

Course Plan

Social Studies 10

The primary goal of Social Studies education is to give students the knowledge, skills, and competencies to be active, informed citizens who are able to think critically, understand and explain the perspectives of others, make judgments, and communicate ideas effectively.

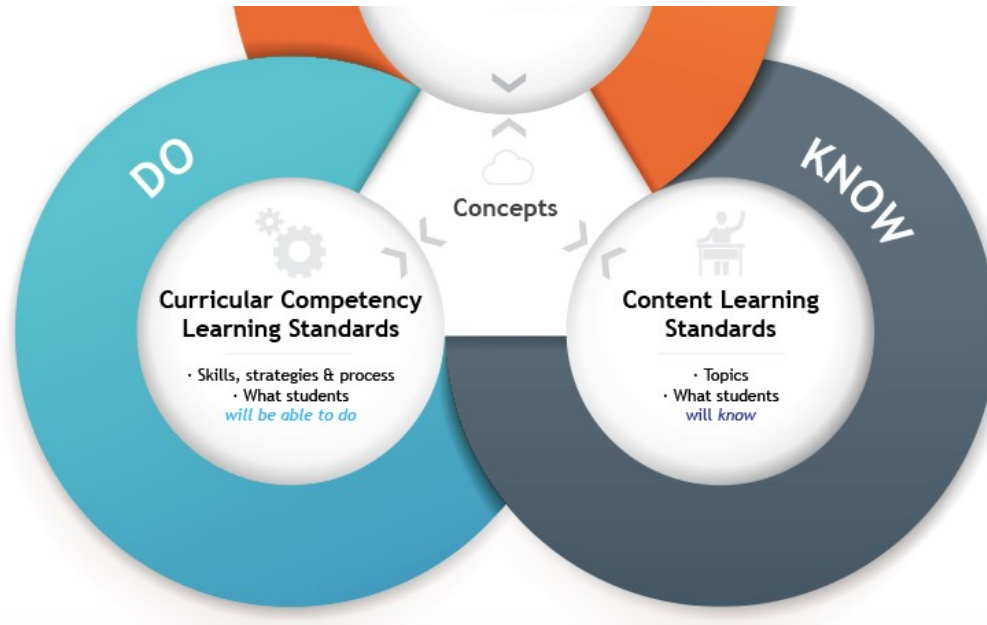
Through their study of historical events, students will gain an understanding of the people, places, issues, and events that have shaped the world they live in. By studying some of the many different cultures and ways of life that exist and have existed throughout the world, students will develop both a deeper understanding of the differences between peoples and an appreciation of the aspects of human experience shared across time and space.

Social Studies provides students with an understanding of their place in the world and the connections between the human and natural environment. The increasing cultural and economic interconnections between societies and the growing awareness of the importance of environmental sustainability make geographic understandings a crucial part of informed citizenship.

Social Studies also develops knowledge and understandings of the economy, the interdependence of economies, and how economic decisions can have consequences at individual, local, national, and international levels.

The Social Studies curriculum provides opportunities for students to learn about Canadian society, our democratic institutions, and the rights and responsibilities of Canadian citizens. It explores how students can have an impact on the decisions made in their society and advocate for causes important to them. Students will also understand the importance of being open to new ideas and civil to those with whom they disagree in creating a healthy and vibrant democracy.





Big Ideas of SS 10



Learning Standards of SS 10



Learning Standards

Show All Elaborations



Curricular Competencies

Students are expected to be able to do the following:

- ▶ Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions
- ▶ Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)
- ▶ Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence)
- ▶ Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)
- ▶ Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)
- ▶ Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- ▶ Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)



Content

Students are expected to know the following:

- ◆ government, First Peoples governance, political institutions, and ideologies
- ◆ environmental, political, and economic policies
- ◆ Canadian autonomy
- ◆ Canadian identities
- ◆ discriminatory policies and injustices in Canada and the world, including residential schools, the Komagata Maru incident, and internment
- ◆ advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission
- ◆ domestic conflicts and co-operation
- ◆ international conflicts and co-operation

LEARNING STANDARDS: Curricular Competencies & Content

We will be working to develop knowledge and skills relating to the following:

- ~ **Historical Significance** - How do we decide what is important to learn about the past?
- ~ **Evidence** - How do we know what we know about the past?
- ~ **Continuity and Change** - How can we make sense of the complex flows of history?
- ~ **Cause and Consequence** - Why do events happen, and what are their impact?
- ~ **Historical Perspective** - How can we better understand the people of the past?
- ~ **Ethical Judgement** - Are moral and ethical considerations informed by historical, geographical, and social context?

Additionally, by the end of this course, you should be able to use social studies inquiry process and skills to ask questions, gather, interpret, and analyze ideas and communicate your findings and decisions.

Rationale

The main purpose of the Social Studies curriculum is to develop students who have the knowledge, skills, and competencies to be active, informed citizens.

An informed citizen understands key historical, geographical, political, economic, and societal concepts, and how these different factors relate to and interact with each other. Students cannot gain this understanding passively through a broad survey of topics and or by receiving knowledge from authoritative sources. Students must build deep understandings and create their own knowledge through investigations into interesting, open-ended questions, debating and discussing historical and contemporary issues, and developing and supporting their own hypotheses, solutions, and conclusions.

Social Studies offers students the opportunities to build those understandings and knowledge. It draws on topics from disciplines within the humanities and social sciences, primarily history, geography, political science, and economics, with contributions from other disciplines such as sociology, psychology, and anthropology. Uniting these disciplines is their focus on human activities, behaviours, and interactions with both other humans and the environment.

While Social Studies draws on topics from many different disciplines, the curriculum places greater emphasis on developing disciplinary thinking skills through six major thinking concepts: significance, evidence, continuity and change, cause and consequence, perspective,

and ethical judgment. These thinking concepts were originally developed to outline historical thinking, but have been adapted to include some of the ways that geographers, economists, and political scientists think about topics.

Students can apply these concepts in today's world of easy access to information about virtually any topic from sources around the globe. This access to information of uncertain quality and accuracy makes it more important than ever to teach students the skills needed to gather, assess, analyze, and synthesize information and ideas from multiple sources. Once students have gathered and analyzed information, they will use it to solve problems, make decisions, and communicate their ideas effectively.

Students can apply the skills they learn in Social Studies to a wide range of post-secondary programs or in future careers. The disciplines within Social Studies develop students' abilities to think analytically and solve problems. Students will have opportunities to conduct quantitative and qualitative research and learn how to collect and interpret data. They will learn to communicate their findings through a variety of methods such as written reports, oral presentations, graphics, and statistics. Studying human interactions and the relationship between humans and the environment can lead to a variety of different careers, such as ones in research, marketing, law, and public service.

Through the Social Studies curriculum, students will have opportunities to explore and better understand their own identity, perspectives, and values as well as develop the competencies that encourage active, informed citizenship. They will develop the ability to think critically, consider different perspectives and ideas with an open mind, and disagree respectfully with those who have different opinions or points of view. They will be empowered to stay informed about public policy and take action on issues important to them.

The knowledge, skills, and competencies developed throughout the Social Studies curriculum will prepare students to participate in society as responsible citizens.

Goals

The BC Social Studies curriculum contributes to students' development as educated citizens through the achievement of the following goals.

Students are expected to:

- develop the competencies needed for participation in a democratic society: considering multiple perspectives, respecting different values and points of view, gathering and critically analyzing information, making informed decisions, and effectively communicating their views
- develop an understanding of the connections between the past, present, and future and the people, events, and trends that have

shaped the development and evolution of societies, especially our own. A complete understanding of Canada's past and present includes developing an understanding of the history and culture of Canada's Indigenous peoples.

- develop an understanding of the interaction between humans and the environment, the impact of the physical environment on the development of human societies and cultures, and the impact of humans on the environment — understanding these interactions involves developing spatial awareness about geophysical features and human impacts
- develop an understanding of the rights and responsibilities of citizenship and the democratic system of government, including how decisions are made at the individual, group, local, provincial, and national levels, and how to get involved in the political process and express their opinions effectively
- develop an understanding of how economic systems work and their place in an interconnected global economy so they are aware of the interactions between political, environmental, and economic decisions, and the trade-offs involved in balancing different interests.

Social Studies 10

Assessment Activities

There are a total of 46 assessment activities in this course.

Students are given up to TEN MONTHS from their enrolment date to complete this 100-hour course.

Introductory Assignment (12 marks)

Introductory Quiz (10 marks)

UNIT 1 : Canada on the International Stage

1.1 : **World War I**

1.1 Assignment (18 marks)

1.1 Quiz (12 marks)

1.2 : **Canadian Autonomy**

1.2 Assignment (24 marks)

1.2 Quiz (10 marks)

1.3 : **Constitutional Issues**

1.3 Assignment (15 marks)

1.3 Quiz (10 marks)

1.4 : **International Agreements**

1.4 Assignment (15 marks)

1.4 Quiz (10 marks)

Culminating Activities : Unit 1 - Project (22 marks)

Unit 1 - Learning Guide (12 marks)

Unit 1 - Test (36 marks)

UNIT 2 : Political and Economic Systems

2.1 : **Creating Canada**

2.1 Assignment (15 marks)

2.1 Quiz (10 marks)

2.2 : **How Canadians Govern Themselves**

2.2 Assignment (25 marks)

2.2 Quiz (10 marks)

2.3 : **Economics of the West**

2.3 Assignment (15 marks)

2.3 Quiz (10 marks)

2.4 : **Industrialization**

2.4 Assignment (12 marks)

2.4 Quiz (10 marks)

Culminating Activities : Unit 2 - Project (24 marks)

Unit 2 - Learning Guide (12 marks)

Unit 2 - Test (36 marks)

UNIT 3 : Chinese Canadian Legacies in British Columbia

3.1 : **Significant Events in Chinese-Canadian History** 3.1 Assignment (16 marks)

3.1 Quiz (10 marks)

3.2 : **Chinese Immigration to BC**

3.2 Assignment (28 marks)

3.2 Quiz (10 marks)

3.3 : **Historical Perspectives**

3.3 Assignment (15 marks)

3.3 Quiz (10 marks)

3.4 : **Judging Government Responsibility**

3.4 Assignment (20 marks)

3.4 Quiz (10 marks)

Culminating Activities : Unit 3 - Project (24 marks)

Unit 3 - Learning Guide (12 marks)

Unit 3 - Test (36 marks)

UNIT 4 : Canadian Culture and Identity

4.1 : **Bilingualism in Canada**

4.1 Assignment (15 marks)

4.1 Quiz (10 marks)

4.2 : **Immigration Policy and Multiculturalism**

4.2 Assignment (20 marks)

4.2 Quiz (10 marks)

4.3 : **Canada's Role in the UN**

4.3 Assignment (20 marks)

4.3 Quiz (10 marks)

4.4 : **Defining Canadian Identity**

4.4 Assignment (15 marks)

4.4 Quiz (10 marks)

Culminating Activities : Unit 4 - Project (15 marks)

Unit 4 - Learning Guide (12 marks)

Unit 4 - Test (36 marks)