Area of Learning: SOCIAL STUDIES — Canada and the World: 1919 to the Present

Grade 10

**BIG IDEAS**

- 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.
- Worldviews lead to different perspectives and ideas about developments in Canadian society.
- Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

**Learning Standards**

<table>
<thead>
<tr>
<th>Curricular Competencies</th>
<th>Content</th>
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<tbody>
<tr>
<td><strong>Students are expected to be able to do the following:</strong></td>
<td><strong>Students are expected to know the following:</strong></td>
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<tr>
<td>- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</td>
<td>- development, structure, and function of Canadian and other political institutions, including First Peoples governance</td>
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<tr>
<td>- 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)</td>
<td>- political and economic ideologies and the development of public policy</td>
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<tr>
<td>- Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</td>
<td>- changing conceptions of identity in Canada</td>
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<tr>
<td>- Compare and contrast continuities and changes for different groups during this period (continuity and change)</td>
<td>- Canadian autonomy</td>
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<tr>
<td>- Assess how prevailing conditions and the actions of individuals or groups influence events, decisions, or developments (cause and consequence)</td>
<td>- domestic conflict and co-operation</td>
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<tr>
<td>- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)</td>
<td>- discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and internments</td>
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<td>- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)</td>
<td>- international conflicts and co-operation</td>
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<td>- Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)</td>
<td>- human–environment interaction</td>
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<td>- economic development and Canada’s role in a global economy</td>
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<td>- truth and reconciliation in Canada</td>
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<tr>
<td>Curricular Competencies – Elaborations</td>
<td>SOCIAL STUDIES – Canada and the World: 1919 to the Present Grade 10</td>
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<tr>
<td><strong>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):</strong></td>
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<tr>
<td><strong>Key questions:</strong></td>
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<tr>
<td>1. How relevant is the need for management of Canadian content in a global digital world?</td>
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<td>2. Does systemic racism continue to pervade Canadian society?</td>
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<td>3. To what extent has Canada’s multiculturalism policy been successfully implemented?</td>
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<td>4. To what extent have First Peoples influenced the development of economic and political policy in Canada?</td>
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<td>5. What are the significant events, individuals, or organizations that have influenced national or international policy?</td>
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<td><strong>Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence):</strong></td>
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<tr>
<td><strong>Key question:</strong></td>
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<tr>
<td>1. What events, values, worldviews, actions have influenced Canadian identity?</td>
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<tr>
<td><strong>Compare and contrast continuities and changes for different groups during this period (continuity and change):</strong></td>
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<td><strong>Key questions:</strong></td>
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<tr>
<td>1. What aspects of the Canadian government’s relationship with First Peoples regarding treaty and land use processes have changed or stayed the same during this period?</td>
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<tr>
<td>2. In what ways have Canada’s immigration and refugee policies in the past 100 years changed?</td>
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<td>3. How has Canadian identity changed or stayed the same over the past 100 years?</td>
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<td>4. How successful has Canada’s bilingual policy been, and to what extent is it still necessary?</td>
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<td><strong>Assess how prevailing conditions and the actions of individuals or groups influence events, decisions, or developments (cause and consequence):</strong></td>
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<td><strong>Key questions:</strong></td>
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<td>1. What impact do political–economic ideologies have on humans’ relationships with land?</td>
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<td>2. How would different political ideologies address specific historical and contemporary problems?</td>
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<td>3. What are the most important aspects of how Canada’s multiculturalism policy came about, and what were the short- and long-term consequences?</td>
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<td>4. What might Canadian identity look like in the future?</td>
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<td>5. How do art, media, and innovation contribute to a shared collective identity?</td>
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<td><strong>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective):</strong></td>
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<td><strong>Key questions:</strong></td>
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<tr>
<td>1. Is there a Canadian identity? Explain your answer.</td>
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<td>2. To what extent are Canadians’ perceptions of Canadian identity similar or different from non-Canadians’ perceptions?</td>
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<td>3. To what extent is Canada a democracy?</td>
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<td>4. Whose stories are told and whose stories are missing in the narratives of Canadian history?</td>
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### Social Studies – Canada and the World: 1919 to the Present

**Grade 10**

**Content – Elaborations**

#### Development, Structure, and Function of Canadian, First Peoples, and Other Political Institutions:

_Sample topics:_

- forms of government and decision-making models
  - republic, monarchy, constitutional monarchy
  - autocracy, consensus
- level and branches of government including First Peoples self-governments
- passing legislation
- Indian Act:
  - Crown- and federal government-imposed governance structures on First Peoples communities (e.g., band councils)
  - title, treaties, and land claims (e.g., Nisga’a Treaty, Haida Gwaii Strategic Land Use Decision, Tsilhqot’in decision)
- Canadian Charter of Rights and Freedoms
- elections and electoral systems:
  - voting and recall movements
  - minority and majority government imposition of government structures on First Peoples communities

**Key questions:**

- What are the strengths and limitations of different forms of government?
- What is needed to establish true nation-to-nation relationships between the Canadian federal government and First Peoples?
- At what point does civil society have the greatest influence in the legislation-passing process?
- Should the Canadian Senate be abolished, reformed, replaced, or maintained? Explain your answer.
- Should the electoral system in Canada be reformed? Explain your answer.
- What are the strengths and limitations of the Indian Act for First Peoples?
- Should the government of Canada use the United Nations Declaration of Human Rights as a framework in Canada?

#### Political and Economic Ideologies and the Development of Public Policy:

_Sample topics:_

- classification of political and economic ideologies on a spectrum (socialism, communism, capitalism, fascism, liberalism, conservatism, environmentalism, etc.)
- indigenous peoples traditional organizational relationships within the community and to the land
- matriarchy, reciprocity, etc.
- relationship between political and economic systems (i.e., between democracy and capitalism)
- roles of individuals and groups in influencing national and international policy
- social welfare programs (health care, education, basic income)
### Content – Elaborations

**SOCIAL STUDIES – Canada and the World: 1919 to the Present**  
*Grade 10*

<table>
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<th>Changing Conceptions of Identity in Canada:</th>
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<td><strong>Sample topics:</strong></td>
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<tr>
<td>• First Peoples identities:</td>
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<tr>
<td>– status, non-status, First Nations, Métis, Inuit (federal)</td>
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<td>– self- and community-based identification</td>
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<td>• Immigration and multiculturalism:</td>
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<td>– immigration and refugee policies and practices</td>
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<td>– bilingualism and biculturalism (Official Languages Act)</td>
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<tr>
<td>– multiculturalism policy (Canadian Multiculturalism Act)</td>
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<td>– cultural identities of subsequent generations</td>
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<td>• Nature of Canadian identity:</td>
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<td>– revitalization of indigenous arts</td>
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<td>– media and art (e.g., establishment of CBC radio and television, Group of 7, Massey Commission, National Film Board, CRTC, Canadian Content)</td>
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<td>– scientific and technological innovations</td>
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<td>– sports and international sporting events (hockey, Olympics, Summit Series)</td>
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**Canadian Autonomy:**

**Sample topics:**

• Canadian constitutional issues:  
  – Statute of Westminster, Supreme Court 1949, Canadian Constitution Act

• International relations and foreign policy:  
  – World War I  
  – Paris Peace Conference, League of Nations  
  – Chanak Crisis, Halibut Treaty  
  – Statute of Westminster  
  – World War II  
  – Constitution Act  
  – United Nations Declaration of Human Rights  
  – United Nations Declaration of Indigenous Rights

**Domestic Conflict and Cooperation:**

**Sample topics:**

• Canadian constitutional issues:  
  – Meech Lake, Charlottetown Accord, The Calgary Declaration

• Quebec sovereignty:
### Content – Elaborations

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**Quiet Revolution**  
- October Crisis  
- Parti Québécois, Bloc Québécois  
- Bill 101, 1980, and 1995 referenda

**First Peoples actions:**
- involvement in Meech Lake Accord  
- Oka Crisis, Gustafsen Lake, Ipperwash, Shannon’s Dream (Attawapiskat)  
- Idle No More

**national and regional First Peoples organizations:**
- National Indian Brotherhood, Assembly of First Nations

**discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and internments:**

**Sample topics:**

- **women’s rights:**
  - women’s suffrage, Persons Case  
  - Royal Commission on the Status of Women (RCSW)  
  - contraceptives and abortion

- **LGBT2Q+:**
  - same-sex marriage  
  - decriminalization of homosexuality  
  - LGBT2Q+ civil liberties

- **racism:**
  - immigration policy and restrictions or exclusions for specific groups (e.g., Jewish and Roma)  
  - Chinese Exclusion Act  
  - World War II internment of Japanese Canadians, Italians  
  - Indian Act, residential schools, voting rights for First Peoples, reserves and pass system, Sixties Scoop, foster care, and the White Paper  
  - destruction of Africville

- **intellectual and physical challenges:**
  - employment and inclusion rights  
  - health and institutionalization (forced sterilization, electric shock treatment)  
  - stigmas and (mis)perceptions

- **responses:**
  - human rights tribunals  
  - Bill of Rights and Canadian Charter of Rights and Freedoms
### Content – Elaborations

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- Supreme Court cases and changes to legislation
- international declarations
- anti-racism education and actions
- protest and advocacy movements
- Indian Brotherhood
- Brown Paper and Red Paper
- Oka Crisis
- Idle No More
- Shannon’s Dream

**international conflicts and co-operation:**

*Sample topics:*

- global armed conflicts and Canada’s role in them (e.g., World War II, Korea, Suez, Cyprus, Gulf War, Somalia, Rwanda, Yugoslavia, Afghanistan, Syria)
- non-participation in global armed conflicts (e.g., Chanak Crisis, Vietnam War, Iraq War)
- Canada’s involvement in international organisations, including League of Nations, United Nations, La Francophonie, Commonwealth, NATO (North Atlantic Treaty Organization), Group of Seven (G7), NORAD (North American Aerospace Defense Command), APEC (Asian-Pacific Economic Cooperation), WTO (World Trade Organization)
- support of non-governmental organizations (NGOs)

**human–environment interaction:**

*Sample topics:*

- standard of living and inequalities:
  - UN Sustainable Development Goals, Human Development Index
  - other indices (e.g., Aid Transparency Index, World Happiness Report)
- demographics:
  - population growth/decline
  - voluntary/involuntary migration
  - urbanization and suburbanization
- land and resources:
  - conflicts with resource management and supply
  - conflicts with land use and ownership (e.g., First Peoples and the concept of land use)
  - stakeholders and decision making processes (e.g., Aboriginal title and consultation versus collaboration)
- climate change:
  - causes of climate change
  - distribution of risks associated with climate change
  - adaptations to prevent, mitigate, or survive climate change
### Content – Elaborations

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**Economic Development and Canada’s Role in a Global Economy:**

*Sample topics:*

- Fundamental economic concepts:
  - taxation
  - inflation
  - nationalization
  - debt and deficit, stimulus
  - employment levels
- Relationships between environment and economy
- National economic programs and projects:
  - stimulus programs, infrastructure projects
- Free trade agreements and economic organizations:
  - NAFTA (North America Free Trade Agreement), Trans-Pacific Partnership, World Trade Organization
- Offshore labour and capital
- Leveraging economic relationships for social and political purposes:
  - apartheid sanctions, tied-aid, arms embargoes, asset freezes, import/export control, technical assistance prohibition)

**Truth and Reconciliation in Canada:**

*Sample topics:*

- Truth and Reconciliation Commission of Canada
- Truth and Reconciliation Commission Report and calls to action
- National Centre for Truth and Reconciliation