

# Hayat Universal Bilingual School Course Overview

Subject: Social Studies 1914-Present

Grade Level: 10

| Unit – Time  | BC Big Ideas (Understand )  | BC Curricular Competencies (Do)   | BC Content (Know)  | Instructional Strategies/ Learning Activities   | Materials & Resources  | Assessment Methods/Assessment Date   | Key Vocabulary  |
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| <b>Unit 1:</b><br><br>Introduction & 20 <sup>th</sup> Century Timeline Overview<br><br>4 weeks | <ul style="list-style-type: none"> <li>Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.</li> <li>The development of political institutions is influenced by economic, social, ideological, and geographic factors.</li> <li>Worldviews lead to different perspectives and ideas about development in Canadian society.</li> <li>Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural</li> </ul> | <p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)</p> <p>Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence)</p> <p>Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)</p> <p>Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)</p> <p>Explain and infer different perspectives</p> | <p>government, First Peoples governance, political institutions, and ideologies</p> <p>environmental, political, and economic policies</p> <p>Canadian autonomy</p> <p>Canadian identities</p> <p>discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the <i>Komagata Maru</i> incident, and internments</p> <p>advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission</p> <p>domestic conflicts and co-operation</p> <p>international conflicts and co-operation</p> | <p><a href="#">KWL Chart</a></p> <p>Lectures</p> <p>Read Aloud</p> <p>8 Features Notes</p> <p>Identify features in modern civilizations- make collages or posters</p> <p>Features Posters</p> <p>Presentations &amp; Gallery walk</p> <p>Ancient Civilization Timelines</p> <p>-Close/critical/guided reading of non-fiction texts</p> <p><b>-SMART Reading Strategies</b> (reading as thinking):<br/>Prior Knowledge<br/>Predictions</p> | <p><b>TEXT:</b><br/><b><u>Grade 10 Horizons Textbook:</u></b><br/><b>WARNING: This book does not fit the new curriculum</b></p> <p><b>Grade 9 Background Reference:</b><br/><b><u>Crossroads: A Meeting of Civilizations</u></b></p> <p><b>B.C. New Curriculum with Elaborations</b></p> <p>Teacher's Guide</p> <p>-Video clips</p> <p>-Online resources</p> <p>-Supplemental Articles</p> <p>Google classroom</p> | <p><b>Assessment for Learning:</b> Question, Observe &amp; Explore, Discussions, Entrance/Exit Slips, &amp; Review &amp; Reflection sheets (KWL Charts).</p> <p><b>Assessment as Learning: Self Reflection &amp; Self-Assessment</b> Rubrics &amp; Checklists, Verbal Reporting, &amp; Reflection Sheets.</p> <p><b>Assessment of Learning:</b> Quizzes, Tests, Projects, Presentations, Written Response Questions, &amp; Persuasive Essays on Social Studies content graded by BC Social Studies Essay Writing Criteria.</p> | 19 <sup>th</sup> Century<br>20 <sup>th</sup> Century<br>British Empire<br>Capitalism<br>Civil rights<br>Cold War<br>Colonialism<br>Communism<br>Democracy<br>Dirty 30s<br>Exploitation<br>Fascism<br>Great Depression<br>Gulf Wars<br>Korean War<br>Peacekeeping<br>Roaring 20s<br>Scramble for Africa<br>Suffrage<br>Technology<br>United Nations<br>Victorianism<br>Vietnam War<br>Women's Rights<br>World War 1<br>World War 2 |

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|  | society. | <p>on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)</p> <p>Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment )</p> |  | <p>Questions<br/>Connections<br/>Images<br/>(visualizations)<br/>Inferences<br/>What's Important<br/>Big Ideas<br/>Metacognition/reflections</p> <p>-Graphic organizers to aid in the understanding, analysis, and extraction of information from non-fiction texts.</p> <p>-Jigsaw, Placemat, Carousel, Gallery Walk, "Say Something" Share &amp; Compare Activities</p> <p>-In class discussions, debates, think-pair-share, speeches, &amp; group presentations.</p> <p>-Paragraph, personal, &amp; essay responses to course material.</p> <p>-Google classroom assignments</p> <p>-Projects: individual/group, creative, visual, written, &amp; multi-media.</p> |  |  |  |
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| <b>Unit 2:</b><br><br><b>E</b><br><b>nviron</b><br><b>mental,</b><br><b>political</b><br><b>, and</b><br><b>econom</b><br><b>ic</b><br><b>policies</b><br><br>8 weeks |  |  | <a href="#">KWL Chart</a><br><br>Lectures<br><br>Read Aloud<br><br>8 Features Notes<br><br>Identify features in modern civilizations- make collages or posters<br><br>Features Posters<br>Presentations & Gallery walk<br><br>Ancient Civilization Timelines<br><br>-Close/critical/guided reading of non-fiction texts<br><br><b>-SMART Reading Strategies</b> (reading as thinking):<br>Prior Knowledge<br>Predictions<br>Questions<br>Connections<br>Images (visualizations)<br>Inferences<br>What's Important<br>Big Ideas<br>Metacognition/reflections<br><br>-Graphic organizers to aid in the understanding, | <b>TEXT:</b><br><b><u>Grade 10 Horizons</u> Textbook:</b><br><b>WARNING: This book does not fit the new curriculum</b><br><br><b>Grade 9 Background Reference:</b><br><b><u>Crossroads: A Meeting of Civilizations</u></b><br><br><b>B.C. New Curriculum with Elaborations</b><br><br>Teacher's Guide<br><br>-Video clips<br><br>-Online resources<br><br>-Supplemental Articles<br><br>oogle classroom<br><br>oogle classroom | <b>Assessment for Learning:</b> Question, Observe & Explore, Discussions, Entrance/Exit Slips, & Review & Reflection sheets (KWL Charts).<br><br><b>Assessment as Learning: Self</b> Reflection & Self-Assessment Rubrics & Checklists, Verbal Reporting, & Reflection Sheets.<br><br><b>Assessment of Learning:</b> Quizzes, Tests, Projects, Presentations, Written Response Questions, & Persuasive Essays on Social Studies content graded by BC Social Studies Essay Writing Criteria. | Campaigns<br>Carbon Pricing<br>Charter of rights and Freedoms<br>Climate Change<br>Elections<br>Executive<br>Federal<br>First Peoples<br>Food security<br>Indigenous<br>Infrastructure<br>Judicial<br>Land Claim<br>Land use<br>Legislative<br>Local<br>Minorities<br>NAFTA<br>Overconsumption<br>Provincial<br>Regional<br>Renewable energy<br>Social Welfare<br>Stimulus<br>Programs<br>Territorial<br>Title<br>Trans-Pacific Partnership<br>Treaty<br>Water quality |
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|  |   |   |   | <p>analysis, and extraction of information from non-fiction texts.</p> <p>-Jigsaw, Placemat, Carousel, Gallery Walk, "Say Something" Share &amp; Compare Activities</p> <p>-In class discussions, debates, think-pair-share, speeches, &amp; group presentations.</p> <p>-Paragraph, personal, &amp; essay responses to course material.</p> <p>-Google classroom assignments</p> <p>-Projects: individual/group, creative, visual, written, &amp; multi-media.</p> |  |   |  |
| <p><b>Unit 3:</b></p> <p><b>Canadian autonomy</b></p> <p>6 weeks</p> | <ul style="list-style-type: none"> <li>Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.</li> <li>The development of political institutions is influenced by economic, social, ideological, and</li> </ul> | <p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)</p> <p>Assess the justification for competing accounts after investigating</p> | <p>government, First Peoples governance, political institutions, and ideologies</p> <p>environmental, political, and economic policies</p> <p>Canadian autonomy</p> <p>Canadian identities</p> <p>discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the <i>Komagata Maru</i> incident, and internments</p> <p>advocacy for human</p> | <p><a href="#">KWL Chart</a></p> <p>Lectures</p> <p>Read Aloud</p> <p>8 Features Notes</p> <p>Identify features in modern civilizations- make collages or posters</p>   | <p><b>TEXT:</b><br/><b><u>Grade 10 Horizons Textbook:</u></b><br/><b>WARNING: This book does not fit the new curriculum</b></p> <p><b>Grade 9 Background Reference:</b><br/><b><u>Crossroads: A Meeting of Civilizations</u></b></p> <p><b>B.C. New Curriculum with Elaborations</b></p> | <p><b>Assessment for Learning:</b> Question, Observe &amp; Explore, Discussions, Entrance/Exit Slips, &amp; Review &amp; Reflection sheets (KWL Charts).</p> <p><b>Assessment as Learning: Self</b> Reflection &amp; Self-Assessment Rubrics &amp; Checklists, Verbal Reporting, &amp; Reflection Sheets.</p> <p><b>Assessment of</b></p> | <p>World War 1</p> <p>Statute of Westminster Constitution Act</p> <p>Free Trade</p> <p>Bilateral Defense</p> <p>Montreal Protocol on Acid Rain</p> |

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|  | <p>geographic factors.</p> <ul style="list-style-type: none"> <li>Worldviews lead to different perspectives and ideas about development s in Canadian society.</li> </ul> <p>Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.</p> | <p>points of contention, reliability of sources, and adequacy of evidence, including data (evidence)</p> <p>Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)</p> <p>Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)</p> <p>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)</p> <p>Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)</p> | <p>rights, including findings and recommendations of the Truth and Reconciliation Commission</p> <p>domestic conflicts and co-operation</p> <p>international conflicts and co-operation</p> | <p>Features Posters Presentations &amp; Gallery walk</p> <p>Ancient Civilization Timelines</p> <p>-Close/critical/guided reading of non-fiction texts</p> <p><b>-SMART Reading Strategies</b> (reading as thinking):</p> <p>Prior Knowledge Predictions Questions Connections Images (visualizations) Inferences What's Important Big Ideas Metacognition/reflections</p> <p>-Graphic organizers to aid in the understanding, analysis, and extraction of information from non-fiction texts.</p> <p>-Jigsaw, Placemat, Carousel, Gallery Walk, "Say Something" Share &amp; Compare Activities</p> <p>-In class discussions,</p> | <p>Teacher's Guide</p> <p>-Video clips</p> <p>-Online resources</p> <p>-Supplemental Articles</p> <p>Google classroom</p> | <p><b>Learning:</b> Quizzes, Tests, Projects, Presentations, Written Response Questions, &amp; Persuasive Essays on Social Studies content graded by BC Social Studies Essay Writing Criteria.</p> | <p>Sovereignty Quebec First Peoples Status Non-Status First Nations Metis Inuit Francophone Bilingual Immigration Multiculturalism Bilingualism Biculturalism Multiculturalism Cultural Identity Second-Generation First-Generation Arts Traditions Languages Media Innovations</p> |
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|  |  |  |  | <p>debates, think-pair-share, speeches, &amp; group presentations.</p> <p>-Paragraph, personal, &amp; essay responses to course material.</p> <p>-Google classroom assignments</p> <p>-Projects: individual/group, creative, visual, written, &amp; multi-media.</p>  |  |  |  |
| <p><b>Unit 4:</b></p> <p><b>Canadian identities</b></p> <p>8 weeks</p> | <ul style="list-style-type: none"> <li>Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.</li> <li>The development of political institutions is influenced by economic, social, ideological, and geographic factors.</li> <li>Worldviews lead to different perspectives and ideas about development in Canadian society.</li> </ul> <p>Historical and contemporary injustices challenge the narrative and identity of Canada</p> | <p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)</p> <p>Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</p> <p>Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)</p> <p>Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple</p> | <p>government, First Peoples governance, political institutions, and ideologies</p> <p>environmental, political, and economic policies</p> <p>Canadian autonomy</p> <p>Canadian identities</p> <p>discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the <i>Komagata Maru</i> incident, and internments</p> <p>advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission</p> <p>domestic conflicts and co-operation</p> <p>international conflicts and co-operation</p> | <p><a href="#">KWL Chart</a></p> <p>Lectures</p> <p>Read Aloud</p> <p>8 Features Notes</p> <p>Identify features in modern civilizations- make collages or posters</p> <p>Features Posters</p> <p>Presentations &amp; Gallery walk</p> <p>Ancient Civilization Timelines</p> <p>-Close/critical/guided reading of non-fiction texts</p> <p><b>-SMART Reading</b></p> | <p><b>TEXT:</b><br/><b><u>Grade 10 Horizons Textbook:</u></b><br/><b>WARNING: This book does not fit the new curriculum</b></p> <p><b>Grade 9 Background Reference:</b><br/><b><u>Crossroads: A Meeting of Civilizations</u></b></p> <p><b>B.C. New Curriculum with Elaborations</b></p> <p>Teacher's Guide</p> <p>-Video clips</p> <p>-Online resources</p> <p>-Supplemental Articles</p> <p>Google classroom</p> | <p><b>Assessment for Learning:</b> Question, Observe &amp; Explore, Discussions, Entrance/Exit Slips, &amp; Review &amp; Reflection sheets (KWL Charts).</p> <p><b>Assessment as Learning: Self Reflection &amp; Self-Assessment Rubrics &amp; Checklists, Verbal Reporting, &amp; Reflection Sheets.</b></p> <p><b>Assessment of Learning:</b> Quizzes, Tests, Projects, Presentations, Written Response Questions, &amp; Persuasive Essays on Social Studies content graded by BC Social Studies Essay Writing Criteria.</p> |  |

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|  | as an inclusive, multicultural society. | <p><b>consequences (cause and consequence)</b></p> <p>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)</p> <p>Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)</p> |  | <p><b>Strategies</b> (reading as thinking):</p> <p>Prior Knowledge</p> <p>Predictions</p> <p>Questions</p> <p>Connections</p> <p>Images (visualizations)</p> <p>Inferences</p> <p>What's Important</p> <p>Big Ideas</p> <p>Metacognition/reflections</p> <p>-Graphic organizers to aid in the understanding, analysis, and extraction of information from non-fiction texts.</p> <p>-Jigsaw, Placemat, Carousel, Gallery Walk, "Say Something" Share &amp; Compare Activities</p> <p>-In class discussions, debates, think-pair-share, speeches, &amp; group presentations.</p> <p>-Paragraph, personal, &amp; essay responses to course material.</p> <p>-Google classroom assignments</p> <p>-Projects: individual/group,</p> |  |  |  |
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|  |  |  |  | creative, visual, written, & multi-media.  |   |   |  |
| <b>Unit 5:</b><br><br><b>Discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments</b><br><br>8 weeks |  |  |  | <a href="#">KWL Chart</a><br><br>Lectures<br><br>Read Aloud<br><br>8 Features Notes<br><br>Identify features in modern civilizations- make collages or posters<br><br>Features Posters<br>Presentations & Gallery walk<br><br>Ancient Civilization<br>Timelines<br><br>-Close/critical/guided reading of non-fiction texts<br><br><b>-SMART Reading Strategies</b> (reading as thinking):<br>Prior Knowledge<br>Predictions<br>Questions<br>Connections<br>Images (visualizations)<br>Inferences<br>What's Important | - <b>TEXT:</b><br><b>Grade 10 Horizons Textbook:</b><br><b>WARNING: This book does not fit the new curriculum</b><br><br><b>Grade 9 Background Reference:</b><br><b><u>Crossroads: A Meeting of Civilizations</u></b><br><br><b>B.C. New Curriculum with Elaborations</b><br><br>Teacher's Guide<br><br>-Video clips<br><br>-Online resources<br><br>-Supplemental Articles<br><br>Google classroom | <b>Assessment for Learning:</b> Question, Observe & Explore, Discussions, Entrance/Exit Slips, & Review & Reflection sheets (KWL Charts).<br><br><b>Assessment as Learning: Self</b> Reflection & Self-Assessment Rubrics & Checklists, Verbal Reporting, & Reflection Sheets.<br><br><b>Assessment of Learning:</b> Quizzes, Tests, Projects, Presentations, Written Response Questions, & Persuasive Essays on Social Studies content graded by BC Social Studies Essay Writing Criteria. | Advocacy<br>Apologies<br>Bill of Rights<br>Charter of Rights<br>Chinese Immigration Act<br>Civil Liberties<br>Detention<br>Discrimination<br>Expulsion<br>Forced Sterilization<br>Head Tax<br>Historic Wrongs<br>Human Rights<br>Inclusion<br>Indian Act<br>Internment<br>Camps<br>Komagata Maru<br>Liberation<br>Persecution<br>Redress<br>Residential School<br>Sexism |



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|  |  |  |  | <p>Big Ideas<br/>Metacognition/reflections</p> <p>-Graphic organizers to aid in the understanding, analysis, and extraction of information from non-fiction texts.</p> <p>-Jigsaw, Placemat, Carousel, Gallery Walk, "Say Something" Share &amp; Compare Activities</p> <p>-In class discussions, debates, think-pair-share, speeches, &amp; group presentations.</p> <p>-Paragraph, personal, &amp; essay responses to course material.</p> <p>-Google classroom assignments</p> <p>-Projects: individual/group, creative, visual, written, &amp; multi-media.</p> |   |  | <p>Suffrage<br/>The Persons Case<br/>Tribunal<br/>Truth &amp; Reconciliation<br/>UN Declaration<br/>Women's rights</p> |
| <p><b>Unit 6:</b></p> <p><b>Advocacy for human</b></p> | <ul style="list-style-type: none"> <li>Global and regional conflicts have been a powerful force in shaping our contemporary world and</li> </ul> | <p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>Assess the significance of people, places, events, or</p> | <p>government, First Peoples governance, political institutions, and ideologies</p> <p>environmental, political, and economic policies</p> <p>Canadian autonomy</p> <p>Canadian identities</p> | <p><a href="#">KWL Chart</a></p> <p>Lectures</p> <p>Read Aloud</p>  | <p><b>TEXT:</b><br/><b>Grade 10 Horizons Textbook:</b><br/><b>WARNING: This book does not fit the new curriculum</b></p> <p><b>Grade 9 Background</b></p> | <p><b>Assessment for Learning:</b> Question, Observe &amp; Explore, Discussions, Entrance/Exit Slips, &amp; Review &amp; Reflection sheets (KWL Charts).</p> | <p>Advocacy<br/>Apologies<br/>Bill of Rights<br/>Charter of Rights</p>   |

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| <p><b>rights, including findings and recommendations of the Truth and Reconciliation Commission</b></p> <p>8 weeks</p> | <p>identities.</p> <ul style="list-style-type: none"> <li>The development of political institutions is influenced by economic, social, ideological, and geographic factors.</li> <li>Worldviews lead to different perspectives and ideas about development in Canadian society.</li> </ul> <p>Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.</p> | <p>developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)</p> <p>Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence)</p> <p>Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)</p> <p>Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)</p> <p>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)</p> <p>Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)</p> | <p>discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the <i>Komagata Maru</i> incident, and internments</p> <p>advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission</p> <p>domestic conflicts and co-operation</p> <p>international conflicts and co-operation</p> | <p>8 Features Notes</p> <p>Identify features in modern civilizations- make collages or posters</p> <p>Features Posters Presentations &amp; Gallery walk</p> <p>Ancient Civilization Timelines</p> <p>-Close/critical/guided reading of non-fiction texts</p> <p>-<b>SMART Reading Strategies</b> (reading as thinking):<br/>Prior Knowledge<br/>Predictions<br/>Questions<br/>Connections<br/>Images (visualizations)<br/>Inferences<br/>What's Important<br/>Big Ideas<br/>Metacognition/reflections</p> <p>-Graphic organizers to aid in the understanding, analysis, and extraction of information from non-fiction texts.</p> | <p><b>Reference:</b><br/><b><u>Crossroads: A Meeting of Civilizations</u></b></p> <p><b>B.C. New Curriculum with Elaborations</b></p> <p>Teacher's Guide</p> <p>-Video clips</p> <p>-Online resources</p> <p>-Supplemental Articles</p> <p>Google classroom</p> | <p><b>Assessment as Learning: Self Reflection &amp; Self-Assessment Rubrics &amp; Checklists, Verbal Reporting, &amp; Reflection Sheets.</b></p> <p><b>Assessment of Learning:</b> Quizzes, Tests, Projects, Presentations, Written Response Questions, &amp; Persuasive Essays on Social Studies content graded by BC Social Studies Essay Writing Criteria.</p> | <p>Chinese Immigration Act<br/>Civil Liberties<br/>Detention<br/>Discrimination<br/>Expulsion<br/>Forced Sterilization<br/>Head Tax<br/>Historic Wrongs<br/>Human Rights<br/>Inclusion<br/>Indian Act<br/>Internment<br/>Camps<br/>Komagata Maru<br/>Liberation<br/>Persecution<br/>Redress<br/>Residential School<br/>Sexism<br/>Suffrage<br/>The Persons Case<br/>Tribunal<br/>Truth &amp; Reconciliation<br/>UN Declaration<br/>Women's rights</p> |
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|   |  |  |   | <p>-Jigsaw, Placemat, Carousel, Gallery Walk, “Say Something” Share &amp; Compare Activities</p> <p>-In class discussions, debates, think-pair-share, speeches, &amp; group presentations.</p> <p>-Paragraph, personal, &amp; essay responses to course material.</p> <p>-Google classroom assignments</p> <p>-Projects: individual/group, creative, visual, written, &amp; multi-media.</p> |   |  |  |
| <p><b>Unit 7:</b></p> <p><b>Domestic conflict s and co-operation</b></p> <p>4 weeks</p> | <ul style="list-style-type: none"> <li>Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.</li> <li>The development of political institutions is influenced by economic, social, ideological, and geographic factors.</li> <li>Worldviews lead to different perspectives and ideas</li> </ul> | <p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)</p> <p>Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence)</p> <p>Compare and contrast continuities and changes for different</p> | <p>government, First Peoples governance, political institutions, and ideologies</p> <p>environmental, political, and economic policies</p> <p>Canadian autonomy</p> <p>Canadian identities</p> <p>discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the <i>Komagata Maru</i> incident, and internments</p> <p>advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission</p> <p>domestic conflicts</p> | <p><a href="#">KWL Chart</a></p> <p>Lectures</p> <p>Read Aloud</p> <p>8 Features Notes</p> <p>Identify features in modern civilizations- make collages or posters</p> <p>Features Posters Presentations &amp; Gallery walk</p> <p>Ancient Civilization</p>   | <p><b>TEXT:</b><br/><b><u>Grade 10 Horizons Textbook:</u></b><br/><b>WARNING: This book does not fit the new curriculum</b></p> <p><b>Grade 9 Background Reference:</b><br/><b><u>Crossroads: A Meeting of Civilizations</u></b></p> <p><b>B.C. New Curriculum with Elaborations</b></p> <p>Teacher’s Guide</p> <p>-Video clips</p> | <p><b>Assessment for Learning:</b> Question, Observe &amp; Explore, Discussions, Entrance/Exit Slips, &amp; Review &amp; Reflection sheets (KWL Charts).</p> <p><b>Assessment as Learning: Self</b> Reflection &amp; Self-Assessment Rubrics &amp; Checklists, Verbal Reporting, &amp; Reflection Sheets.</p> <p><b>Assessment of Learning:</b> Quizzes, Tests, Projects, Presentations, Written Response Questions, &amp; Persuasive Essays on Social Studies content</p> |  |

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|  | <p>about development<br/>s in<br/>Canadian<br/>society.</p> <p>Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.</p> | <p>groups at particular times and places (continuity and change)</p> <p>Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)</p> <p>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)</p> <p>Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)</p> | <p>and co-operation</p> <p>international conflicts and co-operation</p> | <p>Timelines</p> <p>-Close/critical/guided reading of non-fiction texts</p> <p><b>-SMART Reading Strategies</b> (reading as thinking):</p> <p>Prior Knowledge</p> <p>Predictions</p> <p>Questions</p> <p>Connections</p> <p>Images (visualizations)</p> <p>Inferences</p> <p>What's Important</p> <p>Big Ideas</p> <p>Metacognition/reflections</p> <p>-Graphic organizers to aid in the understanding, analysis, and extraction of information from non-fiction texts.</p> <p>-Jigsaw, Placemat, Carousel, Gallery Walk, "Say Something" Share &amp; Compare Activities</p> <p>-In class discussions, debates, think-pair-share, speeches, &amp; group presentations.</p> <p>-Paragraph, personal, &amp; essay responses to course material.</p> | <p>-Online resources</p> <p>-Supplemental Articles</p> <p>Google classroom</p> | <p>graded by BC Social Studies Essay Writing Criteria.</p> |  |
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|   |   |   |  | <p>-Google classroom assignments</p> <p>-Projects: individual/group, creative, visual, written, &amp; multi-media.</p>   |  |  |  |
| <p><b>Unit 8:</b></p> <p><b>International conflicts and co-operation</b></p> <p>4 weeks</p> | <ul style="list-style-type: none"> <li>Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.</li> <li>The development of political institutions is influenced by economic, social, ideological, and geographic factors.</li> <li>Worldviews lead to different perspectives and ideas about developments in Canadian society.</li> </ul> <p>Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.</p> | <p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)</p> <p>Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence)</p> <p>Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)</p> <p>Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)</p> <p>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews,</p> | <p>government, First Peoples governance, political institutions, and ideologies</p> <p>environmental, political, and economic policies</p> <p>Canadian autonomy</p> <p>Canadian identities</p> <p>discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the <i>Komagata Maru</i> incident, and internments</p> <p>advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission</p> <p>domestic conflicts and co-operation</p> <p>international conflicts and co-operation</p> | <p><a href="#">KWL Chart</a></p> <p>Lectures</p> <p>Read Aloud</p> <p>8 Features Notes</p> <p>Identify features in modern civilizations- make collages or posters</p> <p>Features Posters</p> <p>Presentations &amp; Gallery walk</p> <p>Ancient Civilization Timelines</p> <p>-Close/critical/guided reading of non-fiction texts</p> <p><b>-SMART Reading Strategies</b> (reading as thinking):</p> <p>Prior Knowledge</p> <p>Predictions</p> <p>Questions</p> <p>Connections</p> <p>Images (visualizations)</p> | <p><b>TEXT:</b></p> <p><b>Grade 10 Horizons Textbook: WARNING: This book does not fit the new curriculum</b></p> <p><b>Grade 9 Background Reference:</b></p> <p><b><u>Crossroads: A Meeting of Civilizations</u></b></p> <p><b>B.C. New Curriculum with Elaborations</b></p> <p>Teacher's Guide</p> <p>-Video clips</p> <p>-Online resources</p> <p>-Supplemental Articles</p> <p>Google classroom</p> | <p><b>Assessment for Learning:</b> Question, Observe &amp; Explore, Discussions, Entrance/Exit Slips, &amp; Review &amp; Reflection sheets (KWL Charts).</p> <p><b>Assessment as Learning: Self Reflection &amp; Self-Assessment Rubrics &amp; Checklists, Verbal Reporting, &amp; Reflection Sheets.</b></p> <p><b>Assessment of Learning:</b> Quizzes, Tests, Projects, Presentations, Written Response Questions, &amp; Persuasive Essays on Social Studies content graded by BC Social Studies Essay Writing Criteria.</p> | <p>1980 &amp; 1995 Referenda</p> <p>APEC Assembly</p> <p>Bill 101</p> <p>Bloc Québécois</p> <p>Brotherhood</p> <p>Calgary Declaration</p> <p>Charlottetown Accord</p> <p>Constitution Crisis</p> <p>First Peoples</p> <p>Global Armed Conflict</p> <p>Meech Lake Accord</p> <p>NATO</p> <p>NGO</p> <p>Non-participation</p> <p>NORAD</p> <p>October Crisis</p> <p>Parti Québécois</p> <p>Peace-Keeping</p> |

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|  |  | <p>and beliefs<br/>(perspective)</p> <p>Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond<br/>(ethical judgment)</p> |  | <p>Inferences<br/>What's Important<br/>Big Ideas<br/>Metacognition/reflections</p> <p>-Graphic organizers to aid in the understanding, analysis, and extraction of information from non-fiction texts.</p> <p>-Jigsaw, Placemat, Carousel, Gallery Walk, "Say Something" Share &amp; Compare Activities</p> <p>-In class discussions, debates, think-pair-share, speeches, &amp; group presentations.</p> <p>-Paragraph, personal, &amp; essay responses to course material.</p> <p>-Google classroom assignments</p> <p>-Projects: individual/group, creative, visual, written, &amp; multi-media.</p> |  |  | <p>Quebec<br/>Sovereignty<br/>Quiet<br/>Revolution<br/>WTO<br/>WTO</p> |
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