

BC's SOCIAL STUDIES CURRICULUM

Social Studies 10. Canada and the World: 1914 to the Present




To assist secondary school teachers, we evaluated where materials from this textbook align with British Columbia's Curriculum for teaching Social Studies courses. We followed BC's Curriculum Model, focussing on each of the three elements:

- Big Ideas.
What students are expected to understand
- Curricular Competencies.
What students are expected to do
- Content.
What students are expected to know

Our aim is to help teachers understand where and how the materials in this textbook can be incorporated in their courses to meet provincial learning standards. For reference, the contents of the textbook are included as an Appendix.

Using the materials available on the [Ministry's website](#), we identified Social Studies courses that we believe can incorporate parts of the textbook. We used a rating scale (shown in the table below) to indicate where and how well the textbook's Cases, Applications, and Learning Modules align with the Big Ideas, Competencies, Content, and corresponding elaborations for each course.

The detailed assessment below shows where and how well the textbook materials align with the BC Curriculum for **Social Studies 10. Canada and the World: 1914 to the Present**. We used the following three-point scale:

-  Strong alignment with competencies
-  Moderate alignment with competencies
-  Minor alignment with competencies

BIG IDEAS

<p>Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.</p>	<p>The development of political institutions is influenced by economic, social, ideological, and geographic factors.</p>	<p>Worldviews lead to different perspectives and ideas about developments in Canadian society.</p>	<p>Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.</p>
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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"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Assess the significance of people, places, events, or developments, 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) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • 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 head tax, the <i>Komagata Maru</i> incident, and internments • advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission • domestic conflicts and co-operation • international conflicts and co-operation

Curricular Competencies – Elaborations

- **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions:**

➤ All applications place the student in a position of an ‘expert’ in which they must analyse the situation and decide how to address the issues. The exercises can include both written and oral communication. The cases and relevant learning modules provide context that students must interpret and analyse.

Key skills:

Draw conclusions about a problem, an issue, or a topic.

Assess and defend a variety of positions on a problem, an issue, or a topic.

Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue.

Identify and clarify a problem or issue.

Evaluate and organize collected data (e.g., in outlines, summaries, notes, timelines, charts).

Interpret information and data from a variety of maps, graphs, and tables.

Interpret and present data in a variety of forms (e.g., oral, written, and graphic).

Accurately cite sources.

Construct graphs, tables, and maps to communicate ideas and information, demonstrating appropriate use of grids, scales, legends, and contours.

- **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):**

➤ Each case provides a different context for assessing the significance of place and people’s relation to place.

Key questions:

How relevant is Canadian content in a global digital world?

What is the role of place in Canadians’ sense of belonging and identity?

Sample activities:

Select significant people to include in a museum display on women’s suffrage.

Determine how the significance of Vimy Ridge has changed since the dedication of the Vimy Memorial.

- **Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence):**

➤ Each case study provides a different context for investigating conflicts over access to and use of land.

Key question:

Whose stories are told and whose stories are missing in the narratives of Canadian history?

Sample activities:

Assess the coverage of significant political decisions from different media outlets.

Curricular Competencies – Elaborations

Recognize implicit and explicit ethical judgments in a variety of sources.

- **Compare and contrast continuities and changes for different groups at particular times and places (continuity and change):**

- Each Case Study presents contemporary issues within a historical context which provides opportunities to examine continuities and changes in particular places.
- The First Nations Reserve Planning Case Study and the Natural Resources Planning Case Study address federal and provincial relationships with Indigenous Nations.

Key questions:

How has the Canadian government's relationship with First Peoples regarding treaties and land use changed or stayed the same?

How have Canada's immigration and refugee policies changed?

How has Canadian identity changed or stayed the same?

- **Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence):**

- Each case study provides a different context for assessing the significance of underlying conditions and decisions made regarding land use. Each case study encompasses different political and economic contexts.

Key questions:

To what extent have First Peoples influenced the development of economic and political policy in Canada?

How do humans' relationships with land impact political and economic ideologies?

How do different political parties address historical or contemporary problems?

What are the causes and consequences of Canada's multiculturalism policies?

To what extent do citizens influence the legislative process?

- **Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective):**

Key question:

How do art, media, and innovation inform a shared collective identity?

- **Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment):**

Key questions:

To what extent has Canada's multiculturalism policy been successfully implemented?

How successful has Canada's bilingual policy been, and to what extent is it still necessary?

What are the strengths and limitations of different forms of government?

Should the Canadian Senate be abolished, reformed, replaced, or maintained?

Should the electoral system in Canada be reformed?

Content – Elaborations

- **government, First Peoples governance, political institutions, and ideologies:**

- **Within the context of land use planning, each case study provides a different context for government and governance.**
- **Within the context of land use planning, First Peoples governance is addressed in several case studies.**

Sample topics:

forms of government and decision-making models (e.g., parliamentary democracy, constitutional monarchy, consensus, autocracy, republic, monarchy, democracy, theocracy)

consensus-based governance (e.g., Nunavut) and First Peoples self-governance models (e.g., Sechelt, Nisga'a, Tsawwassen)

models for classifying political and economic ideologies (e.g., linear left/right; two-dimensional, such as political compass)

ideologies (e.g., socialism, communism, capitalism, fascism, liberalism, conservatism, environmentalism, libertarianism, authoritarianism, feminism)

levels and branches of government:

- local, regional, territorial, provincial, federal
- executive, legislative, judicial

Indian Act:

- Crown- and federal government-imposed governance structures on First Peoples communities (e.g., band councils)
- title, treaties, and land claims (e.g., Nisga'a Treaty, Haida Gwaii Strategic Land Use Decision, Tsilhqot'in decision)

Canadian Charter of Rights and Freedoms

elections and electoral systems:

- election campaigns
- minority and majority governments
- proposals for electoral reform and alternative election systems

- **environmental, political, and economic policies:**

- **Each case study provides a different context for examining environmental, political, and economic policies within the context of property rights to access and control land and its uses.**

Sample topics:

environmental issues, including climate change, renewable energy, overconsumption, water quality, food security, conservation

stakeholders (e.g., First Peoples; industry and corporate leaders; local citizens; grassroots movements; special interest groups, including environmental organizations)

other considerations in policy development, including cultural, societal, spiritual, land use, environmental

social welfare programs (e.g., health care, education, basic income)

national programs and projects:

- national climate strategy, including carbon pricing and ending of coal-fired electricity generation
- stimulus programs, infrastructure projects

trade agreements:

Content – Elaborations

- NAFTA (North America Free Trade Agreement)
- Trans-Pacific Partnership

• **Canadian autonomy:**

Sample topics:

- Canada and Britain (e.g., World War I; Statute of Westminster; Constitution Act, 1982)
- Canada and the United States (e.g., free trade, bilateral defence, Montreal Protocol on acid rain)
- Canada and the world (e.g., League of Nations, World War II, United Nations, Paris Climate Agreement)
- Canada (treaties with First Peoples, Quebec sovereignty movements)

• **Canadian identities:**

Sample topics:

First Peoples identities (e.g., status, non-status, First Nations, Métis, Inuit)

Francophone identities (e.g., Franco-Ontarian, Acadian, Quebecois, Métis, bilingual)

immigration and multiculturalism:

- immigration and refugee policies and practices
- bilingualism and biculturalism (Official Languages Act)
- multiculturalism policy (Canadian Multiculturalism Act)
- cultural identities of subsequent generations (e.g., second-generation Japanese Canadian versus Canadian of Japanese descent versus Canadian)

manifestations or representations :

- First Peoples arts, traditions, languages
- place-based identities and sense of belonging (e.g., Haida Gwaii versus Queen Charlotte Islands; “up North” and “back East”; affinity for ocean air, wide-open spaces; spiritual ancestors)
- media and art (e.g., CBC radio and television, Group of Seven, National Film Board, Canadian content)
- scientific and technological innovations (e.g., snowmobile, insulin)
- sports and international sporting events (e.g., hockey, Olympics)

• **discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the *Komagata Maru* incident, and internments:**

• **The First Nations Reserve Planning Case Study centres on the very restricted property rights for Bands and Band members under the *Indian Act*.**

Sample topics:

women’s rights:

- women’s suffrage, the Persons Case
- the Royal Commission on the Status of Women (RCSW)

Content – Elaborations

- contraceptives and abortion
- sexism

LGBT2Q+:

- same-sex marriage
- decriminalization of homosexuality
- LGBT2Q+ civil liberties
- sexism

national or ethnic discrimination:

- Chinese Immigration Act
- World War I internments (e.g., nationals of German, Ottoman, and Austro-Hungarian empires, including ethnic Ukrainians)
- Denial of Jewish immigrants in interwar years
- World War II internments (e.g., Japanese, Italian, German)
- Indian Act (e.g., residential schools, voting rights, reserves and pass system, Sixties Scoop, and the White Paper)
- Africville

political discrimination:

- persecution, detention, and expulsion of suspected agitators

discrimination on intellectual and physical grounds:

- employment and inclusion rights
- institutionalization
- forced sterilizations

- **advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission:**

➤ **The Learning Module on Indigenous Title and Rights includes a summary of related Supreme Court challenges.**

Sample topics:

Truth and Reconciliation Commission report and calls to action (e.g., access to elders and First Peoples healing practices for First Peoples patients; appropriate commemoration ceremonies and burial markers for children who died at residential schools)

human rights tribunals

Canadian Bill of Rights and Canadian Charter of Rights and Freedoms

Supreme Court challenges

international declarations (e.g., UN Declaration on the Rights of the Child; UN Declaration on the Rights of Indigenous Peoples)

anti-racism education and actions

First Peoples protest and advocacy movements (e.g., National Indian Brotherhood, Oka Crisis, Idle No More)

other protest and advocacy movements (e.g., Pride, women's liberation, inclusion)

redress movements for historic wrongs (e.g., Japanese-Canadian Legacy Project, Truth and Reconciliation)

Content – Elaborations

federal and provincial apologies (e.g., apology for Chinese Head Tax and Chinese Exclusion Act; Chinese Historical Wrongs Consultation Final Report and Recommendations regarding head tax and discriminatory treatment of Chinese immigrants; apologies for internments, residential schools, *Komagata Maru*)

• **domestic conflicts and co-operation:**

Sample topics:

Canadian constitutional issues:

- Meech Lake Accord
- Charlottetown Accord
- Calgary Declaration

Quebec sovereignty:

- Quiet Revolution
- October Crisis
- Parti Québécois
- Bloc Québécois
- Bill 101
- 1980 and 1995 referenda

First Peoples actions:

- involvement in Meech Lake Accord
- Oka Crisis, Gustafsen Lake Standoff, Ipperwash Crisis, Shannon's Dream (Attawapiskat)
- Idle No More

national and regional First Peoples organizations:

- National Indian Brotherhood
- Assembly of First Nations

• **international conflicts and co-operation:**

Sample topics:

global armed conflicts and Canada's role in them (e.g., World War II, Korea, Suez, Cyprus, Gulf War, Somalia, Rwanda, Yugoslavia, Afghanistan, Syria)

non-participation in global armed conflicts (e.g., Chanak Crisis, Vietnam War, Iraq War)

involvement in international organizations and agreements, including League of Nations, United Nations, La Francophonie, Commonwealth, NATO (North Atlantic Treaty Organization), Group of Seven (G7), NORAD (North American Aerospace Defense Command), APEC (Asia-Pacific Economic Cooperation), WTO (World Trade Organization), Paris Climate Agreement, Great Lakes–Saint Lawrence River Basin Sustainable Water Resources Agreement, Ottawa Treaty

support of non-governmental organizations (NGOs)