Hayat Universal Bilingual School Course Overview

Subject: S

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/Assess ment Date	Key Vocabular
Unit 1: Introduc tion & 20 th Century Timeline Overvie w 4 weeks	 Global and regional conflicts have been a powerful force in shaping our contemporary world and identities. The development of political institutions is influenced by economic, social, ideological, and geographic factors. Worldvi ews lead to different perspectives and ideas about development s in Canadian society. Historic al and contemporar y injustices challenge the narrative and identity of Canada as an inclusive, multicultural 	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance) Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence) Compare and contrast continuities and changes for different groups at particular times and places (continuity and change) Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence) Explain and infer different perspectives	government, First Peoples governance, political institutions, and ideologies environmental, political, and economic policies Canadian autonomy Canadian identities discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the <i>Komagata Maru</i> incident, and internments advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission domestic conflicts and co-operation international conflicts and co- operation	KWL ChartLecturesRead Aloud8 Features NotesIdentify features in modern civilizations- make collages or postersFeatures Posters Presentations & Gallery walkAncient Civilization Timelines-Close/critical/guided reading of non-fiction texts-SMART Reading Strategies (reading as thinking): Prior Knowledge Predictions	TEXT: <u>Grade 10 Horizons</u> Textbook: WARNING: This book does not fit the new curriculum Grade 9 Background Reference: <u>Crossroads: A Meeting of</u> <u>Civilizations</u> B.C. New Curriculum with Elaborations Teacher's Guide -Video clips -Online resources -Supplemental Articles toogle classroom	Assessment for Learning: Question, Observe & Explore, Discussions, Entrance/Exit Slips, & Review & Reflection sheets (KWL Charts). Assessment as Learning: Self Reflection & Self- Assessment Rubrics & Checklists, Verbal Reporting, & Reflection Sheets. Assessment of Learning: Quizzes, Tests, Projects, Presentations, Written Response Questions, & Persuasive Essays on Social Studies content graded by BC Social Studies Essay Writing Criteria.	19 th Century 20 th Century British Empire Capitalism Civil rights Cold War Colonialism Communism Democracy Dirty 30s Exploitation Fascism Great Depression Gulf Wars Korean War Peacekeeping Roaring 20s Scramble for Africa Suffrage Technology United nations Victorianism Vietnam War Women's Rights World War 1 World War 2

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society.	on past or present people, places, issues,	Q	uestions		
	or events by	C	onnections		
	considering prevailing		nages		
	norms, values, worldviews,		visualizations)		
	and beliefs		nferences		
	(perspective)		Vhat's Important		
	Make reasoned ethical judgments about		ig Ideas		
	actions in the past and		letacognition/reflect		
	present, and assess appropriate ways to		ons		
	remember and respond	10	5115		
	(ethical judgment)	-0	Graphic organizers to		
			id in the		
			nderstanding,		
			nalysis, and		
			xtraction of		
			iformation from		
		II	on-fiction texts.		
		_1	igsaw, Placemat,		
			arousel, Gallery		
			Valk, "Say		
			omething" Share &		
			ompare Activities		
		-1	n class discussions,		
			ebates, think-pair-		
			hare, speeches, &		
		gı	roup presentations.		
			Paragraph, personal,		
			essay responses to		
			ourse material.		
			ourse material.		
			Google classroom		
			ssignments		
		a	ssigiiiiteilts		
		1_1	Projects:		
			ndividual/group,		
			reative, visual,		
			vritten, & multi-		
			nedia.		
		11	icula.		

Unit 2:	KWL Chart	TEXT:	Assessment for	Campaigns
Jint 2.		Grade 10 Horizons Textbook:	Learning: Question,	Carbon Pricin
Е	Lectures	WARNING: This book does	Observe & Explore, Discussions,	Charter of
		not fit the new curriculum	Entrance/Exit Slips, &	
nviron	Read Aloud		Review & Reflection sheets (KWL Charts).	rights and
mental,		Grade 9 Background		Freedoms
political	8 Features Notes	Reference:	Assessment as	Climate Chang
, and	Identify features in	Crossroads: A Meeting of Civilizations	Learning: Self Reflection & Self-	Elections
econom	modern civilizations-	<u>civilizations</u>	Assessment Rubrics &	Executive
ic	make collages or		Checklists, Verbal Reporting, & Reflection	Federal
policies	posters	B.C. New Curriculum with	Sheets.	First Peoples
-		Elaborations	Assessment of	Food security
0	Features Posters		Learning: Quizzes,	Indigenous
8 weeks	Presentations &	Teacher's Guide	Tests, Projects,	Infrastructure
	Gallery walk		Presentations, Written Response Questions, &	Judicial
	Ancient Civilization	-Video clips	Persuasive Essays on	Land Claim
	Timelines		Social Studies content graded by BC Social	Land use
		-Online resources	Studies Essay Writing	Legislative
	-Close/critical/guided		Criteria.	Local
	reading of non-fiction	-Supplemental Articles		
	texts	loogla alassroom		Minorities
	CMADT D J	oogle classroom		NAFTA
	-SMART Reading Strategies (reading	loogle classroom		Overconsump
	as thinking):			on
	Prior Knowledge			Provincial
	Predictions			Regional
	Questions			Renewable
	Connections			energy
	Images			Social Welfare
	(visualizations) Inferences			Stimulus
	What's Important			Programs
	Big Ideas			Territorial
	Metacognition/reflect			Title
	ions			Trans-Pacific
				Partnership
	-Graphic organizers to			-
	aid in the			Treaty
L I	understanding,			Water quality

				analysis, and extraction of information from non-fiction texts. -Jigsaw, Placemat, Carousel, Gallery Walk, "Say Something" Share & Compare Activities -In class discussions, debates, think-pair- share, speeches, & group presentations. -Paragraph, personal, & essay responses to course material. -Google classroom assignments -Projects: individual/group, creative, visual, written & multi-			
				written, & multi-			
	a i i i i			media.			
Unit 3:	 Global and regional 	Use Social Studies inquiry processes and	government, First Peoples governance,	KWL Chart	TEXT:	Assessment for Learning: Question,	World War 1
	conflicts have been a	skills to ask questions; gather, interpret, and	political institutions, and ideologies	Lacturas	<u>Grade 10 Horizons</u> Textbook: WARNING: This book does	Observe & Explore,	Statute of
Canadia	powerful	analyze ideas; and communicate findings	environmental,	Lectures	not fit the new curriculum	Discussions, Entrance/Exit Slips, &	Westminster
n	force in shaping our	and decisions	political, and economic policies	Read Aloud		Review & Reflection	Constitution
autono	contemporar y world and	Assess the significance of people, places,	Canadian autonomy		Grade 9 Background	sheets (KWL Charts).	Act
my	identities.	events, or developments,	Canadian identities discriminatory	8 Features Notes	Reference:	Assessment as	Free Trade
	 The development 	and compare varying perspectives on their	policies and injustices in Canada	Identify features in	<u>Crossroads: A Meeting of</u> <u>Civilizations</u>	Learning: Self Reflection & Self-	Bilateral
6 weeks	of political institutions is	significance at particular times and	and the world,	modern civilizations-		Assessment Rubrics &	Defense
	influenced by	places, and from group	including residential schools, the head tax,	make collages or		Checklists, Verbal Reporting, & Reflection	Montreal
	economic,	to group (significance) Assess the justification	the <i>Komagata Maru</i> incident, and	posters	B.C. New Curriculum with	Sheets.	Protocol on
	social, ideological, and	for competing accounts after investigating	internments advocacy for human		Elaborations	Assessment of	Acid Rain

geographic	points of contention,	rights, including	Fasture Dastan		Learning Quizzos	
factors.	reliability of sources,	findings and	Features Posters	Teacher's Guide	Learning: Quizzes, Tests, Projects,	Sovereignty
Worldvi	and adequacy of evidence, including data	recommendations of the Truth and	Presentations &	reacher 5 Guide	Presentations, Written	Quebec
ews lead to different	(evidence)	Reconciliation	Gallery walk	Video alina	Response Questions, &	First Peoples
perspectives	Compare and contrast	Commission		-Video clips	Persuasive Essays on	Status
and ideas about	continuities and changes for different	domestic conflicts and co-operation	Ancient Civilization		Social Studies content graded by BC Social	
development	groups at particular	international conflicts	Timelines	-Online resources	Studies Essay Writing	Non-Status
s in	times and places (continuity and change)	and co-operation			Criteria.	First Nations
Canadian society.	Assess how underlying		-Close/critical/guided	-Supplemental Articles		Metis
Historical and	conditions and the		reading of non-fiction			Inuit
contemporary injustices challenge	actions of individuals or groups influence events,		texts	oogle classroom		
the narrative and	decisions, or					Francophone
identity of Canada	developments, and analyze multiple		-SMART Reading			Bilingual
as an inclusive, multicultural society.	consequences (cause and consequence)		Strategies (reading			Immigration
	Explain and infer		as thinking):			Multiculturali
	different perspectives		Prior Knowledge			m
	on past or present people, places, issues,		Predictions			Bilingualism
	or events by		Questions			0
	considering prevailing norms, values,		Connections			Biculturalism
	worldviews,		Images			Multiculturali
	and beliefs (perspective)		(visualizations)			m
	Make reasoned ethical		Inferences			Cultural
	judgments about actions in the past and present, and		What's Important			Identity
	assess appropriate ways to		Big Ideas			Second-
	remember and respond		Metacognition/reflect			
	(ethical judgment)		ions			Generation
						First-
			-Graphic organizers to			Generation
			aid in the			Arts
			understanding,			Traditions
			analysis, and			
			extraction of			Languages
			information from			Media
			non-fiction texts.			Innovations
			-Jigsaw, Placemat,			
			Carousel, Gallery			
			Walk, "Say			
			Something" Share &			
			Compare Activities			
			In allowed in some			
			-In class discussions,			

				debates, think-pair- share, speeches, & group presentations. -Paragraph, personal, & essay responses to course material. -Google classroom assignments -Projects: individual/group, creative, visual, written, & multi- media.			
Unit 4:	 Global and regional 	Use Social Studies inquiry processes and	government, First Peoples governance,	KWL Chart	TEXT: Crade 10 Herizons Toytheek:	Assessment for Learning: Question,	
Canadia n identiti es 8 weeks	and regional conflicts have been a powerful force in shaping our contemporar y world and identities. • The development of political institutions is influenced by economic, social, ideological, and geographic factors. • Worldvi ews lead to different perspectives and ideas about development s in Canadian society. Historical and	skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions 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) Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence) Compare and contrast continuities and changes for different groups at particular times and places (continuity and change) Assess how underlying conditions and the	political institutions, and ideologies environmental, political, and economic policies Canadian autonomy Canadian identities discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the <i>Komagata Maru</i> incident, and internments advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission domestic conflicts and co-operation	Lectures Read Aloud 8 Features Notes Identify features in modern civilizations- make collages or posters Features Posters Presentations & Gallery walk Ancient Civilization Timelines -Close/critical/guided reading of non-fiction texts	Grade 10 Horizons Textbook:WARNING: This book does not fit the new curriculumGrade 9 Background Reference: Crossroads: A Meeting of CivilizationsB.C. New Curriculum with ElaborationsTeacher's Guide -Video clips -Online resources -Supplemental Articles	Learning: Question, Observe & Explore, Discussions, Entrance/Exit Slips, & Review & Reflection sheets (KWL Charts). Assessment as Learning: Self Reflection & Self- Assessment Rubrics & Checklists, Verbal Reporting, & Reflection Sheets. Assessment of Learning: Quizzes, Tests, Projects, Presentations, Written Response Questions, & Persuasive Essays on Social Studies content graded by BC Social Studies Essay Writing Criteria.	
	contemporary injustices challenge	actions of individuals or groups influence events, decisions, or			oogle classroom		
	the narrative and identity of Canada	developments, and analyze multiple		-SMART Reading			

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	as an inclusive, multicultural society.	consequences (cause and consequence)		Strategies (reading			
	municultural society.	Explain and infer		as thinking) :			
		different perspectives		Prior Knowledge			
		on past or present people, places, issues,		Predictions			
		or events by		Questions			
		considering prevailing norms, values,		Connections			
		worldviews,		Images			
		and beliefs (perspective)		(visualizations)			
		Make reasoned ethical		Inferences			
		judgments about actions in the past and present, and		What's Important			
		assess appropriate ways to		Big Ideas			
		remember and respond		Metacognition/reflect			
		(ethical judgment)		ions			
				-Graphic organizers to			
				aid in the			
				understanding,			
				analysis, and			
				extraction of			
				information from			
				non-fiction texts.			
				-Jigsaw, Placemat,			
				Carousel, Gallery			
				Walk, "Say			
				Something" Share &			
				Compare Activities			
				_			
				-In class discussions,			
				debates, think-pair-			
				share, speeches, &			
				group presentations.			
				-Paragraph, personal,			
				& essay responses to			
				course material.			
				-Google classroom			
				assignments			
				0			
				-Projects:			
				individual/group,			
L	I	1	1	, 6 , 6 , 6 , 6 , 7 , 1	1	1	1

Unit 5:	creative, visual, written, & multi- media. <u>KWL Chart</u>	- TEXT:	Assessment for	Advocacy
		Grade 10 Horizons Textbook:	Learning: Question, Observe & Explore,	Apologies
Discrim	Lectures	WARNING: This book does	Discussions,	Bill of Rights
inatory	Dood Aloud	not fit the new curriculum	Entrance/Exit Slips, & Review & Reflection	Charter of
policies	Read Aloud	Grade 9 Background	sheets (KWL Charts).	Rights
and	8 Features Notes	Reference:	Assessment as	Chinese
injustic		Crossroads: A Meeting of	Learning: Self	Immigration
es in	Identify features in	<u>Civilizations</u>	Reflection & Self- Assessment Rubrics &	Act
Canada	modern civilizations- make collages or		Checklists, Verbal Reporting, & Reflection	Civil Liberties
and the	posters	B.C. New Curriculum with	Sheets.	Detention
world,		Elaborations	Assessment of	Discriminatio
includi	Features Posters Presentations &		Learning: Quizzes,	Expulsion
ng	Gallery walk	Teacher's Guide	Tests, Projects, Presentations, Written	Forced
residen		Video eline	Response Questions, & Persuasive Essays on	Sterilization
tial	Ancient Civilization	-Video clips	Social Studies content	Head Tax
schools,	Timelines	-Online resources	graded by BC Social Studies Essay Writing	Historic
the	-Close/critical/guided		Criteria.	Wrongs
head	reading of non-fiction	-Supplemental Articles		Human Rights
tax, the	texts			Inclusion
Komaga		oogle classroom		Indian Act
ta Maru	-SMART Reading Strategies (reading			Internment
incident	as thinking):			Camps
, and internm	Prior Knowledge			Komagata Maru
ents	Predictions			Liberation
	Questions Connections			Persecution
	Images			Redress
9 weeks	(visualizations)			Residential
8 weeks	Inferences			School
	What's Important			Sexism

				Big Ideas Metacognition/reflect ions -Graphic organizers to aid in the understanding, analysis, and extraction of information from non-fiction texts. -Jigsaw, Placemat, Carousel, Gallery Walk, "Say Something" Share & Compare Activities -In class discussions, debates, think-pair- share, speeches, & group presentations. -Paragraph, personal, & essay responses to course material. -Google classroom assignments -Projects: individual/group, creative, visual, written, & multi- media.			Suffrage The Persons Case Tribunal Truth & Reconciliation UN Declaratio Women's rights
Unit 6:	Global and regional	Use Social Studies inquiry processes and	government, First Peoples governance,	KWL Chart	TEXT:	Assessment for	Advocacy
	and regional conflicts	skills to ask questions; gather, interpret, and	political institutions, and ideologies	Lasturas	<u>Grade 10 Horizons</u> Textbook:	Learning: Question, Observe & Explore,	Apologies
Advoca	have been a powerful	analyze ideas; and communicate findings	environmental,	Lectures	WARNING: This book does not fit the new curriculum	Discussions, Entrance/Exit Slips, &	Bill of Rights
cy for	force in shaping our	and decisions	political, and economic policies	Read Aloud	not ne new curriculuit	Review & Reflection	Charter of
human	contemporar y world and	Assess the significance of people, places, events, or	Canadian autonomy Canadian identities		Grade 9 Background	sheets (KWL Charts).	Rights

rights,	identities.	developments,	discriminatory	8 Features Notes	Reference:	Assessment as	Chinese
includi	 The development 	and compare varying perspectives on their	policies and injustices in Canada	S I Catal Co Moteo	Crossroads: A Meeting of	Learning: Self	
	of political	significance at	and the world,	Identify features in	<u>Civilizations</u>	Reflection & Self- Assessment Rubrics &	Immigration
ng	institutions is influenced	particular times and places, and from group	including residential schools, the head tax,	modern civilizations-		Checklists, Verbal	Act
findings	by	to group (significance)	the <i>Komagata Maru</i> incident, and	make collages or		Reporting, & Reflection	Civil Liberties
and	economic, social,	Assess the justification for competing accounts	internments	posters	B.C. New Curriculum with	Sheets.	Detention
recom	ideological,	after investigating points of contention,	advocacy for human rights, including		Elaborations	Assessment of	Discriminatio
mendat	and geographic	reliability of sources,	findings and	Features Posters		Learning: Quizzes,	Expulsion
ions of	factors.	and adequacy of evidence, including data	recommendations of the Truth and	Presentations &	Teacher's Guide	Tests, Projects, Presentations, Written	Forced
the	 Worldvi ews lead to 	(evidence)	Reconciliation Commission	Gallery walk		Response Questions, &	Sterilization
Truth	different perspectives	Compare and contrast continuities and	domestic conflicts	Ancient Civilization	-Video clips	Persuasive Essays on Social Studies content	Head Tax
and	and ideas	changes for different groups at particular	and co-operation	Timelines		graded by BC Social	Historic
Reconci	about development	times and places	international conflicts and co-operation		-Online resources	Studies Essay Writing	Wrongs
	s in	(continuity and change) Assess how underlying		-Close/critical/guided		Criteria.	
liation	Canadian society.	conditions and the actions of individuals or		reading of non-fiction	-Supplemental Articles		Human Rights
Commis	Historical and contemporary	groups influence events,		texts			Inclusion
sion	injustices challenge	decisions, or developments, and			oogle classroom		Indian Act
8 weeks	the narrative and identity of Canada	analyze multiple consequences (cause		-SMART Reading			Internment
	as an inclusive,	and consequence)		Strategies (reading			Camps
	multicultural society.	Explain and infer different perspectives		as thinking): Prior Knowledge			Komagata
		on past or present people, places, issues,		Predictions			Maru
		or events by		Questions			Liberation
		considering prevailing norms, values,		Connections			Persecution
		worldviews, and beliefs		Images			Redress
		(perspective)		(visualizations)			Residential
		Make reasoned ethical judgments about actions in		Inferences			School
		the past and present, and		What's Important			Sexism
		assess appropriate ways to remember and respond		Big Ideas			Suffrage
		(ethical judgment)		Metacognition/reflect			The Persons
				10115			
				-Graphic organizers to			Case
				aid in the			Tribunal
				understanding,			Truth &
				analysis, and			Reconciliation
				extraction of			UN Declaratio
				information from			Women's
				non-fiction texts.			rights

				 -Jigsaw, Placemat, Carousel, Gallery Walk, "Say Something" Share & Compare Activities -In class discussions, debates, think-pair- share, speeches, & group presentations. -Paragraph, personal, & essay responses to course material. -Google classroom assignments -Projects: individual/group, creative, visual, written, & multi- media. 			
Unit 7: Domest ic conflict s and co- operati on 4 weeks	 Global and regional conflicts have been a powerful force in shaping our contemporar y world and identities. The development of political institutions is influenced by economic, social, ideological, and geographic factors. Worldvi ews lead to different perspectives and ideas 	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance) Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence) Compare and contrast continuities and changes for different	government, First Peoples governance, political institutions, and ideologies environmental, political, and economic policies Canadian autonomy Canadian identities discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission domestic conflicts	Intental. KWL Chart Lectures Read Aloud 8 Features Notes Identify features in modern civilizations- make collages or posters Features Posters Presentations & Gallery walk Ancient Civilization	TEXT: Grade 10 Horizons Textbook: WARNING: This book does not fit the new curriculum Grade 9 Background Reference: Crossroads: A Meeting of Civilizations B.C. New Curriculum with Elaborations Teacher's Guide -Video clips	Assessment for Learning: Question, Observe & Explore, Discussions, Entrance/Exit Slips, & Review & Reflection sheets (KWL Charts). Assessment as Learning: Self Reflection & Self- Assessment Rubrics & Checklists, Verbal Reporting, & Reflection Sheets. Assessment of Learning: Quizzes, Tests, Projects, Presentations, Written Response Questions, & Persuasive Essays on Social Studies content	

about	groups at particular	and co-operation	Timelines	-Online resources	graded by BC Social
development	times and places (continuity and change)	international conflicts	-Close/critical/guided		Studies Essay Writing
s in Canadian	Assess how underlying	and co-operation	reading of non-fiction	-Supplemental Articles	Criteria.
society.	conditions and the		texts	-Supplemental Articles	
Historical and contemporary	actions of individuals or groups influence events,				
injustices challenge	decisions, or		-SMART Reading	oogle classroom	
the narrative and	developments, and analyze multiple		Strategies (reading		
identity of Canada as an inclusive,	consequences (cause		as thinking):		
multicultural society.	and consequence)		Prior Knowledge		
	Explain and infer different perspectives		Predictions		
	on past or present				
	people, places, issues, or events by		Questions		
	considering prevailing		Connections		
	norms, values, worldviews,		Images		
	and beliefs		(visualizations)		
	(perspective)		Inferences		
	Make reasoned ethical judgments about actions in		What's Important		
	the past and present, and		Big Ideas		
	assess appropriate ways to remember and respond		Metacognition/reflect		
	(ethical judgment)		ions		
	(cuncar judginent)				
			-Graphic organizers to		
			aid in the		
			understanding,		
			analysis, and		
			extraction of		
			information from		
			non-fiction texts.		
			-Jigsaw, Placemat,		
			Carousel, Gallery		
			Walk, "Say		
			Something" Share &		
			Compare Activities		
			-In class discussions,		
			debates, think-pair-		
			share, speeches, &		
			group presentations.		
			o- sup presentations		
			-Paragraph, personal,		
			& essay responses to		
			course material.		
	1		course material.	1	

Unit 8: Interna tional conflict s and co- operati on 4 weeks	 Global and regional conflicts have been a powerful force in shaping our contemporar y world and identities. The development of political institutions is influenced by economic, social, ideological, and geographic factors. Worldvi ews lead to different perspectives and ideas about development s in Canadian society. Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society. 	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance) Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence) Compare and contrast continuities and changes for different groups at particular times and places (continuity and change) Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence) Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews,	government, First Peoples governance, political institutions, and ideologies environmental, political, and economic policies Canadian autonomy Canadian identities discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission domestic conflicts and co-operation international conflicts and co-operation	 -Google classroom assignments -Projects: individual/group, creative, visual, written, & multi- media. KWL Chart Lectures Read Aloud 8 Features Notes Identify features in modern civilizations- make collages or posters Features Posters Presentations & Gallery walk Ancient Civilization Timelines -Close/critical/guided reading of non-fiction texts SMART Reading Strategies (reading as thinking): Prior Knowledge Predictions Questions Connections Images (visualizations): 	TEXT: Grade 10 Horizons Textbook: WARNING: This book does not fit the new curriculum Grade 9 Background Reference: Crossroads: A Meeting of Civilizations B.C. New Curriculum with Elaborations Teacher's Guide -Video clips -Online resources -Supplemental Articles ioogle classroom	Assessment for Learning: Question, Observe & Explore, Discussions, Entrance/Exit Slips, & Review & Reflection sheets (KWL Charts). Assessment as Learning: Self Reflection & Self- Assessment Rubrics & Checklists, Verbal Reporting, & Reflection Sheets. Assessment of Learning: Quizzes, Tests, Projects, Presentations, Written Response Questions, & Persuasive Essays on Social Studies content graded by BC Social Studies Essay Writing Criteria.	1980 & 1995 Referenda APEC Assembly Bill 101 Bloc Québécoi Brotherhood Calgary Declaration Charlottetowr Accord Constitution Crisis First Peoples Global Armed Conflict Meech Lake Accord NATO NGO Non- participation NORAD October Crisis Parti Québécois Peace-Keeping
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and beliefs	Inferences	Quebec
(perspective)	What's Important	Sovereignty
Make reasoned ethical judgments about actions in	Big Ideas	
the past and present, and assess appropriate ways to	Metacognition/reflect	Quiet
remember and respond	ions	Revolution
(ethical judgment)		WTO
	-Graphic organizers to	WTO
	aid in the	_
	understanding,	
	analysis, and	
	extraction of	
	information from	
	non-fiction texts.	
	-Jigsaw, Placemat,	
	Carousel, Gallery	
	Walk, "Say	
	Something" Share & Compare Activities	
	compare Activities	
	-In class discussions,	
	debates, think-pair-	
	share, speeches, &	
	group presentations.	
	-Paragraph, personal,	
	& essay responses to	
	course material.	
	-Google classroom	
	assignments	
	-Projects:	
	individual/group,	
	creative, visual,	
	written, & multi-	
	media.	
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