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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 decisions  Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations | The development and evolution of Canadian identity over time  The changing nature of Canadian immigration over time | Discussions  Charts  Venn Diagrams  Internet Searches  Journal 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 developments  Make 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 internments  The development and evolution of Canadian identity over time | Discussions  Report Writing  Debates  Timelines  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 media  Make 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 society  The changing nature of Canadian immigration over time | Discussions  Debates  T 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 decisions  Develop a plan of action to address a selected problem or issue | Participation and representation in Canada’s system  of government  Levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding | Discussions  Debates  Poster 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 developments  Differentiate 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 funding  Residential Schools | Discussions  Debates  Poster 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 present  Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations | First Peoples land ownership and use  Resources and economic development in different regions  of Canada | Discussions  Role playing  Poster making  Internet Research  Cause 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 Canada  First Peoples land ownership and use | Discussions  Videos  Posters  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 |