

Interactions and Interdependence	HIN	Foundational Objectives
Differentiate between models of acculturation and its effect on society	HIN10.1	<ul style="list-style-type: none"> • Know that groups or organizations must have some way of resolving differences and making and enforcing conclusions so that a collective course of action can be carried out. (Unit 1) • Know that industrialization, urbanization, and the perspectives provided by new ideologies would stimulate the reorganization of social, economic, and political institutions. (Unit 3) • Know that in general terms the relationships between cultures can be based on: accommodation; assimilation; segregation; and, annihilation. (Unit 4)
Examine the political and economic factors and outcomes of imperialism in multiple contexts	HIN10.2	<ul style="list-style-type: none"> • Know that individuals accept consciously and unconsciously certain claims to sovereignty as being legitimate and reject other claims as illegitimate. (Unit 3) • Know that imperialism is the control of the sovereignty of one nation by another nation. (Unit 4) • Know that nations are always tempted to use whatever power they have to protect themselves against the insecurity of competition. (Unit 4) • Know that nation states are concerned about their ability to hold necessary hinterlands and to protect the transportation lines to those hinterlands. (Unit 4) • Know that a hinterland is a tributary region which may be rural and or urban. It is connected by a transportation system and is used to supply resources or markets for an urban centre. (Unit 4)
Resources and Wealth	HRW	
Investigate the importance of standard of living to economic decision-making	HRW10.1	<ul style="list-style-type: none"> • Know that standard of living is a measure of the consumption of goods and services that individuals and groups privately and or collectively can achieve. (Unit 2)
Investigate how economic systems develop and evolve within societies	HRW10.2	<ul style="list-style-type: none"> • Know that economics is a study of the way in which societies make decisions about the goods and services they will produce to meet the wants of its citizens. (Unit 2) • Know that industrial societies are based on a complex system of political and economic organizations known as an infrastructure which make possible the production of goods and services. (Unit 2) • Know that there are three ways (paradigm) in which an economy can be organized to make decisions about production: according to tradition; through a central authority; or according to the market system. (Unit 2)
Analyze the influence of social and technological change on the economic development in societies	HRW10.3	<ul style="list-style-type: none"> • Know that the beliefs and values of a society will affect its social and political organization which in turn will affect its economic organization. (Unit 2)
Dynamic Relationships	HDR	
Assess the importance and development of social organizations to a society	HDR10.1	<ul style="list-style-type: none"> • Know that humans establish various kinds of organizations as a means of systematically meeting their needs and wants. (Unit 1) • Know that any group or organization must decide on some means of decision making that will

		<p>allow it to function effectively. (Unit 1)</p> <ul style="list-style-type: none"> • Know that industrialization contributed to the urbanization of European societies. (Unit 3)
Assess the relationship between worldview and economic and political decision-making	HDR10.2	<ul style="list-style-type: none"> • Know that in order to have security, stability, and predictability, humans tacitly agree to conform to beliefs, values, and mores imposed on them by the various organizations of society. (Unit 1) • Know that not all members of a group accept all aspects of the common understanding governing the group. (Unit 3)
Power and Authority	HPA	
Research political structures and how they meet the various needs of a society	HPA10.1	<ul style="list-style-type: none"> • Know that whenever any group, society, or nation interacts, it does so according to understandings which are both implicitly and explicitly accepted by the members of the group. (Unit 3) • Know that because there was no higher authority a nation could appeal to for justice, nations had to rely on devices such as alliances and balances of power for security. (Unit 5)
Investigate sources of power and how it is acquired and applied to sovereignty and national security	HPA10.2	<ul style="list-style-type: none"> • Know that the political process within society is necessary to resolve differences over who should have sovereignty within the group. (Unit 3) • Know that nations protect their sovereignty by identifying their vital interests in terms of the sources of power: numbers, resources, and organization. (Unit 5) • Know that a strong sense of nationalism and continued economic prosperity were key factors used in maintaining and controlling power in the modern nation state. (Unit 5) • Know that nations must live within a community of other nations in which the sovereignty of one nation must be reconciled with the sovereignty of another. (Unit 5) • Understand that the development of a scientific and technological society had a major impact on government's' perception about the role of the military in the modern nation state. (Unit 5)
Examine the basis for new and emerging ideologies and assess the impact on a society	HPA10.3	<ul style="list-style-type: none"> • Know that industrialization, urbanization, and the perspectives provided by new ideologies would stimulate the reorganization of social, economic, and political institutions. (Unit 3) • Know that European societies had to deal with new perspectives or ideologies which would lead to new social organizations. (Unit 3) • Know that traditional values of honour, patriotism, nationalism, and militarism were the bases on which international relations were conducted. (Unit 5)

For detailed information on foundational and learning objectives, organization and suggested instructional approaches refer to the [History 10 Social Organizations Curriculum Guide \(1992\)](#).

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Examine how issues have global consequences that require global involvement in seeking solutions	HIN20.1	<ul style="list-style-type: none"> • Know that the impetus for change within a society can originate from events beyond the political boundaries of that society/nation. (Unit 1) • Know that effective, collective security at the international level is challenged by the reluctance of nations to relinquish any of their national sovereignty and national decision-making powers. (Unit 2)
Analyze the interplay among the social, economic, political and cultural domains within a society	HIN20.2	<ul style="list-style-type: none"> • Know that the process of adjusting to change will vary from one society to another. (Unit 1) • Know that the process of adjusting to change will involve a number of stages: <ul style="list-style-type: none"> ○ Denial/rejection of the change occurs when the change is unthinkable. ○ Acknowledgement of change occurs when more of an individual's behaviour centres on the new approach than the old; and, ○ Defence of change occurs when the old idea is seen as wrong and the new idea is viewed as common sense. (Unit 1) • Know that change can be either evolutionary or revolutionary. (Unit 1) • Know that an interplay exists among social, economic, political and cultural domains within a society and that change within one of the domains will impact the other forces. (Unit 1) • Know that paradigms that surround a particular challenge or issue will affect the responses to that challenge or issue and the choice of strategies adopted to respond to it. (Unit 5) • Know that human rights are those rights that an individual is entitled to simply because he or she is human. (Unit 5)
Analyze the influence of groups desiring to secure decision making powers on society as a whole, as well as in countries abroad	HIN20.3	<ul style="list-style-type: none"> • Know that economic and political instability can engender a climate conducive to the rise of radical/extreme political movements. (Unit 2) • Know that traditional political institutions and political processes are questioned/challenged during periods of social, economic, and political instability. (Unit 2) • Know that ethnically-driven nationalism stresses the distinctiveness of a population and promotes measures to secure the well-being and aspirations of that population. • Know that the emergence/re-emergence of ethnic nationalism has destabilized the existing political status quo in certain regions. (Unit 5)
Resources and Wealth	HRW	
Appraise the influence of science and technology on the use and distribution of	HRW20.1	<ul style="list-style-type: none"> • Know that all nations must determine how to use their available human and material resources and that determinations will involve choices among perceived/real demands on those resources. (Unit 4)

resources and wealth in the 20th century		<ul style="list-style-type: none"> • Know that scarcity is the relationship that occurs because the unlimited wants exceed the limited resources available to meet those wants. (Unit 4) • Know that major events/situations such as wars will affect the resources a nation has available and will influence how those resources are used. (Unit 4) • Know that the acquisition and utilization of technological and scientific knowledge has given humans the power to change the world's environment significantly. • Know that the mere presence of humans affects the environment. (Unit 5)
Examine the role of imperialism and strategic planning on the acquisition and distribution of a nation's wealth and resources	HRW20.2	<ul style="list-style-type: none"> • Know that nations sometimes claim primary influence over a geographic area that they consider of strategic importance to their well-being. (Unit 3) • Know that distinct populations will seek to have control over the decision making processes which affect their lives. (Unit 4) • Know that nations will sometimes consider certain geographic regions including other nations, as being of strategic importance to their interests and will seek to have a preponderance of influence over that region. (Unit 4) • Know that every society has to establish some fundamental criteria that can be used to justify the allocation of supreme power within that society to certain individuals or groups. (Unit 4)
Dynamic Relationships	HDR	
Assess the significance of key historical events of the 20th century to current world issues	HDR20.1	<ul style="list-style-type: none"> • Know that contemporary events/emergencies can temporarily supersede or submerge outstanding points of contentions between nations. (Unit 3) • Know that nations sometimes view their national sovereignty as being threatened by their membership in collective security organizations. (Unit 3) • Know that some challenges or issues are global in nature because they affect the entire earth and will require global involvement to find solutions. (Unit 5)
Analyze the responses of nations to key events of the 20th century and the consequences of these responses	HDR20.2	<ul style="list-style-type: none"> • Know that the early decades of the twentieth century witnessed a confluence of forces that produced events and conditions, such as a world war, which seriously challenged the traditional institutions and political status quo in many nations. (Unit 1) • Know that the use of force – the military option – remains a viable option, for both governments and nongovernmental groups. (Unit 5)
Power and Authority	HPA	
Analyze the impact of new ideologies on the relationship between individual and collective rights in the 20th century	HPA20.1	<ul style="list-style-type: none"> • Know that new visions of humans and society emerged during the early decades of the twentieth century which were to profoundly impact how nations viewed/interacted with other nations/peoples. (Unit 1) • Know that various political systems exist between individual needs and rights and collective needs and rights. (Unit 2) • Know that both totalitarian and authoritarian regimes place restrictions on the rights of individual citizens and the involvement of individual citizens in national decision making. (Unit 2) • Know that the traditional mechanisms utilized by totalitarian and authoritarian regimes to control the actions of citizens include a compliant and loyal police; obedient bureaucracies, military and

		<p>judiciary; effective control of all forms of communication; and severe limits on public participation in political decision-making processes. (Unit 2)</p> <ul style="list-style-type: none"> • Know that authoritarian and totalitarian regimes institute many similar policies such as limiting legal political opposition, curtailing the rights of association, free speech, and judicial safeguards for the public. (Unit 2) • Know that genocide is a plan to destroy an entire distinct population. • Know that groups seeking to fulfill their agendas have a number of alternative methods to achieve those agendas including the use of violent and nonviolent tactics. (Unit 4)
Analyze the relationship between national sovereignty and collective security	HPA20.2	<ul style="list-style-type: none"> • Know that within each society, an interplay exists between individual needs and rights and collective needs and rights. (Unit 2) • Know that various political systems exist which a society can adopt and that each of the various alternative political paradigms possesses its own definitions of the relationship between individual and collective rights. (Unit 2) • Know that an essential and traditional function of government is to protect society and its territory for invasion or interference by other peoples. (Unit 3) • Know that nations sometimes perceive that their security/sovereignty can be best secured through the mechanisms of alliances or membership in international organizations dedicated to preserving the integrity of their member states. (Unit 3) • Know that each nation will identify certain factors which are deemed to be essential to the security and well-being of a nation. (Unit 3)
Assess the global impact of a nation's economic and/or political instability	HPA20.3	<ul style="list-style-type: none"> • Know that political accountability implies that those in power are held responsible for the consequences of policies that they have implemented. (Unit 2) • Know that a nation and its leadership's response to international events/conditions will reflect domestic considerations. (Unit 3)

For detailed information on foundational and learning objectives, organization and suggested instructional approaches refer to the [History 20 World Issues Curriculum Guide \(1994\)](#).

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Analyze how worldview impacts the ways a society develops a relationship with land and people	HIN30.1	<ul style="list-style-type: none"> • Know that the organization of a society and its behaviour is influenced by a number of assumptions that surround certain relationships <ul style="list-style-type: none"> ○ Concepts: Worldview, Paradigms (Unit 1) • Know that every society will evolve assumptions and practices that surround the key societal relationship between the peoples and the “land”. <ul style="list-style-type: none"> ○ Concepts: Land, (Unit 1)
Analyze the decision-making models of First Nations and Europeans	HIN30.2	<ul style="list-style-type: none"> • Know that within every society there will exist a contest among groups to gain influence over the societal decision-making processes. <ul style="list-style-type: none"> ○ Concepts: Decision Making, Sovereignty, Responsible Government, Representative Government, Loyalists, Oligarchy, Reformers (Unit 1)
Investigate how society is influenced by initial and sustained contact with other societies	HIN30.3	<ul style="list-style-type: none"> • Know that the wellbeing of every society will be influenced by sustained contact with other societies. <ul style="list-style-type: none"> ○ Concepts: Acculturation, Accommodation, Assimilation (Unit 1)
Resources and Wealth	HRW	
Analyze how the actions and policies of other nations influences the well-being of the Canadian people and nation	HRW30.1	<ul style="list-style-type: none"> • Know that the actions and policies of other nations influence the well-being of the Canadian people and nation. <ul style="list-style-type: none"> ○ Concepts: Sovereignty, Foreign Policy, External Influence (Unit 3)
Investigate how societal stability and national well-being is influenced by regional interest	HRW30.2	<ul style="list-style-type: none"> • Know that the future of the nation will, in part, depend on how well the interests of the regions are perceived to be addressed by the populations of those regions. <ul style="list-style-type: none"> ○ Regional Disparity, Heartland-hinterland, Regional Alienation, Environment (Unit 4) • Know that the unity and well-being of the nation will be influenced by the extent to which significant populations feel that their interests and well-being are being enhanced and secured within the existing political structure. <ul style="list-style-type: none"> ○ Concepts: Human Rights, Societal Cohesion, Cultural Identity, Ethnic Nationalism, Quiet Revolution, Regionalism (Unit 4) • Know that sovereignty asserts that the nation-state is the supreme decision-making power within a delineated territory and is subject to external authority only by its consent. <ul style="list-style-type: none"> ○ Concepts: Sovereignty, External Influence, Foreign Policy, Continentalism, Cold War, Continental Integration, Extraterritoriality, Nationalism (Unit 4)
Dynamic Relationships	HDR	
Examine how Canada’s economic well-being depends	HDR30.1	<ul style="list-style-type: none"> • Know that the nation’ economic well-being depended on the exporting of Canadian products to foreign markets and the development of a national consumer economy.

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Assess the internal and external forces that were a catalyst to confederation	HDR30.2	<ul style="list-style-type: none"> • Know that the history of the Canadian peoples has been greatly influenced by external forces and events. <ul style="list-style-type: none"> ○ Concepts: Manifest Destiny, External Influence (Unit 2)
Power and Authority	HPA	
Examine the impact of Canada's foreign policy on its citizens	HPA30.1	<ul style="list-style-type: none"> • Know that the conduct of Canadian foreign policy has generated, and continues to generate debate within the Canadian community. <ul style="list-style-type: none"> ○ Concepts: War Measure Act, Rights, Conscription, Appeasement, Nationalism, Imperialism, (Unit 3) • Know that within the Canadian community, seeking of new relationship that satisfy the need of an increasingly diverse society is proving to be a difficult process. <ul style="list-style-type: none"> ○ Concepts: Diversity, Identity, Inequality, Immigration, Assimilation (Unit 5) • Know that International forces represent a challenge to the ability of Canadians to exercise sovereignty over national and societal decision making. <ul style="list-style-type: none"> ○ Concepts: Economic Well-being, Free Trade, Globalization, Sovereignty (Unit 5)
Assess the impact of government social policies on the lives of its citizens	HPA30.2	<ul style="list-style-type: none"> • Know that within societies, there exists a competition among interest groups for influence over the society's decision-making processes, and that those groups will vary in terms of their ability to influence those processes. <ul style="list-style-type: none"> ○ Concepts: Interest group, Regionalism, Federalism, Decision Making, Métis, First Nations, Treaties, Indian Act (Unit 2) • Know that various ideologies have articulated differing views about the role of government in securing the well-being of the citizenry. <ul style="list-style-type: none"> ○ Concepts: Government, Ideology, Classical Liberalism, Region, Depression, Democratic Socialism, Reform Liberalism, Keynesian (Unit 3) <p>Economics, Social Contract, Welfare State, Federalism, Equalization</p> <ul style="list-style-type: none"> • Know that Canadian society and its institutions are seeking to meet the challenges that arise within an increasingly diverse society. <ul style="list-style-type: none"> ○ Concepts: Charter of Rights and Freedoms, Multiculturalism, Accommodation, Aboriginal Rights, Constitutional Renewal (Unit 5) • Know that there is a debate over the role of government in securing the well-being of members of the society. <ul style="list-style-type: none"> ○ Concepts: Ideology, Neo-conservatism (Unit 5)

For detailed information on foundational and learning objectives, organization and suggested instructional approaches refer to the [History 30 Canadian Studies Curriculum Guide \(1997\)](#).