Social Studies Kg2

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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 | Rights, roles and responsibilities shape our identity and help us build healthy relationships with others. | --Use social studies inquiry processes and skills to ask questions, gather ,interpret, and analyze ideas; and communicate findings and decisions  -Ask questions, make inferences, and draw conclusions about the content and features of different types of  sources (evidence)    -Acknowledge different perspectives on people, places, issues, or events in their lives (perspectives)  -Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgement) | -Rights, roles, and responsibilities of individuals and groups  -Needs and wants of individuals and  Families | -Nelson Socials Teacher Guide  Lesson plans  -Books  -YouTube Videos  -Classroom items  -Community helpers  -Whole class discussions  -Role play  -Play-based learning (Dramatic and cooperative play learning centres)  -Anchor charts  -Think pair share | -Nelson Socials Teacher Guide  -Nelson Socials  Teacher Cards  -Nelson Socials  Student Cards  -Nelson Socials  Online Teaching Center for Teachers  -Anchor Charts  -Books  -Youtube Videos  -Classroom items  -Community helpers  -  -Whole class discussions  -Role play  -Play-based learning  (Dramatic and cooperative play) | **Diagnostic**  -Social Studies assessment on rights, roles, and  responsibilities  (Pre unit assessment)  Due September 6  (Nelson Socials)  -Social Studies assessment on rights  Due September 20  (Nelson Socials)  -Social Studies assessment on  roles  Due October 4  (Nelson Socials)  -Social Studies  assessment on responsibilities  Due October 18  (Nelson Socials)  -Social Studies  assessment on rights, roles and responsibilities  Due November 1  (Nelson Socials)  **Formative**  -Observation  -Anecdotal  documentation  -Conferencing  -Photo documentation  **Summative**  -Rubrics (Nelson Socials)  Due- October 30  -Checklists  Due - October 30  -Journals  Due- October 30 | - right  -air  - role    -rule  -responsibility  -allowed  -home  -school  -community |
| **Unit 2:**  November 25-  February 28- | Stories and traditions about ourselves and our families reflect who we are and where we are from. | --Use social studies inquiry processes and skills to ask questions, gather, interpret, and analyze ideas; and communicate findings and decisions  -Ask questions, make inferences, and draw conclusions about the content and features of different types of  sources (evidence)  - Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same  -Recognize causes and consequences of events, decisions, or developments in their lives (causes and effect) | --Personal and family history and traditions  -People, places, and events in the local community and in local First Nations | -Nelson Socials Teacher Guide  Lesson plans  -I am Unique Booklet Activities  (From BC New Curriculum resources)  -Whole class discussions  -Anchor Charts  -Role play  -Play Based learning  (Dramatic and cooperative play  (learning centers)  -Think pair share | -Nelson Socials Teacher Guide  -Nelson Socials  Teacher Cards  -Nelson Socials  Student Cards  -Nelson Socials  Online Teaching Center for Teachers  -I am Unique Booklet  (From BC New Curriculum resources)  -Anchor charts  -photos/videos  -Zip lock bags  -Books, A-Z books  -You tube videos | **Diagnostic:**  -Stories and Traditions using Nelson student cards  (Pre unit assessment)  Due November 28  (Nelson Socials)  Stories and Traditions Sequencing Assessment  (Nelson Socials)  Due December 6  Stories and Traditions  Storytelling Assessment  Due December 16  Stories and Traditions unit Assessment  (Nelson Socials)  Due January 31  **Formative**  -Observation  -Anecdotal  documentation  -Conferencing  -Photo documentation  **Summative**  -Rubrics (Nelson Socials)  Due- January 31  -Checklists  Due – January 31  -I am Unique  Booklets  Due- January 31 | -story  -traditions  -different  -same games  -unique |
| **Unit 3:**  March 3-  June 18 | Our communities are diverse and made of individuals who have a lot in common | --Use social studies inquiry processes and skills to ask questions, gather ,interpret, and analyze ideas; and communicate findings and decisions  -Ask questions, make inferences, and draw conclusions about the content and features of different types of  sources (evidence)  -Explain the significance of personal or local events, objects, people, places (significance) | -Ways in which individuals and families differ and are the same  -Needs and wants of families | -Nelson Socials Teacher Guide  Lesson plans  -Whole class discussions  -Anchor Charts  -Role play  -Play Based learning  (Dramatic and cooperative play  (learning centers)  -Think pair share | -Nelson Socials Teacher Guide  -Nelson Socials  Teacher Cards  -Nelson Socials  Student Cards  -Nelson Socials  Online Teaching Center for Teachers  -People in the Community  -Anchor Charts  -A-Z books, books  -YouTube Videos  -Field Trips  -community Helper Booklet | **Diagnostic**  -Community Diversity Assessment using Nelson student cards  (Pre unit assessment)  Due March 6  Community Helper Name  Assessment  (Nelson Socials)  Due March 20  Community Helper roles  Assessment  Due April 18  Our Communities are diverse unit  Assessment  (Nelson Socials)  Due May 16  **Formative**  -Observation  -Anecdotal  documentation  -Conferencing  -Photo documentation  **Summative**  -Rubrics (Nelson Socials)  Due- May 16  -Checklists  Due – May 16  -Community Helper Booklet  Due- May 16 | -**Home**  -nanny  -driver  **-School**  -principal  -teachers  -cleaners  -IT  -nurse  -TA  -librarians  -**Community**  -king  -drivers  -police  -bank tellers  -soccer players  -doctor  -cook  -sales person |