

# Social Studies: Proposal for Grades 10–12 Curriculum

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## Context

Proposals for the Grades 10–12 curriculum in all areas of learning represent a first step toward articulating new graduation requirements. Policies and processes relevant to Grades 10–12 are currently under review and will be, as needed, realigned. For example, the Province needs to determine policies and processes pertaining to credentialing, provincial examinations, scholarships, and transcripts. Over the next two years, consultation will continue, and decisions will be made on these and other matters.

Some elements for Grades 10–12 have already been determined. For example:

- Core competencies remain central to BC’s redesigned curriculum framework and apply from Kindergarten through to graduation.
- Curriculum in Grades 10–12 will continue to have the same structure as that in Grades K-9, including Big Ideas, Curricular Competencies, and Content.
- Grades 10–12 provincial curricula will consist of both *core curriculum* (curriculum that all students are required to study) and *optional curriculum* (curricular options that students may choose from).

As for Grades K–9, the redesigned Grades 10–12 curriculum will support both disciplinary and interdisciplinary learning, encourage locally developed curriculum, and enable a variety of learning environments and school and classroom configurations. This flexibility supports teachers and students wanting to organize learning through interdisciplinary inquiries that focus on project-based learning, problem-based learning, or learning through design.

During the spring of 2015, Grades 10–12 teams met to begin mapping out the curriculum in each domain. The proposal presented below is for Social Studies in Grades 10–12.

## Proposal for Social Studies: Overview

### Provincial Core Curriculum

*(Curriculum that all students are required to study)*

- ✓ This proposal recommends that Social Studies be required for all students in the graduation learning years.
- ✓ All students must take Social Studies 10, as well as one additional Social Studies elective option.
- ✓ Students may fulfill the elective option graduation requirement in the Social Studies course of their choice.
- ✓ The curricular competencies in the core curriculum are similar but not identical to those in the optional curriculum.

## **Provincial Optional Curriculum**

*(Curriculum that provides choice and elective options for students)*

- ✓ This proposal includes draft optional curriculum for a wide range of courses, including World History, First Peoples Issues, Human Geography, Physical Geography, Law, and Social Justice. Other optional curriculum that may be considered could include such topics as Philosophy, Economics, and Comparative Cultures.
- ✓ These options allow for deeper study in one or more areas of Social Studies and provide students with opportunities to specialize.
- ✓ In addition to these provincially-developed options, teachers may wish to offer locally-developed options. These could be created based on a provincially-developed template or could combine elements from existing curriculum into new courses.
- ✓ If students pursue any one of these optional curriculum areas, they would meet the elective option graduation requirement.

## **Feedback on the Proposal**

We welcome your feedback.

1. What do you like about the proposal? Please comment on the core and optional curriculum.
2. What do you think should be improved? Please comment on the core and optional curriculum.
3. Does the core curriculum require anything further to meet the needs of students graduating from BC schools? Please provide details.

**BIG IDEAS**

Local, national, and global conflict can have lasting effects on the contemporary world.

The development of political organizations is influenced by economic, social, ideological, and geographic factors.

Political decision making and societal change are influenced by interactions between individuals, groups, and institutions.

Developments in Canadian society can be viewed in many different ways depending on an individual's worldview or perspective.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Assess the significance of people, places, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)</li> <li>• Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</li> <li>• Compare and contrast continuities and changes for different groups during this time period (continuity and change)</li> <li>• Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments (cause and consequence)</li> <li>• Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)</li> <li>• Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)</li> <li>• Make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• injustice, oppression, and social change in the development of human rights</li> <li>• development, structure, and function of Canadian and other political systems, including First Peoples governance</li> <li>• development, structure, and function of Canadian and other economic systems</li> <li>• influence of ideology, public opinion, and civic engagement on the development of public policy</li> <li>• conflict and cooperation in local, national, and global contexts</li> <li>• interconnections between demography, urbanization, environmental issues, and globalization</li> </ul>

**BIG IDEAS**

Our changing world presents challenges for First Peoples in maintaining their identities and worldviews.

Colonialism continues to have mental, emotional, physical, and spiritual effects on First Peoples.

First Peoples continue to assert their right to self-determination and autonomy.

First Peoples are building economic opportunities in accordance with cultural values and principles.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Understand and use the First Peoples Principles of Learning and other indigenous pedagogies</li> <li>• Use inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Assess the significance of people, places, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)</li> <li>• Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</li> <li>• Compare and contrast continuities and changes for different groups during this time period (continuity and change)</li> <li>• Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments (cause and consequence)</li> <li>• Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)</li> <li>• Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)</li> <li>• Make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• First Peoples identity and worldview, and the importance of family, relationships, and cultural revitalization</li> <li>• factors that challenge First Peoples identity and worldviews</li> <li>• legacies of colonialism and other barriers that have an impact on the well-being of First Peoples</li> <li>• First Peoples resistance to the federal government and the struggle for autonomy and self-determination</li> <li>• economic opportunities and partnerships, including challenges to First Peoples beliefs regarding the land</li> <li>• cultural resilience and social activism of First Peoples</li> </ul>

**BIG IDEAS**

Nationalist movements can unite people in common causes or lead to intense conflict between different groups.

Clashes between opposing ideologies had long-lasting effects that continue to shape the world.

Technological and economic changes have both negative and positive effects on societies.

A range of social and political movements have arisen from the desire for individual and collective rights.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use historical inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Assess the significance of people, places, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)</li> <li>• Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</li> <li>• Compare and contrast continuities and changes for different groups during this time period (continuity and change)</li> <li>• Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments (cause and consequence)</li> <li>• Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)</li> <li>• Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)</li> <li>• Make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• immediate effects of World War I on the new geopolitical realities of nations and societies</li> <li>• long-term consequences of World War I on the economic, political, and social landscapes of nations and societies</li> <li>• influence of past cultural, religious, and ethnic tensions on interwar and post-World War II economic, political, and social landscapes</li> <li>• long-term consequences of World War II on the economic, political, and social landscapes of nations and societies</li> <li>• post-World War II global realignments and transformations of the economic, political, and social landscapes</li> </ul>

**BIG IDEAS**

Incorporating data from a variety of sources allows us to better understand our globally connected world.

Demographic patterns and population distribution are influenced by physical features and natural resources.

Human activities change landscapes in a variety of ways.

A geographic region can encompass a variety of physical features or human interactions.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use geographic inquiry processes and skills to: ask questions; gather, interpret, and analyze data and ideas; and communicate findings and decisions</li> <li>• Assess the significance of people, places, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)</li> <li>• Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</li> <li>• Compare and contrast continuities and changes for different groups during this time period (continuity and change)</li> <li>• Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments (cause and consequence)</li> <li>• Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)</li> <li>• Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)</li> <li>• Make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• demographic patterns of growth, decline, and movement</li> <li>• relationships between cultural traits, the use of physical space, and impacts on the environment</li> <li>• effects of agricultural practices on the landscape</li> <li>• effects of industrialization, trade, and natural resource demands on the use and development of landscapes</li> <li>• how urbanization has increased and its effects on societies and the environment</li> <li>• relationships between natural resources and patterns of population settlement and economic development</li> <li>• political organization of geographic regions</li> </ul>

**BIG IDEAS**

Understanding legal rights and responsibilities allows citizens to reflect critically on the role of law in society.

Laws are often a force for positive change, but they can also be misused.

A society's legal framework affects all aspects of people's lives.

Laws are interpreted and these interpretations evolve over time.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Assess and compare the significance and impact of legal systems and codes (significance)</li> <li>• Assess the justification for competing legal perspectives after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</li> <li>• Analyze continuities and changes in legal systems and thought during different periods of time and across jurisdictions (continuity and change)</li> <li>• Assess the development and impact of legal systems and ideas of justice (cause and consequence)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• key areas of law such as criminal law, civil law, and family law</li> <li>• historical basis of Canadian law</li> <li>• structures and powers of the federal and provincial courts</li> <li>• the Canadian Charter of Rights and Freedoms</li> <li>• past and present legislation concerning First Peoples, including Aboriginal self-government</li> <li>• role of the Supreme Court as a constitutional check on legislative power</li> <li>• Canada's correctional system</li> <li>• Youth Criminal Justice Act</li> </ul>

**BIG IDEAS**

Incorporating data from a variety of sources allows us to better understand our globally connected world.

Natural processes have an impact on the landscape and human settlement.

Human activities and resource use affect the environment.

Interactions between human activities and the atmosphere affect local and global weather and climate.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use geographic inquiry processes and skills to: ask questions; gather, interpret, and analyze data and ideas; and communicate findings and decisions</li> <li>• Develop geographic thinking and literacy through: the use of the five themes of geography; the analysis, interpretation, and application of geographic data and information from a variety of sources; and the understanding of the interactions between Earth’s four spheres (continuity and change; significance)</li> <li>• Assess the significance of people, places, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)</li> <li>• Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</li> <li>• Compare and contrast continuities and changes for different groups during this time period (continuity and change)</li> <li>• Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments (cause and consequence)</li> <li>• Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)</li> <li>• Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)</li> <li>• Make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• features and processes of plate tectonics, and their effects on humans (e.g., volcanoes, earthquakes, and tsunamis)</li> <li>• features and processes of gradation, and their effects on humans (e.g., mass wasting, water, wind, and ice)</li> <li>• environmental impacts of human activities and methods for balancing the interests of multiple stakeholders involved in resource use and management decisions</li> <li>• interactions between, and effects of, human activities and the atmosphere</li> </ul>



**BIG IDEAS**

Social justice issues are interconnected.

Examining societal interactions makes us aware of social justice issues.

The causes of social injustice are complex and have lasting impacts on society.

Social justice issues have both individual and systemic effects.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Assess and compare the significance of people, events, and developments at particular times and places, and examine what it reveals about social justice issues (significance)</li> <li>• Ask questions and corroborate inferences about the content, origins, purposes, and context of multiple sources and multiple perspectives (evidence)</li> <li>• Compare and contrast continuities and changes for different groups and individuals in different times and places (continuity and change)</li> <li>• Determine and assess the long- and short-term causes and consequences of an event, legislative and judicial decision, development, policy, and movement (cause and consequence)</li> <li>• Explain different perspectives on past and present people, places, issues, and events (perspective)</li> <li>• Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)</li> <li>• Make reasoned ethical judgments about controversial actions in the past and present after considering the historical context and standards of right and wrong at the time (ethical judgment)</li> <li>• Create and implement an action plan to address a particular social justice issue</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• various theoretical frameworks, interpretations, and concepts of social justice</li> <li>• connections between self-identity and an individual’s relationship to others in society</li> <li>• connections between social justice issues</li> <li>• past and present social injustices in Canada and the world, their possible causes, and their lasting impact on individuals, groups, and society</li> <li>• roles of governmental and non-governmental organizations in issues of social justice and injustice</li> <li>• processes, methods, and approaches individuals, groups, and institutions use to promote social justice</li> </ul>