



This document represents an updating of the 1997 IRP. This updating has been undertaken for the purpose of

- clarifying the Prescribed Learning Outcomes
- introducing Suggested Achievement Indicators
- addressing content overload

Resources previously recommended for the 1997 version of the curriculum, where still valid, continue to support this updated IRP. (See the Learning Resources section in this IRP for additional information.)

# SOCIAL STUDIES 10

*Integrated Resource Package 2006*

## Library and Archives Canada Cataloguing in Publication Data

Main entry under title:

Social studies 10 : integrated resource package 2006.

Also available on the Internet.

ISBN 0-7726-5528-6

1. Social sciences - Study and teaching (Secondary) - British Columbia. 2. Canada - Civilization - Study and teaching (Secondary) - British Columbia. 3. Canada - Politics and government - 19<sup>th</sup> century - Study and teaching (Secondary) - British Columbia. 4. Education, Secondary - Curricula - British Columbia. I. British Columbia. Ministry of Education.

LB1584.5.C3S62 2006

300.71'2711

C2006-960057-0

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This document has been updated from the 1997 IRP to include suggested achievement indicators, a more clear and succinct set of prescribed learning outcomes, a snapshot of the course's key elements, and other minor refinements, while maintaining the original intent and essence of the 1997 curricular content.

Many people contributed their expertise to the Social Studies 10 IRP. The Project Manager (2005-2006) was Dr. Adrienne Gnidec of the Ministry of Education, working with other ministry personnel and our partners in education. We would like to thank all who participated in this process, including the teams of educators who developed the 1997 Social Studies 8 to 10 IRP, and the following individuals who contributed to the 2005-2006 updating of this document:

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This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement Social Studies 10. This document supersedes the Grade 10 portion of the *Social Studies 8 to 10 Integrated Resource Package* (1997).

The information contained in this document is also available on the Internet at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)

The following paragraphs provide brief descriptions of the components of the IRP.

### INTRODUCTION

The Introduction provides general information about Social Studies 10, including special features and requirements. Included in this section are

- a rationale for teaching Social Studies 10 in BC schools
- information about graduation program requirements
- descriptions of the curriculum organizers – groupings for prescribed learning outcomes that share a common focus
- a suggested timeframe for the course

### CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

### PRESCRIBED LEARNING OUTCOMES

This section contains the *prescribed learning outcomes*, the legally required content standards for the provincial education system. The learning outcomes define the required knowledge, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do by the end of the course.

### STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific achievement indicators for each prescribed learning outcome. Achievement indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the expectations set out by the prescribed learning outcomes. Achievement indicators are not mandatory; they are provided to assist in the assessment of how well students achieve the prescribed learning outcomes.

Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of the prescribed learning outcomes.

### LEARNING RESOURCES

This section contains general information on learning resources, and provides a link to titles, descriptions, and ordering information for the recommended learning resources in the Social Studies 10 Grade Collection.





# INTRODUCTION

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## *Social Studies 10*



This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Social Studies 10. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, this document recognizes that British Columbia's schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the learning outcomes and achievement indicators.

This document represents an updating of the 1997 IRP. This updating has been undertaken for the purpose of

- clarifying the prescribed learning outcomes
- introducing suggested achievement indicators
- addressing content overload

Resources previously recommended for the 1997 version of the curriculum, where still valid, continue to support this updated IRP. (See the Learning Resources section later in this IRP for additional information.)

Social Studies 10, in draft form, was available for public review and response from November to December, 2005. Feedback from educators, students, parents, and other educational partners informed the development of this updated IRP.

## RATIONALE

Social studies, as defined in BC curricula, is a multidisciplinary subject that draws from the social sciences and humanities to study human interaction and natural and social environments.

The aim of social studies is to develop thoughtful, and responsible citizens who are able to acquire the requisite information to consider multiple perspectives and to defend a position. The Social Studies 10 curriculum provides students with opportunities to critically reflect upon events and issues in order to examine the past and make connections.

Through their participation in social studies, students are encouraged to

- develop an appreciation of democracy and what it means to be Canadian
- demonstrate respect for human equality and cultural diversity
- think critically, evaluate information, and practise effective communication

The study of social studies contributes to the important goal of preparing students for their lives as Canadian citizens and members of the international community.

## REQUIREMENTS AND GRADUATION CREDITS

All students must complete Social Studies 10 in order to satisfy provincial Graduation Program requirements.

Social Studies 10 is designated as a four-credit course, and must be reported as such to the Ministry of Education for transcript purposes. Letter grades and percentages must be reported for this course. It is not possible to obtain partial credit for this course.

The course code for Social Studies 10 is SS 10. This course is also available in French (Sciences humaines 10; course code SCH 10).

For more information, refer to the Ministry of Education examinations web site:  
[www.bced.gov.bc.ca/exams/](http://www.bced.gov.bc.ca/exams/)

**CURRICULUM ORGANIZERS**

A curriculum organizer consists of a set of prescribed learning outcomes that share a common focus. The prescribed learning outcomes for Social

Studies 10 are grouped under the following curriculum organizers.

Note that the ordering of these organizers is not intended to imply an order of instruction.

Social Studies 10				
Skills and Processes of Social Studies	Identity, Society, and Culture: Canada from 1815 to 1914	Governance: Canada from 1815 to 1914	Economy and Technology: Canada from 1815 to 1914	Environment: Canada from 1815 to 1914

**Skills and Processes of Social Studies**

This organizer includes the skills and processes that students develop as they explore the issues presented in Social Studies 10. As students undertake thoughtful inquiry from a base of knowledge and values drawn from multiple perspectives, they construct new knowledge and learn how to develop and communicate reasoned arguments and convictions. Although grouped under one organizer, these prescribed learning outcomes are intended to provide a framework to be used throughout the curriculum to support the skills and processes essential to social studies and for responsible, thoughtful citizenship.

The prescribed learning outcomes in this organizer include

- critical thinking skills
- research and media literacy skills
- communication skills

**Identity, Society, and Culture: Canada from 1815 to 1914**

In this organizer, students examine the evolving social and cultural makeup of Canada from 1815 to 1914. Students explore interactions between and among societies in Canada, and the development of culture and the arts. By exploring these issues, students gain an understanding of the forces that influenced, shaped, and reflect Canada’s identity.

**Governance: Canada from 1815 to 1914**

In this curriculum organizer, students learn about the events that developed and shaped Canada’s responsible and democratic government system

between 1815 and 1914. By examining Canada’s development as an autonomous nation, students come to understand the structure and functions of government at the federal, provincial, and municipal levels.

**Economy and Technology: Canada from 1815 to 1914**

This organizer focuses on the National Policy and its influence on the development of Canada. Students explore the impact of technological innovation on society in the years from 1815 to 1914. Students will also focus on British Columbia’s economy.

**Environment: Canada from 1815 to 1914**

In this organizer, students examine the physical geography of Canada and its physiographic regions, and study the influence of geography on economic development and settlement patterns from 1815 to 1914. Students will identify key resource development issues in British Columbia and explore the application of stewardship and sustainability.

**SUGGESTED TIMEFRAME**

Provincial curricula are developed in accordance with the amount of instructional time recommended by the Ministry of Education for each subject area. Teachers may choose to combine various curricula to enable students to integrate ideas and make meaningful connections.

Social Studies 10 requires approximately 90 to 110 hours of instructional time. Although a four-credit course is typically equivalent to 120 hours, this timeframe allows for flexibility to address local needs.



# CONSIDERATIONS FOR PROGRAM DELIVERY

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*Social Studies 10*



This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- establishing a positive classroom climate
- confidentiality
- inclusion, equity, and accessibility for all learners
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright and responsibility
- debate
- media analysis

### ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy does not apply to Social Studies 10.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing prescribed learning outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children’s attitudes, standards, and values, but the policy still requires that all prescribed learning outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term “alternative delivery” as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the prescribed

learning outcomes within the health and career education curriculum. Neither does it allow students to be excused from meeting any learning outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

For more information about policy relating to alternative delivery, refer to [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

### ADDRESSING LOCAL CONTEXTS

There is some flexibility in the Social Studies 10 curriculum, providing opportunities for individual teacher and student choice in the selection of topics to meet learning outcomes. This flexibility enables educators to plan their programs by using topics and examples that are relevant to their local context and to the particular interests of their students. When selecting topics it may be appropriate to incorporate student input.

Where specific topics have been included in the learning outcomes, the intent is that these important issues will be addressed by all students. Issues of interest to individual school communities may also be addressed in addition to these prescribed topics.

### INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students’ attitudes and values. The school plays a supportive role by focusing on the prescribed learning outcomes in the Social Studies 10 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

It is highly recommended that schools inform parents and guardians about the Social Studies 10 curriculum, and teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students of the prescribed learning outcomes for the subject by sending home class letters, providing an overview during parent-teacher interviews, etc.

- responding to parent and guardian requests to discuss course unit plans, learning resources, etc.

### ESTABLISHING A POSITIVE CLASSROOM CLIMATE

Teachers are responsible for setting and promoting a classroom climate in which students feel comfortable learning about and discussing topics in Social Studies 10. The following are some guidelines that may help educators establish and promote a positive classroom climate.

- Allow class members sufficient time and opportunities to become comfortable with each other before engaging in group discussion. It is important that the classroom climate encourage students to relate to one another in positive, respectful, and supportive ways. Be prepared to facilitate any potentially controversial discussions.
- Establish clear ground rules for class discussions that demonstrate respect for privacy, for diversity, and for the expression of differing viewpoints.
- Activities and discussion related to some of the topics in Social Studies 10 may evoke an emotional response from individual students. Inform an administrator or counsellor when any concern arises, and ensure students know where to go for help and support.
- Ensure that any external groups or organizations making a presentation to students have met the district's guidelines for presenting. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials they may use, especially handouts, for appropriateness.
- Become familiar with
  - relevant legislation (e.g., *Human Rights Code*; *Child, Family and Community Services Act*)
  - relevant initiatives (e.g., *Safe, Caring and Orderly Schools: A Guide* and *Diversity in BC Schools: A Framework*)
  - provincial and district policies and protocols concerning topics such as disclosure related to child abuse and protection of privacy

Further information about these policies and initiatives is available online:

*BC Handbook for Action on Child Abuse and Neglect*  
[www.mcf.gov.bc.ca/child\\_protection/pdf/handbook\\_action\\_child\\_abuse.pdf](http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf)

*Safe, Caring and Orderly Schools*  
[www.bced.gov.bc.ca/sco/](http://www.bced.gov.bc.ca/sco/)

*Diversity in BC Schools: A Framework*  
[www.bced.gov.bc.ca/diversity/diversity\\_framework.pdf](http://www.bced.gov.bc.ca/diversity/diversity_framework.pdf)

*Human Rights Code*  
[www.qp.gov.bc.ca/statreg/stat/H/96210\\_01.htm](http://www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm)

*Child, Family and Community Services Act*  
[www.qp.gov.bc.ca/statreg/stat/C/96046\\_01.htm](http://www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm)

### CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including Social Studies 10.
- Do not use students' Personal Education Numbers (PEN) on any assignments that students wish to keep confidential.
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children's school records.
- Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have

consented to teachers collecting that information from other people (including parents).

- Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the Social Studies 10 curriculum.
- Inform students and their parents that they can ask the school to correct or annotate any of the personal information held by the school, in accordance with Section 29 of FOIPPA.
- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students' progress.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to [www.msers.gov.bc.ca/privacyaccess/](http://www.msers.gov.bc.ca/privacyaccess/)

### INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

British Columbia's schools include young people of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focuses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of Social Studies 10, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the prescribed learning outcomes and suggested achievement indicators in this IRP can be met by all students, including those with special needs and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the learning outcomes.

Where necessary, modifications can be made to the prescribed learning outcomes for students with Individual Education Plans.

For more information about resources and support for students with special needs, refer to [www.bced.gov.bc.ca/specialed/](http://www.bced.gov.bc.ca/specialed/)

For more information about resources and support for ESL students, refer to [www.bced.gov.bc.ca/esl/](http://www.bced.gov.bc.ca/esl/)

### WORKING WITH THE SCHOOL AND COMMUNITY

Social Studies 10 addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the Social Studies 10 classroom.

School and district-wide programs – such as student government and service clubs – support and extend learning in Social Studies 10.

Community organizations may also support the Social Studies 10 curriculum with locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

Bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to diverse points of view, providing opportunities for discussion and debate, providing a departure point for writing and other activities, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

Speakers relevant for Social Studies 10 could include community leaders, politicians, historians, museum curators, etc.

To help achieve a successful guest speaker activity, consider the following:

- Determine the nature of the presentation (e.g., lecture, question-and-answer, debate, response to students' presentations, facilitating a

simulation or case study). Ensure that the guest speakers are clear about their purpose, the structure, and the time allotted. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials they may use, especially any handouts, for appropriateness.

- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the speaker(s) beforehand and making any logistical arrangements.
- Provide time for students to prepare for the guest speaker or panel by formulating focus questions.
- Begin the guest speaker presentation with an introduction to the topic and end with a debrief.

### WORKING WITH THE ABORIGINAL COMMUNITY

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. Aboriginal communities are diverse in terms of language, culture, and available resources, and each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the “Planning Your Program” section of the resource, *Shared Learnings*. This

resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: [www.bced.gov.bc.ca/abed/welcome.htm](http://www.bced.gov.bc.ca/abed/welcome.htm)

### INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. When planning for instruction and assessment in Social Studies 10, teachers should provide opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

### COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits

certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part – in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements – see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show videorecordings at schools that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also

require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to [www.cmec.ca/copyright/indexe.stm](http://www.cmec.ca/copyright/indexe.stm)

## DEBATE

Formal debate is one of the fundamental activities of democracy and, through various international organizations such as the United Nations, is also a tool for resolution of global problems and issues. Debate provides opportunities for students to integrate knowledge and communication skills, and allows for critical examination of differing viewpoints. Debate can be used at the beginning of a unit of study on a particular topic (to explore students’ pre-existing knowledge and attitudes on the issue), and/or at the end of a unit of study (to summarize and represent learning).

Various forms and forums of debate are appropriate in Social Studies 10 classes. Examples of relevant debate forms include

- informal classroom debate
- formal debate styles (e.g., Oxford, Lincoln-Douglas, Cross-Examination)
- model parliaments, model UN
- round table discussions
- mock trials
- town hall forums
- online forums

## MEDIA ANALYSIS

Much of the information that the public receives about issues and events is received through media messages – in newspapers and magazines, on

television and radio, and on the Internet. Analysis of media messages is a valuable component of Social Studies 10, and allows students to think critically and independently about issues that affect them.

The following concepts of media education are examples of the ways in which teachers and students can examine a range of media messages relevant to Social Studies 10:

- *Purpose:* People use media messages to inform, entertain, and/or persuade for political, commercial, educational, artistic, moral, and/or other purposes.
- *Values:* Media messages communicate explicit and implicit values.
- *Representation:* Media messages are constructed; they are only representations of real or imaginary worlds.
- *Codes, Conventions, and Characteristics:* Each medium has its own set of codes, conventions, and characteristics that affect the way messages are transmitted and understood.
- *Production:* People who understand the media are better able to make purposeful media messages.
- *Interpretation:* Audience members bring their knowledge, experience, and values to their interpretation of and emotional response to media messages.
- *Influence of Media on Audience:* Media messages can influence people's attitudes, behaviours, and values.
- *Influence of Audience on Media:* People can influence media institutions and the messages they produce and transmit.
- *Control:* People who control a society's dominant institutions have disproportionate influence on the construction and distribution of media messages and the values they contain.
- *Scope:* Media technologies influence and are influenced by the political, economic, social, and intellectual dimensions of societies.



# PRESCRIBED LEARNING OUTCOMES

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*Social Studies 10*



**P**rescribed learning outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required knowledge, skills, and attitudes – what students are expected to know and be able to do – by the end of the specified course.

Schools have the responsibility to ensure that all prescribed learning outcomes in this curriculum are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed learning outcomes for Social Studies 10 are presented by curriculum organizer, and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

### WORDING OF PRESCRIBED LEARNING OUTCOMES

All learning outcomes complete the stem, “It is expected that students will....”

When used in a prescribed learning outcome, the word “**including**” indicates that any ensuing item **must be addressed**. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

### DOMAINS OF LEARNING

Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

**Prescribed Learning Outcomes: Social Studies 10**

*It is expected that students will:*

**SKILLS AND PROCESSES OF SOCIAL STUDIES**

- A1 apply critical thinking skills, including
  - questioning
  - comparing
  - summarizing
  - drawing conclusions
  - defending a position
- A2 demonstrate effective research skills, including
  - accessing information
  - assessing information
  - collecting data
  - evaluating data
  - organizing information
  - presenting information
  - citing sources
- A3 demonstrate effective written, oral, and graphic communication skills, individually and collaboratively

**IDENTITY, SOCIETY, AND CULTURE: CANADA FROM 1815 TO 1914**

- B1 analyse Canadian society from 1815 to 1914 in terms of gender roles, ethnicity, daily life, and the arts
- B2 evaluate the impact of interactions between Aboriginal peoples and European explorers and settlers in Canada from 1815 to 1914
- B3 evaluate the influence of immigration on Canadian society from 1815 to 1914
- B4 describe the factors that contributed to a changing national identity from 1815 to 1914

**GOVERNANCE: CANADA FROM 1815 TO 1914**

- C1 describe the evolution of responsible government in Canada in terms of government structure and key contributing events
- C2 analyse political, economic, social, and geographical factors that led to Confederation and to the development of Canada’s provinces and territories
- C3 describe the events of the Red River and Northwest Rebellions
- C4 describe the structure and function of Canada’s federal, provincial, and local governments

**ECONOMY AND TECHNOLOGY: CANADA FROM 1815 TO 1914**

- D1 assess the impact of Macdonald’s National Policy on Canada
- D2 analyse the influence of the following on Canada’s economy from 1815 to 1914:
  - resource development and decline
  - technological innovations
- D3 describe the development of British Columbia’s economy from 1815 to 1914

**ENVIRONMENT: CANADA FROM 1815 TO 1914**

- E1 describe the physiographic regions of Canada and the geological processes that formed these regions
- E2 analyse how geography influenced the economic development and settlement patterns in regions of Canada from 1815 to 1914
- E3 evaluate attitudes and practices in resource development in British Columbia from 1815 to 1914 and their impact on contemporary resource management



STUDENT ACHIEVEMENT

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*Social Studies 10*



This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators to assist in the assessment of student achievement in relation to each prescribed learning outcome. Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of prescribed learning outcomes.

### CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student performance is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Three major types of assessment can be used in conjunction to support student achievement.

- Assessment **for** learning is assessment for purposes of greater learning achievement.
- Assessment **as** learning is assessment as a process of developing and supporting students' active participation in their own learning.
- Assessment **of** learning is assessment for purposes of providing evidence of achievement for reporting.

### *Assessment for Learning*

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on prescribed learning outcomes, as well as on suggested achievement indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

## *Assessment as Learning*

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

## *Assessment of Learning*

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These assessments are used to make judgments about students' achievement in relation to provincial and national standards. There is no large-scale provincial assessment for Social Studies 10.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to [www.bced.gov.bc.ca/policy/policies/student\\_reporting.htm](http://www.bced.gov.bc.ca/policy/policies/student_reporting.htm)

<b>Assessment for Learning</b>	<b>Assessment as Learning</b>	<b>Assessment of Learning</b>
<p><b>Formative assessment is ongoing in the classroom</b></p> <ul style="list-style-type: none"> <li>• teacher assessment, student self-assessment, and/or student peer assessment</li> <li>• criterion-referenced – criteria based on prescribed learning outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task</li> <li>• involves both teacher and student in a process of continual reflection and review about progress</li> <li>• teachers adjust their plans and engage in corrective teaching in response to formative assessment</li> </ul>	<p><b>Formative assessment is ongoing in the classroom</b></p> <ul style="list-style-type: none"> <li>• self-assessment</li> <li>• provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning</li> <li>• student-determined criteria based on previous learning and personal learning goals</li> <li>• students use assessment information to make adaptations to their learning process and to develop new understandings</li> </ul>	<p><b>Summative assessment occurs at end of year or at key stages</b></p> <ul style="list-style-type: none"> <li>• teacher assessment</li> <li>• may be either criterion-referenced (based on prescribed learning outcomes) or norm-referenced (comparing student achievement to that of others)</li> <li>• information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development)</li> <li>• used to make judgments about students' performance in relation to provincial standards</li> </ul>

For more information about assessment for, as, and of learning, refer to the following resource developed by the Western and Northern Canadian Protocol (WNCP): *Rethinking Assessment with Purpose in Mind*.

This resource is available online at [www.wncp.ca/](http://www.wncp.ca/)

In addition, the BC Performance Standards describe levels of achievement in key areas of learning (reading, writing, numeracy, social responsibility, and information and communications technology integration) relevant to all subject areas. Teachers may wish to use the Performance Standards as resources to support ongoing formative assessment in social studies.

BC Performance Standards are available at [www.bced.gov.bc.ca/perf\\_stands/](http://www.bced.gov.bc.ca/perf_stands/)

### *Criterion-Referenced Assessment and Evaluation*

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the prescribed learning outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

### Criterion-referenced assessment and evaluation may involve these steps:

- |                |  |
|----------------|--|
| <b>Step 1</b>  | Identify the prescribed learning outcomes and suggested achievement indicators (as articulated in this IRP) that will be used as the basis for assessment.   |
| <b>Step 2</b>  | Establish criteria. When appropriate, involve students in establishing criteria.   |
| <b>Step 3</b>  | Plan learning activities that will help students gain the knowledge, skills, and attitudes outlined in the criteria.   |
| <b>Step 4</b>  | Prior to the learning activity, inform students of the criteria against which their work will be evaluated.  |
| <b>Step 5</b>  | Provide examples of the desired levels of performance.   |
| <b>Step 6</b>  | Conduct the learning activities.   |
| <b>Step 7</b>  | Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student. |
| <b>Step 8</b>  | Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.  |
| <b>Step 9</b>  | Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.   |
| <b>Step 10</b> | Communicate the results of the assessment and evaluation to students and parents/guardians.  |

### KEY ELEMENTS

Key elements provide an overview of content in each curriculum organizer. They can be used to determine the expected depth and breadth of the prescribed learning outcomes.

### ACHIEVEMENT INDICATORS

To support the assessment of provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome.

Achievement indicators define the specific level of knowledge acquired, skills applied, or attitudes demonstrated by the student in relation to a corresponding prescribed learning outcome. They describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator defines only one aspect of the corresponding learning outcome, the entire set of achievement indicators should be considered when determining whether students have fully met the learning outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that

would provide evidence of having met the learning outcome (e.g., a constructed response such as a list, comparison, analysis, or chart; a product created and presented such as a report, debate, poster, letter, or speech; a particular skill demonstrated such as questioning).

Achievement indicators support the principles of assessment *for* learning, assessment *as* learning, and assessment *of* learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the prescribed learning outcomes.

The following pages contain the suggested achievement indicators corresponding to each prescribed learning outcome for the Social Studies 10 curriculum. The achievement indicators are arranged by curriculum organizer; however, this order is not intended to imply a required sequence of instruction and assessment.

**Key Elements: Social Studies 10****SKILLS AND PROCESSES OF SOCIAL STUDIES**

- critical thinking skills
- research skills (e.g., accessing information, assessing reliability of sources, interpreting written and graphic information)
- communication and presentation skills – written, oral, and graphic (e.g., maps, tables)

**IDENTITY, SOCIETY, AND CULTURE:  
CANADA FROM 1815 TO 1914**

- roles and daily life
- the arts
- interactions between Aboriginal peoples and Europeans
- contributions to the development of Canada
- immigrants and immigration
- changes in Canadian society and identity

**GOVERNANCE:  
CANADA FROM 1815 TO 1914**

- evolution of responsible government and federalism
- rebellions and their impact
- western expansion
- Confederation
- nationhood
- structure of federal, provincial, and municipal governments

**ECONOMY AND TECHNOLOGY:  
CANADA FROM 1815 TO 1914**

- impact of the National Policy
- building of the Canadian Pacific Railway (CPR)
- technological development and settlement
- fur trade and gold rushes
- British Columbia's economy

**ENVIRONMENT:  
CANADA FROM 1815 TO 1914**

- Canada's physiographic regions
- geographical factors in the development of Canada
- resource development in BC and Canada
- stewardship and sustainability

SKILLS AND PROCESSES OF SOCIAL STUDIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>A1 apply critical thinking skills, including</p> <ul style="list-style-type: none"> <li>– questioning</li> <li>– comparing</li> <li>– summarizing</li> <li>– drawing conclusions</li> <li>– defending a position</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> make connections between events and their causes, consequences, and implications</li> <li><input type="checkbox"/> compare a range of points of view on an issue, a situation, or a topic</li> <li><input type="checkbox"/> draw conclusions about an issue, a situation, or a topic</li> <li><input type="checkbox"/> assess and defend a variety of positions on an issue, a situation, or a topic</li> <li><input type="checkbox"/> demonstrate leadership by planning, implementing, and assessing strategies to address an issue or a situation</li> </ul>
<p>A2 demonstrate effective research skills, including</p> <ul style="list-style-type: none"> <li>– accessing information</li> <li>– assessing information</li> <li>– collecting data</li> <li>– evaluating data</li> <li>– organizing information</li> <li>– presenting information</li> <li>– citing sources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify and clarify a problem or issue</li> <li><input type="checkbox"/> identify primary sources (e.g., original documents, political cartoons, interviews, surveys) and secondary sources (e.g., textbooks, articles, reports, summaries, historical monographs) for selected topics</li> <li><input type="checkbox"/> plan and conduct research using primary and secondary sources, including sources                             <ul style="list-style-type: none"> <li>– from a range of media types (e.g., print news, broadcast news, online)</li> <li>– representing a range of perspectives</li> </ul> </li> <li><input type="checkbox"/> assess the reliability of information sources on selected topics in terms of bias and point of view</li> <li><input type="checkbox"/> evaluate and organize collected data (e.g., outlines, summaries, notes, timelines, charts)</li> <li><input type="checkbox"/> interpret information and data from a variety of maps, graphs, and tables</li> <li><input type="checkbox"/> interpret and present data in a variety of forms (e.g., oral, written, and graphic)</li> <li><input type="checkbox"/> accurately cite sources</li> </ul>
<p>A3 demonstrate effective written, oral, and graphic communication skills, individually and collaboratively</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> communicate ideas, opinions, and arguments effectively in oral and written forms</li> <li><input type="checkbox"/> construct graphs, tables, and maps to communicate ideas and information, demonstrating appropriate use of grids, scales, legends, and contours</li> <li><input type="checkbox"/> individually and collaboratively plan, revise, and deliver formal presentations that integrate a variety of media</li> </ul>

IDENTITY, SOCIETY, AND CULTURE: CANADA FROM 1815 TO 1914

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>B1 analyse Canadian society from 1815 to 1914 in terms of gender roles, ethnicity, daily life, and the arts</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> compare the roles and daily activities of men and women                             <ul style="list-style-type: none"> <li>– in urban society</li> <li>– in pioneer life</li> </ul> </li> <li><input type="checkbox"/> relate the status of ethnic minorities in Canada (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, Irish famine refugees, African-American slavery refugees) to the societal attitudes of the time</li> <li><input type="checkbox"/> describe the impact of technological innovations on individuals in society (e.g., radio, railway, bicycle, photography)</li> <li><input type="checkbox"/> describe the contributions of specific individuals to the arts in Canada (e.g., Emily Carr, Pauline Johnson, Stephen Leacock, Lucy Maud Montgomery, Robert Service)</li> </ul>
<p>B2 evaluate the impact of interactions between Aboriginal peoples and European explorers and settlers in Canada from 1815 to 1914</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe contributions made by Aboriginal peoples to the development of Canada</li> <li><input type="checkbox"/> evaluate the interactions between various Aboriginal peoples and stakeholders in the fur trade (e.g., Hudson’s Bay Company, Northwest Company, voyageurs)</li> <li><input type="checkbox"/> assess the role of Aboriginal women in the fur trade</li> <li><input type="checkbox"/> critique the rationale for treaties (e.g., numbered treaties, Vancouver Island treaties) and the <i>Indian Act</i> (e.g., reserves, residential schools), and evaluate their impact on Aboriginal peoples</li> <li><input type="checkbox"/> describe how the contributions of and relationships with Aboriginal peoples influenced Canadian identity</li> </ul>
<p>B3 evaluate the influence of immigration on Canadian society from 1815 to 1914</p> <p><i>Organizer ‘Identity, Society, and Culture: Canada from 1815 to 1914’ continued on page 26</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe significant events and trends affecting immigration to Canada from 1815 to 1914 (e.g., the Great Migration, the Irish potato famine, the underground railroad, Chinese Head Tax)</li> <li><input type="checkbox"/> describe the contributions of immigrants to Canada’s development (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, British institutions)</li> <li><input type="checkbox"/> evaluate changes to Canada’s immigration policy, including                             <ul style="list-style-type: none"> <li>– Sifton’s open-door policy</li> <li>– Asiatic Exclusion League</li> <li>– Continuous Passage Rule</li> </ul> </li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Organizer 'Identity, Society, and Culture: Canada from 1815 to 1914' continued from page 25</i></p> <p>B4 describe the factors that contributed to a changing national identity from 1815 to 1914</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe how immigration influenced Canada's identity in terms of               <ul style="list-style-type: none"> <li>- ethnic diversity</li> <li>- land of opportunity</li> <li>- safe haven from slavery</li> </ul> </li> <li><input type="checkbox"/> describe the ways in which Canada's growing autonomy influenced the development of a national identity separate from Britain and distinct from the United States, with reference to events such as               <ul style="list-style-type: none"> <li>- the Boer War</li> <li>- the <i>Naval Act</i></li> <li>- the Alaskan Dispute</li> </ul> </li> <li><input type="checkbox"/> describe the development of Canada's identity as a French and English country, including               <ul style="list-style-type: none"> <li>- the Durham Report</li> <li>- Act of Union</li> <li>- <i>BNA Act</i></li> <li>- Manitoba Schools Question</li> </ul> </li> </ul>

GOVERNANCE: CANADA FROM 1815 TO 1914

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>C1 describe the evolution of responsible government in Canada in terms of government structure and key contributing events</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the causes of the 1837-38 Rebellions, including                             <ul style="list-style-type: none"> <li>- land issues</li> <li>- discrimination</li> <li>- unequal taxation</li> <li>- class conflict</li> <li>- rule of Château Clique and Family Compact</li> </ul> </li> <li><input type="checkbox"/> describe the consequences of the 1837-38 Rebellions (e.g., Durham Report, Act of Union, Rebellion Losses Bill)</li> <li><input type="checkbox"/> describe changes in government structure from 1815 through to the achievement of responsible government</li> </ul>
<p>C2 analyse political, economic, social, and geographical factors that led to Confederation and to the development of Canada's provinces and territories</p> <p><i>Organizer 'Governance: Canada from 1815 to 1914' continued on page 28</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> compare the positions of Canada West and Canada East (Upper and Lower Canada), New Brunswick, and Nova Scotia on Confederation</li> <li><input type="checkbox"/> describe the steps leading to Confederation, including                             <ul style="list-style-type: none"> <li>- Charlottetown Conference</li> <li>- Quebec Conference</li> <li>- London Conference and British permission</li> </ul> </li> <li><input type="checkbox"/> describe factors that led to Confederation, including                             <ul style="list-style-type: none"> <li>- threat of annexation by the USA</li> <li>- Fenian raids</li> <li>- trade</li> <li>- national railway and infrastructure</li> <li>- financial considerations</li> <li>- British support for colonial independence</li> </ul> </li> <li><input type="checkbox"/> assess factors that led to the expansion of Canada to include other provinces and territories, including                             <ul style="list-style-type: none"> <li>- purchase of Rupert's Land</li> <li>- the national railway</li> <li>- sea-to-sea unification</li> <li>- threat of annexation by the USA</li> <li>- the Klondike gold rush</li> <li>- agricultural settlement</li> </ul> </li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Organizer 'Governance: Canada from 1815 to 1914' continued from page 27</i></p> <p>C3 describe the events of the Red River and Northwest Rebellions</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify factors that led to the Red River and Northwest Rebellions (e.g., land issues, minority rights, government response to Métis discontent, cultural conflict)</li> <li><input type="checkbox"/> describe the key events of the Red River Rebellion, including                             <ul style="list-style-type: none"> <li>– Canada's purchase of Rupert's Land</li> <li>– arrival of land surveyors</li> <li>– formation of the Métis National Committee</li> <li>– Métis provisional government</li> <li>– Métis List of Rights</li> <li>– Métis delegation of Ottawa</li> <li>– execution of Thomas Scott</li> <li>– Louis Riel's exile</li> <li>– entry of Manitoba into Confederation</li> </ul> </li> <li><input type="checkbox"/> describe the key events of the Northwest Rebellion, including                             <ul style="list-style-type: none"> <li>– government treatment of Aboriginal peoples</li> <li>– return of Louis Riel</li> <li>– Battles of Duck Lake, Fish Creek, and Batoche</li> </ul> </li> <li><input type="checkbox"/> trial and execution of Louis Riel</li> </ul>
<p>C4 describe the structure and function of Canada's federal, provincial, and local governments</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> explain the fundamental nature of the BNA Act in terms of the division of powers between the federal and provincial governments</li> <li><input type="checkbox"/> describe the three branches of federal government:                             <ul style="list-style-type: none"> <li>– executive branch (e.g., Prime Minister, cabinet, civil service, Governor General)</li> <li>– legislative branch (e.g., Senate, House of Commons, Governor General, Speaker, political parties)</li> <li>– judicial branch (Supreme Court, federal court, provincial courts, rule of law)</li> </ul> </li> <li><input type="checkbox"/> describe the components of the BC provincial government (e.g., Premier, MLAs, Legislative Assembly, Lieutenant Governor)</li> <li><input type="checkbox"/> describe the components of municipal governments (e.g., mayor, councillors, bylaws)</li> </ul>

ECONOMY AND TECHNOLOGY: CANADA FROM 1815 TO 1914

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>D1 assess the impact of Macdonald’s National Policy on Canada</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the elements of Macdonald’s National Policy, including                             <ul style="list-style-type: none"> <li>– protective tariffs</li> <li>– CPR</li> <li>– settlement of the West</li> </ul> </li> <li><input type="checkbox"/> describe the goals of the National Policy, including                             <ul style="list-style-type: none"> <li>– expansion of agricultural production</li> <li>– creation of new markets for manufactured goods</li> <li>– expansion of trade</li> <li>– protection of the national economy</li> </ul> </li> <li><input type="checkbox"/> analyse the positive and negative consequences of the elements of the National Policy in terms of protective tariffs, the CPR, and settlement of the West</li> </ul>
<p>D2 analyse the influence of the following on Canada’s economy from 1815 to 1914:</p> <ul style="list-style-type: none"> <li>– resource development and decline</li> <li>– technological innovations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> analyse the impact of the rise and decline of the fur trade and gold rushes on Canada’s economy</li> <li><input type="checkbox"/> analyse the effects of technological innovation on settlement and employment patterns within regions of Canada, including                             <ul style="list-style-type: none"> <li>– transport technology (e.g., steamships, railway, canals)</li> <li>– communications (e.g., telegraph, newspapers)</li> </ul> </li> </ul>
<p>D3 describe the development of British Columbia’s economy from 1815 to 1914</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify the emergent resource-based industries in British Columbia, including                             <ul style="list-style-type: none"> <li>– logging</li> <li>– mining</li> <li>– fisheries</li> <li>– agriculture</li> </ul> </li> <li><input type="checkbox"/> describe the shift in British Columbia’s trade patterns from north-south (USA) and overseas (Britain) to east-west (within Canada)</li> </ul>

ENVIRONMENT: CANADA FROM 1815 TO 1914

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>E1 describe the physiographic regions of Canada and the geological processes that formed these regions</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> locate the physiographic regions of Canada on a map</li> <li><input type="checkbox"/> describe geological processes (e.g., plate tectonics, glaciation, volcanic activity) that created the following:                             <ul style="list-style-type: none"> <li>– Canadian Shield</li> <li>– Cordillera</li> <li>– St. Lawrence Lowlands</li> <li>– Interior Plains</li> <li>– Appalachian Region</li> <li>– Arctic</li> </ul> </li> <li><input type="checkbox"/> identify the natural resources associated with each physiographic region of Canada</li> </ul>
<p>E2 analyse how geography influenced the economic development and settlement patterns in regions of Canada from 1815 to 1914</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe population distribution and density in terms of climate and physical geography</li> <li><input type="checkbox"/> make connections among resource locations, economic activities, and settlement patterns in various regions in Canada, including                             <ul style="list-style-type: none"> <li>– Prairies (e.g., farming)</li> <li>– British Columbia (e.g., Cariboo and Klondike gold rushes, salmon fishery, logging)</li> <li>– Atlantic (e.g., cod fishery)</li> <li>– Maritimes (e.g., ship building)</li> <li>– Central and Western Canada (e.g., fur trade)</li> </ul> </li> </ul>
<p>E3 evaluate attitudes and practices in resource development in British Columbia from 1815 to 1914 and their impact on contemporary resource management</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify key renewable and non-renewable resources in British Columbia (e.g., mining, fishing, forestry, agriculture)</li> <li><input type="checkbox"/> define stewardship and sustainability with respect to environmental considerations and social responsibility</li> <li><input type="checkbox"/> compare past and present resource development practices in BC, such as                             <ul style="list-style-type: none"> <li>– forestry (e.g., clear-cutting, hand logging, single plank removal)</li> <li>– fishing (e.g., spear fishing, dip-net fishing, driftnet fishing, fish farms)</li> <li>– mining (e.g., underground mining, open-pit mining)</li> <li>– farming (e.g., land use, industrial farming, organic farming)</li> </ul> </li> <li><input type="checkbox"/> defend a position on a selected resource development issue</li> </ul>



# LEARNING RESOURCES

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## *Social Studies 10*



This section contains general information on learning resources, and provides a link to the titles, descriptions, and ordering information for the recommended learning resources in the Social Studies 10 Grade Collection.

#### *What Are Recommended Learning Resources?*

Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators and have Minister's Order granting them provincial recommended status. These resources may include print, video, software and CD-ROMs, games and manipulatives, and other multimedia formats. They are generally materials suitable for student use, but may also include information aimed primarily at teachers.

Information about the recommended resources is organized in the format of a Grade Collection. A Grade Collection can be regarded as a "starter set" of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. Teachers may also wish to supplement Grade Collection resources with locally approved materials.

#### *How Can Teachers Choose Learning Resources to Meet Their Classroom Needs?*

Teachers must use either:

- provincially recommended resources OR
- resources that have been evaluated through a local, board-approved process

Prior to selecting and purchasing new learning resources, an inventory of resources that are already available should be established through consultation with the school and district resource centres. The ministry also works with school districts to negotiate cost-effective access to various learning resources.

#### *What Are the Criteria Used to Evaluate Learning Resources?*

The Ministry of Education facilitates the evaluation of learning resources that support BC curricula,

and that will be used by teachers and/or students for instructional and assessment purposes. Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.

Additional information concerning the review and selection of learning resources is available from the ministry publication, *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2002)  
[www.bced.gov.bc.ca/irp/resdocs/esm\\_guide.pdf](http://www.bced.gov.bc.ca/irp/resdocs/esm_guide.pdf)

#### *What Funding is Available for Purchasing Learning Resources?*

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

#### *What Kinds of Resources Are Found in a Grade Collection?*

The Grade Collection charts list the recommended learning resources by media format, showing links to the curriculum organizers and suborganizers. Each chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

### **SOCIAL STUDIES 10 GRADE COLLECTION**

The Grade Collection for Social Studies 10 lists the recommended learning resources for this course. Resources previously recommended for the 1997 version of the curriculum, where still valid, continue to support this updated IRP. The ministry updates the Grade Collection on a regular basis as new resources are developed and evaluated.

Please check the following ministry web site for the most current list of recommended learning resources in the Social Studies 10 Grade Collection: [www.bced.gov.bc.ca/irp\\_resources/lr/resource/gradcoll.htm](http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm)

