

BIG IDEAS

Canada’s policies and treatment of minority peoples have negative and positive legacies.

Natural resources continue to shape the economy and identity of different regions of Canada.

Immigration and multiculturalism continue to shape Canadian society and identity.

Canadian institutions and government reflect the challenge of our regional diversity.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Key skills: State a hypothesis about a selected problem or issue; Use inference, imagination, and pattern identification to clarify and define a problem or issue; Compare a range of points of view on an issue; Summarize information and viewpoints about a problem or issue; Use latitude, longitude, and intermediate directions to locate major geographic features in BC and Canada; Describe a selected place in Canada using both absolute and relative location; Use keys and legends to interpret maps (eg., resources, economic activities, transportation routes, capital cities, population); Recognize that different types of maps represent particular types of information (eg., thematic maps show information such as resource distribution; topographic maps show elevation; political maps show provincial boundaries); Create maps to represent aspects of a specific place (eg., economic activity, landforms, and bodies of water), applying keys and legends; Create and interpret timelines and maps to show the development of political boundaries in Canada (eg., each province’s entry into Confederation, creation of Nunavut); Retell a story from an interview (eg., residential school student, new Canadian, war veteran, Elder); Apply established criteria to compare information sources (eg., relevance, accuracy, authorship); Apply a variety of strategies to record information gathered from sources; Create a bibliography of all sources used; Use an outline to organize information into a coherent format; Create a presentation using more than one form of representation (eg., poster and oral report); Select ways to clarify a specific problem or issue (eg., discussion, debate, research, reflection). Identify opportunities for civic participation at the school, community, provincial, and national levels; Individually, or in groups, implement a plan of action to address a problem or issue (eg., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in school or community newspaper, petition)
- Construct arguments defending the significance of individuals/groups, places, events, and

Content

Students are expected to know the following:

- the changing nature of Canadian immigration over time (Sample: Changing government policies about the origin of immigrants and the number allowed to come to Canada immigration to BC, including East and South Asian immigration to BC the contributions of immigrants to Canada’s development (eg., Chinese railway workers, Sikh loggers, Eastern European farmers, British investors); push and pull factors settlement pattern growth of cities, provinces, and territories as a result of immigration. Key questions: Why did East and South Asians come to BC and Canada, and what challenges did they face? How has Canada’s identity been shaped by the immigration of individuals from a wide range of ethnic and cultural backgrounds?)
- past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments (Sample; historical wrongs against East and South Asian immigrants; Indian Act; Head Tax on Chinese immigrants; numbered treaties with First Peoples; treatment of Doukhobours; 1884-85 famine; 1907 Anti-Asian Riots; Japanese and German internments; reduction or relocation of First Nations reserves; ethnic minorities denied the vote. Key questions: What types of discrimination have immigrants to Canada faced? (e.g., cases of systemic discrimination by local, provincial, and federal levels of government); How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history?; What

developments (significance)

- Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)
- Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change) (Sample: Create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada. Key question: What are some key differences between being a pre-Confederation-Canada citizen and being a Canadian citizen today?)
- Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)
- Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations (perspective) (Sample: Through role-play, simulations, or letters, present personal perspectives on the challenges faced by immigrants (eg., climate, language, tolerance for their religion, employment); Examine sources to determine the motivation for historical wrongs against East and South Asian immigrants.)
- Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment) (Sample: historical wrongs against East and South Asian immigrants; Indian Act; residential school system; internment of Ukrainians during World War I; internment of Japanese-Canadians during World War II; turning away of Jewish refugees prior to World War II; Canada's response to climate change. Key questions: Based on the evidence at the time, was the internment of Japanese people in BC justified? Explain your answer. What are the potential consequences of non-sustainable practices in resource use?)

effects did residential schools have on First Nations families and communities)

- human rights and responses to discrimination in Canadian society (Sample: Canadian Charter of Rights and Freedoms; LGBTQ rights and same-sex marriage; gender equity; racism; religious freedoms; freedom of speech; language rights; protest movements; examples of individuals who have fought for change and spoke out against injustice; key provisions of the Canadian Charter of Rights and Freedoms; the role of the Charter in establishing equality and fairness for all Canadians (eg., addressing cases of discrimination))
- levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding (Sample: Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal; Summarize the responsibilities of government (eg., providing and administering services, making laws, collecting and allocating taxes); Through role-play, simulation, or case study, examine the election process (eg., different political parties, voting). Sample: key roles within provincial, territorial, and federal governments in Canada (eg., premier, prime minister, MLA, MP, speaker, lieutenant governor, governor general; cabinet, senate, government ministries); elected and appointed provincial and federal government leaders in Canada (eg., Local MLA and MP, Local First Nations Leaders, premier of BC, the lieutenant governor of BC, prime minister, governor general). Key question: Which level of government has the most effect on your daily life?)
- participation and representation in Canada's system of government (Sample: representative versus direct democracy; electoral boundaries; political parties; electoral process; alternative voting systems; First Peoples governance)
- resources and economic development in different regions of Canada (Sample: Use maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coasts, mineral resources in the Canadian Shield); Identify significant natural resources in BC and Canada, including: fish and marine resources; forests; minerals (eg., diamonds, gold, asbestos, tin, copper); energy resources (eg., natural gas, petroleum, coal, hydro). Key questions: What natural resources are most important to the economy of your community? How has technology affected the discovery,

extraction, processing, and marketing of selected natural resources?)

- *First Peoples land ownership and use (Sample: treaties; burial grounds; housing; hunting and fishing; Land claims disputes. Key questions: How do First Peoples balance economic development with traditional uses of the Land? How fair has BC's treaty process been? Explain your answer.)*