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 ofsources (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 GuideLesson 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 SocialsTeacher Cards-Nelson SocialsStudent Cards-Nelson SocialsOnline 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, andresponsibilities (Pre unit assessment)Due September 6(Nelson Socials)-Social Studies assessment on rightsDue September 20(Nelson Socials)-Social Studies assessment on rolesDue October 4(Nelson Socials)-Social Studiesassessment on responsibilitiesDue October 18(Nelson Socials)-Social Studies assessment on rights, roles and responsibilitiesDue November 1(Nelson Socials)**Formative**-Observation-Anecdotaldocumentation-Conferencing-Photo documentation**Summative**-Rubrics (Nelson Socials)Due- October 30-Checklists Due - October 30-JournalsDue- 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 ofsources (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 GuideLesson 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 SocialsTeacher Cards-Nelson SocialsStudent Cards-Nelson SocialsOnline 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 6Stories and Traditions Storytelling AssessmentDue December 16Stories and Traditions unit Assessment(Nelson Socials)Due January 31**Formative**-Observation-Anecdotaldocumentation-Conferencing-Photo documentation**Summative**-Rubrics (Nelson Socials)Due- January 31-Checklists Due – January 31-I am Unique BookletsDue- 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 ofsources (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 GuideLesson 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 SocialsTeacher Cards-Nelson SocialsStudent Cards-Nelson SocialsOnline 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 6Community Helper NameAssessment(Nelson Socials)Due March 20Community Helper roles AssessmentDue April 18Our Communities are diverse unitAssessment(Nelson Socials)Due May 16**Formative**-Observation-Anecdotaldocumentation-Conferencing-Photo documentation**Summative**-Rubrics (Nelson Socials)Due- May 16-Checklists Due – May 16-Community Helper BookletDue- 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 |