

## BC's Social Studies Curriculum

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.

We present a summary of our assessment for each course in the table below. This table shows that the contents of the textbook have a wide application across Social Studies courses.

After the summary table, we present detailed course-by-course assessments.

## SUMMARY TABLE

### Alignment of Case Studies with BC Curriculum for selected Social Studies courses

BC Curriculum	CASE STUDIES					
	Urban	Rural	Natural Resources	First Nations	Agriculture	Protected Areas
SS 10. Canada and the World	■	■	■	■	□	■
SS 12. BC First Peoples	□	■	■	■	□	■
SS 12. Contemp. Indigenous Stud.	□	■	■	■	□	■
SS 12. Economic Theory	■	■	■	■	■	■
SS 12. Human Geography	■	■	■	■	■	■
SS 12. Law Studies	■	■	■	■	■	■
SS 12. Physical Geography	■	■	■	□	■	■
SS 12. Political Studies	■	■	■	■	■	■
SS 12. Urban Studies	■	■	□	■	■	□

■ Case Study materials align with BC Curriculum

The detailed assessments below show where and how well the textbook materials align with the BC Curriculum for each Social Studies course. 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"> <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, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)</li> <li>• Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence)</li> <li>• Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)</li> <li>• Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)</li> <li>• Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)</li> <li>• Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• government, First Peoples governance, political institutions, and ideologies</li> <li>• environmental, political, and economic policies</li> <li>• Canadian autonomy</li> <li>• Canadian identities</li> <li>• discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the <i>Komagata Maru</i> incident, and internments</li> <li>• advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission</li> <li>• domestic conflicts and co-operation</li> <li>• international conflicts and co-operation</li> </ul>

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)

## BIG IDEAS

The identities, worldviews, and languages of B.C. First Peoples are renewed, sustained, and transformed through their connection to the land.

The impact of contact and colonialism continues to affect the political, social, and economic lives of B.C. First Peoples.

Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples.

Through self-governance, leadership, and self-determination, B.C. First Peoples challenge and resist Canada's ongoing colonialism.

## 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 Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b></li> <li><b>Assess the significance of people, events, places, issues, or developments in the past and present (significance)</b></li> <li>Identify what the creators of accounts, narratives, or maps have determined to be significant (significance)</li> <li>Using appropriate <b>protocols</b>, interpret a variety of sources, including local stories or oral traditions, and Indigenous ways of knowing (holistic, experiential, reflective, and relational experiences, and memory) to contextualize different events in the past and present (evidence)</li> <li><b>Characterize different time periods in history, including examples of progress and decline, and identify key turning points that marked periods of change (continuity and change)</b></li> <li><b>Assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an action, event, decision, or development (cause and consequence)</b></li> <li>Assess the connectedness or the reciprocal relationship between people and place (cause and consequence)</li> <li>Explain different perspectives on past and present people, places, issues, or events, and distinguish between worldviews of today and the past (perspective)</li> <li><b>Explain and infer perspectives and sense of place, and compare varying perspectives on land and place (perspective)</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>traditional territories of the B.C. First Nations and relationships with the land</b></li> <li><b>role of oral tradition for B.C. First Peoples</b></li> <li><b>impact of historical exchanges of ideas, practices, and materials among local B.C. First Peoples and with non-indigenous peoples</b></li> <li><b>provincial and federal government policies and practices that have affected, and continue to affect, the responses of B.C. First Peoples to colonialism</b></li> <li><b>resistance of B.C. First Peoples to colonialism</b></li> <li><b>role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of B.C. First Peoples</b></li> <li><b>commonalities and differences between governance systems of traditional and contemporary B.C. First Peoples</b></li> </ul>

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

**contemporary challenges facing B.C. First Peoples, including legacies of colonialism**

Curricular Competencies – Elaborations

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

- Three of the Case Studies in the textbook address Indigenous Peoples' access to and use of land. The Applications for these three Case Studies place the student in a position of an 'expert' in which they must analyse the situation and decide how to address the issue. The exercise can include both written and oral communication.

**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.

*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, events, places, issues, or developments in the past and present (significance):

- Case Study address Indigenous Peoples' access to and use of land, including resource developments and related issues.

*Key questions:*

What factors can cause people, events, places, issues, or developments to become more or less significant?

What factors can make people, events, places, issues, or developments significant to different people?

What criteria should be used to assess the significance of people, events, places, issues, or developments?

Curricular Competencies – Elaborations

*Sample activities:*

Use criteria to rank the most important people, events, places, issues, or developments in the current unit of study.

Compare how different groups assess the significance of people, events, places, issues, or developments.

**protocols:** Local First Peoples may have established protocols which are required for seeking permission for and guiding the use of First Peoples oral traditions and knowledge.

**Characterize different time periods in history, including examples of progress and decline, and identify key turning points that marked periods of change (continuity and change):**

- **Case Study materials discuss Indigenous Peoples' access to and use of land in a historical context. This context enables learners to explore key turning points related to change.**

*Key questions:*

What factors lead to changes or continuities affecting groups of people differently?

How do gradual processes and more sudden rates of change affect people living through them? Which method of change has more of an effect on society?

How are periods of change or continuity perceived by the people living through them? How does this compare to how they are perceived after the fact?

*Sample activity:*

Compare how different groups benefited or suffered as a result of a particular change.

**Assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an action, event, decision, or development (cause and consequence):**

- **Three Case Studies (noted above) discuss decisions affecting Indigenous People's access to and use of land. These decisions can be discussed in relation to causes and consequences.**

*Key questions:*

What is the role of chance in particular actions, events, decisions, or developments?

Are there events with positive long-term consequences but negative short-term consequences, or vice versa?

*Sample activities:*

Assess whether the results of a particular action were intended or unintended consequences.

Evaluate the most important causes or consequences of various actions, events, decisions, or developments.

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

*Key questions:*

What is the difference between implicit and explicit values?

Why should we consider the historical, political, and social context when making ethical judgments?

**Curricular Competencies – Elaborations**

Should people of today have any responsibility for actions taken in the past?

Can people of the past be celebrated for great achievements if they have also done things considered unethical today?

*Sample activities:*

Assess the responsibility of historical figures for an important event. Assess how much responsibility should be assigned to different people, and evaluate whether their actions were justified given the historical context.

Examine various media sources on a topic and assess how much of the language contains implicit and explicit moral judgments.

Content – Elaborations

**traditional territories of the B.C. First Nations and relationships with the land:**

- **Case Study materials discuss Indigenous Peoples' access to and use of land. This context enables learners to explore traditional territories and relationships with land.**

*Sample topics:*

traditional territories of local First Nations

Traditional territories may overlap.

difference between political boundaries and traditional territories

how the land shapes and influences First Peoples worldview (e.g., stewardship, cultural practices of the land, relationship to language)

cultural and linguistic diversity that exists among B.C. First Peoples

**role of oral tradition for B.C. First Peoples:**

*Sample topics:*

Elders as knowledge keepers who share the history of their people and lands

oral tradition as valid and legal evidence (e.g., Delgamuukw v. B.C., 1997; ownership of property, territory, and political agreements)

stories, songs, music, and dance as forms of narrative

Oral tradition shapes identity and connects to the past, present, and future.

Oral tradition provides guiding principles for living.

indigenous concept of time (e.g., spiralling versus linear)

**impact of historical exchanges of ideas, practices, and materials among local B.C. First Peoples and with non-indigenous peoples:**

- **Case Study materials discuss historical settlement patterns and resource developments that affected Indigenous Peoples' access to and use of land.**

*Sample topics:*

trade networks and routes

settlement and migration patterns

maritime and land fur trade

exchange of goods, technology, economy, knowledge

industries (e.g., gold rush, whaling)

**provincial and federal government policies and practices that have affected, and continue to affect, the responses of B.C. First Peoples to colonialism:**

- **Case Study materials discuss federal and provincial policies that affected and continue to affect Indigenous Peoples' access to and use of land (i.e., rights and title).**

*Sample topics:*

Indian Act and its amendments

enfranchisement

White Paper, Red Paper (Alberta), Brown Paper (B.C.)

Content – Elaborations

residential schools, including federal apology, Truth and Reconciliation Commission and Report  
 treaties, including fishing and hunting rights  
 Sixties Scoop and foster care system  
 Canada's constitution (e.g., Meech Lake and Charlottetown Accords, Canadian Charter of Rights and Freedoms)  
 UN Declaration on the Rights of Indigenous Peoples

**resistance of B.C. First Peoples to colonialism:**

- **Case Study materials discuss Indigenous Peoples' resistance to government policies and corporate practices that have eliminated or removed access to and use of land.**

*Sample topics:*

political actions of local and provincial indigenous groups (e.g., Union of British Columbia Indian Chiefs, Métis Nation British Columbia)  
 Tsilhqot'in War  
 Gustafsen Lake  
 Idle No More  
 Judicial cases (e.g., Calder, 1973; Guerin, 1984; Sparrow, 1990; Van der Peet, 1996)  
 Cindy Blackstock and the Canadian Human Rights Tribunal ruling  
 ecological justice and protests (e.g., pipelines, logging, hydraulic fracturing, liquefied natural gas, hydroelectricity)

**role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of B.C. First Peoples:**

*Sample topics:*

portrayal and representation of First Peoples in media  
 repatriation and ownership of cultural objects  
 ethics of copyright, patent rights, intellectual property, and appropriation

**commonalities and differences between governance systems of traditional and contemporary B.C. First Peoples:**

- **Case Study materials discuss interactions between Indigenous Peoples' access to and use of land from both a traditional and contemporary perspective. The First Nations Reserve Planning Case Study addresses this issue in most detail.**

*Sample topics:*

traditional governance  
 band system  
 land claims and self-governance

**contemporary challenges facing B.C. First Peoples, including legacies of colonialism:**

- **Case Study materials discuss the contemporary challenge of Indigenous Peoples' access to and use of land, which affects both conservation and economic development.**



Content – Elaborations

*Sample topics:*

- missing and murdered women
- stereotypes and institutionalized racism
- intergenerational trauma
- judicial and correctional system
- child welfare system
- conditions on reserves (e.g., water, housing, education)

## BIG IDEAS

The identities, worldviews, and languages of indigenous peoples are renewed, sustained, and transformed through their connection to the land.

Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism.

Indigenous peoples continue to advocate and assert rights to self-determination.

Reconciliation requires all colonial societies to work together to foster healing and address injustices.

## 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 Social Studies inquiry processes and skills to ask questions; listen to the oral tradition of Elders and other local knowledge holders; gather, interpret, and analyze ideas; and communicate findings and decisions</b></li> <li>Use indigenous principles of learning (holistic, experiential, reflective, and relational) to better understand connectedness and the reciprocal relationship of First Peoples to the land</li> <li><b>Assess and compare the significance of the interconnections between people, places, events, and developments at a particular time and place, and determine what they reveal about issues in the past and present (significance)</b></li> <li>Using appropriate protocols, ask questions and corroborate inferences of Elders and other local knowledge keepers through oral traditions, indigenous knowledge, memory, history, and story (evidence)</li> <li><b>Compare and contrast continuities and changes for different groups in different time periods and places (continuity and change)</b></li> <li><b>Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence)</b></li> <li><b>Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)</b></li> <li><b>Make reasoned ethical claims about actions in the past and present after considering the context and values of the times (ethical judgment)</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>varied identities and worldviews of indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land</b></li> <li><b>factors that sustain and challenge the identities and worldviews of indigenous peoples</b></li> <li><b>resilience and survival of indigenous peoples in the face of colonialism</b></li> <li><b>community development, partnerships, and control of economic opportunities</b></li> <li><b>responses to inequities in the relationships of indigenous peoples with governments in Canada and around the world</b></li> <li><b>restoring balance through truth, healing, and reconciliation in Canada and around the world</b></li> </ul>

**Curricular Competencies – Elaborations**

**Use Social Studies inquiry processes and skills to ask questions; listen to the oral tradition of Elders and other local knowledge holders; gather, interpret, and analyze ideas; and communicate findings and decisions:**

- Three of the Case Studies in the textbook address Indigenous Peoples' access to and use of land. The Applications for these three Case Studies place the student in a position of an 'expert' in which they must analyse the situation and decide how to address the issue. The exercise can include both written and oral communication.

**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.

**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.

**protocols** : Local First Peoples may have established protocols which are required for seeking permission for and guiding the use of First Peoples oral traditions and knowledge.

**Compare and contrast continuities and changes for different groups in different time periods and places (continuity and change):**

**Key questions:**

- What factors lead to changes or continuities affecting groups of people differently?

**Curricular Competencies – Elaborations**

**Two of the Case Studies in the textbook address Indigenous People’s access to and use of land. The two cases represent different issues and different contexts, each addressing changes over time. Together, the two Case Studies illustrate different responses to their conditions. The Haida Gwaii case addresses access to and use of the Haida Nation’s traditional territory. The Haida Nation Council chose to enter Government-to-Government (joint) land use planning.**

- **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.

How do gradual processes and more sudden rates of change affect people living through them? Which method of change has more of an effect on society?

How are periods of change or continuity perceived by the people living through them? How does this compare to how they are perceived after the fact?

*Sample activity:*

Compare how different groups benefited or suffered as a result of a particular change.

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

**Two of the Case Studies in the textbook address Indigenous People’s access to and use of land. The materials illustrate how conditions and actions affected land use planning.**

- **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**  
**Application. Haida Gwaii Joint Land Use Planning**  
The Application addresses access to and use of the Haida Nation’s traditional territory. The Haida Nation Council chose to enter Government-to-Government (joint) land use planning.

*Key questions:*

What is the role of chance in particular events, decisions, and developments?

Are there events with positive long-term consequences but negative short-term consequences, or vice versa?

*Sample activities:*

Assess whether the results of a particular action were intended or unintended consequences.

Evaluate the most important causes or consequences of various events, decisions, and developments.

Curricular Competencies – Elaborations

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

○ **The following case studies describe different perspectives on land use planning issues:**

- **Case Study. First Nations Reserve Planning**
- **Case Study. Natural Resource Planning**
- Application. Haida Gwaii Joint Land Use Planning**

*Key questions:*

What sources of information can people today use to try to understand what people in different times and places believed?  
How much can we generalize about values and beliefs in a given society or time period?  
Is it fair to judge people of the past using modern values?

*Sample activity:*

Explain how the beliefs of people on different sides of the same issue influence their opinions.

**Make reasoned ethical claims about actions in the past and present after considering the context and values of the times (ethical judgment):**

○ **The materials on Haida Gwaii and McLeod Lake Indian Band include Applications in which learners must make a decision while considering context and values.**

- **Case Study. First Nations Reserve Planning**
- **Case Study. Natural Resource Planning**
- Application. Haida Gwaii Joint Land Use Planning**

*Key questions:*

What is the difference between implicit and explicit values?  
Why should we consider the historical, political, and social context when making ethical judgments?  
Should people of today have any responsibility for actions taken in the past?  
Can people of the past be celebrated for great achievements if they have also done things considered unethical today?

*Sample activities:*

Assess the responsibility of historical figures for an important event. Assess how much responsibility should be assigned to different people, and evaluate whether their actions were justified given the historical context.  
Examine various media sources on a topic and assess how much of the language contains implicit and explicit moral judgments.

Content – Elaborations

**varied identities and worldviews of indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land:**

○ **The materials on Haida Gwaii and McLeod Lake Indian Band are based on access to land and incorporate Indigenous perspectives.**

- **Case Study. First Nations Reserve Planning**
- **Case Study. Natural Resource Planning**
- **Application. Haida Gwaii Joint Land Use Planning**

*Sample topics:*

Members of different cultures have different worldviews as a result of their beliefs, values, practices, and experiences.  
 connections to the land as expressed in language, culture, values, and practices  
 relationships among family, Elders, and community  
 Being a member of a community helps shape a person’s identity.  
 Roles, responsibilities, and experiences as a member of one or more cultural groups shape a person’s identity.  
 concepts of respect, reciprocity, relevance, responsibility, and resilience

**factors that sustain and challenge the identities and worldviews of indigenous peoples:**

*Sample topics:*

factors that sustain the identities and worldviews of indigenous peoples:

- connections to family and community, the land, the spirits, and the ancestors
- Elders’ presence, guidance, and wisdom
- speaking the indigenous language of one’s own people
- ceremonial practices
- oral traditions

factors that challenge the identities and worldviews of indigenous peoples:

- disconnection from traditional territories and cultural teachings
- evolution of a sense of indigeneity
- impact of residential schools and modern education
- stereotypes and institutionalized racism
- media portrayals and representations of indigenous peoples
- legislation (e.g., Indian Act, Bill C-31, enfranchisement)
- migration to urban areas

**resilience and survival of indigenous peoples in the face of colonialism:**

*Sample topics:*

resurgence of traditional forms of art, literature, dance, and music  
 emergence of contemporary indigenous arts  
 indigenous websites and social media

Content – Elaborations

indigenous literature  
increased presence in academia, and decolonization of places of study and learning  
language revitalization  
practice of traditional systems, including protocols and ceremonies

**community development, partnerships, and control of economic opportunities:**

○ **The materials on Haida Gwaii and McLeod Lake Indian Band are based on access to land to support community development and economic opportunities.**

- **Case Study. First Nations Reserve Planning**
- **Case Study. Natural Resource Planning**
- Application. Haida Gwaii Joint Land Use Planning**

*Sample topics:*

economic strategies and approaches:

- joint ventures
- co-management partnerships
- community development corporations, co-operatives, public-private partnerships

consultation versus collaboration to foster economic development

use of natural resources (e.g., oil, natural gas, diamonds, forestry, minerals, fisheries)

conflicting views of stewardship, ownership, and use of lands and resources

**responses to inequities in the relationships of indigenous peoples with governments in Canada and around the world:**

○ **The materials on Haida Gwaii and McLeod Lake Indian Band address how they responded to inequities regarding access to and use of land as resources.**

- **Case Study. First Nations Reserve Planning**
- **Case Study. Natural Resource Planning**
- Application. Haida Gwaii Joint Land Use Planning**

*Sample topics:*

United Nations Declaration of the Rights of Indigenous Peoples (Framework for Reconciliation)

national organizations

local and regional indigenous organizations

modern treaties and self-government

Royal Commission on Aboriginal Peoples

Indian Residential Settlement Agreement

Truth and Reconciliation Commission of Canada

disputes over land rights and use (e.g., Oka, Ipperwash, Gustafsen Lake)

Content – Elaborations

Metis status and rights (e.g., Daniels case)  
advocacy and activism

**restoring balance through truth, healing, and reconciliation in Canada and around the world:**

*Sample topics:*

Royal Commission on Aboriginal Peoples  
Final Report of the Truth and Reconciliation Commission of Canada and Calls to Action  
community healing initiatives  
cultural resilience (e.g., language, art, music, and dance as healing)  
culturally relevant systems (e.g., restorative justice model)



## BIG IDEAS

<p>Contemporary economic theory, practice, and terminology are grounded in centuries of economic theory.</p>	<p>Observing, interpreting, and judging past economic conditions from different perspectives and worldviews gave rise to competing theoretical approaches.</p>	<p>The implementation of economic theories has profound effects on social and political decision making and movements.</p>	<p>Economic systems have underlying and often opposing ethical standards and implications.</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"> <li><b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b></li> <li>Assess the significance of theoretical developments at particular times and places (significance)</li> <li>Assess the justification for competing economic theories after investigating the adequacy of facts, interpretation, and evidence (evidence)</li> <li>Compare and contrast continuities and changes within and between economic theories (continuity and change)</li> <li>Assess how historical conditions influenced the development of economic theories (cause and consequence)</li> <li>Assess how economic theories affected social and political change (cause and consequence)</li> <li>Explain different perspectives on past and present economic theories by considering prevailing norms, values, worldviews, and beliefs (perspective)</li> <li>Make reasoned ethical judgments about the past and present application of economic theories in economic, social, and political policy and decision making (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>economic practice from money to mercantilism</b></li> <li><b>classical theories of value, growth, and distribution</b></li> <li><b>classical theories of money, banking, and government economic policy</b></li> <li><b>Marxist economics</b></li> <li><b>neoclassical economics and theories of markets</b></li> <li><b>Keynesian theory of money, investment, and cycles</b></li> <li><b>contemporary economic thought</b></li> <li><b>contemporary economics and First Peoples</b></li> </ul>

Curricular Competencies – Elaborations

**Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; 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.

Content – Elaborations

**economic practice from money to mercantilism:**

*Sample topics:*

science, ideology, and paradigms in the history of economic thought

- **All Case Studies address aspects of economic development and thought. Economics plays a significant role in all land uses and influences land use decisions.**
- **Case. ‘Interface’ Crown Lands in the Bulkley Valley  
Draws upon Staples Theory to understand development in the Bulkley Valley.**

barter to currency economies

the economics of mercantilism and the importance of positive balance of trade

physiocracy and its emphasis on agricultural production as the major component of national wealth

impact of early industrialization on trade and business

**classical theories of value, growth, and distribution:**

*Sample topics:*

classical theories of income distribution

Smith and Ricardo on the theory of value

free trade

Malthus on growth and population

Mill and “the dismal science”

subjectivist theories of value

classical determinants of economic growth

**classical theories of money, banking, and government economic policy:**

*Sample topics:*

classical monetary theory

classical public finance

Say’s law, “gluts,” and business cycles

classical economic policy in theory and practice

**Marxist economics:**

*Sample topics:*

Marx and the labour theory of value

Marxist theory of money

Marx on distribution

Marxist theory of capital accumulation and crises

**neoclassical economics and theories of markets:**

Content – Elaborations

*Sample topics:*

primacy of markets in determining supply and demand of goods and services in an economy  
money and credit  
interest rates  
business cycles

**Keynesian theory of money, investment, and cycles:**

*Sample topics:*

Keynes versus Say's law and classical economics  
Keynesian theory of investment  
Keynes on money and speculation  
Keynes on the business cycle  
monetarism and the role of government in controlling the amount of money in circulation  
critiques of monetarism  
Rawls and distribution theory

**contemporary economic thought:**

*Sample topics:*

- All Case Studies situate contemporary economic thought within land use planning decisions.  
Topic: the role of economics in land use planning.

participatory economics  
rational expectations, business cycles, and markets  
financial instability  
recessions and financial crises

**contemporary economics and First Peoples:**

- **Case Study. First Nations (on reserve) planning**  
In the context of rights to access and use land, this Case Study deals explicitly with economic development for the McLeod Lake Indian Band.
  - Case. McLeod Lake Indian Band: An Entrepreneurial Spirit
  - Application. Bear Lake Reserve: Proposal for Development
  - Learning Module. First Nation Reserve Land Tenure Regimes.
- **Case Study. Natural Resource Planning**  
Application. Haida Gwaii Joint Land Use Planning  
This Application addresses trade-offs between economic development and conservation.

*Sample Topics:*

historical economic systems of B.C. and Canadian First Peoples  
socio-economic conditions for First Peoples in Canada

Content – Elaborations

First Peoples fiscal relationship with local, provincial, and federal governments

relationship between urban and regional development and First Peoples economic development

economic development on First Peoples lands

Significance of property rights

- **Case Study. First Nations (on reserve) planning**  
This Case Study deals explicitly with property rights for the McLeod Lake Indian Band.
  - Case. McLeod Lake Indian Band: An Entrepreneurial Spirit
  - Application. Bear Lake Reserve: Proposal for Development
  - Learning Module. First Nation Reserve Land Tenure Regimes.
  - Learning Module. Indigenous Title and Rights
  - Learning Module. Subsurface Property Rights
- **Case Study. Natural Resource Planning**  
Application. Haida Gwaii Joint Land Use Planning  
This Application addresses property rights of the Haida Nation.

## 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?



## BIG IDEAS

Understanding legal rights and responsibilities allows citizens to participate more fully in society.	Laws can maintain the status quo and can also be a force for change.	A society's laws and legal framework affect many aspects of people's daily lives.	Laws are interpreted, and these interpretations may evolve over time as a society's values and worldviews change.
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze legal concepts, issues, and procedures; and communicate findings and decisions</b></p> <p><b>Assess and compare the significance and impact of legal systems or codes (significance)</b></p> <p>Assess the justification for differing legal perspectives after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</p> <p><b>Analyze continuities and changes in legal systems or codes across jurisdictions (continuity and change)</b></p> <p>Assess the development and impact of legal systems or codes (cause and consequence)</p> <p><b>Explain and infer multiple perspectives on legal systems or codes (perspective)</b></p> <p><b>Make reasoned ethical judgments about legal systems or codes (ethical judgment)</b></p> <p><b>Make reasoned ethical judgments about controversial decisions, legislation, or policy (ethical judgment)</b></p>	<p><i>Students are expected to know the following:</i></p> <p>the Constitution of Canada and the Canadian Charter of Rights and Freedoms</p> <p><b>structures and powers of the federal and provincial courts and administrative tribunals</b></p> <p><b>key areas of law</b> such as criminal law, civil law, and family, children's, and youth law</p> <p><b>Canadian legislation concerning First Peoples</b></p> <p>indigenous legal orders and traditional laws in Canada and other global jurisdictions</p> <p>Canada's correctional system and principles of rehabilitation, punishment, and restoration</p> <p>structures and roles of global dispute resolution agencies and courts</p>

**Curricular Competencies – Elaborations**

**Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze legal concepts, issues, and procedures; 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.**
- **Learning Module. Property Rights and Land Tenure**

*Sample activities:*

Examine and explain how to resolve a legal issue in an area of civil law, such as rental agreements, employment, or separation.

Investigate which legal resources are available in the community to help people deal with a selected legal issue, including how to represent themselves in court or in front of a tribunal.

Research alternative methods and strategies to resolve conflicts before they become legal problems.

Assess different types of evidence and how to determine bias, reliability, and relevance in a source of evidence.

Conduct a mock trial or debate to judge a legal case or issue.

**Assess and compare the significance and impact of legal systems or codes (significance):**

- **Learning Module. Indigenous Title and Rights  
Includes a summary of important Supreme Court decisions.**
- **All Case Studies.  
All land use planning affects the lives of citizens. For all case studies, the Cases and Applications examine a land use situation that affect a person, First Nation, or corporation’s rights to use land.**

*Sample activities:*

Assess the significance of the Constitution Act, 1982, and the Canadian Charter of Rights and Freedoms to human rights in Canada.

Analyze the role of global dispute resolution institutions and agencies in international human rights and economic development issues.

Assess the role of the judiciary as a constitutional check on legislative power.

Analyze the role of the International Court of Justice (the World Court) at The Hague in cases involving human rights abuses.

Determine the importance of key legal principles, cases, social forces, and events in the evolution of law.

Assess the impact that a law, court decision, or legal principle has on legal structures and/or the lives of citizens.

Assess the impact of social and/or political forces on the development of law.

**Analyze continuities and changes in legal systems or codes across jurisdictions (continuity and change):**

*Sample activities:*

Compare and contrast different views on the role of the correctional system in Canada.

Analyze how and why laws, justice system structures and practices, legal precedents, and legislative agendas change over time.

Analyze forces that reinforce continuity and factors that have both short-term and long-term effects on legal systems and the administration of justice.

**Curricular Competencies – Elaborations**

**Explain and infer multiple perspectives on legal systems or codes (perspective):**

*Sample activities:*

Analyze whether Canadian laws regarding the rights of minority groups evolved because of, or in spite of, popular support for change.  
Analyze legal principles such as fairness, justice, equality, the presumption of innocence, and the rule of law by examining a variety of legal issues, controversies, and cases.

**Make reasoned ethical judgments about legal systems or codes (ethical judgment):**

*Sample activity:*

Investigate ways the legal system has been used in the past to maintain inequalities.

**Make reasoned ethical judgments about controversial decisions, legislation, or policy (ethical judgment):**

➤ **All Case Studies.**

**For all case studies, the relation between society and laws are reflected in the combination of the Cases, which present the societal context, and the Applications, which focus on property rights.**

*Sample activities:*

Assess cases in which the legal system has made rulings on human rights, and evaluate the extent to which these decisions advanced or infringed on the rights of those affected.

Consider how laws affect society and how society affects laws.

Examine the roles of the different branches of government in the development of law in Canada and how laws affect or accommodate different groups.

Consider the interactions between various sides in trials and other legal disputes.

Content – Elaborations

**structures and powers of the federal and provincial courts and administrative tribunals:**

*Sample topics:*

- discriminatory laws and reform processes
- importance of independence of the judiciary and lawyers
- case and common law
- role of deterrence and denunciation in the correctional system
- victims' rights and the Canadian Victims Bill of Rights
- rights of the accused
- appeals process
- small claims

**key areas of law such as criminal law, civil law, and family, children's, and youth law:**

*Sample topics:*

- Criminal Code
- burden of proof (reasonable doubt versus balance of probability)
- the importance of checks and balances to prevent wrongful convictions
- Young Offenders Act
- Youth Criminal Justice Act

**Canadian legislation concerning First Peoples:**

- **First Nations Reserve Planning**  
**Indian Act, First Nations Land Management Agreement, First Nations Land Code**
- **Application. Haida Gwaii Joint Land Use Planning**  
**Addresses Government-to-Government (Joint) land use planning**
- **Case. Kemess North**  
**Examines First Nation's involvement in Environmental Assessment of proposed mine.**
- **Learning Module. Indigenous Title and Rights**  
**Includes a summary of important Supreme Court decisions.**

*Sample topics:*

- treaty processes
- 1763 Royal Proclamation
- Indian Act**
- Truth and Reconciliation Commission
- Constitution Act, 1982
- right to self-determination/self-government

Content – Elaborations

**indigenous legal orders and traditional laws in Canada and other global jurisdictions:**

*Sample topics:*

Tlicho Nation laws in place names  
Gitksan oral histories and traditions  
Gitksan decentralized decision making  
alternative dispute resolution processes, including restorative justice

historical relationships between peoples as a basis to negotiate treaty boundaries  
Cree reciprocal legal responsibilities and obligations within kinship networks  
Tsimshian injury law and patriarchal resolution  
matrilineal and patrilineal kinship networks

**Canada’s correctional system and principles of rehabilitation, punishment, and restoration:**

*Sample topics:*

provincial and federal correctional institutions  
educational opportunities in correctional institutions  
career training opportunities in correctional institutions  
funding structures and financial costs of incarceration  
correctional institutions for youth  
levels and types of incarceration between and within correctional institutions  
community responses to crime  
supportive reintegration of paroled offenders into society, risk assessment, and monitoring options

**structures and roles of global dispute resolution agencies and courts:**

*Sample topics:*

International Court of Justice  
World Trade Organization  
United Nations  
trade disputes and agreements  
global initiatives on climate change

## 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.

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><b>Use geographic inquiry processes and geographic literacy skills to ask questions; gather, interpret, and analyze data and ideas from a variety of sources and spatial/temporal scales; and communicate findings and decisions (evidence and interpretation)</b></li> <li><b>Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place)</b></li> <li><b>Assess the interpretations of geographic evidence after investigating points of contention, 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></li> <li><b>Evaluate how particular geographic actions or events affect human practices or outcomes (geographical value judgments)</b></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></li> <li><b>Identify and assess how human and environmental factors and events influence each other (interactions and associations)</b></li> <li><b>Make reasoned ethical judgments about controversial actions in the past and/or present, and determine whether we have a responsibility to respond (geographical value judgments)</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>structure of, feedback within, and equilibrium of natural systems</li> <li>distinguishing features of the atmosphere, hydrosphere, cryosphere, lithosphere, biosphere, and anthroposphere</li> <li>connections and interactions between the spheres</li> <li>features and processes of plate tectonics and their effects on human and natural systems</li> <li>features and processes of gradation and their effects on human and natural systems</li> <li>natural disasters and their effects on human and natural systems</li> <li>features and processes of Sun–Earth interactions and resulting patterns of climate, landscapes, and ecosystems</li> <li>climate, weather, and interactions between humans and the atmosphere</li> <li>characteristics of global biomes, including climate, soil, and vegetation</li> <li>features and processes of the anthroposphere and their effects on natural systems.</li> <li><b>natural resources and sustainability</b></li> </ul>

**Curricular Competencies – Elaborations**

**Use geographic inquiry processes and geographic literacy skills to ask questions; gather, interpret, and analyze data and ideas from a variety of sources and spatial/temporal scales; and communicate findings and decisions (evidence and interpretation):**

- **All Case Studies incorporate some geographic literacy skills, primarily to understand planning areas (e.g., watersheds), traditional territories, geographic features, and geopolitical boundaries.**
- **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.**

*Sample activities:*

- Undertake a field site visit to compare and contrast different plant communities.
- Use topographic maps to understand modern terrain patterns associated with historical events (e.g., glaciation).
- Use satellite imagery of cloud cover to look at atmospheric circulation patterns.
- Use GIS to map flood potential.
- Use air photos to view mountainous environments in order to examine life zones and hydrological patterns and processes.
- Use regional weather charts to explain current and near future local weather conditions.
- Develop an understanding of the concept of spatial scale by examining an issue at three scales (e.g., how is a changing climate impacting local water use, regional precipitation patterns, and global distribution of moisture?).

**Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place):**

*Sample activities:*

- Identify unique characteristics that help to make a place stand out, and determine how they were formed (e.g., river valleys and flood plains, volcanic activity).
- Develop boundaries on a map to delineate areas of regional differentiation (e.g., climate regions).

**Assess the interpretations of geographic evidence after investigating points of contention, reliability of sources, and adequacy of evidence (evidence and interpretation):**

- **All Case Studies incorporate some environmental issue, including urban sprawl and resource development.**

*Sample topics:*

environmental issues around:

- resource development
- urban sprawl
- infrastructure development in the form of dams or pipelines

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

- **Given the focus on land, all Case Studies incorporate elements of variation and distribution of geographic phenomena over time and space.**

Curricular Competencies – Elaborations

*Key topics:*

Recognize patterns – geographic or environmental phenomena that repeat over time and space.

Recognize trends – variations in the consistency of a natural phenomenon in a particular setting over a period of time.

*Sample activities:*

Research the Ring of Fire, which encircles the Pacific, and how it has affected life in coastal British Columbia.

Examine the impact of urban growth on soil erosion, the water cycle, agricultural land.

Study the location of the world's jungles or deserts: why are they there, how long have they been there, and how are they currently changing?

Research how mountains are formed and where they are found.

**Evaluate how particular geographic actions or events affect human practices or outcomes (geographical value judgments):**

*Sample topic:*

climate change and rising sea levels, and how they affect the planet and people in different regions

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

*Sample topics:*

landforms and how they occurred (e.g., glaciated landscapes, volcanic features, stream drainage patterns, deserts)

weather patterns, and possible changes to them

extreme weather (hurricanes, tornadoes, hail, ice storms) and distribution of these events

**Identify and assess how human and environmental factors and events influence each other (interactions and associations):**

➤ All Case Studies incorporate how human and environmental factors influence land uses.

*Sample topics:*

human modification of the lithosphere for resource extraction, settlement, agriculture

human modification of the atmosphere by changing the rate of exchange of gases (e.g., release of CO<sub>2</sub> through burning of fossil fuels)

human modification of the biosphere by hunting, domesticating, bio-altering, and geographically relocating other species

storm protection of coastal cities by wetlands

settlement patterns associated with access to natural resources (e.g., risk of farming on a flood plain in rich soils developed by river flooding)

global climate change and ocean acidification

deforestation

coral reef bleaching

depletion of ozone layer

global atmospheric circulation patterns

acid precipitation

wild species at risk

drainage patterns, agriculture, and coastal dead zones



Curricular Competencies – Elaborations

weather modification

**Make reasoned ethical judgments about controversial actions in the past and/or present, and determine whether we have a responsibility to respond (geographical value judgments):**

*Key questions:*

How much responsibility do we have for the environment?

Should people sacrifice some of their standard of living to halt global climate change?

Can the oceans survive human impacts?

What are the reasons for and against limiting natural resource extraction? Do you think we should limit extraction?

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

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

## BIG IDEAS

Urbanization is a critical force that shapes both human life and the planet.

The historical development of cities has been shaped by geographic, economic, political, and social factors.

Decision making in urban and regional planning requires balancing political, economic, social, and environmental factors.

Urban planning decisions and other government policies can dramatically affect the overall quality of life in cities.

## 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 Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b></li> <li>Assess and compare the significance of past and present factors that influence urbanization (significance)</li> <li>Ask questions about the content, origins, purposes, and context of multiple sources in order to corroborate inferences gathered from them (evidence)</li> <li><b>Identify continuity and change in the development of urban spaces (continuity and change)</b></li> <li><b>Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of public policy decisions related to urban places (cause and consequence)</b></li> <li>Explain and identify the forces that shape opinions and decision making on current issues related to urban studies (perspective)</li> <li>Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)</li> <li>Make reasoned ethical judgments about current and past issues after considering the context and standards of right and wrong (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>urbanization as a global phenomenon</li> <li><b>historic settlement patterns in urban centres</b></li> <li><b>local and regional governance in B.C. and relationships with other levels of government</b></li> <li><b>functions of local and regional government</b></li> <li><b>urban planning and urban design</b></li> <li><b>decision making in the planning of cities and regions</b></li> <li><b>contemporary issues in urban studies</b></li> </ul>



Curricular Competencies – Elaborations

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

- All three applications for the Urban Planning Case Study 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.

**Identify continuity and change in the development of urban spaces (continuity and change):**

- The Urban Planning Case Study materials address continuity and change in the development of the City of Prince George and its fringe area as urban spaces.

*Sample activities:*

- Study historic maps and photos through time and examine what has changed and what has stayed the same. If change did occur, determine what factors influenced that change.
- Compare two examples of urban planning in one city, one current and one past. Determine what has stayed the same and what has changed in terms of decision making and how a space is valued.

**Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of public policy decisions related to urban places (cause and consequence):**

- The Urban Planning Case Study materials centre on public policy decisions related to the City of Prince George and its fringe area as urban spaces. The Case provide historical context that enables learners to assess long- and short-term causes and consequences.

*Sample activities:*

- Examine the intended and unintended consequences of the decision not to build a freeway in downtown Vancouver in the 1970s.
- Analyze the factors that influenced decision making in a specific planning decision.

Content – Elaborations

**urbanization as a global phenomenon:**

*Sample topics:*

- global urbanization trends and case studies in recent decades
- transnationalism and the interconnectedness of urban centres

**historic settlement patterns in urban centres:**

➤ The Urban Planning case describes and explains the historic settlement pattern of the City of Prince George and its fringe area.

*Sample topics:*

historical trends:

- urbanization
- rural-urban migration
- suburbanization
- gentrification

urban geography models of land use:

- concentric zone model
- Hoyt model
- multiple nuclei model
- urban realms model

types of urban land use:

- residential
- transportation
- institutional
- recreational
- commercial
- industrial

**local and regional governance in B.C. and relationships with other levels of government:**

- The Urban Planning Case Study materials focus on local and regional governance for the Prince George area. Provincial policy is discussed in relation to the *Local Government Act*.
- The Rural Planning Case Study is set within the Regional District of Bulkley-Nechako with a primary focus on overlapping jurisdictions. In addition to the Regional District, the case study also encompasses provincial regional planning and the traditional territory of the Wet'sewet'en.

*Sample topics:*

how cities operate within a network of regional, national, and global urban systems:

- sharing of services

Content – Elaborations

- funding models
- elections
- Federation of Canadian Municipalities,
- Union of BC Municipalities
- relationships with Treaty First Nations, Bands, and Métis Nation British Columbia

**functions of local and regional government:**

➤ **The Urban Planning Case Study materials focus on local and regional governance for the Prince George area.**

*Sample topics:*

providing infrastructure (e.g., water, waste)

public housing

taxation

economic development

public safety

support of community organizations such as friendship centres

**urban planning and urban design:**

➤ **The Urban Planning Case Study materials focus on local and regional planning for the City of Prince George and the Regional District of Fraser-Fort George.**

*Sample topics:*

maximizing benefits and confronting challenges of urban centres

involving First Peoples in planning

livability and sustainability

public and private spaces

zoning and regulations

*Key question:*

What is the relationship between urbanization and sustainability?

**decision making in the planning of cities and regions:**

➤ **The Urban Planning Case Study materials focus on local and regional planning for the City of Prince George and the Regional District of Fraser-Fort George. The applications require learners to assume the position of expert and present decisions on local and regional planning.**

Content – Elaborations

*Sample topic:*

examples of factors influencing decision making:

- political considerations
- financial implications
- public pressure, perceptions, and awareness
- social capital
- social engineering
- policy constraints

**contemporary issues in urban studies:**

- **The Urban Planning Case Study materials focus on current conditions for the City of Prince George. These conditions set the context for exploring a range of contemporary issues, which include homelessness, housing, livability.**

*Sample topics:*

social justice

- housing quality and homelessness
- poverty
- crime
- livability, affordability, food security
- discrimination and inequity in access to services

global urban disparity:

- governance
- infrastructure
- access to services such as education and health care
- quality of and access to jobs
- gender equality

environmental factors:

- climate change causing rising sea levels, increased storm activity
- air quality
- land and water quality