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</thead>
</table>
| (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 cooperation to make difficult choices for the future. (6) | • Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration  
• Globalization and economic interdependence  
• International cooperation and responses to global issues  
• Roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples | • 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, 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.) | • Construct arguments defending the significance of 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) |
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<thead>
<tr>
<th>Economic self-interest can be a significant cause of conflict among peoples and governments. (6)</th>
<th>Economic policies and resource management, including effects on indigenous peoples</th>
<th>Deforestation, mining, oil and gas, fisheries, infrastructure development, relocation of communities.</th>
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<td>The urbanization and migration of people</td>
<td>Land usage, access to water, pollution and waste management, population density, transit and transportation.</td>
<td>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.</td>
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<tr>
<td>Regional and international conflict</td>
<td>War, genocide, child soldiers, boundary disputes, religious and ethnic violence, terrorism.</td>
<td>Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence).</td>
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<td>Media sources can both positively and negatively affect our understanding of important events and issues. (6)</td>
<td>Media technologies and coverage of current events</td>
<td>Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)</td>
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<tr>
<td>Question and answer process and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</td>
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</table>
| (6, 7, 6/7) | B | • Systems of government vary in their respect for human rights and freedoms.  
| | | • 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.  
| | | • Systems of government  
| | | • Global poverty and inequality issues, including class structure and gender.  
| | | • 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  
| | | • 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.  
| | | • Treatment of minority population in Canada and in other cultures and societies you have studies (e.g., segregation, assimilation, multiculturalism, residential schools.)  
| | | • 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)  
| | | • 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.  
| | | • 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)  

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- Geographic conditions shaped the emergence of civilizations.

- Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas

- Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources

- Anthropological origins of humans

- 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, tsunami, 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, 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.

- 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)

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

- Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and

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

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<th>communicate findings and decisions</th>
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<td>(5, 5/6)</td>
<td>A</td>
<td>• Natural resources continue to shape the economy and identity of different regions of Canada.</td>
<td>• Resources and economic development in different regions of Canada</td>
<td>• 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?</td>
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<td>• Complex global problems require international cooperation to make difficult choices for the future.</td>
<td>• First Peoples land ownership and use</td>
<td>• Treaties, burial grounds, housing, hunting and fishing, land claims. How fair has BC’s treaty process been? Explain your answer.</td>
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<td>• Roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples</td>
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<td>• Economic policies and resource management, including effects on indigenous peoples</td>
<td>• Deforestation, mining, oil and gas, fisheries, infrastructure development, relocation of communities.</td>
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<td>• Media sources can both positively and negatively affect our understanding of important events and issues.</td>
<td>• The urbanization and migration of people</td>
<td>• Land usage, access to water, pollution and waste management, population density, transit and transportation.</td>
<td>• Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)</td>
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<td>• 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.</td>
<td>• Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</td>
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<td>(5, 5/6)</td>
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<td>• Canada’s policies and treatment of minority peoples have negative and positive legacies.</td>
<td>• Past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools and internments</td>
<td>• Historical wrongs against East and South Asian immigrants, Indian Act, head Tax on Chinese immigrants, numbered treaties with First Peoples, treatment of Doukhobours, 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?</td>
<td>• Take stakeholders’ perspectives on issues, developments, and events by making inference about their beliefs, values, and motivations (perspectives)</td>
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<td>• Systems of government vary in their respect for human rights and freedoms.</td>
<td>• Human rights and responses to discrimination in Canadian society</td>
<td>• Canadian Charter of Rights and Freedoms LGBTQ rights and same-sex marriage, gender equality and racism.</td>
<td>• Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)</td>
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<td>• Different systems of government</td>
<td>• Different systems of government</td>
<td>• 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.</td>
<td>• 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)</td>
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<td>• Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)</td>
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<td>Immigration and multiculturalism continue to shape Canadian society and identity.</td>
<td>Global poverty and inequality issues, including class structure and gender.</td>
<td>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.</td>
<td>Develop a plan of action to address a selected problem or issue.</td>
</tr>
<tr>
<td>Canadian institutions and government reflect the challenge of our regional diversity.</td>
<td>The changing nature of Canadian immigration over time.</td>
<td>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?</td>
<td>Construct arguments defending the significance of individuals/groups, places, events, and developments.</td>
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<td>Levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding</td>
<td>Distinguish between the different levels of government in Canada. Summarize the responsibilities of government. Which level of government has the most effect on your daily life?</td>
<td>Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</td>
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<td>Participation and representation in Canada’s system of government</td>
<td>Representitive versus direct democracy, electoral boundaries, political parties, electoral process, alternative voting systems, First Peoples governance.</td>
<td>Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence).</td>
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| (4, 4/5) | A | • Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity.  
• 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.  
• Demographic changes in North America created shifts in economic and political power. | • Early contact, trade, cooperation, and conflict between First People and European peoples  
• The fur trade in pre-confederation Canada and BC  
• The impact of colonization on First Peoples societies in BC and Canada  
• Resources and economic development in different regions of 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)  
• 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? | • 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  
• 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  
• Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places (perspectives) |

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| • 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. |

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<td>(4, 4/5)</td>
<td>B</td>
<td>• Canadian institutions and government reflect the challenge of our regional diversity</td>
<td>• Levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding</td>
<td>• Distinguish between the different levels of government in Canada. Summarize the responsibilities of government. Which level of government has the most effect on your daily life?</td>
<td>• Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)</td>
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<td>• BC followed a unique path in becoming a part of Canada</td>
<td>• Participation and representation in Canada’s system of government</td>
<td>• Representative versus direct democracy, electoral boundaries, political parties, electoral process, alternative voting systems, First Peoples governance.</td>
<td>• Sequence objects, images, and events, and determine continuities and changes between different time periods and places (continuity and change)</td>
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<td>• Canada’s policies and treatment of minority peoples have negative and positive legacies.</td>
<td>• Economic and political factors that influenced the colonization and BC and its entry into Confederation</td>
<td>• Gold rush population boom and bust</td>
<td>• Take stakeholders’ perspectives on issues, developments, and events by making inference about their beliefs, values, and motivations (perspectives)</td>
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<td>• The history of the local community and of local First Peoples communities</td>
<td>• Colonial debt</td>
<td>• 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)</td>
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<td>• Past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools and internments</td>
<td>• Canadian Charter of Rights and Freedoms LGBTQ rights and same-sex marriage, gender equality and racism.</td>
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- Immigration and multiculturalism continue to shape 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?
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<td>(3, 3/4)</td>
<td>A</td>
<td>• Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity. • The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada. • Demographic changes in North America created shifts in economic and political power. • Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors</td>
<td>• Early contact, trade, cooperation, and conflict between First People and European peoples • The fur trade in pre-confederation Canada and BC • The impact of colonization on First Peoples societies in BC and Canada • Demographic changes in pre-Confederation BC in both First Peoples and non-First Peoples communities • Cultural characteristics and ways of life of local First Peoples and global indigenous peoples</td>
<td>• 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? • Trade • More complex political systems • Loss of territory • Impact on language and culture</td>
<td>• 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 • Make value judgments about events, decisions, and actions, and suggest lessons that can be learned (ethical judgment) • Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places (perspectives)</td>
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| (3, 3/4) | B | • 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, and 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) |

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|                         | • BC followed a unique path in becoming a part 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  
• Local archives and museums | • Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)  
• 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) |

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| (2, 2/3) | A | • Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors  
• Local actions have global consequences, and global actions have local consequences  
• Individuals have rights and responsibilities as global citizens | • 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  
• 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  
• Rights and responsibilities of individuals regionally and globally  
• Roles and responsibilities of regional governments | • 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  
• 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  
• 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 places 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 | • Explain why people, events, and places are significant to various individuals and groups (significant)  
• 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  
• Make value judgements about events, decisions, and actions, and suggest lessons that can be learned. (ethical judgement) |

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| (2, 2/3) | B    | • Canada is made up of many diverse regions and communities                                                                                                                                         | • Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture  
• How people’s needs and wants are met in communities                                                                 | • 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.  
• How do the local environment and culture affect the goods and services available in your community?                                                                 | • Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions                                                                                                                                 |
|        |      | • 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  
• Relationship between humans and their environment  
• Governance and social organization in local and global indigenous societies                                                                 | • 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.  
• 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  
• Tools, earth mounds, petroglyphs, oral stories, sacred or significant places and landforms, weapons                                                                 | • 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.                                                                                                     | • Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures                                                                 | • Ask questions, make inferences and draw conclusions about the content and features of different types of sources (evidence)                                                                 | • Sequence objects, images, and events, and explain why some aspects change and others stay the same (continuity and change)                                                                                                                                 |
|        |      | • Indigenous knowledge is passed down through oral history, traditions and collective memory                                                                                                         |                                                                                                                                                                                                 |                                                                                                                                                                                                 |                                                                                                                                                                                                 |

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| (1, 1/2) | A | • Local actions have global consequences, and global actions have local consequences | • Relationship between people and the environment in different communities | • 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 | • Diverse features of the environment in other parts of Canada and the world | • 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 places 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)  
• 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 | • Rights and responsibilities of individuals regionally and globally  
• Roles and responsibilities of regional governments | • Natural and human – made features of the local environment | • Explain the significance of personal or local events, objects, people, and places (significance) |

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| (1, 1/2) | B | • 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. | • How people’s needs and wants are met in communities | • 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 | • 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) |
|        |     | • Canada is made up of many diverse regions and communities. | • Relationships between a community and its environment  
• Key events and developments in the local community, and in local First Peoples communities | • 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? | • 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 (evidence) |

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<td>A</td>
<td>• Our communities are diverse and made of individuals who have a lot in common&lt;br&gt;• Stories and traditions about ourselves and our families reflect who we are and where we are from.&lt;br&gt;• We shape the local environment, and the local environment shapes who we are and how we live</td>
<td>• Ways in which individual and families differ and are the same&lt;br&gt;• Personal and family history and traditions&lt;br&gt;• Diverse cultures, backgrounds, and perspectives within the local and other communities&lt;br&gt;• People, places, and events in the local community, and in local First Peoples communities&lt;br&gt;• Natural and human – made features of the local environment</td>
<td>• 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&lt;br&gt;• Different types of families and comparison of families in the past and present&lt;br&gt;• What is the definition of a family and an individual? What types of roles and responsibilities exist in families?&lt;br&gt;• Important events in your life (e.g., starting school, losing a tooth, accepting a new baby, getting a new pet or house)&lt;br&gt;• Family stories (e.g., immigration to Canada, First Peoples oral histories)&lt;br&gt;• Traditions and celebrations&lt;br&gt;• Why do people find traditions and celebrations important?&lt;br&gt;• Diverse languages, customs, art, music, traditions, holidays, food, clothing, and dress&lt;br&gt;• People (e.g., political leaders like the mayor or band council.) Places (e.g., school, neighbourhoods, parks.) Events (e.g., new buildings, seasonal changes.)&lt;br&gt;• Natural features: mountains, forest, waterways, local plants and animals. Human-made features: buildings, bridges, dams., dykes</td>
<td>• Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions&lt;br&gt;• Explain the significance of personal or local events, objects, people, and places (significance)&lt;br&gt;• Ask questions, make inference, and draw conclusions about the content and features of different types of sources (evidence)&lt;br&gt;• Identify fair and unfair aspects of events, decisions, and action in their lives and consider appropriate course of action.&lt;br&gt;• Explain the significance of personal or local events, objects, people, and places (significance)</td>
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<td>• Our rights and responsibilities are important for building strong communities</td>
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<td>• Identify fair and unfair aspects of events, decisions, and action in their lives and consider appropriate course of action.</td>
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<td>• Healthy communities recognize and respect the diversity of individuals and care for the local environment.</td>
<td>• Rights, roles and responsibilities of individuals and groups</td>
<td>• Rights (e.g., legal rights, UN Convention on the Rights of a Child. Roles (e.g., roles with in a family or on a sports team; roles as a friend, peer, student.) Responsibilities to self, others, and the environment</td>
<td>• Acknowledge different perspectives on people, places, issues, and events in their lives (perspective)</td>
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<td>• Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</td>
<td>• Needs and wants of individuals and families</td>
<td>• Do your rights, roles and responsibilities change between home and school?</td>
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<td>• Roles, rights and responsibilities in the local community</td>
<td>• 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</td>
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<td>• Relationships between a community and its environment</td>
<td>• What is the difference between a need and a want? Do people agree on what are needs and what are wants?</td>
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<td>• Key events and developments in the local community, and in local First Peoples communities</td>
<td>• Individual rights and interests versus the &quot;public interests. Responsibilities to other people and the environment</td>
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<td>• Who gets to make decisions and why? How do decisions affect different people?</td>
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