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Many people contributed their expertise to this document. The Project Manager was Dr. Adrienne Gnidec of the Ministry of Education, working with other ministry personnel and our partners in education. We would like to thank all who participated in this process.

**SOCIAL STUDIES K to 7 IRP WRITING TEAM**

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</tr>
</thead>
<tbody>
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</tbody>
</table>
This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement Social Studies K to 7. Once fully implemented, this document will supersede the Social Studies K to 7 Integrated Resource Package (1998).

The information contained in this document is also available on the Internet at www.bced.gov.bc.ca/irp/irp.htm

The following paragraphs provide brief descriptions of the components of the IRP.

**INTRODUCTION**
The Introduction provides general information about Social Studies K to 7, including special features and requirements.

Included in this section are
- a rationale for teaching Social Studies K to 7 in BC schools
- the curriculum goals
- descriptions of the curriculum organizers – groupings for prescribed learning outcomes that share a common focus
- an overview of the curriculum content

**CONSIDERATIONS FOR PROGRAM DELIVERY**
This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

**PRESCRIBED LEARNING OUTCOMES**
This section contains the prescribed learning outcomes, the legally required content standards for the provincial education system. The learning outcomes define the required attitudes, skills, and knowledge for each subject. They are statements of what students are expected to know and be able to do by the end of the indicated grade.

**STUDENT ACHIEVEMENT**
This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific achievement indicators for each prescribed learning outcome. Achievement indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the expectations set out by the prescribed learning outcomes. Achievement indicators are not mandatory; they are provided to assist in assessing how well students achieve the prescribed learning outcomes. Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of the prescribed learning outcomes.

**CLASSROOM ASSESSMENT MODEL**
This section contains a series of assessment units that address clusters of learning outcomes organized by topic or theme. The units have been developed by BC educators, and are provided to support classroom assessment. These units are suggestions only – teachers may use or modify the units as they plan for the implementation of this curriculum.

Each grade in the model contains an Assessment Overview Table intended to support teachers with their assessment practices, and the assessment units organized by topic – including the prescribed learning outcomes and a sequence of suggested assessment activities for each topic. Sample assessment instruments are also included for each grade.

**LEARNING RESOURCES**
This section contains general information on learning resources, and provides a link to the titles, descriptions, and ordering information for the recommended learning resources in the Social Studies K to 7 Grade Collections.
INTRODUCTION
This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Social Studies K to 7. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, this document recognizes that British Columbia’s schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the learning outcomes, achievement indicators, instructional activities, and assessment activities.

Social Studies K to 7, in draft format, was available for public review and response from December 2005 through February 2006. Feedback from educators, students, parents, and other educational partners also informed the development of this document.

**RATIONALE**

The aim of Social Studies K to 7 is to develop thoughtful, responsible, and active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments.

The Social Studies K to 7 curriculum provides students with opportunities to reflect critically upon events and issues in order to examine the present, make connections with the past, and consider the future. The curriculum emphasizes:

- developing understanding – encouraging in-depth study from multiple perspectives (e.g., time, place, culture, values) and leading students to think critically and make reasoned judgments
- making connections – between historical and contemporary events and issues, and between various regions, environments, and cultures around the world
- applying knowledge – allowing students to inform their judgments, shape their opinions, solve problems, and guide their actions
- practising active citizenship – developing the skills, attitudes, and processes necessary to be responsible, active citizens

**GOALS FOR SOCIAL STUDIES K TO 7**

The following goals reflect and are represented in the prescribed learning outcomes for Social Studies K to 7 in each curriculum organizer.

Through their participation in social studies, students will be encouraged and enabled to:

- understand and prepare to exercise their roles, rights, and responsibilities within their family, the community, Canada, and the world
- demonstrate respect for human equality and cultural diversity
- acquire an understanding of and appreciation for the historical and geographical forces that have shaped and continue to shape Canadian society and the societies of countries around the world
- develop the skills and attitudes necessary to become thoughtful, active participants in their communities and as global citizens

**CURRICULUM ORGANIZERS**

A curriculum organizer consists of a set of prescribed learning outcomes that share a common focus. The prescribed learning outcomes for Social Studies K to 7 are grouped under the following curriculum organizers:

<table>
<thead>
<tr>
<th>Curriculum Organizers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SKILLS AND PROCESSES OF SOCIAL STUDIES</strong></td>
</tr>
<tr>
<td><strong>IDENTITY, SOCIETY, AND CULTURE</strong></td>
</tr>
<tr>
<td><strong>GOVERNANCE</strong></td>
</tr>
<tr>
<td><strong>ECONOMY AND TECHNOLOGY</strong></td>
</tr>
<tr>
<td><strong>HUMAN AND PHYSICAL ENVIRONMENT</strong></td>
</tr>
</tbody>
</table>

Note that these five organizers are for the purpose of identifying prescribed learning outcomes; they are not intended to suggest a linear means of course delivery.

**Skills and Processes of Social Studies**

Prescribed learning outcomes for this organizer focus on providing opportunities for students to:

- identify and apply solutions to problems and issues
- gather, interpret, analyse, and present information
- practise active citizenship
These learning outcomes are intended to provide a framework to be used throughout the curriculum to support the skills and processes essential to social studies and to help students become responsible, thoughtful citizens.

**Identity, Society, and Culture**
Students learn about the characteristics that define self, cultures, and societies, and the similarities and differences within and across cultures over time.

**Governance**
Students are given opportunities to develop a basic understanding of political and legal structures and processes, through which they can gain an appreciation of the purpose of governance in a variety of societies. Rights and responsibilities of citizenship and the role of participation are examined at community, national, and world levels.

**Economy and Technology**
Students are given opportunities to develop an understanding of basic economic concepts and systems. They also explore the impact of technological innovation on individuals, society, and the environment.

**Human and Physical Environment**
Students learn basic geographic skills and apply them to enhance their understanding of natural environments and relationships between people and natural systems. They explore the influence of physical geography and apply their understanding to areas such as resource development, stewardship, and sustainability.

**Suggested Timeframe**
Provincial curricula are developed in accordance with the number of instructional hours allocated for each subject area, while still allowing for flexibility to address local needs. For Social Studies, approximately 90-100 instructional hours per school year is recommended for Grades 1 to 7; for Kindergarten, approximately 45-50 hours is recommended.
# Social Studies K to 12 — At a Glance

| K to 7 | Social Studies Kindergarten to Grade 7: required for all students |
| 8 and 9 | Social Studies Grades 8 and 9: required for all students |
| 10 | Social Studies 10: required for all students |
| 11 | Students must take at least one of the following courses to graduate:  
  - BC First Nations Studies 12  
  - Civic Studies 11  
  - Social Studies 11  
  
  Each of these courses includes a required Graduation Program examination worth 20% of the final mark. |
| 12 | Elective courses:  
  - Comparative Civilizations 12  
  - Geography 12  
  - History 12  
  - Law 12  
  
  Geography 12 and History 12 include optional Graduation Program examinations worth 40% of the final mark for students who choose to write them. |
# Overview of Social Studies K to 7 Topics

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self, Family, School</strong></td>
<td><strong>Self, Family, School</strong></td>
<td><strong>Self, Family, School</strong></td>
<td><strong>Communities – Past and Present</strong></td>
</tr>
<tr>
<td><strong>Skills and Processes of Social Studies</strong></td>
<td><strong>Identity, Culture, and Society</strong></td>
<td><strong>Governance</strong></td>
<td><strong>Economy and Technology</strong></td>
</tr>
</tbody>
</table>
| • co-operative participation in groups  
• gathering information  
• presenting information orally and visually | • concept of change  
• groups that are part of their lives  
• places that are part of their lives  
• similarities and differences among families | • roles and responsibilities within the class and school  
• purpose of classroom and school rules | • human needs  
• work in the community  
• technologies in daily life |
| **Human and Physical Environment** | **Economy and Technology** | **Governance** | **Human and Physical Environment** |
| • recognizing maps of Canada  
• characteristics of environments  
• how environment affects daily life  
• ways to care for their environment | • work done in the school  
• purpose of money  
• how technology affects individuals and schools | • roles, rights, and responsibilities within the class and school  
• how decisions are made in groups | • natural and human-built characteristics of environments  
• ways to care for their environment |
| **Identity, Culture, and Society** | **Governance** | **Human and Physical Environment** | **Economy and Technology** |
| • changes in their lives  
• similarities and differences among families  
• social structures  
• ways people work together in groups  
• symbols of Canada | • roles, responsibilities, and rights at home and at school  
• purpose of classroom and school rules | • recognizing maps of Canada  
• characteristics of environments  
• how environment affects daily life  
• ways to care for their environment | • recognizing maps of Canada  
• characteristics of environments  
• how environment affects daily life  
• ways to care for their environment |
| **Governance** | **Human and Physical Environment** | **Economy and Technology** | **Governance** |
| • changes in the school and community  
• ways individuals contribute to a community  
• personal identity  
• language and cultural characteristics of Canada | • roles and responsibilities of local governments | • work done in the school  
• purpose of money  
• how technology affects individuals and schools | • roles, rights, and responsibilities within the class and school  
• how decisions are made in groups |
| **Human and Physical Environment** | **Economy and Technology** | **Governance** | **Human and Physical Environment** |
| • changes in communities over time  
• importance of communities  
• cultural similarities and differences  
• characteristics of Canadian society | • rights and responsibilities and the well-being of the community  
• roles and responsibilities of local governments | • work done in the school  
• purpose of money  
• how technology affects individuals and schools | • natural and human-built characteristics of environments  
• ways to care for their environment |
| **Economy and Technology** | **Governance** | **Human and Physical Environment** | **Economy and Technology** |
| • landforms and bodies of water in BC and Canada  
• responsibility to the environment  
• how environment affects human activities | • landforms and bodies of water in BC and Canada  
• provinces and territories  
• responsibility for the environment  
• effect of environment on early settlement | • recognizing maps of Canada  
• characteristics of environments  
• how environment affects daily life  
• ways to care for their environment | • recognizing maps of Canada  
• characteristics of environments  
• how environment affects daily life  
• ways to care for their environment |
### Grade 4
**Aboriginal Cultures, Exploration, and Contact**
- critical thinking
- maps and timelines
- gathering information, presentation skills
- alternative perspectives
- strategies to address a problem or issue

### Grade 5
**Canada—From Colony to Country**
- key events and factors in the development of BC and Canada
- immigration
- significant individuals in BC and Canada
- Confederation
- levels and responsibilities of government
- First Nations governance

### Grade 6
**Canada and the World**
- Canadian identity and how individuals experience cultural influences
- comparing Canada with other countries
- artistic expression and culture
- federal government systems
- justice system
- equality and fairness; rights and responsibilities
- role of Canada in the world

### Grade 7
**Ancient Civilizations**
- civilization in ancient cultures
- social roles in ancient cultures
- influences of ancient societies on present-day cultures
- rules, laws, and government in ancient civilizations
- effect of ancient laws and government on Canada

### Skills and Processes of Social Studies

### Identity, Culture, and Society

### Governance

### Economy and Technology

<table>
<thead>
<tr>
<th>Location of hemispheres, continents, oceans, Aboriginal groups</th>
<th>Relationship between cultures and their environments</th>
<th>Effect of environment on ancient civilizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place names</td>
<td>Environmental effects of settlement in early BC and Canada</td>
<td>Effect of humans on the environment in ancient civilizations</td>
</tr>
<tr>
<td>Aboriginal relationship with the land</td>
<td>Physical regions of Canada, location of natural resources</td>
<td>Technology and exchange in ancient societies</td>
</tr>
</tbody>
</table>
CONSIDERATIONS FOR PROGRAM DELIVERY
This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about:

- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- establishing a positive classroom climate
- confidentiality
- inclusion, equity, and accessibility for all learners
- connections to other subject areas
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright and responsibility
- debate
- media analysis

**Alternative Delivery Policy**
The Alternative Delivery policy does not apply to Social Studies K to 7.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing prescribed learning outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7
- and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children’s attitudes, standards, and values, but the policy still requires that all prescribed learning outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term “alternative delivery” as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the prescribed learning outcomes within the health and career education curriculum. Neither does it allow students to be excused from meeting any learning outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

For more information about policy relating to alternative delivery, refer to www.bced.gov.bc.ca/policy/

**Addressing Local Contexts**
The Social Studies K to 7 curriculum includes opportunities for individual teacher and student choice in the exploration of topics to meet certain learning outcomes. This flexibility allows educators to plan their programs to meet the particular requirements of their students and to respond to local contexts. It may be appropriate to allow for student input when selecting current and relevant topics.

Where specific topics have been included in the learning outcomes, the intent is for all students to have an opportunity to address these important issues. The inclusion of these topics is not intended to exclude any additional issues that may also be relevant for individual school communities.

**Involving Parents and Guardians**
The family is the primary educator in the development of students’ attitudes and values. The school plays a supportive role by focussing on the prescribed learning outcomes in the Social Studies K to 7 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

It is highly recommended that schools inform parents and guardians about the Social Studies K to 7 curriculum, and teachers (along with school and district administrators) may choose to do so by:

- informing parents/guardians and students of the prescribed learning outcomes for the subject by sending home class letters, providing an overview during parent-teacher interviews, etc.
- responding to parent and guardian requests to discuss unit plans, learning resources, etc.
Etablir un climat de classe positif

Les enseignants sont responsables de définir et de promouvoir un climat de classe dans lequel les étudiants se sentent à l'aise pour apprendre et discuter des sujets du Social Studies K to 7. Voici quelques guides qui peuvent aider les enseignants à établir et promouvoir un climat de classe positif.

- Allouez suffisamment de temps et d'opportunités aux classes pour qu'elles se sentent à l'aise les unes par rapport aux autres avant de se lancer dans des discussions en groupe. Il est important que le climat de classe encourage les étudiants à se lier de manière positive, respectueuse et soutenante. Préparez-vous à faciliter toute discussion potentiellement controversée.
- Établissez des règles claires pour les discussions de classe qui démontrent le respect de la vie privée, de la diversité et de la prise en compte des points de vue différents.
- Familiarisez-vous avec les législations pertinentes (par exemple, le Code des droits de la personne; la Loi sur les services familiaux et communautaires) et les initiatives pertinentes (par exemple, Safe, Caring and Orderly Schools: A Guide and Diversity in BC Schools: A Framework).
- Familiarisez-vous avec les politiques et procédures provinciales et du district concernant des sujets tels que la révélation liée au harcèlement ou au manquement, et la protection de la vie privée.

Confidentialité

Le Freedom of Information and Protection of Privacy Act (FOIPPA) s'applique à tous les étudiants, à tous les conseils scolaires, et à tous les sujets, y compris Social Studies K to 7. Les enseignants, les administrateurs et le personnel du district doivent se rappeler les points suivants :

- Soyez informé des politiques et des réglementations du district relatives à la révélation et aux référals. Il doit y avoir une relation directe entre le contenu de la présentation et les résultats prescrits.
- Informez les groupes externes ou les organisations qui font une présentation à des étudiants que ces présentations ont été approuvées par le district. Le contenu de la présentation doit être lié directement aux résultats prescrits.
- Il est important de prévenir les étudiants de la manière dont la FOIPPA s'applique à eux.
- Conservez les informations personnelles collectées au minimum et utilisez-les uniquement pour les fins pour lesquelles elles ont été collectées.
- Informez les étudiants qu'ils seront les seuls à avoir accès à certaines informations personnelles.
- Si un étudiant a besoin d'aide ou de soutien, il peut le demander à l'administrateur ou à un conseiller.

En savoir plus sur ces politiques et initiatives :

- BC Handbook for Action on Child Abuse and Neglect
- Safe, Caring and Orderly Schools
  www.bced.gov.bc.ca/sco/
- Diversity in BC Schools: A Framework
  www.bced.gov.bc.ca/diversity/diversity_framework.pdf
- Human Rights Code
  www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm
- Child, Family and Community Services Act
  www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm

Informations confidentielles

Les informations confidentielles concernant les étudiants sont protégées par les lois FOIPPA. Les enseignants doivent se souvenir des points suivants :

- Informez les étudiants de leurs droits under FOIPPA, en particulier le droit d'accéder à leurs propres informations personnelles.
- Informez les parents de leurs droits d'accéder aux dossiers scolaires de leurs enfants.
- Minimisez le type et l'ampleur des informations personnelles collectées, et assurez-vous qu'elles sont utilisées uniquement pour les fins pour lesquelles elles ont été collectées.
- Informez les étudiants qu'ils sont les seuls à avoir accès à certaines informations personnelles.
- Si un étudiant a besoin d'aide ou de soutien, il peut le demander à l'administrateur ou à un conseiller.
Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the Social Studies K to 7 curriculum.

Inform students and their parents that they can ask the school to correct or annotate any of the personal information held by the school, in accordance with Section 29 of FOIPPA.

Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students’ progress.

Ensure that any information used in assessing students’ progress is up-to-date, accurate, and complete.

Inclusion, Equity, and Accessibility for All Learners

British Columbia’s schools include students of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focuses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of Social Studies K to 7, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the prescribed learning outcomes in this IRP can be addressed by all students, including those with special and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the prescribed learning outcomes. Modifications can be made to the prescribed learning outcomes for students with Individual Education Plans.

Connections to Other Subject Areas

In the elementary years in particular, learning and instruction often take place in an integrated manner and do not always stay within the boundaries of a particular subject area. Teachers may look for ways to connect learning in social studies with any or all of the following provincially prescribed curricula:

- dance, drama, music, visual arts – the role of the arts in sustaining and communicating culture; historical and cultural contexts of the arts
- English language arts – effective communication and research strategies; the role of literature and storytelling in sustaining and communicating culture
- health and career education – group processes; leadership; families; purpose of rules; roles, rights, and responsibilities at home, at school, and in the community; needs and wants; decision making; work and jobs in the community
- mathematics – the mathematical principles of map making, particularly latitude and longitude and time zones
- science – daily and seasonal changes; resource use issues

Whatever the approach used to facilitate connections among these subject areas, it is important to maintain the integrity of each individual discipline, and ensure that all prescribed learning outcomes from each curriculum are addressed.

All current provincial curricula are available on the Internet at www.bced.gov.bc.ca/irp/irp.htm
Considerations for Program Delivery

**Working with the School and Community**

This curriculum addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the social studies classroom.

School and district-wide programs support and extend learning in Social Studies K to 7. Community organizations may also support the curriculum with locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

Bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to different points of view, providing opportunities for discussion and debate, providing a departure point for writing, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

Consider the following guidelines to help achieve a successful guest speaker activity:

- Determine the nature of the presentation (e.g., lecture, question-and-answer, debate, response to students’ presentations, facilitating a simulation or case study). Ensure the guest speaker is clear about the purpose, the structure, and the time allotted. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials the speaker may use, especially any handouts, for appropriateness.
- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the speaker(s) beforehand and making any logistical arrangements.
- Provide time for students to prepare for the guest speaker or panel by formulating focus questions.
- Begin the guest speaker presentation with an introduction to the topic and end with a debrief.

**Working with the Aboriginal Community**

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. As Aboriginal communities are diverse in terms of language, culture, and available resources, each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the “Planning Your Program” section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: www.bced.gov.bc.ca/abed/welcome.htm

**Information and Communications Technology**

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.
Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves learning about the safe and responsible use of the technology, and a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. When planning for instruction and assessment in Social Studies K to 7, teachers should provide opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part – in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements – see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show videorecordings that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to www.cmec.ca/copyright/indexe.stm
DEBATE
Formal debate is one of the fundamental activities of democracy and, through various international organizations such as the United Nations, is also a tool for resolution of global problems and issues. Debate provides opportunities for students to integrate knowledge and communication skills, and allows for critical examination of differing viewpoints. Debate can be used at the beginning of a unit of study on a particular topic (to explore students’ pre-existing knowledge and attitudes on the issue), and/or at the end of a unit of study (to summarize and represent learning).

Various forms and forums of debate are appropriate in Social Studies K to 7 classes. Examples of relevant debate forms include
- informal classroom debate
- formal debate styles (e.g., Oxford, Lincoln-Douglas, Cross-Examination)
- model parliaments, model UN
- round table discussions
- mock trials
- town hall forums
- online forums

MEDIA ANALYSIS
Much of the information that the public receives about issues and events is received through media messages – in newspapers and magazines, on television and radio, and on the Internet. Analysis of media messages is a valuable component of Social Studies K to 7, and allows students to think critically and independently about issues that affect them.

The following concepts of media education are examples of the ways in which teachers and students can examine a range of media messages relevant to:
- **Purpose**: People use media messages to inform, entertain, and/or persuade for political, commercial, educational, artistic, moral, and/or other purposes.
- **Values**: Media messages communicate explicit and implicit values.
- **Representation**: Media messages are constructed; they are only representations of real or imaginary worlds.
- **Codes, Conventions, and Characteristics**: Each medium has its own set of codes, conventions, and characteristics that affect the way messages are transmitted and understood.
- **Production**: People who understand the media are better able to make purposeful media messages.
- **Interpretation**: Audience members bring their knowledge, experience, and values to their interpretation of and emotional response to media messages.
- **Influence of Media on Audience**: Media messages can influence people’s attitudes, behaviours, and values.
- **Influence of Audience on Media**: People can influence media institutions and the messages they produce and transmit.
- **Control**: People who control a society’s dominant institutions have disproportionate influence on the construction and distribution of media messages and the values they contain.
- **Scope**: Media technologies influence and are influenced by the political, economic, social, and intellectual dimensions of societies.
PRESCRIBED LEARNING OUTCOMES
Prescribed learning outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required attitudes, skills, and knowledge—what students are expected to know and be able to do—by the end of the specified subject and grade.

Schools have the responsibility to ensure that all prescribed learning outcomes in this curriculum are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed learning outcomes for Social Studies K to 7 are presented by grade and by curriculum organizer and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

Wording of Prescribed Learning Outcomes
All learning outcomes complete the stem, “It is expected that students will ….”

When used in a prescribed learning outcome, the word “including” indicates that any ensuing item must be addressed. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

Domains of Learning
Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The cognitive domain deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- Knowledge includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- Understanding and application represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- Higher mental processes include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The affective domain concerns attitudes, beliefs, and the spectrum of values and value systems.

The psychomotor domain includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Domains of learning and cognitive levels also form the basis of the Assessment Overview Tables provided in the Classroom Assessment Model.
**Grade 1**

It is expected that students will:

**Skills and Processes of Social Studies**
A1 use picture maps to identify familiar locations in the school or community
A2 participate co-operatively and productively in groups
A3 gather information from personal experiences, oral sources, and visual representations
A4 present information using oral, written, or visual representations
A5 identify strategies to address relevant school-based problems

**Identity, Society, and Culture**
B1 describe changes that occur in their lives
B2 explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members
B3 identify a variety of social structures in which they live, learn, work, and play together
B4 identify symbols of Canada

**Governance**
C1 describe their roles, rights, and responsibilities at home and at school
C2 explain the purpose of classroom and school expectations

**Economy and Technology**
D1 describe basic human needs
D2 identify types of work done by people in their community
D3 demonstrate awareness of the purpose of money
D4 describe ways they use technologies

**Human and Physical Environment**
E1 recognize maps of Canada
E2 identify characteristics of different environments
E3 demonstrate responsible behaviour in caring for their immediate and school environments
STUDENT ACHIEVEMENT
This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators that may be used to assess student performance in relation to each prescribed learning outcome. Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of prescribed learning outcomes.

**Classroom Assessment and Evaluation**

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as:

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student achievement is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Three major types of assessment can be used in conjunction with each other to support student achievement:

- **Assessment for learning** is assessment for purposes of greater learning achievement.
- **Assessment as learning** is assessment as a process of developing and supporting students’ active participation in their own learning.
- **Assessment of learning** is assessment for purposes of providing evidence of achievement for reporting.

**Assessment for Learning**

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student’s achievement is compared to established criteria rather than to the performance of other students. Criteria are based on prescribed learning outcomes, as well as on suggested achievement indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

**Assessment as Learning**

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.
Assessment of Learning

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These assessments are used to make judgments about students’ achievement in relation to provincial and national standards. There is no large-scale provincial assessment for Social Studies K to 7.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to [www.bced.gov.bc.ca/policy/policies/student_reporting.htm](http://www.bced.gov.bc.ca/policy/policies/student_reporting.htm)

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
<th>Assessment of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative assessment</strong>&lt;br&gt; ongoing in the classroom</td>
<td><strong>Formative assessment</strong>&lt;br&gt; ongoing in the classroom</td>
<td><strong>Summative assessment</strong>&lt;br&gt; occurs at end of year or at key stages</td>
</tr>
<tr>
<td>• teacher assessment, student self-assessment, and/or student peer assessment</td>
<td>• self-assessment</td>
<td>• teacher assessment</td>
</tr>
<tr>
<td>• criterion-referenced – criteria based on prescribed learning outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task</td>
<td>• provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning</td>
<td>• may be either criterion-referenced (based on prescribed learning outcomes) or norm-referenced (comparing student achievement to that of others)</td>
</tr>
<tr>
<td>• involves both teacher and student in a process of continual reflection and review about progress</td>
<td>• student-determined criteria based on previous learning and personal learning goals</td>
<td>• information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development)</td>
</tr>
<tr>
<td>• teachers adjust their plans and engage in corrective teaching in response to formative assessment</td>
<td>• students use assessment information to make adaptations to their learning process and to develop new understandings</td>
<td>• used to make judgments about students’ performance in relation to provincial standards</td>
</tr>
</tbody>
</table>
For more information about assessment for, as, and of learning, refer to the following resource developed by the Western and Northern Canadian Protocol (WNCP): *Rethinking Assessment with Purpose in Mind*.

This resource is available online at www.wncp.ca/assessment/assess.pdf

In addition, the BC Performance Standards describe levels of achievement in key areas of learning (reading, writing, numeracy, social responsibility, and information and communications technology integration) relevant to all subject areas. Teachers may wish to use the Performance Standards as resources to support ongoing formative assessment in social studies.

BC Performance Standards are available at www.bced.gov.bc.ca/perf_stands/

**Criterion-Referenced Assessment and Evaluation**

In criterion-referenced evaluation, a student’s performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the prescribed learning outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

**Criterion-referenced assessment and evaluation may involve these steps:**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Identify the prescribed learning outcomes and suggested achievement indicators (as articulated in this IRP) that will be used as the basis for assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Establish criteria. When appropriate, involve students in establishing criteria.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Plan learning activities that will help students gain the attitudes, skills, or knowledge outlined in the criteria.</td>
</tr>
<tr>
<td>Step 4</td>
<td>Prior to the learning activity, inform students of the criteria against which their work will be evaluated.</td>
</tr>
<tr>
<td>Step 5</td>
<td>Provide examples of the desired levels of performance.</td>
</tr>
<tr>
<td>Step 6</td>
<td>Conduct the learning activities.</td>
</tr>
<tr>
<td>Step 7</td>
<td>Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student.</td>
</tr>
<tr>
<td>Step 8</td>
<td>Review the assessment data and evaluate each student’s level of performance or quality of work in relation to criteria.</td>
</tr>
<tr>
<td>Step 9</td>
<td>Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.</td>
</tr>
<tr>
<td>Step 10</td>
<td>Communicate the results of the assessment and evaluation to students and parents/guardians.</td>
</tr>
</tbody>
</table>
KEY ELEMENTS

Key elements provide an overview of content in each curriculum organizer. They can be used to determine the expected depth and breadth of the prescribed learning outcomes.

Note that some topics appear at multiple grade levels in order to emphasize their importance and to allow for developmental learning.

ACHIEVEMENT INDICATORS

To support the assessment of provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome.

Achievement indicators, taken together as a set, define the specific level of attitudes demonstrated, skills applied, or knowledge acquired by the student in relation to a corresponding prescribed learning outcome. They describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator defines only one aspect of the corresponding learning outcome, the entire set of achievement indicators should be considered when determining whether students have fully met the learning outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the learning outcome (e.g., a constructed response such as a list, comparison, or analysis; a product created and presented such as a report, poster, letter, or model; a particular skill demonstrated such as map making or critical thinking).

Achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the prescribed learning outcomes.

The following pages contain the suggested achievement indicators corresponding to each prescribed learning outcome for the Social Studies K to 7 curriculum. The achievement indicators are arranged by curriculum organizer for each grade; however, this order is not intended to imply a required sequence of instruction and assessment.
## Key Elements: Grade 1

### Self, Family, School

#### Skills and Processes of Social Studies
- using simple picture maps
- co-operative participation in groups
- gathering information (e.g., from audio, visual, material, print)
- presenting information orally, visually, and written
- strategies for solving school-based problems

#### Identity, Society, and Culture
- changes in their lives
- similarities and differences among families (e.g., composition, culture, traditions, roles)
- social structures (e.g., family, clan, after-school classes and groups)
- ways people work together in groups
- symbols of Canada

#### Governance
- roles, responsibilities, and rights at home and at school
- purpose of classroom and school rules

#### Economy and Technology
- basic human needs (e.g., food, water, clothing, safety) and how they are met
- types of work in the community
- purpose of money
- ways technology is used to accomplish tasks

#### Human and Physical Environment
- recognizing maps of Canada
- natural characteristics of environments (e.g., mountains, rivers, forests, marshes)
- human-built characteristics of local environments (e.g., roads, buildings, bridges)
- how the environment affects daily life
- ways to care for their environment (e.g., reduce, reuse, recycle)
**Skills and Processes of Social Studies**

The following learning outcomes provide students with a framework of developmental skills and processes that are used throughout the curriculum. These outcomes are not intended to be taught in isolation, but rather should be integrated in context with content related to the other four curriculum organizers.

<table>
<thead>
<tr>
<th>Prescribed Learning Outcomes</th>
<th>Suggested Achievement Indicators</th>
</tr>
</thead>
</table>
| **A1** use picture maps to identify familiar locations in the school or community | - recognize that maps are used to represent real places  
- relate pictorial representations to their physical locations (e.g., a place within the school, a neighbourhood park)  
- follow a path to a destination using a pictorial representation (e.g., picture map) |
| **A2** participate co-operatively and productively in groups | - independently demonstrate willingness to share and co-operate with peers (e.g., taking turns when sharing space and materials, contributing to group discussions, asking relevant questions)  
- demonstrate active listening skills  
- demonstrate abilities to consider the needs of others when working and playing together |
| **A3** gather information from personal experiences, oral sources, and visual representations | - access information from audio, visual, material, or print sources  
- collect information from personal experiences, oral sources, and visual representations  
- use comparison to discover similarities and differences  
- with teacher prompts, draw simple interpretations from information gathered (e.g., families have similar needs, families have differences) |
| **A4** present information using oral, written, or visual representations | - identify a variety of ways of communicating (e.g., facial expression, sign language, spoken language, text, pictures, song, dance)  
- use oral, written, or visual communication forms to accomplish given presentation tasks (e.g., show and tell, captioned picture) |
| **A5** identify strategies to address relevant school-based problems | - identify relevant school-based problems (e.g., taking turns at stations or in the computer lab, how to get the materials they need to complete a task, litter on the school playground, respecting others’ personal belongings)  
- brainstorm, discuss, and compare possible solutions to a selected problem  
- with teacher and peer support, predict the possible results of various solutions to a problem  
- recognize that diverse points of view exist  
- with teacher support, choose among possible solutions for a problem |
# Identity, Society, and Culture

<table>
<thead>
<tr>
<th>Prescribed Learning Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>It is expected that students will:</strong></td>
<td><strong>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</strong></td>
</tr>
<tr>
<td>Students who have fully met the prescribed learning outcome are able to:</td>
<td></td>
</tr>
<tr>
<td><strong>B1</strong> describe changes that occur in their lives</td>
<td>❑ give examples of routines and repeating events in their lives (e.g., birthdays, soccer practice or piano lessons every Tuesday, visiting grandparents once a month, walking the dog every afternoon, going camping every Victoria Day weekend)</td>
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<tr>
<td></td>
<td>❑ describe in some detail changes in their lives (e.g., “Starting Grade 1 means I go to school all day instead of only half a day.” “I’m taller now and can reach the cupboard by myself.” “We have a new cat and it’s my responsibility to feed her every day.”)</td>
</tr>
<tr>
<td></td>
<td>❑ distinguish between past and present (e.g., before and now, yesterday and today, this year and last year, when I was younger and now)</td>
</tr>
<tr>
<td><strong>B2</strong> explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members</td>
<td>❑ describe the characteristics (e.g., composition, culture, traditions, roles of various family members) of their own family and another family they know that is different from or similar to their own</td>
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<tr>
<td></td>
<td>❑ give examples of stories, traditions, and celebrations from their families (e.g., retell a story, interview a family member and share the results, create a picture or other representation of a family celebration)</td>
</tr>
<tr>
<td><strong>B3</strong> identify a variety of social structures in which they live, learn, work, and play together</td>
<td>❑ describe groups to which they belong (e.g., family, clan, after-school language class, music group, dance ensemble)</td>
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<tr>
<td></td>
<td>❑ give examples of things people do in order to live together in groups peacefully (e.g., saying “please” and “thank you,” taking turns, giving help when asked, respecting others’ personal space, not laughing at people when they make a mistake)</td>
</tr>
<tr>
<td></td>
<td>❑ describe ways in which people depend upon and help one another in families and schools (e.g., family roles, people in the school who can help them)</td>
</tr>
<tr>
<td><strong>B4</strong> identify symbols of Canada</td>
<td>❑ accurately name Canada as the country in which they live</td>
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<tr>
<td></td>
<td>❑ recognize a variety of symbols characteristic of Canada (e.g., maple leaf, Canadian flag, symbols on coins, totem poles)</td>
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<tr>
<td></td>
<td>❑ sing or recite the words to O Canada</td>
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</tbody>
</table>
### Governance

<table>
<thead>
<tr>
<th>Prescribed Learning Outcomes</th>
<th>Suggested Achievement Indicators</th>
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</thead>
<tbody>
<tr>
<td><strong>It is expected that students will:</strong></td>
<td>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</td>
</tr>
<tr>
<td><strong>C1</strong> describe their roles, rights, and responsibilities at home and at school</td>
<td>Students who have fully met the prescribed learning outcome are able to:</td>
</tr>
<tr>
<td></td>
<td>□ demonstrate an awareness of their personal rights within the class and school context (e.g., right to work undisturbed by peers, right to personal space)</td>
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<tr>
<td></td>
<td>□ identify people who make decisions that influence their lives</td>
</tr>
<tr>
<td></td>
<td>□ give examples of how decisions are made in families, schools, and communities</td>
</tr>
<tr>
<td><strong>C2</strong> explain the purpose of classroom and school expectations</td>
<td>□ name some classroom and school expectations</td>
</tr>
<tr>
<td></td>
<td>□ explain the purpose of selected rules (e.g., to keep people safe, to make things fair)</td>
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</tbody>
</table>

### Economy and Technology

<table>
<thead>
<tr>
<th>Prescribed Learning Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>It is expected that students will:</strong></td>
<td>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</td>
</tr>
<tr>
<td><strong>D1</strong> describe basic human needs</td>
<td>Students who have fully met the prescribed learning outcome are able to:</td>
</tr>
<tr>
<td></td>
<td>□ name basic human needs (food and water, shelter, clothing, safety and protection)</td>
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<tr>
<td></td>
<td>□ describe how human needs are met in families</td>
</tr>
<tr>
<td></td>
<td>□ using a graphic organizer or responding orally, give examples to distinguish needs from wants</td>
</tr>
<tr>
<td></td>
<td>□ use examples to demonstrate knowledge that people all over the world have needs similar to theirs</td>
</tr>
<tr>
<td><strong>D2</strong> identify types of work done by people in their community</td>
<td>□ give examples of types of work done by people in their families, schools, and communities (e.g., growing food, making products, selling products, caring for others, providing entertainment)</td>
</tr>
<tr>
<td><strong>D3</strong> demonstrate awareness of the purpose of money</td>
<td>□ using models and simulations, carry out transactions using money as a means of exchange</td>
</tr>
<tr>
<td></td>
<td>□ recognize that specific bills and coins have specific values (e.g., a dime is worth more than a penny)</td>
</tr>
<tr>
<td><strong>D4</strong> describe ways they use technologies</td>
<td>□ define technology as any tool, implement, or machine that they use to make their lives easier and accomplish tasks</td>
</tr>
<tr>
<td></td>
<td>□ create a representation – such as a chart, rhyme, or drama – to sort and classify the various purposes of technologies they use in their lives (e.g., entertainment, communication, building, travel)</td>
</tr>
</tbody>
</table>
### Prescribed Learning Outcomes

**It is expected that students will:**

The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.

Students who have fully met the prescribed learning outcome are able to:

<table>
<thead>
<tr>
<th>Prescribed Learning Outcomes</th>
<th>Suggested Achievement Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1 recognize maps of Canada</td>
<td>❑ locate Canada on a globe or map of the world</td>
</tr>
</tbody>
</table>
| E2 identify characteristics of different environments | ❑ from photographs or other images, identify natural characteristics of physical environments (e.g., mountains, rivers, forests, marshes), and name them using appropriate terminology  
❑ from photographs or other images, identify human-built characteristics of the physical environments (e.g., roads, buildings, bridges), and name them using appropriate terminology  
❑ give examples of how daily life is influenced by the environment (e.g., effects on transportation)  
❑ on school and neighbourhood walks or from images, identify familiar places and landmarks in their school and community (e.g., town hall, library, museums, recreation centres, theatres) |
| E2 demonstrate responsible behaviour in caring for their immediate and school environments | ❑ demonstrate care and concern for the environment in their actions (e.g., reduce, reuse, recycle; avoid disturbing plants and animals during nature walks)  
❑ describe ways they care for their environment at home (e.g., putting away their toys, helping with household chores, recycling) |
CLASSROOM ASSESSMENT MODEL
The Classroom Assessment Model outlines a series of assessment units for Social Studies K to 7.

These units have been structured by grade level and theme. Collectively the units address all of the prescribed learning outcomes for each grade, and provide one suggested means of organizing, ordering, and delivering the required content. This organization is not intended to prescribe a linear means of delivery. Teachers are encouraged to reorder the learning outcomes and to modify, organize, and expand on the units to meet the needs of their students, to respond to local requirements, and to incorporate relevant recommended learning resources as applicable. (See the Learning Resources section later in this IRP for information about the recommended learning resources for Social Studies K to 7.) In addition, teachers are encouraged to consider ways to adapt assessment activities from one grade to another.

Classroom Assessment and Evaluation

Teachers should consider using a variety of assessment instruments and techniques to assess students’ abilities to meet the prescribed learning outcomes and to support assessment for, of, and as learning.

Tools and techniques for assessment in social studies K to 7 can include

- teacher assessment tools such as observation checklists, rating scales, and scoring guides
- self-assessment tools such as checklists, rating scales, and scoring guides
- peer assessment tools such as checklists, rating scales, and scoring guides
- journals or learning logs
- written tests, oral tests (true/false, multiple choice, short answer)
- questionnaires, worksheets
- portfolios
- student-teacher conferences

Assessment in social studies K to 7 can also occur while students are engaged in, and based on the product of, activities such as

- group and class discussions
- maps, timelines, models
- brainstorm, clusters, charts, graphs

- role plays
- drawings, posters, collages, songs, poems
- peer teaching
- debates
- field trips
- research projects
- oral and multimedia presentations

For more information about student assessment, refer to the section on Student Achievement, as well as to the Assessment Overview Tables in each grade of the Classroom Assessment Model.

Contents of the Model

Assessment Overview Tables

The Assessment Overview Tables provide teachers with suggestions and guidelines for assessment of each grade of the curriculum. These tables identify the domains of learning and cognitive levels of the learning outcomes, along with a listing of suggested assessment activities and a suggested instructional time and weight for grading for each curriculum organizer.

Overview

Each grade includes an overview of the assessment units, containing

- a listing of Learning at Previous Grades, indicating any relevant topics based on prescribed learning outcomes from earlier grades of the same subject area; it is assumed that students will have already acquired this learning – if they have not, additional introductory instruction may need to take place before undertaking the suggested assessment outlined in the unit (note that some topics appear at multiple grade levels in order to emphasize their importance and to allow for reinforcement and developmental learning)
- a table (provided for grades 2 to 7) that shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model

Prescribed Learning Outcomes

Each unit begins with a listing of the prescribed learning outcomes that are addressed by that unit. Collectively, the units address all the learning outcomes for that grade; some outcomes may appear in more than one unit.
Suggested Assessment Activities
Assessment activities have been included for each set of prescribed learning outcomes. Each assessment activity consists of two parts:
• Planning for Assessment – outlining the background information to explain the classroom context, opportunities for students to gain and practise learning, and suggestions for preparing the students for assessment
• Assessment Strategies – describing the assessment task, the method of gathering assessment information, and the assessment criteria as defined by the learning outcomes and achievement indicators

A wide variety of activities have been included to address a variety of learning and teaching styles. The assessment activities describe a variety of tools and methods for gathering evidence of student performance.

These assessment activities are suggestions only, designed to provide guidance for teachers in planning instruction and assessment to meet the prescribed learning outcomes.

Assessment Instruments
Sample assessment instruments have been included at the end of each grade, and are provided to help teachers determine the extent to which students are meeting the prescribed learning outcomes. These instruments contain criteria specifically keyed to one or more of the suggested assessment activities contained in the units.

For additional assessment support, teachers are encouraged to use the BC performance standards for Social Responsibility to assess students in relation to:
• contributing to a safe and caring school environment (Section 1)
• solving problems in peaceful ways (Section 2)
• valuing diversity and defending human rights (Section 3)

BC Performance Standards are available online at www.bced.gov.bc.ca/perf_stands/
# Social Studies Grade 1: Assessment Overview Table

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Social Studies for Grade 1.

<table>
<thead>
<tr>
<th>Curriculum Organizers</th>
<th>Suggested Assessment Activities</th>
<th>Suggested Weight for Grading</th>
<th>Suggested Time Allotment</th>
<th>Number of Outcomes</th>
<th>Number of Outcomes by Domain*</th>
</tr>
</thead>
</table>
| **Skills and Processes of Social Studies** | - picture maps  
  - pictures, collages, posters, mind maps, models, dramatizations, big books  
  - group and class discussions  
  - picture journals  
  - role plays  
  - simulations | 15-25% | integrated throughout | 5 | A2, A3 | A1, A4, A5 | A2, A5 |
| **Identity, Society, and Culture** | - field trips  
  - interviews  
  - worksheets, guided responses  
  - presentations | 15-25% | 20-30 h | 4 | B1, B3, B4 | B2 |
| **Governance** | - interviews  
  - presentations | 15-25% | 20-30 h | 2 | C1 | C2 |
| **Economy and Technology** | - presentations | 15-25% | 20-30 h | 4 | D1, D2, D3 | D4 |
| **Human and Physical Environment** | - presentations | 15-25% | 20-30 h | 3 | E1, E2, E3 |

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>U&amp;A</th>
<th>HMP</th>
<th>AFF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total:</strong></td>
<td>100%</td>
<td>90-100 h</td>
<td>18</td>
<td>11</td>
</tr>
</tbody>
</table>

* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain.

Note that some learning outcomes address both the cognitive and affective domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.
## Grade 1

### Overview

*Learning at Previous Grades*

- co-operative participation in groups
- gathering information (e.g., using their senses, asking questions)
- presenting information orally and visually
- concept of change
- groups that are part of their lives (e.g., family, clan, class, sports teams)
- places that are part of their lives (e.g., landmarks, recreation centres, stores, playgrounds)
- similarities and differences among families (e.g., number of people, roles, relationships)
- roles and responsibilities within the class and school
- purpose of classroom and school rules
- human needs (e.g., food, water, shelter, safety)
- work in the community
- technologies in daily life (e.g., pencil, refrigerator, television)
- natural characteristics of local environments (e.g., mountains, rivers, forests, marshes, weather)
- human-built characteristics of local environments (e.g., roads, buildings, bridges)
- ways to care for their environment (e.g., reduce, reuse, recycle)
**Identity, Society, and Culture**

<table>
<thead>
<tr>
<th>Prescribed Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Skills and Processes of Social Studies</strong></td>
</tr>
<tr>
<td>A3 gather information from personal experiences, oral sources, and visual representations</td>
</tr>
<tr>
<td>A4 present information using oral, written, or visual representations</td>
</tr>
<tr>
<td><strong>Identity, Society, and Culture</strong></td>
</tr>
<tr>
<td>B1 describe changes that occur in their lives</td>
</tr>
<tr>
<td>B2 explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members</td>
</tr>
<tr>
<td>B3 identify a variety of social structures in which they live, learn, work, and play together</td>
</tr>
<tr>
<td>B4 identify symbols of Canada</td>
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</tbody>
</table>

### Planning for Assessment

<table>
<thead>
<tr>
<th>Planning for Assessment</th>
<th>Assessment Strategies</th>
</tr>
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</table>
| - Review and discuss a variety of ways of communicating information (e.g., facial expression, sign language, spoken language, text, pictures, song, dance). Over the course of several days or weeks, keep a tally chart of times when each of these forms of communication are used. | - Have students complete sentence stems to review when different forms of communication are used to gather or present information. For example, students can complete sentence stems such as the following:  
  - Today I used reading to find out _____.  
  - I prefer to _____ to learn something new. |
| - Conduct a class discussion on the concept of change. Prompt students through questions such as the following to think about how they have changed since they were born:  
  - How have you changed?  
  - How will you change as you get older?  
  - How big was your family before you were born? How big is your family now? | - Have students create a simple drawing or cartoon to illustrate at least three changes in themselves and their families. Ask them to describe their drawings and the changes they depict. Look for evidence that they are able to distinguish between past and present (e.g., before and now, yesterday and today, this year and last year, when I was younger and now). |
| - Use print and video resources to depict a variety of families. Focus on characteristics that are the same for all families (e.g., love, caring, support, nurture) and those that are different (e.g., composition, culture, traditions and celebrations, roles of various family members). Create a class chart of these characteristics.  
  Extend the discussion to focus on other social structures (e.g., class, school, after-school language classes, music group, dance ensemble). Ask students to consider how these groups are similar to families (e.g., helping and caring behaviours), and how they are different. | - Have students create a model of their family, and assist them in labelling to show the relationships and roles portrayed. Ask them to include depictions of at least three ways that they think their family is special (e.g., traditions and celebrations). Have them then extent their model to show other social groups they belong to, and how they relate to themselves or their families. |
| - Allow opportunities for the singing of *O Canada*, such as during weekly assemblies. Help students to recognize a variety of symbols characteristic of Canada by viewing pictures, examining coins and flags, and singing songs. | - Have students create a poster depicting three symbols of Canada. Ask them to share with a partner, explaining why they chose the symbols that they did. |
Governance

Prescribed Learning Outcomes

It is expected that students will:

Skills and Processes of Social Studies

A2 - participate co-operatively and productively in groups

Governance

C1 - describe their roles, rights, and responsibilities at home and at school
C2 - explain the purpose of classroom and school expectations

Planning for Assessment

<table>
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<tbody>
<tr>
<td>• Allow time during class and small group situations for students to practise and demonstrate active listening skills, a willingness to share, co-operation with others, and contributing to group discussions. Set aside a portion of class circle time to share problem situations (e.g., littering). Collect class problems in a variety of ways (e.g., mailbox, chart) over a period of time. Ask individual students to select and present a problem situation. The class can then discuss and identify several ways to solve the problem.</td>
<td>• After students identify several ways to solve problems, ask them to collect evidence of people in their class using problem-solving strategies. Record the data on a class chart and note the extent to which students are able to identify problem-solving strategies. Over the course of the year, use an observation sheet such as the one provided at the end of this grade (Student Responsibility) to assess students’ abilities to demonstrate effective group work skills.</td>
</tr>
<tr>
<td>• Show students a copy of the school’s code of conduct or other listings of rights and responsibilities. Hold a class discussion on these and their purposes. Have students role play the rights and responsibilities to see how they work for the benefit and safety of everyone. Extend the discussion by focussing on rights and responsibilities at school to their home situations and have students contribute expectations they have at home to a class list. Compare similarities and differences.</td>
<td>• The observation sheet provided at the end of this grade (Student Responsibility) can be used to observe students demonstrating responsible behaviour towards others in the class and on the playground.</td>
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</table>
Economy and Technology

### Prescribed Learning Outcomes

*It is expected that students will:*

**ECONOMY AND TECHNOLOGY**

- **D1** describe basic human needs
- **D2** identify types of work done by people in their community
- **D3** demonstrate awareness of the purpose of money
- **D4** describe ways they use technologies

<table>
<thead>
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<tbody>
<tr>
<td>• Lead a class discussion on the basic human needs and how they are met in families. Make a class Family Needs bulletin board display and have students collect and cut out pictures from magazines of food, homes, protection, and clothing. Sort these pictures into the appropriate categories on the board. Further the discussion by distinguishing between needs and wants.</td>
<td>• Conduct an oral quiz by selecting individual pictures from the bulletin board and asking students to say whether it is a need or a want.</td>
</tr>
<tr>
<td>• Talk about types of jobs the people do at home, jobs people do at school, and jobs people do in the community. Take a fieldtrip to a variety of work locations. Invite parents to the class to talk about their jobs.</td>
<td>• Have students compile an Economy Portfolio of pictures and other depictions of the types of work done in the school and community.</td>
</tr>
<tr>
<td>• Brainstorm ways people get money and how they use it in their everyday lives. Set up a classroom store to allow students to role play buying and selling items.</td>
<td>• Have students add to their Economy Portfolio with depictions of the various ways that people use money to satisfy their needs and wants.</td>
</tr>
<tr>
<td>• Following discussion on technology, use a chart or web to sort and classify the various purposes of technologies they use everyday, (e.g. entertainment, communication, building, transportation).</td>
<td>• Have students add to their Economy Portfolio with depictions of the various types of technology that people use for various purposes.</td>
</tr>
</tbody>
</table>
# Human and Physical Environment

## Prescribed Learning Outcomes

It is expected that students will:

### Skills and Processes of Social Studies
- **A1** use picture maps to identify familiar locations in the school or community
- **A5** identify strategies to address relevant school-based problems

### Human and Physical Environment
- **E1** recognize maps of Canada
- **E2** identify characteristics of different environments
- **E3** demonstrate responsible behaviour in caring for their immediate and school environments

## Planning for Assessment

<table>
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<tbody>
<tr>
<td>• Provide students with a map showing various locations around the classroom and school. Conduct a guided walk through the school as students follow along with their maps, identifying each location.</td>
<td>• Provide students with a picture map of the school, and ask them to identify three locations that they visited during the walk. As an extension, have them create their own picture maps of other familiar locations (e.g., playground, recreation centre).</td>
</tr>
<tr>
<td>• Use pictures of a variety of environments and discuss how each is the same or different. Have students identify natural characteristics, (e.g., mountains, lakes, forests, desert) as well as human-built characteristics (e.g., roads, bridges, buildings). Take a neighbourhood walk and identify natural and human-built characteristics as well as familiar places and landmarks.</td>
<td>• Challenge students to work in groups create a simple song, dance, or tableau that depicts a number of the environmental characteristics they learned about.</td>
</tr>
<tr>
<td>• Discuss recycling and littering. Prompt discussion on how recycling and garbage pickup benefits their class and school yard. Brainstorm and create a class list of other ways students can contribute to the well-being of the school environment (e.g., caring for school gardens, not wasting materials or water, bringing a litterless lunch).</td>
<td>• Use the observation sheet provided at the end of this grade (Student Responsibility) to assess students’ commitment to the care of the school environment.</td>
</tr>
<tr>
<td>• Ask students in what country they live and use a globe and a world map to show where Canada is in the world. Show approximately where they live in Canada. Let students use a simple atlas to locate Canada as well as other countries they have heard about. Discuss and compare as a class (e.g., size, location in the world).</td>
<td>• Provide students with blank world maps with country borders but no names, and ask them to colour in Canada on the map.</td>
</tr>
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</table>
### Assessment Instrument

#### STUDENT RESPONSIBILITY

<table>
<thead>
<tr>
<th>✔</th>
<th>Is the student able to</th>
<th>Comments</th>
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<tbody>
<tr>
<td></td>
<td>• demonstrate willingness to share and co-operate with peers (e.g., taking turns when sharing space and materials, contributing to group discussions, asking relevant questions)</td>
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<tr>
<td></td>
<td>• demonstrate active listening skills</td>
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<td></td>
<td>• demonstrate abilities to consider the needs of others when working and playing together</td>
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</tr>
<tr>
<td></td>
<td>• recognize that diverse points of view exist</td>
<td></td>
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<tr>
<td></td>
<td>• identify and compare possible solutions to relevant school-based problems (e.g., taking turns at stations or in the computer lab, how to get the materials they need to complete a task, litter on the school playground, respecting others’ personal belongings)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• predict the possible results of various solutions to a problem</td>
<td></td>
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<tr>
<td></td>
<td>• demonstrate care and concern for the environment in their actions (e.g., avoid disturbing plants and animals during nature walks, not wasting materials or water)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• use the appropriate receptacles for garbage and recyclable materials in the classroom and on the school grounds</td>
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LEARNING RESOURCES
This section contains general information on learning resources, and provides a link to the titles, descriptions, and ordering information for the recommended learning resources in the Social Studies K to 7 Grade Collections.

**What Are Recommended Learning Resources?**
Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators and have Minister’s Order granting them provincial recommended status. These resources may include print, video, software and CD-ROMs, games and manipulatives, and other multimedia formats. They are generally materials suitable for student use, but may also include information aimed primarily at teachers.

Information about the recommended resources is organized in the format of a Grade Collection. A Grade Collection can be regarded as a “starter set” of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. Teachers may also wish to supplement Grade Collection resources with locally approved materials.

**How Can Teachers Choose Learning Resources to Meet Their Classroom Needs?**
Teachers must use either
- provincially recommended resources
  OR
- resources that have been evaluated through a local, board-approved process

Prior to selecting and purchasing new learning resources, an inventory of resources that are already available should be established through consultation with the school and district resource centres. The ministry also works with school districts to negotiate cost-effective access to various learning resources.

**What Are the Criteria Used to Evaluate Learning Resources?**
The Ministry of Education facilitates the evaluation of learning resources that support BC curricula, and that will be used by teachers and/or students for instructional and assessment purposes. Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.


**What Funding is Available for Purchasing Learning Resources?**
As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

**What Kinds of Resources Are Found in a Grade Collection?**
The Grade Collection charts list the recommended learning resources by media format, showing links to the curriculum organizers. Each chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.
SOCIAL STUDIES K TO 7 GRADE COLLECTIONS
The Grade Collections for Social Studies K to 7 include newly recommended learning resources as well as relevant resources previously recommended for prior versions of the Social Studies K to 7 curriculum. The ministry updates the Grade Collections on a regular basis as new resources are developed and evaluated.

Please check the following ministry web site for the most current list of recommended learning resources in the Grade Collections for each IRP:
www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm