

Digging Deeper: Grade 4

Social Studies: BIG IDEAS*

The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.

Learning Standards

Curricular Competencies	Content
<ul style="list-style-type: none">• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions• Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)• Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)	<ul style="list-style-type: none">• economic and political factors that influenced the colonization of British Columbia and its entry into Confederation• physiographic features and natural resources of Canada

*Big Ideas and Learning Standards were obtained from the BC's Ministry of Education 2016/2017 curriculum.

Digging Deeper: Grade 5

Social Science: BIG IDEAS*

Natural resources continue to shape the economy and identity of different regions of Canada.

Canadian institutions and government reflect the challenge of our regional diversity.

Learning Standards

Curricular Competencies	Content
<ul style="list-style-type: none">• 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• Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)	<ul style="list-style-type: none">• levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding• participation and representation in Canada's system of government• resources and economic development in different regions of Canada

*Big Ideas and Learning Standards were obtained from the BC's Ministry of Education 2016/2017 curriculum.

Digging Deeper: Grade 5

Science: BIG IDEAS*

Earth materials change as they move through the rock cycle and can be used as natural resources.

Learning Standards

Curricular Competencies	Content
<p>Questioning and predicting</p> <ul style="list-style-type: none">• Demonstrate a sustained curiosity about a scientific topic or problem of personal interest• Make observations in familiar or unfamiliar contexts <p>Planning and conducting</p> <ul style="list-style-type: none">• With support, plan appropriate investigations to answer their questions or solve problems they have identified• Observe, measure, and record data, using appropriate tools, including digital technologies• Use equipment and materials safely, identifying potential risks <p>Communicating</p> <ul style="list-style-type: none">• Communicate ideas, explanations, and processes in a variety of ways• Express and reflect on personal, shared, or others' experiences of place	<ul style="list-style-type: none">• the rock cycle• local types of earth materials• the nature of sustainable practices around BC's resources

*Big Ideas and Learning Standards were obtained from the BC's Ministry of Education 2016/2017 curriculum.

Digging Deeper: Grade 6

Social Science: BIG IDEAS*

Economic self-interest can be a significant cause of conflict among peoples and governments.

Complex global problems require international co-operation to make difficult choices for the future.

Learning Standards

Curricular Competencies	Content
<ul style="list-style-type: none">• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions• Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)• Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)• Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)• Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)	<ul style="list-style-type: none">• the urbanization and migration of people• roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples• different systems of government• economic policies and resource management• international co-operation and responses to global issues

*Big Ideas and Learning Standards were obtained from the BC's Ministry of Education 2016/2017 curriculum.

Digging Deeper: Grade 6

Science: BIG IDEAS

Everyday materials
are often mixtures.

Learning Standards

Curricular Competencies	Content
<p>Questioning and predicting</p> <ul style="list-style-type: none">• Demonstrate a sustained curiosity about a scientific topic or problem of personal interest• Make observations in familiar or unfamiliar contexts <p>Processing and analyzing data and information</p> <ul style="list-style-type: none">• Experience and interpret the local environment• Demonstrate an openness to new ideas and consideration of alternatives	<ul style="list-style-type: none">• heterogeneous mixtures• mixtures:<ul style="list-style-type: none">– separated using a difference in component properties

*Big Ideas and Learning Standards were obtained from the BC's Ministry of Education 2016/2017 curriculum.

Digging Deeper: Grade 7

Social Studies: BIG IDEAS

Increasingly complex societies required new systems of laws and government.

Economic specialization and trade networks can lead to conflict and co-operation between societies.

Learning Standards

Curricular Competencies	Content
<ul style="list-style-type: none">• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions• Assess the significance of people, places, events, or developments at particular times and places (significance)• Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)• Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	<ul style="list-style-type: none">• human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources• social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas

*Big Ideas and Learning Standards were obtained from the BC's Ministry of Education 2016/2017 curriculum.

Digging Deeper: Grade 7

Science: BIG IDEAS

Elements consist of one type of atom,
and compounds consist of atoms of
different elements chemically combined.

Learning Standards

Curricular Competencies	Content
<p>Questioning and predicting</p> <ul style="list-style-type: none">• Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest• Make observations aimed at identifying their own questions about the natural world <p>Processing and analyzing data and information</p> <ul style="list-style-type: none">• Experience and interpret the local environment	<ul style="list-style-type: none">• elements and compounds are pure substances• crystalline structure of solids

*Big Ideas and Learning Standards were obtained from the BC's Ministry of Education 2016/2017 curriculum.

Digging Deeper: Grade 8

Social Studies: BIG IDEAS

Human and environmental factors shape changes in population and living standards.

Learning Standards

Curricular Competencies	Content
<ul style="list-style-type: none">• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions• Assess the significance of people, places, events, or developments at particular times and places (significance)• Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	<ul style="list-style-type: none">• social, political, and economic systems and structures, including those of at least one indigenous civilization• scientific and technological innovations• philosophical and cultural shifts• changes in population and living standards

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