

## 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><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b></p> <p><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b></p> <p><b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b></p> <p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></p> <p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</b></p> <p><b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b></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><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b></p> <p><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b></p> <p><b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b></p> <p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></p> <p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p>

			<p><b>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</b>  <b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b></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(<i>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>)  2(<i>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>)  3(<i>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.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><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b>  <b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b>  <b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b>  <b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b>  <b>2 BI: Canada is made up of many diverse regions and communities.</b>  <b>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</b>  <b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b></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><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b></p> <p><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b></p> <p><b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b></p> <p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></p> <p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</b></p> <p><b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b></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><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b></p> <p><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b></p> <p><b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b></p> <p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></p> <p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</b></p> <p><b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b></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><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b></p> <p><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b></p> <p><b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b></p> <p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></p> <p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</b></p>

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		<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><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b></p> <p><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b></p> <p><b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b></p> <p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></p> <p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</b></p> <p><b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b></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 K: Identify the influence of Seventh-day Adventist heritage on culture.</p>	<p><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b></p> <p><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b></p> <p><b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b></p> <p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></p> <p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</b></p> <p><b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b></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>Time, Continuity, and Change</p>	<p>K-4</p>	<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><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b></p> <p><b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b></p> <p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 BI: Indigenous knowledge is passed down through oral history, traditions, and collective memory.</b></p> <p><b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b></p> <p><b>4 BI: Interactions between First Peoples and Europeans led to conflict led to conflict and co-operation, which continue to shape Canada’s identity.</b></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><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b></p> <p><b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b></p> <p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 BI: Indigenous knowledge is passed down through oral history, traditions, and collective memory.</b></p> <p><b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b></p> <p><b>4 BI: Interactions between First Peoples and Europeans led to conflict led to conflict and co-operation, which continue to shape Canada’s identity.</b></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.  <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.3  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: Identify the examples of both continuity and change, as depicted in stories, photographs, and documents. (PE 2.3)</p>	<p><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b>  <b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b>  <b>2 BI: Canada is made up of many diverse regions and communities.</b>  <b>3 BI: Indigenous knowledge is passed down through oral history, traditions, and collective memory.</b>  <b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b>  <b>4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada's identity.</b></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.  <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.4</p>	<p><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b></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><b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b></p> <p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 BI: Indigenous knowledge is passed down through oral history, traditions, and collective memory.</b></p> <p><b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b></p> <p><b>4 BI: Interactions between First Peoples and Europeans led to conflict led to conflict and co-operation, which continue to shape Canada's identity.</b></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><b>4 BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b></p> <p><b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b></p> <p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b></p> <p><b>4 BI: Interactions between First Peoples and Europeans led to conflict led to conflict and co-operation, which continue to shape Canada's identity.</b></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 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. K-3 CC: Recognize causes and consequences of events, decisions, or developments in their lives. *see Bible/Encounter curriculum</p>
	<p>SS.K–4.TCC.7 K: Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world. (KE 2.5) P: Describe examples of cause and effect relationships. (PE 2.4)</p>	<p><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b> <b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b> <b>2 BI: Canada is made up of many diverse regions and communities.</b> <b>3 BI: Indigenous knowledge is passed down through oral history, traditions, and collective memory.</b> <b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b> <b>4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada’s identity.</b></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. <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><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b> <b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b> <b>2 BI: Canada is made up of many diverse regions and communities.</b> <b>3 BI: Indigenous knowledge is passed down through oral history, traditions, and collective memory.</b> <b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b> <b>4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada’s identity.</b></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.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><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b></p> <p><b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b></p> <p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 BI: Indigenous knowledge is passed down through oral history, traditions, and collective memory.</b></p> <p><b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b></p> <p><b>4 BI; Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada's identity.</b></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>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)</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.)</p> <p>3-C (oral history, traditional stories, and artifacts as evidence about past First Peoples cultures)</p> <p>4-C (the history of the local community and of local First Peoples communities)</p>
		<p>SS.K–4.TCC.11</p> <p>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><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b></p> <p><b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b></p> <p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b></p> <p><b>4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada’s identity.</b></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>People, Places, and Environments</p>	<p>K-4</p>	<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><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></p> <p><b>1 IB: We shape the local environment, and the local environment shapes who we are and how we live.</b></p> <p><b>2 IB: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 IB: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</b></p> <p><b>4 IB: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</b></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</p>

		<p><i>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.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><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></p> <p><b>1 IB: We shape the local environment, and the local environment shapes who we are and how we live.</b></p> <p><b>2 IB: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 IB: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</b></p> <p><b>4 IB: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</b></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><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></p> <p><b>1 IB: We shape the local environment, and the local environment shapes who we are and how we live.</b></p> <p><b>2 IB: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 IB: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</b></p> <p><b>3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</b></p> <p><b>4 IB: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</b></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 settlement such as the availability of land, water, and places for people to live. (KE 3.4)</p>	<p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></p> <p><b>1 IB: We shape the local environment, and the local environment shapes who we are and how we live.</b></p> <p><b>2 IB: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 IB: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</b></p> <p><b>3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</b></p> <p><b>4 IB: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</b></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; 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><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b>  <b>1 IB: We shape the local environment, and the local environment shapes who we are and how we live.</b>  <b>2 IB: Canada is made up of many diverse regions and communities.</b>  <b>3 IB: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</b>  <b>3 IB: People from diverse cultures and societies share common experiences and aspects of life.</b>  <b>4 IB: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</b></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.  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-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.8 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: Ask and find answers to geographic questions related to the school, community, state, region, and world. (PE 3.1)</p>	<p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b>  <b>2 BI: Canada is made up of many diverse regions and communities.</b>  <b>3 BI: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</b>  <b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b>  <b>4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada’s identity.</b></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-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; 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><b>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</b></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>SS.K–4.PPE.10 Examine the effects of sin on the environment.</p>	<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><b>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</b></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 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. *see Bible/Encounter curriculum</p>
Individual Development and Identity	K-4	<p>SS.K–4.IDI.1 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><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b> <b>K BI: Our communities are diverse</b> <b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b> 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 &amp; 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><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b> <b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b> 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><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b> <b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b> 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><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b> <b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></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>SS.K-4.IDI.5</p> <p>K: Compare the Biblical account of the beginning of civilization to that of the evolutionary viewpoint.</p>	<p>*see Bible/Encounter curriculum</p>
	<p>SS.K-4.IDI.6</p> <p>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><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b></p> <p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></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>SS.K-4.IDI.7</p> <p>K: Develop a respect for others including senior citizens and individuals with disabilities.</p> <p>P: Ask and find answers to questions about how individual identity forms and changes. (PE 4.1)</p>	<p><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b></p> <p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></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>SS.K-4.IDI.8</p> <p>K: Examine how individuals change over time. (KE 4.5)</p>	<p><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b></p> <p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></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>SS.K-4.IDI.9</p> <p>K: Evaluate how physical, intellectual, and emotional growth affects individual identity, growth, and interactions with others. (KE 4.6)</p>	<p><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b></p>

			<p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></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 &amp; Health Educ. curriculum</p>
		<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><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b></p> <p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></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 &amp; 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><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b></p> <p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></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 &amp; 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><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b></p> <p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></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>

		*see Physical & Health Educ. curriculum and Career Education curriculum
	<p>SS.K-4.IDI.13  K: Discuss how people’s interactions with their social and physical surroundings influence individual identity and growth. (KE 4.7)</p>	<p><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b>  <b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b>  <b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b>  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 Physical &amp; 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><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b>  <b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b>  <b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b>  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><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b>  <b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b>  <b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b>  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></p>

			<p><i>1-C (diverse cultures, backgrounds, and perspectives within the local and other communities)</i>  *see Physical &amp; Health Educ. curriculum</p>
		SS.K–4.IDI.16 K: Embrace and cultivate a personal relationship with Christ.	*see Bible/Encounter curriculum
Individuals, Groups, and Institutions	K-4	SS.K–4.IGI.1 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)	<b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b> <b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b> <b>2 BI: Canada is made up of many diverse regions and communities.</b> <b>3 BI: People from diverse cultures and societies share some common experiences and aspect of life.</b> 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: Recognize causes and consequences of events, decisions, or developments. <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>
		SS.K–4.IGI.2 K: Define concepts such as community, culture, role, competition, cooperation, rules, and norms. (KE 5.2) P: Ask and find answers to questions about individual, group, and institutional influences. (PE 5.1) P: Gather information about groups through such tools as surveys and interviews. (PE 5.7)	<b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b> <b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b> <b>2 BI: Canada is made up of many diverse regions and communities.</b> <b>3 BI: People from diverse cultures and societies share some common experiences and aspect of life.</b> 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: Sequence objects, images, and events, or explain why some aspects change and others stay the same. <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>

		3-C (aspects of life shared by and common to peoples and cultures)
	SS.K-4.IGI.3 K: Tell how the Seventh-day Adventist church positively impacts neighborhoods.	*see Bible/Encounter curriculum
	SS.K-4.IGI.4 K: Identify characteristics that distinguish individuals. (KE 5.3)	<p><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b></p> <p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></p> <p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 BI: People from diverse cultures and societies share some common experiences and aspect of life.</b></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><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>*see Physical &amp; Health Education curriculum</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><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b></p> <p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></p> <p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 BI: People from diverse cultures and societies share some common experiences and aspect of life.</b></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><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>
	SS.K-4.IGI.6 K: Assess the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives. (KE 5.5)	<b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b>

			<p><b>K BI: Rights, roles, and responsibilities shape our identify and help us build healthy relationships with others.</b></p> <p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></p> <p><b>Our rights, roles, and responsibilities are important for building strong communities.</b></p> <p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>2 BI: Individuals have rights and responsibilities as global citizens.</b></p> <p><b>3 BI: People from diverse cultures and societies share some common experiences and aspect of life.</b></p> <p><b>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</b></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><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b></p> <p><b>K BI: Rights, roles, and responsibilities shape our identify and help us build healthy relationships with others.</b></p> <p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></p> <p><b>1 BI:Our rights, roles, and responsibilities are important for building strong communities.</b></p> <p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>2 BI: Individuals have rights and responsibilities as global citizens.</b></p> <p><b>3 BI: People from diverse cultures and societies share some common experiences and aspect of life.</b></p> <p><b>3 BI: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</b></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>	<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><b>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</b></p> <p><b>1 BI: Our rights, roles, and responsibilities are important for building strong communities.</b></p> <p><b>2 BI: Individuals have rights and responsibilities as global citizens.</b></p> <p><b>3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</b></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><b>*Focus changed to government in CANADA</b></p>	<p><b>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</b></p> <p><b>1 BI: Our rights, roles, and responsibilities are important for building strong communities.</b></p> <p><b>2 BI: Individuals have rights and responsibilities as global citizens.</b></p> <p><b>3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</b></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.3</p> <p>K: Describe the structure and organization of the Seventh-day Adventist church.</p> <p>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.</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>*see Bible/Encounter curriculum</p>
	<p>SS.K-4.PAG.4</p> <p>K: Give examples of people who have the authority to make and enforce rules.</p>	<p><b>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</b></p> <p><b>1 BI: Our rights, roles, and responsibilities are important for building strong communities.</b></p> <p><b>2 BI: Individuals have rights and responsibilities as global citizens.</b></p> <p><b>3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</b></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.5</p> <p>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)</p>	<p><b>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</b></p> <p><b>1 BI: Our rights, roles, and responsibilities are important for building strong communities.</b></p> <p><b>2 BI: Individuals have rights and responsibilities as global citizens.</b></p>

	<p><b>*Focus changed to government in CANADA</b></p>	<p><b>3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</b></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.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><b>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</b></p> <p><b>1 BI: Our rights, roles, and responsibilities are important for building strong communities.</b>  <b>2 BI: Individuals have rights and responsibilities as global citizens.</b>  <b>3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</b></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.8  K: Exhibit tolerance and respect for individuals with different beliefs and viewpoints.</p>	<p><b>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</b></p> <p><b>1 BI: Our rights, roles, and responsibilities are important for building strong communities.</b>  <b>2 BI: Individuals have rights and responsibilities as global citizens.</b>  <b>3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</b></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.9</p> <p>K: Explain the ways in which governments meet the needs and wants of citizens. (KE 6.5)</p> <p>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><b>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</b></p> <p><b>1 BI: Our rights, roles, and responsibilities are important for building strong communities.</b></p> <p><b>2 BI: Individuals have rights and responsibilities as global citizens.</b></p> <p><b>3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</b></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.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>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><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 BI: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</b></p> <p><b>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</b></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</i></p>

			<p><i>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.2  K: Explain uses of God’s gift of natural resources for meeting human needs.</p>	<p><b>2 BI: Canada is made up of many diverse regions and communities.</b>  <b>3 BI: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</b>  <b>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</b></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.3  K: Distinguish the difference between needs and wants. (KE 7.2)  P: Analyze the differences between wants and needs. (PE 7.2)  P: Examine and evaluate different methods for allocating scarce goods and services in the school and community. (PE 7.4)</p>	<p><b>2 BI: Canada is made up of many diverse regions and communities.</b>  <b>3 BI: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</b>  <b>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</b></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.4  K: Investigate what people and communities gain and give up when they make a decision. (KE 7.3)</p>	<p><b>2 BI: Canada is made up of many diverse regions and communities.</b>  <b>3 BI: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</b>  <b>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</b></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.5</p> <p>K: Practice responsible stewardship which includes returning tithes and gifts to God, saving money, helping others, and planning for future purchases.</p>	<p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 BI: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</b></p> <p><b>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</b></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.6</p> <p>K: Explain how economic incentives affect people's behavior. (KE 7.4)</p> <p>P: Evaluate how the decisions that people make are influenced by the trade-offs of different options. (PE 7.3)</p>	<p><b>2 BI: Canada is made up of many diverse regions and communities.</b></p> <p><b>3 BI: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</b></p> <p><b>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</b></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  K: Identify the characteristics and functions of money and its uses. (KE 7.5)  P: Assess how consumers will react to rising and falling prices for goods and services. (PE 7.5)</p>	<p><b>2 BI: Local actions have global consequences, and global actions have local consequences.</b>  <b>3 BI: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</b>  <b>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</b>  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.  <i>2-C (relationships between people and the environment in different communities)</i>  <i>3-C (relationship between humans and their environment)</i>  <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  K: Identify various organizations such as banks and businesses that help people achieve their individual economic goals. (KE 7.6)</p>	<p><b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b>  <b>2 BI: Local actions have global consequences, and global actions have local consequences.</b>  <b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b>  1-3 CC: Explain the significance of personal or local events, objects, people, or places.  <i>1-C (characteristics of the local community that provide organization and meet the needs of the community)</i>  <i>2-C (how people's needs and wants are met in communities)</i>  <i>3-C (aspects of life shared by and common to peoples and cultures)</i></p>
	<p>SS.K-4.PDC.9  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  K: Describe the characteristics of a market economy. (KE 7.7)</p>	<p><b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b>  <b>2 BI: Local actions have global consequences, and global actions have local consequences.</b>  <b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b>  <b>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</b>  <b>4 BI: interactions between First People and Europeans led to conflict and co-operation, which continue to shape Canada's identity.</b>  1-4 CC: Explain the significance of personal or local events, objects, people, or places.</p>

			<p>1-C (<i>characteristics of the local community that provide organization and meet the needs of the community</i>)</p> <p>2-C (<i>how people's needs and wants are met in communities</i>)</p> <p>3-C (<i>aspects of life shared by and common to peoples and cultures</i>)</p> <p>4-C (<i>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><b>1 BI: We shape the local environment, and the local environment shapes who we are and how we live.</b></p> <p><b>2 BI: Local actions have global consequences, and global actions have local consequences.</b></p> <p><b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b></p> <p><b>4 BI: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</b></p> <p><b>4 BI: interactions between First People and Europeans led to conflict and co-operation, which continue to shape Canada's identity.</b></p> <p>1-4 CC: Explain the significance of personal or local events, objects, people, or places.</p> <p>1-C (<i>characteristics of the local community that provide organization and meet the needs of the community</i>)</p> <p>2-C (<i>how people's needs and wants are met in communities</i>)</p> <p>3-C (<i>aspects of life shared by and common to peoples and cultures</i>)</p> <p>4-C (<i>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>Science, Technology, and Society</p>	<p>K-4</p>	<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><b>K BI: Stories and traditions about ourselves and our families reflect who we are and where we are from.</b></p> <p><b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b></p> <p><b>2 BI:</b></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>K-C (<i>needs and wants of individuals and families</i>)</p> <p>1-C (<i>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> *see Science curriculum and ADST curriculum</p>
		<p>SS.K–4.STS.3 K: Design a project using technology to serve the church and community.</p>	*see Bible/Encounter curriculum
		<p>SS.K–4.STS.4 K: Illustrate how media and technology are a part of every aspect of our lives. (KE 8.3) 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. K-4 CC: Sequence objects, images, or events, and determine continuities and changes between different time periods or places. <i>3-C (interconnections of cultural and technological innovations of global and local indigenous peoples)</i> *see ADST curriculum</p>
		<p>SS.K–4.STS.5 K: Discuss the ways in which scientific findings and various forms of technology influence our daily lives. (KE 8.4) 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. K-4 CC: Sequence objects, images, or events, and determine continuities and changes between different time periods or places. <i>3-C (interconnections of cultural and technological innovations of global and local indigenous peoples)</i> *see Science curriculum and ADST Curriculum</p>
		<p>SS.K–4.STS.6 K: Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time. (KE 8.5) 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. K-4 CC: Sequence objects, images, or events, and determine continuities and changes between different time periods or places. <i>3-C (interconnections of cultural and technological innovations of global and local indigenous peoples)</i> *see Science curriculum and ADST Curriculum</p>
		<p>SS.K–4.STS.7 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: Identify examples of the use of science and technology in society as well as the consequences of their use. (PE 8.4) 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. K-4 CC: Sequence objects, images, or events, and determine continuities and changes between different time periods or places. <i>3-C (interconnections of cultural and technological innovations of global and local indigenous peoples)</i> *see Science curriculum and ADST 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><b>2 BI: Local actions have global consequences, and global actions have local consequences.</b> <b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b> <b>4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada’s identity.</b> 2-4 CC: Explain why people, events, or places are significant to various individuals and groups. 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</p> <p>K: Explain how global connections affect the daily life of individuals and those around them. (KE 9.2)</p> <p>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><b>2 BI: Local actions have global consequences, and global actions have local consequences.</b></p> <p><b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b></p> <p><b>4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada's identity.</b></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><b>2 BI: Local actions have global consequences, and global actions have local consequences.</b></p> <p><b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b></p> <p><b>4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada's identity.</b></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>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)  3-C (aspects of life shared by and common to peoples and cultures; governance and social organization in local and global indigenous societies)  4-C (early contact, trade, co-operation, and conflict between First Peoples and European peoples)</p>	
		<p>SS.K–4.GC.5  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: Give examples of conflict and cooperation among individuals, groups, and nations in different parts of the world. (PE 9.5)</p>	<p><b>K BI: Our communities are diverse and made up of individuals who have a lot in common.</b>  <b>1 BI: Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b>  <b>2 BI: Local actions have global consequences, and global actions have local consequences.</b>  <b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b>  <b>4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada’s identity.</b>  K-4 CC: Explain why people, events, or places are significant to various individuals and groups.  K-4 CC: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.  K-4 CC: Acknowledge different perspectives on people, places, issues, or events in their lives.  K-C (ways in which individuals and families differ and are the same)  1-C (characteristics of the local community that provide organization and meet the needs of the community)  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)  3-C (aspects of life shared by and common to peoples and cultures; governance and social organization in local and global indigenous societies)  4-C (early contact, trade, co-operation, and conflict between First Peoples and European peoples)</p>
		<p>SS.K–4.GC.6  K: Evaluate how the pace of global change has quickened in recent times. (KE 9.5)  P: Examine the ways in which technology affects global connections. (PE 9.6)</p>	<p><b>2 BI: Local actions have global consequences, and global actions have local consequences.</b>  <b>3 BI: People from diverse cultures and societies share some common experiences and aspects of life.</b>  <b>4 BI: Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada’s identity.</b>  2-4 CC: Explain why people, events, or places are significant to various individuals and groups.  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>2-C (<i>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>3-C (<i>aspects of life shared by and common to peoples and cultures; governance and social organization in local and global indigenous societies</i>)</p> <p>4-C (<i>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>	*see Bible/Encounter curriculum
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><b>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</b></p> <p><b>1 BI: Our rights, roles, and responsibilities are important for building strong communities.</b></p> <p><b>2 BI: Individuals have rights and responsibilities as global citizens.</b></p> <p><b>3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</b></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 local community, and in local First Peoples communities)</i></p> <p><i>2-C (rights and responsibilities of individuals regionally and globally)</i></p> <p><i>3-C (governance and social organization in local and global indigenous societies)</i></p>
		<p>SS.K-4.CIP.2</p> <p>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> <p>P: Locate, access, organize, and apply information from multiple sources reflecting multiple points of view. (PE 10.3)</p>	<p><b>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</b></p> <p><b>1 BI: Our rights, roles, and responsibilities are important for building strong communities.</b></p> <p><b>2 BI: Individuals have rights and responsibilities as global citizens.</b></p> <p><b>3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</b></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.  <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</p> <p>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> <p>P: Identify and exercise the rights and responsibilities of citizens. (PE 10.2)</p>	<p><b>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</b></p> <p><b>1 BI: Our rights, roles, and responsibilities are important for building strong communities.</b></p> <p><b>2 BI: Individuals have rights and responsibilities as global citizens.</b></p> <p><b>3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</b></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.  <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.4</p> <p>K: Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories. (KE 10.4)</p> <p>P: Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals. (PE 10.4)</p> <p>P: Examine the influence of citizens and officials on policy decisions. (PE 10.7)</p>	<p><b>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</b></p> <p><b>1 BI: Our rights, roles, and responsibilities are important for building strong communities.</b></p> <p><b>2 BI: Individuals have rights and responsibilities as global citizens.</b></p> <p><b>3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</b></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: 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><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></p> <p><i>2-C (rights and responsibilities of individuals regionally and globally)</i></p> <p><i>3-C (governance and social organization in local and global indigenous societies)</i></p>
	<p>SS.K-4.CIP.5</p> <p>K: Discuss the importance of gathering information as the basis for informed civic action. (KE 10.5)</p> <p>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> <p>P: Develop a position on a school or local issue, and defend it with evidence. (PE 10.6)</p>	<p><b>K BI: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</b></p> <p><b>1 BI: Our rights, roles, and responsibilities are important for building strong communities.</b></p> <p><b>2 BI: Individuals have rights and responsibilities as global citizens.</b></p> <p><b>3 IB: People from diverse cultures and societies share some common experiences and aspects of life.</b></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: 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><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></p> <p><i>2-C (rights and responsibilities of individuals regionally and globally)</i></p> <p><i>3-C (governance and social organization in local and global indigenous societies)</i></p>
	<p>SS.K-4.CIP.6</p> <p>K: Discuss the importance of religious freedom throughout the world.</p>	<p>*see Bible/Encounter curriculum</p>

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