

## BC's SOCIAL STUDIES CURRICULUM

### Social Studies 12. Human Geography




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 12. Human Geography**. We used the following three-point scale:

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

## BIG IDEAS

Analyzing 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 alter landscapes in a variety of ways.

A geographic region can encompass a variety of physical features and/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><b>Use geographic inquiry processes and skills to ask questions; gather, interpret, and analyze data and ideas; and communicate findings and decisions</b> Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place)</li> <li><b>Assess a variety of interpretations of geographic evidence after investigating different perspectives, reliability of sources, and adequacy of evidence (evidence and interpretation)</b></li> <li><b>Draw conclusions about the variation and distribution of geographic phenomena over time and space (patterns and trends)</b> Evaluate how particular geographic actions or events influence human practices or outcomes (geographical value judgments)</li> <li><b>Evaluate features or aspects of geographic phenomena or locations to explain what makes them worthy of attention or recognition (geographical importance)</b> Identify and assess how human and environmental factors and events influence each other (interactions and associations)</li> <li>Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical value judgments)</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, use of physical space, and impacts on the environment</li> <li>relationship between First Peoples and the environment</li> <li>global agricultural practices</li> <li>industrialization, trade, and natural resource demands</li> <li>factors behind increased urbanization and its influence on societies and environments</li> <li>relationships between natural resources and patterns of population settlement and economic development</li> <li>political organization of geographic regions\</li> </ul>

Curricular Competencies – Elaborations

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

- The applications for all case studies place the student in a position of an ‘expert’ in which they must analyse the situation and decide how to address the issues. All case studies address uses of land that involve conflict and compromise.
- The exercises can include both written and oral communication. The case and relevant learning modules provide context that students must interpret and analyse.
- **All Case Studies incorporate some map component, primarily to understand planning areas (e.g., watersheds), traditional territories, geographic features, and geopolitical boundaries.**

*Sample topics:*

Map skills:

- Use a map for navigation.
- Understand a map legend.
- Use map scales.
- Understand latitude and longitude.
- Understand topographic maps and contour lines.

Mapping software and GIS tools

Interpreting satellite images and photos

**Assess a variety of interpretations of geographic evidence after investigating different perspectives, reliability of sources, and adequacy of evidence (evidence and interpretation):**

*Sample activities:*

Research a contentious geographic issue by examining different sides of the issue, comparing the evidence, and reaching a conclusion.  
The following are some possible issues to research:

- buying local versus imported produce
- environmental impact of living in cities versus living in rural areas
- impact of climate change on northern regions versus equatorial regions

Compare different versions of a world map and talk about what the differences mean (e.g., Mercator projection makes Africa and Greenland look the same size even though they aren’t).

**Draw conclusions about the variation and distribution of geographic phenomena over time and space (patterns and trends):**

- **All Case Studies are relevant as each addresses variation and distribution of uses of land.**
  - **Case Study. Urban Planning.**  
This case study features the City of Prince George in a historical context, enabling learners to consider what happened and why, as well as what to do for a better future.

*Key questions:*

What are some reasons that a company might move manufacturing of certain goods from one country to another?

Curricular Competencies – Elaborations

Is resource use and development always harmful to the landscape?

How have our Canadian eating patterns changed over the last 100 years? Where did our food come from then? Where does it come from now? What do we eat now that we didn't used to eat? Where does it come from?

*Sample activities:*

Research a specific product (e.g., toothbrush, basketball, avocado). Where is it grown/sourced, manufactured and then sold?

Find historical photos of the town you live in/were born in and compare them with how the town looks now. What changes happened and why?

Compare political systems in Canada with those in another country. What differences in values and beliefs might account for the very different ways countries govern themselves?

**Evaluate features or aspects of geographic phenomena or locations to explain what makes them worthy of attention or recognition (geographical importance):**

- **All Case Studies are relevant. A land use, by definition, embodies geographic phenomena or locations to explain what makes them worthy of attention.**
- **Case Study. Protected Areas Planning. The focus on the ancient forests of the BC's interior rainforest has a specific focus on held forest values. The Application centres on the question of how to protect the ancient forests.**

*Key questions:*

What key features do cities have? Why are so many people moving to cities?

Which farming methods are most sustainable?

Why is English the main language of business, academia, and the Internet around the world?

Why are so many human communities situated along coastlines?

*Sample activities:*

Explore a piece of music, a piece of art, or a story from somewhere else in the world, and describe the place it came from and the artist who created it. How does it reflect the place it came from?

Research the significance of key cultural places (e.g., the Vatican, the Taj Mahal, Saint Basil's Cathedral, the Great Wall of China).

Why are they significant and to whom?