

SOCIAL STUDIES 11: Explorations (4 credits)

The Social Studies 11: Explorations draft is available for review for a short time only. The curriculum development team for Social Studies 10–12 will be meeting in December to review feedback and revise all the drafts of curriculum for grades 10–12 Social Studies.

Description

The curriculum for Social Studies 11: Explorations is designed to provide flexibility for teachers and students while ensuring that the rigorous provincial curriculum standards are met. 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.

The following pages provide a description of how to construct Social Studies 11: Explorations curriculum for your classroom.

1. Review Tables A and B to combine Big Ideas, Curricular Competencies, and Content to tailor the Social Studies 11: Explorations curriculum for you and your students.
2. You may want to use or adapt Example 1 or 2 below for your use as the curriculum for Social Studies 11: Explorations. Teachers on the curriculum development team created these Examples to illustrate the flexibility of the curriculum.

Table A: Big Ideas

- 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).
- Identify, adapt, or create Big Ideas, if desired, after you have reviewed and selected the Content topics for your course (see Table B).

<p>Rapid industrialization, urbanization, and economic growth in Asia in the late 20th century have created complex social, political, and environmental challenges (adapted from Asian Studies).</p>	<p>Cultural expressions convey the richness, diversity, and resiliency of BC First Peoples (from BC First Peoples).</p>	<p>Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures (from Comparative Cultures).</p>	<p>Physical features and natural resources influence demographic patterns and population distribution (adapted from Human Geography).</p>	<p>Understanding how political decisions are made is critical to being an informed and engaged citizen (from Political Studies).</p>
<p>The rapid development and proliferation of communication and transportation technologies in the 20th century led to profound changes in personal and national identities (from 20th Century World History).</p>	<p>Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism (from Contemporary Indigenous Studies).</p>	<p>Religion can powerfully shape social, political, legal, and environmental values (from Comparative World Religions).</p>	<p>The implementation of economic theories has profound effects on social and political decision making and movements (from Economics).</p>	<p>The intentional destruction of peoples and their cultures is not inevitable, and attempts can be disrupted and resisted (from Genocide Studies).</p>
<p>A society's laws and legal framework affects many aspects of people's daily lives (from Law Studies).</p>	<p>Examining questions in philosophy allows people to question their assumptions and better understand their own beliefs (from Philosophy).</p>	<p>Social justice initiatives can transform individuals and systems (from Social Justice).</p>	<p>Decision making in urban and regional planning requires balancing political, economic, social, and environmental factors (from Urban Studies).</p>	

Table B: Curricular Competencies and Content

- Review the Curricular Competencies. Note that the Curricular Competencies remain the same regardless of the Content selected.
- Add Elaborations to link the Curricular Competencies to the Big Ideas that you selected for your curriculum. You may want to refer to other grade 12 Social Studies curricula for Elaboration ideas.
- Select at least three topics from the Content column. Note that the course name is in parentheses after each content description.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Assess the significance of people, places, events, phenomena, ideas, or developments • Assess the credibility and justifiability of evidence, data, and interpretations • Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments • Assess the short- and long-term causes and expected and unexpected consequences of people’s actions, events, phenomena, ideas, or developments • Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments • Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond 	<p><i>Students are expected to know at least three of the following:</i></p> <ul style="list-style-type: none"> • social, cultural, or technological innovations and developments in the 20th Century (adapted from 20th Century World History) • colonialism and contemporary issues for Indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies) • current issues in local, regional, national, or global politics as represented in mass media (adapted from Political Studies) • natural resource use and local, regional, national, or global development (adapted from Human Geography) • economic development in Asia (adapted from Asian Studies) • systems of power and governance in global cultures (adapted from Comparative Cultures) • diversity of BC First People’s territories and communities (adapted from BC First Peoples) • rights of individuals in Canada (adapted from Law Studies) • representations of natural and human-made phenomena (adapted from Physical Geography) • methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice) • study of existence and reality (adapted from Philosophy) • sacred texts, traditions, and narratives of cultures (from Comparative Religion) • contemporary theories of money and investment (adapted from Economics) • recognition of and responses to genocide (from Genocide Studies) • global issues in urbanization (adapted from Urban Studies)

BIG IDEAS

Understanding how political decisions are made is critical to being an informed and engaged citizen (from Political Studies).

The intentional destruction of peoples and their cultures is not inevitable, and attempts can be disrupted and resisted (from Genocide Studies).

Examining questions in philosophy allows people to question their assumptions and better understand their own beliefs (from Philosophy).

If desired, select, adapt, or create another Big Idea you want students to understand.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions <p><i>Sample key questions:</i></p> <ul style="list-style-type: none"> How does the media influence our understanding of current issues in local, regional, national, or global politics? (Political Studies) What evidence is used in war crime trials? Compare and contrast the evidence presented in two or more trials. Why aren't all perpetrators brought to justice? (Genocide Studies) Why do we exist? What is real? What is not? Is there something beyond reality? Do we have free will? What is time and space? (Philosophy) <ul style="list-style-type: none"> Assess the significance of people, places, events, phenomena, ideas, or developments <p><i>Sample activities:</i></p> <ul style="list-style-type: none"> Assess the significance of current issues in politics (rank order, make decisions about what is significant). (Political Studies) Design a museum commemorating the (Armenian or Beothuk) genocide. What would you include and explain why? (Genocide Studies) Assess the significance of philosophers (rank order, make decisions about what is significant) in the development of an idea (e.g., Plato and Socrates on free will). (Philosophy) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Current issues in local, regional, national, or global politics as represented in mass media (adapted from <i>Political Studies</i>) <p><i>Sample topics:</i></p> <ul style="list-style-type: none"> current events fake news and post-truth authenticity of websites and other sources diverse forms of media freedom of the press and freedom of expression local news media ownership <ul style="list-style-type: none"> Recognition of and responses to genocide (from <i>Genocide Studies</i>) <p><i>Sample topics:</i></p> <ul style="list-style-type: none"> recognition, responses, apologies, reparations, redress, reconciliation, memorialization international intervention memorials and museums

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Assess the credibility and justifiability of evidence, data, and interpretations <div style="background-color: #f0f0f0; padding: 5px; margin-top: 5px;"> <p><i>Sample activities:</i></p> <ul style="list-style-type: none"> ○ Assess the credibility and justifiability of the media’s representation of different issues. (Political Studies) ○ Describe the arguments and the “evidence” used by people or groups who deny genocide. How can evidence of genocide be presented and published? (Genocide Studies) ○ Assess arguments about the nature of reality (e.g., Heraclitus and Parmenides on reality). (Philosophy) </div> • Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments <div style="background-color: #f0f0f0; padding: 5px; margin-top: 5px;"> <p><i>Sample activities:</i></p> <ul style="list-style-type: none"> ○ Identify the trends and patterns of the media’s portrayal of different issues. (Political Studies) ○ Explain how representations of genocide by the media have changed over time in different places. (Genocide Studies) ○ Track the idea of matter over time (for example from Democritus to modern quantum physics). (Philosophy) </div> • Assess the short- and long-term causes and expected and unexpected consequences of people’s actions, events, phenomena, ideas, or developments <div style="background-color: #f0f0f0; padding: 5px; margin-top: 5px;"> <p><i>Sample activities:</i></p> <ul style="list-style-type: none"> ○ Explain the causes and consequences of current issues. (Political Studies) ○ Explain the impacts of genocide on people and places (e.g., the formation of Israel). (Genocide Studies) ○ Assess the impact of Aristotle’s ideas about reality on present-day understandings of what is real. (Philosophy) </div> 	<ul style="list-style-type: none"> • Study of existence and reality (adapted from <i>Philosophy</i>) <div style="background-color: #f0f0f0; padding: 5px; margin-top: 5px;"> <p><i>Sample topics:</i></p> <ul style="list-style-type: none"> ○ existence ○ reality ○ free will ○ time and space </div>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments <div style="background-color: #f0f0f0; padding: 5px; margin: 5px 0;"> <p><i>Sample activities:</i></p> <ul style="list-style-type: none"> ○ <i>Explain multiple perspectives on current issues. (Political Studies)</i> ○ <i>Explain Empedocles’s cosmic cycle in relation to Einstein’s notion of relativity and time. How do they differ and why? (Philosophy)</i> </div> • Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond <div style="background-color: #f0f0f0; padding: 5px; margin: 5px 0;"> <p><i>Sample activities:</i></p> <ul style="list-style-type: none"> ○ <i>Make ethical judgments about the fairness of reports in the media. (Political Studies)</i> ○ <i>Identify and describe the barriers to the creation of international law regarding genocide and crimes against humanity. (Genocide Studies)</i> ○ <i>Make ethical judgments about why things matter [even?] if they might not be real. (Philosophy)</i> </div> 	

BIG IDEAS

Physical features and natural resources influence demographic patterns and population distribution (adapted from Human Geography).

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

Social justice initiatives can transform individuals and systems (from Social Justice).

If desired, select, adapt, or create another Big Idea you want students to understand.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions <p><i>Sample key questions:</i></p> <ul style="list-style-type: none"> What are the most significant environmental issues for Indigenous peoples in Canada today? (Human Geography, Contemporary Indigenous Studies) What would be a feasible course of action? (Social Justice) <ul style="list-style-type: none"> Assess the significance of people, places, events, phenomena, ideas, or developments <p><i>Sample activity:</i></p> <ul style="list-style-type: none"> Identify the most significant issues about resource use in Indigenous territories in Canada today. (Human Geography, Contemporary Indigenous Studies) <ul style="list-style-type: none"> Assess the credibility and justifiability of evidence, data, and interpretations <p><i>Sample activity:</i></p> <ul style="list-style-type: none"> Critique the justifiability of opposing accounts about climate change. (Human Geography, Social Justice) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> colonialism and contemporary issues for Indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies) natural resource use and development locally, regionally, nationally, or globally (adapted from Human Geography) methods that individuals, groups, and organizations use to promote social justice (adapted from Social Justice) <p><i>Sample topics:</i></p> <ul style="list-style-type: none"> climate change activism land ownership sustainability treaty rights Indian Act clean water access war crime trials environmental protection opposition to resource extraction

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments <div style="background-color: #f0f0f0; padding: 5px; margin-top: 5px;"> <p><i>Sample activity:</i></p> <ul style="list-style-type: none"> ○ <i>Identify patterns and trends in resource use and management in Canada. (Human Geography)</i> </div> • Assess the short- and long-term causes and expected and unexpected consequences of people’s actions, events, phenomena, ideas, or developments <div style="background-color: #f0f0f0; padding: 5px; margin-top: 5px;"> <p><i>Sample activity:</i></p> <ul style="list-style-type: none"> ○ <i>Assess the impact of different practices to mitigate the effects of climate change. (Human Geography, Social Justice)</i> </div> • Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments <div style="background-color: #f0f0f0; padding: 5px; margin-top: 5px;"> <p><i>Sample activity:</i></p> <ul style="list-style-type: none"> ○ <i>Explain different perspectives, including multiple Indigenous views on natural resource use or climate change. (Human Geography, Contemporary Indigenous Studies, Social Justice)</i> </div> • Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond <div style="background-color: #f0f0f0; padding: 5px; margin-top: 5px;"> <p><i>Sample activity:</i></p> <ul style="list-style-type: none"> ○ <i>Identify ethical solutions to contemporary challenges, such as climate change and disputes over resources. (Human Geography, Contemporary Indigenous Studies, Social Justice)</i> </div> 	