

Social Studies (K: Knowledge; P: Processes)

K-8 Province Key: **BI: Big Ideas** CC: Curricular Competencies C: Content

Topics	Gr	North American Division	Province:
Culture	5-8	SS.5–8.C.1 K: Explain “culture” as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people. (KM 1.1)	5 BI: Immigration and multiculturalism continue to shape Canadian society and identity. 7 BI: Religious and cultural practices that emerged during the 7th Century have endured and continue to influence people. 8 BI: Contacts and conflicts stimulated significant cultural social, political change. 5-8 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. 5-8 CC: 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. <i>5-C (the development and evolution of Canadian identity over time)</i> <i>7-C (origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas)</i> <i>8-C (interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations)</i>
		SS.5–8.C.2 K: Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance. (KM 1.2) P: Ask and find answers to questions related to culture. (PM 1.1)	5 BI: Immigration and multiculturalism continue to shape Canadian society and identity. 7 BI: Religious and cultural practices that emerged during the 7th century have endured and continue to influence people. 8 BI: Contacts and conflicts between peoples stimulated significant cultural, social, political change. 5-8 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. 5-8 CC: Explain different perspectives on past and present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places. <i>5-C (the development and evolution of Canadian identity over time)</i> <i>7-C (origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas)</i> <i>8-C (interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations)</i>
		SS.5–8.C.3 K: Find evidence(s) of how culture influences the ways in which human groups solve the problems of daily living. (KM 1.3) P: Find, select, organize, and present information	5 BI: Natural resources continue to shape the economy and identity of different regions of Canada. 5 BI: Immigration and multiculturalism continue to shape Canadian society and identity.

	<p>to compare various cultures according to specified aspects of culture, such as institutions, language, religion, and the arts. (PM 1.2)</p>	<p>7BI: Geographic conditions shaped the emergence of civilizations. 7 BI: Religious and cultural practices that emerged during the 7th century have endured and continue to influence people. 8 BI: Contacts and conflicts between peoples stimulated significant cultural, social, political change. 8 BI: Human and environmental factors shape changes in population and living standards. 5-8 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. 5-8 CC: Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences. <i>5-C (the development and evolution of Canadian identity over time)</i> <i>7-C (origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas)</i> <i>8-C (interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations)</i></p>
	<p>SS.5–8.C.4 K: Describe how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture. (KM 1.4) P: Explain how patterns of behavior reflect cultural values and beliefs. (PM 1.5)</p>	<p>5 BI: Canadian institutions and government reflect the challenge of our regional diversity. 5 BI: Immigration and multiculturalism continue to shape Canadian society and identity. 7 BI: Religious and cultural practices that emerged during the 7th century have endured and continue to influence people. 8 BI: Contacts and conflicts between peoples stimulated significant cultural, social, political change. 8 BI: Human and environmental factors shape changes in population and living standards. 5-8 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) 5-8 CC: 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) <i>5-C (the development and evolution of Canadian identity over time)</i> <i>7-C (origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas)</i> <i>8-C (interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations)</i></p>
	<p>SS.5–8.C.5 K: Compare the basic beliefs of the Seventh-day Adventist church with other religions and philosophies.</p>	<p>7 BI: Religious and cultural practices that emerged during this period have endured and continue to influence people. 8 BI: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.</p>

		<p>7-8 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. *see Bible/Encounter curriculum</p>
	<p>SS.5–8.C.6 K: Discern how people learn the elements of their culture through interactions with others, and how people learn of other cultures through communication and study. (KM 1.5) P: Illustrate the value of both cultural unity and diversity, within and across groups. (PM 1.4)</p>	<p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity. 7 BI: Religious and cultural practices that emerged during the 7th century have endured and continue to influence people. 8 BI: Contacts and conflicts between peoples stimulated significant cultural, social, political change.</p> <p>5-8 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) 5-8 CC: 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) 5-8 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance) <i>5-C (the development and evolution of Canadian identity over time)</i> <i>7-C (origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas)</i> <i>8-C (interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations)</i></p>
	<p>SS.5–8.C.7 K: Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity.</p>	<p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity. 7 BI: Religious and cultural practices that emerged during the 7th century have endured and continue to influence people. 8 BI: Contacts and conflicts between peoples stimulated significant cultural, social, political change.</p> <p>5-8 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) 5-8 CC: 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) 5-8 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance) <i>5-C (the development and evolution of Canadian identity over time)</i> <i>7-C (origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas)</i> <i>8-C (interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations)</i></p>

	<p>SS.5–8.C.8</p> <p>K: Prove that culture may change in response to changing needs, concerns, social, political, and geographic conditions. (KM 1.6)</p> <p>P: Draw inferences from data about the ways in which given cultures respond to persistent human issues and how culture influences those responses. (PM 1.7)</p>	<p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity.</p> <p>7 BI: Religious and cultural practices that emerged during the 7th century have endured and continue to influence people.</p> <p>8 BI: Contacts and conflicts between peoples stimulated significant cultural, social, political change.</p> <p>5-8 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</p> <p>5-8 CC: 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)</p> <p>5-8 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)</p> <p>5-8 CC: Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences.</p> <p><i>5-C (the development and evolution of Canadian identity over time)</i></p> <p><i>7-C (origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas)</i></p> <p><i>8-C (interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations)</i></p>
	<p>SS.5–8.C.9</p> <p>K: Explain how people from different cultures develop different values and ways of interpreting experience. (KM 1.7)</p> <p>P: Show how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference. (PM 1.3)</p>	<p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity.</p> <p>5 BI: Canada’s policies for and treatment of minority peoples have negative and positive legacies.</p> <p>7 BI: Religious and cultural practices that emerged during the 7th century have endured and continue to influence people.</p> <p>8 BI: Contacts and conflicts between peoples stimulated significant cultural, social, political change.</p> <p>8 BI: Exploration, expansion, and colonization had varying consequences for different groups.</p> <p>5-8 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</p> <p>5-8 CC: 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)</p> <p>5-8 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)</p> <p>5-6CC: Develop a plan of action to address a selected problem or issue</p>

			<p>7-8CC: Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)</p> <p>5-C (<i>the development and evolution of Canadian identity over time</i>)</p> <p>7-C (<i>origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas</i>)</p> <p>8-C (<i>interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</i>)</p>
		<p>SS.5–8.C.10</p> <p>K: Analyze how language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding. (KM 1.8)</p> <p>P: Illustrate how holding diverse values and beliefs can contribute or pose obstacles to cross-cultural understanding. (PM 1.6)</p>	<p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity.</p> <p>5 BI: Canada’s policies for and treatment of minority peoples have negative and positive legacies.</p> <p>7 BI: Religious and cultural practices that emerged during the 7th century have endured and continue to influence people.</p> <p>8 BI: Contacts and conflicts between peoples stimulated significant cultural, social, political change.</p> <p>8 BI: Exploration, expansion, and colonization had varying consequences for different groups.</p> <p>5-8 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</p> <p>5-8 CC: 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)</p> <p>5-8 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)</p> <p>5-6CC: Develop a plan of action to address a selected problem or issue</p> <p>7-8CC: Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)</p> <p>5-C (<i>the development and evolution of Canadian identity over time</i>)</p> <p>7-C (<i>origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas</i>)</p> <p>8-C (<i>interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</i>)</p>
		<p>SS.5–8.C.11</p> <p>K: Identify the influence of Seventh-day Adventist heritage on culture.</p>	<p>7 BI: Religious and cultural practices that emerged during this period have endured and continue to influence people.</p> <p>8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change.</p> <p>*see Bible/Encounter curriculum</p>
Time, Continuity, and Change	5-8	<p>SS.5–8.TCC.1</p> <p>K: Explain how the study of the past provides a representation of the history of communities,</p>	<p>7 BI: Religious and cultural practices that emerged during the 7th century have endured and continue to influence people.</p>

	<p>nations, and the world. (KM 2.1)</p>	<p>8 BI: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.</p> <p>7-8 CC: 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)</p> <p>7-8 CC: Assess the significance of people, places, events, or developments at particular times and places.</p> <p>7-8 CC: 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.</p>
	<p>SS.5–8.TCC.2</p> <p>K: Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect. (KM 2.2)</p> <p>P: Identify and use a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources. (PM 2.2)</p>	<p>5-6 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</p> <p>5-8 CC: Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</p> <p>7-8 CC: 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)</p>
	<p>SS.5–8.TCC.3</p> <p>K: Cite evidence that learning about the past requires the interpretation of sources and that using varied sources provides the potential for a more balanced interpretive record of the past. (KM 2.3)</p>	<p>5-8 CC: Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence).</p> <p>5-8 CC: Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment).</p>
	<p>SS.5–8.TCC.4</p> <p>K: Using the Bible and the Spirit of Prophecy, trace the great controversy throughout history.</p>	<p>5-6 CC: Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present.</p> <p>7-8 CC: 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).</p> <p>*see Bible/Encounter curriculum</p>
	<p>SS.5–8.TCC.5</p> <p>K: Demonstrate that historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher. (KM 2.4)</p> <p>P: Research and analyze past periods, events and issues, using a variety of primary sources as well as secondary sources; validate and weigh evidence for claims, and evaluate the usefulness and degree of reliability of sources to develop a supportable interpretation. (PM 2.3)</p>	<p>5-8 CC: 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)</p> <p>5-8 CC: Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment).</p>
	<p>SS.5–8.TCC.6</p> <p>K: Analyze key historical periods and patterns of change within and across cultures. (KM 2.5)</p> <p>P: Formulate questions about topics in history,</p>	<p>5-6 CC: Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present.</p>

	<p>predict possible answers, and use historical methods of inquiry and literacy skills to locate, organize, analyze, and interpret sources, and present supported findings. (PM 2.1)</p>	<p>7-8 CC: 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) 5-8 CC: Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)</p>
<p>SS.5–8.TCC.7 K: Discuss the aftermath of the Great Disappointment and the gift of prophecy given to Ellen White.</p>	<p>*see Bible/Encounter curriculum 5-8 CC: 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)</p>	
<p>SS.5–8.TCC.8 K: Outline the origins and influences of social, cultural, political, and economic systems. (KM 2.6)</p>	<p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity. 5 BI: Natural resources continue to shape and economy and identity of different regions of Canada. 6 BI: Economic self-interest can be a significant cause of conflict among peoples and governments. 6 BI: Systems of government vary in their respect for human rights and freedoms. 7 BI: Religious and cultural practices that emerged during the 7th century have endured and continue to influence people. 8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change. 8 BI: Exploration, expansion, and colonization had varying consequences for different groups. 5-8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance). 5-8 CC: 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). 5-8 CC: Determine which causes most influenced particular decisions, actions, or events, and asses their short- and long-term consequences (cause and consequences). <i>5-C (the development and evolution of Canadian identity over time; resources and economic development in different regions of Canada)</i> <i>6-C (different systems of government; global poverty and inequality issues, including class structure and gender; different systems of government)</i> <i>7-C (features and characteristics of civilizations, and factors that led to their rise and fall; anthropological origins of humans)</i> <i>8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization; philosophical and cultural shifts)</i></p>	
<p>SS.5–8.TCC.9 K: Compare and contrast the influences of social, geographic, economic, and cultural factors on the</p>	<p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity.</p>	

	<p>history of local areas, states, nations, and the world. (KM 2.9) P: Evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times. (PM 2.4)</p>	<p>5 BI: Natural resources continue to shape and economy and identity of different regions of Canada. 6 BI: Economic self-interest can be a significant cause of conflict among peoples and governments. 6 BI: Systems of government vary in their respect for human rights and freedoms. 7 BI: Religious and cultural practices that emerged during the 7th century have endured and continue to influence people. 7 BI: Increasingly complex societies required new systems of laws and government. 8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change. 8 BI: Exploration, expansion, and colonization had varying consequences for different groups. 5-8 CC: 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) 5-8 CC: Differentiate between short- and long-term causes, and intended and unintended consequences, or events, decisions, or developments (cause and consequence) <i>5-C (the development and evolution of Canadian identity over time; resources and economic development in different regions of Canada)</i> <i>6-C (different systems of government; global poverty and inequality issues, including class structure and gender; different systems of government)</i> <i>7-C (features and characteristics of civilizations, and factors that led to their rise and fall)</i> <i>8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization; philosophical and cultural shifts)</i></p>
	<p>SS.5–8.TCC.10 K: Identify the accomplishments of Seventh-day Adventists in history.</p>	<p>*see Bible/Encounter curriculum</p>
	<p>SS.5–8.TCC.11 K: Outline the efforts and influence of Seventh-day Adventist missionaries.</p>	<p>*see Bible/Encounter curriculum</p>
	<p>SS.5–8.TCC.12 K: Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present. (KM 2.7) P: Evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times. (PM 2.4)</p>	<p>5-8 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance). 5-6 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) 7-8 CC: 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)</p>
	<p>SS.5–8.TCC.13 K: Investigate the history of democratic ideals and principles and how they are represented in documents, artifacts, and symbols. (KM 2.8) P: Use methods of historical inquiry to make</p>	<p>5 BI: Canada’s policies for and treatment of minority peoples have negative and positive legacies. 6 BI: Systems of government vary in their respect for human rights and freedoms.</p>

		<p>informed decisions as responsible citizens to propose policies and take action on an important current issue. (PM 2.5)</p>	<p>7 BI: Religious and cultural practices that emerged during this period have endured and continue to influence people. 7 BI: Increasingly complex societies required new systems of laws and government. 8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change. 8 BI: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions. 5-8 CC: Asses the significance of people, places, events, or developments at particular times and places. 5-6 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) 7-8 CC: 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) 5-8 CC: 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) <i>5-C (the development and evolution of Canadian identity over time; resources and economic development in different regions of Canada)</i> <i>6-C (different systems of government; global poverty and inequality issues, including class structure and gender; different systems of government)</i> <i>7-C (features and characteristics of civilizations, and factors that led to their rise and fall)</i> <i>8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization; philosophical and cultural shifts)</i></p>
		<p>SS.5–8.TCC.14 K: Study the prophetic outlines of Daniel and the Revelation.</p>	<p>*see Bible/Encounter curriculum</p>
<p>People, Places, and Environments</p>	<p>5-8</p>	<p>SS.5–8.PPE.1 K: Examine how the theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources. (KM 3.1)</p>	<p>5 BI: Natural resources continue to shape the economy and identity of different regions of Canada. 6 BI: Complex global problems require international co-operation to make difficult choices for the future. 7 BI: Geographic conditions shaped the emergence of civilizations. 8 BI: Human and environmental factors shape changes in population and living standards. 5-8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance). 5-8 CC: Determine which causes most influenced particular decisions, actions, or events, and asses their short- and long-term consequences (cause and consequence).</p>

		<p>5-C (resources and economic development in different regions of Canada; First Peoples land ownership and use) 6-C (the urbanization and migration of people) 7-C (human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources) 8-C (interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations; changes in population and living standards)</p>
	<p>SS.5–8.PPE.2 K: Scrutinize the effects of sin on the environment.</p>	<p>*see Bible/Encounter curriculum</p>
	<p>SS.5–8.PPE.3 K: Describe concepts such as: location, region, place, and migration, as well as human and physical systems. (KM 3.2) P: Ask and find answers to geographic questions related to regions, nations, and the world in the past and present. (PM 3.1)</p>	<p>5 BI: Natural resources continue to shape the economy and identity of different regions of Canada. 5 BI: Immigration and multiculturalism continue to shape Canadian society and identity. 7 BI: Geographic conditions shaped the emergence of civilizations. 7 BI: Economic specialization and trade networks can lead to conflict and co-operation between societies. 8 BI: Human and environmental factors shape changes in population and living standards. 5-8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance). 5-8 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. 5-C (resources and economic development in different regions of Canada; First Peoples land ownership and use) 6-C (the urbanization and migration of people) 7-C (human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources) 8-C (interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations; changes in population and living standards)</p>
	<p>SS.5–8.PPE.4 K: Compare and contrast past and present changes in physical systems such as seasons, climate, weather, and the water cycle in both national and global contexts. (KM 3.3) P: Acquire, organize, and analyze information and use geographic tools to draw conclusions about environmental changes. (PM 3.3)</p>	<p>5 BI: Natural resources continue to shape the economy and identity of different regions of Canada. 6 BI: Complex global problems require international co-operation to make difficult choices for the future. 7 BI: Geographic conditions shaped the emergence of civilizations. 8 BI: Human and environmental factors shape changes in population and living standards. 5-8 CC: 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).</p>

		<p>5-8 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>5-8 CC: Determine which cases most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence).</p> <p><i>5-C (resources and economic development in different regions of Canada; First Peoples land ownership and use)</i></p> <p><i>6-C (the urbanization and migration of people)</i></p> <p><i>7-C (human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources)</i></p> <p><i>8-C (interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations; changes in population and living standards)</i></p>
	<p>SS.5–8.PPE.5</p> <p>K: Investigate how the concept of regions identifies the links between people in different locations according to specific criteria. (KM 3.5)</p>	<p>5 BI: Natural resources continue to shape the economy and identity of different regions of Canada.</p> <p>6 BI: Complex global problems require international co-operation to make difficult choices for the future.</p> <p>8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change.</p> <p>5-8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance).</p> <p>5-8 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p><i>5-C (resources and economic development in different regions of Canada)</i></p> <p><i>6-C (regional and international conflict)</i></p> <p><i>8-C (interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations)</i></p>
	<p>SS.5–8.PPE.6</p> <p>K: Illustrate patterns of demographic and political change and cultural diffusion in the past and present. (KM 3.6)</p>	<p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity.</p> <p>6 BI: Geographic conditions shaped the emergence of civilizations.</p> <p>7 BI: Economic specialization and trade networks can lead to conflict and co-operation between societies.</p> <p>8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change.</p> <p>8 BI: Human and environmental factors shape changes in population and living standards.</p> <p>5-8 CC: Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change).</p> <p>5-6 CC: Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present.</p>

		<p>7-8 CC: 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). <i>5-C (the changing nature of Canadian immigration over time)</i> <i>6-C (the urbanization and migration of people)</i> <i>7-C (features and characteristics of civilizations, and factors that led to their rise and fall)</i> <i>8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization; changes in population and living standards)</i></p>
	<p>SS.5–8.PPE.7 K: Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs. (KM 3.8) P: Identify and interpret “push” and “pull” factors involved in the migrations of people in this nation and other parts of the world. (PM 3.5)</p>	<p>5 BI: Canada’s policies for and treatment of minority peoples have negative and positive legacies. 6 BI: Economic self-interest can be a significant cause of conflict among peoples and governments. 7 BI: Economic specialization and trade networks can lead to conflict and co-operation between societies. 8 BI: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions. 8 BI: Economic specialization and trade networks can lead to conflict and co-operation between societies.</p> <p>5-8 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. 5-8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance). 5-8 CC: 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). <i>5-C (the changing nature of Canadian immigration over time)</i> <i>6-C (the urbanization and migration of people)</i> <i>8-C (exploration, expansion, and colonization; philosophical and cultural shifts)</i></p>
	<p>SS.5–8.PPE.8 K: Discuss human modifications of the environment. (KM 3.7) P: Evaluate the consequences of human actions in environmental terms. (PM 3.6)</p>	<p>5 BI: Natural resources continue to shape the economy and identity of different regions of Canada. 7 BI: Geographic conditions shaped the emergence of civilizations. 8 BI: Human and environmental factors shape changes in population and living standards.</p> <p>5-8 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance) 5-6 CC: Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change).</p>

		<p>7-8 CC: 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)</p> <p>5-C (<i>resources and economic development in different regions of Canada</i>)</p> <p>7-C (<i>human responses to particular geographic challenges and opportunities, including climate, landforms, and natural resources</i>)</p> <p>8-C (<i>interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</i>)</p>
	<p>SS.5–8.PPE.9</p> <p>K: Compare and contrast the effects of sin on the environment.</p>	*see Bible/Encounter curriculum
	<p>SS.5–8.PPE.10</p> <p>K: Analyze the roles of different kinds of population centers in a region or nation. (KM 3.4)</p>	<p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity.</p> <p>5 BI: Canadian institutions and government reflect the challenge of our regional diversity.</p> <p>6 BI: Economic self-interest can be a significant cause of conflict among peoples and governments.</p> <p>5-6 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>5-6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)</p> <p>5-C (<i>resources and economic development in different regions of Canada</i>)</p> <p>6-C (<i>the urbanization and migration of people</i>)</p>
	<p>SS.5–8.PPE.11</p> <p>K: Utilize a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments. (KM 3.9)</p> <p>P: Research, organize, analyze, synthesize, and evaluate information from atlases, data bases, grid systems, charts, graphs, maps, geospatial technologies, and other tools to interpret relationships among geographic factors and historic events. (PM 3.2)</p> <p>P: Calculate distance, scale, and area to inform study of historic or current national and global environments. (PM 3.4)</p>	<p>5-8 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>5-6 CC: Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</p> <p>7-8 CC: Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance)</p>
	<p>SS.5–8.PPE.12</p> <p>K: Discuss the Christian’s responsibility for the Earth’s environment and its resources.</p>	<p>5-6 CC: 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)</p> <p>7-8 CC: Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)</p> <p>7-C (<i>human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources</i>)</p> <p>8-C (<i>interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</i>)</p>

			*see Bible/Encounter curriculum
Individual Development and Identity	5-8	SS.5–8.IDI.1 K: Elaborate on how the study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time. (KM 4.1)	**see Physical & Health Education/Career Education Curriculum
		SS.5–8.IDI.2 K: Achieve a balance in work and leisure which encompasses physical, mental, emotional, social and spiritual activities.	**see Physical & Health Education/Career Education Curriculum
		SS.5–8.IDI.3 K: Define and describe concepts such as development, change, personality, learning, individual, family, groups, motivation, and perception. (KM 4.2) P: Ask and find answers to questions about how individual identity forms and changes. (PM 4.1) P: Examine the relationship between individual identity and social, cultural, and historical contexts. (PM 4.2)	5-8 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. 5-8 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance). **see Physical & Health Education/Career Education Curriculum
		SS.5–8.IDI.4 K: Analyze how factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity. (KM 4.3)	5-8 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. 5-8 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance). **see Physical & Health Education/Career Education Curriculum
		SS.5–8.IDI.5 K: Recognize the role of useful work in personal development and maintaining self-worth. P: Describe ways in which family, gender, ethnicity, nationality, and institutional affiliations contribute to individual development and personal identity. (PM 4.3)	5-8 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. 5-8 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance). **see Physical & Health Education/Career Education Curriculum
		SS.5–8.IDI.6 K: Determine how personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity. (KM 4.4)	5 BI: Immigration and multiculturalism continue to shape Canadian society and identity. 6 BI: Media sources can both positively and negatively affect our understanding of important events and issues. 7 BI: Religious and cultural practices that emerged during the 7th century have endured and continue to influence people. 8 BI: Human and environmental factors shape changes in population and living standards. 5-8 CC: 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) 5-8 CC: Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence). 5-8 CC: Make ethical judgments about past events, decisions, or actions, and assess the limitations of

		<p>drawing direct lessons from the past/assess appropriate ways to respond (ethical judgment). <i>5-C (the development and evolution of Canadian identity over time)</i> <i>6-C (media technologies and coverage of current events)</i> <i>7-C (origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas)</i> <i>8-C (Philosophical and cultural shifts; social, political, and economic systems and structures, including those of at least one indigenous civilization)</i> **see Physical & Health Education/Career Education Curriculum</p>
	SS.5–8.IDI.7 K: Embrace and cultivate a personal relationship with Christ. P: Examine the impact of conformity and altruism on identity. (PM 4.4)	*see Bible/Encounter curriculum
	SS.5–8.IDI.8 K: Discuss how individuals’ choices influence identity and development. (KM 4.5)	5 BI: Immigration and multiculturalism continue to shape Canadian society and identity. 6 BI: Media sources can both positively and negatively affect our understanding of important events and issues. 7 BI: Religious and cultural practices that emerged during the 7th century have endured and continue to influence people. 8 BI: Human and environmental factors shape changes in population and living standards. 5-8 CC: 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) 5-8 CC: Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence). 5-8 CC: Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past/assess appropriate ways to respond (ethical judgment). <i>5-C (the development and evolution of Canadian identity over time)</i> <i>6-C (media technologies and coverage of current events)</i> <i>7-C (origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas)</i> <i>8-C (Philosophical and cultural shifts; social, political, and economic systems and structures, including those of at least one indigenous civilization)</i> *see Bible/Encounter curriculum **see Physical & Health Education/Career Education Curriculum
	SS.5–8.IDI.9	*see Bible/Encounter curriculum **see Physical & Health Education/Career Education Curriculum

	<p>K: Identify the qualities that make individuals unique and equip them for a place in God’s overall plan. P: Identify the relationship between individual qualities and career or professional choices. (PM 4.7)</p>	
	<p>SS.5–8.IDI.10 K: Justify that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes. (KM 4.6) P: Identify biases that can influence a person’s perceptions of other individuals including individuals belonging to groups with different physical, social, or cultural characteristics. (PM 4.5)</p>	<p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity. 6 BI: Media sources can both positively and negatively affect our understanding of important events and issues. 7 BI: Religious and cultural practices that emerged during the 7th century have endured and continue to influence people. 8 BI: Human and environmental factors shape changes in population and living standards. 5-8 CC: 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) 5-8 CC: Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence). 5-8 CC: Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past/assess appropriate ways to respond (ethical judgment). 5-C (the development and evolution of Canadian identity over time) 6-C (media technologies and coverage of current events) 7-C (origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas) 8-C (Philosophical and cultural shifts; social, political, and economic systems and structures, including those of at least one indigenous civilization) *see Bible/Encounter curriculum **see Physical & Health Education/Career Education Curriculum</p>
	<p>SS.5–8.IDI.11 K: Develop a respect for others including senior citizens and individuals with disabilities. P: Describe the influence of perception, attitudes, values, and beliefs on identity and the interactions of peoples across time and space. (PM 4.6)</p>	<p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity. 6 BI: Media sources can both positively and negatively affect our understanding of important events and issues. 7 BI: Religious and cultural practices that emerged during the 7th century have endured and continue to influence people. 8 BI: Human and environmental factors shape changes in population and living standards. 5-8 CC: 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)</p>

			<p>5-8 CC: Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence).</p> <p><i>5-C (the development and evolution of Canadian identity over time)</i></p> <p><i>6-C (media technologies and coverage of current events)</i></p> <p><i>7-C (origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas)</i></p> <p><i>8-C (Philosophical and cultural shifts; social, political, and economic systems and structures, including those of at least one indigenous civilization)</i></p> <p>*see Bible/Encounter curriculum</p> <p>**see Physical & Health Education/Career Education Curriculum</p>
Individual, Groups, and Institutions	5-8	<p>SS.5–8.IGI.1</p> <p>K: Explain how this theme helps us know how individuals are members of groups and institutions and influence and shape those groups and institutions. (KM 5.1)</p>	<p>5 BI: Canadian institutions and government reflect the challenge of our regional diversity.</p> <p>6 BI: Systems of government vary in their respect for human rights and freedoms.</p> <p>7 BI: Increasingly complex societies required new systems of laws and government.</p> <p>8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change.</p> <p>5-6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance).</p> <p>7-8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance).</p> <p>5-8 CC: 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).</p> <p><i>5-C (First Peoples land ownership and use; participation and representation in Canada’s system of government; the development and evolution of Canadian identity over time)</i></p> <p><i>6-C (roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples)</i></p> <p><i>7-C (features and characteristics of civilizations, and factors that led to their rise and fall; social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas)</i></p> <p><i>8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization; philosophical and cultural shifts)</i></p>
		<p>SS.5–8.IGI.2</p> <p>K: Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender. (KM 5.2)</p>	<p>5 BI: Canadian institutions and government reflect the challenge of our regional diversity.</p> <p>6 BI: Systems of government vary in their respect for human rights and freedoms.</p> <p>7 BI: Increasingly complex societies required new systems of laws and government.</p>

	<p>P: Investigate the roles of individuals, groups and institutions, and the various forms that groups and institutions take. (PM 4.1)</p> <p>P: Gather information about groups and institutions using such tools as surveys and interviews. (PM 4.8)</p>	<p>8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change.</p> <p>5-6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance).</p> <p>7-8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance).</p> <p>5-8 CC: 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).</p> <p><i>5-C (First Peoples land ownership and use; participation and representation in Canada’s system of government; the development and evolution of Canadian identity over time)</i></p> <p><i>6-C (roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples)</i></p> <p><i>7-C (features and characteristics of civilizations, and factors that led to their rise and fall; social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas)</i></p> <p><i>8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization; philosophical and cultural shifts)</i></p>
	<p>SS.5–8.IGI.3</p> <p>K: Determine how institutions are created to respond to changing individual and group needs. (KM 5.3)</p>	<p>5 BI: Canadian institutions and government reflect the challenge of our regional diversity.</p> <p>6 BI: Systems of government vary in their respect for human rights and freedoms.</p> <p>7 BI: Increasingly complex societies required new systems of laws and government.</p> <p>8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change.</p> <p>5-6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance).</p> <p>7-8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance).</p> <p>5-8 CC: 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).</p> <p><i>5-C (First Peoples land ownership and use; participation and representation in Canada’s system of government; the development and evolution of Canadian identity over time)</i></p> <p><i>6-C (roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples)</i></p> <p><i>7-C (features and characteristics of civilizations, and factors that led to their rise and fall; social, political,</i></p>

		<p><i>legal, governmental, and economic systems and structures, including at least one indigenous to the Americas)</i></p> <p><i>8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization; philosophical and cultural shifts)</i></p>
	<p>SS.5–8.IGI.4</p> <p>K: Identify ways that Seventh-day Adventist organizations work to improve life in communities.</p> <p>P: Scrutinize conflicts between expressions of individuality and group conformity. (PM 4.5)</p>	<p>8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change.</p> <p>*see Bible/Encounter curriculum</p>
	<p>SS.5–8.IGI.5</p> <p>K: Express ways in which young people are socialized which include similarities as well as differences across cultures. (KM 5.4)</p> <p>P: Analyze the effects of interactions between and among individuals, groups, and institutions. (PM 4.2)</p>	<p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity.</p> <p>6 BI: Complex global problems require international co-operation to make difficult choices for the future.</p> <p>7 BI: Religious and cultural practices that emerged during this period have endured and continue to influence people.</p> <p>8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change.</p> <p>5-8 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>5-8 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).</p> <p><i>5-C (the development and evolution of Canadian identity over time)</i></p> <p><i>6-C (the urbanization and migration of people; roles of individuals, governmental organizations, and NOGs, including groups representing indigenous peoples)</i></p> <p><i>7-C (social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas)</i></p> <p><i>8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization; interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations)</i></p>
	<p>SS.5–8.IGI.6</p> <p>K: Investigate how groups and institutions change over time. (KM 5.5)</p>	<p>5 BI: Canadian institutions and government reflect the challenge of our regional diversity.</p> <p>7 BI: Increasingly complex societies required new systems of laws and government.</p> <p>8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change.</p> <p>8 BI: Human and environmental factors shape changes in population and living standards.</p> <p>8 BI: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.</p>

		<p>5-6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance).</p> <p>7-8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance).</p> <p>5-8 CC: 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).</p> <p><i>5-C (First Peoples land ownership and use; participation and representation in Canada’s system of government; the development and evolution of Canadian identity over time)</i></p> <p><i>6-C (roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples)</i></p> <p><i>7-C (features and characteristics of civilizations, and factors that led to their rise and fall; social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas)</i></p> <p><i>8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization; philosophical and cultural shifts; changes in population and living standards)</i></p>
	<p>SS.5–8.IGI.7</p> <p>K: Assess how cultural diffusion occurs when groups migrate. (KM 5.6)</p> <p>P: Analyze the role of institutions in furthering both continuity and change. (PM 4.6)</p>	<p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity.</p> <p>6 BI: Complex global problems require international co-operation to make difficult choices for the future.</p> <p>7 BI: Increasingly complex societies required new systems of laws and government.</p> <p>8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change.</p> <p>8 BI: Human and environmental factors shape changes in population and living standards.</p> <p>8 BI: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.</p> <p>5-6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance).</p> <p>7-8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance).</p> <p>5-8 CC: 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).</p> <p><i>5-C (First Peoples land ownership and use; the changing nature of Canadian immigration over time; the development and evolution of Canadian identity over time)</i></p>

		<p>6-C (the urbanization and migration of people) 7-C (features and characteristics of civilizations, and factors that led to their rise and fall; social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas) 8-C (interactions and exchanges of resources, ideas, art, and culture between and among different civilizations; philosophical and cultural shifts; exploration, expansion, and colonization)</p>
	<p>SS.5–8.IGI.8 K: Discuss the influence of women and ethnic groups in the growth of the Seventh-day Adventist church.</p>	<p>6 BI: Systems of government vary in their respect for human rights and freedoms. *see Bible/Encounter curriculum</p>
	<p>SS.5–8.IGI.9 K: Demonstrate how institutions may promote or undermine social conformity. (KM 5.7) P: Provide examples of tensions between belief systems and governmental actions and policies. (PM 4.4)</p>	<p>5 BI: Canada’s policies for and treatment of minority peoples have negative and positive legacies. 6 BI: Systems of government vary in their respect for human rights and freedoms. 7 BI: Increasingly complex societies required new systems of laws and government. 8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change. 8 BI: Human and environmental factors shape changes in population and living standards. 8 BI: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions. 5-6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance). 7-8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance). 5-8 CC: 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). 5-C (First Peoples land ownership and use; participation and representation in Canada’s system of government; the development and evolution of Canadian identity over time) 6-C (roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples) 7-C (features and characteristics of civilizations, and factors that led to their rise and fall; social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas) 8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization; philosophical and cultural shifts; changes in population and living standards)</p>

	<p>SS.5–8.IGI.10</p> <p>K: Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result. (KM 5.8)</p> <p>P: Identify and analyze the impact of tensions between and among individuals, groups, and institutions. (PM 4.3)</p>	<p>5 BI: Canada’s policies for and treatment of minority peoples have negative and positive legacies.</p> <p>5 BI: Canadian institutions and government reflect the challenge of our regional diversity.</p> <p>6 BI: Systems of government vary in their respect for human rights and freedoms.</p> <p>7 BI: Increasingly complex societies required new systems of laws and government.</p> <p>8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change.</p> <p>8 BI: Human and environmental factors shape changes in population and living standards.</p> <p>8 BI: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.</p> <p>5-6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance).</p> <p>7-8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance).</p> <p>5-8 CC: 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).</p> <p><i>5-C (First Peoples land ownership and use; participation and representation in Canada’s system of government; the development and evolution of Canadian identity over time)</i></p> <p><i>6-C (roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples)</i></p> <p><i>7-C (features and characteristics of civilizations, and factors that led to their rise and fall; social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas)</i></p> <p><i>8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization; philosophical and cultural shifts; changes in population and living standards)</i></p>
	<p>SS.5–8.IGI.11</p> <p>K: Critique how groups and institutions influence culture in a variety of ways. (KM 5.9)</p> <p>P: Evaluate how groups and institutions work to meet individual needs and promote or fail to promote the common good. (PM 4.7)</p>	<p>5 BI: Canadian institutions and government reflect the challenge of our regional diversity.</p> <p>6 BI: Systems of government vary in their respect for human rights and freedoms.</p> <p>7 BI: Increasingly complex societies required new systems of laws and government.</p> <p>8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change.</p> <p>5-6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance).</p>

		<p>7-8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance).</p> <p>5-8 CC: 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).</p> <p><i>5-C (First Peoples land ownership and use; participation and representation in Canada’s system of government; the development and evolution of Canadian identity over time)</i></p> <p><i>6-C (roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples)</i></p> <p><i>7-C (features and characteristics of civilizations, and factors that led to their rise and fall; social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas)</i></p> <p><i>8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization; philosophical and cultural shifts)</i></p>	<p>7-8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance).</p> <p>5-8 CC: 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).</p> <p><i>5-C (First Peoples land ownership and use; participation and representation in Canada’s system of government; the development and evolution of Canadian identity over time)</i></p> <p><i>6-C (roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples)</i></p> <p><i>7-C (features and characteristics of civilizations, and factors that led to their rise and fall; social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas)</i></p> <p><i>8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization; philosophical and cultural shifts)</i></p>
		<p>SS.5–8.IGI.12</p> <p>K: Participate in age-appropriate outreach and service projects.</p>	<p>5-6CC: Develop a plan of action to address a selected problem or issue</p> <p>*see Bible/Encounter curriculum</p>
<p>Power, Authority, and Governance</p> <p>*applied to CANADIAN government</p>	<p>5-8</p>	<p>SS.5–8.PAG.1</p> <p>K: Cite rights that are guaranteed in the U.S. Constitution, the supreme law of the land. (KM 6.1)</p>	<p>5 BI: Canadian institutions and government reflect the challenge of our regional diversity.</p> <p>5 BI: Canada’s policies for and treatment of minority peoples have negative and positive legacies.</p> <p>6 BI: Systems of government vary in their respect for human rights and freedoms.</p> <p>5-6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)</p> <p><i>5-C (human rights and responses to discrimination in Canadian society; participation and representation in Canada’s system of government)</i></p> <p><i>6-C (global poverty and inequality issues, including class structure and gender; roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples)</i></p>
		<p>SS.5–8.PAG.2</p> <p>K: Compare the constitution of a country to the Ten Commandments.</p>	<p><i>5-C (participation and representation in Canada’s system of government)</i></p> <p><i>6-C (different systems of government)</i></p>
		<p>SS.5–8.PAG.3</p> <p>K: Discuss ideas that are the foundation of American constitutional democracy including those of the U. S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism. (KM 6.2)</p>	<p>5 BI: Canadian institutions and government reflect the challenge of our regional diversity.</p> <p>5 BI: Canada’s policies for and treatment of minority peoples have negative and positive legacies.</p> <p>6 BI: Systems of government vary in their respect for human rights and freedoms.</p> <p>5-6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)</p>

			<p>5-6 CC: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).</p> <p>5-6 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p><i>5-C (human rights and responses to discrimination in Canadian society; participation and representation in Canada's system of government)</i></p> <p><i>6-C (global poverty and inequality issues, including class structure and gender; roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples)</i></p>
		<p>SS.5–8.PAG.4</p> <p>K: Evaluate fundamental values of constitutional democracy. (KM 6.3)</p> <p>P: Ask and find answers to questions about power, authority, and governance in the region, nation, and world. (PM 6.1)</p> <p>P: Examine persistent issues involving the rights of individuals and groups in relation to the general welfare. (PM 6.2)</p>	<p>5 BI: Canadian institutions and government reflect the challenge of our regional diversity.</p> <p>5 BI: Canada's policies for and treatment of minority peoples have negative and positive legacies.</p> <p>6 BI: Systems of government vary in their respect for human rights and freedoms.</p> <p>5-6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)</p> <p>5-6 CC: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).</p> <p>5-6 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p><i>5-C (human rights and responses to discrimination in Canadian society; participation and representation in Canada's system of government)</i></p> <p><i>6-C (roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples; different systems of government)</i></p>
		<p>SS.5–8.PAG.5</p> <p>K: Research and debate the ideologies and structures of political systems that differ from those of the United States. (KM 6.4)</p> <p>P: Compare and analyze the ways in which groups and nations respond to the richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity. (PM 6.3)</p>	<p>5 BI: Canadian institutions and government reflect the challenge of our regional diversity.</p> <p>5 BI: Canada's policies for and treatment of minority peoples have negative and positive legacies.</p> <p>6 BI: Systems of government vary in their respect for human rights and freedoms.</p> <p>5-6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)</p> <p>5-6 CC: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).</p> <p>5-6 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>5-6 CC: 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)</p>

			<p><i>5-C (human rights and responses to discrimination in Canadian society; participation and representation in Canada's system of government)</i></p> <p><i>6-C (roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples; different systems of government)</i></p>
		<p>SS.5–8.PAG.6</p> <p>K: Exhibit tolerance and respect for individuals with different beliefs and viewpoints.</p>	<p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity.</p> <p>6 BI: Systems of government vary in their respect for human rights and freedoms.</p> <p>7 BI: Increasingly complex societies required new systems of laws and government.</p> <p>8 BI: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.</p> <p>5-8 CC: 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).</p> <p>5-8 CC: 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).</p> <p><i>5-C (human rights and responses to discrimination in Canadian society)</i></p> <p><i>6-C (roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples)</i></p> <p><i>7-C (origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas)</i></p> <p><i>8-C (changes in population and living standards; interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations)</i></p>
		<p>SS.5–8.PAG.7</p> <p>K: Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security. (KM 6.5)</p> <p>P: Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations. (PM 6.4)</p> <p>P: Evaluate the role of technology as it contributes to conflict and cooperation among nations and groups and as it contributes to or detracts from systems of power, authority, and governance. (PM 6.5)</p>	<p>5 BI: Canadian institutions and government reflect the challenge of our regional diversity.</p> <p>6 BI: Complex global problems require international co-operation to make difficult choices for the future.</p> <p>6 BI: Media sources can both positively and negatively affect our understanding of important events and issues.</p> <p>7 BI: Increasingly complex societies required new systems of laws and government.</p> <p>8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change.</p> <p>5-8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance).</p> <p>5-8 CC: Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance).</p>

			<p>5-8 CC: Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence).</p> <p>5-8 CC: Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)</p> <p>5-8 CC: 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).</p> <p><i>5-C (First peoples land ownership and use; human rights and responses to discrimination in Canadian society)</i></p> <p><i>6-C (media technologies and coverage of current events; regional and international conflict; roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples)</i></p> <p><i>7-C (social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas)</i></p> <p><i>8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization)</i></p>
		SS.5–8.PAG.8 K: Describe the structure and organization of the Seventh-day Adventist church.	*see Bible/Encounter curriculum
		SS.5–8.PAG.9 K: Identify how God has ultimate control and protection over human affairs and discuss the ways He has led in the past.	<p>5-6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance).</p> <p>7-8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance).</p> <p>*see Bible/Encounter curriculum</p>
Production, Distribution, and Consumption	5-8	SS.5–8.PDC.1 K: Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources. (KM 7.1) P: Analyze methods for allocating scarce goods and services at the state, national, and global levels, and describe the possible impacts of these choices. (PM 7.3)	<p>5 BI: Natural resources continue to shape the economy and identity of different regions of Canada.</p> <p>6 BI: Complex global problems require international co-operation to make difficult choices for the future.</p> <p>5-6 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>5-6 CC: Develop a plan of action to address a selected problem or issue.</p> <p>5-6 CC: Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence).</p> <p><i>5-C (resources and economic development in different regions of Canada)</i></p> <p><i>6-C (economic policies and resource management, including effects on indigenous peoples; globalization and economic interdependence)</i></p>
		SS.5–8.PDC.2 K: Examine the efforts of the Seventh-day Adventist church to alleviate social problems.	<p>5-6 CC: Develop a plan of action to address a selected problem or issue.</p> <p><i>5-C (resources and economic development in different regions of Canada)</i></p>

		<p><i>6-C (economic policies and resource management, including effects on indigenous peoples; globalization and economic interdependence)</i> *see Bible/Encounter curriculum</p>
	<p>SS.5–8.PDC.3 K: Compare and contrast how choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative. (KM 7.2)</p>	<p>5 BI: Natural resources continue to shape the economy and identity of different regions of Canada. 6 BI: Complex global problems require international co-operation to make difficult choices for the future.</p> <p>5-6 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. 5-6 CC: Develop a plan of action to address a selected problem or issue. 5-6 CC: Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence). <i>5-C (resources and economic development in different regions of Canada)</i> <i>6-C (economic policies and resource management, including effects on indigenous peoples; globalization and economic interdependence)</i></p>
	<p>SS.5–8.PDC.4 K: Evaluate how the economic choices that people make have both present and future consequences. (KM 7.3)</p>	<p>5 BI: Natural resources continue to shape the economy and identity of different regions of Canada. 6 BI: Complex global problems require international co-operation to make difficult choices for the future.</p> <p>5-6 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. 5-6 CC: Develop a plan of action to address a selected problem or issue. 5-6 CC: Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence). <i>5-C (resources and economic development in different regions of Canada)</i> <i>6-C (economic policies and resource management, including effects on indigenous peoples; globalization and economic interdependence)</i></p>
	<p>SS.5–8.PDC.5 K: Justify how economic incentives affect people’s behavior and may be regulated by rules or laws. (KM 7.4) P: Compare an individual’s economic decisions with those of others, and consider the wider consequences of those decisions for groups, communities, the nation, and beyond. (PM 7.2)</p>	<p>5 BI: Natural resources continue to shape the economy and identity of different regions of Canada. 6 BI: Complex global problems require international co-operation to make difficult choices for the future.</p> <p>5-6 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. 5-6 CC: Develop a plan of action to address a selected problem or issue. 5-6 CC: Differentiate between intended and unintended consequences of events, decisions, or</p>

		<p>developments, and speculate about alternative outcomes (cause and consequence).</p> <p>5-6 CC: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).</p> <p><i>5-C (resources and economic development in different regions of Canada)</i></p> <p><i>6-C (economic policies and resource management, including effects on indigenous peoples; globalization and economic interdependence)</i></p>
	<p>SS.5–8.PDC.6</p> <p>K: Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases.</p>	<p>5-6 CC: Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)</p> <p>*see Bible/Encounter curriculum</p> <p>**see Physical & Health Education/Career Education curriculum</p>
	<p>SS.5–8.PDC.7</p> <p>K: Illustrate how banks and other financial institutions channel funds from savers to borrowers and investors. (KM 7.5)</p> <p>P: Describe the role that financial institutions play among savers, borrowers, and investors. (PM 7.4)</p>	<p>5-6 CC: Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)</p> <p>5-6 CC: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</p> <p>*see Career Education curriculum</p>
	<p>SS.5–8.PDC.8</p> <p>K: Explain the economic gains that result from specialization and exchange as well as the trade-offs. (KM 7.6)</p> <p>P: Gather and analyze data on economic issues, and use critical thinking in making recommendations on economic policies. (PM 7.6)</p>	<p>6 BI: Economic self-interest can be a significant cause of conflict among peoples and governments.</p> <p>7 BI: Economic specialization and trade networks can lead to conflict and co-operation between societies.</p> <p>6-7 CC: Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)</p> <p>6-7 CC: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</p> <p><i>6-C (economic policies and resource management, including effects on indigenous peoples)</i></p> <p><i>7-C (interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration; social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas)</i></p>
	<p>SS.5–8.PDC.9</p> <p>K: Interpret how markets bring buyers and sellers together to exchange goods and services. (KM 7.7)</p>	<p>6 BI: Economic self-interest can be a significant cause of conflict among peoples and governments.</p> <p>7 BI: Economic specialization and trade networks can lead to conflict and co-operation between societies.</p> <p>6-7 CC: Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)</p> <p>6-7 CC: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</p>

			<p>6-C (economic policies and resource management, including effects on indigenous peoples; globalization and economic interdependence)</p> <p>7-C (interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration; social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas)</p>
		<p>SS.5–8.PDC.10</p> <p>K: Evaluate how goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption. (KM 7.8)</p> <p>P: Investigate the production and distribution of goods and services in the state, nation, and in a global context. (PM 7.1)</p>	<p>6 BI: Economic self-interest can be a significant cause of conflict among peoples and governments.</p> <p>7 BI: Economic specialization and trade networks can lead to conflict and co-operation between societies.</p> <p>6-7 CC: Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)</p> <p>6-7 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</p> <p>6-C (economic policies and resource management, including effects on indigenous peoples; globalization and economic interdependence)</p> <p>7-C (interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration; social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas)</p>
		<p>SS.5–8.PDC.11</p> <p>K: Analyze how levels of income, employment, and prices are determined by the interaction of households, firms, and the government. (KM 7.9)</p> <p>P: Estimate the effects of inflation on future earnings based on current plans for education, training, and career options. (PM 7.5)</p>	<p>6 BI: Economic self-interest can be a significant cause of conflict among peoples and governments.</p> <p>7 BI: Economic specialization and trade networks can lead to conflict and co-operation between societies.</p> <p>6-7 CC: Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)</p> <p>6-7 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</p> <p>6-C (economic policies and resource management, including effects on indigenous peoples; globalization and economic interdependence)</p> <p>7-C (interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration; social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas)</p>
Science, Technology, and Society	5-8	<p>SS.5–8.STS.1</p> <p>K: Discuss how science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks. (KM 8.1)</p>	<p>8 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>8-C (scientific and technological innovations)</p> <p>***See Science Curriculum</p>

	<p>SS.5–8.STS.2 K: Develop a logical argument that there are gaps in access to science and technology around the world. (KM 8.10) P: Select, organize, evaluate, and communicate information about the impact of science or technology on a society today or in the past. (PM 8.5)</p>	<p>8 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. 8-C (scientific and technological innovations) ***See Science Curriculum</p>
<p>SS.5–8.STS.3 K: Investigate how society often turns to science and technology to solve problems. (KM 8.2)</p>	<p>8 BI: Human and environmental factors shape changes in population and living standards. 8 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. 8-C (scientific and technological innovations) ***See Science Curriculum</p>	
<p>SS.5–8.STS.4 K: Give evidence of how our lives today are media and technology dependent. (KM 8.3)</p>	<p>6 BI: Media sources can both positively and negatively affect our understanding of important events and issues. 6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance). 6-C (media technologies and coverage of current events)</p>	
<p>SS.5–8.STS.5 K: Compare and contrast how science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present. (KM 8.4) P: Ask and find answers to questions about the ways in which science and technology affect people’s lives today in different places, and have done so in the past. (PM 8.1)</p>	<p>8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change. 8 BI: Human and environmental factors shape changes in population and living standards. 8 CC: Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence). 8 CC: 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). 8-C (scientific and technological innovations) ***See Science Curriculum</p>	
<p>SS.5–8.STS.6 K: Understand the healthy benefits of time management and practice self–control when using technology.</p>	<p>**see Physical & Health Education/Career Education Curriculum</p>	
<p>SS.5–8.STS.7 K: Analyze how science and technology have changed people’s perceptions of the social and natural world as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities. (KM 8.5) P: Use diverse types of media technology to read, write, create, and review a variety of messages. (PM 8.2)</p>	<p>6 BI: Media sources can both positively and negatively affect our understanding of important events and issues. 8 BI: Human and environmental factors shape changes in population and living standards. 6 CC: Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence). 8 CC: Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence). 8 CC: Determine which causes most influenced particular decisions, actions, or events, and assess</p>	

		<p>their short-and long-term consequences (cause and consequence).</p> <p><i>6-C (media technologies and coverage of current events)</i></p> <p><i>8-C (scientific and technological innovations)</i></p> <p>***See Science Curriculum</p>
	<p>SS.5–8.STS.8</p> <p>K: Use a variety of media and formats within digital environments to communicate ideas with authentic audiences, and engage in faith–based activities.</p> <p>P: Review sources to identify the purposes, points of view, biases, and intended audiences of reports and discussions of science and technology. (PM 8.4)</p>	<p>5-6 CC: Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</p> <p>7-8 CC: Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)</p>
	<p>SS.5–8.STS.9</p> <p>K: Validate how values, beliefs, and attitudes have been influenced by new scientific and technological knowledge. (KM 8.6)</p>	<p>6 BI: Media sources can both positively and negatively affect our understanding of important events and issues.</p> <p>8 BI: Human and environmental factors shape changes in population and living standards.</p> <p>6 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</p> <p>8 CC: 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)</p> <p><i>6-C (media technologies and coverage of current events)</i></p> <p><i>8-C (changes in population and living standards, scientific and technological innovations)</i></p>
	<p>SS.5–8.STS.10</p> <p>K: Recognize how a Christian uses technology as a responsible citizen.</p>	<p>*see Bible/Encounter curriculum</p> <p>**see Physical & Health Education/Career Education Curriculum</p>
	<p>SS.5–8.STS.11</p> <p>K: Cite evidence of how media are created, received, and are dependent upon cultural contexts. (KM 8.7)</p> <p>P: Seek and evaluate varied perspectives when weighing how specific applications of science and technology have impacted individuals and society. (PM 8.3)</p>	<p>6BI: Media sources can both positively and negatively affect our understanding of important events and issues.</p> <p>8 BI: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.</p> <p>6 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).</p> <p>8 CC: 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).</p> <p><i>6-C (media technologies and coverage of current events)</i></p> <p><i>8-C (changes in population and living standards, scientific and technological innovations)</i></p>
	<p>SS.5–8.STS.12</p> <p>K: Analyze how science and technology sometimes create ethical issues that test our standards and values. (KM 8.8)</p>	<p>6BI: Media sources can both positively and negatively affect our understanding of important events and issues.</p>

			<p>8 BI: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.</p> <p>6 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).</p> <p>8 CC: 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).</p> <p>8 CC: Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)</p> <p><i>6-C (media technologies and coverage of current events)</i></p> <p><i>8-C (changes in population and living standards; scientific and technological innovations; social, political, and economic systems and structures, including those of at least one indigenous civilization)</i></p>
		<p>SS.5–8.STS.13</p> <p>K: Detail the need for laws and policies to govern scientific and technological applications. (KM 8.9)</p> <p>P: Use scientific findings and forms of technology to formulate possible solutions to real–life issues and problems, and predict outcomes. (PM 8.6)</p>	<p>6BI: Media sources can both positively and negatively affect our understanding of important events and issues.</p> <p>8 BI: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.</p> <p>6 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).</p> <p>6 CC: Develop a plan of action to address a selected problem or issue.</p> <p>8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance).</p> <p>8 CC: 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).</p> <p><i>6-C (media technologies and coverage of current events)</i></p> <p><i>8-C (scientific and technological innovations)</i></p>
		<p>SS.5–8.STS.14</p> <p>K: Design a project using technology to serve the church and community.</p>	<p>6 CC: Develop a plan of action to address a selected problem or issue.</p> <p>8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance).</p> <p>*see Bible/Encounter curriculum</p>
Global Connections	5-8	<p>SS.5–8.GC.1</p> <p>K: Outline how global connections have existed in the past and increased rapidly in current times. (KM 9.1)</p> <p>P: Ask and find answers to questions about the ways in which people and societies are connected globally today and were</p>	<p>6 BI: Complex global problems require international co-operation to make difficult choices for the future.</p> <p>7 BI: Economic specialization and trade networks can lead to conflict and co-operation between societies.</p>

	<p>connected in the past. (PM 9.1) P: Use maps, charts, and databases to explore patterns and predict trends regarding global connections at the community, state, or national level. (PM 9.2)</p>	<p>6-7 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. 6 CC: Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change). 7 CC: Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance). 7 CC: Assess the significance of people, places, events, or developments at particular times and places (significance). <i>6-C (economic policies and resource management, including effects on indigenous peoples; globalization and economic interdependence)</i> <i>7-C (interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration)</i></p>
	<p>SS.5–8.GC.2 K: Verify that global factors such as cultural, economic, and political connections are changing the places in which people live. (KM 9.2) P: Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people. (PM 9.7)</p>	<p>6 BI: Economic self-interest can be a significant cause of conflict among peoples and governments. 6 BI: Systems of government vary in their respect for human rights and freedoms. 7BI: Economic specialization and trade networks can lead to conflict and co-operation between societies. 8BI: Contact and conflict between peoples stimulated significant cultural, social, and political change. 6 CC: Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence) 6 CC: Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change). 7-8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance). 7-8 CC: Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence). <i>6-C (globalization and economic interdependence; economic policies and resource management, including effects on indigenous peoples; regional and international conflict)</i> <i>7-C (human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources; scientific, philosophical, and technological developments; interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration)</i> <i>8-C (changes in population and living standards; social, political, and economic systems and</i></p>

		<p><i>structures, including those of at least one indigenous civilization)</i></p>
	<p>SS.5–8.GC.3 K: Investigate how spatial relationships, that relate to ongoing global issues, affect the health and well-being of Earth and its inhabitants. (KM 9.3) P: Explore the causes, consequences, and possible solutions related to persistent, current, and emerging global issues such as health, resource allocation, economic development, and environmental quality. (PM 9.6)</p>	<p>6 BI: Complex global problems require international co-operation to make difficult choices for the future. 6 BI: Economic self-interest can be a significant cause of conflict among peoples and governments. 7 BI: Geographic conditions shaped the emergence of civilizations. 8 BI: Human and environmental factors shape changes in population and living standards. 6 CC: Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence) 7-8 CC: Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence) <i>6-C (economic policies and resource management, including effects on indigenous peoples; globalization and economic interdependence; international co-operation and responses to global issues)</i> <i>7-C (human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources)</i> <i>8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization; philosophical and cultural shifts)</i></p>
	<p>SS.5–8.GC.4 K: Point out how global problems and possibilities are not generally caused or developed by any one nation. (KM 9.4)</p>	<p>6 BI: Complex global problems require international co-operation to make difficult choices for the future. 6 CC: 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) 6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance). <i>6-C (global poverty and inequality issues, including class structure and gender; roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples; globalization and economic interdependence; international co-operation and responses to global issues; regional and international conflict)</i></p>
	<p>SS.5–8.GC.5 K: Indicate how global connections may make cultures more alike or increase their sense of distinctiveness. (KM 9.5) P: Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures. (PM 9.3) P: Describe and analyze the effects of changing technologies on global connectivity. (PM 9.5)</p>	<p>8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change. 8 BI: Exploration, expansion, and colonization had varying consequences for different groups. 8 BI: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions. 8 CC: Explain different perspectives on past or present people, places, issues, or events, and</p>

			<p>compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective).</p> <p>8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance).</p> <p><i>8-C (scientific and technological innovations; interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations)</i></p>
		<p>SS.5–8.GC.6</p> <p>K: Explain how universal human rights cut across cultures but are not necessarily understood in the same way in all cultures. (KM 9.6)</p> <p>P: Analyze examples of conflict, cooperation, and interdependence among groups, communities, regions, societies, and nations. (PM 9.4)</p>	<p>6 BI: Systems of government vary in their respect for human rights and freedoms.</p> <p>8 BI: Contact and conflict between peoples stimulated significant cultural, social, and political change.</p> <p>6-8 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>6-8 CC: 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)</p> <p><i>6-C (global poverty and inequality issues, including class structure and gender; international co-operation and responses to global issues)</i></p> <p><i>8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization; philosophical and cultural shifts)</i></p>
		<p>SS.5–8.GC.7</p> <p>K: Discuss and analyze the unique message and mission of the Seventh-day Adventist church.</p>	*see Bible/Encounter curriculum
		<p>SS.5–8.GC.8</p> <p>K: Demonstrate an understanding of current world missions of the Seventh-day Adventist church.</p>	<p>6 BI: Complex global problems require international co-operation to make difficult choices for the future.</p> <p>*see Bible/Encounter curriculum</p>
Civic Ideals and Practices	5-8	<p>SS.5–8.CIP.1</p> <p>K: Discuss how the theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society. (KM 10.1)</p>	<p>5 BI: Canadian institutions and government reflect the challenge of our regional diversity.</p> <p>6 BI: Systems of government vary in their respect for human rights and freedoms.</p> <p>5-6 CC: 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).</p> <p>5-6 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).</p> <p><i>5-C (participation and representation in Canada’s system of government)</i></p> <p><i>6-C (roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples; different systems of government)</i></p>
		<p>SS.5–8.CIP.2</p> <p>K: Define individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent. (KM 10.2)</p> <p>P: Ask and find answers to questions about how to</p>	<p>5 BI: Canada’s policies for and treatment of minority peoples have negative and positive legacies.</p> <p>6 BI: Systems of government vary in their respect for human rights and freedoms.</p>

	<p>become informed and take civic action. (PM 10.1)</p>	<p>5-6 CC: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective). 5-6 CC: 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). <i>5-C (human rights and responses to discrimination in Canadian society)</i> <i>6-C (global poverty and inequality issues, including class structure and gender; participation and representation in Canada's system of government)</i></p>
	<p>SS.5–8.CIP.3 K: Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship. (KM 10.3) P: Identify and describe the role of a citizen in various forms of government past and present. (PM 10.2)</p>	<p>5 BI: Canada's policies for and treatment of minority peoples have negative and positive legacies. 6 BI: Systems of government vary in their respect for human rights and freedoms. 5-6 CC: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective). 5-6 CC: 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). <i>5-C (human rights and responses to discrimination in Canadian society)</i> <i>6-C (global poverty and inequality issues, including class structure and gender; participation and representation in Canada's system of government)</i></p>
	<p>SS.5–8.CIP.4 K: Examine the common good and the rule of law. (KM 10.4) P: Analyze and evaluate the effectiveness of various forms of civic action influencing public policy decisions that address the realization of civic ideals. (PM 10.3)</p>	<p>5 BI: Canada's policies for and treatment of minority peoples have negative and positive legacies. 6 BI: Systems of government vary in their respect for human rights and freedoms. 5-6 CC: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective). 5-6 CC: 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). <i>5-C (human rights and responses to discrimination in Canadian society)</i> <i>6-C (global poverty and inequality issues, including class structure and gender; participation and representation in Canada's system of government)</i></p>
	<p>SS.5–8.CIP.5 K: Interpret key documents and excerpts from key sources that define and support democratic ideals and practices. (KM 10.5) P: Build background through research in primary and secondary sources, make decisions, and propose solutions to address problems. (PM 10.4) P: Identify assumptions, misconceptions, and bias in sources, evidence, and arguments used in presenting issues and positions. (PM 10.5) P: Identify, seek, describe, and evaluate multiple</p>	<p>5 BI: Canadian institutions and government reflect the challenge of our regional diversity. 5 BI: Canada's policies for and treatment of minority peoples have negative and positive legacies. 6 BI: Systems of government vary in their respect for human rights and freedoms. 5-6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance). 5-6 CC: Develop a plan of action to address a selected problem or issue.</p>

	<p>points of view about selected issues, and note the strengths, weaknesses, and consequences associated with holding each position. (PM 10.6)</p>	<p>5-6 CC: Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</p> <p>5-6 CC: Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)</p> <p>5-6 CC: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).</p> <p>5-6 CC: 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).</p> <p><i>5-C (human rights and responses to discrimination in Canadian society)</i></p> <p><i>6-C (global poverty and inequality issues, including class structure and gender; participation and representation in Canada's system of government)</i></p>
	<p>SS.5–8.CIP.6</p> <p>K: Identify the origins and function of major institutions and practices developed to support democratic ideals and practices. (KM 10.6)</p> <p>P: Evaluate the degree to which public policies and citizen behaviors reflect or foster stated democratic ideals. (PM 10.9)</p>	<p>5 BI: Canadian institutions and government reflect the challenge of our regional diversity.</p> <p>5 BI: Canada's policies for and treatment of minority peoples have negative and positive legacies.</p> <p>6 BI: Systems of government vary in their respect for human rights and freedoms.</p> <p>5-6 CC: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).</p> <p>5-6 CC: 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).</p> <p><i>5-C (human rights and responses to discrimination in Canadian society)</i></p> <p><i>6-C (global poverty and inequality issues, including class structure and gender; participation and representation in Canada's system of government)</i></p>
	<p>SS.5–8.CIP.7</p> <p>K: Debate key past and present issues involving democratic ideals and practices as well as the perspectives of various stakeholders in proposing possible solutions to these issues. (KM 10.7)</p> <p>P: Evaluate the significance of public opinion and positions of policymakers in influencing public policy development and decision-making. (PM 10.8)</p>	<p>5 BI: Canada's policies for and treatment of minority peoples have negative and positive legacies.</p> <p>6 BI: Systems of government vary in their respect for human rights and freedoms.</p> <p>5-6 CC: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).</p> <p>5-6 CC: 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).</p> <p><i>5-C (human rights and responses to discrimination in Canadian society)</i></p> <p><i>6-C (global poverty and inequality issues, including class structure and gender; participation and representation in Canada's system of government)</i></p>
	<p>SS.5–8.CIP.8</p>	<p>5 BI: Canadian institutions and government reflect the challenge of our regional diversity.</p>

	<p>K: Discuss the importance of becoming informed in order to make positive civic contributions. (KM 10.8)</p> <p>P: Develop a position on a public policy issue and defend it with evidence. (PM 10.7)</p> <p>P: Participate in the process of persuading, compromising, debating, and negotiating in the resolution of conflicts and differences. (PM 10.10)</p>	<p>5 BI: Canada’s policies for and treatment of minority peoples have negative and positive legacies.</p> <p>6 BI: Systems of government vary in their respect for human rights and freedoms.</p> <p>5-6 CC: Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)</p> <p>5-6 CC: Develop a plan of action to address a selected problem or issue.</p> <p>5-6 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).</p> <p>5-6 CC: 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)</p> <p><i>5-C (human rights and responses to discrimination in Canadian society)</i></p> <p><i>6-C (global poverty and inequality issues, including class structure and gender; participation and representation in Canada’s system of government)</i></p>
	<p>SS.5–8.CIP.9</p> <p>K: Compare religious freedom in various parts of the world.</p>	<p>6 BI: Systems of government vary in their respect for human rights and freedoms.</p> <p>8 BI: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.</p> <p>5-8 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>5-8 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</p> <p><i>6-C (regional and international conflict; international co-operation and responses to global issues)</i></p> <p><i>8-C (philosophical and cultural shifts)</i></p>

Note: NAD Elementary Social Studies standards are organized by themes, and there is a distinction made between Knowledge and Process standards. NAD Secondary Social Studies standards are organized by subject area (usually taught as separate courses) rather than by grade. Provinces will vary in the grades in which these courses (or similar) are offered. Please make it clear what grade each provincial standard refers to.