

IRP – Grade 10 Social Studies

SUMMARY

Considerations for Program Delivery

- 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

Skills and Processes of Social Studies

- Prescribed Learning Outcomes
 - 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
- Key Elements
 - 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

- Prescribed Learning Outcomes
 - **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**
- Key Elements
 - **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

- Prescribed Learning outcomes
 - 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
- Key Elements
 - 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

- Prescribed Learning Outcomes
 - 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
- Key Elements
 - Impact of National Policy
 - Building of the Canadian Pacific Railway
 - Technological development and settlement

- *Fur trade and gold rushes*
- *British Columbia's economy*

Environment: Canada from 1815 to 1914

- Prescribed Learning Outcomes
 - 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
- Key Elements
 - Canada's physiographic regions
 - Geographical factors in the development of Canada
 - Resource development in BC and Canada
 - Stewardship and sustainability

CRITIQUE

As seen in the few passages highlighted in red, First Nations history and culture is taught exclusively insofar as it relates to Euro-Canadian history and the development of Canada. This approach implies that First Nations are only relevant in this capacity and that their history as Peoples and the parallel developments and changes in First Nations societies are not worthy of study. The passages highlighted in orange represent areas in which teachers, using their own creativity, can counter the lack of opportunities to address First Nations history directly by incorporating an Aboriginal perspective into these sections of Social Studies. Because of the vague nature of IRPs and PLOs in general, the teacher has the freedom to do so, which is good. The IRP does not offer instructions or suggestions for how to do this but through the Aboriginal Education website link (www.bced.gov.bc.ca/abed/welcome.htm) in the "Considerations for Program Delivery" section has some excellent resources.