British Columbia Ministry of Education. (n.d.). Area of Learning: Explorations in Social Studies (Grade 11) [Curriculum Guide]. https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_11_explorations-in-social-studies_elab.pdf

Explorations in Social Studies 11 (4 credits)

Description

The curriculum for Explorations in Social Studies 11 is designed to provide flexibility for teachers and students while ensuring that the rigorous provincial curriculum standards are met. Based on your students' interests, your strengths, and your department's course offerings, you may combine Big Ideas and Content, and add Elaborations to the Curricular Competencies to construct the curriculum for your course.

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

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

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Table A: Big Ideas

- Select the Big Ideas that best suit the course you are offering. Note that the Big Ideas below are from or adapted from Grade 12 courses – the course name is identified in parentheses after each Big Idea. (**Note:** You may want to refer to other Social Studies curricula for other Big Ideas that reflect your intent.)
- Identify, adapt, or create Big Ideas, if desired, after you have reviewed and selected the Content topics for your course (see Table B).

Rapid industrialization, urbanization, and economic growth in Asia in the late 20th century have created complex social, political, and environmental challenges (adapted from Asian Studies 12 – 1850-present).	Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples (from B.C. First Peoples 12).	Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures (from Comparative Cultures 12).	Physical features and natural resources influence demographic patterns and population distribution (adapted from Human Geography 12).	Understanding how political decisions are made is critical to being an informed and engaged citizen (from Political Studies 12).
The rapid development and proliferation of communication and transportation technologies in the 20th century led to profound changes in personal and national identities (adapted from 20th Century World History 12).	Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism (from Contemporary Indigenous Studies 12).	**Religion can powerfully shape social, political, legal, and environmental values (from Comparative World Religions 12).**	The implementation of economic theories has profound effects on social and political decision making and movements (from Economic Theory 12).	The intentional destruction of peoples and their cultures is not inevitable, and such attempts can be disrupted and resisted (from Genocide Studies 12).
A society's laws and legal framework affect many aspects of people's daily lives (from Law Studies 12).	**Examining questions in philosophy allows people to question their assumptions and better understand their own beliefs (from Philosophy 12).**	**Social justice initiatives can transform individuals and systems (from Social Justice 12).**	Decision making in urban and regional planning requires balancing political, economic, social, and environmental factors (from Urban Studies 12).	

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Table B: Curricular Competencies and Content

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

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: • **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions** • **Assess the significance of people, places, events, phenomena, ideas, or developments (significance)** • **Assess the credibility and justifiability of evidence, data, and interpretations (evidence)** • **Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change)** • **Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments (cause and consequence)** • **Infer and explain different perspectives on people, places, events, phenomena, ideas,**	*Students are expected to know **at least three** of the following:* • social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12) • colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12) • **current issues in local, regional, national, or global politics as represented in mass media (adapted from Political Studies 12)** • natural resource use and local, regional, national, or global development (adapted from Human Geography 12) • economic development in Asia (adapted from Asian Studies 12 – 1850-present) • **systems of power and governance in global cultures (adapted from Comparative Cultures 12)** • diversity of B.C. First Peoples territories and communities (adapted from B.C. First Peoples 12) • **rights of individuals in Canada (adapted from Law Studies 12)** • representations of natural and human-made phenomena (adapted from Physical Geography 12) • **methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12)** • **fundamental nature of knowledge, existence, and reality (adapted from Philosophy 12)** • **sacred texts, traditions, and narratives of cultures (from Comparative World**

or developments (perspective) • **Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgment)**	**Religions 12)** • contemporary theories of money and investment (adapted from Economic Theory 12) • recognition of and responses to genocide (from Genocide Studies 12) • global issues in urbanization (adapted from Urban Studies 12)

BIG IDEAS

Understanding how political decisions are made is critical to being an informed and engaged citizen (from Political Studies 12).	**The intentional destruction of peoples and their cultures is not inevitable, and such attempts can be disrupted and resisted (from Genocide Studies 12).**	**Examining questions in philosophy allows people to question their assumptions and better understand their own beliefs (from Philosophy 12).**	**If desired, select, adapt, or create another Big Idea you want students to understand.**

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions:**

  Key questions:
  - **How does the media influence our understanding of current issues in local, regional, national, or global politics? (Political Studies 12)**
  - What evidence is used in war crime trials? Compare and contrast the evidence presented in two or more trials. Why aren't all perpetrators brought to justice? (Genocide Studies 12)
  - Why do we exist? What is real? What is not? Is there something beyond reality? Do we have free will? What are time and space? (Philosophy 12)

- **Assess the significance of people, places, events, phenomena, ideas, or developments (significance):**

  Sample activities:
  - **Assess the significance of current issues in politics (make decisions about what is significant; rank issues in order of significance). (Political Studies 12)**
  - **Design a museum commemorating a genocide (e.g., Armenian or**

Content

Students are expected to know the following:

- **current issues in local, regional, national, or global politics as represented in mass media (adapted from Political Studies 12):**

  Sample topics:
  - current events
  - fake news and post-truth
  - authenticity of websites and other sources
  - diverse forms of media
  - **freedom of the press and freedom of expression**
  - **local news**
  - media ownership

- **recognition of and responses to genocide (from Genocide Studies 12):**

  Sample topics:
  - **recognition and responses (e.g., apologies, reparations, redress, reconciliation, memorialization)**
  - **international intervention**

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Curricular Competencies	Content
Beothuk). What would you include? Explain why. (Genocide Studies 12) ○ Assess the significance of philosophers (make decisions about who is significant; rank them in order of significance) in the development of an idea (e.g., Plato and Socrates on free will). (Philosophy 12)	○ **memorials and museums**

Example 1: EXPLORATIONS IN SOCIAL STUDIES 11 (Political Studies, Genocide Studies, Philosophy) Grade 11

Learning Standards (continued)

Curricular Competencies	Content
• **Assess the credibility and justifiability of evidence, data, and interpretations (evidence):** *Sample activities:* ○ Assess the credibility and justifiability of the media's representation of different issues. (Political Studies 12) ○ Describe the arguments and the "evidence" used by people or groups who deny genocide. How is evidence of genocide best presented and published? (Genocide Studies 12) ○ Assess arguments about the nature of reality (e.g., Heraclitus and Parmenides on reality). (Philosophy 12) • **Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change):** *Sample activities:* ○ Identify the trends and patterns of the media's portrayal of different issues. (Political Studies 12) ○ Explain how representations of genocide by the media have changed over time in different places. (Genocide Studies 12) ○ Track the idea of matter over time (e.g., from Democritus to modern quantum physics). (Philosophy 12) • **Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments**	• **Study of existence and reality (adapted from Philosophy 12):** *Sample topics:* ○ existence ○ reality ○ free will ○ time and space

Curricular Competencies	Content
(cause and consequence): *Sample activities:* ○ Explain the causes and consequences of current issues. (Political Studies 12) ○ Explain the impacts of genocide on people and places (e.g., the formation of Israel). (Genocide Studies 12) ○ Assess the impact of Aristotle's ideas about reality on present-day understandings of what is real. (Philosophy 12)	

Example 1: EXPLORATIONS IN SOCIAL STUDIES 11 (Political Studies, Genocide Studies, Philosophy) Grade 11

Learning Standards (continued)

Curricular Competencies	Content
• **Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective):** *Sample activities:* ○ **Explain multiple perspectives on current issues. (Political Studies 12)** ○ Explain Empedocles's cosmic cycle in relation to Einstein's notion of relativity and time. How do they differ and why? (Philosophy 12) • **Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgment):** *Sample activities:* ○ Make ethical judgments about the fairness of reports in the media. (Political Studies 12) ○ **Identify and describe the barriers to the creation of international law regarding genocide and crimes against humanity. (Genocide Studies 12)** ○ **Make ethical judgments about why things matter, even if they might not be real. (Philosophy 12)**	

BIG IDEAS

Physical features and natural resources influence demographic patterns and population distribution (adapted from Human Geography 12).	Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism (from Contemporary Indigenous Studies 12).	**Social justice initiatives can transform individuals and systems (from Social Justice 12).**	If desired, select, adapt, or create another Big Idea you want students to understand.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions:**

  Key questions:
  - What are the most significant environmental issues for First Peoples in Canada today? (Human Geography 12, Contemporary Indigenous Studies 12)
  - What would be a feasible course of action to address these issues? (Social Justice 12)

- **Assess the significance of people, places, events, phenomena, ideas, or developments (significance):**

  Sample activity:
  - Identify the most significant issues regarding resource use in First Peoples territories in Canada today. (Human Geography 12, Contemporary Indigenous Studies 12)

- **Assess the credibility and justifiability of evidence, data, and interpretations (evidence):**

  Sample activity:
  - Critique the justifiability of opposing accounts about climate change. (Human

Content

Students are expected to know the following:

- **natural resource use and local, regional, national, or global development (adapted from Human Geography 12):**
- **colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12):**
- **methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12):**

  Sample topics:
  - climate change
  - activism
  - land ownership
  - sustainability
  - treaty rights
  - Indian Act
  - clean water access
  - war crime trials
  - environmental protection
  - opposition to resource extraction

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Curricular Competencies	Content
Geography 12, Social Justice 12)	

Example 2: EXPLORATIONS IN SOCIAL STUDIES 11 (Human Geography, Contemporary Indigenous Studies, and Social Justice) Grade 11

Learning Standards (continued)

Curricular Competencies	Content
• **Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change):** *Sample activity:* o Identify patterns and trends in resource use and management in Canada. (Human Geography 12)	
• **Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments (cause and consequence):** *Sample activity:* o Assess the impact of different practices to mitigate the effects of climate change. (Human Geography 12, Social Justice 12)	
• **Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective):** *Sample activity:* o Explain different perspectives, including multiple indigenous views from around the world, on natural resource use or climate change. (Human Geography 12, Contemporary Indigenous Studies 12, Social Justice 12)	
• **Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgment):** *Sample activity:* o Identify ethical solutions to contemporary challenges, such as climate change and disputes over resources. (Human Geography 12, Contemporary	

Curricular Competencies	Content
Indigenous Studies 12, Social Justice 12)	