

## New BC Curriculum: Rebuilding a Social Studies 10 Outline

Current Social Studies 10	
Skills & Processes - varied, applied in context and applicable across most of the content, and similar from grade to grade while expanding in scope. Examples include critical thinking, interpretation of primary and secondary evidence, research and inquiry techniques, representation (multiple forms), presentation (multiple forms), assess and defend positions, assess bias and accuracy, practice active citizenship, individual and group problem-solving. These remain important as they evolve into competencies, and continue to be embedded with big ideas, course themes, content and contexts.	<b>E</b>
What's in the News - Current Events. present day controversies, conflicts and interesting, relevant stories. Stuff students come up with. Random storytelling about history, geography, society, identity, law, culture, heritage, politics, disasters, etc. Critical and creative thinking activities not tied to specific content.	<b>all</b>
Rule of Law and foundations of our democracy, Human Rights, Charter of Rights, Legal/Court System in Canada, NGOs and ways to influence gov't outside of elections (active citizenship)	<b>C/F</b>
Political spectrum, "isms," and Canadian political parties, characteristics of Canadian parliamentary democracy (and constitutional monarchy!)	<b>B/G</b>
Structure of Canadian gov't - branches, levels, split of powers, parliamentary system, traditions, procedures, passage of a Bill	<b>B/G</b>
Kinds of voting systems, addressing voter apathy, federal and provincial election process in Canada, interpreting election results, political campaigning and advertising, function of parliamentary debate	<b>B/C/I</b>
Physical and cultural influences on Canada and various ways of defining what it means to be Canadian, historic attempts to shore up Canadian culture (vs US) e.g CBC, CRTC, contemporary expressions of Canadian Identity	<b>D/L</b>
Roaring 20s - Winnipeg Strike, steps towards Canadian Autonomy, those who often missed out on the roar (women, minorities, Aboriginals, immigrants), Canada West advertising for immigrants, King-Byng, Arts & Leisure	<b>D/L</b>
Dirty Thirties - Causes of, Conditions in, and Responses to the Great Depression. Collapse in the Prairies, Relief Camps, On to Ottawa, Ten Lost Years, new political parties, Bennet vs King	<b>D/L</b>
Rise of Dictatorships & Causes of WWII, Canada and WWII (home and abroad), key operations of the war(e.g. Battle of Britain, Battle of the Atlantic, DDay/Juno, Hiroshima), conscription, internments, end of WWII, new global order & institutions	<b>A/J</b>
Postwar prosperity and social change in the 1950s and 1960s, rise of automobile, political change, beginning of Cold War, fear of communism, evolution of the vote	<b>many</b>
Political, social, economic, and environmental change in the 1960s-1970s, Nukes, Dief vs Mike, Aboriginal concerns (e.g. Berger Inquiry), women's rights, minority rights in the postwar era, counterculture movement, drugs sex rock'n'roll	<b>many</b>
Quebec Nationalism, Quiet Revolution, Expo 67, Trudeaumania, FLQ Crisis, Trudeau's Just Society, Levesque/PQ and the 1980 Referendum	<b>many</b>
Constitutional Change in the 80s and 90s, Charter. Kitchen Accord, Turner vs Mulroney, Meech Lake, Charlottetown Accords, 1995 Referendum	<b>G</b>
Canada's involvement on the world stage 1945-1990s: UN, NATO, NORAD, Suez Crisis, Korea, Cuban Missile Crisis, Vietnam/Draft dodgers, Peacekeeping initiatives, foreign aid	<b>A/J</b>
Politics, culture, economics, and change in the 1980s-2000s, Mulroney-Chretien-Martin-Harper, evolution of the environmental movement, changing technology, relationship with the U.S. (Free Trade, NAFTA, non-participation in Gulf War)	<b>G</b>
Recent and contemporary Aboriginal issues, including Oka crisis, land claims, Delgamuukw, creation of Nunavut, Nisga'a Treaty, residential schools (conditions, apologies, healing, legacy)	<b>F</b>
Recent and contemporary world events that have shaped Canada: Air India, Rwandan Genocide, Somalia Affair, Yugoslav Civil War, 911, Gulf Wars, Canada as a Model vs Middle Power	<b>A/J</b>
Historical and contemporary changes in world population and their impacts. Demography and the connection of demographics to other issues. Interpreting population pyramids and understanding the factors behind demographic transition	<b>K</b>
BC and Canadian Economy and Environmental: Fishing, Forestry, Mining, Agriculture, Tourism, High Tech, other industries, challenges and resource management issues	<b>H</b>
Global economy, globalization and Canada's economic role on the international stage, global environmental issues not limited to climate change, food security, consumerism	<b>H</b>
Standard of living in Canada vs developing nations, UN HDI, poverty cycle, issues and factors in addressing poverty & development, infrastructure, women & children's issues, global health	<b>K</b>
Environmental Changes affecting Canadians (and the World) including Global Warming, Water Issues, Ozone Depletion, etc. Influences, e.g. Arctic Sovereignty, addressing Climate Change	<b>K</b>

**Notes:** one of the challenges with the new Social Studies 10 is to determine whether it is "Socials 11 light," that is, a survey course on Canada in the 20th Century with special attention to active citizenship, developing sense of what it means to be Canadian, and seeing Canada's place in the world. Or, is it something new, more of a civics course or social geography that compares Canada with other nations and draws from historical examples from the last hundred years more sparingly? Another challenge is that the Big Ideas (currently in draft form), are generic descriptions of the content (and prompts for competencies), and are not as useful as course organizers or themes as are, say, the more subtle Big Ideas in the new SS9. A third challenge is that the draft curriculum suggests some new areas of study that potentially expand the "width" of the course, which is what teachers liked to complain about regarding Social Studies 11. For instance, referencing human rights and urbanization bring to mind topics that were in the pre-2006 SS11 curriculum. Of course, how these things are learned does not have to involve adding content, but simply shifting the emphasis here and there. The apparent demise of a Social Studies provincial exam also means that "vocabulary demand" will soften. The chart on the left shows old familiar topics from SS10 and SS11 that now fall under the historical bookends for the new SS10 (1919-present). One could build a course outline for SS9 starting here, or one could start with the new curriculum document itself and set aside what was done in the past until these topics become justified within the new course and competencies (as many of them will). The business on the right is just one example of how a new SS10 course outline might emerge. It uses a timeline as a structure to learn about themes and work on competencies (as opposed to using a series of themes) and falls in the "SS11 light" category. The next step might be to develop fresh focus questions for each of the topics, or to discard old specific content for new specific content that shows itself to be useful with the competencies. This outline takes a decidedly *CANADIAN* approach to the content, and makes the question "why bother voting?" one of the central themes of the course. Like SS11 before it, the new SS10 is the course that all student need to take to be informed and thoughtful Canadian citizens, who, when they go out in the world to live, work, play, and vote, are grounded in their own learned version of Canadian Identity and don't embarrass their Social Studies teachers.

SS10 Big Ideas (draft)	
<b>A</b>	Lasting impacts of local, national, and global conflict
<b>B</b>	Political organizations are influenced by a variety of factors
<b>C</b>	Social and institutional context for political decision-making and change
<b>D</b>	Multiple perspectives on the development of Canadian society

SS10 Competencies (draft):	
<b>E</b>	1. Conduct effective inquiry and research
	2. When faced with different kinds of geographic or social data, and evidence or perspectives about historical content or current events, be able to determine the following: <ul style="list-style-type: none"> <li>• what is significant, what has serious consequences</li> <li>• where and why do sources agree or disagree?</li> <li>• what's the social context (influence of society)?</li> <li>• is there a right and wrong and so what?</li> </ul>

SS10 Content Areas (draft)	
<b>F</b>	Human rights, social justice and change
<b>G</b>	Canadian and other political systems
<b>H</b>	Canadian and other economic systems
<b>I</b>	Influencing public policy
<b>J</b>	Conflict and cooperation in a variety of contexts
<b>K</b>	Interconnected themes in human geography
<b>L</b>	perhaps missing?: development of Canadian identity at home and abroad from 1919 to the present

Look for these Big Ideas, Competencies, and Content Areas in the topics that carry over from the old SS10 & SS11 to get a sense of how the new course will not just be "SS11 light" but will allow the familiar and important topics to serve new purposes (new course themes/organizers and more emphasis on competencies)

New Social Studies 10 Outline	
<b>UNIT 1 Are We Too Big for Our Planet?</b>	
State of the Planet	2*
Demography and Population Issues	5
Sustainable Development	4
Time for current events, project work, extra lab time, review, assessment. Project: Demographic Case Studies, Resources Simulation Game, etc.	5
<b>UNIT 2 Why Bother Voting?</b>	
Rule of Law and foundations of our democracy, Human Rights, Charter of Rights, Legal/Court System in Canada, NGOs and ways to influence gov't	4
Political spectrum, "isms," and Canadian political parties, characteristics & structure of Canadian parliamentary democracy / constitutional monarchy	4
Kinds of voting systems, addressing voter apathy, federal and provincial election process in Canada, campaign ads, parliamentary debate	5
Time for current events, project work, extra lab time, review, assessment. Project: Mock Election, Mock Parliament/Debate, Deconstructing Ads, etc.	5
<b>UNIT 3 Is There a "Canadian" Identity?</b>	
What does it mean to be Canadian - physical and cultural representations	2
Diverse experiences in the Roaring 20, Canadian Autonomy	3
Economic Cycles and Hard Times during the Great Depression	4
Rise of Dictatorships and the Causes of WWII	4
Canada and WWII - War Stories at home and abroad	8
Canada 1946-1957 Postwar Prosperity and Change	3
The Cold War: Spies, Nukes, Propaganda, Hockey	5
Canada 1957-1968 Dief vs Mike, Counterculture, Minority experiences	4
Quebec Nationalism, Trudeau Era FLQ, 1980 Referendum	5
How to share power: Constitutional Change in the 80s and 90s	4
Canada's involvement on the world stage : peacekeeping, aid, and war	4
Evolution of Aboriginal rights and addressing issues and reconciliation	4
Perspectives on the modern era: Canada 1980s-2010s	4
Climate Change and Canada: what are the issues, what's being done	5
Time for current events, project work, extra lab time, review, assessment. Project: Heritage Inquiry, Research Essay, Depression Re-enactment, Postwar Topic Project, Interview with a Vet, UN simulation, etc.	7

\* Hours of instruction - typical course design based on 100 hours