

Material Covered:

The course is comprised of the following three themes:

Religion, Texts, Traditions and Narratives of World Cultures

- Near and Far East
- Greece and Rome
- Non-Western World

Government and Law in Canada

- BC First Nations: Society, Laws and Governance
- Charter of Rights and Freedoms
- Human Rights

Diversity of B.C. First Peoples

- First Nations People: Land and Culture
- Cultural Expression, Oral Traditions, and Literature
- Colonialism in First Nations History

Note to Teachers:

The curriculum for Explorations in Social Studies 11 is designed to provide flexibility for teachers and students while ensuring that provincial curriculum standards are met. This course has been created by taking relevant topics from Comparative Cultures 12, BC First Peoples 12, and Law 12 courses. Therefore, credit could be given for those common course units when the student completes them within Explorations of Socials 11.

Textbooks:

Odyssey Through the Ages

(ISBN 0-07-551107-X, McGraw-Hill Ryerson)

B.C. First Nations Studies

(ISBN 0-7726-4882-4, Pacific Educational Press)

Law in Action: Understanding Canadian Law (2nd ed.)

(ISBN 13: 978-0-13-607087-0, Pearson)

Projects:

Each topic has a final test but there is also the option to do a project instead. You may choose to showcase your knowledge by taking a test, doing a project, or a combination of both. Each section has suggested topics for you to investigate called inquiries, or you can negotiate your own topic with your teacher. Be sure to get permission first if you are investigating your own topic!

Grading:

This course works on a mastery system. You must pass the mastery tests in each unit to the 80% level before you can go on. In addition, there are cumulative tests from time to time. These are tests you can only take once, so studying before them is essential to do well. Your class mark for the course is based 60% on the mastery unit tests or projects and 40% on the projects.

Theme:

The four topics in the World Cultures theme examine religions, narratives, texts and traditions of cultures around the world.

Goal:

The goal of this unit is to investigate the ancient civilizations of the near and far East including Mesopotamia, the Egyptians, and India and Chinese civilizations.

Key Concepts:

While completing this unit you will:

- Understand the history of ancient Egypt and the Near East.
- Examine the importance of Mesopotamia as the cradle of civilization.
- Examine the development of writing.
- Recognize the gallery of Egyptian Gods.
- Explain the conventions of Egyptian Art.
- Investigate the mystery of the Egyptian Hieroglyphics.
- Discuss the Indus Valley civilization.
- Outline the importance of the Gupta Empire.
- Identify the twelve animals of the Chinese Zodiac.
- Examine the lunar calendar and how the Chinese traditionally measures time.
- Explain the distinctive characteristics of the various Dynasties of Chinese history.

What to Do in this Unit:

- This unit uses the textbook *Odyssey Through the Ages*, Chapter 3, 4 and 5.
- Ask your teacher for the Unit 1 Worksheet.
- Start with reading Chapter 3. Remember it is best to read the whole chapter to get an overview of the content before you attempt to answer the questions on the worksheet.
- Answer the questions on the worksheet and be sure you know the definitions of the words in bold found throughout the chapter. At least some of them are sure to be on the test!
- When you are ready, ask your teacher for wither the Unit 1 test or the project. Remember, you must get 80% to pass, so studying hard is essential to do well.

Goal:

The goal of this unit is to study the texts and traditions of ancient Greek and Roman civilizations.

Key Concepts:

While completing this unit you will:

- Discuss the pre-classical civilizations of the Minoans and Mycenaeans.
- Examine the early literature of ancient Greece.
- Discuss the significance of Greek government and democracy.
- Describe the mighty Spartan warriors, the Persian Wars, and Greek culture.
- Identify the basic characteristics of Greek temples.
- Examine Socrates, Plato, and Aristotle.
- Discuss Zeus and the other Greek Gods.
- Explain life and leisure time in ancient Greece.
- Describe daily life amongst the Romans.
- Explain the rise and spread of Christianity.
- Describe the gladiators and other forms of Roman entertainment.

What to Do in this Unit:

- This unit uses the textbook *Odyssey Through the Ages*, Chapter 6, 7, 8 and 9.
- Ask your teacher for the Unit 2 Worksheet.
- Start by reading Chapter 6. Remember it is best to read the whole chapter to get an overview of the content before you attempt to answer the questions on the worksheet.
- Answer the questions on the worksheet and be sure you know the definitions of the words in bold found throughout the chapter. At least some of them are sure to be on the test!

- When you are ready, ask your teacher for the Unit 2 test or project. Remember, you must get 80% to pass, so studying hard is essential to do well.

Goal:

The goal of this unit is to briefly study Japan, the rise and development of Islam, and the achievements of the Mayas and Aztec civilizations.

Key Concepts:

While completing this unit you will:

- Examine the world's second-largest & fastest growing religion.
- Recognize Sufi literature and the Arabic script.
- Explain the customs and festivals, along with role of women in Islamic culture.
- Recognize the importance of architecture to Islamic high culture.
- Recognize Japanese writing and what is meant by Zen meditation.
- Understand the significance of the sword to the Samurai people and the Warrior culture.
- Explain the importance of the so-called Tea Ceremony and the Haiku poem.
- Investigate Maya pyramids and other forms of architecture.
- Identify Maya sports and forms of entertainment.
- Outline some of the advancements made by Maya scholars.
- Discuss Aztec customs, beliefs, and religion.
- Investigate the daily life, customs, architecture, economy, art and science of the Aztecs.

What to Do in this Unit:

- This unit uses Chapter 10, 11, 12 and 13 in the *Odyssey Through the Ages* textbook.
- Ask your teacher for the Unit 3 Worksheet.
- Start by reading Chapter 10. Remember it is best to read the whole chapter to get an overview of the content before you attempt to answer the questions on the worksheet.
- Answer the questions on the worksheet and be sure you know the definitions of the words in bold found throughout the chapter. At least some of them are sure to be on the test!
- When you are ready, ask your teacher for the Unit 3 Test or project. Remember, you must get 80% to pass, so studying hard is essential to do well.
- The cumulative assessment for this theme is an inquiry project into a topic of your choosing. Ask your teacher for the World Cultures: Texts & Traditions Project #1 worksheet, then read and complete the work there.

Theme:

The three topics in the Diversity of BC First Nation's People theme examine the traditions, culture, and the effect of colonialism on the BC First Nation's people.

Goal:

The goal of this unit is to learn more about First Nation's people and their relationship with the land.

Objectives:

Having completed this unit, you will be able to:

- Describe the strong traditional relationship with the land and natural world.
- Identify traditional First Nations settlement and lifestyle patterns.
- Explain the First Nations peoples' concept of land and resource ownership.
- Identify the traditional territories of the First Nations of British Columbia.
- Outline the relationships between resource ownership, spiritual beliefs, and culture.
- Explain the importance of language and other cultural dimensions.
- Examine contemporary and traditional First Nations education processes.

What to Do in this Unit:

- This unit uses the textbook *B.C. First Nations Studies*.
- Ask your teacher for the Unit 4 worksheet.
- Turn to page 8 of your textbook and read *The Voice of the Land is our Language*. Answer the questions in the Unit 1 worksheet about the material found in the introduction. Turn to page 16 and read the *Relationship to the Land*.
- Read Chapter 1 from pages 18 - 34 on *The Land*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- When you are ready, ask your teacher for the Unit 4 Test or project. Remember, you must get 80% to pass, so studying hard is essential to do well.

Goal:

The goal of this unit is to learn about the cultural expression, oral traditions and literature of the BC First Nation's People.

Objectives:

Having completed this unit, you will be able to:

- Explain the function and significance of oral traditions.
- Discuss the importance of First Nations creation, origin, and trickster / transformer stories.
- Interpret different literature written by Aboriginal authors.
- Compare & contrast the purpose of oral and family narratives from other forms of literature.
- Describe the importance and give examples of various teaching and oratory stories.
- Understand the significance of First Nations to determine the use of their artistic traditions.
- Discuss the contributions of several gifted academics and First Nations speakers.
- Outline a historical overview and the issues surrounding First Nations publishing.
- Discuss contemporary Aboriginal literature in BC.
- Understand the issues surrounding cultural appropriation of First Nations culture.

What to Do in this Unit:

- This unit uses the textbook *B.C. First Nations Studies*.
- Ask your teacher for the Unit 5 worksheet.
- Turn to page 208 and read about *Cultural Expression*. Read Chapter 14 from pages 210 - 227 on *Oral Traditions*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- Read Chapter 15 from pages 228 - 239 on *First Nations Literature*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- When you are ready, ask your teacher for the Unit 5 Test or project. Remember, you must get 80% to pass, so studying hard is essential to do well.

Goal:

The goal of this unit is to study the legacy of colonialism in First Nations history.

Objectives:

Having completed this unit, you will be able to:

- Understand the issues and events which have undermined aboriginal society.
- Discuss the impact of the colonialism upon traditional First Nations governance.
- Describe the significance of the roles of elders, family, and clan.
- Identify the health-related struggles and the devastation faced by First Nations communities.
- Understand and explain the factors leading to the break-down of the traditional family.
- Identify current transitional trends which challenge First Nations cultural identity.
- Compare and contrast the three Aboriginal Peoples.
- Distinguish between “status”, “non-status”, and Metis people.
- Describe the roots of the Metis Nation and their early leaders.
- Understand the conflict and the long struggle for recognition by Metis people.
- Discuss the controversial discussions for correctly defining the Metis people.
- Debate the need for a Metis Commission for children and family services.

What to Do in this Unit:

- This unit uses the textbook *B.C. First Nations Studies*.
- Ask your teacher for the Unit 6 worksheet.
- Turn to page 148 and read *The Legacy of Colonialism*. Read Chapter 10 from pages 150 - 160 on *Communities in Transition*. Follow the instructions and complete all the questions and assignments in the worksheet.
- Read Chapter 11 from pages 161 - 175 on *Metis and Non-Status People in BC*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- When you are ready, ask your teacher for the Unit 6 Test or project. Remember, you must get 80% to pass, so studying hard is essential to do well.
- The cumulative assessment for this theme is an inquiry project into a topic of your choosing. Ask your teacher for the Diversity of BC First Nation’s People Project #2 worksheet, then read and complete the work there.

Theme:

The four topics in the Government and Law in Canada theme will examine the law and governance of all people of British Columbia.

Goal:

The goal of this unit is to learn about more about BC First Nation's society, law and governance.

Objectives:

Having completed this unit, you will be able to:

- Compare and contrast the diversity between traditional and contemporary society.
- Discuss the misconceptions about First Nations entitlements under the *Indian Act*.
- Explain the various needs and goals for economic development for Aboriginal peoples.
- Identify several examples of successful economic development and resource management.
- Examine the ways in which First Nations communities can return to local control.
- Outline the importance of resource management and tourism to First Nations communities.
- Explain the significance and consequences of the urban experience for aboriginal people.
- Discuss the extreme importance of language revival, traditional & contemporary education.
- Understand the need for self-determination and governance for First Nations.
- Identify several models and case studies with respect to self-government.
- Outline the six steps involved and the alternates to the *Treaty* process in British Columbia.
- Discuss the significance of the creation of the *Nisga'a Lisims* government.
- Identify the frustrations and direct actions taken by First nations groups in recent years.
- Outline the issues surrounding the 2002 referendum on the treaty negotiation process.

What to Do in this Unit:

- This unit uses the textbook *B.C. First Nations Studies*.
- Ask your teacher for the Unit 7 worksheet.
- Read Chapter 12 from pages 176 - 194 on *First Nations Society Today*. Follow the instructions and complete all the questions and assignments in the worksheet.
- Read Chapter 13 from pages 195 - 207 on *Self-Government and Treaties*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- Answer the questions on the worksheet and be sure you know the definitions of the words in bold found throughout the chapter. At least some of them are sure to be on the test!
- When you are ready, ask your teacher for the Unit 7 Test or project. Remember, you must get 80% to pass, so studying hard is essential to do well.

Goal:

The goal of this unit is to learn about the Canadian Charter of Rights and Freedoms.

Objectives:

After completing this unit, you will be able to:

- Describe the evolution of rights in Canada.
- Explain why the *Charter* is more powerful than the *Bill of Rights* that it replaced.
- Explain what fundamental freedoms are.
- Explain what democratic and mobility rights are.
- Explain what legal and equality rights are.
- Explain what language and general rights are.

What to Do in this Unit:

- This unit uses the textbook *Law in Action: Understanding Canadian Law*.
- Ask your teacher for the Unit 8 Worksheet.
- Read Chapter 4, *Canadian Charter of Rights and Freedoms*, beginning on page 92.
- Remember it is best to read the whole chapter to get an overview of the content before you attempt to answer the questions on the worksheet.
- Answer the questions on the worksheet and complete the vocabulary list for any terms you don't know.

- When you are ready, ask your teacher for the Unit 8 Test or project. Remember, you must get 80% to pass, so studying hard is essential if you are to do well.

Goal:

The goal of this unit is to investigate the laws governing human rights in Canada.

Objectives:

After completing this unit, you will be able to:

- Describe international human rights protections.
- Differentiate between the *Canadian Human Rights Act* and provincial human rights codes, and the protections provided by each.
- Explain the process involved in filing a human rights complaint.
- Explain the grounds of discrimination under human rights legislation.

What to Do in this Unit:

- Ask your teacher for the Unit 9 Worksheet.
- Read Chapter 5, *Human Rights*, beginning on page 128.
- Remember it is best to read the whole chapter to get an overview of the content before you attempt to answer the questions on the worksheet.
- Answer the questions on the worksheet and complete the vocabulary list for any terms you don't know.
- When you are ready, ask your teacher for the Unit 9 Test or project. Remember, you must get 80% to pass, so studying hard is essential to do well.

- The cumulative assessment for this theme is an inquiry project into a topic of your choosing. Ask your teacher for the Law in Canada Project #3 worksheet, then read and complete the work there.

Congratulations! You've finished Explorations in Social Studies 11!