages did agriculture have over the hunter-gatherer way of life?

**human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources:**

*Sample activities:*

- Identify the key characteristics of physical environments that affected the following for selected ancient cultures:
  - development and settlement (e.g., proximity to water, fertile land, natural resources, defensibility)
  - the fall of the culture (e.g., earthquakes, tsunamis, volcanic activity, unsustainable human practices)

**Content – Elaborations**

- interactions among cultures (e.g., mountain ranges, oceans, rivers)
- Describe how humans adapted to their physical environment in ancient civilizations (e.g., architecture, transportation methods, clothing).
- Create maps to show the key physical environmental characteristics of a selected ancient culture.

*Key question:*

- What types of strategies have different civilizations used to respond to similar challenges imposed by the physical environment?

**features and characteristics of civilizations, and factors that led to their rise and fall:**

*Sample topics:*

- components that are common to cultures around the world and throughout time (e.g., social organization, religion, traditions, celebrations, government, law, trade, communications, transportation, technology, fine arts, food, clothing, shelter, medicine, education)
- elements of civilizations such as advanced technology, specialized workers, record keeping, complex institutions, major urban centres

**origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas:**

*Sample topic:*

- representations of the world according to the religions, spiritual beliefs, myths, stories, knowledge, and languages of past civilizations and cultures

**scientific, philosophical, and technological developments:**

*Sample activities:*

- Cite specific examples to explain the contributions of ancient cultures to the evolution of various fields of technology (e.g., astronomy, medicine, paper, sea travel, agriculture, ceramics).
- Compare selected technologies from selected ancient cultures in terms of materials, purpose, and impact on society and daily life.

**interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration:**

*Sample topic:*

- inter-relationships and influences among selected ancient cultures (e.g., Egyptian adaptation of chariots from the Hyksos; Roman adaptation of Greek gods and mythology; adaptations of Sumerian writing system, Babylonian code of law, Sumerian irrigation system)

*Key question:*

- What is the impact on language of increased trade and interactions between civilizations and cultures?

**social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas:**

*Sample activities:*

- List and describe aspects of current Canadian laws and government structures that have evolved from ancient civilizations (e.g., rule of law, democracy, senate, representation).
- Describe examples of individual rights in ancient civilizations and compare them to individual rights in current Canadian society.
- Compare various social roles within a selected ancient culture in terms of daily life and how people met their basic needs (e.g., work, family structures, gender roles, class systems).
- Create a chart or other representation to illustrate the economic and social hierarchy of roles and classes in a selected ancient culture (e.g., slaves, farmers, builders, merchants, artisans, scribes, teachers, priests, rulers).
- List goods and services that people in ancient civilizations used in trade (e.g., items needed for survival and comfort, goods and services that could be offered for trade).

**Content – Elaborations**

- Explain how and why monetary systems evolved from bartering.

## BIG IDEAS

Contact and conflict between peoples stimulated significant cultural, social, and political change.

Human and environmental factors shape changes in population and living standards.

Exploration, expansion, and colonization had varying consequences for different groups.

Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

## 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>• Assess the significance of people, places, events, or developments at particular times and places (significance)</li> <li>• Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance)</li> <li>• Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)</li> <li>• Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change (continuity and change)</li> <li>• Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)</li> <li>• 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 (perspective)</li> <li>• Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• social, political, and economic systems and structures, including those of at least one indigenous civilization</li> <li>• scientific and technological innovations</li> <li>• philosophical and cultural shifts</li> <li>• interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</li> <li>• exploration, expansion, and colonization</li> <li>• changes in population and living standards</li> </ul>

**Curricular Competencies – Elaborations**

**Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions:**

*Key skills:*

- Select a relevant problem or issue for inquiry.
- Use comparison, classification, inference, imagination, verification, and analogy to clarify and define a problem or issue.
- Compare the advantages and disadvantages of various graphic forms of communication (e.g., graphs, tables, charts, maps, photographs, sketches).
- Demonstrate an ability to interpret scales and legends in graphs, tables, and maps (e.g., climograph, topographical map, pie chart).
- Compare maps of early civilizations with modern maps of the same area.
- Select an appropriate graphic form of communication for a specific purpose (e.g., a timeline to show a sequence of events, a map to show location).
- Represent information fairly and cite sources consistently.
- Select appropriate forms of presentation suitable for the purpose and audience (e.g., multimedia, oral presentation, song, dramatic performance, written presentation).
- Demonstrate debating skills, including identifying, discussing, defining, and clarifying a problem, issue, or inquiry.

**Assess the significance of people, places, events, or developments at particular times and places (significance):**

*Key questions:*

- Which explorer had the greatest impact on the colonization of North America?
- Should the printing press be considered a more important turning point in human history than the Internet? Explain why or why not.

**Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance):**

*Sample activity:*

- Create a timeline of key events during this period and rank which are the most significant.

*Key question:*

- Which had more impact on the world: Indian Ocean trade or the Italian Renaissance?

**Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence):**

*Sample activities:*

- Distinguish between primary and secondary sources.
- Assess the accuracy of sources (e.g., consider when they were created, recognize ambiguity and vagueness, distinguish conclusions from supporting statements, analyze logic or consistency of conclusions in terms of evidence provided).
- Identify biases that influence documents (e.g., articulate different points of view, such as a landholder's or tenant's, on topics or issues; identify authors' motives and describe how that could affect their reliability as a source; determine whether sources reflect single or multiple points of view).
- Locate and use relevant data.
- Evaluate the value of literature from this period (e.g., *Canterbury Tales*, *The Tale of Genji*) as a historical record.

*Key questions:*

- How did the changing understanding of geography and astronomy affect how people perceived the world and their place in it?
- What do different systems of mapping and cartography indicate about the cultures from which they emerged?
- Which sources of information from this period are the most reliable?

**Curricular Competencies – Elaborations**

**Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change (continuity and change):**

*Key questions:*

- In what ways did the Industrial Revolution transform societies?
- Did the First Industrial Revolution in Britain result in an improvement in living standards for most people?
- Which development produced greater change: the Second Industrial Revolution or the First Industrial Revolution?
- How do the increasingly global networks of this period compare to present-day global networks?

**Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence):**

*Sample activity:*

- Analyze whether an event was caused by underlying systemic factors (e.g., social unrest, economic decline) or by an unpredictable event (e.g., disease, natural disaster).

*Key questions:*

- How did the Black Death cause the end of feudalism and the Middle Ages in Europe?
- What would have been the impacts if the indigenous peoples of the Americas had been immune to smallpox and other diseases?
- What kinds of negative consequences can result from a positive event, and what kinds of positive consequences can result from a negative event (e.g., the role of the Black Death in breaking down the feudal system; ethnic violence resulting from colonial independence)?

**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 (perspective):**

*Sample activities:*

- Gather and evaluate sources that provide information about perspectives on past or present people, places, issues, or events during a particular period of history.
- Compare the level of respect for the natural environment in different societies.
- Compare the factors that influenced the spread of two different global religions

*Key questions:*

- How did religious institutions respond to scientific, technological, philosophical, and cultural shifts?
- Who had more influence and power in Europe during the Middle Ages: the state (i.e., monarchs) or the church?
- Was religion the primary cause of the Crusades and religious wars?

**Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment):**

*Key questions:*

- How are different groups represented in various cultural narratives?
- What lessons can we learn from the loss of languages due to imperialism?



Content – Elaborations

**social, political, and economic systems and structures, including those of at least one indigenous civilization:**

*Sample topics:*

- feudal societal structures and rights (e.g., in Europe versus Japan)
- Reformation and Counter-Reformation in Europe
- diffusion of religions throughout the world
- collapse of empires
- labour management
- gender relations

*Key questions:*

- What was the status of women in various societies during this period of history?
- How were political decisions made during this period of history?
- How was wealth distributed in societies during this period?

**scientific and technological innovations:**

*Sample topics:*

- Arab world, Ibn Battuta, Islamic Golden Age (e.g., the diffusion of arts and mathematics)
- Zheng He and cartography
- European (Portuguese, Spanish, British) navigation tools and locations
- cartography and navigation
- agriculture

*Key questions:*

- How did technology benefit people during this period of history?
- Where did key scientific and technological discoveries occur?

**philosophical and cultural shifts:**

*Sample topics:*

- printing press
- Reformation and Counter-Reformation in Europe
- Enlightenment
- literary and artistic shifts

**interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations:**

*Sample topics:*

- Silk Road, Indian Ocean trade (e.g., the flourishing of arts, architecture, math, and Islam)
- Crusades
- cultural diffusion
- linguistic changes
- environmental effects

Content – Elaborations

- Columbian Exchange
- imperialism
- Renaissance
- Mesoamerica

**exploration, expansion, and colonization:**

*Sample topics:*

- contact and conflict
- the Americas
- state formation and collapse

**changes in population and living standards:**

*Sample topics:*

- forced and unforced migration and movement of people
- diseases and health
- urbanization and the effect of expanding communities
- environmental impact (e.g., resource and land use)

## BIG IDEAS

Emerging ideas and ideologies profoundly influence societies and events.

The physical environment influences the nature of political, social, and economic change.

Disparities in power alter the balance of relationships between individuals and between societies.

Collective identity is constructed and can change over time.

## 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>• 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 (significance)</li> <li>• Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</li> <li>• Compare and contrast continuities and changes for different groups at the same time period (continuity and change)</li> <li>• Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence)</li> <li>• Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)</li> <li>• Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)</li> <li>• Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• political, social, economic, and technological revolutions</li> <li>• imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world</li> <li>• global demographic shifts, including patterns of migration and population growth</li> <li>• nationalism and the development of modern nation-states, including Canada</li> <li>• local, regional, and global conflicts</li> <li>• discriminatory policies and injustices in Canada and the world, such as the Head Tax, the <i>Komagata Maru</i> incident, residential schools, and World War I internment</li> <li>• physiographic features and natural resources in Canada</li> </ul>

**Curricular Competencies – Elaborations**

**Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions:**

*Key skills:*

- Draw conclusions about a problem, an issue, or a topic.
- Assess and defend a variety of positions on a problem, an issue, or a topic.
- Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue.
- Identify and clarify a problem or issue.
- Evaluate and organize collected data (e.g., in outlines, summaries, notes, timelines, charts).
- Interpret information and data from a variety of maps, graphs, and tables.
- Interpret and present data in a variety of forms (e.g., oral, written, and graphic).
- Accurately cite sources.
- Construct graphs, tables, and maps to communicate ideas and information, demonstrating appropriate use of grids, scales, legends, and contours.

**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 (significance):**

*Sample activities:*

- Compare and contrast the events considered by English-Canadian, French-Canadian, and First Peoples scholars to be the most significant during this period.
- Track and compare key developments in the creation of two nation-states (e.g., Japan, Germany, Canada) during this period.

*Key questions:*

- To what extent do individuals determine the direction and outcome of revolutions?
- Would World War I have taken place without the actions of Gavrilo Princip?

**Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence):**

*Sample activities:*

- Identify primary sources (e.g., original documents, political cartoons, interviews, surveys) and secondary sources (e.g., textbooks, articles, reports, summaries, historical monographs) for selected topics.
- Plan and conduct research using primary and secondary sources, including sources from a range of media types (e.g., print news, broadcast news, online sources) representing a range of perspectives.
- Assess information sources for selected topics in terms of bias and point of view.

*Key questions:*

- What evidence is there that imperialism and colonialism still influence present-day relationships between countries and groups?
- What evidence is there to support John A. Macdonald's argument that BC would be better off joining the United States if the transcontinental railway was not built?

**Compare and contrast continuities and changes for different groups at the same time period (continuity and change):**

*Key questions:*

**Curricular Competencies – Elaborations**

- Why did Baldwin and LaFontaine succeed where Mackenzie and Papineau failed?
- To what extent was the Scramble for Africa a time of progress or decline?
- In what ways has the colonization of Canada made life better or worse? And for whom?

**Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence):**

*Sample activities:*

- Make connections between events and their causes, consequences, and implications.
- Compare and contrast the origins, course, and outcomes of two different revolutions.
- Track key developments in Canadian sovereignty and statehood over time, from 1763 to 1931.

*Key questions:*

- Did the 1837–38 rebellions advance the cause of political sovereignty from Britain in Upper and Lower Canada?
- To what extent does the American Civil War still cause tensions between the US southern and northern states?
- To what extent did industrial capacity determine the outcome of conflicts from 1870 to 1918?
- Do economic factors always play key roles in causing revolutions?
- What is the true date of Canadian Confederation? Explain your reasoning.
- What are the most significant reasons for colonial expansion?
- Did the French Revolution result in positive change for the French people? Explain why or why not.
- To what extent did the Russo-Japanese War signal the end of European global hegemony?

**Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective):**

*Sample activities:*

- Examine primary sources (e.g., photographs, newspaper articles, cartoons, speeches) and evaluate what these sources reveal about the worldview and beliefs of the author.
- Compare primary and secondary sources about a controversial historical person.

*Key questions:*

- To what extent do sources like newspaper articles reflect the attitudes of society versus the attitudes of authors?
- What types of sources are best to consult to get a more complete understanding of a particular issue or event?

**Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment):**

*Key questions:*

- Was Louis Riel a patriot or a rebel?
- Did the American Revolution result in freedom, liberty, and happiness for people in the colonies? Explain why or why not.

**Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment):**

*Key questions:*

- What limits should we place on resource-extraction industries?
- Were American and Canadian/British policies toward First Peoples an example of pre-twentieth century genocide?

**Curricular Competencies – Elaborations**

- Was Canada’s participation in World War I justified?
- What key factors influenced decisions about who should have the vote (e.g., why were women given the vote after World War I and First Peoples were not?)?
- Was John A. Macdonald an admirable leader? Explain the reasons for your answer.

**Content – Elaborations**

**political, social, economic, and technological revolutions:**

*Sample topics:*

- American Revolution
- French Revolution
- Industrial Revolution
- Haitian Revolution
- Red River Resistance, Northwest Resistance
- advances in science and technology
- industrialization
- new methods of transportation, including the railway, steamships, cars, and aircraft

**imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world:**

*Sample topics:*

- impact of treaties on First Peoples (e.g., numbered treaties, Vancouver Island treaties)
- impact of the Indian Act, including reservations and the residential school system
- interactions between Europeans and First Peoples
- the Scramble for Africa
- Manifest Destiny in the United States

*Key questions:*

- What were the motivations for imperialism and colonialism during this period?
- What role does imperialism and colonialism from this period have on events in present-day Canada and around the world?

**global demographic shifts, including patterns of migration and population growth:**

*Sample topics:*

- slavery
- disease, poverty, famine, and the search for land
- why immigrants (including East and South Asian immigrants) came to BC and Canada, the individual challenges they faced, and their contributions to BC and Canada
- influences of immigration on Canada’s identity

**Content – Elaborations**

- historical reasons for the immigration of specific cultural groups to Canada (e.g., Irish potato famine, Chinese railway workforce, World War II refugees, underground railroad, Acadians, western settlement campaign, gold rushes)

*Key questions:*

- Did immigrants benefit from emigrating to Canada?
- How did the arrival of new groups of immigrants affect Canadian identity?

**nationalism and the development of modern nation-states, including Canada:**

*Sample topics:*

- Canadian Confederation
- national projects and policies (e.g., the building of the Canadian Pacific Railway, Macdonald's National Policy)
- responsible government
- Tokugawa Shogunate
- Meiji Restoration
- unifications (e.g., Italy, Germany)

*Key questions:*

- Is nationalism a more positive or negative force in the world?
- To what extent does nationalism bring people together or drive them apart?
- What factors influence nationalism and national identity?

**local, regional, and global conflicts:**

*Sample topics:*

- Opium Wars
- Boxer Rebellion
- Boer War
- wars of independence in Latin America
- Armenian genocide
- Chilcotin War
- Fraser Canyon War
- American Civil War
- Franco-Prussian War of 1871
- Russian Revolution
- Crimean War
- Russo-Japanese War
- Chinese Rebellion of 1911
- World War I

**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:**

*Sample topics:*

Content – Elaborations

- Head Tax and other discriminatory immigration policies against people of East and South Asian descent
- *Komagata Maru*
- societal attitudes toward ethnic minorities in Canada (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, Irish famine refugees, African-American slavery refugees)
- discriminatory policies toward First Peoples, such as the Indian Act, potlatch ban, residential schools
- internments
- social history
- gender issues
- suffrage
- labour history, workers' rights
- responses to discrimination in Canada
- Asiatic Exclusion League in BC
- discrimination against German Canadians during World War I

*Key question:*

- How might specific examples of past incidents of inequality (e.g., Head Tax on Chinese immigrants, internment of Japanese Canadians, residential schools, suffrage, discriminatory federal government labour practices related to gender and sexual orientation) be handled today under the Canadian Charter of Rights and Freedoms?

**physiographic features and natural resources in Canada:**

*Sample topic:*

- connections between Canada's natural resources and major economic activities

*Sample activities:*

- Compare and contrast physical features and natural resources in different regions of Canada.
- Role-play negotiations between a wide range of stakeholders involved in the decision to build a new mine or oil pipeline.

*Key questions:*

- What effect has the physical geography of Canada had on Canadian and regional identity?
- What perspectives do different groups (e.g., environmental groups, people employed in the forest industry, First Peoples, urban and rural populations) have on the use of natural resources?