

BRITISH COLUMBIA CURRICULUM FOR TOPIC TWO

Course/ IRP	Grade	Curriculum Organizer	Prescribed Learning Outcomes
Civic Studies	11	Skills and Processes	<ul style="list-style-type: none"> <li>• apply critical thinking skills—including questioning, comparing, summarizing, drawing conclusions, and defending—to a range of issues, situations, and topics</li> <li>• demonstrate effective research skills, including                             <ul style="list-style-type: none"> <li>□ accessing information</li> <li>□ assessing information</li> <li>□ collecting data</li> <li>□ evaluating data</li> <li>□ organizing information</li> <li>□ presenting information</li> </ul> </li> <li>• demonstrate effective written, oral, and graphic communication skills</li> <li>• demonstrate skills and attitudes of active citizenship, such as ethical behaviour, open-mindedness, respect for diversity and collaboration</li> </ul>
		Informed Citizenship	<ul style="list-style-type: none"> <li>▪ Demonstrate a knowledge of historical and contemporary factors that help define Canadian civic identity including roles of individuals in society</li> <li>▪ Describe the legal rights and responsibilities of individuals, groups and organizations in Canadian society</li> </ul>
		Civic Deliberation	<ul style="list-style-type: none"> <li>• assess the application of fundamental principles of democracy (including equality, freedom, selection of decision makers, rule of law, and balancing the common good with the rights of individuals) with respect to selected 20th and 21st century cases in Canada</li> <li>• assess the role of beliefs and values in civic decision making</li> </ul>
History	12	The Study of History	<ul style="list-style-type: none"> <li>▪ analyse primary and secondary sources (historical evidence) with reference to                             <ul style="list-style-type: none"> <li>-reliability</li> <li>-bias and point of view</li> <li>-corroborating and conflicting evidence</li> </ul> </li> <li>▪ assess significant historical events in relation to social, political, economic, technological, cultural, and geographic factors</li> <li>▪ demonstrate historical empathy</li> </ul>
Social Justice	12	Defining Social Justice	<ul style="list-style-type: none"> <li>▪ demonstrate understanding of concepts and terminology of social justice, including                             <ul style="list-style-type: none"> <li>□ equity and equality</li> <li>□ dignity and worth</li> <li>□ human rights</li> </ul> </li> </ul>

			<p>□ oppression</p> <ul style="list-style-type: none"> <li>▪ demonstrate effective research skills, including <ul style="list-style-type: none"> <li>-accessing information</li> <li>-assessing information</li> <li>-collecting data</li> <li>-evaluating data</li> <li>-organizing and presenting information</li> </ul> </li> <li>▪ apply critical thinking skills to a range of social justice issues, situations, and topics</li> <li>▪ analyse selected social justice issues from an ethical perspective</li> <li>▪ assess how belief systems can affect perspectives and decisions in relation to social justice issues</li> <li>▪ demonstrate attributes and behaviours that promote social justice, including <ul style="list-style-type: none"> <li>-recognizing injustice</li> <li>-fair-mindedness</li> <li>-embracing diversity</li> <li>-empathy</li> </ul> </li> </ul>
		<p>Recognizing and Analyzing Social Injustice</p>	<ul style="list-style-type: none"> <li>▪ describe social injustice based on characteristics including age; marital or family status; mental or physical ability; political belief; race and ethnicity; religion and faith; sex; sexual orientation; or socioeconomic status</li> <li>▪ analyse causes of social injustice</li> <li>▪ describe consequences of social injustice</li> <li>▪ analyse specific examples of injustice in Canada related to characteristics such as age; marital or family status; mental or physical ability; political belief; race and ethnicity; religion and faith; sex; sexual orientation; or socioeconomic status</li> <li>▪ assess the contributions of particular individuals and groups who are identified with struggles for social justice</li> </ul>