

# Indigenous Knowledge and Perspectives: Social Studies K–12

## Context

In B.C.’s redesigned curriculum, Indigenous knowledge and perspectives are integrated throughout all areas of learning and are evident in the curriculum’s rationale statements, goals, big ideas, mandated learning standards, and elaborations. The First Peoples Principles of Learning offer a crucial lens for curriculum, placing a significant importance on the authentic integration of Indigenous knowledge and perspectives in relevant and meaningful ways.

The intent behind this integration is to promote a growing understanding of Indigenous peoples in B.C. that will contribute to the development of educated citizens who reflect on and support reconciliation. This approach to Indigenous education encourages enlightened discussion among teachers and students in all areas of learning and grade levels, and this approach values and prioritizes Indigenous knowledge and perspectives that can only be found in B.C.

## Purpose

The *Indigenous Knowledge and Perspectives: K-12 Social Studies Curriculum* resource is intended to support teachers in authentically integrating Indigenous knowledge and perspectives into their classrooms. This resource provides a detailed overview of the explicit and implicit references to Indigenous knowledge and perspectives in the Big Ideas, Curricular Competencies, and Content throughout the K-12 Social Studies curriculum.

### Explicit References

Explicit references include the Big Ideas, Curricular Competencies, and Content that directly refer to Indigenous knowledge and perspectives. For example, the Kindergarten Social Studies curriculum includes the following explicit reference:

Kindergarten, Content, **people, places, and events in the local community, and in local First Peoples communities**

Sample topics:

- *people (e.g., political leaders like the mayor or band council, school officials, local businesspeople)*
- *places (e.g., school, neighbourhoods, stores, parks, recreation facilities)*
- *events (e.g., new buildings, seasonal changes, sports)*
- *natural and human-built characteristics of the local physical environment*

### Implicit References

Implicit references are Big Ideas, Curricular Competencies, and Content that indirectly refer to Indigenous knowledge and perspectives. For example, the Grade 10 Social Studies curriculum includes the following implicit reference:

Grade 10, Big Idea, **Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.**

The implicit references included in this resource represent just one perspective and should not be considered the only interpretation. Identifying implicit references depends on personal and cultural background, prior knowledge and experience, subject-matter expertise, points of view, and connections to place\*. As such, the implicit references in this resource serve only as a guide and should not be viewed as a conclusive list.

Note on Elaborations: Explicit references to Indigenous knowledge and perspectives that are found within the Elaborations of Big Ideas, Curricular Competencies, or Content are considered *implicit* unless they are accompanied by an explicit reference in the Big Ideas, Curricular Competencies, or Content.

The key below shows how the information in the chart is structured:

Bolded print	Mandated Learning Standard
•	Sub-points of a Learning Standard
⇒	Elaborations
○	Key questions or samples

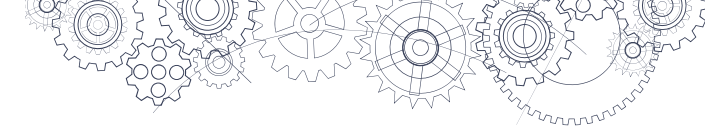
**\*Place** refers to any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity.

# Indigenous Knowledge and Perspectives: Social Studies K–12

## SOCIAL STUDIES

## Kindergarten

	Explicit	Implicit
Big Ideas		<b>Stories and traditions about ourselves and our families reflect who we are and where we are from.</b>
Curricular Competencies		<b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b> ⇒ <i>Collect information from personal experiences, oral sources, and visual representations.</i> <b>Acknowledge different perspectives on people, places, issues, or events in their lives</b> <i>Sample activity:</i> <ul style="list-style-type: none"><li>○ <i>Compare how friends or members of your family feel about selected people, places, issues, and events.</i></li></ul>
Content	<b>people, places, and events in the local community, and in local First Peoples communities</b> <i>Sample topics:</i> <ul style="list-style-type: none"><li>○ <i>people (e.g., political leaders like the mayor or band council, school officials, local businesspeople)</i></li><li>○ <i>places (e.g., school, neighbourhoods, stores, parks, recreation facilities)</i></li><li>○ <i>events (e.g., new buildings, seasonal changes, sports)</i></li><li>○ <i>natural and human-built characteristics of the local physical environment</i></li></ul> <i>Key question:</i> <ul style="list-style-type: none"><li>○ <i>What people, places, or events are most significant to you? Is your list the same as your classmates or family?</i></li></ul>	<b>personal and family history and traditions</b> ⇒ <i>family stories (e.g., immigration to Canada, First Peoples oral histories, notable ancestors, memories from older relatives)</i> ⇒ <i>traditions and celebrations (e.g., Christmas, other winter festivals around the world), special cultural holidays (e.g., Lunar New Year, Diwali, First Peoples celebrations, birthdays, and associated foods, clothing, art)</i> <i>Key questions:</i> <ul style="list-style-type: none"><li>○ <i>What types of stories get passed down from generation to generation?</i></li><li>○ <i>Why do people find traditions and celebrations important?</i></li></ul>



# SOCIAL STUDIES

# Grade 1

	Explicit	Implicit
Big Ideas		<b>We shape the local environment, and the local environment shapes who we are and how we live.</b> <b>Healthy communities recognize and respect the diversity of individuals and care for the local environment.</b>
Curricular Competencies		<b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b> ⇒ <i>Collect information from personal experiences, oral sources, and visual representations.</i> <b>Explain the significance of personal or local events, objects, people, or places</b> Sample activity: <ul style="list-style-type: none"><li>○ <i>Brainstorm a list of the most significant places in your community and explain why these locations are important.</i></li><li>○ <i>Research the history of a significant event or person in the history of your community.</i></li></ul> Key questions: <ul style="list-style-type: none"><li>○ <i>How does the significance of various events, objects, people, and places change over time?</i></li></ul> <b>Explore different perspectives on people, places, issues, or events in their lives</b>
Content	<b>key events and developments in the local community, and in local First Peoples communities</b> Sample topics: <ul style="list-style-type: none"><li>○ <i>community milestones (e.g., the founding of the community, the opening and closing of local businesses, the construction of new buildings)</i></li><li>○ <i>celebrations and holidays</i></li><li>○ <i>cultural events</i></li><li>○ <i>growth or decline of a community</i></li></ul> Key questions: <ul style="list-style-type: none"><li>○ <i>What is the most significant event in your local community's history?</i></li><li>○ <i>How is your community different now from what it was like before settlers arrived?</i></li></ul>	<b>characteristics of the local community that provide organization and meet the needs of the community</b> Sample topics <ul style="list-style-type: none"><li>○ <i>local government</i></li><li>○ <i>diverse cultures, backgrounds, and perspectives within the local and other communities:</i></li><li>○ <i>different languages, customs, art, music, traditions, holidays, food, clothing, and dress</i></li><li>○ <i>relationships between a community and its environment</i></li><li>○ <i>How does your community depend on the local environment?</i></li><li>○ <i>roles, rights, and responsibilities in the local community</i></li><li>○ <i>key events and developments in the local community, and in local First Peoples communities</i></li><li>○ <i>cultural events</i></li><li>○ <i>What is the most significant event in your local community's history?</i></li><li>○ <i>natural and human-made features of the local environment</i></li></ul> <b>diverse cultures, backgrounds, and perspectives within the local and other communities</b> ⇒ <i>different languages, customs, art, music, traditions, holidays, food, clothing, and dress</i> <b>relationship between a community and its environment</b> ⇒ <i>How does your community depend on the local environment?</i> <b>roles, rights, and responsibilities in the local community</b> <b>natural and human-made features of the local environment</b> ⇒ <i>natural features: mountains, forests, waterways, local plants and animals</i>



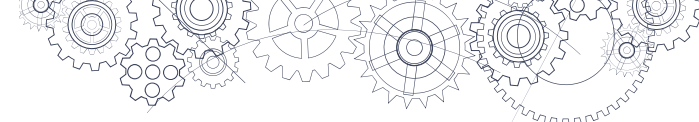


SOCIAL STUDIES

Grade 2

	Explicit	Implicit
Big Ideas		Local actions have global consequences, and global actions have local consequences.
Curricular Competencies		<p><b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b></p> <p>⇒ Draw simple interpretations from personal experiences, oral sources, and visual and written representations</p> <p><b>Explain why people, events, or places are significant to various individuals and groups</b></p> <p>Sample activity:</p> <ul style="list-style-type: none"><li>Identify significant people and places in BC, Canada, and the world.</li></ul> <p>Key questions:</p> <ul style="list-style-type: none"><li>Why do people have different opinions on what people, events, and places are more significant than others?</li><li>Are there people, events, and places that everyone thinks are significant? Explain why or why not.</li></ul> <p><b>Sequence objects, images, and events, or explain why some aspects change and others stay the same</b></p> <p>Sample activities:</p> <ul style="list-style-type: none"><li>Create a timeline of key events in your region</li><li>Make simple predictions about how communities might change in the future</li><li>Conduct research (e.g., interview an Elder, visit a museum) to identify changes that have occurred in your community</li><li>Give examples of traditions and practices that have endured over time in the communities you have studied</li></ul> <p><b>Recognize the causes and consequences of events, decisions, or developments</b></p> <p>Key questions:</p> <ul style="list-style-type: none"><li>What would happen if people did not take care of their local environment?</li></ul> <p><b>Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events</b></p>
Content	<p><b>diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture</b></p> <p>Sample topics:</p> <ul style="list-style-type: none"><li>daily life in different communities (e.g., work, housing, use of the land, education, access to public services and utilities, transportation)</li><li>key cultural aspects (e.g., language, traditions, arts, food)</li><li>cultural diversity within your community</li></ul> <p>Key questions:</p> <ul style="list-style-type: none"><li>What does community mean to you?</li></ul>	<p><b>how people’s needs and wants are met in communities</b></p> <p>Key questions:</p> <ul style="list-style-type: none"><li>How do local environment and culture affect the goods and services available in your community?</li><li>How do different communities help people who can’t meet their basic needs?</li></ul> <p><b>relationships between people and the environment in different communities</b></p> <p>Sample topics:</p> <ul style="list-style-type: none"><li>impact of different economic activities and ways of life on the environment</li><li>impact on the environment by small and large communities</li><li>community values regarding conservation and protection of the environment</li></ul>



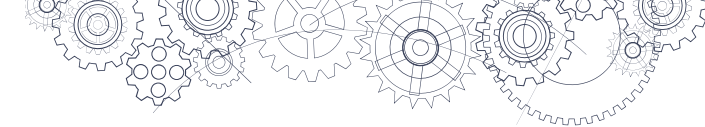


SOCIAL STUDIES

Grade 2 (continued)

	Explicit	Implicit
Content		<p><i>Key question:</i></p> <ul style="list-style-type: none"><li>○ <i>What types of environmental challenges do people face in different communities (e.g., natural disasters, climate change, lack of natural resources)?</i></li></ul> <p><b>diverse features of the environment in other parts of Canada and the world</b></p> <p><b>rights and responsibilities of individuals regionally and globally</b></p> <p>⇒ <i>connections between your community and communities throughout Canada and around the world</i></p> <p><b>roles and responsibilities of regional governments</b></p> <p>⇒ <i>examples of leaders in your community (e.g., mayor, town councillors, chief, Elders, community volunteers) and the places where they meet</i></p> <p>⇒ <i>Should everyone be responsible for helping others in their community?</i></p>





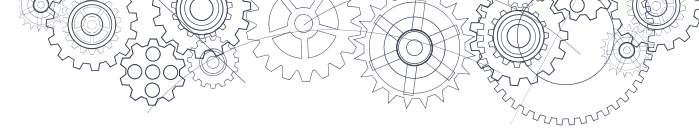
SOCIAL STUDIES

Grade 3

	Explicit	Implicit
Big Ideas	<p>Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</p> <p>Indigenous knowledge is passed down through oral history, traditions, and collective memory.</p> <p>Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</p>	
Curricular Competencies		<p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>⇒ Create simple maps to represent the community and one or more other communities within BC and Canada</p> <p>⇒ Draw simple interpretations from personal experiences and oral, visual, and written stories</p> <p>Explain why people, events, or places are significant to various individuals and groups</p> <p>Key questions:</p> <ul style="list-style-type: none"><li>○ Why are stories important to indigenous people?</li><li>○ Why do Elders play an important part in the lives of First Peoples?</li><li>○ What values were significant for local First Peoples?</li></ul> <p>Ask questions, make inferences, and draw conclusions about the content and features of different types of sources</p> <p>Sample activity:</p> <ul style="list-style-type: none"><li>○ View different artifacts from indigenous cultures and speculate on what they might have been used for</li></ul> <p>Sequence objects, images, and events, or explain why some aspects change and others stay the same</p> <p>Key questions:</p> <ul style="list-style-type: none"><li>○ How has the way of life changed for indigenous people?</li><li>○ How are indigenous cultures viewed today?</li><li>○ How have First Peoples government and leadership changed over time?</li></ul> <p>Recognize the causes and consequences of events, decisions, or developments</p> <p>⇒ How might present-day Canada be different if First Peoples had not been moved to reserves?</p> <p>⇒ How has the way of life changed for indigenous people?</p> <p>Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events</p> <p>⇒ How do the values of indigenous people differ from the values of people from other cultures?</p> <p>Make value judgements about events, decisions, or actions, and suggest lessons that can be learned</p> <p>⇒ Is the technology we have today better than the traditional technology of indigenous peoples?</p> <p>⇒ Should indigenous cultures and languages be maintained? Explain your reasons.</p> <p>⇒ Should anything be done about the loss of indigenous lands? Explain your reasons.</p>





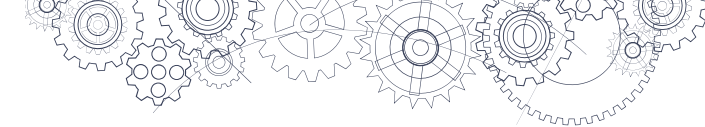


**SOCIAL STUDIES**

**Grade 3 (continued)**

	Explicit	Implicit
Content	<p><b>cultural characteristics and ways of life of local First Peoples and global indigenous peoples</b></p> <p><i>Sample topics:</i></p> <ul style="list-style-type: none"><li>o <i>potential First Peoples and global indigenous people for study could include:</i><ul style="list-style-type: none"><li>– <i>Local BC First Peoples</i></li><li>– <i>Canadian and other North American indigenous people</i></li><li>– <i>local indigenous peoples of South America</i></li><li>– <i>ethnic Chinese and Koreans</i></li><li>– <i>ethnic European groups (Germanic, Slavic, Latin, Celtic)</i></li></ul></li><li>o <i>worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings</i></li></ul> <p><b>interconnections of cultural and technological innovations of global and local indigenous peoples</b></p> <p><i>Sample topics:</i></p> <ul style="list-style-type: none"><li>o <i>clothing</i></li><li>o <i>pottery</i></li><li>o <i>shelters and buildings</i></li><li>o <i>tools</i></li><li>o <i>hunting and fishing techniques</i></li><li>o <i>food cultivation and preparation</i></li><li>o <i>ceremonies</i></li><li>o <i>art</i></li><li>o <i>music</i></li><li>o <i>basketry and weaving</i></li></ul> <p><b>governance and social organization in local and global indigenous societies</b></p> <p><i>Sample topics:</i></p> <ul style="list-style-type: none"><li>o <i>Elders</i></li><li>o <i>reservations</i></li><li>o <i>band councils</i></li><li>o <i>traditional leadership</i></li></ul> <p><b>oral history, traditional stories, and artifacts as evidence about past First Peoples cultures</b></p> <p><i>Sample topics:</i></p> <ul style="list-style-type: none"><li>o <i>tools</i></li><li>o <i>earth mounds</i></li><li>o <i>petroglyphs</i></li><li>o <i>oral stories</i></li><li>o <i>sacred or significant places and landforms</i></li></ul>	<p><b>aspects of life shared by and common to peoples and cultures</b></p> <p>⇒ <i>systems of ethics and spirituality</i></p> <p><b>relationship between humans and their environment</b></p> <p><i>Sample topics:</i></p> <ul style="list-style-type: none"><li>o <i>protocols around the world that acknowledge and respect the land</i></li><li>o <i>organization and techniques of hunting and fishing</i></li></ul>





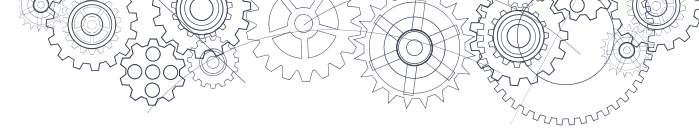
SOCIAL STUDIES

Grade 4

	Explicit	Implicit
Big Ideas	Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity.	The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.
Curricular Competencies		<p><b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b></p> <p>⇒ Identify problems or issues that are local, national, and/or global in focus (e.g., natural disasters, endangered species, poverty, disease)</p> <p><b>Construct arguments defending the significance of individuals/groups, places, events, or developments</b></p> <p>⇒ What events are most significant in the story of BC’s development?</p> <p><b>Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources</b></p> <p>Sample activities:</p> <ul style="list-style-type: none"><li>○ Use primary sources to make inferences about contemporary attitudes toward First Peoples during the gold rush years</li><li>○ Compare and contrast European and First Peoples accounts of the same event</li></ul> <p><b>Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes</b></p> <p>⇒ Track the positive and negative effects of key events in BC’s development on First Peoples</p> <p><b>Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places</b></p> <p>⇒ Compare the “discovery” and “exploration” of North America from European and First Peoples perspectives?</p> <p>⇒ Who benefited most from the early west coast fur trade: First Peoples or Europeans?</p> <p><b>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place</b></p> <p>⇒ Identify key events and issues in First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, the establishment of the residential school system, potlatch ban, reserve system, treaties)</p>





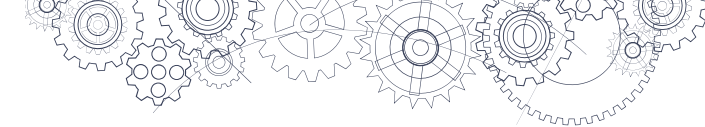


SOCIAL STUDIES

Grade 4 (continued)

	Explicit	Implicit
Content	<p><b>early contact, trade, cooperation, and conflict between First Peoples and European peoples</b></p> <p><i>Sample topics:</i></p> <ul style="list-style-type: none"><li>○ <i>early explorers: Cabot, Frobisher, Hudson, Cartier, Champlain</i></li><li>○ <i>voyages of Cook and Vancouver</i></li><li>○ <i>provision of muskets to First Peoples by Europeans</i></li><li>○ <i>spread of horses to the Prairies</i></li><li>○ <i>marriages between First Peoples and Europeans</i></li><li>○ <i>colonial wars and alliances between Europeans and First Peoples (e.g., between Maquinna (Nuu-chah-nulth) and the Cook expedition or between French colonists and the First Peoples living around the Great Lakes)</i></li></ul> <p><i>Key questions:</i></p> <ul style="list-style-type: none"><li>○ <i>What motivated explorers and settlers to come to Canada?</i></li><li>○ <i>How did the geography of Canada affect European exploration?</i></li></ul> <p><b>the fur trade in pre-Confederation Canada and British Columbia</b></p> <p><i>Sample topics:</i></p> <ul style="list-style-type: none"><li>○ <i>fur trading companies (e.g., the Hudson’s Bay Company and the North West Company)</i></li><li>○ <i>Beaver Wars</i></li><li>○ <i>explorers: Simon Fraser, Alexander Mackenzie, David Thompson</i></li><li>○ <i>Russian and Spanish trade on the coast</i></li><li>○ <i>establishment of trading posts (e.g., Victoria, Fort Langley, and other forts; Métis communities)</i></li></ul> <p><i>Key questions:</i></p> <ul style="list-style-type: none"><li>○ <i>Why were trading posts established in particular locations?</i></li></ul> <p><b>demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities</b></p> <p>⇒ <i>relocation/resettlement of First Peoples</i></p> <p><b>the impact of colonization on First Peoples societies in British Columbia and Canada</b></p> <p>⇒ <i>key events and issues regarding First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, potlatch ban, reserve system, residential schools, treaties)</i></p> <p><b>the history of the local community and of local First Peoples communities</b></p>	





SOCIAL STUDIES

Grade 5

	Explicit	Implicit
Big Ideas		Natural resources continue to shape the economy and identity of different regions of Canada.
Curricular Competencies		<p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>⇒ Retell a story from an interview (e.g., residential school student, new Canadian, war veteran, Elder)</p> <p>Construct arguments defending the significance of individuals/groups, places, events, or developments</p> <p>⇒ Assess the roles of the fur trade, the Canadian Pacific Railway, and the gold rushes in the development of Canada</p> <p>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place</p> <p>⇒ Indian Act</p> <p>⇒ residential school system</p>
Content	<p>past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments</p> <p>Sample topics:</p> <ul style="list-style-type: none"><li>○ Indian Act</li><li>○ numbered treaties with First Peoples</li><li>○ reduction or relocation of First Nations reserves</li></ul> <p>Key questions:</p> <ul style="list-style-type: none"><li>○ What effects did residential schools have on First Nations families and communities</li></ul> <p>levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding</p> <p>Sample activities:</p> <ul style="list-style-type: none"><li>○ Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal</li></ul> <p>Sample topics:</p> <ul style="list-style-type: none"><li>○ key roles within provincial, territorial, and federal governments in Canada (e.g., premier, prime minister, MLA, MP, speaker, lieutenant governor, governor general; cabinet, senate, government ministries)</li><li>○ elected and appointed provincial and federal government leaders in Canada (e.g., local MLA and MP, local First Nations leaders, premier of BC, the lieutenant governor of BC, prime minister, governor general)</li></ul>	<p>human rights and responses to discrimination in Canadian society</p> <p>⇒ Canadian Charter of Rights and Freedoms</p> <p>⇒ racism</p> <p>⇒ language rights</p> <p>⇒ examples of individuals who have fought for change and spoke out against injustice</p> <p>⇒ the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)</p> <p>participation and representation in Canada’s system of government</p> <p>⇒ First Peoples governance</p>



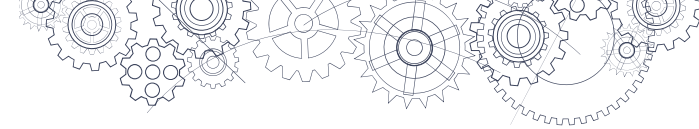


SOCIAL STUDIES

Grade 5 (continued)

	Explicit	Implicit
Content (continued)	<p><i>Key question:</i></p> <ul style="list-style-type: none"><li>◦ <i>Which level of government has the most effect on your daily life?</i></li></ul> <p><b>First Peoples land ownership and use</b></p> <p><i>Sample topics:</i></p> <ul style="list-style-type: none"><li>◦ <i>treaties</i></li><li>◦ <i>burial grounds</i></li><li>◦ <i>housing</i></li><li>◦ <i>hunting and fishing</i></li><li>◦ <i>land claims disputes</i></li></ul> <p><i>Key questions:</i></p> <ul style="list-style-type: none"><li>◦ <i>How do First Peoples balance economic development with traditional uses of the land?</i></li><li>◦ <i>How fair has BC’s treaty process been? Explain your answer.</i></li></ul>	





SOCIAL STUDIES

Grade 6

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p><b>Construct arguments defending the significance of individuals/groups, places, events, or developments</b></p> <p><b>Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments</b></p> <p>⇒ Give examples of how your actions may have consequences for others locally or globally (e.g., effect of consumer choices)</p>
Content	<p><b>roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples</b></p> <p><b>economic policies and resource management, including effects on indigenous peoples</b></p> <p>Sample topics:</p> <ul style="list-style-type: none"><li>○ deforestation</li><li>○ mining</li><li>○ oil and gas</li><li>○ fisheries</li><li>○ infrastructure development</li><li>○ relocation of communities</li></ul> <p>Key questions:</p> <ul style="list-style-type: none"><li>○ How should decisions about economic policy and resource management be made?</li><li>○ How should societies balance economic development with the protection of the environment?</li></ul>	<p><b>global poverty and inequality issues, including class structure and gender</b></p> <p>⇒ treatment of minority populations in Canada and in other cultures and societies you have studied (e.g., segregation, assimilation, integration, and pluralism; multiculturalism policies; settlement patterns; residential schools, South African Apartheid, the Holocaust, internment of Japanese-Canadians, Head Tax on Chinese immigrants; caste and class systems)</p> <p>⇒ treatment of indigenous people</p> <p>⇒ How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada’s past or in other societies (e.g., systemic discrimination, overt racism)?</p> <p><b>different systems of government</b></p> <p>⇒ indigenous governance</p>



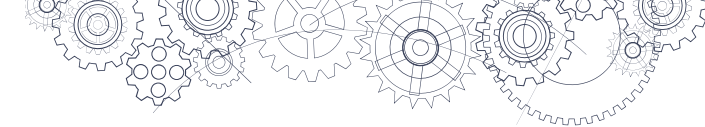


SOCIAL STUDIES

Grade 7

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p><b>Assess the significance of people, places, events, or developments at particular times and places</b></p> <p>⇒ <i>Identify specific examples of influences and contributions from ancient cultures (e.g., writing system, number system, philosophy, education, religion and spirituality, visual arts, drama, architecture, timekeeping) and assess their significance.</i></p> <p><b>Identify what the creators of accounts, narratives, maps, or texts have determined is significant</b></p> <p><b>Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions</b></p> <p>⇒ <i>What can we learn from ancient civilizations based on the artifacts we have found?</i></p> <p>⇒ <i>How do artifacts and monuments reflect the surrounding geography?</i></p> <p><b>Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places</b></p>
Content		<p><b>human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources</b></p> <p><b>origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas</b></p> <p>⇒ <i>representations of the world according to the religions, spiritual beliefs, myths, stories, knowledge, and languages of past civilizations and cultures</i></p> <p><b>social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas</b></p>





SOCIAL STUDIES

Grade 8

	Explicit	Implicit
Big Ideas		<b>Contacts and conflicts between peoples stimulated significant cultural, social, political change.</b>
Curricular Competencies		<b>Assess the significance of people, places, events, or developments at particular times and places</b> <b>Identify what the creators of accounts, narratives, maps, or texts have determined is significant</b> <b>Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences</b> ⇒ <i>What would have been the impacts if the indigenous peoples of the Americas had been immune to smallpox and other diseases?</i> <b>Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places</b> <b>Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past</b> ⇒ <i>How are different groups represented in various cultural narratives?</i>
Content		<b>social, political, and economic systems and structures, including those of at least one indigenous civilization</b> <b>scientific and technological innovations</b> ⇒ <i>agriculture</i> <b>interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</b> <b>exploration, expansion, and colonization</b> ⇒ <i>contact and conflict</i>





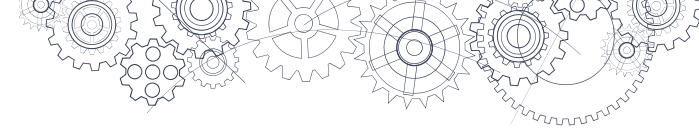


SOCIAL STUDIES

Grade 9

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p><b>Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group</b></p> <p>⇒ <i>Compare and contrast the events considered by English-Canadian, French-Canadian, and First Peoples scholars to be the most significant during this period.</i></p> <p><b>Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence</b></p> <p>⇒ <i>What evidence is there that imperialism and colonialism still influence present-day relationships between countries and groups?</i></p> <p><b>Compare and contrast continuities and changes for different groups at the same time period</b></p> <p>⇒ <i>In what ways has the colonization of Canada made life better or worse? And for whom?</i></p> <p><b>Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments</b></p> <p>⇒ <i>What are the most significant reasons for colonial expansion?</i></p> <p><b>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs</b></p> <p>⇒ <i>Compare primary and secondary sources about a controversial historical person.</i></p> <p><b>Recognize implicit and explicit ethical judgments in a variety of sources</b></p> <p><b>Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond</b></p> <p>⇒ <i>Were American and Canadian/British policies toward First Peoples an example of pre-twentieth century genocide?</i></p> <p>⇒ <i>What key factors influenced decisions about who should have the vote (e.g., why were women given the vote after World War I and First Peoples were not?)?</i></p>



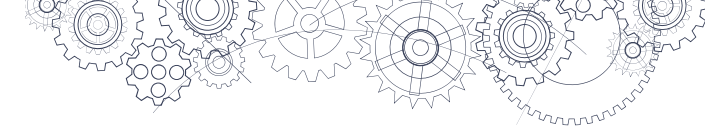


SOCIAL STUDIES

Grade 9 (continued)

	Explicit	Implicit
Content	<p><b>the continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world</b></p> <p><i>Sample topics:</i></p> <ul style="list-style-type: none"><li>○ <i>impact of treaties on First Peoples (e.g., numbered treaties, Vancouver Island treaties)</i></li><li>○ <i>impact of the Indian Act, including reservations and the residential school system</i></li><li>○ <i>interactions between Europeans and First Peoples</i></li></ul> <p><i>Key questions:</i></p> <ul style="list-style-type: none"><li>○ <i>What were the motivations for imperialism and colonialism during this period?</i></li><li>○ <i>What role does imperialism and colonialism from this period have on events in present-day Canada and around the world?</i></li></ul>	<p><b>discriminatory policies, attitudes, and historical wrongs</b></p> <ul style="list-style-type: none"><li>⇒ <i>discriminatory policies toward First Peoples, such as the Indian Act, potlatch ban, residential schools</i></li><li>⇒ <i>internments</i></li><li>⇒ <i>social history</i></li><li>⇒ <i>responses to discrimination in Canada</i></li><li>⇒ <i>How might specific examples of past incidents of inequality (e.g., Head Tax on Chinese immigrants, internment of Japanese-Canadians, residential schools, suffrage, discriminatory federal government labour practices related to gender and sexual orientation) be handled today under the Canadian Charter of Rights and Freedoms?</i></li></ul> <p><b>physiographic features of Canada and geological processes</b></p> <ul style="list-style-type: none"><li>⇒ <i>Role-play negotiations between a wide range of stakeholders involved in the decision to build a new mine or oil pipeline</i></li><li>⇒ <i>What perspectives do different groups (e.g., environmental groups, people employed in the forest industry, First Peoples, urban and rural populations) have on the use of natural resources?</i></li></ul>





SOCIAL STUDIES

Grade 10

	Explicit	Implicit
Big Ideas		<p><b>Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.</b></p> <p><b>Worldviews lead to different perspectives and ideas about developments in Canadian society.</b></p> <p><b>Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.</b></p>
Curricular Competencies		<p><b>Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group</b></p> <p>⇒ <i>What is the role of place in Canadians' sense of belonging and identity?</i></p> <p><b>Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data</b></p> <p>⇒ <i>Whose stories are told and whose stories are missing in the narratives of Canadian history?</i></p> <p><b>Compare and contrast continuities and changes for different groups at particular times and places</b></p> <p>⇒ <i>Whose stories are told and whose stories are missing in the narratives of Canadian history?</i></p> <p><b>Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences</b></p> <p>⇒ <i>To what extent have First Peoples influenced the development of economic and political policy in Canada?</i></p> <p>⇒ <i>How do humans' relationships with land impact political and economic ideologies?</i></p> <p>⇒ <i>How do different political parties address historical or contemporary problems?</i></p> <p><b>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs</b></p> <p>⇒ <i>How do art, media, and innovation inform a shared collective identity?</i></p> <p><b>Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond</b></p> <p>⇒ <i>What are the strengths and limitations of different forms of government?</i></p>



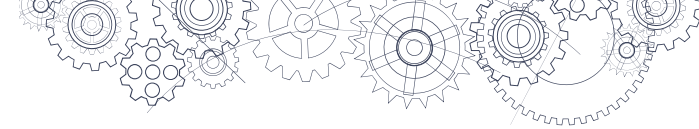


SOCIAL STUDIES

Grade 10 (continued)

	Explicit	Implicit
Content	<p><b>government, First Peoples governance, political institutions, and ideologies</b></p> <ul style="list-style-type: none"><li>⇒ consensus-based governance (e.g., Nunavut) and First Peoples self-governance models (e.g., Sechelt, Nisga'a, Tsawwassen)</li><li>⇒ levels and branches of government:<ul style="list-style-type: none"><li>– local, regional, territorial, provincial, federal</li></ul></li><li>⇒ Indian Act:<ul style="list-style-type: none"><li>– Crown- and federal government-imposed governance structures on First Peoples communities (e.g., band councils)</li><li>– title, treaties, and land claims (e.g., Nisga'a Treaty, Haida Gwaii Strategic Land Use Decision, Tsilhqot'in decision)</li></ul></li></ul>	<p><b>environmental, political, and economic policies</b></p> <ul style="list-style-type: none"><li>⇒ stakeholders (e.g., First Peoples; industry and corporate leaders; local citizens; grassroots movements; special interest groups, including environmental organizations)</li><li>⇒ other considerations in policy development, including cultural, societal, spiritual, land use, environmental</li></ul> <p><b>Canadian autonomy</b></p> <ul style="list-style-type: none"><li>⇒ Canada (treaties with First Peoples, Quebec sovereignty movements)</li></ul> <p><b>Canadian identities</b></p> <ul style="list-style-type: none"><li>⇒ First Peoples identities (e.g., status, non-status, First Nations, Métis, Inuit)</li><li>⇒ manifestations or representations</li><li>⇒ First Peoples arts, traditions, languages</li><li>⇒ 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)</li></ul> <p><b>discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments</b></p> <ul style="list-style-type: none"><li>⇒ national or ethnic discrimination</li><li>⇒ Indian Act (e.g., residential schools, voting rights, reserves and pass system, Sixties Scoop, and the White Paper)</li></ul> <p><b>advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission</b></p> <ul style="list-style-type: none"><li>⇒ 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)</li><li>⇒ anti-racism education and actions</li><li>⇒ First Peoples protest and advocacy movements (e.g., National Indian Brotherhood)</li><li>⇒ 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)</li></ul> <p><b>domestic conflicts and co-operation</b></p> <ul style="list-style-type: none"><li>⇒ First Peoples actions:<ul style="list-style-type: none"><li>– involvement in Meech Lake Accord</li><li>– Oka Crisis, Gustafsen Lake Standoff, Ipperwash Crisis, Shannon’s Dream (Attawapiskat)</li><li>– Idle No More</li></ul></li><li>⇒ national and regional First Peoples organizations:<ul style="list-style-type: none"><li>– National Indian Brotherhood</li><li>– Assembly of First Nations</li></ul></li></ul>





SOCIAL STUDIES

Explorations in Social Studies 11

<i>Based on your students' interests, your strengths, and your department's course offerings, you may combine Big Ideas and Content, and add Elaborations to the Curricular Competencies to construct the curriculum for your course</i>	Explicit	Implicit
<p><b>Big Ideas</b></p> <p><i>Select the Big Ideas that best suit the course you are offering. Note that the Big Ideas below are from or adapted from Grade 12 courses – the course name is identified in parentheses after each Big Idea. (Note: You may want to refer to other Social Studies curricula for other Big Ideas that reflect your intent.)</i></p>	<p><b>Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples (from B.C. First Peoples 12).</b></p>	<p>Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures (from Comparative Cultures 12).</p> <p>Physical features and natural resources influence demographic patterns and population distribution (adapted from Human Geography 12).</p> <p>Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism (from Contemporary Indigenous Studies 12).</p> <p>Religion can powerfully shape social, political, legal, and environmental values (from Comparative World Religions 12).</p> <p>The intentional destruction of peoples and their cultures is not inevitable, and such attempts can be disrupted and resisted (from Genocide Studies 12).</p> <p>A society's laws and legal framework affect many aspects of people's daily lives (from Law Studies 12).</p> <p>Social justice initiatives can transform individuals and systems (from Social Justice 12).</p>
<p><b>Curricular Competencies</b></p>		<p>Assess the significance of people, places, events, phenomena, ideas, or developments (significance)</p> <p>Assess the credibility and justifiability of evidence, data, and interpretations (evidence)</p> <p>Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change)</p> <p>Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments (cause and consequence)</p> <p>Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective)</p> <p>Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgment)</p>
<p><b>Content</b></p> <p><i>Select at least three topics from the Content column. Note that the name of the course the Content is drawn from is in parentheses after each content description.</i></p>	<p><b>diversity of B.C. First Peoples territories and communities (adapted from B.C. First Peoples 12)</b></p>	<p>colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12)</p> <p>systems of power and governance in global cultures (adapted from Comparative Cultures 12)</p> <p>rights of individuals in Canada (adapted from Law Studies 12)</p> <p>methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12)</p> <p>sacred texts, traditions, and narratives of cultures (from Comparative World Religions 12)</p> <p>recognition of and responses to genocide (from Genocide Studies 12)</p>





SOCIAL STUDIES

Francophone History and Culture 11

	Explicit	Implicit
Big Ideas		<p><b>Social/collective identity is influenced by language and constantly changes over time.</b></p> <p><b>The survival of a language and its related cultures requires the involvement of multiple stakeholders in the community.</b></p>
Curricular Competencies		<p><b>Assess the significance of people, places, events, and developments, and compare varying perspectives on their significance at particular times and places, and from group to group</b></p> <ul style="list-style-type: none"><li>⇒ <i>What factors can cause people, places, events, and developments to become more or less significant?</i></li><li>⇒ <i>What factors can make people, places, events, and developments significant to different people?</i></li><li>⇒ <i>What criteria should be used to assess the significance of people, places, events, and developments?</i></li><li>⇒ <i>Use criteria to rank the most important people, places, events, and developments in the current unit of study.</i></li><li>⇒ <i>Compare how different groups assess the significance of people, places, events, and developments.</i></li></ul> <p><b>Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data</b></p> <ul style="list-style-type: none"><li>⇒ <i>How much about various people, places, events, and developments can be known and how much is unknowable?</i></li><li>⇒ <i>Compare and contrast multiple accounts of the same event and evaluate their usefulness as historical sources.</i></li><li>⇒ <i>Examine what sources are available and what sources are missing and evaluate how the available evidence shapes your perspective on the people, places, events, and developments studied.</i></li></ul> <p><b>Infer and explain different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs</b></p> <ul style="list-style-type: none"><li>⇒ <i>What sources of information can people today use to try to understand what people in different times and places believed?</i></li></ul> <p><b>Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond</b></p> <ul style="list-style-type: none"><li>⇒ <i>Should people of today have any responsibility for actions taken in the past?</i></li><li>⇒ <i>Can people of the past be celebrated for great achievements if they have also done things today considered unethical?</i></li></ul>
Content	<p><b>local, regional, and national co-operation and conflicts between different groups, including First Peoples</b></p> <ul style="list-style-type: none"><li>⇒ <i>influence of First Peoples on migratory movements by French Canadians</i></li><li>⇒ <i>origins of the Métis Nation</i></li><li>⇒ <i>influence of Aboriginal cultures on the development of French-Canadian culture (e.g., maple syrup production, snowshoeing, canoeing)</i></li></ul>	<p><b>interaction of Francophone populations with their environment</b></p> <ul style="list-style-type: none"><li>⇒ <i>influence of First Peoples on migratory movements by French Canadians (e.g., North West Company)</i></li></ul> <p><b>linguistic rights and discriminatory policies in Canada</b></p>



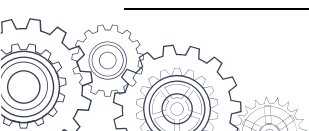


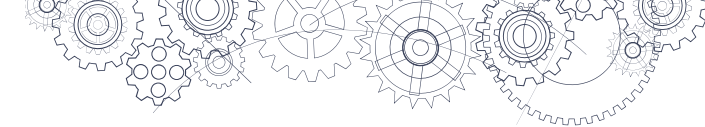


SOCIAL STUDIES

20th Century World History 12

	Explicit	Implicit
Big Ideas		<p><b>Nationalist movements can unite people in common causes or lead to intense conflict between different groups.</b></p> <p><b>The rapid development and proliferation of technology in the 20th century led to profound social, economic, and political changes.</b></p> <p><b>The breakdown of long-standing empires created new economic and political systems.</b></p>
Curricular Competencies		<p><b>Assess the significance of people, locations, events, and developments, and compare varying perspectives on their significance at particular times and places, and from group to group</b></p> <ul style="list-style-type: none"><li>⇒ <i>What factors can cause people, places, events, or developments to become more or less significant?</i></li><li>⇒ <i>What factors can make people, places, events, or developments significant to different people?</i></li><li>⇒ <i>What criteria should be used to assess the significance of people, places, events, or developments?</i></li><li>⇒ <i>Use criteria to rank the most important people, places, events, or developments in their current unit of study.</i></li><li>⇒ <i>Compare how different groups assess the significance of people, places, events, or developments.</i></li></ul> <p><b>Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence</b></p> <ul style="list-style-type: none"><li>⇒ <i>How much about various people, places, events, or developments can be known and how much is unknowable?</i></li><li>⇒ <i>Compare and contrast multiple accounts of the same event and evaluate their usefulness as historical sources.</i></li><li>⇒ <i>Examine what sources are available and what sources are missing and evaluate how the available evidence shapes our perspective on the people, places, events, or developments studied.</i></li></ul> <p><b>Explain different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs</b></p> <ul style="list-style-type: none"><li>⇒ <i>What sources of information can people today use to try and understand what people in different times and places believed?</i></li></ul> <p><b>Make reasoned ethical judgments about controversial actions in the past and present, and assess whether we have a responsibility to respond</b></p> <ul style="list-style-type: none"><li>⇒ <i>Should people of today have any responsibility for actions taken in the past?</i></li><li>⇒ <i>Can people of the past be celebrated for great achievements if they have also done things today considered unethical?</i></li></ul>
Content	<p><b>human rights movements, including indigenous peoples movements</b></p>	<p><b>religious, ethnic, and/or cultural conflicts, including genocide</b></p> <ul style="list-style-type: none"><li>⇒ <i>cultural genocide of indigenous peoples</i></li></ul> <p><b>migrations, movements, and territorial boundaries</b></p> <p><b>social and cultural developments</b></p>



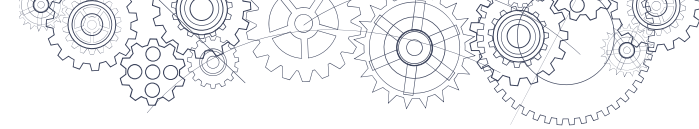


SOCIAL STUDIES

Asian Studies 12

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p><b>Assess the significance of people, locations, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group</b></p> <ul style="list-style-type: none"><li>⇒ <i>What factors can cause people, locations, events, or developments to become more or less significant?</i></li><li>⇒ <i>What factors can make people, locations, events, or developments significant to different people?</i></li><li>⇒ <i>What criteria should be used to assess the significance of people, locations, events, or developments?</i></li><li>⇒ <i>Use criteria to rank the most important people, locations, events, or developments in the current unit of study.</i></li><li>⇒ <i>Compare how different groups assess the significance of people, locations, events, or developments.</i></li></ul> <p><b>Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence</b></p> <ul style="list-style-type: none"><li>⇒ <i>How much about various people, locations, events, or developments can be known and how much is unknowable?</i></li><li>⇒ <i>Compare and contrast multiple accounts of the same event and evaluate their usefulness as historical sources.</i></li><li>⇒ <i>Examine what sources are available and what sources are missing and evaluate how the available evidence shapes our perspective on the people, places, events, or developments studied.</i></li></ul> <p><b>Explain different perspectives on past or present people, locations, issues, or events by considering prevailing norms, values, worldviews, and beliefs</b></p> <ul style="list-style-type: none"><li>⇒ <i>What sources of information can people today use to try and understand what people in different times and places believed?</i></li></ul> <p><b>Make reasoned ethical judgments about controversial actions in the past and present</b></p> <ul style="list-style-type: none"><li>⇒ <i>Should people of today have any responsibility for actions taken in the past?</i></li><li>⇒ <i>Can people of the past be celebrated for great achievements if they have also done things today considered unethical today?</i></li></ul>
Content		<b>local, regional, and national identities</b>



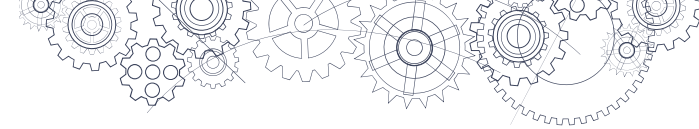


## SOCIAL STUDIES

## B.C. First Peoples 12

	Explicit	Implicit
Big Ideas	<p>The identities, worldviews, and languages of B.C. First Peoples are renewed, sustained, and transformed through their connection to the land.</p> <p>The impact of contact and colonialism continues to affect the political, social, and economic lives of B.C. First Peoples.</p> <p>Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples.</p> <p>Through self-governance, leadership, and self-determination, B.C. First Peoples challenge and resist Canada's ongoing colonialism.</p>	
Curricular Competencies	<p>Using appropriate protocols, 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</p> <p>Assess the significance of people, events, places, issues, or developments in the past and present</p> <p>Key questions:</p> <ul style="list-style-type: none"><li>○ What factors can cause people, events, places, issues, or developments to become more or less significant?</li><li>○ What factors can make people, events, places, issues, or developments significant to different people?</li><li>○ What criteria should be used to assess the significance of people, events, places, issues, or developments?</li></ul> <p>Sample activities:</p> <ul style="list-style-type: none"><li>○ Use criteria to rank the most important people, events, places, issues, or developments in the current unit of study.</li><li>○ Compare how different groups assess the significance of people, events, places, issues, or developments.</li></ul> <p>Identify what the creators of accounts, narratives, or maps have determined to be significant</p> <p>Using appropriate protocols, 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)</p> <p>⇒ 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.</p> <p>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)</p> <p>Key questions:</p> <ul style="list-style-type: none"><li>○ What factors lead to changes or continuities affecting groups of people differently?</li><li>○ 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?</li><li>○ 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?</li></ul> <p>Sample activity:</p> <ul style="list-style-type: none"><li>○ Compare how different groups benefited or suffered as a result of a particular change.</li></ul>	



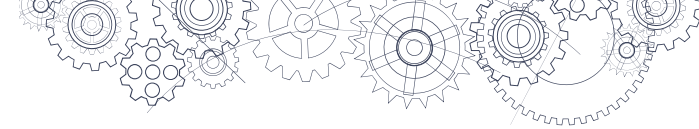


# SOCIAL STUDIES

# B.C. First Peoples 12 (continued)

	Explicit	Implicit
Curricular Competencies (continued)	<p><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></p> <p>Key questions:</p> <ul style="list-style-type: none"><li>○ What is the role of chance in particular actions, events, decisions, or developments?</li><li>○ Are there events with positive long-term consequences but negative short-term consequences, or vice versa?</li></ul> <p>Sample activities:</p> <ul style="list-style-type: none"><li>○ Assess whether the results of a particular action were intended or unintended consequences.</li><li>○ Evaluate the most important causes or consequences of various actions, events, decisions, or developments.</li></ul> <p><b>Assess the connectedness or the reciprocal relationship between people and place</b></p> <p><b>Explain different perspectives on past or present people, places, issues, or events, and distinguish between worldviews of today and the past</b></p> <p><b>Explain and infer perspectives and sense of place, and compare varying perspectives on land and place</b></p> <p><b>Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember, reconcile, or respond</b></p> <ul style="list-style-type: none"><li>⇒ Should people of today have any responsibility for actions taken in the past?</li><li>⇒ Can people of the past be celebrated for great achievements if they have also done things today considered unethical today?</li></ul>	
Content	<p><b>traditional territories of the B.C. First Nations and relationships with the land</b></p> <ul style="list-style-type: none"><li>⇒ traditional territories of local First Nations</li><li>⇒ Traditional territories may overlap.</li><li>⇒ difference between political boundaries and traditional territories</li><li>⇒ how the land shapes and influences First Peoples worldview (e.g., stewardship, cultural practices of the land, relationship to language)</li><li>⇒ cultural and linguistic diversity that exists among B.C. First Peoples</li></ul> <p><b>role of oral tradition for B.C. First Peoples</b></p> <ul style="list-style-type: none"><li>⇒ Elders as knowledge keepers who share the history of their people and lands</li><li>⇒ oral tradition as valid and legal evidence (e.g., Delgamuukw v. B.C., 1997; ownership of property, territory, and political agreements)</li><li>⇒ stories, songs, music, and dance as forms of narrative</li><li>⇒ Oral tradition shapes identity and connects to the past, present, and future.</li><li>⇒ Oral tradition provides guiding principles for living.</li><li>⇒ indigenous concept of time (e.g., spiralling versus linear)</li></ul> <p><b>impact of historical exchanges of ideas, practices, and materials among local B.C. First Peoples and with non-indigenous peoples</b></p> <ul style="list-style-type: none"><li>⇒ trade networks and routes</li><li>⇒ settlement and migration patterns</li><li>⇒ maritime and land fur trade</li><li>⇒ exchange of goods, technology, economy, knowledge</li><li>⇒ industries (e.g., gold rush, whaling)</li></ul>	



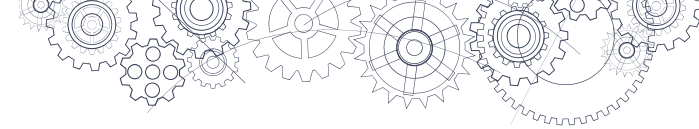


SOCIAL STUDIES

B.C. First Peoples 12 (continued)

	Explicit	Implicit
Content (continued)	<p><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></p> <ul style="list-style-type: none"><li>⇒ <i>Indian Act and its amendments</i></li><li>⇒ <i>enfranchisement</i></li><li>⇒ <i>White Paper, Red Paper (Alberta), Brown Paper (B.C.)</i></li><li>⇒ <i>residential schools, including federal apology, Truth and Reconciliation Commission and Report</i></li><li>⇒ <i>treaties, including fishing and hunting rights</i></li><li>⇒ <i>Sixties Scoop and foster care system</i></li><li>⇒ <i>Canada’s constitution (e.g., Meech Lake and Charlottetown Accords, Canadian Charter of Rights and Freedoms)</i></li><li>⇒ <i>UN Declaration on the Rights of Indigenous Peoples</i></li></ul> <p><b>resistance of B.C. First Peoples to colonialism</b></p> <ul style="list-style-type: none"><li>⇒ <i>political actions of local and provincial indigenous groups (e.g., Union of British Columbia Indian Chiefs, Métis Nation British Columbia)</i></li><li>⇒ <i>Tsilhqot’in War</i></li><li>⇒ <i>Gustafsen Lake</i></li><li>⇒ <i>Idle No More</i></li><li>⇒ <i>Judicial cases (e.g., Calder, 1973; Guerin, 1984; Sparrow, 1990; Van der Peet, 1996)</i></li><li>⇒ <i>Cindy Blackstock and the Canadian Human Rights Tribunal ruling</i></li><li>⇒ <i>ecological justice and protests (e.g., pipelines, logging, hydraulic fracturing, liquefied natural gas, hydroelectricity)</i></li></ul> <p><b>role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of B.C. First Peoples</b></p> <ul style="list-style-type: none"><li>⇒ <i>portrayal and representation of First Peoples in media</i></li><li>⇒ <i>repatriation and ownership of cultural objects</i></li><li>⇒ <i>ethics of copyright, patent rights, intellectual property, and appropriation</i></li></ul> <p><b>commonalities and differences between governance systems of traditional and contemporary B.C. First Peoples</b></p> <ul style="list-style-type: none"><li>⇒ <i>traditional governance</i></li><li>⇒ <i>band system</i></li><li>⇒ <i>land claims and self-governance</i></li></ul> <p><b>contemporary challenges facing B.C. First Peoples, including legacies of colonialism</b></p> <ul style="list-style-type: none"><li>⇒ <i>missing and murdered women</i></li><li>⇒ <i>stereotypes and institutionalized racism</i></li><li>⇒ <i>intergenerational trauma</i></li><li>⇒ <i>judicial and correctional system</i></li><li>⇒ <i>child welfare system</i></li><li>⇒ <i>conditions on reserves (e.g., water, housing, education)</i></li></ul>	





# SOCIAL STUDIES

# Comparative Cultures 12

	Explicit	Implicit
Big Ideas		<p><b>Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures.</b></p> <p><b>Interactions between belief systems, social organization, and languages influence artistic expressions of culture.</b></p> <p><b>Value systems and belief systems shape the structures of power and authority within a culture.</b></p>
Curricular Competencies		<p><b>Assess the significance of cultural expressions at particular times and places</b></p> <ul style="list-style-type: none"><li>⇒ <i>What factors can cause people, places, events, or developments to become more or less significant?</i></li><li>⇒ <i>What factors can make people, places, events, or developments significant to different people?</i></li><li>⇒ <i>What criteria should be used to assess the significance of people, places, events, or developments?</i></li><li>⇒ <i>Use criteria to rank the most important people, places, events, or developments in the current unit of study.</i></li><li>⇒ <i>Compare how different groups assess the significance of people, places, events, or developments.</i></li></ul> <p><b>Evaluate inferences about the content, origins, purposes, context, reliability, and usefulness of multiple sources from the past and present</b></p> <ul style="list-style-type: none"><li>⇒ <i>How much about various people, places, events, or developments can be known and how much is unknowable?</i></li></ul> <p><b>Explain different perspectives on past and present cultures</b></p> <ul style="list-style-type: none"><li>⇒ <i>What sources of information can people today use to try to understand what people in different times and places believed?</i></li></ul> <p><b>Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond</b></p> <ul style="list-style-type: none"><li>⇒ <i>Should people of today have any responsibility for actions taken in the past?</i></li><li>⇒ <i>Can people of the past be celebrated for great achievements if they have also done things today considered unethical today?</i></li></ul>





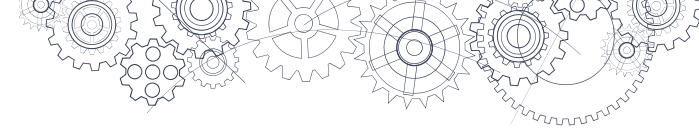


SOCIAL STUDIES

Comparative Cultures 12 (continued)

	Explicit	Implicit
Content	<p><b>traditional territories of the B.C. First Nations and relationships with the land</b></p> <ul style="list-style-type: none"><li>⇒ traditional territories of local First Nations</li><li>⇒ Traditional territories may overlap.</li><li>⇒ difference between political boundaries and traditional territories</li><li>⇒ how the land shapes and influences First Peoples worldview (e.g., stewardship, cultural practices of the land, relationship to language)</li><li>⇒ cultural and linguistic diversity that exists among B.C. First Peoples</li></ul> <p><b>role of oral tradition for B.C. First Peoples</b></p> <ul style="list-style-type: none"><li>⇒ Elders as knowledge keepers who share the history of their people and lands</li><li>⇒ oral tradition as valid and legal evidence (e.g., Delgamuukw v. B.C., 1997; ownership of property, territory, and political agreements)</li><li>⇒ stories, songs, music, and dance as forms of narrative</li><li>⇒ Oral tradition shapes identity and connects to the past, present, and future.</li><li>⇒ Oral tradition provides guiding principles for living.</li><li>⇒ indigenous concept of time (e.g., spiralling versus linear)</li></ul> <p><b>impact of historical exchanges of ideas, practices, and materials among local B.C. First Peoples and with non-indigenous peoples</b></p> <ul style="list-style-type: none"><li>⇒ trade networks and routs</li><li>⇒ settlement and migration patterns</li><li>⇒ maritime and land fur trade</li><li>⇒ exchange of goods, technology, economy, knowledge</li><li>⇒ industries (e.g., gold rush, whaling)</li></ul>	<p><b>definitions of culture and how these have changed over time</b></p> <ul style="list-style-type: none"><li>⇒ terminology such as “civilized” and “uncivilized”</li><li>⇒ different perspectives when defining culture</li></ul> <p><b>elements of culture and cultural expressions</b></p> <ul style="list-style-type: none"><li>⇒ language</li><li>⇒ key forms of artistic expression</li><li>⇒ use of symbols and imagery</li><li>⇒ materials and techniques used by different cultures</li></ul> <p><b>systems of power, authority, and governance</b></p> <ul style="list-style-type: none"><li>⇒ leadership roles within cultures</li></ul> <p><b>role of value systems and belief systems in the development of cultures</b></p> <p><b>interactions and exchanges between cultures</b></p> <ul style="list-style-type: none"><li>⇒ exchanges of ideas and cultural transmission</li><li>⇒ spread of technologies</li><li>⇒ spread of religion and philosophy</li><li>⇒ land-based and sea-based trade between cultures</li></ul> <p><b>interactions between cultures and the natural environment</b></p> <ul style="list-style-type: none"><li>⇒ climate and native plants and animals</li><li>⇒ natural resources and economic development</li><li>⇒ human adaptation to the physical environment:<ul style="list-style-type: none"><li>– Polynesian wayfinders’ use of ocean currents</li><li>– Cree seasonal hunting practices</li><li>– fish farming in B.C.</li><li>– transportation issues in local urban development</li></ul></li><li>⇒ degrees of separation between the physical environment and cultural world:<ul style="list-style-type: none"><li>– Canadian First Peoples community water supplies</li></ul></li><li>⇒ interdependence of cultural identity and the physical environment</li></ul>



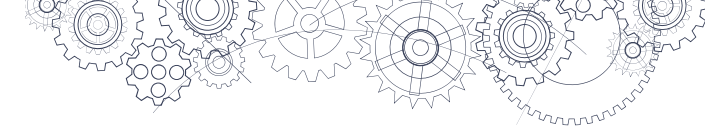


SOCIAL STUDIES

Comparative World Religions 12

	Explicit	Implicit
Big Ideas		Religion can powerfully shape social, political, legal, and environmental values. Comparing beliefs provides insights into and understanding of diverse global cultures and peoples.
Curricular Competencies		Explain the significance of texts, philosophies, events, or developments at particular times and places within various belief systems Explain different religious perspectives on past or present people, places, issues, or events
Content	core beliefs, practices, and ethics of world religions, including spirituality in First Peoples cultures	characteristics of religion, mythology, and spirituality ⇒ What is the relationship between spirituality and worldviews for First Peoples in Canada? sacred texts, traditions, and narratives ⇒ indigenous oral traditions art, architecture, narratives, and other forms of expressions relationship between religion and government at different times and places





SOCIAL STUDIES

Contemporary Indigenous Studies 12

	Explicit	Implicit
Big Ideas		<p>The identities, worldviews, and languages of indigenous peoples are renewed, sustained, and transformed through their connection to the land.</p> <p>Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism.</p> <p>Indigenous peoples continue to advocate and assert rights to self-determination.</p> <p>Reconciliation requires all colonial societies to work together to foster healing and address injustices.</p>
Curricular Competencies	<p>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</p> <p>Use indigenous principles of learning (holistic, experiential, reflective, and relational) to better understand connectedness and the reciprocal relationship of First Peoples to the land</p> <p>Using appropriate protocols, ask questions and corroborate inferences of Elders and other local knowledge keepers through oral traditions, indigenous knowledge, memory, history, and story</p> <p>⇒ 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.</p>	<p>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</p> <p>Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs</p> <p>Make reasoned ethical claims about actions in the past and present after considering the context and values of the times</p> <p>⇒ Should people of today have any responsibility for actions taken in the past?</p> <p>⇒ Can people of the past be celebrated for great achievements if they have also done things considered unethical today?</p>
Content		<p>varied identities and worldviews of indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land</p> <p>factors that sustain and challenge the identities and worldviews of indigenous peoples</p> <p>⇒ factors that sustain the identities and worldviews of indigenous peoples:</p> <ul style="list-style-type: none"><li>– connections to family and community, the land, the spirits, and the ancestors</li><li>– Elders’ presence, guidance, and wisdom</li><li>– speaking the indigenous language of one’s own people</li><li>– ceremonial practices</li><li>– oral traditions</li></ul> <p>⇒ factors that challenge the identities and worldviews of indigenous peoples:</p> <ul style="list-style-type: none"><li>– disconnection from traditional territories and cultural teachings</li><li>– evolution of a sense of indigeneity</li><li>– impact of residential schools and modern education</li><li>– stereotypes and institutionalized racism</li><li>– media portrayals and representations of indigenous peoples</li></ul>



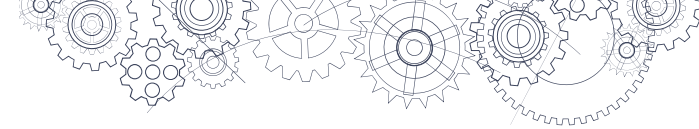


SOCIAL STUDIES

Contemporary Indigenous Studies 12 (continued)

	Explicit	Implicit
Content (continued)		<ul style="list-style-type: none"><li>– legislation (e.g., Indian Act, Bill C-31, enfranchisement)</li><li>– migration to urban areas</li></ul> <p><b>resilience and survival of indigenous peoples in the face of colonialism</b></p> <ul style="list-style-type: none"><li>⇒ resurgence of traditional forms of art, literature, dance, and music</li><li>⇒ emergence of contemporary indigenous arts</li><li>⇒ indigenous websites and social media</li><li>⇒ indigenous literature</li><li>⇒ increased presence in academia, and decolonization of places of study and learning</li><li>⇒ language revitalization</li><li>⇒ practice of traditional systems, including protocols and ceremonies</li></ul> <p><b>responses to inequities in the relationships of indigenous peoples with governments in Canada and around the world</b></p> <ul style="list-style-type: none"><li>⇒ United Nations Declaration of the Rights of Indigenous Peoples (Framework for Reconciliation)</li><li>⇒ local and regional indigenous organizations</li><li>⇒ modern treaties and self-government</li><li>⇒ Royal Commission on Aboriginal Peoples</li><li>⇒ Indian Residential Settlement Agreement</li><li>⇒ Truth and Reconciliation Commission of Canada</li><li>⇒ disputes over land rights and use (e.g., Oka, Ipperwash, Gustafsen Lake)</li><li>⇒ Métis status and rights (e.g., Daniels case)</li><li>⇒ advocacy and activism</li></ul> <p><b>restoring balance through truth, healing, and reconciliation in Canada and around the world</b></p> <ul style="list-style-type: none"><li>⇒ Royal Commission on Aboriginal Peoples</li><li>⇒ Final Report of the Truth and Reconciliation Commission of Canada and Calls to Action</li><li>⇒ community healing initiatives</li><li>⇒ cultural resilience (e.g., language, art, music, and dance as healing)</li><li>⇒ culturally relevant systems (e.g., restorative justice model)</li></ul>





SOCIAL STUDIES

Economic Theory 12

	Explicit	Implicit
Big Ideas		Economic systems have underlying and often opposing ethical standards and implications.
Curricular Competencies		Assess how economic theories affected social and political change (cause and consequence) Explain different perspectives on past and present economic theories by considering prevailing norms, values, worldviews, and beliefs (perspective)
Content	<b>contemporary economics and First Peoples</b> ⇒ historical economic systems of B.C. and Canadian First Peoples ⇒ socio-economic conditions for First Peoples in Canada ⇒ 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	





SOCIAL STUDIES

Genocide Stories 12

	Explicit	Implicit
Big Ideas		<b>The intentional destruction of peoples and their cultures is not inevitable, and such attempts can be disrupted and resisted.</b>
Curricular Competencies		<p><b>Assess the significance of people, locations, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group</b></p> <ul style="list-style-type: none"><li>⇒ <i>What factors can cause people, locations, events, or developments to become more or less significant?</i></li><li>⇒ <i>What factors can make people, locations, events, or developments significant to different people?</i></li><li>⇒ <i>What criteria should be used to assess the significance of people, locations, events, or developments?</i></li><li>⇒ <i>Use criteria to rank the most important people, locations, events, or developments in the current unit of study.</i></li><li>⇒ <i>Compare how different groups assess the significance of people, locations, events, or developments.</i></li></ul> <p><b>Assess the credibility of, and the justification for the use of, evidence after investigating the reliability of sources and data, the adequacy of evidence, and the bias of accounts and claims</b></p> <ul style="list-style-type: none"><li>⇒ <i>How much about various people, locations, events, or developments can be known and how much is unknowable?</i></li><li>⇒ <i>Examine what sources are available and what sources are missing and evaluate how the available evidence shapes your perspective on the people, locations, events, or developments studied.</i></li></ul> <p><b>Explain and infer different perspectives on past or present people, locations, issues, or events by considering prevailing norms, values, worldviews, and beliefs</b></p> <ul style="list-style-type: none"><li>⇒ <i>Is it fair to judge people of the past using modern values?</i></li><li>⇒ <i>Explain how the beliefs of people on different sides of the same issue influence their opinions.</i></li></ul> <p><b>Make reasoned ethical judgments about, and assess varying responses to, actions and events in the past or present</b></p> <ul style="list-style-type: none"><li>⇒ <i>Should people of today have any responsibility for actions taken in the past?</i></li><li>⇒ <i>Can people of the past be celebrated for great achievements if they have also done things considered unethical today?</i></li></ul>
Content		<p><b>acts of mass violence and atrocities in different global regions</b></p> <ul style="list-style-type: none"><li>⇒ <i>indigenous peoples and cultures</i></li></ul>





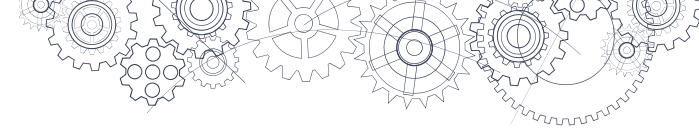


**SOCIAL STUDIES**

**Human Geography 12**

	Explicit	Implicit
Big Ideas		Human activities alter landscapes in a variety of ways.
Curricular Competencies		Assess the significance of places by identifying the physical and/or human features that characterize them Evaluate how particular geographic actions or events influence human practices or outcomes Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical value judgments)
Content	relationship between First Peoples and the environment	relationships between cultural traits, use of physical space, and impacts on the environment





# SOCIAL STUDIES

# Law Studies 12

	Explicit	Implicit
Big Ideas		<b>A society’s laws and legal framework affect many aspects of people’s daily lives.</b> <b>Laws are interpreted, and these interpretations may evolve over time as a society’s values and worldviews change.</b>
Curricular Competencies		<b>Assess and compare the significance and impact of legal systems or codes</b> ⇒ <i>Assess the significance of the Constitution Act, 1982, and the Canadian Charter of Rights and Freedoms to human rights in Canada.</i> <b>Make reasoned ethical judgments about legal systems or codes</b> ⇒ <i>Investigate ways the legal system has been used in the past to maintain inequalities.</i>
Content	<b>Canadian legislation concerning First Peoples</b> ⇒ <i>treaty processes</i> ⇒ <i>1763 Royal Proclamation</i> ⇒ <i>Indian Act</i> ⇒ <i>Truth and Reconciliation Commission</i> ⇒ <i>Constitution Act, 1982</i> ⇒ <i>right to self-determination/self-government</i> <b>indigenous legal orders and traditional laws in Canada and other global jurisdictions</b> ⇒ <i>Tlicho Nation laws in place names</i> ⇒ <i>Gitksan oral histories and traditions</i> ⇒ <i>Gitksan decentralized decision making</i> ⇒ <i>alternative dispute resolution processes, including restorative justice</i> ⇒ <i>historical relationships between peoples as a basis to negotiate treaty boundaries</i> ⇒ <i>Cree reciprocal legal responsibilities and obligations within kinship networks</i> ⇒ <i>Tsimshian injury law and patriarchal resolution</i> ⇒ <i>matrilineal and patrilineal kinship networks</i>	<b>structures and powers of the federal and provincial courts and administrative tribunals</b> ⇒ <i>discriminatory laws and reform processes</i>





SOCIAL STUDIES

Philosophy 12

	Explicit	Implicit
Big Ideas		Examining questions in philosophy allows people to question their assumptions and better understand their own beliefs.
Curricular Competencies		Assess the relevance of philosophical ideas for everyday life and current social and political issues
Content		<b>social and political philosophy</b> Sample topics: <ul style="list-style-type: none"><li>○ justice (e.g., distributive, restorative, retributive)</li><li>○ rights (e.g., positive/negative, individual/group)</li></ul>





SOCIAL STUDIES

Physical Geography 12

	Explicit	Implicit
Big Ideas		Natural processes have an impact on the landscape and human settlement.
Curricular Competencies		<p>Assess the significance of places by identifying the physical and/or human features that characterize them</p> <p>⇒ 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).</p> <p>Make reasoned ethical judgments about controversial actions in the past and/or present, and determine whether we have a responsibility to respond</p>
Content		<p>structure of, feedback within, and equilibrium of natural systems</p> <p>connections and interactions between the spheres</p> <p>natural resources and sustainability</p>



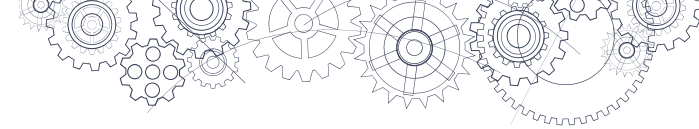


SOCIAL STUDIES

Political Studies 12

	Explicit	Implicit
Big Ideas		<p>Political institutions and ideology shape both the exercise of power and the nature of political outcomes.</p> <p>Decision making in a democratic system of government is influenced by the distribution of political and social power.</p>
Curricular Competencies		<p>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.</p> <p>Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences</p> <p>Make reasoned ethical judgments about political issues, decisions, and developments</p>
Content	<p>structure and function of Canadian and First Peoples political institutions</p> <p>⇒ federal, provincial, and territorial legislatures</p> <p>⇒ First Peoples governance</p>	<p>current and future public policy</p> <p>issues in local, regional, national, and international politics</p>





# SOCIAL STUDIES

# Social Justice 12

	Explicit	Implicit
Big Ideas		<b>The causes of social injustice are complex and have lasting impacts on society.</b>
Curricular Competencies		<p><b>Assess and compare the significance of people, places, events, or developments at particular times and places, and determine what is revealed about issues of social justice in the past and present</b></p> <ul style="list-style-type: none"><li>⇒ <i>What factors can cause people, places, events, or developments to become more or less significant?</i></li><li>⇒ <i>What factors can make people, places, events, or developments significant to different people?</i></li><li>⇒ <i>What criteria should be used to assess the significance of people, places, events, or developments?</i></li><li>⇒ <i>Use criteria to rank the most important people, places, events, or developments in the current unit of study.</i></li><li>⇒ <i>Compare how different groups assess the significance of people, places, events, or developments.</i></li></ul> <p><b>Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data</b></p> <ul style="list-style-type: none"><li>⇒ <i>How much about various people, places, events, or developments can be known and how much is unknowable?</i></li></ul> <p><b>Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy, or movement</b></p> <p><b>Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present</b></p> <p><b>Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong</b></p> <ul style="list-style-type: none"><li>⇒ <i>What is the difference between implicit and explicit values?</i></li><li>⇒ <i>Should people of today have any responsibility for actions taken in the past?</i></li><li>⇒ <i>Can people of the past be celebrated for great achievements if they have also done things considered unethical today?</i></li></ul>
Content		<p><b>social justice issues</b></p> <p><b>social injustices in Canada and the world affecting individuals, groups, and society</b></p> <p><b>governmental and non-governmental organizations in issues of social justice and injustice</b></p> <ul style="list-style-type: none"><li>⇒ <i>indigenous rights in Canada and globally</i></li></ul> <p><b>processes, methods, and approaches individuals, groups, and institutions use to promote social justice</b></p>







SOCIAL STUDIES

Urban Studies 12

	Explicit	Implicit
Big Ideas		The historical development of cities has been shaped by geographic, economic, political, and social factors.
Curricular Competencies		Recognize implicit and explicit ethical judgments in a variety of sources Make reasoned ethical judgments about current and past issues after considering the context and standards of right and wrong
Content		local and regional governance in B.C. and relationships with other levels of government ⇒ relationships with Treaty First Nations, Bands, and Métis Nation British Columbia functions of local and regional government ⇒ support of community organizations such as friendship centres urban planning and urban design ⇒ involving First Peoples in planning ⇒ livability and sustainability ⇒ What is the relationship between urbanization and sustainability?

