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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:** Coming Together (Chapter 1) Sept. 2 – Oct 2  | Immigration and multiculturalism continue to shape Canadian society and identity. | Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisionsTake stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations | The development and evolution of Canadian identity over timeThe changing nature of Canadian immigration over time | Discussions Charts Venn Diagrams Internet SearchesJournal writing  |  Vocabulary study W Word wall   Maps Textbook Chart paper Mixed media (slides and videos)  Computers  | Observations Class work Checklists Self-Assessment Peer-Assessment Unit test: Week of September 30th  |  Ancestors, diversity, map, national anthem, native land, census, cultural origin |
| **Unit 2:** Canada’s Founding Peoples (Chapter 2) Oct. 7 – Nov. 8  | Immigration and multiculturalism continue to shape Canadian society and identity. | Construct arguments defending the significance of individuals/groups, places, events, or developmentsMake ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond | Past discriminatory government policies and actions, such as the Chinese Head Tax, the *Komagata Maru* incident, residential schools, and internmentsThe development and evolution of Canadian identity over time | Discussions Report Writing DebatesTimelines Charts  | A Vocabulary study  W Word wall   Maps Textbook Chart paper Mixed media (slides and videos) Computers      T | Observations Class work Checklists Self-Assessment Peer-Assessment Unit test: Week of November 4th  | Founding People, Aboriginal peoples, First Nations, bilingualism, colony, monarchy  |
| **Unit 3:** Coming to Canada and Living Together (Chapter 3 and 4)Nov. 11 – Dec. 13  | Canada’s policies for and treatment of minority peoples have negative and positive legacies. | Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass mediaMake ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond | Human rights and responses to discrimination in Canadian societyThe changing nature of Canadian immigration over time | Discussions DebatesT charts (pros and cons) Projects and Presentations  |  Vocabulary study W Word wall   Maps Textbook Chart paper Mixed media (slides and videos) Computers  | Observations Class work Checklists Self-Assessment Peer-Assessment Unit test: Week of December 9th  | Emigration, push factors, immigration, pull factors, slaves, plantations, Underground Railroad, Pacific Rim, Chinatown, prejudice, The Hutterites, citizens, citizenship, naturalization, Terry Fox, multiculturalism, bicultural,  |
| **Unit 4:** Government an the Constitution (Chapter 5)Dec. 18 – Jan. 31  | Canadian institutions and government reflect the challenge of our regional diversity. | Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisionsDevelop a plan of action to address a selected problem or issue | Participation and representation in Canada’s system of governmentLevels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding | DiscussionsDebatesPoster making Role playing  |  Vocabulary study W Word wall   Maps Textbook Chart paper Mixed media (slides and videos)   | Observations Class work Checklists Self-Assessment Peer-Assessment Unit test: Week of January 27th  | Politicians, Members of the Parliaments, ridings, senate, sentator, legislature, council, local government, provincial government, municipal government, democracy, constitution, equality |
| **Unit 5:** Aboriginal Peoples and Government (Chapter 6) Feb. 3 – Mar. 7  | Canada’s policies for and treatment of minority peoples have negative and positive legacies. | Construct arguments defending the significance of individuals/groups, places, events, or developmentsDifferentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes | Levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of fundingResidential Schools  | DiscussionsDebatesPoster making Role playing |  Vocabulary study W Word wall   Maps Textbook Chart paper Mixed media (slides and videos)   | Observations Class work Checklists Self-Assessment Peer-Assessment Unit test: Week of March 3rd  | Consensus, treaties, reserves, Aboriginal rights, assimilation, residential schools, oral culture, self-government  |
| **Unit 6:** Resources and Settlements (Chapter 9)Mar. 10 – Apr. 18  | Natural resources continue to shape the economy and identity of different regions of Canada. | Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and presentTake stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations | First Peoples land ownership and useResources and economic development in different regions of Canada | Discussions Role playing Poster making Internet ResearchCause and Effect Charts  |  Vocabulary study W Word wall   Maps Textbook Chart paper Mixed media (slides and videos) Computers  | Observations Class work Checklists Self-Assessment Peer-Assessment Unit test: Week of April 14th  | Natural resources, export, import, smog, barter, prospectors |
| **Unit 7:** Building Our Communities (Chapter 11) Apr. 21 – May 9 | Canadian institutions and government reflect the challenge of our regional diversity. | Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions | Participation and representation in Canada’s system of government | Discussions Oral presentations Persuasive writing Debates  |  Vocabulary study W Word wall   Maps Textbook Chart paper Mixed media (slides and videos)  | Observations Class work Checklists Self-Assessment Peer-Assessment Unit test: Week of May 5th  | Industrial revolution, manufacturing, compensation, urban area, mega-cities  |
| **Unit 8:** Renewing Our World (Chapter 12) May 12 – June 13 | Natural resources continue to shape the economy and identity of different regions of Canada. | Develop a plan of action to address a selected problem or issue | Resources and economic development in different regions of CanadaFirst Peoples land ownership and use | Discussions VideosPosters Persuasive writing  |  Vocabulary study W Word wall   Maps Textbook Chart paper Mixed media (slides and videos) Computer  | Observations Class work Checklists Self-Assessment Peer-Assessment Unit test: Week of June 9th  | Renewable and non-renewable resources, clear-cutting, compromise, Reduce, Reuse, Recycle  |