

BC's SOCIAL STUDIES CURRICULUM

Social Studies 12. Political Studies




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. Political Studies**. We used the following three-point scale:

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

BIG IDEAS

Understanding how political decisions are made is critical to being an informed and engaged citizen.

Political institutions and ideology shape both the exercise of power and the nature of political outcomes.

Decision making in a democratic system of government is influenced by the distribution of political and social power.

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 data; and communicate findings and decisions Assess the significance of political issues, ideologies, forces, decisions, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance) Analyze political data and assess the reliability of sources (evidence) Compare and contrast continuities and changes for different political institutions and organizations at particular times and places (continuity and change) Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence) Explain and infer different perspectives on political issues, decisions, or developments (perspective) Make reasoned ethical judgments about political issues, decisions, and developments (ethical judgment) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> structure and function of Canadian and First Peoples political institutions major ideologies and political systems election processes and electoral systems methods used by media, governments, or political groups to influence public opinion political power in democratic and non-democratic societies current and future public policy scope and characteristics of the international system issues in local, regional, national, and international politics

Curricular Competencies – Elaborations

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze data; 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. The exercises can include both written and oral communication. The case 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 political issues, ideologies, forces, decisions, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance):

Sample activity:

Evaluate the most significant electoral issues in a particular election campaign. What did each political party try to establish as the key issue for voters and why?

Analyze political data and assess the reliability of sources (evidence):

Key question:

Can people on different sides of a political issue agree on the objective facts involved in the issue?

Sample activities:

Analyze the origin, purpose, perspective, and veracity of a claim made in a political speech.

Analyze how language can be used in a political statement or speech to obfuscate.

Compare and contrast continuities and changes for different political institutions and organizations at particular times and places (continuity and change):

- All case studies involve at least one Canadian political institution in a particular context that is examined over time.

Key question:

Curricular Competencies – Elaborations

How do political perspectives change over time? What can cause this?

Sample activity:

Examine the role played by a Canadian political institution (e.g., Governor General, Senate, Supreme Court) over time and assess how its role and power have changed or stayed the same.

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

➤ **All case studies present conditions and land use decisions in a particular context. All applications are predicated on decisions that must be made regarding options that have both opportunities and consequences.**

Sample activities:

Analyze the role of several important political factors (e.g., ideology, public opinion, economics, institutional factors, identity politics, the media) in a recent political decision.

Examine the intended and unintended consequences of a political decision or policy change.

Explain and infer different perspectives on political issues, decisions, or developments (perspective):

Sample activity:

Compare the coverage of a political event or topic in different mass media or in the social media feeds of different people.

Make reasoned ethical judgments about political issues, decisions, and developments (ethical judgment):

Sample activity:

Conduct a debate about a current or past political decision.

Content – Elaborations

structure and function of Canadian and First Peoples political institutions:

- **Three of the Case Studies Indigenous Peoples’ address the structure and function of Canadian and First Peoples political institutions regarding access to and use of land.**

Case Study. First Nations Reserve planning

This Case Study addresses McLeod Lake Indian Band’s efforts to address changing access and use of land to support socio-economic development. The Band chose to develop a Land Code under the Framework Agreement on First Nations Land Management.

Case Study. Natural Resource Planning

The Case on Kemess North illustrates how different First Nations participated in the Federal-Provincial Environmental Assessment process. The Application is based on the Haida Nation’s decision to enter joint land use planning with the Province.

Case Study. Protected Areas Planning

The Case discusses the traditional use of the upper Fraser River watershed by the Lheidli T’enneh and covers Indigenous Protected and Conserved Areas (IPCAs). The Application is based on protecting the *chun t’oh whudujut* (ancient cedars).

- **The Rural Planning Case Study Includes materials on the Wet’sewet’en and Coastal GasLink Pipeline.**

Sample topics:

federal, provincial, and territorial legislatures

First Peoples governance

roles of executive, legislative, and judicial branches

major ideologies and political systems:

Sample topics:

ideologies:

- liberalism
- conservatism
- democratic socialism
- Libertarianism

political systems:

- democracy
- theocracy
- dictatorship
- totalitarian state

left-to-right political spectrum and two-dimensional representation, such as the political compass

Sample activities:

Content – Elaborations

Take online tests designed to represent your views on a linear or two-dimensional spectrum. Compare the questions asked and the methodology of two such tests.

Compare the way terms such as “liberal” and “conservative” are used in Canada, the United States, and other countries.

election processes and electoral systems:

Sample topics:

electoral systems:

- single-member plurality (first past the post)
- proportional representation systems
- single transferable vote
- majoritarian
- consensus-model elections in Nunavut and Northwest Territories

processes for local, provincial, and federal elections

outside factors in elections, such as opinion polls, campaign financing, third-party involvement, election advertising, and social media

history of voting rights in Canada

Sample activities:

Analyze the media coverage of one day in an election campaign or a significant day in politics. Review a variety of print, web, and broadcast sources.

Consider placement and size of stories, images chosen, accuracy, and reporting bias.

Compare electoral systems in Canada and another jurisdiction.

methods used by media, governments, or political groups to influence public opinion:

Sample topics:

lobbying

media campaigns

propaganda

awareness or information campaigns

public consultation

Sample activity:

Prepare a case study of the influence of media, government, or political groups in shaping public perception of an issue.

political power in democratic and non-democratic societies:

Sample topic:

theories of power:

- *power over* (power to compel, direct, or dictate) versus *power to* (power to influence, enable, or empower)

Sample activities:

Identify and assess the leading factors empowering certain groups in society while disempowering others.

Analyze the circumstances in which political power shifts from one group (or amalgam of groups) to another.

Content – Elaborations

current and future public policy:

➤ All case studies present current and future land use policy.

Key question:

When are governments proactive in the creation of policy and when are they reactive to the needs and demands of the population?

Sample Activity:

Simulate the policy-making process on a current issue that involves the articulation of stakeholder perspectives (e.g., parliamentary committee stage, local community engagement process).

scope and characteristics of the international system:

Sample topics:

sovereign states

intergovernmental organizations:

- United Nations
- NATO
- EU

non-governmental organizations

social movements

multinational corporations

international law

terrorism

Sample activities:

Hold a model United Nations meeting.

Simulate the meeting of another global organization.

issues in local, regional, national, and international politics:

➤ All case studies address local, regional politics while addressing aspects of economic development, sustainability, and land use conflicts.

Sample topics:

economic development

sustainability

conflict resolution