

Grade: Kindergarten

Economy and Technology

- *identify individual human needs*
- *identify work done in their community*
- *identify examples of technologies used in their lives*

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Governance

- *describe their roles and responsibilities as members of the classroom and school community*
- *identify the purpose of classroom and school expectations*

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Human and Physical Environment

- *identify characteristics of different local environments*
- *demonstrate responsible behaviour in caring for their immediate environment*

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Identity, Society, and Culture

- *demonstrate an awareness of the concept of change*
- *identify groups and places that are part of their lives*
- *identify similarities and differences among families*

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Skills and Processes of Social Studies

- *participate co-operatively in groups*
- *gather information from personal experiences, oral sources, and visual representations*
- *present information using oral or visual representations*

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Grade: 1

Economy and Technology

- describe basic human needs
- identify types of work done by people in their community
- demonstrate awareness of the purpose of money
- describe ways they use technologies

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Governance

- describe their roles, rights, and responsibilities at home and at school
- explain the purpose of classroom and school expectations

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Human and Physical Environment

- recognize maps of Canada
- identify characteristics of different environments
- demonstrate responsible behaviour in caring for their immediate and school environments

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Identity, Society, and Culture

- describe changes that occur in their lives
- explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members
- identify a variety of social structures in which they live, learn, work, and play together
- identify symbols of Canada

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Skills and Processes of Social Studies

- use picture maps to identify familiar locations in the school or community
- participate co-operatively and productively in groups
- gather information from personal experiences, oral sources, and visual representations
- present information using oral, written, or visual representations
- identify strategies to address relevant school-based problems

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Grade: 2

Economy and Technology

- describe work done in the school
- describe the purpose of money
- describe how technology affects individuals and schools

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Governance

- distinguish their roles, rights, and responsibilities within the classroom and school
- describe how decisions are made in groups, the classroom, and the school

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Human and Physical Environment

- locate on a map landforms and bodies of water of local and national significance, including:
 - Pacific Ocean
 - Atlantic Ocean
 - Arctic Ocean
 - Vancouver Island
 - Rocky Mountains
 - locally relevant examples
- describe their responsibility to the local environment
- describe how the physical environment influences human activities

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Identity, Society, and Culture

- identify changes that occur in the school and community throughout the year
- describe ways individuals contribute to a community
- identify factors that influence who they are
- identify significant language and cultural characteristics of Canadian society

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Skills and Processes of Social Studies

- interpret simple maps using cardinal directions, symbols, and simple legends
- create simple maps representing familiar locations
- gather information from a variety of sources for presentation
- present information using oral, written, or visual representations
- select a solution to a classroom or school problem

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Grade: 3

Economy and Technology

- *compare ways in which needs and wants are met in communities*
- *assess how technology affects individuals and communities*

Governance

- *describe how an understanding of personal roles, rights, and responsibilities can affect the well-being of the school and community*
- *summarize the roles and responsibilities of local governments*

Human and Physical Environment

- *locate major landforms and bodies of water in BC and Canada, including:*
 - *St. Lawrence Seaway*
 - *Great Lakes*
 - *Fraser River*
 - *Queen Charlotte Islands*
 - *Canadian Shield*
 - *Hudson Bay*
 - *locally relevant examples*
- *identify characteristics of the provinces and territories of Canada*
- *demonstrate a sense of responsibility for the local environment*
- *describe how the physical environment influenced early settlement in their local community or another community studied*

Identity, Society, and Culture

- *identify changes that can occur in communities over time*
- *describe the importance of communities*
- *identify cultural similarities and differences*
- *identify characteristics of Canadian society*

Skills and Processes of Social Studies

- *apply critical thinking skills – including questioning, predicting, imagining, comparing, classifying, and identifying patterns – to selected problems or issues*
- *identify a variety of symbolic representations*
- *use simple maps to interpret and present information*
- *gather information from a variety of sources*
- *organize information in chronological order*
- *create a presentation on a selected topic*
- *formulate a response to a relevant classroom, school, or community problem or issue*

Grade: 4

Economy and Technology

- *compare bartering and monetary systems of exchange*
- *describe technologies used by Aboriginal people in BC and Canada*
- *analyse factors that influenced early European exploration of North America*
- *describe technologies used in exploration, including:*
 - *transportation*
 - *navigation food*
 - *preservation*
- *describe economic and technological exchanges between explorers and Aboriginal people*

Governance

- *compare governance in Aboriginal cultures with governance in early European settlements in BC and Canada*
- *identify the impact of Canadian governance on Aboriginal people's rights*

Human and Physical Environment

- *use maps and globes to locate*
 - *the world's hemispheres*
 - *the world's continents and oceans*
 - *Aboriginal groups studied*
- *identify the significance of selected place names in BC and Canada*
- *describe Aboriginal peoples' relationship with the land and natural resources*

Identity, Society, and Culture

- *distinguish characteristics of various Aboriginal cultures in BC and Canada*
- *demonstrate knowledge of early European exploration of BC and Canada*
- *identify effects of early contact between Aboriginal societies and European explorers and settlers*

Skills and Processes of Social Studies

- *apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues*
- *use maps and timelines to gather and represent information*
- *gather information from a variety of sources*
- *identify alternative perspectives on a selected event or issue*
- *create a presentation on a selected historical event or topic*
- *formulate strategies to address problems or issues*

Grade: 5

Economy and Technology

- analyse the relationship between the economic development of communities and their available resources
- analyse the development of transportation systems in BC and Canada

Governance

- demonstrate knowledge of how Confederation formed Canada as a nation
- describe levels, responsibilities, and the election of government in Canada
- identify the distinct governance structures of First Nations in Canada

Human and Physical Environment

- describe the major physical regions of Canada
- describe the location of natural resources within BC and Canada, including
 - fish and marine resources
 - forests
 - minerals
 - energy resources
- explain why sustainability is important
- analyse environmental effects of settlement in early BC and Canada

Identity, Society, and Culture

- describe the significance of key events and factors in the development of BC and Canada, including
 - the fur trade
 - the railroad
 - the Fraser/Cariboo gold rush
- assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada
- describe the contributions of significant individuals to the development of Canada's identity

Skills and Processes of Social Studies

- apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues
- use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada
- gather a body of information from a variety of primary and secondary sources
- create a presentation on a selected topic
- defend a position on a selected topic
- implement a plan of action to address a selected school, community, or national problem or issue

Grade: 6

Economy and Technology

- describe the importance of trade for BC and Canada
- analyse the significance of communications technologies in Canada
- evaluate effects of technology on lifestyles and environments
- compare Canada's economy, technology, and quality of life with those in one or more selected countries

Governance

- compare the federal government in Canada with national governments of other countries
- describe key characteristics of the justice system in Canada
- assess equality and fairness in Canada with reference to the *Canadian Charter of Rights and Freedoms*
- compare individual and collective rights and responsibilities in Canada with those in other countries
- describe the role of Canada in the world

Human and Physical Environment

- assess the relationship between cultures and their environments
- describe factors that affect settlement patterns and population distribution in selected countries

Identity, Society, and Culture

- assess diverse concepts of Canadian identity
- compare Canadian society with the society of another country
- relate a society's artistic expression to its culture

Skills and Processes of Social Studies

- apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- interpret graphs, tables, aerial photos, and various types of maps
- evaluate the credibility and reliability of selected sources
- deliver a formal presentation
- implement a plan of action to address a selected local or global problem or issue

Grade: 7

Economy and Technology

- describe various ways ancient peoples exchanged goods and services
- assess ways technological innovations enabled ancient peoples to
 - adapt to and modify their environments
 - satisfy their needs
 - increase exploration and trade
 - develop their cultures
- compare ancient and modern communications media

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Governance

- describe the evolution and purpose of rules, laws, and government in ancient civilizations
- assess how ancient systems of laws and government have contributed to current Canadian political and legal systems

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Human and Physical Environment

- assess how physical environments affected ancient civilizations
- identify the impact of human activity on physical environments in ancient civilizations

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Identity, Society, and Culture

- analyse the concept of civilization as it applies to selected ancient cultures
- analyse social roles within one or more ancient civilizations
- identify influences and contributions of ancient societies to present-day cultures

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Skills and Processes of Social Studies

- apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- use various types of graphs, tables, timelines, and maps to obtain or communicate information
- compile a body of information from a range of sources
- deliver a formal presentation on a selected issue or inquiry using two or more forms of representation
- defend a position on a contemporary or historical issue

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