

BIG IDEAS

Economic self-interest can be a significant cause of conflict among peoples and governments.

Complex global problems require international co-operation to make difficult choices for the future.

Systems of government vary in their respect for human rights and freedoms.

Media sources can both positively and negatively affect our understanding of important events and issues.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Develop a plan of action to address a selected problem or issue • Construct arguments defending the significance of individuals/groups, places, events, or developments (significance) • Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) • Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change) • Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence) • Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) • Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • the urbanization and migration of people • global poverty and inequality issues, including class structure and gender • roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples • different systems of government • economic policies and resource management, including effects on indigenous peoples • globalization and economic interdependence • international co-operation and responses to global issues • regional and international conflict • media technologies and coverage of current events

BIG IDEAS

Geographic conditions shaped the emergence of civilizations.

Religious and cultural practices that emerged during this period have endured and continue to influence people.

Increasingly complex societies required new systems of laws and government.

Economic specialization and trade networks can lead to conflict and co-operation between societies.

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<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • 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 at particular times and places (significance) • Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance) • Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence) • Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change) • Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence) • Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective) • Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • anthropological origins of humans • human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources • features and characteristics of civilizations, and factors that led to their rise and fall • origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas • scientific, philosophical, and technological developments • interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration • social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas

BIG IDEAS

Contact and conflict between peoples stimulated significant cultural, social, and political change.

Human and environmental factors shape changes in population and living standards.

Exploration, expansion, and colonization had varying consequences for different groups.

Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

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BIG IDEAS

Emerging ideas and ideologies profoundly influence societies and events.

The physical environment influences the nature of political, social, and economic change.

Disparities in power alter the balance of relationships between individuals and between societies.

Collective identity is constructed and can change over time.

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<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • 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 historical significance at particular times and places, and from group to group (significance) • Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence) • Compare and contrast continuities and changes for different groups at the same time period (continuity and change) • Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence) • Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective) • Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment) • Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • political, social, economic, and technological revolutions • imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world • global demographic shifts, including patterns of migration and population growth • nationalism and the development of modern nation-states, including Canada • local, regional, and global conflicts • discriminatory policies and injustices in Canada and the world, such as the Head Tax, the <i>Komagata Maru</i> incident, residential schools, and World War I internment • physiographic features and natural resources in Canada