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| **Unit –Time** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Unit 1:**  August 29- November 22  (12 weeks) | Our rights and responsibilities are important for building strong communities. | Recognize the causes and consequences of events, decisions, and developments in their lives (cause and consequence).  Identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action (ethical judgment). | Characteristics of the local community that provide organization and meet the needs of the community.  Roles, rights, and responsibilities in the local community. | Rules and expectations in different contexts  - classroom and school  - home  - community  Consequences of choices in different contexts | -brainpopjr: schools (responsibility)  -brainpopjr: caring for pets  (responsibility)  -Character Ed Set (school library)  -Bunny Says Series (school library)  -Responsibility Book (school library)  -Recycling Big Book (school library)  -UNICEF First Steps to Rights PDF | **Diagnostic**  K-W-L Chart  Shared Reading  **Formative**  Draw a picture and label 2 responsibilities at home, school, community  Draw and label 2 rights  **Summative**  Unit test: Week of November 18-22 | rights  responsibilities  consequence  rule  expectation  community  respect  hayat high five expectations  classroom rules( develop as a class) and sign like a contract |
| **Unit 2a** - **Qatar** November 25-December 20  (4 weeks)  \*Qatar National Week celebrations December 3-9 | Healthy communities recognize and respect the diversity of individuals and care for the local environment. | Use Social Studies inquiry processes and skills to ask questions; gather, interpret and analyse ideas, and communicate findings and decisions.  Explain the significance of personal or local events, objects, people and places (significance).  Sequence objects, images, and events and distinguish between what has changed and what has stayed the same (continuity and change). | 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.  Relationships between a community and its environment.  Key events and developments in the local community, and in local First peoples communities.  Natural and human-made features of the local environment. | \*Qatar National Week celebrations December 3-9  Community Helpers  Qatar landmarks and symbols- Have students identify and discuss symbols and landmarks that represent Qatar.  Students will be able to share experiences and ideas that connect them to their country. | -brainpopjr, community helpers and going to the dentist  -Pictorial Qatar, Impressions Qatar book (library)  Books: Landforms (library)  -Biodiversity Series (library)  -Towns and Cities Big Book (library) | **Diagnostic**  K-W-L Chart  Shared Reading  **Formative**  WS draw and label 6 community helpers and what they do  **Summative:**  Unit Test Week December 16-20th | Diversity  respect  culture  perspectives  Sheikh Tamim Bin Hamad Al Thani  The Flag  Capital City: Doha  Population  Map of Qatar  Map of the World  desert  camels  falcons  pearls  (symbols of Qatar) |
| **Unit 2b - Country study** (\*class choice of country)  January 6-31  (4 weeks)  \*International days January 16 and 17 | Healthy communities recognize and respect the diversity of individuals and care for the local environment. | Use Social Studies inquiry processes and skills to ask questions; gather, interpret and analyse ideas, and communicate findings and decisions.  Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence).  Explore different perspectives on people, places, issues, and events in their lives (perspective). | 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.  Relationships between a community and its environment.  Natural and human-made features of the local environment. | \*International days January 16 and 17 | See teachers  pay teachers  resources | **Diagnostic**  K-W-L Chart  **Formative**  Venn diagram comparison of Qatar and country selected for study | Diversity  respect  culture  perspectives  Country name  traditions  symbols  capital  animal  map  money  physical environment  clothes  seasons  language |
| **Unit 2c** - Canada  February 3-28  (4 weeks) | Healthy communities recognize and respect the diversity of individuals and care for the local environment. | Use Social Studies inquiry processes and skills to ask questions; gather, interpret and analyse ideas, and communicate findings and decisions.  Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence).  Explore different perspectives on people, places, issues, and events in their lives (perspective). | 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.  Relationships between a community and its environment.  Key events and developments in the local community, and in local First peoples communities.  Natural and human-made features of the local environment. | Canada - symbols and landmarks.  Compare and contrast the lifestyles and environment of Canada to Qatar. How are they different? What are the similarities? | See Canadian  symbols resource.  See teachers pay  teachers resources  for a variety of  Canada based  activities. | **Diagnostic**  K-W-L Chart  **Formative**  Venn diagram comparison of Qatar and Canada  **Summative**  Unit test: Week of February 24-28 | Diversity  respect  culture  perspectives  Canada  Capital City: Ottawa  Population  Flag  Provinces  Animal: Beaver, moose..etc. |
| **Unit 3:**  March 3  -May 29  (12 weeks) | We shape the local environment, and the local environment shapes who we are and how we live. | Use Social Studies inquiry processes and skills to ask questions; gather, interpret and analyse ideas, and communicate findings and decisions.  Explain the significance of personal or local events, objects, people and places (significance).  Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence).  Sequence objects, images, and events and distinguish between what has changed and what has stayed the same (continuity and change). | Characteristics of the local community that provide organization and meet the needs of the community.  Relationships between a community and its environment.  Key events and developments in the local community, and in local First peoples communities.  Natural and human-made features of the local environment. | April 22 - Earth Day-  How do we help protect and sustain our Earth?  What can we do in the classroom/school/home/community to help improve the health of our planet? | See teachers resources “Earth Day Package” | **Diagnostic**  K-W-L Chart  **Formative**  **Summative**  Unit test: Week of May 26-29 | Reduce  Reuse  Recycle  Natural resources  Man Made resources  import  export |