

Social Studies (K: Knowledge; P: Processes)

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

Topics	Gr	North American Division	Province:
World Geography Legend: SS9 – Social Studies 9 SS10 – Social Studies 10 20 th – 20 th Century World History CC12 – Comparative Cultures 12 HG12 – Human Geography 12 PG12 – Physical Geography 12 US12 – Urban studies 12	9-12	<i>Course Focus:</i> GEO.1.1 Recognize God’s purpose in the dynamics of human history.	*Encounter Bible Series
		<i>Course Focus, cont:</i> GEO.1.2 Explore God’s role in the political, social, economic, and spiritual areas of societies.	*Encounter Bible Series
		<i>Course Focus, cont:</i> GEO.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.	*Encounter Bible Series
		<i>Course Focus, cont:</i> GEO.1.4 Equip students with a Christian approach toward social issues.	*Encounter Bible Series
		<i>Course Abilities:</i> GEO.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).	US12 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
		<i>Course Abilities, cont:</i> GEO.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others’ experiences).	US12 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
		<i>Course Abilities, cont:</i> GEO.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).	US12 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
		<i>Elements of Geography:</i> GEO.4.1 Acknowledge God as Creator and Sustainer of life and the natural world.	*Encounter Bible Series
		<i>Elements of Geography, cont:</i> GEO.4.2 Identify key terms and locations.	PG12 BI2: Natural processes have an impact on the landscape and human settlement. PG12 BI3: Interactions between human activities and the atmosphere affect local and global weather and climate. PG12 C1: Structure of, feedback within, and equilibrium of natural systems PG12 C2: Distinguishing features of the atmosphere, hydrosphere, cryosphere, lithosphere, biosphere, and anthroposphere PG12 C4: Features and processes of plate tectonics and their effects on human and natural systems PG12 C6: Natural disasters and their effects on human and natural systems PG12 C7: Features and processes of sun–earth interactions and resulting patterns of climate, landscapes, and ecosystems PG12 C8: Climate, weather, and interactions between humans and the atmosphere PG12 C9: Characteristics of global biomes, including climate, soil, and vegetation PG12 C10: Features and processes of the anthroposphere and their effects on natural systems. PG12 C11: Natural resources and sustainability

	<p><i>Elements of Geography, cont:</i> GEO.4.3 Apply the themes of geography to various regions (location, movement, place, human-environment interaction, regions).</p>	<p>SS9 BI2: The physical environment influences the nature of political, social, and economic change.</p>
<p><i>Elements of Geography, cont:</i> GEO.4.4 Form valid generalizations about physical and human characteristics of geographic regions.</p>	<p>SS9 BI2: The physical environment influences the nature of political, social, and economic change.</p>	
<p><i>Geographic Literacy:</i> GEO.5.1 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.</p>	<p>PG12 CC1: Use geographic inquiry processes and geographic literacy skills to ask questions; gather, interpret, and analyze data and ideas from a variety of sources and spatial/temporal scales; and communicate findings and decisions (evidence and interpretation)</p>	
<p><i>Geographic Literacy, cont:</i> GEO.5.2 Select, validate, and effectively use a variety of sources to formulate a position or course of action on an issue.</p>	<p>HG12 CC8: Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical value judgments)</p>	
<p><i>Geographic Literacy, cont:</i> GEO.5.3 Identify bias in written, oral, or visual material.</p>	<p>US12 CC7: Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)</p>	
<p><i>Geographic Literacy, cont:</i> GEO.5.4 Communicate information logically using basic language arts skills.</p>	<p>US12 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>	
<p><i>Relationships Between Diverse Cultures:</i> GEO.6.1 Recognize that culture transcends geographic barriers in a global society.</p>	<p>CC12 BI3: Geographic and environmental factors influenced the development of agriculture, trade, and increasingly complex cultures.</p>	
<p><i>Relationships Between Diverse Cultures, cont:</i> GEO.6.2 Analyze how forces of cooperation/conflict influence the division and control of the earth's surface.</p>	<p><i>CC12 C3: Conflict and conflict resolution within and between cultures.</i> <i>CC12 C7: interactions between cultures and the natural environment</i></p>	
<p><i>Relationships Between Diverse Cultures, cont:</i> GEO.6.3 Evaluate economic interdependence in a global society.</p>	<p>CC12 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p>	
<p><i>Relationships Between Diverse Cultures, cont:</i> GEO.6.4 Differentiate between myths and facts related to prejudicial notions.</p>	<p>CC12 CC3: Evaluate inferences about the content, origins, purposes, context, reliability, and usefulness of multiple sources from the past and present (evidence)</p>	
<p><i>Relationships Between Diverse Cultures, cont:</i> GEO.6.5 Recognize an individual role in fostering the strength of cultural diversity.</p>	<p>CC12 BI1: Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures.</p>	
<p><i>Dynamics of Human-Environment Interactions:</i> GEO.7.1 Understand the patterns and characteristics of major land forms, climates, and ecosystems of Earth and the interrelated processes that produced them.</p>	<p>PG12 BI1: Incorporating data from a variety of sources allows us to better understand our globally connected world. <i>PG12 C1: Structure of, feedback within, and equilibrium of natural systems</i> <i>PG12 C2: Distinguishing features of the atmosphere, hydrosphere, cryosphere, lithosphere, biosphere, and anthroposphere</i> <i>PG12 C3: Connections and interactions between the spheres</i> <i>PG12 C4: Features and processes of plate tectonics and their effects on human and natural systems</i> <i>PG12 C5: Features and processes of gradation and their effects on human and natural systems</i> <i>PG12 C6: Natural disasters and their effects on human and natural systems</i></p>	

		<p><i>PG12 C7: Features and processes of sun–earth interactions and resulting patterns of climate, landscapes, and ecosystems</i></p> <p><i>PG12 C8: Climate, weather, and interactions between humans and the atmosphere</i></p> <p><i>PG12 C9: Characteristics of global biomes, including climate, soil, and vegetation</i></p> <p><i>PG12 C10: Features and processes of the anthroposphere and their effects on natural systems.</i></p>
	<p><i>Dynamics of Human-Environment Inter., cont:</i> GEO.7.2 Recognize how physical geography creates and influences culture and cultural diffusion.</p>	<p>HG12 BI4: A geographic region can encompass a variety of physical features and/or human interactions.</p> <p><i>HG12 C1: Demographic patterns of growth, decline, and movement</i></p> <p><i>HG12 C2: Relationships between cultural traits, use of physical space, and impacts on the environment</i></p>
	<p><i>Dynamics of Human-Environment Inter., cont:</i> GEO.7.3 Investigate the characteristics, distribution, and migration of human populations.</p>	<p>HG12 BI2: Demographic patterns and population distribution are influenced by physical features and natural resources.</p> <p><i>HG12 C1: Demographic patterns of growth, decline, and movement</i></p>
	<p><i>Dynamics of Human-Environment Inter., cont:</i> GEO.7.4 Assess the impact of social and political movements on a global society (civil rights, environmentalism, revolutions, etc.).</p>	<p>HG12 CC7: Identify and assess how human and environmental factors and events influence each other (interactions and associations)</p>
	<p><i>Dynamics of Human-Environment Inter., cont:</i> GEO.7.5 Analyze how innovations in science, technology, industry, and economy affect people and places.</p>	<p>20th BI2: The rapid development and proliferation of technology in the 20th century led to profound social, economic, and political changes.</p> <p><i>20th C8: Social and cultural developments</i></p> <p><i>20th C9: Communication and transportation technologies</i></p>
	<p><i>Dynamics of Human-Environment Inter., cont:</i> GEO.7.6 Relate key influences and themes to past, present, and possible future events.</p>	<p>PG12 CC7: Identify and assess how human and environmental factors and events influence each other (interactions and associations)</p> <p>PG12 CC8: Make reasoned ethical judgments about controversial actions in the past and/or present, and determine whether we have a responsibility to respond (geographical value judgments)</p>
	<p><i>Application:</i> GEO.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.</p>	<p>US12 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>
	<p><i>Application, cont:</i> GEO.3.2 Identify key concepts and themes.</p>	<p>US12 CC8: Make reasoned ethical judgments about current and past issues after considering the context and standards of right and wrong (ethical judgment)</p>
	<p><i>Application, cont:</i> GEO.3.3 Demonstrate an appreciation of life through diverse perspectives.</p>	<p>SS10 CC6: Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)</p>
	<p><i>Application, cont:</i> GEO.3.4 Correlate relevant concepts from past to present.</p>	<p>PG12 CC7: Identify and assess how human and environmental factors and events influence each other (interactions and associations)</p>

			PG12 CC8: Make reasoned ethical judgments about controversial actions in the past and/or present, and determine whether we have a responsibility to respond (geographical value judgments)
World History Legend: SS9 – Social Studies 9 SS10 – Social Studies 10 20 th – 20 th Century World History AS12 – Asian Studies 12 CC12 – Comparative Cultures 12 GS12 – Genocide Studies 12	9-12	<i>Course Focus:</i> WHS.1.1 Recognize God’s purpose in the dynamics of human history.	*Encounter Bible Series
		<i>Course Focus, cont:</i> WHS.1.2 Explore God’s role in the political, social, economic, and spiritual areas of societies.	*Encounter Bible Series
		<i>Course Focus, cont:</i> WHS.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.	*Encounter Bible Series
		<i>Course Focus, cont:</i> WHS.1.4 Equip students with a Christian approach toward social issues.	*Encounter Bible Series
		<i>Course Abilities:</i> WHS.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).	SS10 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions
		<i>Course Abilities, cont:</i> WHS.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others’ experiences).	SS10 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions
		<i>Course Abilities, cont:</i> WHS.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).	SS10 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions
		<i>Historical Inquiry and Analysis:</i> WHS.4.1 Acknowledge God as Creator and Sustainer of life and the natural world.	*Encounter Bible Series
		<i>Historical Inquiry and Analysis, cont:</i> WHS.4.2 Investigate the origin and formation of civilizations.	20 th CC2: Assess the significance of people, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance) *Encounter Bible Series
		<i>Historical Inquiry and Analysis, cont:</i> WHS.4.3 Identify key people and events.	20 th CC2: Assess the significance of people, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)
<i>Historical Inquiry and Analysis, cont:</i> WHS.4.4 Examine the origins and influence of ideas (social, religious, philosophical, political, etc.).	SS9 BI1: Emerging ideas and ideologies profoundly influence societies and events. <i>SS9 C1: Political, social, economic, and technological revolutions</i> SS10 BI2: The development of political institutions is influenced by economic, social, ideological, and geographic factors. <i>SS10 C1: Government, First Peoples governance, political institutions, and ideologies</i>		

	<p><i>Historical Inquiry and Analysis, cont:</i> WHS.4.5 Distinguish key conflicts/resolutions and their causes/effects.</p>	<p>SS9 BI1: Disparities in power alter the balance of relationships between individuals and between societies. <i>SS9 C2: The continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world</i> <i>SS9 C5: Local, regional, and global conflicts</i></p> <p>SS10 BI1: Global and regional conflicts have been a powerful force in shaping our contemporary world and identities. <i>SS10 C7: International conflicts and co-operation</i></p> <p>20th BI1: Nationalist movements can unite people in common causes or lead to intense conflict between different groups. 20th BI3: The breakdown of long-standing empires created new economic and political systems. <i>20th C2: Civil wars, independence movements, and revolutions</i> <i>20th C3: Human rights movements, including indigenous peoples movements</i> <i>20th C4: Religious, ethnic, and/or cultural conflicts, including genocide</i> <i>20th C5: Global conflicts, including world war i, world war ii, and the cold war</i></p> <p><i>AS12 C6: Local, regional, and global conflict and co-operation</i></p> <p><i>CC12 C3: Conflict and conflict resolution within and between cultures</i></p> <p><i>GS12 C4: Acts of mass violence and atrocities in different global regions</i></p>
	<p><i>Flow of Time and Events:</i> WHS.5 Be able to understand the flow of time and events, including God’s involvement and biblical prophecy.</p>	<p>*Encounter Bible Series SS10 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions</p>
	<p><i>Flow of Time and Events, cont:</i> WHS.5.1 Trace the logical progression of historical events.</p>	<p>SS10 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions</p>
	<p><i>Flow of Time and Events, cont:</i> WHS.5.2 Form valid generalizations about various eras in time.</p>	<p>SS10 CC6: Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)</p>
	<p><i>Flow of Time and Events, cont:</i> WHS.5.3 Relate key influences and themes to past, present, and possible future events.</p>	<p>SS10 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions</p>

	<i>Flow of Time and Events, cont:</i> WHS.5.4 Recognize that while change occurs over time, there is continuity to the basic structure of societies.	SS9 BI4: Collective identity is constructed and can change over time.
	<i>Historical Literacy:</i> WHS.6.1 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.	SS10 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions
	<i>Historical Literacy, cont:</i> WHS.6.2 Select, validate, and effectively use a variety of sources to formulate a position or course of action on an issue.	SS10 CC6: Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
	<i>Historical Literacy, cont:</i> WHS.6.3 Identify bias in written, oral, or visual material.	SS10 CC6: Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
	<i>Historical Literacy, cont:</i> WHS.6.4 Communicate information logically using basic language arts skills.	SS10 CC6: Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
	<i>Diversity of Culture:</i> WHS.7 Be able to recognize the significant roles and contributions of the world's diverse cultures.	CC12 BI1: Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures. <i>CC12 C1: Interactions and exchanges between cultures</i>
	<i>Diversity of Culture, cont:</i> WHS.7.1 Develop an appreciation for diversity through an exposure to various cultures.	CC12 BI1: Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures.
	<i>Diversity of Culture, cont:</i> WHS.7.2 Differentiate between myths and facts related to prejudicial notions.	SS10 CC6: Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
	<i>Diversity of Culture, cont:</i> WHS.7.3 Understand the influence of geography in cultural development.	CC12 BI3: Geographic and environmental factors influenced the development of agriculture, trade, and increasingly complex cultures. <i>CC12 C7: Interactions between cultures and the natural environment</i>
	<i>Diversity of Culture, cont:</i> WHS.7.4 Recognize an individual role in fostering the strength of cultural diversity.	CC12 BI1: Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures.
	<i>Diversity of Culture, cont:</i> WHS.7.5 Analyze examples of how the arts and architecture reflect the history of diverse cultures.	CC12 BI2: Interactions between belief systems, social organization, and languages influence artistic expressions of culture. <i>CC12 C2: Elements of culture and cultural expressions</i>
	<i>Impact of Historical Themes:</i> WHS.8.1 Identify global trends and evaluate their influence on world cultures.	SS9 BI4: Collective identity is constructed and can change over time. <i>SS9 C1: Political, social, economic, and technological revolutions</i>

			SS9 C2: <i>The continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world</i>
		<i>Impact of Historical Themes, cont:</i> WHS.8.2 Connect developments in science and technology with the growth of industrial economies.	SS9 BI1: Emerging ideas and ideologies profoundly influence societies and events. SS9 C1: <i>Political, social, economic, and technological revolutions</i> 20 th BI2: The rapid development and proliferation of technology in the 20th century led to profound social, economic, and political changes. 20 th C9: <i>Communication and transportation technologies</i> AS12 BI4: Rapid industrialization, urbanization, and economic growth in Asia in the late 20th century have created complex environmental challenges. AS12 C3: <i>Industrialization, globalization, economic systems, and distribution of wealth</i>
		<i>Application:</i> WHS.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.	20 th CC3: Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)
		<i>Application, cont:</i> WHS.3.2 Identify key concepts and themes.	20 th CC3: Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)
		<i>Application, cont:</i> ECN.3.3 Demonstrate an appreciation of life through diverse perspectives.	EC CC5: Assess how historical conditions influenced the development of economic theories (cause and consequence)
		<i>Application, cont:</i> WHS.3.4 Correlate relevant concepts from past to present.	20 th CC7: Make reasoned ethical judgments about controversial actions in the past or present, and assess whether we have a responsibility to respond (ethical judgment)
		<i>Application, cont:</i> WHS.8.3 Reevaluate information in light of new insights and discoveries.	SS10 CC6: Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
		<i>Application, cont:</i> WHS.8.4 Apply lessons of historical patterns through practical applications.	SS10 CC6: Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
U.S. History (substitute Canadian History) SS9 – Social Studies 9 SS10 – Social Studies 10 20 th – 20 th Century World History	9- 12	<i>Course Focus:</i> USH.1.1 Recognize God’s purpose in the dynamics of human history.	*Encounter Bible Series
		<i>Course Focus, cont:</i> USH.1.2 Explore God’s role in the political, social, economic, and spiritual areas of societies.	*Encounter Bible Series
		<i>Course Focus, cont:</i> USH.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.	*Encounter Bible Series

AS12 – Asian Studies 12 CC12 – Comparative Cultures 12	<p><i>Course Focus, cont:</i> USH.1.4 Equip students with a Christian approach toward social issues.</p>	*Encounter Bible Series
	<p><i>Course Abilities:</i> USH.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).</p>	20 th CC1: Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
	<p><i>Course Abilities, cont:</i> USH.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).</p>	20 th CC1: Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
	<p><i>Course Abilities, cont:</i> USH.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).</p>	20 th CC1: Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
	<p><i>Historical Inquiry and Analysis:</i> USH.4.1 Evaluate God's continuous role in the dynamics of United States history.</p>	*Encounter Bible Series
	<p><i>Historical Inquiry and Analysis, cont:</i> USH.4.2 Study the factors that led to the founding of the United States.</p>	<p>SS9 BI1: Emerging ideas and ideologies profoundly influence societies and events. SS9 BI3: Disparities in power alter the balance of relationships between individuals and between societies. SS9 BI4: Collective identity is constructed and can change over time. <i>SS9 C1: Political, social, economic, and technological revolutions</i> <i>SS9 C2: The continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world</i> <i>SS9 C3: Global demographic shifts, including patterns of migration and population growth</i> <i>SS9 C4: Nationalism and the development of modern nation-states, including Canada</i></p>
	<p><i>Historical Inquiry and Analysis, cont:</i> USH.4.3 Identify key people and events.</p>	<p><i>SS9 C1: Political, social, economic, and technological revolutions</i> <i>SS9 C2: The continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world</i> <i>SS9 C3: Global demographic shifts, including patterns of migration and population growth</i> <i>SS9 C4: Nationalism and the development of modern nation-states, including Canada</i> <i>SS9 C5: Local, regional, and global conflicts</i> <i>SS9 C6: Discriminatory policies, attitudes, and historical wrongs</i></p> <p><i>SS10 C4: Discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments</i> <i>SS10 C7: Domestic conflicts and co-operation</i> <i>SS10 C8: International conflicts and co-operation</i></p> <p>20th C5: Global conflicts, including world war i, world war ii, and the cold war</p>

		<i>20th C7: Interdependence and international co-operation</i>
	<i>Historical Inquiry and Analysis, cont:</i> USH.4.4 Examine the origins and influence of ideas (social, religious/SDA, philosophical, political, etc.).	SS9 BI1: Emerging ideas and ideologies profoundly influence societies and events. <i>SS9 C1: Political, social, economic, and technological revolutions</i>
	<i>Historical Inquiry and Analysis, cont:</i> USH.4.5 Distinguish key domestic and foreign conflicts/resolutions and their causes/effects (wars, racial conflicts, economic turmoil, social unrest, etc.).	SS9 BI1: Emerging ideas and ideologies profoundly influence societies and events. Disparities in power alter the balance of relationships between individuals and between societies. <i>SS9 C1: Political, social, economic, and technological revolutions</i> <i>SS9 C2: The continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world</i> <i>SS9 C4: Nationalism and the development of modern nation-states, including Canada</i> <i>SS9 C5: Local, regional, and global conflicts</i> <i>SS9 C6: Discriminatory policies, attitudes, and historical wrongs</i> SS10 BI1: Global and regional conflicts have been a powerful force in shaping our contemporary world and identities. <i>SS10 C4: Discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments</i> <i>SS10 C7: Domestic conflicts and co-operation</i> <i>SS10 C8: International conflicts and co-operation</i> 20th BI1: Nationalist movements can unite people in common causes or lead to intense conflict between different groups. 20th BI3: The breakdown of long-standing empires created new economic and political systems. <i>20th C5: Global conflicts, including world war i, world war ii, and the cold war</i> <i>20th C7: Interdependence and international co-operation</i> <i>AS12 C6: Local, regional, and global conflict and co-operation</i>
	<i>Historical Inquiry and Analysis, cont:</i> USH.4.6 Synthesize the influence of significant historic documents that impact the framework of the nation.	20th CC3: Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)
	<i>Flow of Time and Events:</i> USH.5 Be able to understand the flow of time and events, including God’s involvement and biblical prophecy.	*Encounter Bible Series
	<i>Flow of Time and Events, cont:</i> USH.5.1 Trace the logical progression of historical events and the United States’ role in prophecy.	*Encounter Bible Series

	<p><i>Flow of Time and Events, cont:</i> USH.5.2 Form valid generalizations about various eras in United States history.</p>	SS9 CC5: Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
	<p><i>Flow of Time and Events, cont:</i> USH.5.3 Relate key influences and themes to past, present, and possible future events.</p>	SS9 CC5: Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
	<p><i>Historical Literacy:</i> USH.6.1 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.</p>	SS9 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
	<p><i>Historical Literacy, cont:</i> USH.6.2 Select, validate, and effectively use a variety of sources to formulate a position or course of action on an issue.</p>	SS9 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
	<p><i>Historical Literacy, cont:</i> USH.6.3 Identify bias in written, oral, or visual material.</p>	SS9 CC5: Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
	<p><i>Historical Literacy, cont:</i> USH.6.4 Communicate information logically using basic language arts skills.</p>	SS9 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
	<p><i>Diversity of Culture:</i> USH.7 Be able to recognize the significant role and contributions of the nation’s diverse cultures.</p>	<p>SS9 BI4: Collective identity is constructed and can change over time.</p> <p>CC12 BI1: Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures.</p> <p>CC12 C6: Interactions and exchanges between cultures</p>
	<p><i>Diversity of Culture, cont:</i> USH.7.1 Understand the influence of geography on regional culture.</p>	<p>SS9 BI2: The physical environment influences the nature of political, social, and economic change.</p> <p>SS10 BI2: The development of political institutions is influenced by economic, social, ideological, and geographic factors.</p> <p>HG BI2: Demographic patterns and population distribution are influenced by physical features and natural resources.</p> <p><i>HG12 C7: Relationships between natural resources and patterns of population settlement and economic development</i></p> <p><i>HG12 C8: Political organization of geographic regions</i></p> <p>PG12 BI2: Natural processes have an impact on the landscape and human settlement.</p> <p><i>PG12 C6: Natural disasters and their effects on human and natural systems</i></p>
	<p><i>Diversity of Culture, cont:</i></p>	SS10 C5: Discriminatory policies and injustices in Canada and the world, including residential schools,

	<p>USH.7.2 Examine the roots of cultural conflict and the nation’s treatment of ethnic groups.</p>	<p>the head tax, the Komagata Maru incident, and internments</p> <p><i>20th C3: Human rights movements, including indigenous peoples movements</i></p> <p>CC12 BI4: Value systems and belief systems shape the structures of power and authority within a culture.</p>
	<p><i>Diversity of Culture, cont:</i> USH.7.3 Differentiate between myths and facts related to prejudicial notions.</p>	<p>SS10 CC6: Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)</p>
	<p><i>Diversity of Culture, cont:</i> USH.7.4 Develop an appreciation for diversity through an exposure to various cultures.</p>	<p>SS9 BI4: Collective identity is constructed and can change over time.</p> <p>CC12 BI1: Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures. CC12 C6: Interactions and exchanges between cultures CC12 C7: Interactions between cultures and the natural environment</p>
	<p><i>Diversity of Culture, cont:</i> USH.7.5 Recognize an individual role in fostering the strength of cultural diversity.</p>	<p>CC12 BI1: Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures.</p>
	<p><i>Impact of Historical Themes:</i> USH.8.1 Evaluate trends and their influence on the United States (immigration, environmentalism, pop culture, etc.).</p>	<p>20th BI2: The rapid development and proliferation of technology in the 20th century led to profound social, economic, and political changes. <i>20th C8: social and cultural developments</i></p>
	<p><i>Impact of Historical Themes, cont:</i> USH.8.2 Analyze examples of how the arts reflect the history of the nation’s diverse cultures.</p>	<p>CC12 BI2: Interactions between belief systems, social organization, and languages influence artistic expressions of culture. CC12 C2: Elements of culture and cultural expressions</p>
	<p><i>Impact of Historical Themes, cont:</i> USH.8.3 Analyze the evolution of innovations in science, technology, industry, and economics.</p>	<p>SS9 C1: Political, social, economic, and technological revolutions</p> <p>20th BI2: The rapid development and proliferation of technology in the 20th century led to profound social, economic, and political changes. <i>20th C9: Communication and transportation technologies</i></p>
	<p><i>Impact of Historical Themes, cont:</i> USH.8.4 Trace the rise of the United States to its role as a world power.</p>	<p>SS9 BI4: Collective identity is constructed and can change over time. <i>SS9 C5: Local, regional, and global conflicts</i></p> <p>SS10 BI1: Global and regional conflicts have been a powerful force in shaping our contemporary world and identities. <i>SS10 C8: International conflicts and co-operation</i></p> <p>20th BI2: The rapid development and proliferation of technology in the 20th century led to profound social, economic, and political changes.</p>

			20 th C5: Global conflicts, including world war i, world war ii, and the cold war
		<i>Application:</i> USH.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.	20 th CC1: Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions 20 th CC3 Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)
		<i>Application, cont:</i> USH.3.2 Identify key concepts and themes.	20 th CC6: Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)
		<i>Application, cont:</i> USH.3.3 Demonstrate an appreciation of life through diverse perspectives.	20 th CC6: Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)
		<i>Application, cont:</i> USH.3.4 Correlate relevant concepts from past to present.	20 th CC7: Make reasoned ethical judgments about controversial actions in the past or present, and assess whether we have a responsibility to respond (ethical judgment)
		<i>Application, cont:</i> USH.8.5 Reevaluate information in light of new insights and discoveries.	SS9 CC7: Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment) SS9 CC8: Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)
U.S. Government (substitute Canadian Civics and/or Government) Legend: SS9 – Social Studies 9 SS10 – Social Studies 10 20 th – 20 th Century World History PS12 – Political Studies 12	9-12	<i>Course Focus:</i> USG.1.1 Recognize God’s purpose in the dynamics of human history.	*Encounter Bible Series
		<i>Course Focus, cont:</i> USG.1.2 Explore God’s role in the political, social, economic, and spiritual areas of societies.	*Encounter Bible Series
		<i>Course Focus, cont:</i> USG.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.	*Encounter Bible Series
		<i>Course Focus, cont:</i> USG.1.4 Equip students with a Christian approach toward social issues.	*Encounter Bible Series
		<i>Course Abilities:</i> USG.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).	PS12 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
		<i>Course Abilities, cont:</i> USG.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others’ experiences).	PS12 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
		<i>Course Abilities, cont:</i> USG.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).	PS12 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
		<i>Historical Inquiry and Analysis:</i> USG.4.1 Evaluate God’s continuous role in the dynamics of United States government.	*Encounter Bible Series

	<p><i>Historical Inquiry and Analysis, cont:</i> USG.4.2 Study the need for order in society and the forms of government that meet that need.</p>	<p>PS12 BI2: Political institutions and ideology shape both the exercise of power and the nature of political outcomes. <i>PS12 C1: Major ideologies and political systems</i> <i>PS12 C3: Methods used by media, governments, or political groups to influence public opinion</i> <i>PS12 C4: Political power in democratic and non-democratic societies</i></p>
	<p><i>Historical Inquiry and Analysis, cont:</i> USG.4.3 Identify key people, events, and processes of government (electoral process, taxation, etc.).</p>	<p><i>PS12 C3: Election processes and electoral systems</i></p>
	<p><i>Historical Inquiry and Analysis, cont:</i> USG.4.4 Examine the origins and influence of ideas (social, religious/SDA, philosophical, political, etc.).</p>	<p>SS9 BI4: Collective identity is constructed and can change over time. SS9 CC5: Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence)</p>
	<p><i>Historical Inquiry and Analysis, cont:</i> USG.4.5 Trace the progression of historical events and their influence on government (political parties, Supreme Court decisions, civil rights, etc.).</p>	<p><i>SS9 C1: Political, social, economic, and technological revolutions</i> <i>SS9 C3: Global demographic shifts, including patterns of migration and population growth</i> <i>SS9 C5: Local, regional, and global conflicts</i> <i>SS9 C6: Discriminatory policies, attitudes, and historical wrongs</i></p> <p>SS10 CC5: Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence) <i>SS10 C5: Discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments</i></p>
	<p><i>Historical Inquiry and Analysis, cont:</i> USG.4.6 Distinguish key domestic and foreign policies and their causes/effects (military conflict, racial conflicts, economic issues, geographic impact, social unrest, etc.).</p>	<p><i>SS9 C5: Local, regional, and global conflicts</i> <i>SS9 C6: Discriminatory policies, attitudes, and historical wrongs</i></p> <p>SS10 CC2: Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance) SS10 CC5: Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence) <i>SS10 C5: Discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments</i></p> <p>20th BI3: The breakdown of long-standing empires created new economic and political systems. <i>20th C6: Migrations, movements, and territorial boundaries</i> <i>20th C7: Interdependence and international co-operation</i></p>

	<i>Historical Inquiry and Analysis, cont:</i> USG.4.7 Synthesize the influence of historic documents that impact the framework of the government.	20 th CC3: Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)
	<i>Historical Literacy:</i> USG.5.1 Examine how primary documents establish the three branches of government and define the powers of the federal, state, and local governments.	PS12 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
	<i>Historical Literacy, cont:</i> USG.5.2 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.	SS9 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
	<i>Historical Literacy, cont:</i> USG.5.3 Select, validate, and effectively use a variety of sources to formulate a position or course of action on an issue.	SS9 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
	<i>Historical Literacy, cont:</i> USG.5.4 Identify bias in written, oral, or visual material (yellow journalism, TV and radio, cartoons, etc.).	20 th CC3: Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)
	<i>Historical Literacy, cont:</i> USG.5.5 Communicate information logically using basic language arts skills.	SS9 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
	<i>Responsible Citizenship:</i> USG.6 Be able to appreciate the rights and responsibilities of citizenship in a diverse society.	PS12 BI1: Understanding how political decisions are made is critical to being an informed and engaged citizen.
	<i>Responsible Citizenship, cont:</i> USG.6.1 Understand the individual's civic responsibilities (voting, military service, public service, etc.).	PS12 BI1: Understanding how political decisions are made is critical to being an informed and engaged citizen. <i>PS12 C2: Election processes and electoral systems</i>
	<i>Responsible Citizenship, cont:</i> USG.6.2 Accept the reality of contrasting cultural and ideological viewpoints.	PS12 BI3: Decision making in a democratic system of government is influenced by the distribution of political and social power. PS12 CC5: Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence) PS12 CC6: Explain and infer different perspectives on political issues, decisions, or developments (perspective) <i>PS12 C4: Methods used by media, governments, or political groups to influence public opinion</i> <i>PS12 C5: Political power in democratic and non-democratic societies</i> <i>PS12 C6: Current and future public policy</i> <i>PS12 C8: Issues in local, regional, national, and international politics</i>
	<i>Responsible Citizenship, cont:</i> USG.6.3 Recognize the necessity of compromise in balancing the majority rule and an insistence upon minority rights.	PS12 BI3: Decision making in a democratic system of government is influenced by the distribution of political and social power. PS12 CC5: Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence)

		<p>PS12 CC6: Explain and infer different perspectives on political issues, decisions, or developments (perspective)</p> <p><i>PS12 C4: Methods used by media, governments, or political groups to influence public opinion</i></p> <p><i>PS12 C5: Political power in democratic and non-democratic societies</i></p> <p><i>PS12 C6: Current and future public policy</i></p> <p><i>PS12 C8: Issues in local, regional, national, and international politics</i></p>
	<p><i>Impact of Political Concepts:</i> USG.7.1 Evaluate issues and their influence (immigration/naturalization, environmentalism, etc.).</p>	<p>PS12 BI3: Decision making in a democratic system of government is influenced by the distribution of political and social power.</p> <p><i>PS12 C4: Methods used by media, governments, or political groups to influence public opinion</i></p> <p><i>PS12 C8: Issues in local, regional, national, and international politics</i></p> <p><i>20th C4: Religious, ethnic, and/or cultural conflicts, including genocide</i></p>
	<p><i>Impact of Political Concepts, cont</i> USG.7.2 Analyze and defend positions on the influence of the media and technology on public opinion.</p>	<p>PS12 BI3: Decision making in a democratic system of government is influenced by the distribution of political and social power.</p> <p><i>PS12 C4: Methods used by media, governments, or political groups to influence public opinion</i></p> <p><i>PS12 C8: Issues in local, regional, national, and international politics</i></p>
	<p><i>Impact of Political Concepts, cont</i> USG.7.3 Examine the role and influence of the United States as a world power.</p>	<p>SS10 BI1: Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.</p> <p><i>SS10 C8: International conflicts and co-operation</i></p> <p><i>20th C5: Global conflicts, including WW I, WW II, and the cold war</i></p> <p><i>20th C7: Interdependence and international co-operation</i></p>
	<p><i>Impact of Political Concepts, cont</i> USG.7.4 Relate key influences and themes to past, present, and possible future events.</p>	<p>PS12 BI2: Political institutions and ideology shape both the exercise of power and the nature of political outcomes.</p> <p><i>PS12 C6: Current and future public policy</i></p> <p><i>PS12 C8: Issues in local, regional, national, and international politics</i></p>
	<p><i>Application:</i> USG.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.</p>	<p>PS12 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>PS12 CC3 Analyze political data and assess the reliability of sources (evidence)</p> <p>SS9 CC3: Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</p>
	<p><i>Application, cont:</i> USG.3.2 Identify key concepts and themes.</p>	<p>PS12 CC6: Explain and infer different perspectives on political decisions or developments (perspective)</p> <p><i>PS12 C1: Major ideologies and political systems</i></p>

		<i>Application, cont:</i> USG.3.3 Demonstrate an appreciation of life through diverse perspectives.	PS12 CC7: Make reasoned ethical judgments about political issues, decisions, and developments (ethical judgment)
		<i>Application, cont:</i> USG.3.4 Correlate relevant concepts from past to present.	SS9 CC7: Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
Economics	9-12	<i>Course Focus:</i> ECN.1.1 Recognize God’s purpose in the dynamics of human history.	*Encounter Bible Series
Legend:		<i>Course Focus, cont:</i> ECN.1.2 Explore God’s role in the political, social, economic, and spiritual areas of societies.	*Encounter Bible Series
SS9 – Social Studies 9		<i>Course Focus, cont:</i> ECN.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.	*Encounter Bible Series
SS10 – Social Studies 10		<i>Course Focus, cont:</i> ECN.1.4 Equip students with a Christian approach toward social issues.	*Encounter Bible Series
AS12 – Asian Studies 12		<i>Course Abilities:</i> ECN.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).	EC CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
EC12 – Economic Theory 12		<i>Course Abilities, cont:</i> ECN.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others’ experiences).	EC CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
		<i>Course Abilities, cont:</i> ECN.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).	EC CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
		<i>Key Elements and Concepts:</i> ECN.4.1 Identify key terms (scarcity, stewardship, inflation, recession, etc.).	EC BI1: Contemporary economic theory, practice, and terminology are grounded in centuries of economic theory. <i>EC C1: Economic practice from money to mercantilism</i> <i>EC C2: Classical theories of value, growth, and distribution</i> <i>EC C3: Classical theories of money, banking, and government economic policy</i> <i>EC C4: Marxist economics</i> <i>EC C5: Neoclassical economics and theories of markets</i> <i>EC C6: Keynesian theory of money, investment, and cycles</i> <i>EC C7: Contemporary economic thought</i> <i>EC C8: Contemporary economics and first peoples</i>
		<i>Key Elements and Concepts, cont:</i> ECN.4.2 Demonstrate understanding of basic concepts (supply and demand, free enterprise system, business cycle, etc.).	EC BI1: Contemporary economic theory, practice, and terminology are grounded in centuries of economic theory. <i>EC C5: Neoclassical economics and theories of markets</i> <i>EC C6: Keynesian theory of money, investment, and cycles</i> <i>EC C7: Contemporary economic thought</i> <i>EC C8: Contemporary economics and first peoples</i>

	<p><i>Key Elements and Concepts, cont:</i> ECN.4.3 Examine how government organizations monitor and regulate the economy through fiscal policy.</p>	<p>EC BI3: The implementation of economic theories has profound effects on social and political decision-making and movements. <i>EC C6: Keynesian theory of money, investment, and cycles</i> <i>EC C7: Contemporary economic thought</i></p>
<p><i>Key Elements and Concepts, cont:</i> ECN.4.4 Compare and contrast the different economic systems.</p>	<p>EC BI1: Contemporary economic theory, practice, and terminology are grounded in centuries of economic theory. EC BI4: Economic systems have underlying and often opposing ethical standards and implications. <i>EC C1: Economic practice from money to mercantilism</i> <i>EC C2: Classical theories of value, growth, and distribution</i> <i>EC C3: Classical theories of money, banking, and government economic policy</i> <i>EC C4: Marxist economics</i> <i>EC C5: Neoclassical economics and theories of markets</i> <i>EC C6: Keynesian theory of money, investment, and cycles</i> <i>EC C7: Contemporary economic thought</i> <i>EC C8: Contemporary economics and first peoples</i></p>	
<p><i>Key Elements and Concepts, cont:</i> ECN.5 Be able to recognize the rights and responsibilities of individuals and businesses.</p>	<p>EC BI4: Economic systems have underlying and often opposing ethical standards and implications. <i>EC C7: Contemporary economic thought</i> <i>EC C8: Contemporary economics and first peoples</i></p>	
<p><i>Economic Literacy:</i> ECN.6.1 Exhibit appropriate skills for interpreting tables, charts, graphs, etc.</p>	<p>EC CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>	
<p><i>Economic Literacy, cont:</i> ECN.6.2 Select, validate, and effectively use a variety of sources to formulate a position or course of action on an issue.</p>	<p>EC CC7: Explain different perspectives on past and present economic theories by considering prevailing norms, values, worldviews, and beliefs (perspective)</p>	
<p><i>Economic Literacy, cont:</i> ECN.6.3 Identify opinion and bias in written, oral, or visual material.</p>	<p>EC CC7: Explain different perspectives on past and present economic theories by considering prevailing norms, values, worldviews, and beliefs (perspective)</p>	
<p><i>Economic Literacy, cont:</i> ECN.6.4 Communicate information logically using basic language arts skills.</p>	<p>EC CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>	
<p><i>Impact of Themes:</i> ECN.4.5 Recognize the origins and influence of ideas (social, religious, philosophical, political, etc.).</p>	<p>EC BI1: Contemporary economic theory, practice, and terminology are grounded in centuries of economic theory. <i>EC C1: Economic practice from money to mercantilism</i> <i>SS10 C1: Social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12)</i></p>	
<p><i>Impact of Themes, cont:</i> ECN.5.4 Analyze the role of businesses and their impact on the economy.</p>	<p>EC BI1: Contemporary economic theory, practice, and terminology are grounded in centuries of economic theory. <i>EC C1: Economic practice from money to mercantilism</i></p>	
<p><i>Impact of Themes, cont:</i> ECN.7.1 Trace the influence of historic events and scientific/technological innovations on economics (depression, terrorism, internet, etc.).</p>	<p>EC CC5: Assess how historical conditions influenced the development of economic theories (cause and consequence)</p>	

	<p><i>Impact of Themes, cont:</i> ECN.7.2 Evaluate changing issues in the labor market (EEOC, OSHA, labor unions, unequal pay, etc.).</p>	<p>EC CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>
	<p><i>Impact of Themes, cont:</i> ECN.7.3 Assess the interdependence of global economic systems (embargo, international trade, foreign exchange, etc.).</p>	<p>EC BI3: The implementation of economic theories has profound effects on social and political decision-making and movements. EC CC6: Assess how economic theories affected social and political change (cause and consequence)</p>
	<p><i>Impact of Themes, cont:</i> ECN.7.4 Examine the influence of the U.S. in its role as a world economic power.</p>	<p>EC BI4: Economic systems have underlying and often opposing ethical standards and implications. <i>SS10 C2: Environmental, political, and economic policies</i></p>
	<p><i>Impact of Themes, cont:</i> ECN.7.5 Relate key influences and themes to past, present, and possible future events.</p>	<p>EC BI3: The implementation of economic theories has profound effects on social and political decision-making and movements. EC CC6: Assess how economic theories affected social and political change (cause and consequence) <i>EC C1: Classical theories of value, growth, and distribution</i> <i>EC C2: Classical theories of money, banking, and government economic policy</i> <i>EC C5: Neoclassical economics and theories of markets</i> <i>EC C7: Contemporary economic thought</i> <i>EC C8: Contemporary economics and first peoples</i> SS9 BI1: Emerging ideas and ideologies profoundly influence societies and events. <i>SS9 C1: Political, social, economic, and technological revolutions</i> <i>AS C3: Industrialization, globalization, economic systems, and distribution of wealth</i></p>
	<p><i>Application:</i> ECN.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.</p>	<p>EC CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>
	<p><i>Application, cont:</i> ECN.3.2 Identify key concepts and themes.</p>	<p>EC CC3: Assess the justification for competing economic theories after investigating the adequacy of facts, interpretation</p>
	<p><i>Application, cont:</i> ECN.3.3 Demonstrate an appreciation of life through diverse perspectives.</p>	<p>EC CC5: Assess how historical conditions influenced the development of economic theories (cause and consequence)</p>
	<p><i>Application, cont:</i> ECN.3.4 Correlate relevant concepts from past to present.</p>	<p>EC CC4: Compare and contrast continuities and changes within and between economic theories (continuity and change)</p>
	<p><i>Application, cont:</i> ECN.5.1 Evaluate the costs and benefits of using credit.</p>	<p><i>EC C5: Neoclassical economics and theories of markets</i></p>
	<p><i>Application, cont:</i> ECN.5.2 Apply rational decision making to personal spending and saving choices.</p>	<p>*Career Education 9 & Career Life Education</p>
	<p><i>Application, cont:</i> ECN.5.3 Understand the significance of tithing and biblical stewardship.</p>	<p>*Encounter Bible Series</p>
	<p><i>Application, cont:</i></p>	<p>*Career Education 9 & Career Life Education</p>

		ECN.5.5 Assess the career options in today's economy and the skills necessary for employment.	
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Note: 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.