

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	K-4	<p>SS.K–4.C.1</p> <p>K: Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people. (KE 1.1)</p> <p>P: Ask and find answers to questions related to culture in the contexts of school, community, state, and region. (PE 1.1)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common.</p> <p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</p> <p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>K-3 CC Explain the significance of personal or local events, objects, people, or places.</p> <p>K-3 CC: Acknowledge different perspectives on people, places, issues, or events in their lives.</p> <p><i>K(ways in which individuals and families differ and are the same; personal and family history and traditions; people, places, and events in the local community, and in local First Peoples communities)</i></p> <p><i>1(Characteristics of the local community that provide organization and meet the needs of the community; diverse cultures, backgrounds, and perspectives within the local and other communities; key events and developments in the local community, and in local First Peoples communities)</i></p> <p><i>2(diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture; how people’s needs and wants are met in communities)</i></p> <p><i>3(Cultural characteristics and ways of life of local First Peoples and global indigenous peoples; aspects of life shared by and common to peoples and cultures)</i></p>
		<p>SS.K–4.C.2</p> <p>K: Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity. (KE 1.2)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common.</p> <p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</p> <p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>2 BI: Canada is made up of many diverse regions and communities.</p>

		<p>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity. 3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. K-3 CC Explain the significance of personal or local events, objects, people, or places. K-3 CC: Acknowledge different perspectives on people, places, issues, or events in their lives. <i>K(ways in which individuals and families differ and are the same; personal and family history and traditions; people, places, and events in the local community, and in local First Peoples communities)</i> 1(Characteristics of the local community that provide organization and meet the needs of the community; diverse cultures, backgrounds, and perspectives within the local and other communities; key events and developments in the local community, and in local First Peoples communities) 2(diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture; how people’s needs and wants are met in communities) 3(Cultural characteristics and ways of life of local First Peoples and global indigenous peoples; aspects of life shared by and common to peoples and cultures)</p>
	<p>SS.K–4.C.3 K: Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. (KE 1.3) P: Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns. (PE 1.2)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common. K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from. 1 BI: We shape the local environment, and the local environment shapes who we are and how we live. 1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment. 2 BI: Canada is made up of many diverse regions and communities. 3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity. 3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. K-3 CC Explain the significance of personal or local events, objects, people, or places. K-3 CC: Acknowledge different perspectives on people, places, issues, or events in their lives. <i>K-C (ways in which individuals and families differ and are the same; personal and family history and traditions; people, places, and events in the local community, and in local First Peoples communities)</i></p>

		<p>1-C (Characteristics of the local community that provide organization and meet the needs of the community; diverse cultures, backgrounds, and perspectives within the local and other communities; key events and developments in the local community, and in local First Peoples communities)</p> <p>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture; how people’s needs and wants are met in communities)</p> <p>3-C (Cultural characteristics and ways of life of local First Peoples and global indigenous peoples; aspects of life shared by and common to peoples and cultures)</p>
	<p>SS.K–4.C.4</p> <p>K: Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity.</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common.</p> <p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</p> <p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>K-3 CC Explain the significance of personal or local events, objects, people, or places.</p> <p>K-3 CC: Acknowledge different perspectives on people, places, issues, or events in their lives.</p> <p><i>K-C (ways in which individuals and families differ and are the same; personal and family history and traditions; people, places, and events in the local community, and in local First Peoples communities)</i></p> <p>1-C (Characteristics of the local community that provide organization and meet the needs of the community; diverse cultures, backgrounds, and perspectives within the local and other communities; key events and developments in the local community, and in local First Peoples communities)</p> <p>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture; how people’s needs and wants are met in communities)</p> <p>3-C (Cultural characteristics and ways of life of local First Peoples and global indigenous peoples; aspects of life shared by and common to peoples and cultures)</p>

	<p>SS.K-4.C.5</p> <p>K: Explain how culture may change in response to changing needs and concerns. (KE 1.4)</p> <p>P: Give examples of how information and experiences may be interpreted differently by people from different cultural groups. (PE 1.3)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common.</p> <p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</p> <p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>K-3 CC Explain the significance of personal or local events, objects, people, or places.</p> <p>K-3 CC: Acknowledge different perspectives on people, places, issues, or events in their lives.</p> <p>K-3 CC: Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same.</p> <p><i>K-C (ways in which individuals and families differ and are the same; needs and want of individuals and families)</i></p> <p><i>1-C (Characteristics of the local community that provide organization and meet the needs of the community; diverse cultures, backgrounds, and perspectives within the local and other communities;)</i></p> <p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture; how people’s needs and wants are met in communities)</i></p> <p><i>3-C (Cultural characteristics and ways of life of local First Peoples and global indigenous peoples; aspects of life shared by and common to peoples and cultures)</i></p>
	<p>SS.K-4.C.6</p> <p>K: Relate how individuals learn the elements of their culture through interactions with other members of the culture group. (KE 1.5)</p> <p>P: Describe the value of both cultural unity and diversity within and across groups. (PE 1.4)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common.</p> <p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</p> <p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</p>

		<p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>K-3 CC Explain the significance of personal or local events, objects, people, or places.</p> <p>K-3 CC: Acknowledge different perspectives on people, places, issues, or events in their lives.</p> <p><i>K-C (ways in which individuals and families differ and are the same; personal and family history and traditions; people, places, and events in the local community, and in local First Peoples communities)</i></p> <p><i>1-C (Characteristics of the local community that provide organization and meet the needs of the community; diverse cultures, backgrounds, and perspectives within the local and other communities; key events and developments in the local community, and in local First Peoples communities)</i></p> <p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture; how people’s needs and wants are met in communities)</i></p> <p><i>3-C (Cultural characteristics and ways of life of local First Peoples and global indigenous peoples; aspects of life shared by and common to peoples and cultures)</i></p>
	<p>SS.K–4.C.7</p> <p>K: Recall how peoples from different cultures develop different values and ways of interpreting experience. (KE1.6)</p> <p>P: Demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups. (PE 1.5)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common.</p> <p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</p> <p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>K-3 CC Explain the significance of personal or local events, objects, people, or places.</p> <p>K-3 CC: Acknowledge different perspectives on people, places, issues, or events in their lives.</p> <p><i>K-C (ways in which individuals and families differ and are the same; personal and family history and traditions; people, places, and events in the local community, and in local First Peoples communities)</i></p> <p><i>1-C (Characteristics of the local community that provide organization and meet the needs of the</i></p>

			<p><i>community; diverse cultures, backgrounds, and perspectives within the local and other communities; key events and developments in the local community, and in local First Peoples communities)</i></p> <p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture; how people’s needs and wants are met in communities)</i></p> <p><i>3-C (Cultural characteristics and ways of life of local First Peoples and global indigenous peoples; aspects of life shared by and common to peoples and cultures)</i></p>
	<p>SS.K–4.C.8</p> <p>K: Identify the influence of Seventh-day Adventist heritage on culture.</p>		<p>K BI: Our communities are diverse and made up of individuals who have a lot in common.</p> <p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</p> <p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>K-3 CC Explain the significance of personal or local events, objects, people, or places.</p> <p>K-3 CC: Acknowledge different perspectives on people, places, issues, or events in their lives.</p> <p><i>K-C (ways in which individuals and families differ and are the same; personal and family history and traditions; people, places, and events in the local community, and in local First Peoples communities)</i></p> <p><i>1-C (Characteristics of the local community that provide organization and meet the needs of the community; diverse cultures, backgrounds, and perspectives within the local and other communities; key events and developments in the local community, and in local First Peoples communities)</i></p> <p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture; how people’s needs and wants are met in communities)</i></p> <p><i>3-C (Cultural characteristics and ways of life of local First Peoples and global indigenous peoples; aspects of life shared by and common to peoples and cultures)</i></p>
Culture	5-8	<p>SS.5–8.C.1</p> <p>K: Explain “culture” as it refers to the socially</p>	<p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity.</p>

	<p>transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people. (KM 1.1)</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 stimulated significant cultural social, 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: 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><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.2</p> <p>K: Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance. (KM 1.2)</p> <p>P: Ask and find answers to questions related to culture. (PM 1.1)</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: 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: 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.</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.3</p> <p>K: Find evidence(s) of how culture influences the ways in which human groups solve the problems of daily living. (KM 1.3)</p> <p>P: Find, select, organize, and present information to compare various cultures according to specified aspects of culture, such as institutions, language, religion, and the arts. (PM 1.2)</p>	<p>5 BI: Natural resources continue to shape the economy and identity of different regions of Canada.</p> <p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity.</p> <p>7BI: Geographic conditions shaped the emergence of civilizations.</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: 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. 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</p>	<p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity.</p>

	<p>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>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: 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. 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 K: Prove that culture may change in response to changing needs, concerns, social, political, and geographic conditions. (KM 1.6) P: Draw inferences from data about the ways in which given cultures respond to persistent human</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.</p>

	<p>issues and how culture influences those responses. (PM 1.7)</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><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.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><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.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	K-4	<p>SS.K–4.TCC.1</p> <p>K: Explain that the study of the past is the story of communities, nations, and the world. (KE 2.1)</p> <p>P: Ask and find answers to questions related to the past in school, community, state, and regional contexts. (PE 2.1)</p>	<p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</p> <p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>3 BI: Indigenous knowledge is passed down through oral history, traditions, and collective memory.</p>

		<p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>4 BI: Interactions between First Peoples and Europeans led to conflict led to conflict and co-operation, which continue to shape Canada's identity.</p> <p>K-4 CC: Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same.</p> <p>4 CC: differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes.</p> <p>K-3 CC: Recognize causes and consequences of events, decisions, or developments in their lives.</p> <p><i>K-C (personal and family history and traditions; people, places, and events in the local community, and in local First Peoples communities)</i></p> <p><i>1-C (key events and developments in the local community, and in local First Peoples communities; characteristics of the local community that provide organization and meet the needs of the community)</i></p> <p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture)</i></p> <p><i>3-C (oral history, traditional stories, and artifacts as evidence about past First Peoples cultures)</i></p> <p><i>4-C (the history of the local community and of local First Peoples communities)</i></p>
	<p>SS.K-4.TCC.2</p> <p>K: Define key concepts such as: past, present, future, similarity, difference, and change. (KE 2.2)</p> <p>P: Use a variety of resources to learn about the past. (PE 2.2)</p>	<p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</p> <p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>3 BI: Indigenous knowledge is passed down through oral history, traditions, and collective memory.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>4 BI: Interactions between First Peoples and Europeans led to conflict led to conflict and co-operation, which continue to shape Canada's identity.</p> <p>K-4 CC: Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same.</p> <p>K-4 CC: Recognize causes and consequences of events, decisions, or developments in their lives.</p> <p><i>K-C (personal and family history and traditions; people, places, and events in the local community, and in local First Peoples communities)</i></p> <p><i>1-C (key events and developments in the local community, and in local First Peoples communities; characteristics of the local community that provide organization and meet the needs of the community)</i></p>

		<p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture)</i></p> <p><i>3-C (oral history, traditional stories, and artifacts as evidence about past First Peoples cultures)</i></p> <p><i>4-C (the history of the local community and of local First Peoples communities)</i></p>
	<p>SS.K–4.TCC.3</p> <p>K: Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts. (KE 2.3)</p> <p>P: Identify the examples of both continuity and change, as depicted in stories, photographs, and documents. (PE 2.3)</p>	<p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</p> <p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>3 BI: Indigenous knowledge is passed down through oral history, traditions, and collective memory.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada’s identity.</p> <p>K-4 CC: Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same.</p> <p>K-4 CC: Recognize causes and consequences of events, decisions, or developments in their lives.</p> <p>K-4 CC: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.</p> <p><i>K-C (personal and family history and traditions; people, places, and events in the local community, and in local First Peoples communities)</i></p> <p><i>1-C (key events and developments in the local community, and in local First Peoples communities; characteristics of the local community that provide organization and meet the needs of the community)</i></p> <p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture.)</i></p> <p><i>3-C (oral history, traditional stories, and artifacts as evidence about past First Peoples cultures)</i></p> <p><i>4-C (the history of the local community and of local First Peoples communities)</i></p>
	<p>SS.K–4.TCC.4</p> <p>K: Name key people, events, and places associated with the history of the community, nation, and world. (KE 2.4)</p> <p>P: Describe how people in the past lived, and research their values and beliefs. (PE 2.6)</p>	<p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</p> <p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>3 BI: Indigenous knowledge is passed down through oral history, traditions, and collective memory.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p>

		<p>4 BI: Interactions between First Peoples and Europeans led to conflict led to conflict and co-operation, which continue to shape Canada’s identity.</p> <p>K-4 CC: Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same.</p> <p>K-4 CC: Recognize causes and consequences of events, decisions, or developments in their lives.</p> <p>K-4 CC: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.</p> <p><i>K-C (personal and family history and traditions; people, places, and events in the local community, and in local First Peoples communities)</i></p> <p><i>1-C (key events and developments in the local community, and in local First Peoples communities; characteristics of the local community that provide organization and meet the needs of the community)</i></p> <p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture.)</i></p> <p><i>3-C (oral history, traditional stories, and artifacts as evidence about past First Peoples cultures)</i></p> <p><i>4-C (the history of the local community and of local First Peoples communities)</i></p>
	<p>SS.K–4.TCC.5</p> <p>K: Identify the accomplishments of Seventh-day Adventists in history.</p>	<p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</p> <p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>4 BI: Interactions between First Peoples and Europeans led to conflict led to conflict and co-operation, which continue to shape Canada’s identity.</p> <p>K-4 CC: Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same.</p> <p>K-4 CC: Recognize causes and consequences of events, decisions, or developments in their lives.</p> <p>K-4 CC: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.</p> <p>*see Bible/Encounter curriculum</p>
	<p>SS.K–4.TCC.6</p> <p>K: Identify the first Seventh-day Adventist missionaries.</p>	<p>K-3 CC: Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same.</p> <p>K-3 CC: Recognize causes and consequences of events, decisions, or developments in their lives.</p> <p>*see Bible/Encounter curriculum</p>
	<p>SS.K–4.TCC.7</p> <p>K: Identify key symbols and traditions that are carried from the past into the present by diverse</p>	<p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</p>

	<p>cultures in the United States and the world. (KE 2.5) P: Describe examples of cause and effect relationships. (PE 2.4)</p>	<p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live. 2 BI: Canada is made up of many diverse regions and communities. 3 BI: Indigenous knowledge is passed down through oral history, traditions, and collective memory. 3 BI: People from diverse cultures and societies share some common experiences and aspects of life. 4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada's identity.</p> <p>K-4 CC: Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same. K-4 CC: Recognize causes and consequences of events, decisions, or developments in their lives. K-4 CC: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.</p> <p><i>K-C (personal and family history and traditions; people, places, and events in the local community, and in local First Peoples communities)</i> <i>1-C (key events and developments in the local community, and in local First Peoples communities; characteristics of the local community that provide organization and meet the needs of the community)</i> <i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture.)</i> <i>3-C (oral history, traditional stories, and artifacts as evidence about past First Peoples cultures)</i> <i>4-C (the history of the local community and of local First Peoples communities)</i></p>
	<p>SS.K-4.TCC.8 K: Explain that people view and interpret historical events differently because of the times in which they live, their experiences, and the point of view they hold. (KE 2.6) P: Compare and contrast differing stories or accounts about the past events, people (including church pioneers), places, or situations, and offer possible reasons for the differences. (PE 2.5)</p>	<p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from. 1 BI: We shape the local environment, and the local environment shapes who we are and how we live. 2 BI: Canada is made up of many diverse regions and communities. 3 BI: Indigenous knowledge is passed down through oral history, traditions, and collective memory. 3 BI: People from diverse cultures and societies share some common experiences and aspects of life. 4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada's identity.</p> <p>K-4 CC: Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same. K-4 CC: Recognize causes and consequences of events, decisions, or developments in their lives. K-4 CC: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.</p>

		<p><i>K-C (personal and family history and traditions; people, places, and events in the local community, and in local First Peoples communities)</i></p> <p><i>1-C (key events and developments in the local community, and in local First Peoples communities; characteristics of the local community that provide organization and meet the needs of the community)</i></p> <p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture.)</i></p> <p><i>3-C (oral history, traditional stories, and artifacts as evidence about past First Peoples cultures)</i></p> <p><i>4-C (the history of the local community and of local First Peoples communities)</i></p>
	<p>SS.K–4.TCC.9</p> <p>K: Trace how the origins of the Seventh-day Adventist church are threaded throughout history.</p>	<p>K-4 CC: Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same.</p> <p>K-4 CC: Recognize causes and consequences of events, decisions, or developments in their lives.</p> <p>K-4 CC: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.</p> <p>*see Bible/Encounter curriculum</p>
	<p>SS.K–4.TCC.10</p> <p>K: Show that historical events occurred in times that differed from our own but often have lasting consequences for the present and future. (KE 2.7)</p> <p>P: Use sources to learn about the past in order to inform decisions about actions on issues of importance today. (PE 2.7)</p> <p>P: Use historical methods of inquiry and literacy skills to research and present findings. (PE 2.8)</p>	<p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</p> <p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>3 BI: Indigenous knowledge is passed down through oral history, traditions, and collective memory.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>4 BI; Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada’s identity.</p> <p>K-4 CC: Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same.</p> <p>K-4 CC: Recognize causes and consequences of events, decisions, or developments in their lives.</p> <p>K-4 CC: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.</p> <p><i>K-C (personal and family history and traditions; people, places, and events in the local community, and in local First Peoples communities)</i></p> <p><i>1-C (key events and developments in the local community, and in local First Peoples communities; characteristics of the local community that provide organization and meet the needs of the community)</i></p> <p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture.)</i></p>

			<p><i>3-C (oral history, traditional stories, and artifacts as evidence about past First Peoples cultures)</i> <i>4-C (the history of the local community and of local First Peoples communities)</i></p>
		<p>SS.K–4.TCC.11 K: Read and retell Bible and church history stories that portray how God works through people to help make the community a better place.</p>	<p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from. 1 BI: We shape the local environment, and the local environment shapes who we are and how we live. 2 BI: Canada is made up of many diverse regions and communities. 3 BI: People from diverse cultures and societies share some common experiences and aspects of life. 4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada’s identity.</p> <p>K-4 CC: Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same. K-4 CC: Recognize causes and consequences of events, decisions, or developments in their lives. K-4 CC: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources. *see Bible/Encounter curriculum</p>
Time, Continuity, and Change	5-8	<p>SS.5–8.TCC.1 K: Explain how the study of the past provides a representation of the history of communities, nations, and the world. (KM 2.1)</p>	<p>7 BI: Religious and cultural practices that emerged during the 7th century 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: 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) 7-8 CC: Assess the significance of people, places, events, or developments at particular times and places. 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 K: Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect. (KM 2.2) 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) 5-8 CC: Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) 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 K: Cite evidence that learning about the past requires the interpretation of sources and that</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>

	using varied sources provides the potential for a more balanced interpretive record of the past. (KM 2.3)	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).
	SS.5–8.TCC.4 K: Using the Bible and the Spirit of Prophecy, trace the great controversy throughout history.	5-6 CC: Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present. 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). *see Bible/Encounter curriculum
	SS.5–8.TCC.5 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: 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)	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: Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment).
	SS.5–8.TCC.6 K: Analyze key historical periods and patterns of change within and across cultures. (KM 2.5) P: Formulate questions about topics in history, 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)	5-6 CC: Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present. 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)
	SS.5–8.TCC.7 K: Discuss the aftermath of the Great Disappointment and the gift of prophecy given to Ellen White.	*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)
	SS.5–8.TCC.8 K: Outline the origins and influences of social, cultural, political, and economic systems. (KM 2.6)	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.

		<p>5-8 CC: Assess the significance of people, places, events, or developments at particular times and places (significance).</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>5-8 CC: Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequences).</p> <p><i>5-C (the development and evolution of Canadian identity over time; resources and economic development in different regions of Canada)</i></p> <p><i>6-C (different systems of government; global poverty and inequality issues, including class structure and gender; different systems of government)</i></p> <p><i>7-C (features and characteristics of civilizations, and factors that led to their rise and fall; anthropological origins of humans)</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.TCC.9</p> <p>K: Compare and contrast the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world. (KM 2.9)</p> <p>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: Immigration and multiculturalism continue to shape Canadian society and identity.</p> <p>5 BI: Natural resources continue to shape and economy and identity of different regions of Canada.</p> <p>6 BI: Economic self-interest can be a significant cause of conflict among peoples and governments.</p> <p>6 BI: Systems of government vary in their respect for human rights and freedoms.</p> <p>7 BI: Religious and cultural practices that emerged during the 7th century have endured and continue to influence people.</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: Exploration, expansion, and colonization had varying consequences for different groups.</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>5-8 CC: Differentiate between short- and long-term causes, and intended and unintended consequences, or events, decisions, or developments (cause and consequence)</p> <p><i>5-C (the development and evolution of Canadian identity over time; resources and economic development in different regions of Canada)</i></p> <p><i>6-C (different systems of government; global poverty and inequality issues, including class structure and gender; different systems of government)</i></p> <p><i>7-C (features and characteristics of civilizations, and factors that led to their rise and fall)</i></p>

		<i>8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization; philosophical and cultural shifts)</i>
	SS.5–8.TCC.10 K: Identify the accomplishments of Seventh-day Adventists in history.	*see Bible/Encounter curriculum
	SS.5–8.TCC.11 K: Outline the efforts and influence of Seventh-day Adventist missionaries.	*see Bible/Encounter curriculum
	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)	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)
	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 informed decisions as responsible citizens to propose policies and take action on an important current issue. (PM 2.5)	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: 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>

			<p>7-C (features and characteristics of civilizations, and factors that led to their rise and fall)</p> <p>8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization; philosophical and cultural shifts)</p>
		<p>SS.5–8.TCC.14</p> <p>K: Study the prophetic outlines of Daniel and the Revelation.</p>	*see Bible/Encounter curriculum
People, Places, and Environments	K-4	<p>SS.K–4.PPE.1</p> <p>K: Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. (KE 3.1)</p>	<p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>1 IB: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>2 IB: Canada is made up of many diverse regions and communities.</p> <p>3 IB: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</p> <p>4 IB: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</p> <p>1-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>1-4 CC: Explain why people, events, or places are significant to various individuals and groups.</p> <p>1-4 CC: Recognize causes and consequences of events, decisions, or developments.</p> <p>1-C (relationships between a community and its environment; natural and human-made features of the local environment)</p> <p>2-C (relationships between people and the environment in different communities; diverse features of the environment in other parts of Canada and the world)</p> <p>3-C (relationship between humans and their environment)</p> <p>4-C (physiographic features and natural resources of Canada)</p>
		<p>SS.K–4.PPE.2</p> <p>K: Define concepts such as: location, direction, distance, and scale. (KE 3.2)</p>	<p>K-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p>
		<p>SS.K–4.PPE.3</p> <p>K: Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments. (KE 3.9)</p> <p>P: Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies, and other geographic tools to inform the study of people, places, and environments, both past and present. (PE 3.3)</p>	<p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>1 IB: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>2 IB: Canada is made up of many diverse regions and communities.</p> <p>3 IB: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</p> <p>4 IB: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</p> <p>1-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p>

		<p>1-4 CC: Explain why people, events, or places are significant to various individuals and groups.</p> <p>1-4 CC: Recognize causes and consequences of events, decisions, or developments.</p> <p><i>1-C (relationships between a community and its environment; natural and human-made features of the local environment)</i></p> <p><i>2-C (relationships between people and the environment in different communities; diverse features of the environment in other parts of Canada and the world)</i></p> <p><i>3-C (relationship between humans and their environment)</i></p> <p><i>4-C (physiographic features and natural resources of Canada)</i></p>
	<p>SS.K–4.PPE.4</p> <p>K: Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment. (KE 3.3)</p>	<p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>1 IB: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>2 IB: Canada is made up of many diverse regions and communities.</p> <p>3 IB: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</p> <p>3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>4 IB: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</p> <p>1-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>1-4 CC: Explain why people, events, or places are significant to various individuals and groups.</p> <p>1-4 CC: Recognize causes and consequences of events, decisions, or developments.</p> <p><i>1-C (relationships between a community and its environment; natural and human-made features of the local environment)</i></p> <p><i>2-C (relationships between people and the environment in different communities; diverse features of the environment in other parts of Canada and the world)</i></p> <p><i>3-C (relationship between humans and their environment)</i></p> <p><i>4-C (physiographic features and natural resources of Canada)</i></p>
	<p>SS.K–4.PPE.5</p> <p>K: Describe the Christian’s responsibility for the environment.</p>	<p>1-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>1-4 CC: Recognize causes and consequences of events, decisions, or developments.</p> <p>*see Bible/Encounter curriculum</p>
	<p>SS.K–4.PPE.6</p> <p>K: Identify the factors influencing various community, state, and regional patterns of human</p>	<p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p>

	<p>settlement such as the availability of land, water, and places for people to live. (KE 3.4)</p>	<p>1 IB: We shape the local environment, and the local environment shapes who we are and how we live. 2 IB: Canada is made up of many diverse regions and communities. 3 IB: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors. 3 IB: People from diverse cultures and societies share some common experiences and aspects of life. 4 IB: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</p> <p>1-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. 1-4 CC: Explain why people, events, or places are significant to various individuals and groups. 1-4 CC: Recognize causes and consequences of events, decisions, or developments.</p> <p><i>1-C (relationships between a community and its environment; natural and human-made features of the local environment)</i> <i>2-C (relationships between people and the environment in different communities; diverse features of the environment in other parts of Canada and the world)</i> <i>3-C (relationship between humans and their environment)</i> <i>4-C (physiographic features and natural resources of Canada; the impact of colonization on First Peoples societies in British Columbia)</i></p>
	<p>SS.K-4.PPE.7 K: Explore cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas and in the ways people make a living. (KE 3.6)</p>	<p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment. 1 IB: We shape the local environment, and the local environment shapes who we are and how we live. 2 IB: Canada is made up of many diverse regions and communities. 3 IB: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors. 3 IB: People from diverse cultures and societies share common experiences and aspects of life. 4 IB: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</p> <p>1-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. 1-4 CC: Explain why people, events, or places are significant to various individuals and groups. 1-4 CC: Recognize causes and consequences of events, decisions, or developments. 1-4 CC: Sequence objects, images, or events, and explain why some aspects change and others stay the same.</p>

		<p>1-4 CC: Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events.</p> <p><i>1-C (relationships between a community and its environment; natural and human-make features of the local environment)</i></p> <p><i>2-C (relationships between people and the environment in different communities; diverse features of the environment in other parts of Canada and the world)</i></p> <p><i>3-C (relationship between humans and their environment)</i></p> <p><i>4-C (physiographic features and natural resources of Canada; the impact of colonization on First Peoples societies in British Columbia)</i></p>
	<p>SS.K–4.PPE.8</p> <p>K: Analyze factors that contribute to similarities and differences among peoples locally and in places across the world including ethnicity, language, and religious beliefs. (KE 3.8)</p> <p>P: Ask and find answers to geographic questions related to the school, community, state, region, and world. (PE 3.1)</p>	<p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>3 BI: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada’s identity.</p> <p>1-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>1-4 CC: Explain why people, events, or places are significant to various individuals and groups.</p> <p>1-4 CC: Recognize causes and consequences of events, decisions, or developments.</p> <p>1-4 CC: Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events.</p> <p><i>1-C (relationships between a community and its environment; natural and human-make features of the local environment)</i></p> <p><i>2-C (relationships between people and the environment in different communities; diverse features of the environment in other parts of Canada and the world)</i></p> <p><i>3-C (relationship between humans and their environment)</i></p> <p><i>4-C (physiographic features and natural resources of Canada; the impact of colonization on First Peoples societies in British Columbia)</i></p>
	<p>SS.K–4.PPE.9</p> <p>K: Compare physical changes in the community, state, and region, such as seasons, climate, and their effects on plants and animals. (KE 3.5)</p>	<p>*see Science curriculum</p> <p>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</p>

			<p>4 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments.</p> <p>4 CC: Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes.</p> <p>4 CC: Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place.</p> <p><i>4-C (physiographic features and natural resources of Canada)</i></p>
		SS.K–4.PPE.10 Examine the effects of sin on the environment.	<p>*see Bible/Encounter curriculum</p> <p>*see Science curriculum</p>
		<p>SS.K–4.PPE.11</p> <p>K: Compare and contrast benefits and problems resulting from the discovery and use of resources. (KE 3.7)</p> <p>P: Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies. (PE 3.2)</p>	<p>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</p> <p>4 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments.</p> <p>4 CC: Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes.</p> <p>4 CC: Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place.</p> <p><i>4-C (physiographic features and natural resources of Canada)</i></p> <p>*see Science curriculum</p>
		<p>SS.K–4.PPE.12</p> <p>K: Discuss the Christian’s responsibility for the Earth’s environment and its resources.</p>	<p>4 CC: Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place.</p> <p>*see Bible/Encounter curriculum</p>
People, Places, and Environments	5-8	<p>SS.5–8.PPE.1</p> <p>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.</p> <p>6 BI: Complex global problems require international co-operation to make difficult choices for the future.</p> <p>7 BI: Geographic conditions shaped the emergence of civilizations.</p> <p>8 BI: Human and environmental factors shape changes in population and living standards.</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: Determine which causes most influenced particular decisions, actions, or events, and asses 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.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.</p> <p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity.</p> <p>7 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: Human and environmental factors shape changes in population and living standards.</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; 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.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.</p> <p>6 BI: Complex global problems require international co-operation to make difficult choices for the future.</p> <p>7 BI: Geographic conditions shaped the emergence of civilizations.</p> <p>8 BI: Human and environmental factors shape changes in population and living standards.</p> <p>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</p>

		<p>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, r 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).</p>

		<p>5-C (the changing nature of Canadian immigration over time) 6-C (the urbanization and migration of people) 7-C (features and characteristics of civilizations, and factors that led to their rise and fall) 8-C (social, political, and economic systems and structures, including those of at least one indigenous civilization; changes in population and living standards)</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). 5-C (the changing nature of Canadian immigration over time) 6-C (the urbanization and migration of people) 8-C (exploration, expansion, and colonization; philosophical and cultural shifts)</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). 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 (resources and economic development in different regions of Canada)</p> <p>7-C (human responses to particular geographic challenges and opportunities, including climate, landforms, and natural resources)</p> <p>8-C (interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations)</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 (resources and economic development in different regions of Canada)</p> <p>6-C (the urbanization and migration of people)</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 (human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources)</p> <p>8-C (interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations)</p> <p>*see Bible/Encounter curriculum</p>
Individual Development and Identity	K-4	SS.K–4.IDI.1	<p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</p> <p>K BI: Our communities are diverse</p>

	<p>K: Discuss how the study of individual development and identity helps us know who we are and how we change. (KE 4.1)</p>	<p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live. K-1 CC: Explain the significance of personal or local events, objects, people, or places. Acknowledge different perspectives on people, places, issues, or events in their lives. <i>K-C (ways in which individuals and families differ and are the same; personal and family history and traditions)</i> <i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities; key events and developments in the local community, and in local First Peoples communities)</i> *see Physical & Health Educ. curriculum</p>
	<p>SS.K-4.IDI.2 K: Identify the qualities that make individuals unique and equip them for their place in God’s overall plan.</p>	<p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from. 1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment. K-1 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. K-1 CC: Explain the significance of personal or local events, objects, people, or places. <i>K-C (ways in which individuals and families differ and are the same)</i> <i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities)</i> *see Bible/Encounter curriculum</p>
	<p>SS.K-4.IDI.3 K: Define concepts such as: growth, change, learning, self, family, and groups. (KE 4.2) P: Describe your personal characteristics including your interests, capabilities, and perceptions. (PE 4.2)</p>	<p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from. 1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment. K-1 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. K-1 CC: Explain the significance of personal or local events, objects, people, or places. <i>K-C (ways in which individuals and families differ and are the same)</i> <i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities)</i></p>
	<p>SS.K-4.IDI.4 K: Explain how individuals have characteristics that are both distinct from and similar to those of others. (KE 4.3)</p>	<p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from. 1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment. K-1 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. K-1 CC: Explain the significance of personal or local events, objects, people, or places. <i>K-C (ways in which individuals and families differ and are the same)</i> <i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities)</i></p>
	<p>SS.K-4.IDI.5</p>	<p>*see Bible/Encounter curriculum</p>

	<p>K: Compare the Biblical account of the beginning of civilization to that of the evolutionary viewpoint.</p>	
<p>SS.K–4.IDI.6 K: Describe how individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems. (KE 4.4)</p>	<p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from. 1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment. K-1 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. K-1 CC: Explain the significance of personal or local events, objects, people, or places. <i>K-C (ways in which individuals and families differ and are the same)</i> <i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities)</i></p>	
<p>SS.K–4.IDI.7 K: Develop a respect for others including senior citizens and individuals with disabilities. P: Ask and find answers to questions about how individual identity forms and changes. (PE 4.1)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common. 1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment. K-1 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. K-1 CC: Explain the significance of personal or local events, objects, people, or places. <i>K-C (ways in which individuals and families differ and are the same)</i> <i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities)</i></p>	
<p>SS.K–4.IDI.8 K: Examine how individuals change over time. (KE 4.5)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common. 1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment. K-1 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. K-1 CC: Explain the significance of personal or local events, objects, people, or places. <i>K-C (ways in which individuals and families differ and are the same)</i> <i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities)</i></p>	
<p>SS.K–4.IDI.9 K: Evaluate how physical, intellectual, and emotional growth affects individual identity, growth, and interactions with others. (KE 4.6)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common. 1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment. K-1 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. K-1 CC: Explain the significance of personal or local events, objects, people, or places. <i>K-C (ways in which individuals and families differ and are the same)</i> <i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities)</i></p>	

		*see Physical & Health Educ. curriculum
	<p>SS.K–4.IDI.10</p> <p>K: Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities.</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common.</p> <p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>K-1 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>K-1 CC: Explain the significance of personal or local events, objects, people, or places.</p> <p><i>K-C (ways in which individuals and families differ and are the same)</i></p> <p><i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities)</i></p> <p>*see Physical & Health Educ. curriculum</p>
	<p>SS.K–4.IDI.11</p> <p>K: Explore factors that contribute to personal identify such as physical attributes, gender, race, and culture. (PE 4.3)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common.</p> <p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>K-1 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>K-1 CC: Explain the significance of personal or local events, objects, people, or places.</p> <p><i>K-C (ways in which individuals and families differ and are the same)</i></p> <p><i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities)</i></p> <p>*see Physical & Health Educ. curriculum</p>
	<p>SS.K–4.IDI.12</p> <p>K: Evaluate how individuals can express their own identify and work productively with others. (PE 4.4)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common.</p> <p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>K-1 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>K-1 CC: Explain the significance of personal or local events, objects, people, or places.</p> <p><i>K-C (ways in which individuals and families differ and are the same)</i></p> <p><i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities)</i></p> <p>*see Physical & Health Educ. curriculum and Career Education curriculum</p>
	<p>SS.K–4.IDI.13</p> <p>K: Discuss how people’s interactions with their social and physical surroundings influence individual identity and growth. (KE 4.7)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common.</p> <p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>K-1 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p>

			<p>K-1 CC: Explain the significance of personal or local events, objects, people, or places. <i>K-C (ways in which individuals and families differ and are the same)</i> <i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities)</i> *see Physical & Health Educ. curriculum and Career Education curriculum</p>
		<p>SS.K-4.IDI.14 K: Outline how individual choices are influenced by personal and social factors. (KE 4.8)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common. 1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment. 1 BI: We shape the local environment, and the local environment shapes who we are and how we live. K-1 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. K-1 CC: Explain the significance of personal or local events, objects, people, or places. K-1 CC: Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action. <i>K-C (ways in which individuals and families differ and are the same)</i> <i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities)</i> *see Career Education curriculum</p>
		<p>SS.K-4.IDI.15 K: Identify people, groups, and institutions that contribute to development. (PE 4.5)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common. 1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment. 1 BI: We shape the local environment, and the local environment shapes who we are and how we live. K-1 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. K-1 CC: Explain the significance of personal or local events, objects, people, or places. K-1 CC: Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action. <i>K-C (ways in which individuals and families differ and are the same)</i> <i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities)</i> *see Physical & Health Educ. curriculum</p>
		<p>SS.K-4.IDI.16 K: Embrace and cultivate a personal relationship with Christ.</p>	<p>*see Bible/Encounter curriculum</p>
Individual Development and Identity	5-8	<p>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)</p>	<p>**see Physical & Health Education/Career Education Curriculum</p>
		<p>SS.5-8.IDI.2</p>	<p>**see Physical & Health Education/Career Education Curriculum</p>

	<p>K: Achieve a balance in work and leisure which encompasses physical, mental, emotional, social and spiritual activities.</p>	
	<p>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)</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: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance). **see Physical & Health Education/Career Education Curriculum</p>
	<p>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)</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: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance). **see Physical & Health Education/Career Education Curriculum</p>
	<p>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)</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: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance). **see Physical & Health Education/Career Education Curriculum</p>
	<p>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)</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)</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 Physical & Health Education/Career Education Curriculum</p>
	<p>SS.5–8.IDI.7</p> <p>K: Embrace and cultivate a personal relationship with Christ.</p> <p>P: Examine the impact of conformity and altruism on identity. (PM 4.4)</p>	<p>*see Bible/Encounter curriculum</p>
	<p>SS.5–8.IDI.8</p> <p>K: Discuss how individuals' choices influence identity and development. (KM 4.5)</p>	<p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity.</p> <p>6 BI: Media sources can both positively and negatively affect our understanding of important events and issues.</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: Human and environmental factors shape changes in population and living standards.</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: Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence).</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/assess appropriate ways to respond (ethical judgment).</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>
	<p>SS.5–8.IDI.9</p> <p>K: Identify the qualities that make individuals unique and equip them for a place in God's overall plan.</p> <p>P: Identify the relationship between individual qualities and career or professional choices. (PM 4.7)</p>	<p>*see Bible/Encounter curriculum</p> <p>**see Physical & Health Education/Career Education Curriculum</p>
	<p>SS.5–8.IDI.10</p>	<p>5 BI: Immigration and multiculturalism continue to shape Canadian society and identity.</p>

	<p>K: Justify that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes. (KM 4.6)</p> <p>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>6 BI: Media sources can both positively and negatively affect our understanding of important events and issues.</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: Human and environmental factors shape changes in population and living standards.</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: Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence).</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/assess appropriate ways to respond (ethical judgment).</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>
	<p>SS.5–8.IDI.11</p> <p>K: Develop a respect for others including senior citizens and individuals with disabilities.</p> <p>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.</p> <p>6 BI: Media sources can both positively and negatively affect our understanding of important events and issues.</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: Human and environmental factors shape changes in population and living standards.</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: 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>7-C (origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas)</p> <p>8-C (Philosophical and cultural shifts; social, political, and economic systems and structures, including those of at least one indigenous civilization)</p> <p>*see Bible/Encounter curriculum</p> <p>**see Physical & Health Education/Career Education Curriculum</p>
Individuals, Groups, and Institutions	K-4	<p>SS.K–4.IGI.1</p> <p>K: Describe how this theme shows that people belong to groups and institutions that influence them and by which they are influenced. (KE 5.1)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common.</p> <p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspect of life.</p> <p>K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>K-3 CC: Explain the significance of personal or local events, objects, people, or places.</p> <p>K-3 CC: Recognize causes and consequences of events, decisions, or developments.</p> <p><i>K-C (ways in which individuals and families differ and are the same)</i></p> <p><i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities)</i></p> <p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture)</i></p> <p><i>3-C (aspects of life shared by and common to peoples and cultures)</i></p>
		<p>SS.K–4.IGI.2</p> <p>K: Define concepts such as community, culture, role, competition, cooperation, rules, and norms. (KE 5.2)</p> <p>P: Ask and find answers to questions about individual, group, and institutional influences. (PE 5.1)</p> <p>P: Gather information about groups through such tools as surveys and interviews. (PE 5.7)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common.</p> <p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspect of life.</p> <p>K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>K-3 CC: Explain the significance of personal or local events, objects, people, or places.</p> <p>K-3 CC: Sequence objects, images, and events, or explain why some aspects change and others stay the same.</p> <p><i>K-C (ways in which individuals and families differ and are the same)</i></p> <p><i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities)</i></p> <p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including</i></p>

		<p><i>at least one Canadian First Peoples community and culture)</i> <i>3-C (aspects of life shared by and common to peoples and cultures)</i></p>
	<p>SS.K–4.IGI.3 K: Tell how the Seventh-day Adventist church positively impacts neighborhoods.</p>	<p>*see Bible/Encounter curriculum</p>
	<p>SS.K–4.IGI.4 K: Identify characteristics that distinguish individuals. (KE 5.3)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common. 1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment. 2 BI: Canada is made up of many diverse regions and communities. 3 BI: People from diverse cultures and societies share some common experiences and aspect of life. K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. K-3 CC: Explain the significance of personal or local events, objects, people, or places. <i>K-C (ways in which individuals and families differ and are the same)</i> <i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities)</i> <i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture)</i> <i>3-C (aspects of life shared by and common to peoples and cultures)</i> *see Physical & Health Education curriculum</p>
	<p>SS.K–4.IGI.5 K: Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics. (KE 5.4) P: Describe interactions between and among individuals, groups, and institutions. (PE 5.2) P: Identify and describe examples of tensions between and among individuals, groups, and institutions. (PE 5.3) P: Explore how membership in more than one group is natural but may cause internal conflicts or cooperation. (PE 5.4)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common. 1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment. 2 BI: Canada is made up of many diverse regions and communities. 3 BI: People from diverse cultures and societies share some common experiences and aspect of life. K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. K-3 CC: Explain the significance of personal or local events, objects, people, or places. <i>K-C (ways in which individuals and families differ and are the same)</i> <i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities)</i> <i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture)</i> <i>3-C (aspects of life shared by and common to peoples and cultures)</i></p>
	<p>SS.K–4.IGI.6</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common.</p>

	<p>K: Assess the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives. (KE 5.5)</p>	<p>K BI: Rights, roles, and responsibilities shape our identify and help us build healthy relationships with others.</p> <p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>Our rights, roles, and responsibilities are important for building strong communities.</p> <p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>2 BI: Individuals have rights and responsibilities as global citizens.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspect of life.</p> <p>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</p> <p>K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>K-3 CC: Explain the significance of personal or local events, objects, people, or places.</p> <p>K-3 CC: Recognize causes and consequences of events, decisions, or developments.</p> <p><i>K-C (ways in which individuals and families differ and are the same; roles, rights, and responsibilities of individuals and groups)</i></p> <p><i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities; roles, rights, and responsibilities in the local community)</i></p> <p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture; rights and responsibilities of individuals regionally and globally)</i></p> <p><i>3-C (aspects of life shared by and common to peoples and cultures; governance and social organization in local and global indigenous societies)</i></p>
	<p>SS.K–4.IGI.7</p> <p>K: Examine how the rules and norms of groups to which they belong impact their lives. (KE 5.6)</p> <p>P: Provide examples of the role of institutions in furthering both continuity and change. (PE 5.5)</p> <p>P: Show how groups and institutions work to meet individual needs and promote or fail to promote the common good. (PE 5.6)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common.</p> <p>K BI: Rights, roles, and responsibilities shape our identify and help us build healthy relationships with others.</p> <p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>1 BI: Our rights, roles, and responsibilities are important for building strong communities.</p> <p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>2 BI: Individuals have rights and responsibilities as global citizens.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspect of life.</p> <p>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</p> <p>K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p>

			<p>K-3 CC: Explain the significance of personal or local events, objects, people, or places.</p> <p>K-3 CC: Recognize causes and consequences of events, decisions, or developments.</p> <p><i>K-C (ways in which individuals and families differ and are the same; roles, rights, and responsibilities of individuals and groups)</i></p> <p><i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities; roles, rights, and responsibilities in the local community)</i></p> <p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture; rights and responsibilities of individuals regionally and globally)</i></p> <p><i>3-C (aspects of life shared by and common to peoples and cultures; governance and social organization in local and global indigenous societies)</i></p>
		<p>SS.K-4.IGI.8</p> <p>K: Participate in age appropriate outreach and service projects.</p>	*see Bible/Encounter curriculum
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>5 BI: Canadian institutions and government reflect the challenge of our regional diversity.</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>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>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.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, 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</p>

		<p>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;</i></p>

			<p><i>the development and evolution of Canadian identity over time)</i></p> <p><i>6-C (the urbanization and migration of people)</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 (interactions and exchanges of resources, ideas, art, and culture between and among different civilizations; philosophical and cultural shifts; exploration, expansion, and colonization)</i></p>
		<p>SS.5–8.IGI.8</p> <p>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.</p> <p>*see Bible/Encounter curriculum</p>
		<p>SS.5–8.IGI.9</p> <p>K: Demonstrate how institutions may promote or undermine social conformity. (KM 5.7)</p> <p>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.</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</i></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><i>civilization; philosophical and cultural shifts; changes in population and living standards)</i></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>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.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>K-4</p>	<p>SS.K–4.PAG.1</p> <p>Justify how rules and laws can serve to support order and protect individual rights. (KE 6.1)</p>	<p>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</p> <p>1 BI: Our rights, roles, and responsibilities are important for building strong communities.</p> <p>2 BI: Individuals have rights and responsibilities as global citizens.</p> <p>3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>K-4 CC: Recognize causes and consequences of events, decisions, or developments in their lives.</p> <p>K-4 CC: Make value judgments about events, decisions, or actions, and suggest lessons that can be learned.</p> <p><i>K-C (rights, roles, and responsibilities of individuals and groups)</i></p> <p><i>1-C (roles, rights, and responsibilities in the local community)</i></p> <p><i>2-C (rights and responsibilities of individuals regionally and globally; roles and responsibilities of regional governments)</i></p> <p><i>3-C (governance and social organization in local and global indigenous societies)</i></p>
		<p>SS.K–4.PAG.2</p> <p>Identify the basic elements of government in the United States: executive, legislative, and judicial authority. (KE 6.4)</p> <p>*Focus changed to government in CANADA</p>	<p>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</p> <p>1 BI: Our rights, roles, and responsibilities are important for building strong communities.</p>

		<p>2 BI: Individuals have rights and responsibilities as global citizens. 3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>K-4 CC: Recognize causes and consequences of events, decisions, or developments in their lives. K-4 CC: Make value judgments about events, decisions, or actions, and suggest lessons that can be learned.</p> <p><i>K-C (rights, roles, and responsibilities of individuals and groups)</i> <i>1-C (roles, rights, and responsibilities in the local community)</i> <i>2-C (rights and responsibilities of individuals regionally and globally; roles and responsibilities of regional governments)</i> <i>3-C (governance and social organization in local and global indigenous societies)</i></p>
	<p>SS.K-4.PAG.3 K: Describe the structure and organization of the Seventh-day Adventist church. P: Ask and find answers to questions about power, authority, and governance in the school, community, and state. (PE 6.1)</p>	<p>K-4 CC: Recognize causes and consequences of events, decisions, or developments in their lives. K-4 CC: Make value judgments about events, decisions, or actions, and suggest lessons that can be learned.</p> <p><i>K-C (rights, roles, and responsibilities of individuals and groups)</i> <i>1-C (roles, rights, and responsibilities in the local community)</i> <i>2-C (rights and responsibilities of individuals regionally and globally; roles and responsibilities of regional governments)</i> <i>3-C (governance and social organization in local and global indigenous societies)</i> *see Bible/Encounter curriculum</p>
	<p>SS.K-4.PAG.4 K: Give examples of people who have the authority to make and enforce rules.</p>	<p>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. 1 BI: Our rights, roles, and responsibilities are important for building strong communities. 2 BI: Individuals have rights and responsibilities as global citizens. 3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>K-4 CC: Recognize causes and consequences of events, decisions, or developments in their lives. K-4 CC: Make value judgments about events, decisions, or actions, and suggest lessons that can be learned.</p> <p><i>K-C (rights, roles, and responsibilities of individuals and groups)</i> <i>1-C (roles, rights, and responsibilities in the local community)</i> <i>2-C (rights and responsibilities of individuals regionally and globally; roles and responsibilities of regional governments)</i> <i>3-C (governance and social organization in local and global indigenous societies)</i></p>

	<p>SS.K–4.PAG.5 K: Identify fundamental ideas that are the foundation of American constitutional democracy, including those of the U. S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state. (KE 6.2) *Focus changed to government in CANADA</p>	<p>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. 1 BI: Our rights, roles, and responsibilities are important for building strong communities. 2 BI: Individuals have rights and responsibilities as global citizens. 3 IB: People from diverse cultures and societies share some common experiences and aspects of life. K-4 CC: Recognize causes and consequences of events, decisions, or developments in their lives. K-4 CC: Make value judgments about events, decisions, or actions, and suggest lessons that can be learned. <i>K-C (rights, roles, and responsibilities of individuals and groups)</i> <i>1-C (roles, rights, and responsibilities in the local community)</i> <i>2-C (rights and responsibilities of individuals regionally and globally; roles and responsibilities of regional governments)</i> <i>3-C (governance and social organization in local and global indigenous societies)</i></p>
	<p>SS.K–4.PAG.6 K: Show how the Ten Commandments relate to governmental laws.</p>	<p>*see Bible/Encounter curriculum</p>
	<p>SS.K–4.PAG.7 K: Describe fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity. (KE 6.3) P: Examine issues involving the rights and responsibilities of individuals and groups in relation to the broader society. (PE 6.2) P: Examine issues involving the richness of unity and diversity as well as conflicts related to unity and diversity. (PE 6.3)</p>	<p>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. 1 BI: Our rights, roles, and responsibilities are important for building strong communities. 2 BI: Individuals have rights and responsibilities as global citizens. 3 IB: People from diverse cultures and societies share some common experiences and aspects of life. K-4 CC: Recognize causes and consequences of events, decisions, or developments in their lives. K-4 CC: Make value judgments about events, decisions, or actions, and suggest lessons that can be learned. <i>K-C (rights, roles, and responsibilities of individuals and groups)</i> <i>1-C (roles, rights, and responsibilities in the local community)</i> <i>2-C (rights and responsibilities of individuals regionally and globally; roles and responsibilities of regional governments)</i> <i>3-C (governance and social organization in local and global indigenous societies)</i></p>
	<p>SS.K–4.PAG.8 K: Exhibit tolerance and respect for individuals with different beliefs and viewpoints.</p>	<p>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. 1 BI: Our rights, roles, and responsibilities are important for building strong communities. 2 BI: Individuals have rights and responsibilities as global citizens.</p>

			<p>3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>K-4 CC: Recognize causes and consequences of events, decisions, or developments in their lives. K-4 CC: Make value judgments about events, decisions, or actions, and suggest lessons that can be learned.</p> <p><i>K-C (rights, roles, and responsibilities of individuals and groups)</i> <i>1-C (roles, rights, and responsibilities in the local community)</i> <i>2-C (rights and responsibilities of individuals regionally and globally; roles and responsibilities of regional governments)</i> <i>3-C (governance and social organization in local and global indigenous societies)</i></p>
		<p>SS.K–4.PAG.9</p> <p>K: Explain the ways in which governments meet the needs and wants of citizens. (KE 6.5) P: Analyze conditions and actions related to power, authority, and governance that contribute to conflict and cooperation among groups and nations or detract from cooperation. (PE 6.4)</p>	<p>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</p> <p>1 BI: Our rights, roles, and responsibilities are important for building strong communities. 2 BI: Individuals have rights and responsibilities as global citizens. 3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>K-4 CC: Recognize causes and consequences of events, decisions, or developments in their lives. K-4 CC: Make value judgments about events, decisions, or actions, and suggest lessons that can be learned.</p> <p><i>K-C (rights, roles, and responsibilities of individuals and groups)</i> <i>1-C (roles, rights, and responsibilities in the local community)</i></p> <p><i>2-C (rights and responsibilities of individuals regionally and globally; roles and responsibilities of regional governments)</i> <i>3-C (governance and social organization in local and global indigenous societies)</i></p>
		<p>SS.K–4.PAG.10</p> <p>K: Identify how God has ultimate control and protection over human affairs, and discuss the ways He has led in the past.</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. 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>5-6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)</p>

		<p>5-C (<i>human rights and responses to discrimination in Canadian society; participation and representation in Canada's system of government</i>)</p> <p>6-C (<i>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>5-C (<i>participation and representation in Canada's system of government</i>)</p> <p>6-C (<i>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>5-C (<i>human rights and responses to discrimination in Canadian society; participation and representation in Canada's system of government</i>)</p> <p>6-C (<i>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>5-C (<i>human rights and responses to discrimination in Canadian society; participation and representation in Canada's system of government</i>)</p> <p>6-C (<i>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>
		<p>SS.5–8.PAG.8</p> <p>K: Describe the structure and organization of the Seventh-day Adventist church.</p>	<p>*see Bible/Encounter curriculum</p>
		<p>SS.5–8.PAG.9</p> <p>K: Identify how God has ultimate control and protection over human affairs and discuss the ways He has led in the past.</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>*see Bible/Encounter curriculum</p>
<p>Production, Distribution, and Consumption</p>	<p>K-4</p>	<p>SS.K–4.PDC.1</p> <p>K: Demonstrate how people and communities deal with scarcity of resources. (KE 7.1)</p>	<p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>3 BI: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</p>

		<p>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</p> <p>2-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>2-4 CC: Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place.</p> <p><i>2-C (relationships between people and the environment in different communities; diverse features of the environment in other parts of Canada and the world)</i></p> <p><i>3-C (relationship between humans and their environment)</i></p> <p><i>4-C (physiographic features and natural resources of Canada)</i></p>
	<p>SS.K-4.PDC.2</p> <p>K: Explain uses of God’s gift of natural resources for meeting human needs.</p>	<p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>3 BI: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</p> <p>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</p> <p>2-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>2-4 CC: Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place.</p> <p><i>2-C (relationships between people and the environment in different communities; diverse features of the environment in other parts of Canada and the world)</i></p> <p><i>3-C (relationship between humans and their environment)</i></p> <p><i>4-C (physiographic features and natural resources of Canada)</i></p>
	<p>SS.K-4.PDC.3</p> <p>K: Distinguish the difference between needs and wants. (KE 7.2)</p> <p>P: Analyze the differences between wants and needs. (PE 7.2)</p> <p>P: Examine and evaluate different methods for allocating scarce goods and services in the school and community. (PE 7.4)</p>	<p>2 BI: Canada is made up of many diverse regions and communities.</p> <p>3 BI: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</p> <p>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</p> <p>2-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>2-4 CC: Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place.</p> <p><i>2-C (relationships between people and the environment in different communities; diverse features of the environment in other parts of Canada and the world)</i></p>

		<p><i>3-C (relationship between humans and their environment)</i> <i>4-C (physiographic features and natural resources of Canada)</i></p>
	<p>SS.K–4.PDC.4 K: Investigate what people and communities gain and give up when they make a decision. (KE 7.3)</p>	<p>2 BI: Canada is made up of many diverse regions and communities. 3 BI: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors. 4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</p> <p>2-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. 2-4 CC: Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place.</p> <p><i>2-C (relationships between people and the environment in different communities; diverse features of the environment in other parts of Canada and the world)</i> <i>3-C (relationship between humans and their environment)</i> <i>4-C (physiographic features and natural resources of Canada)</i></p>
	<p>SS.K–4.PDC.5 K: Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases.</p>	<p>2 BI: Canada is made up of many diverse regions and communities. 3 BI: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors. 4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</p> <p>2-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. 2-4 CC: Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place.</p> <p><i>2-C (relationships between people and the environment in different communities; diverse features of the environment in other parts of Canada and the world)</i> <i>3-C (relationship between humans and their environment)</i> <i>4-C (physiographic features and natural resources of Canada)</i></p>
	<p>SS.K–4.PDC.6 K: Explain how economic incentives affect people’s behavior. (KE 7.4) P: Evaluate how the decisions that people make are influenced by the trade–offs of different options. (PE 7.3)</p>	<p>2 BI: Canada is made up of many diverse regions and communities. 3 BI: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors. 4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</p>

		<p>2-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>2-4 CC: Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place.</p> <p><i>2-C (relationships between people and the environment in different communities; diverse features of the environment in other parts of Canada and the world)</i></p> <p><i>3-C (relationship between humans and their environment)</i></p> <p><i>4-C (physiographic features and natural resources of Canada)</i></p>
	<p>SS.K-4.PDC.7</p> <p>K: Identify the characteristics and functions of money and its uses. (KE 7.5)</p> <p>P: Assess how consumers will react to rising and falling prices for goods and services. (PE 7.5)</p>	<p>2 BI: Local actions have global consequences, and global actions have local consequences.</p> <p>3 BI: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</p> <p>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</p> <p>2-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>2-4 CC: Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place.</p> <p><i>2-C (relationships between people and the environment in different communities)</i></p> <p><i>3-C (relationship between humans and their environment)</i></p> <p><i>4-C (economic and political factors that influenced the colonization of British Columbia and its entry into Confederation; physiographic features and natural resources of Canada)</i></p>
	<p>SS.K-4.PDC.8</p> <p>K: Identify various organizations such as banks and businesses that help people achieve their individual economic goals. (KE 7.6)</p>	<p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>2 BI: Local actions have global consequences, and global actions have local consequences.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>1-3 CC: Explain the significance of personal or local events, objects, people, or places.</p> <p><i>1-C (characteristics of the local community that provide organization and meet the needs of the community)</i></p> <p><i>2-C (how people's needs and wants are met in communities)</i></p> <p><i>3-C (aspects of life shared by and common to peoples and cultures)</i></p>
	<p>SS.K-4.PDC.9</p> <p>K: Examine the efforts of the Seventh-day Adventist church to alleviate social problems.</p>	<p>*see Bible/Encounter curriculum</p>
	<p>SS.K-4.PDC.10</p> <p>K: Describe the characteristics of a market economy. (KE 7.7)</p>	<p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</p>

			<p>2 BI: Local actions have global consequences, and global actions have local consequences.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</p> <p>4 BI: interactions between First People and Europeans led to conflict and co-operation, which continue to shape Canada’s identity.</p> <p>1-4 CC: Explain the significance of personal or local events, objects, people, or places.</p> <p><i>1-C (characteristics of the local community that provide organization and meet the needs of the community)</i></p> <p><i>2-C (how people’s needs and wants are met in communities)</i></p> <p><i>3-C (aspects of life shared by and common to peoples and cultures)</i></p> <p><i>4-C (the fur trade in pre-Confederation Canada and British Columbia; economic and political factors that influenced the colonization of British Columbia and its entry into Confederation)</i></p>
		<p>SS.K–4.PDC.11</p> <p>K: Compare and contrast the goods and services produced in the market and those produced by the government. (KE 7.8)</p> <p>P: Investigate production, distribution, and consumption of goods and services in the school and community. (PE 7.1)</p>	<p>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</p> <p>2 BI: Local actions have global consequences, and global actions have local consequences.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</p> <p>4 BI: interactions between First People and Europeans led to conflict and co-operation, which continue to shape Canada’s identity.</p> <p>1-4 CC: Explain the significance of personal or local events, objects, people, or places.</p> <p><i>1-C (characteristics of the local community that provide organization and meet the needs of the community)</i></p> <p><i>2-C (how people’s needs and wants are met in communities)</i></p> <p><i>3-C (aspects of life shared by and common to peoples and cultures)</i></p> <p><i>4-C (the fur trade in pre-Confederation Canada and British Columbia; economic and political factors that influenced the colonization of British Columbia and its entry into Confederation)</i></p>
Production, Distribution, and Consumption	5-8	<p>SS.5–8.PDC.1</p> <p>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> <p>P: Analyze methods for allocating scarce goods and services at the state, national, and global levels,</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>and describe the possible impacts of these choices. (PM 7.3)</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.2 K: Examine the efforts of the Seventh-day Adventist church to alleviate social problems.</p>	<p>5-6 CC: Develop a plan of action to address a selected problem or issue. <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> *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. 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. 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).</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.5</p> <p>K: Justify how economic incentives affect people’s behavior and may be regulated by rules or laws. (KM 7.4)</p> <p>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.</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>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 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. 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; globalization and economic interdependence)</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.10 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: 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. 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; globalization and economic interdependence)</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.11 K: Analyze how levels of income, employment, and prices are determined by the interaction of households, firms, and the government. (KM 7.9) 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. 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,</p>

			<p>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	K-4	<p>SS.K-4.STS.1</p> <p>K: Describe how science involves the study of the natural world and how technology refers to the tools we use to accomplish tasks. (KE 8.1)</p> <p>P: Identify the points of view expressed in information sources regarding science and technology. (PE 8.6)</p>	<p>K-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>*see Science curriculum</p>
		<p>SS.K-4.STS.2</p> <p>K: Cite examples of how society often turns to science and technology to solve problems. (KE 8.2)</p> <p>P: Use diverse types of media technology to research and share information. (PE 8.2)</p>	<p>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</p> <p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>2 BI:</p> <p>K CC: Ask questions, make inferences, and draw conclusions about content and features of different types of sources.</p> <p>K CC: Acknowledge different perspectives on people, places, issues, or events in their lives.</p> <p><i>K-C (needs and wants of individuals and families)</i></p> <p><i>1-C (relationships between a community and its environment)</i></p> <p><i>3-C (interconnections of cultural and technological innovations of global and local indigenous peoples)</i></p> <p>*see Science curriculum and ADST curriculum</p>
		<p>SS.K-4.STS.3</p> <p>K: Design a project using technology to serve the church and community.</p>	<p>*see Bible/Encounter curriculum</p>
		<p>SS.K-4.STS.4</p> <p>K: Illustrate how media and technology are a part of every aspect of our lives. (KE 8.3)</p> <p>P: Ask and find answers to questions about the ways in which science and technology affect our lives. (PE 8.1)</p>	<p>K-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>K-4 CC: Sequence objects, images, or events, and determine continuities and changes between different time periods or places.</p> <p><i>3-C (interconnections of cultural and technological innovations of global and local indigenous peoples)</i></p> <p>*see ADST curriculum</p>
		<p>SS.K-4.STS.5</p> <p>K: Discuss the ways in which scientific findings and various forms of technology influence our daily lives. (KE 8.4)</p> <p>P: Identify examples of science and technology in daily life. (PE 8.3)</p>	<p>K-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>K-4 CC: Sequence objects, images, or events, and determine continuities and changes between different time periods or places.</p> <p><i>3-C (interconnections of cultural and technological innovations of global and local indigenous peoples)</i></p>

			*see Science curriculum and ADST Curriculum
		<p>SS.K–4.STS.6</p> <p>K: Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time. (KE 8.5)</p> <p>P: Research and evaluate various scientific and technological proposals for addressing real–life issues and problems. (PE 8.7)</p>	<p>K-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>K-4 CC: Sequence objects, images, or events, and determine continuities and changes between different time periods or places.</p> <p><i>3-C (interconnections of cultural and technological innovations of global and local indigenous peoples)</i></p> <p>*see Science curriculum and ADST Curriculum</p>
		<p>SS.K–4.STS.7</p> <p>K: Compare and contrast examples of how science and technology can have both positive and negative impacts on individuals, society, and the globe. (KE 8.6)</p> <p>P: Identify examples of the use of science and technology in society as well as the consequences of their use. (PE 8.4)</p> <p>P: Research a scientific topic or type of technology developed in a particular time or place, and determine its impact on people’s lives. (PE 8.5)</p>	<p>K-4 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>K-4 CC: Sequence objects, images, or events, and determine continuities and changes between different time periods or places.</p> <p><i>3-C (interconnections of cultural and technological innovations of global and local indigenous peoples)</i></p> <p>*see Science curriculum and ADST Curriculum</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><i>8-C (scientific and technological innovations)</i></p> <p>***See Science Curriculum</p>
		<p>SS.5–8.STS.2</p> <p>K: Develop a logical argument that there are gaps in access to science and technology around the world. (KM 8.10)</p> <p>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.</p> <p><i>8-C (scientific and technological innovations)</i></p> <p>***See Science Curriculum</p>
		<p>SS.5–8.STS.3</p> <p>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.</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><i>8-C (scientific and technological innovations)</i></p> <p>***See Science Curriculum</p>
		<p>SS.5–8.STS.4</p> <p>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.</p> <p>6 CC: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance).</p> <p><i>6-C (media technologies and coverage of current events)</i></p>
		<p>SS.5–8.STS.5</p> <p>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> <p>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.</p> <p>8 BI: Human and environmental factors shape changes in population and living standards.</p> <p>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>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>8-C (scientific and technological innovations)</i></p> <p>***See Science Curriculum</p>
	<p>SS.5–8.STS.6</p> <p>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</p> <p>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> <p>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.</p> <p>8 BI: Human and environmental factors shape changes in population and living standards.</p> <p>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>8 CC: Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence).</p> <p>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><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>

		<i>8-C (changes in population and living standards, scientific and technological innovations)</i>
	SS.5–8.STS.10 K: Recognize how a Christian uses technology as a responsible citizen.	*see Bible/Encounter curriculum **see Physical & Health Education/Career Education Curriculum
	SS.5–8.STS.11 K: Cite evidence of how media are created, received, and are dependent upon cultural contexts. (KM 8.7) P: Seek and evaluate varied perspectives when weighing how specific applications of science and technology have impacted individuals and society. (PM 8.3)	6BI: Media sources can both positively and negatively affect our understanding of important events and issues. 8 BI: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions. 6 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective). 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>6-C (media technologies and coverage of current events)</i> <i>8-C (changes in population and living standards, scientific and technological innovations)</i>
	SS.5–8.STS.12 K: Analyze how science and technology sometimes create ethical issues that test our standards and values. (KM 8.8)	6BI: Media sources can both positively and negatively affect our understanding of important events and issues. 8 BI: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions. 6 CC: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective). 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 CC: Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment) <i>6-C (media technologies and coverage of current events)</i> <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>
	SS.5–8.STS.13 K: Detail the need for laws and policies to govern scientific and technological applications. (KM 8.9) P: Use scientific findings and forms of technology to formulate possible solutions to real-life issues and problems, and predict outcomes. (PM 8.6)	6BI: Media sources can both positively and negatively affect our understanding of important events and issues. 8 BI: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

			<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 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	K-4	<p>SS.K–4.GC.1 K: Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel. (KE 9.1) P: Ask and find answers to questions about the connections we have to other people and places around the globe. (PE 9.1) P: Identify examples of global connections in the individual's community, state, or region. (PE 9.2) P: Use maps and databases to look for global patterns, trends, and connections. (PE 9.3)</p>	<p>2 BI: Local actions have global consequences, and global actions have local consequences.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada's identity.</p> <p>2-4 CC: Explain why people, events, or places are significant to various individuals and groups.</p> <p>2-4 CC: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.</p> <p>2-4 CC: Make value judgments about events, decisions, or actions, and suggest lessons that can be learned.</p> <p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture; how people's needs and wants are met in communities)</i></p> <p><i>3-C (aspects of life shared by and common to peoples and cultures; governance and social organization in local and global indigenous societies)</i></p> <p><i>4-C (early contact, trade, co-operation, and conflict between First Peoples and European peoples)</i></p>
		<p>SS.K–4.GC.2 K: Explain how global connections affect the daily life of individuals and those around them. (KE 9.2) P: Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. (PE 9.4)</p>	<p>2 BI: Local actions have global consequences, and global actions have local consequences.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada's identity.</p> <p>2-4 CC: Explain why people, events, or places are significant to various individuals and groups.</p>

		<p>2-4 CC: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.</p> <p>2-4 CC: Make value judgments about events, decisions, or actions, and suggest lessons that can be learned.</p> <p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture; how people’s needs and wants are met in communities)</i></p> <p><i>3-C (aspects of life shared by and common to peoples and cultures; governance and social organization in local and global indigenous societies)</i></p> <p><i>4-C (early contact, trade, co-operation, and conflict between First Peoples and European peoples)</i></p>
	<p>SS.K–4.GC.3</p> <p>K: Demonstrate an understanding of current world missions of the Seventh-day Adventist church.</p>	<p>*see Bible/Encounter curriculum</p>
	<p>SS.K–4.GC.4</p> <p>K: Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging. (KE 9.3)</p> <p>P: Identify and examine issues and problems that impact people in different parts of the world and move beyond local borders to affect other parts of the world. (PE 9.7)</p> <p>P: Identify and examine how wants and needs of people in one part of the world may conflict with the wants and needs of people in other parts of the world. (PE 9.8)</p>	<p>2 BI: Local actions have global consequences, and global actions have local consequences.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada’s identity.</p> <p>2-4 CC: Explain why people, events, or places are significant to various individuals and groups.</p> <p>2-4 CC: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.</p> <p>2-4 CC: Make value judgments about events, decisions, or actions, and suggest lessons that can be learned.</p> <p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture; how people’s needs and wants are met in communities)</i></p> <p><i>3-C (aspects of life shared by and common to peoples and cultures; governance and social organization in local and global indigenous societies)</i></p> <p><i>4-C (early contact, trade, co-operation, and conflict between First Peoples and European peoples)</i></p>
	<p>SS.K–4.GC.5</p> <p>K: Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections. (KE 9.4)</p> <p>P: Give examples of conflict and cooperation among individuals, groups, and nations in different parts of the world. (PE 9.5)</p>	<p>K BI: Our communities are diverse and made up of individuals who have a lot in common.</p> <p>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>2 BI: Local actions have global consequences, and global actions have local consequences.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada’s identity.</p>

			<p>K-4 CC: Explain why people, events, or places are significant to various individuals and groups.</p> <p>K-4 CC: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.</p> <p>K-4 CC: Acknowledge different perspectives on people, places, issues, or events in their lives.</p> <p><i>K-C (ways in which individuals and families differ and are the same)</i></p> <p><i>1-C (characteristics of the local community that provide organization and meet the needs of the community)</i></p> <p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture; how people’s needs and wants are met in communities)</i></p> <p><i>3-C (aspects of life shared by and common to peoples and cultures; governance and social organization in local and global indigenous societies)</i></p> <p><i>4-C (early contact, trade, co-operation, and conflict between First Peoples and European peoples)</i></p>
		<p>SS.K–4.GC.6</p> <p>K: Evaluate how the pace of global change has quickened in recent times. (KE 9.5)</p> <p>P: Examine the ways in which technology affects global connections. (PE 9.6)</p>	<p>2 BI: Local actions have global consequences, and global actions have local consequences.</p> <p>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada’s identity.</p> <p>2-4 CC: Explain why people, events, or places are significant to various individuals and groups.</p> <p>2-4 CC: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.</p> <p>2-4 CC: Make value judgments about events, decisions, or actions, and suggest lessons that can be learned.</p> <p><i>2-C (diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture; how people’s needs and wants are met in communities)</i></p> <p><i>3-C (aspects of life shared by and common to peoples and cultures; governance and social organization in local and global indigenous societies)</i></p> <p><i>4-C (early contact, trade, co-operation, and conflict between First Peoples and European peoples)</i></p>
		<p>SS.K–4.GC.7</p> <p>K: Discuss and analyze the unique message and mission of the Seventh-day Adventist church.</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	1-4	<p>SS.K–4.CIP.1</p> <p>K: Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together. (KE 10.1)</p> <p>P: Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond. (PE 10.1)</p>	<p>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</p> <p>1 BI: Our rights, roles, and responsibilities are important for building strong communities.</p> <p>2 BI: Individuals have rights and responsibilities as global citizens.</p> <p>3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>K-3 CC: Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same.</p> <p>K-3 CC: Recognize causes and consequences of events, decisions, or developments in their lives.</p> <p><i>K-C (rights, roles, and responsibilities of individuals and groups; people, places, and events in the local community, and in local First Peoples communities)</i></p> <p><i>1-C (roles, rights, and responsibilities in the local community; key events and developments in the</i></p>

		<p><i>local community, and in local First Peoples communities)</i> <i>2-C (rights and responsibilities of individuals regionally and globally)</i> <i>3-C (governance and social organization in local and global indigenous societies)</i></p>
	<p>SS.K–4.CIP.2 K: Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities. (KE 10.2) P: Locate, access, organize, and apply information from multiple sources reflecting multiple points of view. (PE 10.3)</p>	<p>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. 1 BI: Our rights, roles, and responsibilities are important for building strong communities. 2 BI: Individuals have rights and responsibilities as global citizens. 3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. K-3 CC: Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same. K-3 CC: Recognize causes and consequences of events, decisions, or developments in their lives. <i>K-C (rights, roles, and responsibilities of individuals and groups; people, places, and events in the local community, and in local First Peoples communities)</i> <i>1-C (roles, rights, and responsibilities in the local community; key events and developments in the local community, and in local First Peoples communities)</i> <i>2-C (rights and responsibilities of individuals regionally and globally)</i> <i>3-C (governance and social organization in local and global indigenous societies)</i></p>
	<p>SS.K–4.CIP.3 K: Describe how key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals. (KE 10.3) P: Identify and exercise the rights and responsibilities of citizens. (PE 10.2)</p>	<p>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. 1 BI: Our rights, roles, and responsibilities are important for building strong communities. 2 BI: Individuals have rights and responsibilities as global citizens. 3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. K-3 CC: Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same. K-3 CC: Recognize causes and consequences of events, decisions, or developments in their lives. <i>K-C (rights, roles, and responsibilities of individuals and groups; people, places, and events in the local community, and in local First Peoples communities)</i> <i>1-C (roles, rights, and responsibilities in the local community; key events and developments in the</i></p>

		<p><i>local community, and in local First Peoples communities)</i> <i>2-C (rights and responsibilities of individuals regionally and globally)</i> <i>3-C (governance and social organization in local and global indigenous societies)</i></p>
	<p>SS.K–4.CIP.4 K: Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories. (KE 10.4) P: Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals. (PE 10.4) P: Examine the influence of citizens and officials on policy decisions. (PE 10.7)</p>	<p>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. 1 BI: Our rights, roles, and responsibilities are important for building strong communities. 2 BI: Individuals have rights and responsibilities as global citizens. 3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. K-3 CC: Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same. K-3 CC: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.</p> <p><i>K-C (rights, roles, and responsibilities of individuals and groups; people, places, and events in the local community, and in local First Peoples communities)</i> <i>1-C (roles, rights, and responsibilities in the local community; key events and developments in the local community, and in local First Peoples communities)</i> <i>2-C (rights and responsibilities of individuals regionally and globally)</i> <i>3-C (governance and social organization in local and global indigenous societies)</i></p>
	<p>SS.K–4.CIP.5 K: Discuss the importance of gathering information as the basis for informed civic action. (KE 10.5) P: Evaluate positions about an issue based on the evidence and arguments provided, and describe the pros, cons, and consequences of holding a specific position. (PE 10.5) P: Develop a position on a school or local issue, and defend it with evidence. (PE 10.6)</p>	<p>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. 1 BI: Our rights, roles, and responsibilities are important for building strong communities. 2 BI: Individuals have rights and responsibilities as global citizens. 3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</p> <p>K-3 CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. K-3 CC: Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same. K-3 CC: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.</p> <p><i>K-C (rights, roles, and responsibilities of individuals and groups; people, places, and events in the local community, and in local First Peoples communities)</i></p>

			<p>1-C (roles, rights, and responsibilities in the local community; key events and developments in the local community, and in local First Peoples communities)</p> <p>2-C (rights and responsibilities of individuals regionally and globally)</p> <p>3-C (governance and social organization in local and global indigenous societies)</p>
		<p>SS.K–4.CIP.6</p> <p>K: Discuss the importance of religious freedom throughout the world.</p>	*see Bible/Encounter curriculum
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>5-C (participation and representation in Canada’s system of government)</p> <p>6-C (roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples; different systems of government)</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 become informed and take civic action. (PM 10.1)</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>5-C (human rights and responses to discrimination in Canadian society)</p> <p>6-C (global poverty and inequality issues, including class structure and gender; participation and representation in Canada’s system of government)</p>
		<p>SS.5–8.CIP.3</p> <p>K: Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship. (KM 10.3)</p> <p>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.</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>5-C (human rights and responses to discrimination in Canadian society)</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>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 points of view about selected issues, and note the strengths, weaknesses, and consequences associated with holding each position. (PM 10.6)</p> <p>SS.5–8.CIP.6 K: Identify the origins and function of major institutions and practices developed to support democratic ideals and practices. (KM 10.6) P: Evaluate the degree to which public policies and citizen behaviors reflect or foster stated democratic ideals. (PM 10.9)</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>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>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. 5-6 CC: Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) 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) 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>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.</p>
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		<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>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: 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: 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</p>

			<p>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>6-C (regional and international conflict; international co-operation and responses to global issues)</p> <p>8-C (philosophical and cultural shifts)</p>
<p>World Geography</p> <p>Legend:</p> <p>SS9 – Social Studies 9</p> <p>SS10 – Social Studies 10</p> <p>20th – 20th Century World History</p> <p>CC12 – Comparative Cultures 12</p> <p>HG12 – Human Geography 12</p> <p>PG12 – Physical Geography 12</p> <p>US12 – Urban studies 12</p>	9-12	<p><i>Course Focus:</i></p> <p>GEO.1.1 Recognize God's purpose in the dynamics of human history.</p>	*Encounter Bible Series
		<p><i>Course Focus, cont:</i></p> <p>GEO.1.2 Explore God's role in the political, social, economic, and spiritual areas of societies.</p>	*Encounter Bible Series
		<p><i>Course Focus, cont:</i></p> <p>GEO.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.</p>	*Encounter Bible Series
		<p><i>Course Focus, cont:</i></p> <p>GEO.1.4 Equip students with a Christian approach toward social issues.</p>	*Encounter Bible Series
		<p><i>Course Abilities:</i></p> <p>GEO.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).</p>	US12 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
		<p><i>Course Abilities, cont:</i></p> <p>GEO.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).</p>	US12 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
		<p><i>Course Abilities, cont:</i></p> <p>GEO.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).</p>	US12 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
		<p><i>Elements of Geography:</i></p> <p>GEO.4.1 Acknowledge God as Creator and Sustainer of life and the natural world.</p>	*Encounter Bible Series
		<p><i>Elements of Geography, cont:</i></p> <p>GEO.4.2 Identify key terms and locations.</p>	<p>PG12 BI2: Natural processes have an impact on the landscape and human settlement.</p> <p>PG12 BI3: Interactions between human activities and the atmosphere affect local and global weather and climate.</p> <p><i>PG12 C1: Structure of, feedback within, and equilibrium of natural systems</i></p> <p><i>PG12 C2: Distinguishing features of the atmosphere, hydrosphere, cryosphere, lithosphere, biosphere, and anthroposphere</i></p> <p><i>PG12 C4: Features and processes of plate tectonics and their effects on human and natural systems</i></p> <p><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>PG12 C11: Natural resources and sustainability</i></p>
	<p><i>Elements of Geography, cont:</i></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p><i>CC12 C7: interactions between cultures and the natural environment</i></p>
	<p><i>Relationships Between Diverse Cultures, cont:</i></p> <p>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></p> <p>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></p> <p>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></p> <p>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.</p> <p><i>PG12 C1: Structure of, feedback within, and equilibrium of natural systems</i></p> <p><i>PG12 C2: Distinguishing features of the atmosphere, hydrosphere, cryosphere, lithosphere, biosphere, and anthroposphere</i></p> <p><i>PG12 C3: Connections and interactions between the spheres</i></p>

		<p><i>PG12 C4: Features and processes of plate tectonics and their effects on human and natural systems</i></p> <p><i>PG12 C5: Features and processes of gradation and their effects on human and natural systems</i></p> <p><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></p>	<p>SS10 CC6: Explain and infer different perspectives on past or present people, places, issues, or events by</p>

		GEO.3.3 Demonstrate an appreciation of life through diverse perspectives.	considering prevailing norms, values, worldviews, and beliefs (perspective)
		<i>Application, cont:</i> GEO.3.4 Correlate relevant concepts from past to present.	PG12 CC7: Identify and assess how human and environmental factors and events influence each other (interactions and associations) 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>		

		<p>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>
	<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</p>

		norms, values, worldviews, and beliefs (perspective)
	<i>Flow of Time and Events, cont:</i> WHS.5.3 Relate key influences and themes to past, present, and possible future events.	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>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.

	<p><i>Diversity of Culture, cont:</i> WHS.7.5 Analyze examples of how the arts and architecture reflect the history of diverse cultures.</p>	<p>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></p>
	<p><i>Impact of Historical Themes:</i> WHS.8.1 Identify global trends and evaluate their influence on world cultures.</p>	<p>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></p>
	<p><i>Impact of Historical Themes, cont:</i> WHS.8.2 Connect developments in science and technology with the growth of industrial economies.</p>	<p>SS9 BI1: Emerging ideas and ideologies profoundly influence societies and events. <i>SS9 C1: Political, social, economic, and technological revolutions</i></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>AS12 BI4: Rapid industrialization, urbanization, and economic growth in Asia in the late 20th century have created complex environmental challenges. <i>AS12 C3: Industrialization, globalization, economic systems, and distribution of wealth</i></p>
	<p><i>Application:</i> WHS.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.</p>	<p>20th 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> WHS.3.2 Identify key concepts and themes.</p>	<p>20th CC3: Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)</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> WHS.3.4 Correlate relevant concepts from past to present.</p>	<p>20th CC7: Make reasoned ethical judgments about controversial actions in the past or present, and assess whether we have a responsibility to respond (ethical judgment)</p>
	<p><i>Application, cont:</i> WHS.8.3 Reevaluate information in light of new insights and discoveries.</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> WHS.8.4 Apply lessons of historical patterns through practical applications.</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>
U.S. History	<i>Course Focus:</i>	*Encounter Bible Series

(substitute Canadian History) SS9 – Social Studies 9 SS10 – Social Studies 10 20 th – 20 th Century World History AS12 – Asian Studies 12 CC12 – Comparative Cultures 12	9-12	USH.1.1 Recognize God’s purpose in the dynamics of human history.	
		<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
		<i>Course Focus, cont:</i> USH.1.4 Equip students with a Christian approach toward social issues.	*Encounter Bible Series
		<i>Course Abilities:</i> USH.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).	20 th CC1: Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
		<i>Course Abilities, cont:</i> USH.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others’ experiences).	20 th CC1: Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
		<i>Course Abilities, cont:</i> USH.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).	20 th CC1: Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
		<i>Historical Inquiry and Analysis:</i> USH.4.1 Evaluate God’s continuous role in the dynamics of United States history.	*Encounter Bible Series
		<i>Historical Inquiry and Analysis, cont:</i> USH.4.2 Study the factors that led to the founding of the United States.	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>
		<i>Historical Inquiry and Analysis, cont:</i> USH.4.3 Identify key people and events.	<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><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></p> <p><i>SS10 C7: Domestic conflicts and co-operation</i></p> <p><i>SS10 C8: International conflicts and co-operation</i></p> <p><i>20th C5: Global conflicts, including world war i, world war ii, and the cold war</i></p> <p><i>20th C7: Interdependence and international co-operation</i></p>
	<p><i>Historical Inquiry and Analysis, cont:</i> USH.4.4 Examine the origins and influence of ideas (social, religious/SDA, philosophical, political, etc.).</p>	<p>SS9 BI1: Emerging ideas and ideologies profoundly influence societies and events.</p> <p><i>SS9 C1: Political, social, economic, and technological revolutions</i></p>
	<p><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.).</p>	<p>SS9 BI1: Emerging ideas and ideologies profoundly influence societies and events.</p> <p>Disparities in power alter the balance of relationships between individuals and between societies.</p> <p><i>SS9 C1: Political, social, economic, and technological revolutions</i></p> <p><i>SS9 C2: The continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world</i></p> <p><i>SS9 C4: Nationalism and the development of modern nation-states, including Canada</i></p> <p><i>SS9 C5: Local, regional, and global conflicts</i></p> <p><i>SS9 C6: Discriminatory policies, attitudes, and historical wrongs</i></p> <p>SS10 BI1: Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.</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></p> <p><i>SS10 C7: Domestic conflicts and co-operation</i></p> <p><i>SS10 C8: 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.</p> <p>20th BI3: The breakdown of long-standing empires created new economic and political systems.</p> <p><i>20th C5: Global conflicts, including world war i, world war ii, and the cold war</i></p> <p><i>20th C7: Interdependence and international co-operation</i></p> <p><i>AS12 C6: Local, regional, and global conflict and co-operation</i></p>
	<p><i>Historical Inquiry and Analysis, cont:</i></p>	<p>20th CC3: Assess the justification for competing historical accounts after investigating points of</p>

	<p>USH.4.6 Synthesize the influence of significant historic documents that impact the framework of the nation.</p>	<p>contention, reliability of sources, and adequacy of evidence (evidence)</p>
	<p><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.</p>	<p>*Encounter Bible Series</p>
	<p><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.</p>	<p>*Encounter Bible Series</p>
	<p><i>Flow of Time and Events, cont:</i> USH.5.2 Form valid generalizations about various eras in United States history.</p>	<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>
	<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>	<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>
	<p><i>Historical Literacy:</i> USH.6.1 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.</p>	<p>SS9 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>
	<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>	<p>SS9 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>
	<p><i>Historical Literacy, cont:</i> USH.6.3 Identify bias in written, oral, or visual material.</p>	<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>
	<p><i>Historical Literacy, cont:</i> USH.6.4 Communicate information logically using basic language arts skills.</p>	<p>SS9 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>
	<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 B11: 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. <i>PG12 C6: Natural disasters and their effects on human and natural systems</i></p>
	<p><i>Diversity of Culture, cont:</i> USH.7.2 Examine the roots of cultural conflict and the nation’s treatment of ethnic groups.</p>	<p>SS10 C5: Discriminatory policies and injustices in Canada and the world, including residential schools, 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. <i>CC12 C6: Interactions and exchanges between cultures</i> <i>CC12 C7: Interactions between cultures and the natural environment</i></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. <i>CC12 C2: Elements of culture and cultural expressions</i></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. <i>20th C5: Global conflicts, including world war i, world war ii, and the cold war</i></p>
		<p><i>Application:</i> USH.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.</p>	<p>20th CC1: Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions 20th 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> USH.3.2 Identify key concepts and themes.</p>	<p>20th CC6: Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)</p>
		<p><i>Application, cont:</i> USH.3.3 Demonstrate an appreciation of life through diverse perspectives.</p>	<p>20th CC6: Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)</p>
		<p><i>Application, cont:</i> USH.3.4 Correlate relevant concepts from past to present.</p>	<p>20th CC7: Make reasoned ethical judgments about controversial actions in the past or present, and assess whether we have a responsibility to respond (ethical judgment)</p>
		<p><i>Application, cont:</i> USH.8.5 Reevaluate information in light of new insights and discoveries.</p>	<p>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)</p>
<p>U.S. Government (substitute Canadian Civics and/or Government)</p> <p>Legend: SS9 – Social Studies 9 SS10 – Social Studies 10 20th – 20th Century World History PS12 – Political Studies 12</p>	<p>9-12</p>	<p><i>Course Focus:</i> USG.1.1 Recognize God’s purpose in the dynamics of human history.</p>	<p>*Encounter Bible Series</p>
		<p><i>Course Focus, cont:</i> USG.1.2 Explore God’s role in the political, social, economic, and spiritual areas of societies.</p>	<p>*Encounter Bible Series</p>
		<p><i>Course Focus, cont:</i> USG.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.</p>	<p>*Encounter Bible Series</p>
		<p><i>Course Focus, cont:</i> USG.1.4 Equip students with a Christian approach toward social issues.</p>	<p>*Encounter Bible Series</p>
		<p><i>Course Abilities:</i> USG.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).</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><i>Course Abilities, cont:</i> USG.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others’ experiences).</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><i>Course Abilities, cont:</i> USG.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).</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><i>Historical Inquiry and Analysis:</i> USG.4.1 Evaluate God’s continuous role in the dynamics of United States government.</p>	<p>*Encounter Bible Series</p>	
<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>
	<p><i>Historical Inquiry and Analysis, cont:</i> USG.4.7 Synthesize the influence of historic documents that impact the framework of the government.</p>	<p>20th CC3: Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</p>
	<p><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.</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><i>Historical Literacy, cont:</i> USG.5.2 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.</p>	<p>SS9 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>
	<p><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.</p>	<p>SS9 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>
	<p><i>Historical Literacy, cont:</i> USG.5.4 Identify bias in written, oral, or visual material (yellow journalism, TV and radio, cartoons, etc.).</p>	<p>20th CC3: Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</p>
	<p><i>Historical Literacy, cont:</i> USG.5.5 Communicate information logically using basic language arts skills.</p>	<p>SS9 CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>
	<p><i>Responsible Citizenship:</i> USG.6 Be able to appreciate the rights and responsibilities of citizenship in a diverse society.</p>	<p>PS12 BI1: Understanding how political decisions are made is critical to being an informed and engaged citizen.</p>
	<p><i>Responsible Citizenship, cont:</i> USG.6.1 Understand the individual's civic responsibilities (voting, military service, public service, etc.).</p>	<p>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></p>
	<p><i>Responsible Citizenship, cont:</i> USG.6.2 Accept the reality of contrasting cultural and ideological viewpoints.</p>	<p>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></p>

	<p><i>Responsible Citizenship, cont:</i> USG.6.3 Recognize the necessity of compromise in balancing the majority rule and an insistence upon minority rights.</p>	<p>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></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. <i>PS12 C4: Methods used by media, governments, or political groups to influence public opinion</i> <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. <i>PS12 C4: Methods used by media, governments, or political groups to influence public opinion</i> <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. <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> <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. <i>PS12 C6: Current and future public policy</i> <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 PS12 CC3: Analyze political data and assess the reliability of sources (evidence)</p>

			SS9 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> USG.3.2 Identify key concepts and themes.	PS12 CC6: Explain and infer different perspectives on political decisions or developments (perspective) <i>PS12 C1: Major ideologies and political systems</i>
		<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>

	<p><i>Key Elements and Concepts, cont:</i> ECN.4.2 Demonstrate understanding of basic concepts (supply and demand, free enterprise system, business cycle, etc.).</p>	<p>EC B11: 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>
	<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 B13: 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 B11: Contemporary economic theory, practice, and terminology are grounded in centuries of economic theory. EC B14: 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 B14: 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 B11: 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>

	<i>Application, cont:</i> ECN.5.1 Evaluate the costs and benefits of using credit.	<i>EC C5: Neoclassical economics and theories of markets</i>
	<i>Application, cont:</i> ECN.5.2 Apply rational decision making to personal spending and saving choices.	*Career Education 9 & Career Life Education
	<i>Application, cont:</i> ECN.5.3 Understand the significance of tithing and biblical stewardship.	*Encounter Bible Series
	<i>Application, cont:</i> ECN.5.5 Assess the career options in today's economy and the skills necessary for employment.	*Career Education 9 & Career Life Education

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.