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| **Social Studies K - Identity and Families** (Planning KDU) (\*Note: Big ideas are grouped – please adjust to teaching preferences) |
| **CORE COMPETENCIES** **COMMUNICATION**  | **CORE COMPETENCIES** **THINKING (CRITICAL/CREATIVE)** | **CORE COMPETENCIES****(PERSONAL/SOCIAL)** |
| **CURRICULAR COMPETENCIES** | **BIG IDEA (Understand…)** | **What do we want students to DO?****(Activities, lessons…)**  | **Content (& Elaborations)****(Know)** |
| * Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions *(Key skills: Access information from audio, visual, material, or print sources. Collect information from personal experiences, oral sources, and visual representations. Contribute to a class collection of information on a common topic. With teacher support, use simple graphic organizers (e.g., Venn diagrams, t-charts) to identify similarities and differences. Identify a variety of ways of communicating (e.g., spoken language, facial expression, sign language, pictures, song, dance, drama). Present information orally (e.g., show and tell, introduce their partner). Create pictures to present information (e.g., a picture of their immediate environment, such as their classroom or a room in their home)*
* Explain the significance of personal or local events, objects, people, and places (significance) (*Give a presentation about a family story or heirloom. Key questions: What is meant by significance? What makes something a personal or family treasure? Which events, objects, people, and places are significant to you?)*
* Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) (*Identify interesting features in family photographs or other historical photographs; Speculate on what an artifact was used for or how old it is. Key question: Who do you think used this artifact and why?)*
* Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same (continuity and change) *(Put significant personal and family milestones in order; Place objects in chronological order based on visual cues (e.g., older and newer houses or cars); Use appropriate terms to describe when events took place (e.g., then, now, long ago). Key questions: How was life different when your parents or grandparents were your age? How has your family changed over time?)*
* Recognize the causes and consequences of events, decisions, and developments in their lives (cause and consequence) (*Key questions: How did a particular event make a difference in your life? What were the challenges or benefits of a particular event in your life?)*
* Acknowledge different perspectives on people, places, issues, and events in their lives (perspective) *(Compare how friends or members of your family feel about selected people, places, issues, and events. Key questions: Why do different people have different perspectives about issues? If two people have different perspectives or opinions does it mean that one person is right and other is wrong? Explain your answer.)*
* Identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action (ethical judgment)
 | Our communities are diverse and made of individuals who have a lot in common.Stories and traditions about ourselves and our families reflect who we are and where we are from. | *Key Questions:* * What is the definition of a family and an individual?
* What is meant by significance? What makes something a personal or family treasure? Which events, objects, people, and places are significant to you? (significance)
* What types of stories get passed down from generation to generation? Why do people find traditions and celebrations important?
 | * ways in which individuals and families differ and are the same *(similarities and differences could include physical characteristics (e.g., hair, skin colour, eyes), cultural characteristics (e.g., language, family origins, food and dress), and other characteristics (e.g., preferred activities, favourite books and movies, pets, neighbourhood); different types of families (nuclear, extended, step-families, adoptive and biological, same-sex, single-parent, etc.); comparison of families in the past and present (e.g., families in your grandparents’ time compared with present-day families). Key questions: What is the definition of a family and an individual? What types of roles and responsibilities exist in families?)*
* personal and family history and traditions *(important events in your life (e.g., starting school, losing a tooth, accepting a new baby, getting a new job, pet, or house); family stories (e.g., immigration to Canada, First Peoples oral histories, notable ancestors, memories from older relatives); traditions and celebrations (e.g., Christmas, other winter festivals around the world), special cultural holidays (e.g., Lunar New Year, Diwali, First Peoples celebrations, birthdays, and associated foods, clothing, art). Key questions: What types of stories get passed down from generation to generation? Why do people find traditions and celebrations important?)*
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| **Evidence of Experience (Show)** |
| **BIG IDEA (Understand…)** | **What do we want students to DO?****(Activities, lessons…)**  | **Content (& Elaborations)****(Know)** |
| Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. (Governance)  | *Key questions:* * What is the difference between a need and a want? (e.g., people need food to live but ordering pizza is a want)
* Do people agree on what are needs and what are wants?
* Why do different people have different perspectives about issues? If two people have different perspectives or opinions does it mean that one person is right and other is wrong? (perspective)
* Do your rights, roles, and responsibilities change between home and school? Who makes decisions about what happens at home or school?
 | * Needs and wants of individuals and families *(needs (e.g., water, food, clothing, love and acceptance, safety, education, shelter); wants (toys, entertainment, luxuries, eating out at a restaurant); work that people do in their family and community to meet their needs and wants. Key questions: What is the difference between a need and a want? (e.g., people need food to live but ordering pizza is a want); Do people agree on what are needs and what are wants?)*
* Rights, roles, and responsibilities of individuals and groups *(rights (e.g., legal rights, UN Convention on the Rights of the Child); roles (e.g., roles within a family or on a sports team; roles as a friend, peer, student); responsibilities to self, others, and the environment. Key questions: Do your rights, roles, and responsibilities change between home and school? Who makes decisions about what happens at home or school?)*
* People, places, and events in the local community, and in local First Peoples communities *(people (e.g., political leaders like the mayor or band council, school officials, local businesspeople); places (e.g., school, neighbourhoods, stores, parks, recreation facilities); events (e.g., new buildings, seasonal changes, sports); natural and human-built characteristics of the local physical environment. Key question: What people, places, or events are most significant to you? Is your list the same as your classmates or family?)*
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| **Evidence of Experience (Show)** |
| **BIG IDEA (Understand…)** | **What do we want students to DO?****(Activities, lessons…)**  | **Content (& Elaborations)****(Know)** |
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| **Evidence of Experience (Show)** |