Grade	Year	Big Ideas	Content	Sample Topics/Key Questions	Curricular Competency
(6, 7, 6/7)	A	Economic specialization and trade networks can lead to conflict and cooperation between societies.	Scientific, philosophical, and technological developments	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	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)
		 Complex global problems require international 	 Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration Globalization and economic 	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) Trade, imports and exports, G20 (Group of Twenty), European Union,	 Construct arguments defending the significance of
		cooperation to make difficult choices for the future.(6)	 International cooperation and responses to global issues Roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples 	North American Free Trade Act (NAFTA), currency, tariffs and taxation, and trade imbalances. Environmental issues, human trafficking, child labour, epidemic/pandemic response, fisheries management, resource use and misuse, drug trafficking, and food distribution and famine. United Nations, International Criminal Court, World Trade Organization, international aid, activists, lobby groups, international aid groups and private foundations (Bill & Melinda Gates Foundation.)	individuals/groups, places, events, or developments (significance) • 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)

Economic self-interest can be a significant cause of conflict among peoples and governments.(6)	Economic policies and resource management, including effects on indigenous peoples	Deforestation, mining, oil and gas, fisheries, infrastructure development, relocation of communities.	Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)
	 The urbanization and migration of people Regional and international conflict 	 Land usage, access to water, pollution and waste management, population density, transit and transportation. War, genocide, child soldiers, boundary disputes, religious and ethnic violence, terrorism. 	 Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change) Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
 Media sources can both positively and negatively affect our understanding of important events and issues.(6) 	 Media technologies and coverage of current events 	Ownership of media, propaganda, editorial bias, freedom of the press and social media. How does the media influence public perception of major events? Are some media sources more trustworthy than others? Explain your answer.	 Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)

Grade	Year	Big Ideas	Content	Sample Topics/Key Questions	Curricular Competency
(6, 7, 6/7)	В	Systems of government vary in their respect for human rights and freedoms.	 Different systems of government Global poverty and inequality issues, including class structure and gender. 	Compare characteristics of the federal government in Canada with those of one or more other countries, including: roles and responsibilities of members of government, components of gov., gov. decision-making structures, and electoral processes. Could compare to indigenous government. Treatment of minority population in Canada and in other cultures and societies you have studies (e.g., segregation, assimilation, multiculturalism, residential schools.) Caste system. Unequal distribution of wealth. Corruption. Lack of judicial process. Women's rights and treatment of indigenous people.	 Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence) Develop a plan of action to address a selected problem or issue.
		 Increasingly complex societies required new systems of laws and government. Religious and cultural practices that emerged during this period have endured and continue to influence people. 	 Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas Features and characteristics of civilizations and factors that lead to their rise and fall 	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. 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)	 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) Assess the significance of people, places, events, or developments at particular times and places (significance)
					 Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)

	Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas	Elements of civilizations such as advanced technology, specialized workers, record keeping, complex institutions, major urban centres Representations of the world according to the religions, spiritual beliefs, myths, stories, knowledge, and languages of past civilizations and cultures	 Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance) Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)
Geographic conditionshaped the emerger civilizations.	·	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). 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,	Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)
	 Anthropological origins of humans 	clothing). Create maps to show the key physical environmental characteristics of a selected ancient culture. What types of strategies have different civilizations used to respond to similar challenges imposed by the physical environment? 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.	 Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and

	The shift of early humans from a nomadic hunter-gatherer way of lif to more settled agricultural communities. What advantages dic agriculture have over the huntergather way of life?	aecisions

Grade	Year	Big Ideas	Content	Sample Topics/Key Questions	Curricular Competency
(5 <i>,</i> 5/6)	A	 Natural resources continue to shape the economy and identity of different regions of Canada. 	 Resources and economic development in different regions of Canada 	Use maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coast, mineral resources in the Canadian Shield) What natural resources are most important to the economy of your community?	Develop a plan of action to address a selected problem or issue.
			 First Peoples land ownership and use 	 Treaties, burial grounds, housing, hunting and fishing, land claims. How fair has BC's treaty process been? Explain your answer. 	Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)
		 Complex global problems require international cooperation to make difficult choices for the 	 Globalization and economic interdependence 	 Trade, imports and exports, G20 (Group of Twenty), European Union, North American Free Trade Act (NAFTA), currency, tariffs and taxation, and trade imbalances. 	 Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
		future.	 International cooperation and responses to global issues Roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples 	Environmental issues, human trafficking, child labour, epidemic/pandemic response, fisheries management, resource use and misuse, drug trafficking, and food distribution and famine. United Nations, International Criminal Court, World Trade Organization, international aid, activists, lobby groups, international aid groups and private foundations (Bill & Melinda Gates Foundation.)	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)
		 Economic self-interest can be a significant cause of conflict among peoples and governments. 	 Economic policies and resource management, including effects on indigenous peoples 	 Deforestation, mining, oil and gas, fisheries, infrastructure development, relocation of communities. 	Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)

	 The urbanization and migration of people Regional and international conflict 	Land usage, access to water, pollution and waste management, population density, transit and transportation. War, genocide, child soldiers, boundary disputes, religious and ethnic violence, terrorism.	 Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change) Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
Media source positively and affect our und of important issues.	I negatively and coverage of current derstanding events		Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)

Grade	Year	Big Ideas	Content	Sample Topics/Key Questions	Curricular Competency
(5, 5/6)	В	Canada's policies and treatment of minority peoples have negative and positive legacies.	Past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools and internments	Historical wrongs against East and South Asian immigrants, Indian Act, head Tax on Chinese immigrants, numbered treaties with First Peoples, treatment of Doukhabours, Japanese and German internments, ethnic minorities denied the vote. What type of discrimination have immigrants to Canada faced? What effects did residential schools have on First Nations families and communities?	 Take stakeholders' perspectives on issues, developments, and events by making inference about their beliefs, values, and motivations (perspectives) Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)
			 Human rights and responses to discrimination in Canadian society 	 Canadian Charter of Rights and Freedoms LGBTQ rights and same-sex marriage, gender equality and racism. 	 Make ethical judgment about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)
		 Systems of government vary in their respect for human rights and freedoms. 	Different systems of government	Compare characteristics of the federal government in Canada with those of one or more other countries, including: roles and responsibilities of members of government, components of gov., gov. decision- making structures, and electoral processes. Could compare to indigenous government.	 Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)

	Global poverty and inequality issues, including class structure and gender.	Treatment of minority population in Canada and in other cultures and societies you have studies (e.g., segregation, assimilation, multiculturalism, residential schools.) Caste system. Unequal distribution of wealth. Corruption. Lack of judicial process. Women's rights and treatment of indigenous people.	Develop a plan of action to address a selected problem or issue.
Immigration and multiculturalism continue to shape Canadian society and identity.	 The changing nature of Canadian immigration over time. 	Changing government policies about the origin of immigrants and the number allowed to come to Canada. 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?	 Construct arguments defending the significance of individuals/groups, places, events, and developments.
			 Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
Canadian institutions and government reflect the challenge of our regional diversity.	 Levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding 	Distinguish between the different levels of government I Canada. Summarize the responsibilities of government. Which level of government has the most effect on your daily life?	 Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)
	 Participation and representation in Canada's system of government 	 Representative versus direct democracy, electoral boundaries, political parties, electoral process, alternative voting systems, First Peoples governance. 	

Grade	Year	Big Ideas	Content	Sample Topics/Key Questions	Curricular Competency
(4, 4/5)	A	Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.	 Early contact, trade, cooperation, and conflict between First People and European peoples The fur trade in preconfederation Canada and BC The impact of colonization on First Peoples societies in BC and Canada 	Early explorers: Cabot, Frobisher etc. What motivated explorers and settlers to come to Canada Fur trading companies, Beaver Wars, Simon Fraser. Why were trading posts established in particular locations? Disease and demographics Trade Loss of territory 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)	 Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence) Use Social Studies inquiry process and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
		 Natural resources continue to shape the economy and identity of different regions of Canada. The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada. 	Resources and economic development in different regions of Canada	Use maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coast, mineral resources in the Canadian Shield) What natural resources are most important to the economy of your community?	 Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources, including mass media (evidence) Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place
		 Demographic changes in North America created shifts in economic and political power. 	 Demographic changes in pre-Confederation BC in both First Peoples and non-First Peoples communities 	 Disease European and American settlement and migration Relocation/resettlement of First Peoples 	 Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places (perspectives)

	First Peoples land ownership and use	Treaties, burial grounds, housing, hunting and fishing, land claims. How	
	ownership and use	fair has BC's treaty process been?	
		Explain your answer.	

 Immigration and multiculturalism continue to shape Canadian Society 	discrimination in Canadian society The changing nature of Canadian immigration over time.	Changing government policies about the origin of immigrants and the number allowed to come to Canada. 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?	

Grades	Year	Big Ideas	Content	Sample Topics and Key Questions	Curricular Competency
(3, 3/4)	В	 Learning about indigenous peoples nurtures multicultural awareness and respect for diversity. 	 Aspects of life shared by and common to peoples and cultures Interconnections of cultural and technological innovations of global and local indigenous peoples 	 Family, work, education, and systems of ethics and spirituality Transportation, clothing, pottery, shelters and buildings, navigation, weapons, tools, hunting and fishing techniques, art, music, etc. 	 Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, and events
		 People from diverse cultures and societies share some common experiences and aspects of life. 	 Relationship between humans and their environment Governance and social organization in local and global indigenous societies 	Protocols around the world that acknowledge and respect the land Reshaping of the land for resource exploration and development Organization and techniques of hunting and fishing Consensus, confederacies, Elders, reservations, band councils, traditional leadership	 Ask questions, make inferences and draw conclusions about the content and features of different types of sources (evidence)
		Indigenous knowledge is passed down through oral history, traditions and collective memory	Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures	Tools, earth mounds, petroglyphs, oral stories, sacred or significant places and landforms, weapons	 Explain why people, events, an places are significant to various individuals and groups (significant) Sequence objects, images, and events, and determine continuities and changes between different time periods and places (continuity and change)

BC followed path in becond of Canada	Economic and political factors that influenced the colonization and BC and its entry into Confederation	Gold rush population boom and bust Colonial debt Canadian Confederation Expansion and purchase of Rupert's Land Canadian Pacific Railway Fur Trade	 Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)
	The history of the local community and of local First Peoples communities	Local archives and museums	Make ethical judgment about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

Grades	Year	Big Ideas	Content	Sample Topics and Key Questions	Curricular Competency
(2, 2/3)	A	 Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors 	 Cultural characteristics and ways of life of local First Peoples and global indigenous peoples Interconnections of cultural and technological innovations of global and local indigenous peoples 	 Potential First Peoples and global indigenous people, which could include: Haida, Ainu, Pygmies, Australian Aborigines, Musqueam, etc. World view protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teaching 	 Explain why people, events, and places are significant to various individuals and groups (significant)
		Local actions have global consequences, and global actions have local consequences	 Relationship between people and the environment in different communities Governance and social organization in local and global indigenous societies Diverse features of the environment in other parts of Canada and the world 	 Impact of different economic activities and ways of life on the environment Impact on the environment by small and large communities Impact of recreational activities on the environment Community values regarding conservation and protection of the environment What types of environmental challenges do people face in different communities (e.g., natural disasters, climate change, lack of natural resources?) Climate zones, landforms, bodies of water, plants and animals 	 Recognize the causes and consequences of events, decisions, and developments (cause and consequence.) Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions
		 Individuals have rights and responsibilities as global citizens 	 Rights and responsibilities of individuals regionally and globally Roles and responsibilities of regional governments 	Responsibility to the environment Human rights Connections between your community and communities throughout Canada and around the world Examples of leaders in your community (e.g., mayor, town councilors, chief, Elders, community volunteers) and the placers where they meet Services such as transportation, policing firefighting, bylaw enforcement How are decisions made in your region? Should everyone be responsible for helping others in their community	 Make value judgements about events, decisions, and actions, and suggest lessons that can be learned. (ethical judgement)

Grades	Year	Big Ideas	Content	Sample Topics and Key Questions	Curricular Competency
(1, 1/2)	A	Local actions have global consequences, and global actions have local consequences	 Relationship between people and the environment in different communities Diverse features of the environment in other parts of Canada and the world 	Impact of different economic activities and ways of life on the environment Impact on the environment by small and large communities Impact of recreational activities on the environment Community values regarding conservation and protection of the environment What types of environmental challenges do people face in different communities (e.g., natural disasters, climate change, lack of natural resources?) Climate zones, landforms, bodies of water, plants and animals	Recognize the causes and consequences of events, decisions, and developments (cause and consequence.) Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions
		 Individuals have rights and responsibilities as global citizens 	 Rights and responsibilities of individuals regionally and globally Roles and responsibilities of regional governments 	Responsibility to the environment Human rights Connections between your community and communities throughout Canada and around the world Examples of leaders in your community (e.g., mayor, town councilors, chief, Elders, community volunteers) and the placers where they meet Services such as transportation, policing firefighting, bylaw enforcement How are decisions made in your region? Should everyone be responsible for helping others in their	 Make value judgements about events, decisions, and actions, and suggest lessons that can be learned. (ethical judgement) Identify fair and unfair aspects of events, decisions, and action in their lives and consider appropriate course of action.
		We shape the local environment, and the local environment shapes who we are and how we live	Natural and human – made features of the local environment	community Natural features: mountains, forest, waterways, local plants and animals. Human-made features: buildings, bridges, dams,, dykes	 Explain the significance of personal or local events, objects, people, and places (significance)

Grades	Year	Big Ideas	Content	Sample Topics and Key Questions	Curricular Competency
(1, 1/2)	В	Our rights and responsibilities are important for building strong communities	Characteristics of the local community that provide organization and meet the needs of the community Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture	Local government, public utilities, emergency services, policing, transportation, stores, parks and other recreational areas, financial services 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.) What does your community mean to you? Needs and wants depending on the climate; different goods and services depending on the size of community.	Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions
		 Healthy communities recognize and respect the diversity of individuals and care for the local environment. Canada is made up of many diverse regions and communities. 	 How people's needs and wants are met in communities Relationships between a community and its environment Key events and developments in the local community, and in local First Peoples communities Diverse features of the environment in other 	How do the local environment and culture affect the goods and services available in your community? How people acquire goods and services (e.g., 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 community Natural resource industries. Parks and other natural areas. Population growth and new construction. Water and sewage treatment. How does your community depend on the environment? Community milestones (e.g., the founding community, the opening and closing of local businesses, the construction of new buildings. Celebrations and holidays, Cultural events. Growth and decline of a community. What is the most significant event in your local community's history? Climate zones, landforms, bodies of water, plants and animals	 Explore different perspectives on people, places, issues and events in their lives (perspectives) Make value judgements about events, decisions, and actions, and suggest lessons that can be learned. (ethical judgement) Sequence objects, images and events, and distinguish between what has changed and what has stayed the same (continuity and change) Ask questions, make inferences and draw conclusions about the content and features of different types of sources

Grades	Year	Big Ideas	Content	Sample Topics and Key Questions	Curricular Competency
(K, K/1)	A	Our communities are diverse and made of individuals who have a lot in common	Ways in which individual and families differ and are the same	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 Different types of families and comparison of families in the past and present What is the definition of a family and an individual? What types of roles and responsibilities exist in families?	Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions
		 Stories and traditions about ourselves and our families reflect who we are and where we are from. 	 Personal and family history and traditions 	 Important events in your life (e.g., starting school, losing a tooth, accepting a new baby, getting a new pet or house) Family stories (e.g., immigration to Canada, First Peoples oral histories) Traditions and celebrations Why do people find traditions and celebrations important? 	 Explain the significance of personal or local events, objects, people, and places (significance) Ask questions, make inference, and draw conclusions about the content and features of
		We shape the local environment, and the local environment shapes who we are and how we live	 Diverse cultures, backgrounds, and perspectives within the local and other communities People, places, and events in the local community, and in local First Peoples communities Natural and human – made features of the local environment 	Different languages, customs, art, music, traditions, holidays, food, clothing, and dress People (e.g., political leaders like the mayor or band council.) Places (e.g., school, neighbourhoods, parks.) Events (e.g., new buildings, seasonal changes.) Natural features: mountains, forest, waterways, local plants and animals. Human-made features: buildings, bridges, dams,, dykes	 Identify fair and unfair aspects of events, decisions, and action in their lives and consider appropriate course of action. Explain the significance of personal or local events, objects, people, and places (significance)

community's history?