



# CIVIC STUDIES 11

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**ACKNOWLEDGMENTS**

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**M**any people contributed their expertise to this document. The Project Manager was Dr. Adrienne Gnidec of the Ministry of Education, working with other ministry personnel and our partners in education. We would like to thank all who participated in this process.

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**CIVIC STUDIES 11 IRP WRITING AND RESOURCE EVALUATION TEAM**


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Wayne Axford (2004)	School District No. 40 (Burnaby)
Brian Cross (2005)	School District No 91 (Nechako Lakes)
Bruce Bingham (2004)	School District No. 82 (Coast Mountains)
Roxine Hameister (2004)	School District No. 68 (Nanaimo)
Harry Lewis (2004-05)	School District No. 61 (Greater Victoria)
Barbara Odenwald (2004-05)	School District No. 38 (Richmond)
Mike Perry-Whittingham (2004-05)	School District No. 38 (Richmond)
GT Publishing Services, Ltd.	project coordination, writing, and editing

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**PILOT SITES**


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The following schools piloted the draft of this IRP from September 2004 through January 2005.

Caledonia Secondary School Bruce Bingham	School District No. 82 (Coast Mountains)
Coquitlam Continuing Education Christianne Zurowski	School District No. 43 (Coquitlam)
D.W. Poppy Secondary School Angelo Pandolfo	School District No. 35 (Langley)
Nechako Valley Secondary School Brian Cross	School District No 91 (Nechako Lakes)
Reynolds Secondary School Harry Lewis	School District No. 61 (Greater Victoria)
Summerland Secondary School David Stathers	School District No. 67 (Okanagan Skaha)

## FRAMEWORK TEAM

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The following individuals participated in a focus session in June 2003 to discuss and draft a preliminary framework for the new course, Civic Studies 11.

Wayne Axford	BC Teachers' Federation
Rick Beardsley	BC Teachers' Federation
Roland Case	Simon Fraser University
Pat Clarke	BC Teachers' Federation
Rick Craig	Law Courts Education Society
Ellen Ellis	BC Teachers' Federation
Steve Garland	BC Principals' and Vice-Principals' Association
Deirdre Moore	BC Teachers' Federation
Walt Werner	University of British Columbia

This Integrated Resource Package (IRP) provides information teachers will require in order to implement Civic Studies 11.

The information contained in this document is also available on the Internet at <http://www.bced.gov.bc.ca/irp/irp.htm>

The following paragraphs provide brief descriptions of the components of the IRP.

## INTRODUCTION

The Introduction provides general information about Civic Studies 11, including special features and requirements.

Included in this section are

- a rationale for teaching Civic Studies 11 in BC schools
- the curriculum goals
- descriptions of the curriculum organizers—groupings for prescribed learning outcomes that share a common focus
- a graphic overview of the curriculum content
- various considerations for program delivery.

## PRESCRIBED LEARNING OUTCOMES

This section contains the *prescribed learning outcomes*. Prescribed learning outcomes are the legally required content standards for the provincial education system. They define the required attitudes, skills, and knowledge for each subject. The learning outcomes are statements of what students are expected to know and be able to do by the end of the course.

## STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific achievement indicators for each prescribed

learning outcome. Achievement indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the curriculum expectations for the subject and grade level. Achievement indicators are not mandatory; they are provided to assist teachers in assessing how well their students achieve the prescribed learning outcomes.

Also included in this section are key elements—descriptions of content that help determine the intended depth and breadth of prescribed learning outcomes.

## CLASSROOM ASSESSMENT MODEL

This section contains a series of classroom units that address clusters of learning outcomes organized by topic or theme. The units have been developed and piloted by BC teachers, and are provided to support classroom assessment. These units are suggestions only—teachers may use or modify the units to assist them as they plan for the implementation of this curriculum.

Each unit includes the prescribed learning outcomes and suggested achievement indicators, a suggested timeframe, a sequence of suggested assessment activities, a listing of selected relevant web sites, and sample assessment instruments.

## LEARNING RESOURCES

This section contains general information on learning resources, and provides the titles, descriptions, and ordering information for the recommended learning resources in the Civic Studies 11 Grade Collection.

## GLOSSARY

The glossary defines selected terms used in this Integrated Resource Package.







INTRODUCTION

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*Civic Studies 11*



This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Civic Studies 11. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, this document recognizes that British Columbia's schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the learning outcomes, achievement indicators, and assessment activities.

The development of the new course, Civic Studies 11, is based on the recommendations arising from the 2001-2003 consultation process on BC's Graduation Program Requirements. Civic Studies 11, in draft format, was available for public review and response from September through December, 2004. The draft of Civic Studies 11 was also piloted in schools throughout the province. Feedback from educators, students, parents, and other educational partners also informed the development of this IRP.

## CURRICULUM OVERVIEW

### *Rationale*

The aim of Civic Studies 11 is to enhance students' abilities and willingness to participate actively and responsibly in civic life. Civic Studies 11 offers opportunities for students to deliberate individually and with others on civic matters—local to global—for the purpose of becoming informed decision makers empowered in civic action.

The course is intended as a study *in* civics, where the study *about* civics is a means to that end. Civic Studies 11 offers opportunities for students to form reasoned views on issues, and to participate in socially relevant projects and real-life learning for the purpose of developing civic mindedness. This course enables students to relate their learning in school to their civic duties and expectations, enhance their sense of membership in society, and increase their ability to take more active roles as citizens of Canada and the world.

### *Requirements and Graduation Credits*

Civic Studies 11 is one of three provincial courses available for students to complete the social studies 11 Graduation Program requirement. Civic Studies 11 is designated as a four-credit course, and must be reported as such to the Ministry of Education for transcript purposes. Letter grades and percentages must be reported for this course. It is not possible to obtain partial credit for this course.

The course code for Civic Studies 11 is CIV 11. This course is also available in French (Education civique 11; course code CIVF 11).

### *Graduation Program Examination*

Although the instructional approach for Civic Studies 11 is intended to be experiential in nature, with an emphasis on active citizenship, the course has a set Graduation Program examination, worth 20% of the final course mark. All students taking Civic Studies 11 are required to write the examination in order to receive credit for this course.

For more information, refer to the Ministry of Education examinations web site:

<http://www.bced.gov.bc.ca/exams/>

### *Goals for Civic Studies 11*

The following over-riding goals are represented in the prescribed learning outcomes for Civic Studies 11 in each curriculum organizer:

- Students will acquire knowledge and develop understandings that enable them to become more mindful of their connections to the civic world and of their responsibilities as members of various local and global communities.
- Students will learn to access and think critically about a range of information and viewpoints on a variety of civic issues.
- Students will learn how to become informed decision makers on matters of public concern, thereby better able to assess critically the effects of their choices on themselves and others.
- Students will learn to become active citizens and responsible agents of change.

### ***Curriculum Organizers***

A curriculum organizer consists of a set of prescribed learning outcomes that share a common focus. The prescribed learning outcomes for Civic Studies 11 are grouped under the following curriculum organizers:

- Skills and Processes of Civic Studies
- Informed Citizenship
- Civic Deliberation
- Civic Action

Note that these four organizers are for the purposes of identifying prescribed learning outcomes; they are not intended to suggest a linear delivery of course delivery.

### **Skills and Processes of Civic Studies**

This organizer identifies the skills and processes that students develop as they explore the issues presented in Civic Studies 11. As students undertake thoughtful inquiry from a base of knowledge and values drawn from multiple perspectives, they construct new knowledge, learn how to develop and communicate reasoned arguments and convictions, and come to understand the practice of informed, deliberative, active citizenship.

Skills developed through the prescribed learning outcomes in this organizer include

- critical thinking skills
- research and media literacy skills

- communication skills
- skills and attitudes of active citizenship.

### **Informed Citizenship**

Informed citizens are the basis of any democratic society. As a foundation for active and effective participation in Canadian civic discourse, this curriculum organizer helps students develop the knowledge needed to become informed decision makers on a range of civic issues. Topics in this curriculum organizer include

- historical and contemporary events and factors defining Canadian identity, including
  - roles of individuals in society
  - culture, language, heritage, and community
  - environment and geography
  - governance
  - rights and responsibilities
  - international relations
- Canadian government and politics
- Canadian law
- international law and government
- rights, freedoms, responsibilities, and privileges of citizenship
- human rights.

### **Civic Deliberation**

Civic deliberation refers to students' abilities, individually and in groups, to reach reasoned decisions on matters affecting themselves and others. In this organizer, students learn to evaluate historical and contemporary civic decisions that have emerged in relation to a range of issues defining Canadian identity.

Topics in this organizer include

- fundamental principles of democracy and their effect on civic issues
- dynamics of power
- role of values and beliefs in decision making
- the Canadian social safety net
- Canada's role in international issues
- concepts of Canadian citizenship.

### **Civic Action**

Civic action refers to the ability and inclination of citizens to advance their own civic interests and effect social change effectively and responsibly.

Engaging in responsible personal and social action encourages community membership and collective responsibility.

This organizer provides opportunities for students to

- understand their own place in civic processes
- examine a range of processes of civic action to better understand how they operate and to assess their appropriateness for various purposes
- gain first-hand experiences in civic processes, and understand the various mechanisms for public involvement
- take a position and implement a plan of action on a relevant civic issue.

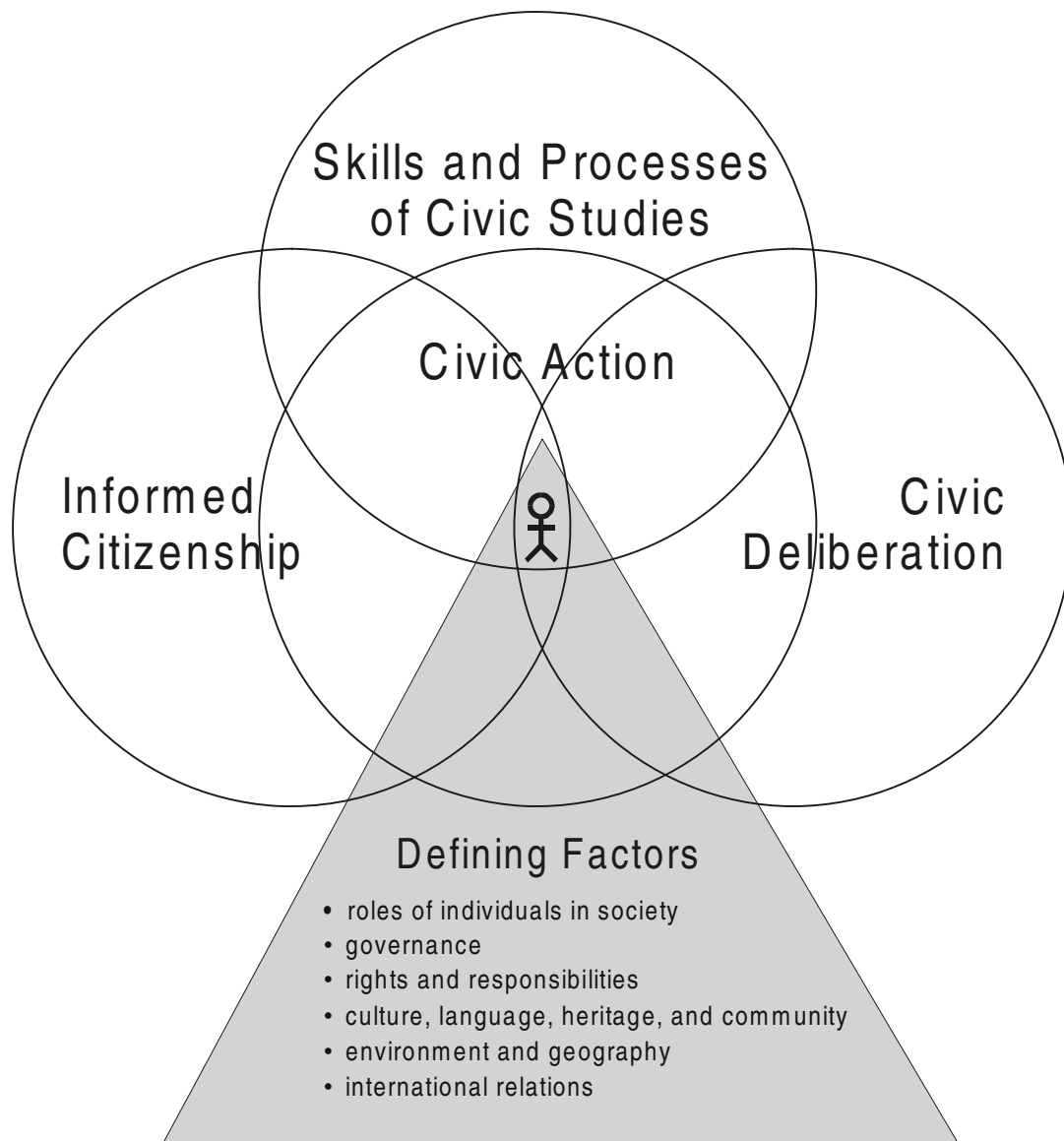
### *Suggested Timeframe*

Civic Studies 11 is a four-credit course, and as such should be equivalent to approximately 120 hours of instructional time. Although decisions concerning the allocation of instructional time are subject to teachers' professional judgment, the curriculum has been designed to enable teachers to devote significant time to addressing those learning outcomes that call for students to demonstrate higher mental processes (rather than outcomes that solely require them to demonstrate knowledge of facts associated with course topics). For the most part, the learning outcomes that reflect higher mental processes appear under the following curriculum organizers:

- Skills and Processes of Civic Studies
- Civic Deliberation
- Civic Action.

Since it is anticipated that instruction related to these learning outcomes will be integrated with instruction related to factual learning (see the Classroom Assessment Model section of this IRP for examples of how this might be done), teachers may not necessarily find it useful to correlate instructional time with curriculum organizers. It is consistent with the aim of this course, however, for teachers to place a greater emphasis on these outcomes—and specifically on instructional activities that actively engage students in civic processes (including processes of inquiry, criticism, analysis, and advocacy)—than on those activities that involve assimilation of course content. This emphasis should be reflected both in the allocation of time and in the weighting scheme for grading student performance. See the Assessment Overview Table in the Classroom Assessment Model for more information.

## CIVIC STUDIES 11: AT A GLANCE



### Goals for Civic Studies 11

- Students will acquire knowledge and develop understandings that enable them to become more mindful of their connections to the civic world and of their responsibilities as members of various local and global communities.
- Students will learn to access and think critically about a range of information and viewpoints on a variety of civic issues.
- Students will learn how to become informed decision makers on matters of public concern, thereby better able to assess critically the effects of their choices on themselves and others.
- Students will learn to become active citizens and responsible agents of change.

## CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- addressing local needs
- involving parents and guardians
- establishing a positive classroom climate
- confidentiality
- inclusion, accessibility, and equity
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright.

### *Addressing Local Needs*

Civic Studies 11 includes opportunities for individual teacher and student choice in the exploration of topics to meet certain learning outcomes. This flexibility allows educators to plan their programs to meet the particular requirements of their students and to respond to local needs. It may be appropriate to allow for student input when selecting current and relevant topics.

Where specific topics have been included in the learning outcomes, the intent is for all students to have an opportunity to address these important issues. The inclusion of these topics is not intended to exclude any additional issues that may also be relevant for individual school communities.

### *Involving Parents and Guardians*

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the prescribed learning outcomes in the Civic Studies 11 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

It is highly recommended that schools inform parents and guardians about the Civic Studies 11 curriculum, and teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students, via a course outline at the beginning of the course, of the prescribed learning outcomes for the course
- responding to parent and guardian requests to discuss course unit plans, learning resources, etc.

### *Establishing a Positive Classroom Climate*

Teachers are responsible for setting and promoting a classroom climate in which students feel comfortable learning about and discussing topics in Civic Studies 11. The following are some guidelines that may help educators establish and promote a positive classroom climate.

- Allow class members sufficient time and opportunities to become comfortable with each other before engaging in group discussion. It is important that the classroom climate encourage students to relate to one another in positive, respectful, and supportive ways. Be prepared to facilitate any potentially controversial discussions.
- Establish clear ground rules for class discussions that demonstrate respect for privacy, for diversity, and for the expression of differing viewpoints.
- Activities and discussion related to some of the topics in Civic Studies 11 may evoke an emotional response from individual students. Inform an administrator or counsellor when any concern arises, and ensure students know where to go for help and support.
- Ensure that any external groups or organizations making a presentation to students have met the district's guidelines for presenting. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials they may use, especially handouts, for appropriateness.

- Become familiar with
  - relevant legislation (e.g., *Human Rights Code; Child, Family and Community Services Act*)
  - relevant initiatives (e.g., *Safe, Caring and Orderly Schools: A Guide* and *Diversity in BC Schools: A Framework*)
  - provincial and district policies and protocols concerning topics such as disclosure related to child abuse and protection of privacy.

Further information about these policies and initiatives is available online:

*BC Handbook for Action on Child Abuse and Neglect*  
[http://www.mcf.gov.bc.ca/child\\_protection/pdf/handbook\\_action\\_child\\_abuse.pdf](http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf)

*Safe, Caring and Orderly Schools*  
<http://www.bced.gov.bc.ca/sco/>

*Diversity in BC Schools: A Framework*  
[http://www.bced.gov.bc.ca/diversity/diversity\\_framework.pdf](http://www.bced.gov.bc.ca/diversity/diversity_framework.pdf)

*Human Rights Code*  
[http://www.qp.gov.bc.ca/statreg/stat/H/96210\\_01.htm](http://www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm)

*Child, Family and Community Services Act*  
[http://www.qp.gov.bc.ca/statreg/stat/C/96046\\_01.htm](http://www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm)

- Do not use students' Personal Education Numbers (PEN) on any assignments that students wish to keep confidential.
- Minimize the type and amount of personal information collected and ensure that it is used only for relevant purposes.
- Inform students that they will be the only ones recording personal information about themselves unless they have consented to teachers collecting that information from other people, including parents.
- Inform students why they are being asked to provide any personal information in the context of the Civic Studies 11 curriculum.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.
- Inform students they can request that the school correct or annotate any of their personal information kept in records at the school.
- Be aware that parents' rights to have access to their children's personal information are limited to that which pertains to their child's progress. Ensure students are aware that their parents may have access to the work they create as part of the course.

For more information about confidentiality, refer to  
[http://www.msers.gov.bc.ca/FOI\\_POP/index.htm](http://www.msers.gov.bc.ca/FOI_POP/index.htm)

### **Confidentiality**

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school district employees, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all courses, including Civic Studies 11.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records.

### ***Inclusion, Equity, and Accessibility for All Learners***

British Columbia's schools include young people of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system is committed to meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of Civic Studies 11, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.



Government policy supports the principles of integration and inclusion of students who have English as a second language and of students with special needs. Most of the suggested assessment activities in this IRP can be used with all students, including those with special and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the prescribed learning outcomes. Modifications can be made to the prescribed learning outcomes for students with Individual Education Plans.

For more information about resources and support for students with special needs, refer to <http://www.bced.gov.bc.ca/specialed/>

For more information about resources and support for ESL students, refer to <http://www.bced.gov.bc.ca/esl/>

### ***Working with the School and Community***

Civic Studies 11 addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the Civic Studies 11 classroom.

School and district-wide programs—such as student government, active schools, work experience, and service clubs—support and extend learning in Civic Studies 11. Community organizations may also support the Civic Studies 11 curriculum with locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

### ***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. As Aboriginal communities are diverse in terms of language, culture, and available resources, 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* (1998). 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: <http://www.bced.gov.bc.ca/abed/welcome.htm>

### ***Information and Communications Technology***

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes.

Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission

of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. Civic Studies 11 provides opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

### *Copyright and Responsibility*

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. There are some exceptions in the law (i.e., specific things permitted) for schools but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part—in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping

requirements—see the web site at the end of this section for more details)

- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show videos at schools that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied.

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licenses may also have royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to <http://cmec.ca/copyright/indexe.stm>



# PRESCRIBED LEARNING OUTCOMES

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## *Civic Studies 11*



**P**rescribed learning outcomes are content standards for the provincial education system; they are the prescribed curriculum. They set out the required attitudes, skills, and knowledge—what students are expected to know and be able to do—by the end of the course. Learning outcomes are clearly stated and expressed in measurable and observable terms.

Schools have the responsibility to ensure that all prescribed learning outcomes in this curriculum are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed learning outcomes for Civic Studies 11 are presented by curriculum organizer; however, this arrangement is not intended to imply a required instructional sequence.

### *Wording of Prescribed Learning Outcomes*

All learning outcomes complete the stem, “It is expected that students will ....”

When used in a prescribed learning outcome, the word “including” indicates that any ensuing item **must be addressed**. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

### *Domains of Learning*

Prescribed learning outcomes in BC curricula identify required learning in relation to one or

more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy (*Taxonomy of Educational Objectives*, Bloom et al., 1956).

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Domains of learning and cognitive levels also form the basis of the Assessment Overview Table provided in the Classroom Assessment Model. In addition, domains of learning and, particularly, cognitive levels, inform the design and development of the Graduation Program examination for this course.

## CIVIC STUDIES 11: PRESCRIBED LEARNING OUTCOMES

### SKILLS AND PROCESSES OF CIVIC STUDIES

*It is expected that students will:*

- apply critical thinking skills—including questioning, comparing, summarizing, drawing conclusions, and defending—to a range of issues, situations, and topics
- demonstrate effective research skills, including
  - accessing information
  - assessing information
  - collecting data
  - evaluating data
  - organizing information
  - presenting information
- demonstrate effective written, oral, and graphic communication skills
- demonstrate skills and attitudes of active citizenship, such as ethical behaviour, open-mindedness, respect for diversity, and collaboration

### INFORMED CITIZENSHIP

*It is expected that students will:*

- demonstrate a knowledge of historical and contemporary factors that help define Canadian civic identity, including
  - roles of individuals in society
  - governance
  - rights and responsibilities
  - culture, language, heritage, and community
  - environment and geography
  - international relations
- identify historical roots of the Canadian political and legal systems, including
  - British parliamentary system
  - political philosophies and parties
  - British common law
  - *le droit civil* (French civil code)
  - *British North America Act*
- describe the division of powers in Canada among federal, provincial, territorial, First Nations, and municipal governments
- describe Canada's electoral systems and processes
- describe the key features of prominent 20<sup>th</sup> and 21<sup>st</sup> century political and economic ideologies, including communism, conservatism, fascism, liberalism, and socialism
- describe the Canadian legal system, including
  - legal processes
  - the enforcement and administration of laws
- describe the legal rights and responsibilities of individuals, groups, and organizations in Canadian society

- compare human rights provisions in Canada and internationally with respect to
  - *Canadian Charter of Rights and Freedoms*
  - *BC Human Rights Code*
  - *UN Universal Declaration of Human Rights*
- describe organizations that govern relations among nations, including those dealing with
  - peace and security
  - trade and economics
  - international justice
  - social and environmental issues

### CIVIC DELIBERATION

*It is expected that students will:*

- 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 20<sup>th</sup> and 21<sup>st</sup> century cases in Canada
- evaluate the relative abilities of individuals, governments, and non-governmental organizations to effect civic change in Canada and the world, with reference to considerations such as
  - power and influence
  - circumstances
  - methods of decision making and action
  - public opinion
- assess the role of beliefs and values in civic decision making
- analyse key provisions of the Canadian social safety net and their impact on Canadian society, including
  - employment insurance
  - health insurance
  - CPP/OAP
  - social assistance
  - family allowance/child tax benefit
  - workers' compensation
- analyse the domestic and international effects of Canada's record with respect to issues and events in one or more of the following categories:
  - environment
  - trade
  - foreign aid
  - peace and security
  - human rights
- create a statement of what it means to be a "Canadian citizen"

### CIVIC ACTION

*It is expected that students will:*

- evaluate the citizen's role in civic processes locally, provincially, nationally, and internationally
- apply skills of civic discourse and dispute resolution, including consensus building, negotiation, compromise, and majority rule
- evaluate the ethics of selected civic decisions
- implement a plan for action on a selected local, provincial, national, or international civic issue







STUDENT ACHIEVEMENT

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*Civic Studies 11*



This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators to assist teachers in assessing student achievement in relation to each prescribed learning outcome. Also included in this section are key elements—descriptions of content that help determine the intended depth and breadth of prescribed learning outcomes.

## CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as:

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments.

Student performance is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

There are three major types of assessment that can be used in conjunction with each other to support student achievement.

- Assessment **for** learning is assessment for purposes of greater learning achievement.
- Assessment **as** learning is assessment as a process of developing and supporting students' active participation in their own learning.
- Assessment **of** learning is assessment for purposes of providing evidence of achievement for reporting.

### *Assessment for Learning*

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment—to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on prescribed learning outcomes, as well as on suggested achievement indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

### *Assessment as Learning*

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take

responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

**Assessment of Learning**

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These

summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These assessments are used to make judgments about students’ achievement in relation to provincial and national standards. The large-scale provincial assessment for Civic Studies 11 is the graduation program examination, worth 20% of the final course mark. This exam is a requirement for all students taking Civic Studies 11.

Assessment for Learning	Assessment as Learning	Assessment of Learning
<p>Formative assessment <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> <li>• teacher assessment, student self-assessment, and/or student peer assessment</li> <li>• criterion-referenced—criteria based on prescribed learning outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task</li> <li>• involves both teacher and student in a process of continual reflection and review about progress</li> <li>• teachers adjust their plans and engage in corrective teaching in response to formative assessment</li> </ul>	<p>Formative assessment <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> <li>• self-assessment</li> <li>• provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning</li> <li>• student-determined criteria based on previous learning and personal learning goals</li> <li>• students use assessment information to make adaptations to their learning process and to develop new understandings</li> </ul>	<p>Summative assessment <i>occurs at end of year or at key stages</i></p> <ul style="list-style-type: none"> <li>• teacher assessment</li> <li>• may be either criterion-referenced (based on prescribed learning outcomes) or norm-referenced (comparing student achievement to that of others)</li> <li>• information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development)</li> <li>• used to make judgments about students’ performance in relation to provincial standards</li> </ul>

### *Criterion-Referenced Assessment and Evaluation*

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that

indicate how well the student is meeting the prescribed learning outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Whenever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

Criterion-referenced assessment and evaluation may involve these steps:

- Step 1** Identify the prescribed learning outcomes and suggested achievement indicators (as articulated in this IRP) that will be used as the basis for assessment.
- Step 2** Establish criteria. When appropriate, involve students in establishing criteria.
- Step 3** Plan learning activities that will help students gain the attitudes, skills, or knowledge outlined in the criteria.
- Step 4** Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 5** Provide examples of the desired levels of performance.
- Step 6** Conduct the learning activities.
- Step 7** Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student.
- Step 8** Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
- Step 9** Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.
- Step 10** Communicate the results of the assessment and evaluation to students and parents/guardians.

## KEY ELEMENTS

Key elements provide an overview of content in each curriculum organizer. They can be used to determine the expected depth and breadth of the prescribed learning outcomes.

Note that some topics appear at multiple grade levels in order to emphasize their importance and to allow for developmental learning.

## ACHIEVEMENT INDICATORS

To support teachers in assessing provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome. Achievement indicators define the specific level of attitudes demonstrated, skills applied, or knowledge acquired by the student in relation to a corresponding prescribed learning outcome.

Achievement indicators define the specific level of attitudes demonstrated, skills applied, or knowledge acquired by the student in relation to a corresponding prescribed learning outcome. They describe what evidence a teacher might look for to determine whether or not the student has fully

met the intent of the learning outcome. In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the learning outcome (e.g., a constructed response such as a list, comparison, analysis, or chart; a product created and presented such as a report, debate, poster, letter, or action plan; a particular skill demonstrated such as critical thinking or media analysis).

Achievement indicators are not mandatory; they are suggestions only, provided to assist teachers in assessing how well their students achieve the prescribed learning outcomes. Teachers are encouraged to modify and expand on these suggestions as required to address local needs.

The following pages contain the suggested achievement indicators corresponding to each prescribed learning outcome for the Civic Studies 11 curriculum. The achievement indicators are arranged by curriculum organizer; however, this order is not intended to imply a required sequence of instruction and assessment.

## KEY ELEMENTS

Students develop knowledge, skills, and attitudes as identified by the prescribed learning outcomes while developing and applying understandings of a range of historical and contemporary defining factors of Canadian civic identity, including

- roles of individuals in society
- governance—roots and applications of legal and political systems
- rights and responsibilities—equality issues, human rights, citizenship status and inclusion, rights and responsibilities of citizenship specific to groups and individuals, migration and immigration
- culture, language, heritage, and community—including Aboriginal, English, and French; multiculturalism; the social safety net
- environment and geography
- international relations.

### SKILLS AND PROCESSES OF CIVIC STUDIES

- critical thinking skills
- research skills, media literacy
- communication and presentation skills (written, oral, graphic)
- skills and processes of active citizenship

#### INFORMED CITIZENSHIP

- Canadian government and legal system
- political ideologies
- international governance
- rights and responsibilities

#### CIVIC DELIBERATION

- fundamental principles of democracy
- power and influence
- values and beliefs
- Canadian social safety net
- Canada's role in international issues
- changing nature of citizenship

#### CIVIC ACTION

- citizen's role in civic processes and the power of the individual
- options for individual or group action (local, regional, provincial, national, global)
- accessing civics-related resources
- types and philosophies of civic action (e.g., non-violent, boycott, lobbying, civil disobedience, direct action)
- methods of civic discourse and dialogue
- ethics in decision making
- designing and implementing a plan for civic action on a selected issue

## SKILLS AND PROCESSES OF CIVIC STUDIES

The following prescribed learning outcomes are intended to provide a framework to be used throughout the curriculum to support the attitudes, skills, and knowledge essential for informed, deliberative, active citizenship. These learning outcomes should not be taught in isolation, but rather should be integrated with activities related to the other three curriculum organizers.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<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> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe skills of critical analysis (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position)</li> <li><input type="checkbox"/> develop pertinent questions to define a topic, issue, or situation</li> <li><input type="checkbox"/> compare a range of points of view on an issue</li> <li><input type="checkbox"/> draw conclusions about an issue, situation, or topic</li> <li><input type="checkbox"/> justify a position on an issue, situation, or topic</li> </ul>
<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 information</li> <li>– presenting information</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> access a range of information sources on selected topics, including sources                             <ul style="list-style-type: none"> <li>– from a range of media types (e.g., print news, broadcast news, online)</li> <li>– from a range of media producers, including mainstream, alternative, and special interest groups</li> <li>– representing a range of perspectives</li> <li>– that qualify as primary (e.g., original documents, interviews, surveys) and secondary (e.g., books, articles, reports, summaries)</li> <li>– that deal specifically with civic-related issues (e.g., MPs/MLAs, government web sites, government archives accessed via freedom of information requests)</li> <li>– covering an appropriate time frame</li> </ul> </li> <li><input type="checkbox"/> explain the importance of accessing and considering a range of information sources</li> </ul>



Prescribed Learning Outcomes	Suggested Achievement Indicators
	<ul style="list-style-type: none"> <li><input type="checkbox"/> assess the accuracy, reliability, and relevance of collected information by                             <ul style="list-style-type: none"> <li>- determining examples of bias and points of view in information</li> <li>- checking references to determine the professional affiliations of the producer/author</li> <li>- identifying the data collection methods (e.g., poll, census, interview, survey)</li> <li>- investigating funding sources/affiliations of the information</li> <li>- determining currency of information</li> <li>- assessing consistency with information obtained from other sources on the same topic</li> </ul> </li> <li><input type="checkbox"/> collect and organize primary data (e.g., designing and conducting a survey, designing and conducting an interview, conducting a keyword incidence analysis)</li> <li><input type="checkbox"/> synthesize and evaluate collected data</li> <li><input type="checkbox"/> organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps)</li> <li><input type="checkbox"/> present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic)</li> </ul>
<ul style="list-style-type: none"> <li>• demonstrate effective written, oral, and graphic communication skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> select a presentation form (e.g., written, oral, graphic) appropriate for the communication purpose</li> <li><input type="checkbox"/> demonstrate an ability to communicate ideas, opinions, and arguments effectively                             <ul style="list-style-type: none"> <li>- orally</li> <li>- written</li> <li>- graphically</li> </ul> </li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<ul style="list-style-type: none"> <li>• demonstrate skills and attitudes of active citizenship, such as ethical behaviour, open-mindedness, respect for diversity, and collaboration</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify attributes associated with active citizenship, including               <ul style="list-style-type: none"> <li>– ethical behaviour (e.g., honesty, fairness, reliability)</li> <li>– open-mindedness</li> <li>– respect for diversity</li> <li>– empathy</li> <li>– questioning and promoting discussion</li> <li>– tolerance for ambiguity</li> <li>– collective responsibility</li> <li>– remaining informed over time</li> <li>– advocating responsibly for own and others’ rights</li> <li>– reconciling conflicting rights and responsibilities (e.g., individual vs. group)</li> <li>– ongoing examination and reassessment of own beliefs</li> <li>– willingness to participate</li> </ul> </li> <li><input type="checkbox"/> demonstrate skills of collaboration and co-operation, including the ability to               <ul style="list-style-type: none"> <li>– collaborate and consult with others</li> <li>– respect and promote respect for the contributions of other team members</li> </ul> </li> <li><input type="checkbox"/> explain the value of attributes associated with active citizenship</li> <li><input type="checkbox"/> apply attributes of active citizenship in specific contexts</li> </ul>

## INFORMED CITIZENSHIP

The following prescribed learning outcomes outline the knowledge base required for students to be able to engage in informed civic deliberation and action. These learning outcomes should not be taught in isolation, but rather should be integrated with activities related to the other three curriculum organizers.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<ul style="list-style-type: none"> <li>• demonstrate a knowledge of historical and contemporary factors that help define Canadian civic identity, including                             <ul style="list-style-type: none"> <li>– roles of individuals in society</li> <li>– governance</li> <li>– rights and responsibilities</li> <li>– culture, language, heritage, and community</li> <li>– environment and geography</li> <li>– international relations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>☐ analyse Canadian civic identity with reference to events from the 20<sup>th</sup> and 21<sup>st</sup> centuries related to the following defining factors:                             <ul style="list-style-type: none"> <li>– roles of individuals in society (e.g., Norman Bethune, Frank A. Calder, Craig Kielburger, Nellie McClung, Roy Miki, Rosa Parks)</li> <li>– governance (e.g., elections, formation/dissolution of political parties, repatriation of the Constitution)</li> <li>– rights and responsibilities (e.g., <i>Canadian Charter of Rights and Freedoms</i>, internment of Japanese-Canadians, head tax, Anti-Potlatch legislation)</li> <li>– culture, language, heritage, and community (e.g., residential schools, Meech Lake Accord, Bilingualism and Biculturalism Commission, <i>Multiculturalism Act</i>, the social safety net)</li> <li>– environment and geography (e.g., Kyoto Protocol, softwood lumber disputes, fisheries disputes)</li> <li>– international relations (e.g., global conflicts, peacekeeping, economic relations, foreign aid, human rights)</li> </ul> </li> <li>☐ select a civic topic or situation (local, provincial, national, or international) and describe it in terms of its roots and contexts in one or more defining issues</li> </ul>
<ul style="list-style-type: none"> <li>• identify historical roots of the Canadian political and legal systems, including                             <ul style="list-style-type: none"> <li>– British parliamentary system</li> <li>– political philosophies and parties</li> <li>– British common law</li> <li>– <i>le droit civil</i> (French civil code)</li> <li>– <i>British North America Act</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>☐ relate aspects of the Canadian political and legal systems to historical antecedents and influences, including                             <ul style="list-style-type: none"> <li>– British parliamentary system</li> <li>– political philosophies and parties</li> <li>– British common law</li> <li>– <i>le droit civil</i> (French civil code)</li> <li>– <i>British North America Act</i></li> </ul> </li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<ul style="list-style-type: none"> <li>• describe the division of powers in Canada among federal, provincial, territorial, First Nations, and municipal governments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe and explain the main government powers in Canada: <ul style="list-style-type: none"> <li>– federal</li> <li>– provincial</li> <li>– territorial</li> <li>– First Nations</li> <li>– municipal</li> </ul> </li> <li><input type="checkbox"/> describe the structure and roles of the executive, legislative, and judicial branches of Canadian federal, provincial, and territorial governments</li> <li><input type="checkbox"/> give examples of other governmental entities in Canada (e.g., regional districts, regional health boards, school districts)</li> <li><input type="checkbox"/> compare the division of powers in Canada with those of at least one other democratic nation</li> </ul>
<ul style="list-style-type: none"> <li>• describe Canada’s electoral systems and processes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the electoral system used federally and in British Columbia</li> <li><input type="checkbox"/> describe the electoral processes used federally and in British Columbia (dissolution, enumeration, nomination, campaigning, balloting, and tabulation)</li> <li><input type="checkbox"/> give examples of other electoral systems used in Canada (e.g., municipal, territorial, First Nations)</li> <li><input type="checkbox"/> compare Canada’s electoral systems and processes with those of at least one other democratic nation</li> </ul>
<ul style="list-style-type: none"> <li>• describe the key features of prominent 20<sup>th</sup> and 21<sup>st</sup> century political and economic ideologies, including <ul style="list-style-type: none"> <li>– communism</li> <li>– conservatism</li> <li>– fascism</li> <li>– liberalism</li> <li>– socialism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> define <i>communism, conservatism, fascism, liberalism, and socialism</i></li> <li><input type="checkbox"/> define selected political ideologies in terms of the political spectrum (left, centre, right; libertarian, authoritarian)</li> <li><input type="checkbox"/> give examples of Canadian federal, provincial, and municipal political parties in terms of the political spectrum and political and economic ideologies</li> </ul>
<ul style="list-style-type: none"> <li>• describe the Canadian legal system, including <ul style="list-style-type: none"> <li>– legal processes</li> <li>– the enforcement and administration of laws</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> differentiate between and give examples of civil law and criminal law</li> <li><input type="checkbox"/> identify the various legal processes involved in resolving disputes (e.g., litigation, hearings before tribunal, arbitration, mediation, negotiation)</li> <li><input type="checkbox"/> describe the roles of various agencies responsible for the enforcement and administration of law in Canada, including <ul style="list-style-type: none"> <li>– police</li> <li>– courts</li> <li>– tribunals, boards, and panels</li> </ul> </li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<ul style="list-style-type: none"> <li>• describe the legal rights and responsibilities of individuals, groups, and organizations in Canadian society, including those related to               <ul style="list-style-type: none"> <li>– citizenship</li> <li>– language</li> <li>– culture</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> define <i>rights, responsibilities, freedoms, and privileges</i></li> <li><input type="checkbox"/> identify responsibilities of Canadian citizenship (e.g., voting in elections, helping others, caring for and protecting heritage, caring for and protecting the environment, respecting rights and freedoms of others)</li> <li><input type="checkbox"/> list and describe the key roles of individual citizens in the legal process, including               <ul style="list-style-type: none"> <li>– jury duty</li> <li>– giving testimony</li> <li>– reporting crimes</li> <li>– obeying the law</li> </ul> </li> <li><input type="checkbox"/> compare rights, responsibilities, freedoms, and privileges of individuals and groups in Canada (e.g., citizens, landed immigrants, refugees, Aboriginal peoples; language-based rights, religion-based rights)</li> </ul>
<ul style="list-style-type: none"> <li>• compare human rights provisions in Canada and internationally with respect to               <ul style="list-style-type: none"> <li>– <i>Canadian Charter of Rights and Freedoms</i></li> <li>– <i>BC Human Rights Code</i></li> <li>– <i>UN Universal Declaration of Human Rights</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of specific and universal human rights</li> <li><input type="checkbox"/> describe and compare the human rights provisions of the following:               <ul style="list-style-type: none"> <li>– <i>Canadian Charter of Rights and Freedoms</i></li> <li>– <i>BC Human Rights Code</i></li> <li>– <i>UN Universal Declaration of Human Rights</i></li> <li>– school-based codes of conduct</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• describe organizations that govern relations among nations, including those dealing with               <ul style="list-style-type: none"> <li>– peace and security</li> <li>– trade and economics</li> <li>– international justice</li> <li>– social and environmental issues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the role of key international bodies to which Canada belongs or recognizes, specifically those dealing with               <ul style="list-style-type: none"> <li>– peace and security (e.g., NATO)</li> <li>– trade and economics (e.g., World Trade Organization)</li> <li>– international justice (e.g., International Criminal Court)</li> <li>– social and environmental issues (e.g., United Nations)</li> </ul> </li> <li><input type="checkbox"/> identify Canadian federal government departments and agencies responsible for international relations (e.g., Department of Foreign Affairs, Canadian International Development Agency, Citizenship and Immigration Canada)</li> </ul>

**CIVIC DELIBERATION**

The following prescribed learning outcomes outline the analytical processes required for students to become informed, active citizens. These learning outcomes should not be taught in isolation, but rather should be integrated with activities related to the other three curriculum organizers.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<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 20<sup>th</sup> and 21<sup>st</sup> century cases in Canada</li> </ul>	<ul style="list-style-type: none"> <li>☐ give examples of the application of the following principles of democracy in Canada in the 20<sup>th</sup> and 21<sup>st</sup> century:                             <ul style="list-style-type: none"> <li>– equality</li> <li>– freedom (e.g., of expression, thought, movement, religion)</li> <li>– selection of decision makers (e.g., elected vs. appointed judges, senate, crown corporation executives)</li> <li>– rule of law</li> <li>– balancing the common good with the rights of individuals</li> </ul> </li> <li>☐ relate the principles of democracy to selected events in Canada in the 20<sup>th</sup> and 21<sup>st</sup> centuries (e.g., the Persons Case, the Komagata Maru, <i>Indian Act</i>, <i>Bill 101</i>)</li> </ul>
<ul style="list-style-type: none"> <li>• evaluate the relative abilities of individuals, governments, and non-governmental organizations to effect civic change in Canada and the world, with reference to considerations such as                             <ul style="list-style-type: none"> <li>– power and influence</li> <li>– circumstances</li> <li>– methods of decision making and action</li> <li>– public opinion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>☐ describe power relationships among individuals, governments, and various types of institutions in society by providing reasoned, coherent, and substantiated responses to questions such as the following, posed in relation to specific cases:                             <ul style="list-style-type: none"> <li>– How much power and influence does a government have in this situation?</li> <li>– How much power do individuals have in influencing this decision?</li> <li>– What institutions (e.g., families, economic sectors, ethno-cultural communities, corporations, unions, special interest groups) have power and influence in this situation?</li> <li>– How do individuals, governments, and institutions enact their influence in this situation?</li> <li>– Who has the greatest power and influence in this issue? Who has the least?</li> <li>– What are the circumstances (e.g., existing laws, concurrent domestic or international events, public attitudes, technological developments) that affect the power dynamics in this situation?</li> </ul> </li> <li>☐ describe the circumstances and methods that have enabled particular individuals (e.g., Norman Bethune, Frank A. Calder, Craig Kielburger, Nellie McClung, Roy Miki, Rosa Parks) to effect positive change in institutions or governments</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
	<ul style="list-style-type: none"> <li><input type="checkbox"/> using specific case examples, critique the ways in which decisions are made in selected public institutions (e.g., courts, councils, Parliament, United Nations)</li> <li><input type="checkbox"/> analyse the influences of institutions and non-governmental organizations on public policy, with reference to specific examples of the following:               <ul style="list-style-type: none"> <li>- unions</li> <li>- corporations</li> <li>- special interest groups</li> <li>- media</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• assess the role of beliefs and values in civic decision making</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> conduct a self-assessment of their own beliefs and values, and give examples of how these might affect their position and decisions on a range of issues</li> <li><input type="checkbox"/> examine beliefs and values underlying selected civic decisions and explain how these beliefs and values guide decision making</li> <li><input type="checkbox"/> assess the extent to which the personal values and actions of civic leaders affect their ability to lead</li> <li><input type="checkbox"/> assess the extent to which the actions of political parties reflect particular beliefs and values, citing specific examples</li> <li><input type="checkbox"/> describe the challenges of reconciling diverse value systems within a democratic society</li> </ul>
<ul style="list-style-type: none"> <li>• analyse origins and key provisions of the Canadian social safety net and their impact on Canadian society, including           <ul style="list-style-type: none"> <li>- employment insurance</li> <li>- health insurance</li> <li>- CPP/OAP</li> <li>- social assistance</li> <li>- family allowance/child tax benefit</li> <li>- workers' compensation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the basic provisions of and rationale for           <ul style="list-style-type: none"> <li>- employment insurance</li> <li>- health insurance</li> <li>- CPP/OAP</li> <li>- social assistance</li> <li>- family allowance/child tax benefit</li> <li>- workers' compensation</li> </ul> </li> <li><input type="checkbox"/> explain the origin of provisions in the social safety net with reference to key historical events (e.g., Regina Manifesto, Bennett's New Deal 1935, Alberta Social Credit money policy, post-WWII social programs, Saskatchewan <i>Medicare Act</i> 1944, the <i>Canada Health Act</i>)</li> <li><input type="checkbox"/> select and defend a position on one or more Canadian social policy or program</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<ul style="list-style-type: none"> <li>• analyse the domestic and international effects of Canada's record with respect to issues and events in one or more of the following categories:               <ul style="list-style-type: none"> <li>– environment</li> <li>– trade</li> <li>– foreign aid</li> <li>– peace and security</li> <li>– human rights</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> select and defend a position on Canada's policies and actions with respect to a selected domestic or international issue or event that falls into one or more of the following categories:               <ul style="list-style-type: none"> <li>– environment</li> <li>– trade</li> <li>– foreign aid</li> <li>– peace and security</li> <li>– human rights</li> </ul> </li> <li><input type="checkbox"/> identify and compare the domestic and international effects of selected Canadian policies or actions</li> <li><input type="checkbox"/> compare Canada's position on a selected international issue or event with that of at least one other country</li> </ul>
<ul style="list-style-type: none"> <li>• create a statement of what it means to be a "Canadian citizen"</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> create a statement of what it means to be a "Canadian citizen," and relate it to defining issues and to Canadian historical and contemporary events</li> <li><input type="checkbox"/> defend their statement of what it means to be a "Canadian citizen"</li> </ul>



## CIVIC ACTION

The following prescribed learning outcomes identify the knowledge, skills, and attitudes required for students to be active citizens. These learning outcomes should not be taught in isolation, but rather should be integrated with activities related to the other three curriculum organizers.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<ul style="list-style-type: none"> <li>• evaluate the citizen's role in civic processes locally, provincially, nationally, and internationally</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of the role of civic organizations and processes in their daily lives</li> <li><input type="checkbox"/> identify and describe methods and philosophies of civic action (e.g., non-violent, boycott, lobbying, civil disobedience, direct action)</li> <li><input type="checkbox"/> compare and evaluate the impact of various types of non-violent citizen participation (e.g., advocacy, community service, voting, serving on juries, running for political office) in resolving civic issues in Canada</li> <li><input type="checkbox"/> explain available processes of and resources for civic discourse (e.g., petitions, letters to the editor, protest demonstrations, election campaigning, lobbying elected representatives, mediation, arbitration, litigation, Ombudsman, public inquiries, joining a political party)</li> <li><input type="checkbox"/> select relevant case examples of individual or collective civic action and assess their effectiveness</li> </ul>
<ul style="list-style-type: none"> <li>• apply skills of civic discourse and dispute resolution, including             <ul style="list-style-type: none"> <li>– consensus building</li> <li>– negotiation</li> <li>– compromise</li> <li>– majority rule</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify skills of dispute resolution (e.g., consensus building, negotiation, compromise, majority rule)</li> <li><input type="checkbox"/> participate in forums of civic discourse (e.g., model parliament, town hall, round table, formal debate, mock trial, online forum)</li> <li><input type="checkbox"/> using simulations (e.g., model parliament, mock trial, peer justice conferences), model skills of dispute resolution in relation to a selected defining issue</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<ul style="list-style-type: none"> <li>• evaluate the ethics of selected civic decisions, including consideration of               <ul style="list-style-type: none"> <li>– fairness</li> <li>– honesty</li> <li>– application of democratic principles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> select a relevant civic issue or decision and monitor it over time, considering questions such as               <ul style="list-style-type: none"> <li>– Is the issue being handled fairly?</li> <li>– Is the issue being handled honestly?</li> <li>– Is the process used in this decision transparent?</li> <li>– Who will benefit from this decision?</li> <li>– How are democratic principles (e.g., equality, freedom, election/selection of decision makers, rule of law, balancing the common good with the rights of individuals) being applied in this decision?</li> <li>– How will public response be handled in this issue? Is there a mechanism for response? Will changes be made as a result of that response?</li> </ul> </li> <li><input type="checkbox"/> present and defend a position on the ethics of a selected civic decision, historical or contemporary</li> </ul>
<ul style="list-style-type: none"> <li>• implement a plan for action on a selected local, provincial, national, or international civic issue</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and outline a plan for responsible civic action on a selected civic issue or problem, including steps such as the following:               <ul style="list-style-type: none"> <li>– identify and research a problem or issue (school, neighbourhood, municipality, regional, provincial, national, or international)</li> <li>– articulate the ideal outcome</li> <li>– brainstorm a range of alternative solutions</li> <li>– identify locally available options for civic participation (e.g., volunteering with an existing organization, launching an informational campaign, organizing a demonstration, working for a political party or election campaign, participating in student government)</li> <li>– assess each alternative and its consequences in terms of risks and benefits, short-term and long-term consequences, and effects on all stakeholders</li> </ul> </li> <li><input type="checkbox"/> articulate a detailed plan for addressing the issue or problem, including               <ul style="list-style-type: none"> <li>– a timeline for each component of the plan</li> <li>– criteria for gauging success</li> <li>– resources to carry out the plan (e.g., personal, financial)</li> </ul> </li> <li><input type="checkbox"/> carry out the plan and keep records (e.g., a log) throughout the process</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
	<ul style="list-style-type: none"><li data-bbox="695 237 1469 590">❑ defend their plan and its implementation with reference to considerations such as<ul style="list-style-type: none"><li data-bbox="732 310 1214 342">– appropriateness of goals and purpose</li><li data-bbox="732 348 1469 447">– application of relevant civic knowledge (e.g., factors affecting Canadian civic identity, processes of civic discourse and dispute resolution, beliefs and values, ethics)</li><li data-bbox="732 453 1365 520">– thorough and documented research of alternatives representing a range of perspectives</li><li data-bbox="732 527 1461 590">– time and effort spent (e.g., minimum of 10 hours of out-of-class time)</li></ul></li><li data-bbox="695 596 1390 663">❑ reflect on and assess the results of their civic action, and identify applications for future problems</li></ul>





# CLASSROOM ASSESSMENT MODEL

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*Civic Studies 11*



The Classroom Assessment Model outlines a series of instructional and assessment units for Civic Studies 11. These units have been structured according to the following topics:

- Unit 1: Active Citizenship—Roles and Responsibilities of Individuals
- Unit 2: Governance
- Unit 3: Rights and Responsibilities
- Unit 4: Culture, Language, Heritage, and Community
- Unit 5: Environment and Geography
- Unit 6: International Relations

These six units collectively address all of the prescribed learning outcomes for Civic Studies 11.

This organization is not intended to prescribe a linear means of course delivery. Teachers are encouraged to reorder the learning outcomes and to adapt, combine, and expand on the units to meet the needs of their students and to respond to local requirements. Indeed, many of the units contain instruction and assessment suggestions that can be combined with other content areas. For example:

- the model parliament described in Unit 2 can be used as the forum for debate on issues related to other topics and units including
  - rights and responsibilities
  - culture, language, heritage, and community
  - environment and geography
  - international relations
- the action plan outlined in Unit 1 should be developed and revised throughout the year as students learn progressively more about a range of civic issues and topics.

These units were piloted in BC classrooms from September 2004 through January 2005.

## CONSIDERATIONS FOR INSTRUCTION AND ASSESSMENT IN CIVIC STUDIES 11

Discussions and activities in Civic Studies 11 can deal with controversial and divisive issues—indeed, controversy, debate, and diverse viewpoints are foundations of civic discourse. The ideal learning environment for Civic Studies 11 is one that provides opportunities for students to interact and take risks without fear of criticism. To help establish and maintain a classroom climate that is open to free inquiry and respectful of various points of view, consider the following:

- Involve students in establishing guidelines for group discussion and presentations (e.g., active listening, paraphrasing others, respecting opposing views, fairness, honesty, tolerance for tentative views).
- Provide a context and a framework for constructive discourse to take place.
- Model critical thinking, open-mindedness, and appropriate responses.
- Avoid dealing with controversial issues until class members have had enough time together to become comfortable with each other and to have learned an appropriate process for addressing those issues.
- Help students understand that debate and controversy are part of the processes of civic discourse in a democratic society.
- Be sensitive to current events that may be affecting students and their families (e.g., environmental or natural resource use issues). Be aware that such issues may involve highly emotional debates.

### *Classroom Assessment and Evaluation*

Teachers should consider using a variety of assessment instruments and techniques to assess students' abilities to meet the Civic Studies 11 prescribed learning outcomes. These can include

- teacher assessment tools such as observation checklists, rating scales, and rubrics
- self-assessment tools such as checklists, rating scales, and rubrics
- peer assessment tools such as checklists, rating scales, and rubrics

- journals or learning logs
- video (to record and critique student demonstration or performance of a task)
- written or oral tests (true/false, multiple choice, short answer)
- worksheets
- portfolios
- student-teacher conferences.

Assessment in Civic Studies 11 can also occur while students are engaged in, and based on the product of, activities such as

- group and class discussions
- debates (e.g., formal debate, model parliament, mock trial, town hall)
- research projects
- case studies
- brainstorming, clusters, webs
- posters, collages, models, web sites
- charts, graphs, webs
- peer teaching
- oral and multimedia presentations
- action plans.

For more information about student assessment, refer to the section on Student Achievement.

### *Case Studies*

Case studies are excellent strategies for learning in Civic Studies 11. Several activities throughout the Classroom Assessment Model suggest the use of case study scenarios. These scenarios may be print or video based, and can be developed by teachers, created by students, derived from recommended learning resources, collected from news media, or found online.

### *Debate*

Formal debate is one of the fundamental activities of democracy and, through various international organizations such as the United Nations, is also a tool for resolution of global problems and issues. Debate provides opportunities for students to integrate knowledge and communication skills, and allows for critical examination of differing viewpoints. Debate can be used at the beginning of a unit of study on a particular topic (to explore

students' pre-existing knowledge and attitudes on the issue), and/or at the end of a unit (to summarize and represent learning).

Various forms and forums of debate are appropriate in Civic Studies 11 classes. Examples of relevant debate forms include

- informal classroom debate
- formal debate styles (e.g., Oxford, Lincoln-Douglas, Cross-Examination)
- model parliaments, model UN
- round table discussions
- mock trials
- town hall forums
- online forums.

### *Guest Speakers*

Bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to diverse points of view, providing opportunities for discussion and debate, providing a departure point for writing, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

Speakers relevant for Civic Studies 11 could include community leaders, social activists, politicians, historians, etc.

To help achieve a successful guest speaker activity, consider the following:

- Determine the nature of the presentation (e.g., lecture, question-and-answer, debate, response to students' presentations, facilitating a simulation or case study). Ensure that the guest speakers are clear about their purpose, the structure, and the time allotted. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials they may use, especially any handouts, for appropriateness.
- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.



- Where appropriate, have students take responsibility for contacting the speaker(s) beforehand and making any logistical arrangements.
- Provide time for students to prepare for the guest speaker or panel by formulating focus questions.
- Begin the guest speaker presentation with an introduction to the topic and end with a debrief.

### **Media Analysis**

Much of the information that the public receives about civic issues and current events is received through media messages—in newspapers and magazines, on television and radio, and on the Internet. Analysis of media messages is a valuable component of Civic Studies 11, and allows students to think critically and independently about issues that affect them.

The following concepts of media education are examples of the ways in which teachers and students can examine a range of media messages relevant to Civic Studies 11.

- *Purpose*: People make media messages to inform, entertain, and/or persuade for political, commercial, educational, artistic, moral, and/or other purposes.
- *Values*: Media messages communicate explicit and implicit values.
- *Representation*: Media messages are constructed; they are only representations of real or imaginary worlds.
- *Codes, Conventions, and Characteristics*: Each medium has its own set of codes, conventions, and characteristics that affect the way messages are transmitted and understood.
- *Production*: People who understand the media are better able to make purposeful media messages.
- *Interpretation*: Audience members bring their knowledge, experience, and values to their interpretation of and emotional response to media messages.

- *Influence of Media on Audience*: Media messages can influence people's attitudes, behaviours, and values.
- *Influence of Audience on Media*: People can influence media institutions and the messages they produce and transmit.
- *Control*: People who control a society's dominant institutions have disproportionate influence on the construction and distribution of media messages and the values they contain.
- *Scope*: Media technologies influence and are influenced by the political, economic, social, and intellectual dimensions of societies.

## **CONTENTS OF THE UNITS**

### **Assessment Overview Table**

The Assessment Overview Table provides teachers with suggestions and guidelines for assessment of the curriculum. This table identifies the domains of learning and cognitive levels of the learning outcomes, along with a listing of suggested assessment activities and a suggested weight for grading for each curriculum organizer.

### **Unit Overview**

This section includes a brief description of the unit, providing a context for learning and a summary of the types of assessment activities provided.

### **Learning at Previous Grades**

This section indicates any relevant prior learning based on prescribed learning outcomes from earlier grades. It is assumed that students will have already acquired this learning. If they have not, additional introductory instruction may need to take place before undertaking the suggested assessment outlined in the unit.

### **Suggested Timeframe**

The suggested time indicates the approximate number of hours needed to implement the suggested assessment activities listed, and consequently to address the prescribed learning outcomes listed in that unit.

***Prescribed Learning Outcomes***

Each set of prescribed learning outcomes identifies the content standards that are addressed by that unit.

***Suggested Assessment Activities***

Assessment activities have been included for each unit topic. Each assessment activity consists of two parts:

- Planning for Assessment—outlining the background information to explain the classroom context, opportunities for students to gain and practise learning, and suggestions for preparing the students for assessment
- Assessment Strategies—describing the assessment task, the method of gathering assessment information, and the assessment criteria as defined by the learning outcomes and achievement indicators.

A wide variety of activities has been included to address a range of learning and teaching styles. The assessment activities describe a variety of tools and methods for gathering evidence of student performance. These activities are suggestions only, designed to provide guidance for teachers in planning assessment to meet the prescribed learning outcomes. Teachers are encouraged to adapt, modify, and expand on these strategies to respond to local needs and current events.

***Selected Web Sites***

A number of web sites are identified in relation to each subtopic. They are intended to be useful for student research and for teachers in developing lesson plans and assessment activities.

These suggested web sites (current as of March 2005) do not have Recommended resource status. As with all supplementary resources, local approval is required before use. Teachers should preview the sites and select those that are appropriate for use by their students. Teachers should also ensure that students are aware of school district policies on Internet and computer

use. See the section on Learning Resources in this IRP for more information.

***Assessment Instruments***

Sample assessment instruments have been included at the end of each unit, and are provided to help teachers determine the extent to which students are meeting the prescribed learning outcomes. These instruments contain criteria specifically keyed to one or more of the suggested assessment activities contained in the unit.

The following table shows which prescribed learning outcomes are addressed in each unit in the Classroom Assessment Model.

Prescribed Learning Outcomes	Units
<b><i>Skills and Processes of Civic Studies</i></b>	
<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> </ul>	1, 2, 3, 4, 5, 6
<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 information</li> <li>– presenting information</li> </ul> </li> </ul>	3, 5, 6
<ul style="list-style-type: none"> <li>• demonstrate effective written, oral, and graphic communication skills</li> </ul>	4, 5, 6
<ul style="list-style-type: none"> <li>• demonstrate skills and attitudes of active citizenship, such as ethical behaviour, open-mindedness, respect for diversity, and collaboration</li> </ul>	1, 4, 6
<b><i>Informed Citizenship</i></b>	
<ul style="list-style-type: none"> <li>• demonstrate a knowledge of historical and contemporary factors that help define Canadian civic identity, including                             <ul style="list-style-type: none"> <li>– roles of individuals in society</li> <li>– governance</li> <li>– rights and responsibilities</li> <li>– culture, language, heritage, and community</li> <li>– environment and geography</li> <li>– international relations</li> </ul> </li> </ul>	3, 4, 5, 5, 6
<ul style="list-style-type: none"> <li>• identify historical roots of the Canadian political and legal systems, including                             <ul style="list-style-type: none"> <li>– British parliamentary system</li> <li>– political philosophies and parties</li> <li>– British common law</li> <li>– <i>le droit civil</i> (French civil code)</li> <li>– <i>British North America Act</i></li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>• describe the division of powers in Canada among federal, provincial, territorial, First Nations, and municipal governments</li> </ul>	2
<ul style="list-style-type: none"> <li>• describe Canada’s electoral systems and processes</li> </ul>	2
<ul style="list-style-type: none"> <li>• describe the key features of prominent 20<sup>th</sup> and 21<sup>st</sup> century political and economic ideologies, including communism, conservatism, fascism, liberalism, and socialism</li> </ul>	2
<ul style="list-style-type: none"> <li>• describe the Canadian legal system, including                             <ul style="list-style-type: none"> <li>– legal processes</li> <li>– the enforcement and administration of laws</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>• describe the legal rights and responsibilities of individuals, groups, and organizations in Canadian society</li> </ul>	3, 4
<ul style="list-style-type: none"> <li>• compare human rights provisions in Canada and internationally with respect to                             <ul style="list-style-type: none"> <li>– <i>Canadian Charter of Rights and Freedoms</i></li> <li>– <i>BC Human Rights Code</i></li> <li>– <i>UN Universal Declaration of Human Rights</i></li> </ul> </li> </ul>	1, 3

Prescribed Learning Outcomes	Units
<ul style="list-style-type: none"> <li>• describe organizations that govern relations among nations, including those dealing with                             <ul style="list-style-type: none"> <li>– peace and security</li> <li>– trade and economics</li> <li>– international justice</li> <li>– social and environmental issues</li> </ul> </li> </ul>	6
<p><i>Civic Deliberation</i></p> <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 20<sup>th</sup> and 21<sup>st</sup> century cases in Canada</li> </ul>	1, 3, 4
<ul style="list-style-type: none"> <li>• evaluate the relative abilities of individuals, governments, and non-governmental organizations to effect civic change in Canada and the world, with reference to considerations such as                             <ul style="list-style-type: none"> <li>– power and influence</li> <li>– circumstances</li> <li>– methods of decision making and action</li> <li>– public opinion</li> </ul> </li> </ul>	1, 5, 6
<ul style="list-style-type: none"> <li>• assess the role of beliefs and values in civic decision making</li> </ul>	1, 6
<ul style="list-style-type: none"> <li>• analyse key provisions of the Canadian social safety net and their impact on Canadian society, including                             <ul style="list-style-type: none"> <li>– employment insurance</li> <li>– health insurance</li> <li>– CPP/OAP</li> <li>– social assistance</li> <li>– family allowance/child tax benefit</li> </ul> </li> </ul>	1, 4
<ul style="list-style-type: none"> <li>• analyse the domestic and international effects of Canada’s record with respect to issues and events in one or more of the following categories:                             <ul style="list-style-type: none"> <li>– environment</li> <li>– trade</li> <li>– foreign aid</li> <li>– peace and security</li> <li>– human rights</li> </ul> </li> </ul>	5, 6
<ul style="list-style-type: none"> <li>• create a statement of what it means to be a “Canadian citizen”</li> </ul>	4
<p><i>Civic Action</i></p> <ul style="list-style-type: none"> <li>• evaluate the citizen’s role in civic processes locally, provincially, nationally, and internationally</li> </ul>	1, 5
<ul style="list-style-type: none"> <li>• apply skills of civic discourse and dispute resolution, including                             <ul style="list-style-type: none"> <li>– consensus building</li> <li>– negotiation</li> <li>– compromise</li> <li>– majority rule</li> </ul> </li> </ul>	1, 2, 3, 4, 5, 6
<ul style="list-style-type: none"> <li>• evaluate the ethics of selected civic decisions</li> </ul>	1, 3, 5, 6
<ul style="list-style-type: none"> <li>• implement a plan for action on a selected local, provincial, national, or international civic issue</li> </ul>	1 (and developed through the other units)



## ASSESSMENT UNITS

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### *Civic Studies 11*

## CIVIC STUDIES 11: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for classroom-based formative and summative assessment and grading in Civic Studies 11.

Curriculum Organizers	Suggested Assessment Activities	Suggested Weight for Grading	Number of Outcomes	Number of Outcomes by Domain*			
				K	U&A	HMP	AFF
<b>SKILLS AND PROCESSES OF CIVIC STUDIES</b>	<ul style="list-style-type: none"> <li>• case studies</li> <li>• learning logs</li> <li>• research projects</li> <li>• simulations</li> </ul>	30%	4	0	1	2	1
<b>INFORMED CITIZENSHIP</b>	<ul style="list-style-type: none"> <li>• written summaries</li> <li>• field trips</li> <li>• interviews</li> <li>• research projects</li> <li>• timelines</li> <li>• quizzes and tests</li> <li>• charts and webs</li> <li>• model elections</li> <li>• model courts</li> </ul>	20%	9	6	3	0	0
<b>CIVIC DELIBERATION</b>	<ul style="list-style-type: none"> <li>• debates</li> <li>• journals</li> <li>• model parliaments</li> <li>• mock trials</li> <li>• research projects</li> <li>• case studies</li> <li>• essays</li> <li>• timelines</li> </ul>	20%	6	0	0	6	2
<b>ACTIVE CITIZENSHIP</b>	<ul style="list-style-type: none"> <li>• comparative summaries</li> <li>• letter writing</li> <li>• mock trials</li> <li>• model parliaments</li> <li>• action plans</li> </ul>	30%	4	0	1	3	3
<b>TOTAL:</b>			<b>23</b>	<b>6</b>	<b>5</b>	<b>11</b>	<b>6</b>

\* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, affective, and psychomotor. The following abbreviations are used to represent the three levels within the cognitive domain:

K = Knowledge

U&A = Understanding and Application

HMP = Higher Mental Processes

The abbreviation AFF = the affective domain. Note that some learning outcomes address both the cognitive and the affective domains, as represented in this table.

For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

## UNIT 1: ACTIVE CITIZENSHIP—ROLES OF INDIVIDUALS IN SOCIETY

### UNIT OVERVIEW

Active citizenship is one of the cornerstone principles of this course. Engaging students in active citizenship and providing opportunities for students individually or in groups to pursue their own civic experiences is an integral part of this curriculum. Prior to students exploring their own projects of active citizenship, it is important for them to investigate the actions of others who have embraced this concept in their lives. In this unit students will explore the past and the present to investigate the work of model citizens. Students will explore the motivations behind these individuals' actions, the methodologies used to push for change, and assess the impact of their actions in the local, national, and global communities. In the conclusion to this unit students will initiate an action plan for their own personal civic action plan—a plan that can be developed and carried out over the course of the year. By exploring the actions of past and present model citizens, students will find direction and inspiration to explore possibilities of their own design.

Specific activities that are undertaken in this unit include

- defining the characteristics and qualities of the active citizen
- exploration of methodologies in applied citizenship
- examining the lives of past and present active citizens (e.g., Norman Bethune, Frank A. Calder, Craig Kielburger, Nellie McClung, Roy Miki, Rosa Parks) to understand the dynamics of active citizenship
- comparing dimensions of citizenship found in a variety of democracies
- preparing a plan of civic action and implementing it.

<i>Suggested Timeframe</i>	<i>Learning at Previous Grades</i>
20 hours	<ul style="list-style-type: none"> <li>• skills and process related to critical thinking</li> <li>• knowledge of the creation of Canada's system of government</li> <li>• awareness of the origins of democracy</li> <li>• understanding and appreciation of the inherited concepts of British Parliamentary democracy found in Canada</li> <li>• understanding of the causes of revolution such as those in England, France, and the United States</li> </ul>

### PRESCRIBED LEARNING OUTCOMES

Unit 1: Active Citizenship—Roles of Individuals in Society addresses the following prescribed learning outcomes.

*It is expected that students will:*

#### *Skills and Processes of Civic Studies*

- apply critical thinking skills—including questioning, comparing, summarizing, drawing conclusions, and defending—to a range of issues, situations, and topics
- demonstrate skills and attitudes of active citizenship, such as ethical behaviour, open-mindedness, respect for diversity, and collaboration

***Informed Citizenship***

- compare human rights provisions in Canada and internationally with respect to
  - *Canadian Charter of Rights and Freedoms*
  - *BC Human Rights Code*
  - *UN Universal Declaration of Human Rights*

***Civic Deliberation***

- 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 20<sup>th</sup> and 21<sup>st</sup> century cases in Canada
- evaluate the relative abilities of individuals, governments, and non-governmental organizations to effect civic change in Canada and the world, with reference to considerations such as
  - power and influence
  - circumstances
  - methods of decision making and action
  - public opinion
- assess the role of beliefs and values in civic decision making
- analyse the domestic and international effects of Canada's record with respect to issues and events in one or more of the following categories:
  - environment
  - trade
  - foreign aid
  - peace and security
  - human rights

***Civic Action***

- evaluate the citizen's role in civic processes locally, provincially, nationally, and internationally
- apply skills of civic discourse and dispute resolution, including
  - consensus building
  - negotiation
  - compromise
  - majority rule
- evaluate the ethics of selected civic decisions, including consideration of
  - fairness
  - honesty
  - application of democratic principles
- implement a plan for action on a selected local, provincial, national, or international civic issue



## SUGGESTED ASSESSMENT ACTIVITIES

### *Understanding Active Citizenship*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Prior learning assessment</b></p> <ul style="list-style-type: none"> <li>• Conduct a self-assessment such as the one provided at the end of this unit (<b>Civic Participation</b>) to determine students' current level of participation in civic activities. Discuss each category of participation, and discuss its importance in relation to developing active, informed citizens.</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>• As a class, brainstorm the rights and responsibilities of Canadian citizenship. Next brainstorm the rights and responsibilities of active citizenship. Compare the qualities found in both definitions. Explore with students the unique characteristics of active citizenship. Provide opportunities for students to read what others have said about these concepts of citizenship (e.g., from print or Internet resources). After further research has been completed, have students complete a Venn diagram for the two ideas of citizenship and active citizenship, identifying the qualities that are both unique and common to both.</li> </ul> <p><b>Brainstorm, discussion</b></p> <ul style="list-style-type: none"> <li>• In small groups, have students brainstorm and discuss the items that would be found under a list of needs and wants for Canadians in today's society. Use questions such as the following to guide the discussion:             <ul style="list-style-type: none"> <li>– Are there basic needs and wants common to all Canadians?</li> <li>– How do age, gender, race, religion, and regional identification affect needs and wants?</li> <li>– Are the lists for today what you might expect 50 years ago? 100 years ago? What differences and similarities would you find?</li> <li>– Would the list be the same for people everywhere in the world? Why or why not?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• This same self-assessment can be conducted at the end of the course to determine the extent to which students' attitudes about civic participation have changed.</li> <li>• Have students complete a paragraph response comparing the concepts of citizenship and active citizenship; alternatively, have them create a collage or poster to visually represent their ideas. Assess students' abilities to identify the critical elements of citizenship and active citizenship. Notations should be both qualitative and quantitative.</li> <li>• Ask students to create an organizer (e.g., chart) to distinguish between needs and wants for various groups in Canada. Encourage students to include qualitative as well as quantitative notations in their charts. Assign a dialectical assessment (e.g., formal essay, debate) to assess students' understanding of needs and wants. Look for evidence that they are able to demonstrate their understanding of needs and wants and the differences that exist over time, place, gender, race, and religion.</li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Discussion, test</b></p> <ul style="list-style-type: none"> <li>• Use questions such as the following as the basis for whole class or small group discussion:           <ul style="list-style-type: none"> <li>– What are the responsibilities of governments and non-government agencies to maintain and protect the needs and wants of its citizens?</li> <li>– What institutions and agencies have been created in Canada to protect our needs and wants?</li> <li>– Are these comparable to governments in other places in the world?</li> <li>– How do governments reconcile the different needs and wants of their citizens and how do they balance them with the needs and wants of neighbouring citizens in other countries?</li> <li>– What institutions and agencies have been created to protect global citizens' needs and wants? How effective have they been?</li> </ul> </li> </ul> <p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>• Using reading material from texts or web sites, show how Canadian citizenship has evolved over time. Consider characteristics such as gender, race, age, and religion. Compare these developments with those of other countries. Help students understand that the rights of citizenship we share today were not always present in the past, and are not universal in all countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Administer a written or oral test to assess the students' knowledge and understanding of various government and non-government based agencies and institutions. Students should be able to successfully explain in written form their assessment of the effectiveness of these institutions in maintaining the needs and wants of citizens.</li>   <li>• Ask students to create a timeline for the growth and development of citizenship over time. Students' timelines should represent both Canada and a second country of their choosing (or teacher assigned to ensure a broad perspective is represented). Have students submit their timelines along with an annotation for each entry on the timeline, explaining why it is significant to the development of citizenship in Canada and in the other country selected.</li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Case study</b></p> <ul style="list-style-type: none"> <li>• Provide pairs or groups of students with a variety of case studies (from print, video, or Internet resources) of the life and work of individuals who have effected civic change and who reflect the characteristics of active citizenship. Include both Canadian and international examples (e.g., Norman Bethune, Frank A. Calder, Craig Kielburger, Nellie McClung, Roy Miki, Rosa Parks), as well as cases representing a wide range of issues related to Canadian civic identity (e.g., gender rights, French and English language issues, Aboriginal rights, environmental issues). Focus questions for the case studies could include:               <ul style="list-style-type: none"> <li>– What is the problem or issue being addressed?</li> <li>– What personal circumstances, if any, motivated this individual’s actions?</li> <li>– How did the time and place in which this person lived affect how she or he pursued the issue? How might this case have been different in another time or place? For individuals working outside of Canada, how did their actions have an impact on Canadian events and policies?</li> <li>– What societal institutions are represented in this case study?</li> <li>– What strategies did this individual use to bring about change?</li> <li>– What were the results?</li> <li>– What other individuals used similar strategies to effect change? (e.g., compare Viola Desmond to Rosa Parks) How were the results similar? How were they different?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discuss methods for students to represent what they learn from this case study. For example, students could               <ul style="list-style-type: none"> <li>– create a presentation (video, web site, oral) on the individual studied</li> <li>– present a simulated interview (live presentation, written article) with the subject</li> <li>– create a diary or letter from the point of view of the person studied.</li> </ul> </li> </ul> <p>Provide an opportunity for students to share their work with the class. Have students submit their completed projects along with a reflection journal on their learning. In their journals, students should compare the individual in their own case study with one of the other cases presented. In their projects and journal entries, look for the extent to which students are able to explain the following clearly, thoroughly, and thoughtfully in relation to their cases:</p> <ul style="list-style-type: none"> <li>– attributes of active citizenship (e.g., ethical behaviour, respect for diversity, empathy, questioning and promoting discussion)</li> <li>– power dynamics represented</li> <li>– understanding of the differences among various methods of effecting change and their results</li> <li>– strategies used and their effectiveness</li> <li>– societal institutions represented (e.g., families, economic sectors, ethno-cultural communities, corporations, unions, special interest groups, media, governments, international organizations).</li> </ul>
<p><b>Selected Web Sites:</b></p> <ul style="list-style-type: none"> <li>• CBC Archives <a href="http://archives.cbc.ca/index.asp?IDLan=1">http://archives.cbc.ca/index.asp?IDLan=1</a></li> <li>• A Force More Powerful: A Century of Non-Violent Conflict (PBS) <a href="http://www.pbs.org/weta/forcemorepowerful/classroom">http://www.pbs.org/weta/forcemorepowerful/classroom</a></li> </ul>	

*Personal Civic Action Plan*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Action plan</b></p> <ul style="list-style-type: none"> <li>• Explain to students that one of the requirements of this course is to undertake a personal action plan (individual or group) on a civic issue of their choice. Explain that this activity will be carried out over time; students should be encouraged to develop their plan in relation to their learning throughout the course. Discuss with students parameters for selecting an appropriate activity (e.g., manageable within the time available, relevant to the course objectives and to students' interests). Discuss the types of civic action students could choose (e.g., organizing a demonstration, letter-writing or petition campaign, advertising campaign, participation in an existing organization). Projects will vary according to student interest and community resources, but could include any of the following: <ul style="list-style-type: none"> <li>– taking direct action on a school-based, local, provincial, national, or global issue or problem</li> <li>– becoming involved with a non-government agency</li> <li>– creating a new advocacy/action group</li> <li>– creating a new decision-making body to rule on school-based or local issues and conflicts</li> <li>– becoming involved in a political party</li> <li>– becoming involved in an upcoming election.</li> </ul> </li> </ul> <p>Discuss additional considerations such as a timeline for completing various stages of the project and a mechanism for sharing the results of their action plan.</p>	<ul style="list-style-type: none"> <li>• Discuss as a class the criteria that will be used to assess students' action plans. Some criteria will be common for all students, while others may need to be unique to each individual project, depending on the specific content addressed. The criteria contained in the sample assessment instrument provided at the end of this unit (<b>Action Plan</b>) can be used as a starting point for determining the basis for the assessment of students' work.</li> </ul> <p>Since these activities will take place throughout the course, it is suggested that the plan be initiated early in the year and that progress reports are completed at regular intervals. If time is available, use a conference approach to discuss periodically with individual students their projects and any problems or difficulties they encountered throughout the course. Students may need to revise the plan as they move through the process. Encourage students to keep a journal account of the process to maintain an ongoing reflection.</p> <p>Advise students that they may wish to consider using their work in relation to their action plans as evidence for meeting some of the requirements of the Graduation Portfolio Assessment (particularly in relation to the Community Involvement &amp; Responsibility organizer).</p>

**Selected Web Sites:**

- EcoAction (Environment Canada)  
[http://www.ec.gc.ca/ecoaction/what\\_is\\_e.html](http://www.ec.gc.ca/ecoaction/what_is_e.html)
- Student Vote  
<http://www.studentvote.ca/>
- Taking a Stand  
<http://www.takingastand.com>
- Taking Action on Climate Change (Government of Canada)  
<http://climatechange.gc.ca/english/>
- Young Voters (Elections Canada)  
[http://www.elections.ca/content\\_youth.asp?section=yth&document=index&lang=e&textonly=false](http://www.elections.ca/content_youth.asp?section=yth&document=index&lang=e&textonly=false)
- YouthLinks  
<http://www.youthlinks.org/index.do>

**Assessment Instrument**  
**CIVIC PARTICIPATION**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Note your participation in each civic activity and assign a rating according to the following:

- 3 Excellent (frequent, regular, and thoughtful participation)
- 2 Satisfactory (some participation)
- 1 Needs Improvement (little or no participation)

Activity	Rating	Comments
<ul style="list-style-type: none"> <li>• <b>watch</b> or <b>listen to</b> TV or radio programming about current events and civic issues</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>read</b> about civic issues in newspapers, magazines, or on the Internet</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>collect</b> information about a particular civic issue</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>research</b> civic issues in depth</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>talk</b> about civic issues with friends and family</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>write</b> about civic issues (e.g., in a journal, letters to the editor, web log)</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>contact</b> government or non-government organizations (in person, by phone, by mail) about civic issues</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>participate</b> in civic events (independently or as organized by others)</li> </ul>		
<ul style="list-style-type: none"> <li>• other:</li> </ul>		
<ul style="list-style-type: none"> <li>•</li> </ul>		

**Assessment Instrument**  
**ACTION PLAN**

Name: \_\_\_\_\_

Key: 4=excellent, 3=good, 2=fair, 1=unsatisfactory/not evident

	Self-Assessment	Teacher Assessment
I conducted thorough research before identifying my issue and action plan (evidence of research attached).		
My plan clearly articulates the ideal outcome of my action.		
My plan clearly identifies criteria for gauging success of my action.		
I considered a range of locally available options for civic participation.		
I selected an option that I feel is most relevant and appropriate for me and for the issue (rationale for this selection attached).		
My plan takes into account relevant civic knowledge (e.g., factors affecting Canadian civic identity such as rights and responsibilities, culture, heritage, language, and the role of the individual; processes of civic discourse and dispute resolution; beliefs and values; ethics)		
My plan identifies any resources needed to carry out my civic action.		
I have included a detailed timeline as part of my action plan (attached).		
The time I spent in active civic participation ( ____ hours) was sufficient to achieve my stated purpose.		
I kept a detailed log (attached) of my civic action.		
I engaged with a variety of individuals representing a range of perspectives during my civic action.		
I completed a reflection of my civic action and its results (attached), including whether or not my goals were met, why or why not, and possible applications for future actions.		
Comments:		





## UNIT 2: GOVERNANCE

### UNIT OVERVIEW

Through this unit, students will gain the knowledge and skills needed to influence and participate in the Canadian system of governance. Students will research the electoral system and process, develop party platforms based on ideologies, and conduct a model election. From issues arising from the research and the election, students will conduct a model parliament based on how Canada's parliament functions. Some of the election issues will then be debated as legislation. Students then have opportunities to study the legal system, and the student-created laws will be applied and interpreted.

<i>Suggested Timeframe</i>	<i>Learning at Previous Grades</i>
20 hours	<ul style="list-style-type: none"> <li>• the political spectrum (left, centre, right)</li> <li>• the development of government and legal systems from two cultures (British and French)</li> <li>• awareness of democratic concepts</li> <li>• events that led to the creation of the Canadian government system</li> <li>• factors that contributed to Canadian governmental policies and decisions up to 1914</li> <li>• the <i>British North America Act</i> as it relates to the division of powers within Canada</li> </ul>

### PRESCRIBED LEARNING OUTCOMES

Unit 2: Governance addresses the following prescribed learning outcomes.

*It is expected that students will:*

#### ***Skills and Processes of Civic Studies***

- apply critical thinking skills—including questioning, comparing, summarizing, drawing conclusions, and defending—to a range of issues, situations, and topics

#### ***Informed Citizenship***

- identify historical roots of the Canadian political and legal systems, including
  - British parliamentary system
  - political philosophies and parties
  - British common law
  - *le droit civil* (French civil code)
  - *British North America Act*
- describe the division of powers in Canada among federal, provincial, territorial, First Nations, and municipal governments
- describe Canada's electoral systems and processes
- describe the key features of prominent 20<sup>th</sup> and 21<sup>st</sup> century political and economic ideologies, including communism, conservatism, fascism, liberalism, and socialism

- describe the Canadian legal system, including
  - legal processes
  - the enforcement and administration of laws

***Civic Action***

- apply skills of civic discourse and dispute resolution, including
  - consensus building
  - negotiation
  - compromise
  - majority rule

**SUGGESTED ASSESSMENT ACTIVITIES**

***The Political System***

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Reflective journal</b></p> <ul style="list-style-type: none"> <li>• Ask students to keep a reflective journal as an ongoing assessment instrument for this unit. Encourage students to use their journals to respond to in-class resources and discussions throughout the unit, as well as to relevant news items viewed or read at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students' use of their journals throughout the unit in terms of their abilities to                             <ul style="list-style-type: none"> <li>– make connections among their new learnings and with their own experiences</li> <li>– pose and reflect on questions about information or issues</li> <li>– take a position in agreement with and/or opposing a particular view</li> <li>– record significant words, images, phrases, or details from their class work, and speculate about them (e.g., Why are they used? What do they add to your knowledge? Why did they stand out?)</li> </ul> </li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>Using news clippings and other resources, introduce case examples of nations with governments in a state of extreme instability or transition (e.g., Haiti 2004, Iraq 2003-04, Rwanda, post-war Vietnam, post-war Korea, post-independence India). Introduce terms such as <i>state of nature</i>, <i>anarchy</i>, and <i>civil disobedience</i>. Discuss these terms in relation to other relevant current examples, as well as to literature (e.g., Golding's <i>Lord of the Flies</i>) and philosophy (e.g., Hobbes, Locke, Rousseau).</li> </ul> <p>Explain the historical roots of democracy and absolutism, and explain the difference between direct democracy and representative democracy. Highlight key events and topics in the development of democracy as we now know it in Canada, including the rule of law, the signing of the Magna Carta, <i>le droit civil</i> (French civil code), and the <i>British North America Act</i>.</p> <p><b>Chart or web</b></p> <ul style="list-style-type: none"> <li>Review and expand on what students already know about the political spectrum. Briefly explain the "left" and "right" from the French Revolution and how ideologies such as communism, socialism, liberalism, conservatism, and fascism fit in. Include an explanation of the connections among the extreme left and extreme right, centrist positions, absolutism, libertarianism, authoritarianism, and democracy. Explain that these classifications are flexible rather than concrete, and can change in relation to specific issues, time in history, and/or social contexts.</li> </ul> <p>Using these terms as a reference point, ask students to identify examples of behaviour (e.g., in the school, community, internationally) that illustrate the problems of a "state of nature," and the advantages and disadvantages of rules for protecting individuals and their rights. Individually or as a class, create a web or chart indicating the plusses and minuses in relation to each "-ism."</p>	<ul style="list-style-type: none"> <li>Ask students to create an annotated timeline indicating the key aspects of Canadian democracy and its development. Look for evidence of students' abilities to identify roots of the Canadian democratic structures accurately and with reference to specific antecedents (e.g., British parliamentary system, political philosophies, <i>le droit civil</i>, British common law).</li> <li>Ask students to compose a written or oral response to any or all of the following questions: <ul style="list-style-type: none"> <li>What would happen if there were no rules, laws, or controls on human behaviour?</li> <li>What sort of society would we have if our laws were set up by any or all of the "-isms"?</li> <li>Do you believe some limitations are necessary for a society to function smoothly? Why or why not?</li> </ul> </li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Research report</b></p> <ul style="list-style-type: none"> <li>• Provide students with background information (e.g., handouts, web sites) describing division of powers in governments in Canada, including               <ul style="list-style-type: none"> <li>– structure and functions of the federal government</li> <li>– structure of the provincial government</li> <li>– local government structure</li> <li>– local First Nations government structure(s)</li> <li>– major powers of each level.</li> </ul> </li> </ul> <p>Present examples of recent issues and events that illustrate the structures and division of powers of the different levels of government, including cases where conflict arises between levels of government (e.g., resource management, homelessness).</p> <p><b>Political party research</b></p> <ul style="list-style-type: none"> <li>• Show news clips depicting federal or provincial parliamentary debates on a current issue. Challenge students to try to determine the political party each speaker represents based on what she or he says about the issue.</li> </ul> <p>Divide the class into groups, and assign one federal or provincial political party to each group. As a class, brainstorm and discuss which issues students will research in relation to their political party (e.g., young offenders legislation, terrorism, same sex marriage, Canadian troops taking part in peacekeeping missions, environmental protection issues). Provide time for each group to research its assigned political party. Suggest they use the party’s official web site and printed literature as a starting point. Recommend that they look not only at their assigned party but also at the platforms of the other parties.</p>	<ul style="list-style-type: none"> <li>• Provide pairs of students with an issue (or have them identify one themselves) relating to one or more levels of government. Ensure representation of each level of government. Ask students to create a report or other representation to identify the levels of government, branches, and processes used in their assigned cases. Assess according to criteria determined as a class, such as the extent to which students’ reports               <ul style="list-style-type: none"> <li>– clearly identify the issue</li> <li>– identify the level (or levels) of government involved</li> <li>– clearly state why the issue belongs to specific level(s) of government</li> <li>– identify the ministries involved, and the processes of deliberation</li> <li>– track the steps taken by the branches of government—legislative, executive, judicial</li> <li>– identify the outcome and explain the process.</li> </ul> </li> <li>• Have each group prepare a presentation to outline how the ideology and platform of their assigned political party relate to the specific cases or issues chosen. Criteria such as those outlined in the sample assessment instrument provided at the end of this unit (<b>Political Parties and Ideologies</b>) can be used to assess students’ work in relation to this activity.</li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Model election</b></p> <ul style="list-style-type: none"> <li>• Provide a brief explanation of the processes and system that are in place to conduct an election. Prepare a summary flow chart to explain the process, or challenge students to create their own from research. Include a discussion of key concepts such as dissolution, enumeration, nomination, campaigning, balloting, and tabulation.</li> </ul> <p>Ask for volunteers to represent each political party in a model election. Appoint a Chief Electoral Officer to oversee the election process (e.g., printing the ballots, setting up the campaigning, tabulating the results). Conduct an election campaign with speeches that explain each party's platform and position on selected issues (as determined earlier). If time allows, conduct a party leaders' debate; alternatively, have each party create a brief party position paper that contains a position on each of the issues being discussed. Have all students vote and have the Chief Electoral Officer declare a government and an opposition.</p> <p><b>Model parliament</b></p> <ul style="list-style-type: none"> <li>• Assign roles to key members of the House of Commons, based on the positions and government elected as part of the model election. As a class, determine which of the campaign issues will be addressed in the form of a new or amended piece of legislation to be considered by the House. Provide time for the governing party to develop the bill they will introduce; the opposition parties should create counter positions on the same issue, based on their party platform. After time for preparation, conduct the model parliament session to debate and vote on the bill.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the student-created flow chart of the election activities as an assessment instrument as well as a reference sheet for conducting the election. Include both sides, the political parties, and the duties and responsibilities of the Office of the Chief Electoral Officer.</li> </ul> <p>Have students use their response journals to reflect on any or all of the following:</p> <ul style="list-style-type: none"> <li>– the processes used for development of a party platform</li> <li>– the effectiveness of the development of the party platform that reflects its founding ideology</li> <li>– the effectiveness of the election campaign (to what extent were their wishes reflected in the composition of the government)</li> <li>– the outcome of the election, and whether or not the outcome was as expected.</li> </ul> <ul style="list-style-type: none"> <li>• As a class, determine criteria for assessing students' work in the model parliament. These criteria can be used as the basis for peer, teacher, and self-assessment. Sample criteria could include the extent to which students demonstrate             <ul style="list-style-type: none"> <li>– clear understanding of their assigned role in the parliamentary process</li> <li>– understanding of the issue at hand, based on individual research</li> <li>– representation of their assigned party's political and economic ideologies.</li> </ul> </li> </ul>

**Selected Web Sites:**

- CBC Archives  
<http://archives.cbc.ca/index.asp?IDLan=1>
- Citizens Assembly on Electoral Reform  
<http://www.citizensassembly.bc.ca/public>
- Elections Canada  
<http://www.elections.ca/home.asp?textonly=false>
- Institute on Governance  
<http://www.iog.ca/>
- Model Parliament Unit (Government of Canada)  
[http://www.parl.gc.ca/information/about/education/empu/english/introduction\\_e.htm](http://www.parl.gc.ca/information/about/education/empu/english/introduction_e.htm)
- Student Vote  
<http://www.studentvote.ca/>
- Welcome to Canada's Parliament (Government of Canada)  
<http://www.parl.gc.ca/common/index.asp?Language=E>
- Young Voters (Elections Canada)  
[http://www.elections.ca/content\\_youth.asp?section=yth&document=index&lang=e&textonly=false](http://www.elections.ca/content_youth.asp?section=yth&document=index&lang=e&textonly=false)

*The Legal System*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Introduction to the legal system</b></p> <ul style="list-style-type: none"> <li>• As a class, brainstorm situations that complete the statement "There needs to be a law..." Ask students to consider events they've seen on the news or from their own experiences where they have wondered why the legal system has not been effective.</li> </ul> <p>Using available print, video, and Internet resources, have students review the legal system in Canada. Ask them to create a visual or notes, representing</p> <ul style="list-style-type: none"> <li>– similarities and differences between civil law and criminal law</li> <li>– various legal processes involved in resolving disputes (e.g., litigation, hearings before tribunal, arbitration, mediation, negotiation)</li> <li>– roles and responsibilities of the police, courts, and other dispute resolution mechanisms (e.g., tribunals, boards, panels).</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students' visuals based on criteria determined as a class, such as the extent to which they             <ul style="list-style-type: none"> <li>– contain similarities and differences between civil and criminal law (with reference to burden of proof, juries, evidentiary rules, penalties, and the concept of private/public harm)</li> <li>– demonstrate understanding of the common processes used for resolving disputes (with reference to litigation, tribunals, arbitration, mediation and negotiation)</li> <li>– identify levels of enforcement used to resolve civil and criminal disputes, including police, quasi-judicial boards, and the courts.</li> </ul> </li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Mock trial</b></p> <ul style="list-style-type: none"> <li>Select a current or historical legal case to be used as the basis of a classroom mock trial process. Select or ask for volunteers to play the roles of defence, prosecution, accused, witnesses, judge, and jury (if time is available, conduct a jury selection). Consider using materials available from print and Internet resources to facilitate this process.</li> </ul> <p>Provide time for all parties to prepare their arguments. Once the key players are selected and in place, begin the court process and have the jury determine the guilt or innocence.</p>	<ul style="list-style-type: none"> <li>Have students use their journals to reflect on the role they played in the mock trial, the process, and the result. Look for evidence that they are able to articulate an understanding of               <ul style="list-style-type: none"> <li>the application of the legal processes used</li> <li>the roles of various people and agencies in the legal system</li> <li>the relevant historical precedents.</li> </ul> </li> </ul>
<p><b>Selected Web Sites:</b></p> <ul style="list-style-type: none"> <li>CBC Archives <a href="http://archives.cbc.ca/index.asp?IDLan=1">http://archives.cbc.ca/index.asp?IDLan=1</a></li> <li>Citizens Assembly on Electoral Reform <a href="http://www.citizensassembly.bc.ca/public">http://www.citizensassembly.bc.ca/public</a></li> <li>Elections Canada <a href="http://www.elections.ca/home.asp?textonly=false">http://www.elections.ca/home.asp?textonly=false</a></li> <li>Model Parliament Unit (Government of Canada) <a href="http://www.parl.gc.ca/information/about/education/empu/english/introduction_e.htm">http://www.parl.gc.ca/information/about/education/empu/english/introduction_e.htm</a></li> <li>Student Vote <a href="http://www.studentvote.ca/">http://www.studentvote.ca/</a></li> <li>Welcome to Canada's Parliament (Government of Canada) <a href="http://www.parl.gc.ca/common/index.asp?Language=E">http://www.parl.gc.ca/common/index.asp?Language=E</a></li> <li>Young Voters (Elections Canada) <a href="http://www.elections.ca/content_youth.asp?section=yth&amp;document=index&amp;lang=e&amp;textonly=false">http://www.elections.ca/content_youth.asp?section=yth&amp;document=index&amp;lang=e&amp;textonly=false</a></li> </ul>	

**Assessment Instrument**  
**POLITICAL PARTIES AND IDEOLOGIES**

<b>5</b>	<ul style="list-style-type: none"> <li>• includes innovative, personal, and thoughtful responses that make connections with previous knowledge and experience about political ideologies</li> <li>• provides specific evidence that demonstrates familiarity with and understanding of political ideologies studied and the connection to Canadian political parties</li> <li>• evaluates how closely the political ideology is reflected in political party's platform</li> <li>• assesses how well the political ideology meets the current needs and issues of Canadians and is reflected in the party platform, and provides supporting information</li> <li>• shows evidence of reflecting on and revising initial responses from previous journal entries</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• includes personal and thoughtful responses that make connections with previous knowledge and experience about political ideologies</li> <li>• provides specific evidence that demonstrates understanding of political ideologies studied and the connection to Canadian political parties</li> <li>• reflects on how the political ideology is reflected in political party's platform</li> <li>• reflects on whether the political ideology meets the current needs and issues of Canadians and is reflected in the party platform</li> <li>• shows evidence of reflecting on and revising initial responses from previous journal entries</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• includes personal and generally thoughtful responses that often make connections with previous knowledge and experience about political ideologies</li> <li>• provides some specific evidence that demonstrates familiarity with and understanding of political ideologies studied and the connection to Canadian political parties</li> <li>• refers to the idea that political ideology is connected to political party's platform</li> <li>• refers to the idea that the political ideology meets the current needs and issues of Canadians and is connected to the party platform</li> <li>• may show evidence of reflecting on and revising initial responses from previous journal entries</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• includes personal and sometimes thoughtful responses that may make connections with previous knowledge and experience about political ideologies</li> <li>• may provide some evidence that demonstrates familiarity with and understanding about political ideologies</li> <li>• may refer to the idea that political ideology is connected to political party's platform</li> <li>• may refer to the idea that the political ideology meets the current needs and issues of Canadians and is connected to the party platform</li> <li>• may show evidence of reflecting on initial responses, but rarely revises them</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• includes personal responses that attempt to make connections with previous knowledge and experience about political ideologies</li> <li>• limited evidence in demonstrating familiarity with and understanding of political ideologies</li> <li>• little or no attempt to refer to the idea that political ideology is connected to political party's platform</li> <li>• little or no attempt to refer to the idea that the political ideology meets the current needs and issues of Canadians and is connected to the party platform</li> <li>• generally does not revisit initial responses</li> </ul>



## UNIT 3: RIGHTS AND RESPONSIBILITIES

### OVERVIEW

In this unit, students assess the historical and contemporary factors that have influenced the development of rights and responsibilities in Canada. The unit uses a variety of assessment strategies to illustrate the core rights and responsibilities concepts highlighted in Civic Studies 11. Specific research, comprehension, analysis, synthesis, and communication skills are emphasized throughout the unit. The unit features a mock parliamentary committee, gallery walk, and a case study to develop student understanding, analysis, and synthesis of the key concepts. The unit includes an analysis of the *Canadian Charter of Rights and Freedoms* prior to a case analysis on civil liberties in a high school setting. Students then complete an analysis of the landmark documents in the historical evolution of rights and responsibilities, and a mock trial on one or more precedent setting cases in the evolution of human rights in Canada.

<i>Suggested Timeframe</i>	<i>Learning at Previous Grades</i>
20 hours	<ul style="list-style-type: none"> <li>• skills and processes related to critical inquiry</li> <li>• <i>British North America Act 1867</i></li> <li>• American and French Revolutions</li> <li>• the <i>Magna Carta 1215</i> and the Glorious Revolution in England</li> <li>• Canada's multiethnic and bilingual society</li> <li>• awareness of the causes of the rights revolutions in England, France, and the United States</li> <li>• Canada's parliamentary system of government and the role of parliamentary committees</li> <li>• the nature of the conflict between individual and group rights and responsibilities</li> </ul>

### PRESCRIBED LEARNING OUTCOMES

Unit 3: Rights and Responsibilities addresses the following prescribed learning outcomes.

*It is expected that students will:*

#### ***Skills and Processes of Civic Studies***

- apply critical thinking skills—including questioning, comparing, summarizing, drawing conclusions, and defending—to a range of issues, situations, and topics
- demonstrate effective research skills, including
  - accessing information
  - assessing information
  - collecting data
  - evaluating data
  - organizing information
  - presenting information
- demonstrate effective written, oral, and graphic communication skills

***Informed Citizenship***

- demonstrate a knowledge of historical and contemporary factors that help define Canadian civic identity, including
  - roles of individuals in society
  - governance
  - rights and responsibilities
  - culture, language, heritage, and community
  - environment and geography
  - international relations
- describe the legal rights and responsibilities of individuals, groups, and organizations in Canadian society, including those related to
  - citizenship
  - language
  - culture
- compare human rights provisions in Canada and internationally with respect to
  - *Canadian Charter of Rights and Freedoms*
  - *BC Human Rights Code*
  - *UN Universal Declaration of Human Rights*

***Civic Deliberation***

- 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 20<sup>th</sup> and 21<sup>st</sup> century cases in Canada

***Civic Action***

- apply skills of civic discourse and dispute resolution, including
  - consensus building
  - negotiation
  - compromise
  - majority rule
- evaluate the ethics of selected civic decisions, including consideration of
  - fairness
  - honesty
  - application of democratic principles
- implement a plan for action on a selected local, provincial, national, or international civic issue

## SUGGESTED ASSESSMENT ACTIVITIES

### *Rights and Freedoms*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Concept attainment</b></p> <ul style="list-style-type: none"> <li>Use a concept attainment approach to help students develop an understanding of the interdependent nature of rights, freedoms, and responsibilities. Write a list of relevant terms and concepts on the board or overhead (e.g., rights, responsibilities, freedoms, privileges, legal, equality). Provide lists of antonyms and synonyms for each concept. As a class or in small groups, challenge students to align the antonyms and synonyms with the corresponding concepts.</li> </ul> <p><b>Rights comparison</b></p> <ul style="list-style-type: none"> <li>Divide the class into small groups, and provide each with a copy of the <i>Canadian Charter of Rights and Freedoms</i>. Assign one section to each group, and ask them to rewrite the core sections of rights and freedoms in plain language. Include the following sections:                     <ul style="list-style-type: none"> <li>Guarantee of Rights and Freedoms</li> <li>Freedom</li> <li>Democratic Rights</li> <li>Mobility Rights</li> <li>Legal Rights</li> <li>Equality Rights</li> <li>miscellaneous sections 25, 28, 29, and 35.</li> </ul> </li> </ul> <p>Ask each group to create a poster of their revised section, including both the original text and the plain language version. Post these around the room for the rest of the class to read in a gallery walk. Guiding questions for responding to the text could include:</p> <ul style="list-style-type: none"> <li>Who is being granted the right or freedom in this section?</li> <li>What are the differences between "everyone," "anyone," "every citizen," "any person," "a party or witness," "every individual," "disadvantaged individuals or groups," and "member of the public"?</li> <li>How are these rights and freedoms protected?</li> </ul>	<ul style="list-style-type: none"> <li>Assess students' understanding of the terminology and concepts by asking them to use each term in context in a sentence.</li> <li>After reviewing the rights and freedoms represented in the Charter, ask students to work individually to select the five rights or freedoms they think are most important, rank them in order, and explain their choice. As a class, discuss criteria for assessment as a class; for example, students may be required to justify their selections in relation to                     <ul style="list-style-type: none"> <li>universality</li> <li>restrictable vs. non-restrictable rights</li> <li>application of a right/freedom</li> <li>consequences of violations.</li> </ul> </li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Issues analysis</b></p> <ul style="list-style-type: none"> <li>• Provide students with information about a selection of landmark cases in the development of rights and freedoms in Canadian history (e.g., the Komagata Maru, Chinese Capitation Tax, the Persons Case, internment of Japanese-Canadians during WWII, SS St. Louis, FLQ Crisis, residential schools, same-sex marriage). Divide the class into small groups, and assign one case to each. For their assigned case, students should simulate a parliamentary committee to address the question: “Was the government of Canada justified in its decision to ___?” The committee should determine if redress, compensation, or some form of reconciliation is needed with respect to decisions made by the federal government. In making their deliberation, students should consider how the fundamental principles of democracy were applied (e.g., equality, freedom, rule of law, due process, balancing the common good with the rights of individuals), and whether the case was consistent with human rights legislation at that time, as applicable.</li> </ul> <p><b>Case study</b></p> <ul style="list-style-type: none"> <li>• Select a case example depicting school-based civil liberties (e.g., dress code, locker searches, surveillance cameras, seizures of property, censorship of student performed or published materials). Conduct a class discussion using questions such as the following:             <ul style="list-style-type: none"> <li>– Do schools have the authority to ___?</li> <li>– Do you agree with this policy?</li> <li>– Whose interests are at stake?</li> <li>– Is it necessary to restrict some rights or freedoms?</li> <li>– Who decides which rights or freedoms require regulation?</li> <li>– What are reasonable limits?</li> <li>– Should students enjoy the same rights as others?</li> </ul> </li> </ul> <p>Divide the class into small groups to examine similar cases, and have them present their findings to the class.</p>	<ul style="list-style-type: none"> <li>• Have groups conduct their parliamentary committee over the following four phases:             <ul style="list-style-type: none"> <li>– Phase 1: prepare a backgrounder that explains and describes the historical context of the case</li> <li>– Phase 2: identify the key legal and ethical elements that must be applied to the facts of the case</li> <li>– Phase 3: meet in committee and present their positions</li> <li>– Phase 4: write a judgment that describes the key facts, presents the legal and ethical arguments, and offers a judgment that includes redress, reconciliation, or compensation as appropriate.</li> </ul> </li> </ul> <p>Discuss with students the criteria that will be used to assess their parliamentary committee work. Criteria such as those outlined in the sample scoring guide provided at the end of this unit (<b>Parliamentary Committee</b>) can be used as the basis for teacher, peer, and self-assessment throughout all phases of the project.</p> <ul style="list-style-type: none"> <li>• Have students write an analysis of the core issues raised by the case studies. Frame this analysis around the following question: “Why is it necessary to restrict our rights and liberties?” Students should be able to explain their answer with reference to civil rights and liberties concepts (e.g., equality of treatment, equality of results, legal rights, discrimination, sources of civil liberties, protection and enforcement).</li> </ul>

**Selected Web Sites:**

- Assembly of First Nations  
[http://www.afn.ca/Assembly\\_of\\_First\\_Nations.htm](http://www.afn.ca/Assembly_of_First_Nations.htm)
- Canadian Charter of Rights and Freedoms  
<http://laws.justice.gc.ca/en/charter/index.html>
- CBC Archives  
<http://archives.cbc.ca/index.asp?IDLan=1>
- UN Universal Declaration of Human Rights  
<http://www.un.org/Overview/rights.html>
- Virtual Museum of Canada  
[http://www.virtualmuseum.ca/English/index\\_flash.html](http://www.virtualmuseum.ca/English/index_flash.html)

### The Rights Evolution and Revolution

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Historical analysis</b></p> <ul style="list-style-type: none"> <li>• Provide the class with copies of the following documents in part or in whole:                             <ul style="list-style-type: none"> <li>– <i>Magna Carta</i> (1215)</li> <li>– <i>Habeas Corpus Act</i> (1679)</li> <li>– <i>English Bill of Rights</i> (1689)</li> <li>– Proclamation of 1763</li> <li>– <i>US Bill of Rights</i> (1789)</li> <li>– <i>BNA Act</i> (1867)</li> <li>– <i>UN Universal Declaration of Human Rights</i> (1948)</li> <li>– <i>Canadian Bill of Rights</i> (1960)</li> <li>– <i>Canadian Human Rights Act</i> (1977)</li> <li>– <i>Multiculturalism Act</i> (1985)</li> <li>– <i>Canadian Charter of Rights and Freedoms</i> (1982).</li> </ul> </li> </ul> <p>Assign each student one piece of legislation and have them analyse the specific rights and freedoms that were established by the statute. After allowing some time for reading and note taking, have students create a graphic organizer (e.g., chart, web, poster) to identify the right or freedom, right holder(s), application of rights and freedoms in practice, and any restrictions or limitations of the right or freedom. Use a jigsaw or similar strategy to allow students to share their findings.</p>	<ul style="list-style-type: none"> <li>• Assess students' visual organizer on the basis of criteria such as the following:                             <ul style="list-style-type: none"> <li>– Topics are covered in some detail and presented in an appropriate format.</li> <li>– Right or freedom is written in plain language (not copied verbatim).</li> <li>– Right holders are clearly and accurately identified.</li> <li>– Work includes one case example of how the rights/freedoms are applied in practice.</li> <li>– Restrictions and limitations are expressly described in detail.</li> <li>– Students participated actively in the jigsaw activity.</li> </ul> </li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Mock trial</b></p> <ul style="list-style-type: none"> <li>• Assign or have students select a landmark case in Canadian civil rights history. Cases that could be used include               <ul style="list-style-type: none"> <li>– <i>Cunningham v. Tomakichi Homma</i> (Privy Council, 1903)</li> <li>– <i>Persons Case</i> (Privy Council 1929)</li> <li>– <i>R. v. Phillips</i> (Ont. Appeal Court, 1930)</li> <li>– <i>Switzman v. Ebling</i> (1936)</li> <li>– <i>R. v. Drybones</i> (1967)</li> <li>– <i>R. v. Oakes</i> (1986)</li> <li>– <i>Rodriguez v. A.G. of British Columbia</i> (1993)</li> <li>– <i>Halpern v. Canada</i> (2002)</li> </ul> </li> </ul> <p>Have students research the details of the case in preparation for mock trial. Depending on the case chosen, the mock trial should include a judge, lawyers for petitioner and plaintiff, and any relevant witnesses.</p>	<ul style="list-style-type: none"> <li>• Have students complete a learning log to summarize the mock trial activity. Discuss as a class the criteria that will be used for teacher and self-assessment. For example, students can be assessed in terms of the extent to which they               <ul style="list-style-type: none"> <li>– consider the ethics of the handling of the case (e.g., fairness, honesty, transparency, benefits)</li> <li>– assess the democratic principles (e.g., equality, freedom, election/selection of decision makers, rule of law) applied in the case</li> <li>– reference human rights provisions of relevant legislation (e.g., <i>BC Human Rights Code</i>, <i>Canadian Charter of Rights and Freedoms</i>, <i>UN Universal Declaration of Human Rights</i>)</li> <li>– consider the balance between the common good and the rights of individuals.</li> </ul> </li> </ul>
<p><b>Selected Web Sites:</b></p> <ul style="list-style-type: none"> <li>• Canadian Charter of Rights and Freedoms <a href="http://laws.justice.gc.ca/en/charter/index.html">http://laws.justice.gc.ca/en/charter/index.html</a></li> <li>• Consolidated Statutes and Regulations of Canada <a href="http://laws.justice.gc.ca/en/index.html">http://laws.justice.gc.ca/en/index.html</a></li> <li>• UN Universal Declaration of Human Rights <a href="http://www.un.org/Overview/rights.html">http://www.un.org/Overview/rights.html</a></li> </ul>	

**Assessment Instrument**  
**PARLIAMENTARY COMMITTEE**

Group members:		
	<b>Group Self-Assessment</b>	<b>Teacher Assessment</b>
1 = not yet meeting expectations, 2 = approaching expectations, 3 = fully meets expectations		
<ul style="list-style-type: none"> <li>group includes a backgrounder that explains and describes the historical contexts and precedents of the case</li> </ul>		
<ul style="list-style-type: none"> <li>group's work is effectively and thoroughly researched</li> </ul>		
<ul style="list-style-type: none"> <li>final judgment effectively summarizes the key facts</li> </ul>		
<ul style="list-style-type: none"> <li>final judgment presents consideration of principles of democracy (e.g., equality, freedom, rule of law, due process, balancing the common good with the rights of individuals and minorities)</li> </ul>		
<ul style="list-style-type: none"> <li>final judgment cites connections to relevant human rights legislation of the time</li> </ul>		
<ul style="list-style-type: none"> <li>final judgment includes redress, reconciliation, or compensation as appropriate</li> </ul>		
<ul style="list-style-type: none"> <li>group members collaborated effectively</li> </ul>		
<ul style="list-style-type: none"> <li>all group members contributed to the group project</li> </ul>		
Comments:		





## UNIT 4: CULTURE, LANGUAGE, HERITAGE, AND COMMUNITY

### OVERVIEW

In this unit, students will research events related to the theme of culture, language, and community; examine the *Charter of Rights and Freedoms* and its reflection of the fundamental principles of democracy; and examine the history of the Canadian social safety net. All of these activities will be done with a focus on understanding how individual events can lead to the creation of a national identity. From this work, students will formulate their own answers to the question, “What does it mean to be a Canadian citizen?”

<i>Suggested Timeframe</i>	<i>Learning at Previous Grades</i>
20-25 hours	<ul style="list-style-type: none"> <li>• variety of factors that shape personal and cultural identity</li> <li>• roots of present-day cultural and social issues within Canada</li> <li>• contributions made by Aboriginal peoples, the British, and the French to the development of Canada</li> <li>• role of immigrants in the development of Canada</li> </ul>

### PRESCRIBED LEARNING OUTCOMES

Unit 4: Culture, Language, Heritage, and Community addresses the following prescribed learning outcomes.

*It is expected that students will:*

#### *Skills and Processes of Civic Studies*

- apply critical thinking skills—including questioning, comparing, summarizing, drawing conclusions, and defending—to a range of issues, situations, and topics
- demonstrate effective research skills, including
  - accessing information
  - assessing information
  - collecting data
  - evaluating data
  - organizing information
  - presenting information
- demonstrate effective written, oral, and graphic communication skills
- demonstrate skills and attitudes of active citizenship, such as ethical behaviour, open-mindedness, respect for diversity, and collaboration

***Informed Citizenship***

- demonstrate a knowledge of historical and contemporary factors that help define Canadian civic identity, including
  - roles of individuals in society
  - governance
  - rights and responsibilities
  - culture, language, heritage, and community
  - environment and geography
  - international relations
- describe the legal rights and responsibilities of individuals, groups, and organizations in Canadian society

***Civic Deliberation***

- 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 20<sup>th</sup> and 21<sup>st</sup> century cases in Canada
- analyse origins and key provisions of the Canadian social safety net and their impact on Canadian society, including
  - employment insurance
  - health insurance
  - CPP/OAP
  - social assistance
  - family allowance/child tax benefit
  - workers' compensation
- create a statement of what it means to be a "Canadian citizen"

***Civic Action***

- apply skills of civic discourse and dispute resolution, including
  - consensus building
  - negotiation
  - compromise
  - majority rule

## SUGGESTED ASSESSMENT ACTIVITIES

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Question and answer</b></p> <ul style="list-style-type: none"> <li>In small groups have students define terms such as Aboriginal rights, English Canadian, French Canadian, immigration, and women's rights. Then have students discuss their definitions and put them on large sheets of chart paper and present them in front of the class. Encourage questions and comments from the class to the presenting group. Once all the groups have presented, ask the original groups to meet to consider           <ul style="list-style-type: none"> <li>whether their definitions have changed as a result of the class discussion, and if so how</li> <li>how these terms relate to the concept of Canadian identity.</li> </ul>           Discuss these questions in a second reporting session. Give the groups time to expand the answers to their questions.         </li> </ul> <p><b>Research assignment</b></p> <ul style="list-style-type: none"> <li>Have students select two specific events related to the theme of culture, language, heritage, and community in Canada (e.g., Anti-Potlatch laws, residential schools, internment of Japanese-Canadians, head tax, Meech Lake Accord, Bilingualism and Biculturalism Commission, <i>Multiculturalism Act</i>, the social safety net). Advise them that they should consider how these cases have helped define Canadian identity. Ask students to access a range of information sources on their topics, organize their information effectively, and present their information in a short written assignment. Alternatively, students can present their information in an oral or multimedia report.</li> </ul>	<ul style="list-style-type: none"> <li>Assess students' ability to work in groups and report back to class using criteria such as those outlined in the sample assessment instrument (<b>Definitions</b>) provided at the end of this unit.</li> <li>Discuss with students the criteria that will be used to assess their research assignments. Sample criteria are included in the sample assessment instrument included at the end of this unit (<b>Research Assignment</b>).</li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Letter writing</b></p> <ul style="list-style-type: none"> <li>• Divide students into small groups and assign each group one topic related to immigration and migration, such as “The federal government should curtail (expand) immigration.” Have students work in their groups to generate six to eight arguments supporting the topic. Encourage them to research historical precedents as applicable. As a class, share and discuss the responses, and reach a consensus on the ten most persuasive arguments. Ask students to refer to the ten arguments and incorporate some of them into a letter addressed to the federal Minister of Immigration defending the topic.</li> </ul> <p><b>Case Study</b></p> <ul style="list-style-type: none"> <li>• Provide students with copies of the <i>Canadian Charter of Rights and Freedoms</i>. Review the key provisions, and discuss their historical precedents. Discuss in particular how the Charter reflects fundamental principles of democracy, including <ul style="list-style-type: none"> <li>– equality</li> <li>– freedom (e.g., of expression, thought, movement, religion)</li> <li>– selection of decision makers (e.g., elected vs. appointed judges, senate, crown corporation executives)</li> <li>– rule of law</li> <li>– balancing the common good with the rights of individuals.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use criteria such as those outlined in the sample assessment instrument (<b>Letter Writing</b>) as the basis of teacher and self-assessment for students’ letters to the Minister of Immigration.</li> <li>• Divide the class into small groups, assign each group a selected event or case related to language, culture, heritage, and community that predates the Charter (e.g., <i>Bill 101</i>, the <i>Indian Act</i>, Komagata Maru, internment of Japanese-Canadians). Have students apply different sections of the Charter to aspects of the event to determine how that event or case would hold up today. Instruct the group to submit their case findings in a written report. Discuss as a class the criteria that will be used to assess their work.</li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Debate</b></p> <ul style="list-style-type: none"> <li>Provide students with background information on aspects of the Canadian social safety net. Point out to students key historical events in Canadian history that are related to the development of the social safety net (e.g., Regina Manifesto, Bennett’s New Deal 1935, Alberta Social Credit money policy, post-WWII social programs, Saskatchewan <i>Medicare Act</i> 1944, the <i>Canada Health Act</i>).</li> </ul> <p>Divide the class into debate groups of approximately ten per group. Give each debate group a Canadian social policy or program to research. After the research is completed have each group divide evenly with one side arguing the pro side and one side arguing the con side.</p> <p><b>Essay</b></p> <ul style="list-style-type: none"> <li>Have students work in pairs to brainstorm answers to the questions “What do you have in common as Canadians?” and “What do you not have in common as Canadians?” Ask students to create a Venn diagram to represent their work. Allow time for class discussion and questions.</li> </ul> <p>As a class, brainstorm in response to the question, “What does it mean to be a Canadian citizen?” Encourage students to consider what they have learned throughout the course about citizenship. Discuss as a class.</p> <p>Assign an in-class essay on the topic of “What does it mean to be a Canadian citizen?” Point out to students that they can use their own notes and any reference material on hand to complete their essay.</p>	<ul style="list-style-type: none"> <li>Students’ research, preparation, and debate presentations can be self-assessed, peer assessed, and teacher assessed in relation to <ul style="list-style-type: none"> <li>analysis of the provisions of the social safety net</li> <li>analysis of the impact of the social program on Canadian society</li> <li>understanding of the historical antecedents of the social program</li> <li>use of specific examples</li> <li>persuasiveness of arguments</li> <li>ability to defend position</li> <li>co-operative group skills</li> <li>research skills (e.g., range of sources, adequately cited, organization of information).</li> </ul> </li> <li>Assess students’ essays on the basis of criteria determined as a class, such as the extent to which <ul style="list-style-type: none"> <li>a relevant position/thesis is clearly stated</li> <li>essay demonstrates recall of factual content</li> <li>essay is organized in a purposeful and effective manner</li> <li>expression is clear and fluent with few flaws in communication</li> <li>position is supported with details and insightful conclusions are drawn</li> <li>essay makes reference to at least one of the events or landmark cases covered in class (e.g., Chinese Head Tax, Continuous Passage Law, redress for internment of Japanese-Canadians, the <i>Indian Act</i>, residential schools, <i>Canada Health Act</i> 1944, Royal Commission on Bilingualism and Biculturalism, FLQ Crisis)</li> <li>essay makes reference to one or more of the following documents: <i>Magna Carta</i> 1215, <i>British North America Act</i> 1867, <i>Indian Act</i> 1876, UN <i>Universal Declaration of Human Rights</i> 1948, <i>Canadian Bill of Rights</i> 1960, <i>Canada Immigration Act</i> 1967, <i>Canadian Charter of Rights and Freedoms</i> 1982, <i>Multiculturalism Act</i> 1985, UN <i>Universal Declaration of the Rights of the Child</i> 1990.</li> </ul> </li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Active citizenship contract</b></p> <ul style="list-style-type: none"> <li>Ask students to develop a series of interview questions related to the topic “What does it mean to be an active Canadian citizen?” Have students answer their own questions first, and then have them interview people outside the classroom using the same questions. Instruct students to prepare a presentation to the class that compares the two different answer sets.</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to draw up “A Contract for the active Canadian citizen.” Have students display their contracts around the classroom and the school.</li> </ul> <p>Ask students to use their learning logs to reflect on their contract each week to see if they are keeping with the spirit of the contract.</p>
<p><b>Selected Web Sites:</b></p> <ul style="list-style-type: none"> <li>Assembly of First Nations <a href="http://www.afn.ca/Assembly_of_First_Nations.htm">http://www.afn.ca/Assembly_of_First_Nations.htm</a></li> <li>Atlas of Canada (Natural Resources Canada) <a href="http://atlas.gc.ca/site/english/index.html">http://atlas.gc.ca/site/english/index.html</a></li> <li>Canadian Charter of Rights and Freedoms <a href="http://laws.justice.gc.ca/en/charter/index.html">http://laws.justice.gc.ca/en/charter/index.html</a></li> <li>Canadian Heritage (Government of Canada) <a href="http://www.pch.gc.ca/index_e.cfm">http://www.pch.gc.ca/index_e.cfm</a></li> <li>Canadian Museum of Civilization Corporation (Government of Canada) <a href="http://www.civilization.ca">http://www.civilization.ca</a></li> <li>Languages in Canada (Centre for Research and Information on Canada) <a href="http://www.cric.ca/en_html/guide/language/language.html">http://www.cric.ca/en_html/guide/language/language.html</a></li> <li>Statistics Canada <a href="http://www.statcan.ca/english/edu/index.htm">http://www.statcan.ca/english/edu/index.htm</a></li> <li>Virtual Museum of Canada <a href="http://www.virtualmuseum.ca/English/index_flash.html">http://www.virtualmuseum.ca/English/index_flash.html</a></li> </ul>	

**Assessment Instrument  
DEFINITIONS**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Key: 1 = Not Yet within Expectations, 2 = Meets Expectations (Minimal Level),  
3 = Fully Meets Expectations, 4 = Exceeds Expectations

Criteria	Self-Assessment	Teacher Assessment	Teacher Comments
<ul style="list-style-type: none"> <li>showed commitment to the group (did fair share of the work)</li> </ul>			
<ul style="list-style-type: none"> <li>worked co-operatively and effectively with the group</li> </ul>			
<ul style="list-style-type: none"> <li>demonstrates understanding of terms such as Aboriginal rights, English Canadian, French Canadian, women's rights, immigration</li> </ul>			
<ul style="list-style-type: none"> <li>can relate terms to Canadian identity</li> </ul>			
<ul style="list-style-type: none"> <li>incorporated other students' suggestions into the discussions of Canadian identity</li> </ul>			
<ul style="list-style-type: none"> <li>presented information in a non-confrontational style</li> </ul>			
<ul style="list-style-type: none"> <li>presented information in a clear, concise manner that was easy for others to understand</li> </ul>			
Additional teacher comments:			

**Assessment Instrument**  
**RESEARCH ASSIGNMENT**

<b>3</b>	<p><b>Fully Meets Expectations</b></p> <ul style="list-style-type: none"> <li>• submitted a complete and detailed outline of her or his research assignment</li> <li>• used an extensive variety of sources in researching and writing his or her assignment</li> <li>• demonstrated a very high level of understanding of the issues</li> <li>• included at least five long quotations and five short quotations</li> <li>• included an extensive appendix</li> <li>• included a detailed bibliography</li> <li>• work shows evidence of extensive editing</li> </ul>
<b>2</b>	<p><b>Approaching Expectations</b></p> <ul style="list-style-type: none"> <li>• submitted a satisfactory outline of her or his research assignment</li> <li>• used a variety of sources in researching and writing his or her assignment</li> <li>• demonstrated a satisfactory level of understanding of the issues</li> <li>• included at least three long quotations and five short quotations</li> <li>• included an appendix</li> <li>• included an adequate bibliography</li> <li>• work shows some evidence of editing</li> </ul>
<b>1</b>	<p><b>Does Not Meet Expectations</b></p> <ul style="list-style-type: none"> <li>• submitted an incomplete outline</li> <li>• used a few sources in researching and writing his or her assignment</li> <li>• demonstrates minimal understanding of the issues</li> <li>• included one or two short quotations</li> <li>• did not include an appendix</li> <li>• included an incomplete bibliography</li> <li>• work shows no evidence of editing</li> </ul>



**Assessment Instrument**  
**LETTER WRITING**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Issue this letter addresses: \_\_\_\_\_

1 =not yet meeting expectations, 2=approaching expectations, 3=fully meets expectations

	Self-Assessment	Teacher Assessment
• provides accurate information about the issue		
• incorporates good persuasive arguments		
• includes more than one argument to support the position		
• is courteous and non-confrontational		
• shows understanding of the issue as it relates to Canadian identity		
• provides extensive evidence for position taken		
• provides convincing support for conclusion		

The most important thing(s) I learned about this issue:

Teacher comments:



## UNIT 5: ENVIRONMENT AND GEOGRAPHY

### UNIT OVERVIEW

Through an examination of relevant environmental and geographic cases, students will study and understand the dynamics, decisions, principles, forces, and interests that have brought these issues to the current state of affairs. In addition to becoming informed about the issues, students will be asked to formulate a reasoned statement on how the issues could be dealt with in the future, and to find suitable ways to educate their peers and/or place their opinions into the public forum. Students will also be expected to understand the ethical nature of the choices we make as citizens interacting with our environment.

Note that this unit uses two specific topics—global warming and logging in old growth forests—to explore the broader theme of environmental and geographic issues. This unit can easily be adapted for use in relation to a wide range of other relevant topics (e.g., fisheries, softwood lumber, mining, land use, water exports).

<p><b><i>Suggested Timeframe</i></b></p> <p>15-20 hours</p>	<p><b><i>Learning at Previous Grades</i></b></p> <ul style="list-style-type: none"> <li>• how geography plays a role in determining land use</li> <li>• concepts of sustainability and how these understandings have changed over time and from place to place</li> <li>• the effects of human activity on the environment</li> <li>• inter-relationships among human activity, the environment, the economy, and governance</li> </ul>
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### PRESCRIBED LEARNING OUTCOMES

Unit 5: Environment and Geography addresses the following prescribed learning outcomes.

<p><i>It is expected that students will:</i></p> <p><b><i>Skills and Processes of Civic Studies</i></b></p> <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>
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***Informed Citizenship***

- demonstrate a knowledge of historical and contemporary factors that help define Canadian civic identity, including
  - roles of individuals in society
  - governance
  - rights and responsibilities
  - culture, language, heritage, and community
  - environment and geography
  - international relations

***Civic Deliberation***

- evaluate the relative abilities of individuals, governments, and non-governmental organizations to effect civic change in Canada and the world, with reference to considerations such as
  - power and influence
  - circumstances
  - methods of decision making and action
  - public opinion
- analyse the domestic and international effects of Canada's record with respect to issues and events in one or more of the following categories:
  - environment
  - trade
  - foreign aid
  - peace and security
  - human rights

***Civic Action***

- evaluate the citizen's role in civic processes locally, provincially, nationally, and internationally
- apply skills of civic discourse and dispute resolution, including
  - consensus building
  - negotiation
  - compromise
  - majority rule
- evaluate the ethics of selected civic decisions, including consideration of
  - fairness
  - honesty
  - application of democratic principles

## SUGGESTED ASSESSMENT ACTIVITIES

### *Global Warming and the Kyoto Protocol*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Brainstorm, research</b></p> <ul style="list-style-type: none"> <li>• Explain to students that, to become informed and active citizens, the first step is to determine what questions need to be asked to understand the issue. Ask students to brainstorm questions they have about global warming. Examples of questions could include the following:               <ul style="list-style-type: none"> <li>– What is global warming?</li> <li>– Why is it a concern?</li> <li>– What are its causes?</li> <li>– What activities contribute most to global warming?</li> <li>– How long have we known about it?</li> <li>– How do we know its happening?</li> <li>– How is evidence collected?</li> </ul> </li> </ul> <p>Discuss the characteristics of good questions, and have students refine the brainstormed list. Working individually or in groups, have students select questions to research and answer. Assist students in accessing the most relevant resources (e.g., text, video, Internet, human resources), and discuss considerations for research (e.g., point of view and bias, currency, range of perspectives).</p>	<ul style="list-style-type: none"> <li>• Assess students' research projects based on criteria such as           <ul style="list-style-type: none"> <li>– appropriate question selection (e.g., clear, specific, answerable, seeking clarification and deeper understanding, demonstrating inquisitive and critical inquiry)</li> <li>– effective research skills (e.g., range of media, sources, access accuracy)</li> <li>– ability to articulate the causes and effects of global warming</li> <li>– ability to distinguish bias</li> <li>– use of a range of sources</li> <li>– sources adequately cited.</li> </ul> </li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Model international conference</b></p> <ul style="list-style-type: none"> <li>Set up a model international conference (e.g., United Nations) to address the issues of global warming. The goal of the meeting is to design a plan to address the issue of global warming (e.g., an agreement on cutting back on the activities that cause global warming). Assign or have students volunteer to represent specific countries; media and selected non-governmental organizations should also be represented.</li> </ul> <p>As a class, determine how the conference will be organized. For example:</p> <ul style="list-style-type: none"> <li>How will each stakeholder present his or her position? (e.g., time limit for oral opening and closing presentation, written proposals)</li> <li>Does each country have equal voting, or are votes assigned by population?</li> <li>How should proposals be put forward for voting?</li> <li>Does simple majority carry a motion?</li> </ul> <p><b>Letter writing</b></p> <ul style="list-style-type: none"> <li>Discuss as a class: <ul style="list-style-type: none"> <li>What effective actions on climate change can we take at an individual level?</li> <li>What can we do on a local community level?</li> </ul> </li> </ul> <p>Point out to students that one way of making our voices heard in a democracy is to let the media and our elected leaders know what our opinions are. Have students write a letter to the Minister of the Environment and/or to newspapers explaining their position on Canadian efforts to implement the Kyoto Protocol.</p>	<ul style="list-style-type: none"> <li>After conducting the conference, have students use their journals to reflect on questions such as the following: <ul style="list-style-type: none"> <li>Were the results of this conference satisfactory? Why or why not?</li> <li>How did this conference compare to actual UN conferences on climate change? (e.g., Rio de Janeiro 1992, Kyoto 1997)</li> <li>What have Canada and other countries done since Kyoto?</li> <li>Does Canada's position on global warming reflect our "Canadian identity?" If so, how?</li> </ul> </li> <li>Assess students' letters, looking for the extent to which they <ul style="list-style-type: none"> <li>identify significant arguments and possible objections to those arguments in insightful ways</li> <li>support their opinion with relevant and effective evidence.</li> </ul> </li> </ul>
<p><b>Selected Web Sites:</b></p> <ul style="list-style-type: none"> <li>Climate Change (Environment Canada) <a href="http://www.ec.gc.ca/climate/home-e.html">http://www.ec.gc.ca/climate/home-e.html</a></li> <li>Climate Change Impacts and Adaptation Program (Government of Canada) <a href="http://adaptation.nrcan.gc.ca/home_e.asp">http://adaptation.nrcan.gc.ca/home_e.asp</a></li> <li>Taking Action on Climate Change (Government of Canada) <a href="http://climatechange.gc.ca/english/">http://climatechange.gc.ca/english/</a></li> <li>UN Convention on Climate Change / Kyoto Protocol <a href="http://unfccc.int/resource/convkp.html">http://unfccc.int/resource/convkp.html</a></li> </ul>	

*Public Land Use*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Quickwriting, research</b></p> <ul style="list-style-type: none"> <li>• Ask students to conduct a brief quickwriting or webbing exercise in response to the following questions:                             <ul style="list-style-type: none"> <li>– Is there a cause you would be prepared to protest about?</li> <li>– Is there a cause for which you would be prepared to break the law and perhaps be arrested? Be fined and/or go to jail?</li> </ul> </li> </ul> <p>Using pictures, video, text, and Internet sources, introduce students to the mass protests—and subsequent arrests—that took place in Clayoquot Sound in 1993. Ask students which questions should be asked about this confrontation. For example:</p> <ul style="list-style-type: none"> <li>– Where is Clayoquot Sound? What’s there?</li> <li>– What was the dispute?</li> <li>– What “sides” were involved in the dispute? What provoked so many people to take such action?</li> </ul> <p>Extend the discussion focussing on broader questions such as:</p> <ul style="list-style-type: none"> <li>– Who has the right to decide the uses for public land in BC?</li> <li>– Who would hope to influence those decisions? (e.g., government, business, First Nations, workers, communities, environmental groups)</li> <li>– Who has the power in these decisions?</li> <li>– What ethical questions affect this issue?</li> </ul>	<ul style="list-style-type: none"> <li>• Have students research these questions and create a poster or multimedia presentation of their results. Provide opportunities for students to present their findings to the rest of the class for questions and discussion.</li> </ul> <p>Assess students’ projects based on criteria such as</p> <ul style="list-style-type: none"> <li>– appropriate question selection (e.g., clear, specific, answerable, seeking clarification and deeper understanding, demonstrating inquisitive and critical enquiry)</li> <li>– ability to identify the stakeholders</li> <li>– ability to connect the issue to other relevant land use and resource issues</li> <li>– analysis of power dynamics related to the issue</li> <li>– consideration of the ethics related to the issue (e.g., decisions made today affect those who will live with the consequences of the decisions)</li> <li>– ability to distinguish bias</li> <li>– use of a range of sources</li> <li>– sources adequately cited.</li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Debate</b></p> <ul style="list-style-type: none"> <li>• Discuss or provide students with information about other land use cases and issues in BC and Canada (e.g., mining, forestry, fishing, fish farming, parks, urban land use/zoning). Select one specific case, and hold a class debate on the topic. Have students each prepare a personal statement about whom they think should have a say and how these decisions should be made.</li> </ul>	<ul style="list-style-type: none"> <li>• Look for evidence that students are able to articulate an understanding of the forces at play in land use decisions in BC by               <ul style="list-style-type: none"> <li>– stating their debate position clearly</li> <li>– providing convincing support for their position</li> <li>– effectively rebutting counter-positions.</li> </ul> </li> </ul> <p>Additional criteria for assessing students as they prepare for and participate in the debate can be found in the sample assessment instrument found at the end of this unit (<b>Land Use Debate</b>).</p>
<p><b>Selected Web Sites:</b></p> <ul style="list-style-type: none"> <li>• Coastal Planning (BC Ministry of Sustainable Resource Management) <a href="http://srmwww.gov.bc.ca/rmd/coastal/index.htm">http://srmwww.gov.bc.ca/rmd/coastal/index.htm</a></li> <li>• Land and Water BC <a href="http://lwbc.bc.ca/">http://lwbc.bc.ca/</a></li> <li>• United Nations Environment Programme <a href="http://www.unep.org/">http://www.unep.org/</a></li> <li>• Working Forest (BC Ministry of Sustainable Resource Management) <a href="http://srmwww.gov.bc.ca/rmd/workingforest/">http://srmwww.gov.bc.ca/rmd/workingforest/</a></li> </ul>	



**Assessment Instrument**  
**LAND USE DEBATE**

Rating (0-3)	Criteria—To what extent does the student:	Comments
	<ul style="list-style-type: none"> <li>demonstrate effective research skills in preparing for the debate</li> </ul>	
	<ul style="list-style-type: none"> <li>state the debate position clearly</li> </ul>	
	<ul style="list-style-type: none"> <li>provide convincing, authentic, and documented support for her or his position</li> </ul>	
	<ul style="list-style-type: none"> <li>apply prior knowledge of land use issues in his or her arguments</li> </ul>	
	<ul style="list-style-type: none"> <li>use relevant and appropriate terminology in her or his arguments</li> </ul>	
	<ul style="list-style-type: none"> <li>effectively rebut counter positions, showing evidence of anticipating and preparing for these arguments</li> </ul>	
	<ul style="list-style-type: none"> <li>summarize their arguments clearly and effectively</li> </ul>	
	<ul style="list-style-type: none"> <li>demonstrate understanding of the appropriate style and format of the debate</li> </ul>	
	<ul style="list-style-type: none"> <li>provide a bibliography to support debate arguments, citing a minimum of 10 sources representing a range of mainstream and alternative media sources</li> </ul>	
<p><b>Additional comments:</b></p>		

Key: 3=excellent, 2=satisfactory, 1=needs improvement, 0=not evident



## UNIT 6: INTERNATIONAL RELATIONS

### UNIT OVERVIEW

Over the last century, Canada has emerged from a state of relative isolation to being a country wielding increasing economic and political weight, as well as one that is recognized globally for its involvement with respect to international human rights and peacekeeping. In this unit, students will explore some of those changes, and examine how they have influenced Canadian identity. They will evaluate the different ways in which Canada is involved internationally, explore case studies involving various international organizations and bodies to which Canada belongs, and debate the extent to which Canada should be involved in certain issues. Throughout the unit, students will have opportunities to engage in civic discourse and action in order to exchange ideas and make their views heard in a public forum.

<p><b><i>Suggested Timeframe</i></b></p> <p>20 hours</p> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Canada and International Economic Relations</li> <li>• Peace and Conflict</li> <li>• Foreign Aid</li> </ul>	<p><b><i>Learning at Previous Grades</i></b></p> <ul style="list-style-type: none"> <li>• Canada's relations, historical and contemporary, with the USA, Britain, and France</li> <li>• history of Canada's involvement in international conflict and peacekeeping missions</li> <li>• importance of trade in international relations and the development of empires</li> </ul>
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### PRESCRIBED LEARNING OUTCOMES

Unit 6: International Relations addresses the following prescribed learning outcomes.

*It is expected that students will:*

#### ***Skills and Processes of Civic Studies***

- apply critical thinking skills—including questioning, comparing, summarizing, drawing conclusions, and defending—to a range of issues, situations, and topics
- demonstrate effective research skills, including
  - accessing information
  - assessing information
  - collecting data
  - evaluating data
  - organizing information
  - presenting information
- demonstrate effective written, oral, and graphic communication skills
- demonstrate skills and attitudes of active citizenship, such as ethical behaviour, open-mindedness, respect for diversity, and collaboration

***Informed Citizenship***

- demonstrate a knowledge of historical and contemporary factors that help define Canadian civic identity, including
  - roles of individuals in society
  - governance
  - rights and responsibilities
  - culture, language, heritage, and community
  - environment and geography
  - international relations
- describe organizations that govern relations among nations, including those dealing with
  - peace and security
  - trade and economics
  - international justice
  - social and environmental issues

***Civic Deliberation***

- evaluate the relative abilities of individuals, governments, and non-governmental organizations to effect civic change in Canada and the world, with reference to considerations such as
  - power and influence
  - circumstances
  - methods of decision making and action
  - public opinion
- assess the role of beliefs and values in civic decision making
- analyse the domestic and international effects of Canada's record with respect to issues and events in one or more of the following categories:
  - environment
  - trade
  - foreign aid
  - peace and security
  - human rights

***Civic Action***

- apply skills of civic discourse and dispute resolution, including
  - consensus building
  - negotiation
  - compromise
  - majority rule
- evaluate the ethics of selected civic decisions, including consideration of
  - fairness
  - honesty
  - application of democratic principles

## SUGGESTED ASSESSMENT ACTIVITIES

### *Canada and International Economic Relations*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Jigsaw</b></p> <ul style="list-style-type: none"> <li>• Divide the class into three expert groups to research the function and purpose of the World Trade Organization, the World Bank, and the International Monetary Fund. Each expert group should pick a case example of a country that has recently been involved with the organization in question. Have students research the case study to             <ul style="list-style-type: none"> <li>– summarize the case—why the organization is involved with that country</li> <li>– examine and compare two to viewpoints on the situation</li> <li>– make a personal evaluation of the effectiveness of the organization’s assistance to that country</li> <li>– propose viable alternatives to the organization’s dealings with the country.</li> </ul> </li> </ul> <p>Encourage students to use a range of media types (e.g., print, broadcast, Internet) and sources (e.g., alternative, special interest, mainstream) in their research. After their research, have students reform into mixed groups consisting of at least one organization expert per group. Have them share their case studies, while their group members take notes. These new groups should evaluate if the intended purpose of the organization is being served or not, and prepare a summary of opinions to be presented to class.</p> <p><b>Research and presentation</b></p> <ul style="list-style-type: none"> <li>• Have students work in groups to research a specific economic dispute between Canada and the USA (e.g., softwood, water) that has had a ruling or judgment. Alternately students could choose a trade issue between the USA and Mexico or between Canada and Mexico. Students should present their findings in a format of their choice (e.g., oral report, written report, multimedia report, electronic slide show, web site).</li> </ul>	<ul style="list-style-type: none"> <li>• Use a peer and self-assessment approach in relation to the group work and research tasks for this activity (including note taking, shared research responsibilities, discussion participation and facilitation). Assessment can be in form of a worksheet, daily exit slips, or in journal format (written or audio recording).</li> <li>• Have students organize and submit the various viewpoints from the jigsaw activity in a chart or poster format, including their bibliography. Look for evidence of their ability to             <ul style="list-style-type: none"> <li>– relate key features of 20th century economic ideologies, particularly capitalism and communism, to the case</li> <li>– relate key features of 20th century Canadian political ideologies, specifically conservatism vs. liberalism, to the case</li> <li>– include a detailed, accurate bibliography representing a range of information types and sources</li> <li>– use clear and reasoned arguments.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Use a teacher and peer evaluation sheet to assess students’ work in relation to criteria such as those outlined in the assessment instrument provided at the end of this unit (<b>Economic Dispute</b>).</li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Mock trial</b></p> <ul style="list-style-type: none"> <li>• Have students examine a case example of civic action related to a global economic issue (e.g., 1997 APEC demonstrations in Vancouver, 1999 WTO protests in Seattle, 2003 WTO demonstrations in Montreal). As a class or in groups, conduct an initial analysis with respect to considerations of               <ul style="list-style-type: none"> <li>– who was involved</li> <li>– the focus of the protest</li> <li>– the issues for the civic activists</li> <li>– what happened</li> <li>– how the authorities dealt with it</li> <li>– the ethics of this response</li> <li>– how effective this method of civic action was (i.e., Were changes made?)</li> </ul> </li> </ul> <p>Follow up with a brief class discussion on how effective the method of civic action was (i.e., were changes made?), and look at alternative effective methods of protest, especially if the consensus amongst the students is that it was not effective. Encourage students to think about all the ways in which the protest may have had a positive impact, even if the protest was “shut down” by authorities.</p>	<ul style="list-style-type: none"> <li>• Have students demonstrate their understanding of the issue through a mock trial. As a class, determine who will be on trial—either the economic body (e.g., the WTO) for the issues the activists have raised, or the activists for their actions during the demonstrations. To prepare for the trial, have students in groups conduct further research into the arguments for and against the decision or issue in question. As a class create summary notes (on the board or for distribution) of evidence gathered from each group supporting both sides.</li> </ul> <p>Assign roles for a mock trial, including the accused (the organization), prosecution and defence legal teams, a jury, judge, witnesses, and other required roles. Have the defence and prosecution conduct further work and research to develop arguments for their case. The jury should come up with a verdict based on close examination of all evidence. Those students designated as witnesses can be assigned roles or alternately have to choose, on their own, a realistic character as defence or prosecution witness. Provide opportunities for students to conduct further research to develop their story and role.</p> <p>Have students submit all their preparation research along with a summary journal entry that reflects on the mock trial process. The sample rating scales provided at the end of this unit (<b>Mock Trial</b>) contains suggested criteria for assessment of this activity in relation to students’ preparation work, mock trial role, and summary journal.</p>
<p><b>Selected Web Sites:</b></p> <ul style="list-style-type: none"> <li>• International Monetary Fund <a href="http://www.imf.org/">http://www.imf.org/</a></li> <li>• World Bank <a href="http://www.worldbank.org">http://www.worldbank.org</a></li> <li>• World Trade Organization <a href="http://www.wto.org">http://www.wto.org</a></li> </ul>	

*Peace and Conflict*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Chart</b></p> <ul style="list-style-type: none"> <li>Review what students already know about international organizations and alliances that govern actions between nations, specifically in relation to peacekeeping and military conflict (e.g., NATO, NORAD, former Soviet bloc, UN, League of Nations). Provide resources or handouts to supplement students' knowledge as required.</li> </ul> <p>As a class, create a chart depicting Canadian involvement in peacekeeping and conflict incidents from the 20<sup>th</sup> and 21<sup>st</sup> centuries. Along the horizontal axis, list specific events in chronological order (e.g., Boer War, WWI, Spanish Civil War, WWII, Korean War, Israel, Suez Crisis, Vietnam War, Belgian Congo, Cyprus, 1991 Gulf War, Bosnia, Kosovo, East Timor, Rwanda, Somalia, Haiti, Afghanistan, Iraq 2003). Divide the class into groups, and assign one or two events to each for research. Groups should provide the following information for their assigned case, to be incorporated in the chart along the vertical axis:</p> <ul style="list-style-type: none"> <li>Canadian involvement</li> <li>Prime Minister and party in power at time of decision</li> <li>names of any international organizations involved</li> <li>general foreign policy at time with respect to Canada's involvement in overseas conflict</li> <li>general attitude of Canadians toward the event and the government's response</li> <li>values behind the government's decisions on foreign policy.</li> </ul> <p>Once the chart is complete, have students work either individually or in their groups to synthesize the information from the chart in written form and examine/explain any changes noted in attitude, policy, and civic identity over time.</p>	<ul style="list-style-type: none"> <li>Assess each group's information entered on the chart for the thoroughness with which each conflict was examined in terms of each category (e.g., minimum of three relevant points per category). Assess students' summaries and conclusions in terms of how well they have used the information from the chart to support their answers as to why these changes in Canadian foreign policy occurred over time, and how Canadian civic identity is reflected in the changes.</li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Have students choose one peacekeeping/conflict event from the chart, and examine it for the following:                             <ul style="list-style-type: none"> <li>– at what point Canada decided to become involved (e.g., WWII, Afghanistan) or to not become involved (e.g., Vietnam War, Iraq 2003)</li> <li>– in what ways Canada became involved (e.g., troops, money)</li> <li>– any controversies surrounding Canada’s involvement</li> <li>– general attitudes nationally and internationally about our involvement.</li> </ul> </li> </ul> <p>After conducting their research, have them present a position on whether they feel Canada should or should not have been involved in the conflict, and why.</p> <p><b>Letter writing</b></p> <ul style="list-style-type: none"> <li>• Have students write a letter to their MP, to the Minister of Defence, or editor of a local newspaper expressing their views on a specific aspect of Canada’s role in peacekeeping. Students could compose their letter on the basis of statements such as one of the following:                             <ul style="list-style-type: none"> <li>– Canada should continue to play a large role in international peacekeeping.</li> <li>– Canada should focus more on peacemaking than peacekeeping.</li> <li>– Canada should remain closely allied with US in conflict situations requiring peacekeeping and conflict intervention.</li> <li>– Canada should take its direction from the UN on peacekeeping and conflict intervention decisions.</li> <li>– Canada should not have participated in the ____ conflict.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students’ position on Canada’s involvement in a peacekeeping/conflict situation can be teacher or peer assessed in terms of                             <ul style="list-style-type: none"> <li>– understanding of the historical facts of the issue with respect to the four points examined</li> <li>– identification of the multiple points of view on the issue</li> <li>– use of multiple sources to research the issue</li> <li>– effectiveness of the communication method used.</li> </ul> </li>   <li>• Assess students’ letters in terms of                             <ul style="list-style-type: none"> <li>– their ability to reflect and make connections among learning from class activities</li> <li>– cite specific cases and evidence to support their position</li> <li>– articulate a clear and reasoned argument</li> <li>– reflect a position on the relationship between peacekeeping and Canadian identity.</li> </ul> </li> </ul>
<p><b>Selected Web Sites:</b></p> <ul style="list-style-type: none"> <li>• CBC Archives <a href="http://archives.cbc.ca/index.asp?IDLan=1">http://archives.cbc.ca/index.asp?IDLan=1</a></li> <li>• Canada and the World <a href="http://canadainternational.gc.ca/Canada_And_The_World-en.asp">http://canadainternational.gc.ca/Canada_And_The_World-en.asp</a></li> </ul>	





PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Research, campaign</b></p> <ul style="list-style-type: none"> <li>• Have students work in groups to brainstorm and discuss guidelines for a successful aid program. Bring the class back together to discuss and achieve a consensus. Considerations for guidelines could include               <ul style="list-style-type: none"> <li>– determining priorities for type of aid that should be given (e.g., food, medical supplies, technology)</li> <li>– budgetary efficiency</li> <li>– success in alleviating underlying problem.</li> </ul> </li> </ul> <p>Have students work in groups to investigate and evaluate a specific foreign aid initiative (by government or non-governmental organization with a Canadian affiliation) with respect to the guidelines they developed. Have the student groups briefly present their aid program in poster or other visual form. After their presentations, have students compare the different programs and as a class come to agreement on one or two “best” programs according to the guidelines they discussed earlier. To facilitate a consensus, have them defend and discuss their choices and keep working, starting in groups of two, then four, then eight, then sixteen, until the whole class agrees.</p>	<ul style="list-style-type: none"> <li>• Assess students’ work in the class discussions, posters, and advertising campaign in terms of how the guidelines were adhered to, and thoroughness of presentation in graphic form. Assess students’ initial evaluation of a foreign aid initiative in terms of adherence to criteria developed. Assess the group discussion for group work guidelines and demonstration of skills and attitudes of active citizenship, such as               <ul style="list-style-type: none"> <li>– open-mindedness</li> <li>– willingness to participate</li> <li>– questioning and promoting discussion</li> <li>– respect for other opinions.</li> </ul> </li> </ul> <p>As an extension, have students prepare a promotional campaign for the programs selected (e.g., posters for the school hallways, article in the school newspaper or web site, radio announcement).</p>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Panel discussion</b></p> <ul style="list-style-type: none"> <li>Assist students in organizing a discussion panel on foreign aid. Participants on the panel can include the local MP, human rights workers, journalists, special interest groups, etc. (If these individuals are not available, invite other teachers or volunteers to take on these roles.) Questions for the panel could include the following:           <ul style="list-style-type: none"> <li>Should aid be primarily the responsibility of the government or non-government sector?</li> <li>How much should the Canadian government put into aid? (increase or decrease, percentage of budget)</li> <li>What aid should be a priority?</li> <li>Should aid be tied to trade? Why or why not?</li> <li>Should the developing world's debt be forgiven? Why or why not?</li> <li>What is the role of World Bank in foreign aid? What should it be?</li> </ul> </li> </ul> <p>As an alternative to the panel discussion have students work independently or in pairs to interview stakeholders about their views on foreign aid.</p>	<ul style="list-style-type: none"> <li>Debrief the panel by asking students to summarize the views and information expressed in written form. Collect students' summaries and evaluate them for the extent to which they           <ul style="list-style-type: none"> <li>analyze viewpoints presented for bias/point of view, accuracy of information compared to other sources, and affiliations of information source</li> <li>state a position in agreement or disagreement with the panel participant's views, and support their choice with reference to specific examples to support their claims</li> <li>explain whether or not their own views changed as a result of this activity, and if so how.</li> </ul> </li> </ul>
<p><b>Selected Web Sites:</b></p> <ul style="list-style-type: none"> <li>Canadian International Development Agency (Government of Canada) <a href="http://www.acdi-cida.gc.ca/index-e.htm">http://www.acdi-cida.gc.ca/index-e.htm</a></li> <li>G8 Canada (Government of Canada) <a href="http://www.g8.gc.ca/menu-en.asp">http://www.g8.gc.ca/menu-en.asp</a></li> <li>Human Security Program (Department of Foreign Affairs and International Trade) <a href="http://www.humansecurity.gc.ca/psh-en.asp">http://www.humansecurity.gc.ca/psh-en.asp</a></li> <li>United Nations <a href="http://www.un.org/english/">http://www.un.org/english/</a></li> </ul>	

**Assessment Instrument**  
**ECONOMIC DISPUTE**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Rating (0-3)	Criteria—To what extent does the student
	<ul style="list-style-type: none"> <li>explain or summarize the issue</li> </ul>
	<ul style="list-style-type: none"> <li>outline the FTAA/NAFTA provisions that apply to the issue</li> </ul>
	<ul style="list-style-type: none"> <li>identify the concerned parties on both sides and what their perspectives and needs are</li> </ul>
	<ul style="list-style-type: none"> <li>summarize decisions by government that have been made with the respect to the issue, and which Canadian, US, and/or Mexican government entities were responsible for negotiating those issues or setting up agreements with regard to the issue (including the initial free trade agreement)</li> </ul>
	<ul style="list-style-type: none"> <li>evaluate in whose best interest the decisions were made and why, and determine if there were there any limiting factors</li> </ul>
	<ul style="list-style-type: none"> <li>describe how the political ideologies of the particular parties that were involved in each decision were reflected in the outcome</li> </ul>
	<ul style="list-style-type: none"> <li>evaluate and critique the dynamics of power between the two nations and of the structure/provisions of NAFTA/ FTAA.</li> </ul>
	<ul style="list-style-type: none"> <li>explain the economic impact of the provision(s) on both countries (direct and indirect effects on sectors of the economy)</li> </ul>
	<ul style="list-style-type: none"> <li>explain the social impact of the provision(s) on both countries (e.g., how are groups within the population impacted, and are different groups impacted differently?)</li> </ul>
<p>Comments:</p>	

Key: 3=excellent, 2=satisfactory, 1=needs improvement, 0=not evident

**Assessment Instrument**  
**MOCK TRIAL—ROLES**

Key: 5—Exceeds Expectations; 4—Fully Meets Expectations; 3—Adequately Meets Expectations; 2—Minimally Meets Expectations; 1—Not Yet within Expectations

<b>Lawyers (Defence &amp; Prosecution)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>• excellent enthusiasm and professional demeanour</li> <li>• well modulated and paced speaking</li> <li>• rare use of notes as script</li> <li>• clear direction and purpose to questioning; very insightful questions</li> <li>• great flexibility and creativity in fashioning questions in response to witness testimony</li> <li>• very thorough familiarity with case</li> <li>• effective and accurate objections</li> <li>• poised, effective answers to judge’s questions</li> <li>• assertive, respectful interactions with judge</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• professional demeanour and enthusiastic in role</li> <li>• speaking is clear</li> <li>• occasional use of notes as script</li> <li>• direction and purpose to questioning; relevant questions</li> <li>• flexibility in fashioning questions in keeping with witness testimony</li> <li>• familiarity with case</li> <li>• effective and accurate objections</li> <li>• able to answer judge’s questions</li> <li>• assertive, respectful interactions with judge</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• some lapses but generally stays in role as lawyer</li> <li>• some hesitancy and inconsistency in voice projection</li> <li>• refers regularly to notes as script</li> <li>• direction and purpose to questioning</li> <li>• relies partly on prepared questions, but shows some flexible responses to witness testimony</li> <li>• adequate knowledge of case</li> <li>• some objections; not always sure when to object</li> <li>• sometimes able to answer judge’s questions</li> <li>• displays some shyness or out-of-role interactions with judge</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• minimal participation and enthusiasm</li> <li>• speaking can be hard to discern</li> <li>• overly reliant on notes</li> <li>• little purpose to questioning</li> <li>• limited ability to respond to witness testimony flexibly</li> <li>• significant gaps in knowledge of case</li> <li>• seldom able to answer judge’s questions or make accurate objections</li> <li>• uncomfortable or inappropriate communication with judge</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• participation and enthusiasm rarely evident</li> <li>• very broken speaking</li> <li>• complete reliance on notes throughout trial</li> <li>• no purpose to questions</li> <li>• no flexible engagement with witness with respect to questioning</li> <li>• knowledge of case non-existent or not expressed</li> <li>• not able to answer judge’s questions or make objections</li> <li>• uncomfortable or inappropriate communication with judge</li> </ul>

<b>Accused (Defendant)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>• highly believable and enthusiastic performance</li> <li>• very thorough familiarity with case</li> <li>• high ability to infer information from case</li> <li>• answers within scope of case</li> <li>• able to respond effectively with poise to opposing attorney</li> <li>• highly realistic emotional responses</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• shows enthusiasm in role; believable performance</li> <li>• familiarity with case</li> <li>• able to keep answers within scope of case</li> <li>• able to respond effectively to opposing attorney</li> <li>• appropriate emotional responses</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• participates adequately in role; mostly believable</li> <li>• mostly familiar with case</li> <li>• usually able to keep answers within scope of case</li> <li>• responds adequately to opponent</li> <li>• emotional responses within scope of role</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• minimal participation and enthusiasm</li> <li>• some familiarity with case</li> <li>• answers not generally within scope of case</li> <li>• sometimes able to respond to opposing attorney</li> <li>• emotional responses are rarely realistic</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• participation and enthusiasm are rarely evident; unbelievable performance</li> <li>• little familiarity with case</li> <li>• answers poorly connected to scope of case</li> <li>• has little ability to respond to opponent</li> <li>• no appropriate emotional responses to role</li> </ul>
<b>Witnesses</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>• enthusiastic, believable performance</li> <li>• appropriate emotional responses</li> <li>• completely familiar with case</li> <li>• clear ability to infer information from case</li> <li>• all answers within scope of case</li> <li>• able to respond with poise to opposing attorney</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• mostly believable and enthusiastic performance</li> <li>• good familiarity with case</li> <li>• ability to infer information from case</li> <li>• usually able to keep answers within scope of case</li> <li>• responds comfortably to opposing attorney</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• adequate performance in role</li> <li>• adequate familiarity with case</li> <li>• some ability to infer information from case</li> <li>• sometimes able to keep answers within scope of case</li> <li>• usually able to respond to opposing attorney</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• limited participation and enthusiasm</li> <li>• some familiarity with case</li> <li>• seldom able to keep answers within scope of case</li> <li>• poor response to opposing attorney</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• participation and enthusiasm rarely evident and little attempt to be believable</li> <li>• answers frequently with wrong information from case facts outside of witness statement</li> <li>• rarely able to understand and respond to opposing attorney</li> </ul>

<b>Judge</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>• fully engaged in and is enthusiastic and believable in role</li> <li>• demonstrates full understanding of issues/charges all aspects of case</li> <li>• shows full understanding of types of questions applicable to examination in chief, cross examination, and re-direct</li> <li>• excellent review and presentation of key facts to jury</li> <li>• highly skilled at directing proceedings and behaviour in courtroom</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• realistic and enthusiastic in role</li> <li>• good grasp of information in the case</li> <li>• good knowledge of kinds of questions used in examination, cross-examination and re-direct, and responds to objections and proceedings accordingly</li> <li>• capable of presenting key facts of case to jury</li> <li>• able to keep order in court proceedings</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• participates adequately in role</li> <li>• shows adequate understanding of case</li> <li>• adequate understanding and directing of types of questions used by attorneys</li> <li>• presents basic key facts to jury</li> <li>• keeps basic order in court</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• minimal participation and enthusiasm</li> <li>• shows inconsistent understanding of case</li> <li>• not clear about types of questions used in proceedings and mostly unsure how to respond</li> <li>• no clear grasp of facts in review to jury</li> <li>• demonstrates poor understanding of role of keeping order in court</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• participation and enthusiasm are rarely evident</li> <li>• knowledge of case very limited</li> <li>• no understanding or directing of types of questions used by attorneys in courtroom</li> <li>• not able to present key facts to jury</li> <li>• makes no effort to direct proceedings in court</li> </ul>
<b>Jury Members</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>• take on role fully and show realism</li> <li>• give full attention to and take outstanding and organized notes during entire case</li> <li>• excellent group work skills demonstrated during deliberation</li> <li>• thorough job of weighing all evidence in making final decision</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• realistic and shows enthusiasm in role</li> <li>• takes good notes on case; pays attention</li> <li>• works well as group member during deliberation</li> <li>• fair job of weighing all evidence in making final decision</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• participates adequately in role</li> <li>• takes adequate notes on case; sometimes loses focus</li> <li>• group work skills demonstrated adequately during deliberation</li> <li>• makes an adequate attempt to weigh evidence in making decision</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• participation and enthusiasm minimal</li> <li>• notes taken during case are sketchy and often not paying attention</li> <li>• poor effort put into group work during deliberation</li> <li>• only partially and poorly based decision on weighing of evidence</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• participation and enthusiasm rarely evident</li> <li>• makes almost no effort to take notes</li> <li>• makes virtually no effort to participate in deliberation</li> <li>• no attempt to weigh evidence in final decision</li> </ul>

<b>Court Clerk</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>• enthusiastic, believable performance, demeanour is professional</li> <li>• fully familiar with courtroom protocol</li> <li>• loud clear voice</li> <li>• accurate timekeeping</li> <li>• highly respectful</li> <li>• responds quickly to time checks</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• believable performance, demeanour generally professional</li> <li>• familiar with courtroom most protocol</li> <li>• clear voice</li> <li>• accurate timekeeping</li> <li>• shows respect in role</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• participates adequately in role, appropriate demeanour</li> <li>• familiar with basic courtroom protocol</li> <li>• adequate voice</li> <li>• adequate timekeeping</li> <li>• occasional slips in demonstration of respect</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• enthusiasm minimal, not always appropriate demeanour</li> <li>• little familiarity with courtroom protocol</li> <li>• unclear voice</li> <li>• trouble with accurate timekeeping</li> <li>• poor attempt to show respect in courtroom role</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• participation and enthusiasm rarely evident</li> <li>• no familiarity with courtroom protocol</li> <li>• low, unclear voice</li> <li>• no effort to keep time</li> <li>• no demonstration of respect in role</li> </ul>
<b>Sheriff (Bailiff)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>• enthusiastic, believable performance, demeanour is professional</li> <li>• very high familiarity with courtroom protocol</li> <li>• loud, clear voice</li> <li>• assertive crowd control</li> <li>• clear announcement of expected courtroom behaviour</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• enthusiastic, believable performance, professional demeanour</li> <li>• high familiarity with courtroom protocol</li> <li>• clear voice</li> <li>• good at controlling crowd</li> <li>• clear announcement of expected courtroom behaviour</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• participation and demeanour adequate and believable</li> <li>• familiar with courtroom protocol</li> <li>• adequate voice</li> <li>• attempts to control crowd</li> <li>• adequate announcement of expected courtroom behaviour</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• enthusiasm minimal, adequate demeanour</li> <li>• little familiarity with courtroom protocol</li> <li>• often quiet voice</li> <li>• sporadic attempt at crowd control</li> <li>• poorly communicated expectations of courtroom behaviour</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• participation and enthusiasm rarely evident</li> <li>• no familiarity with courtroom protocol</li> <li>• voice mostly inaudible</li> <li>• no attempt at crowd control</li> <li>• no or limited attempt to communicate expectations of courtroom behaviour</li> </ul>



**Assessment Instrument**  
**MOCK TRIAL—PREPARATION AND SUMMARY**

<p><b>5</b> Exceeds Expectations</p>	<ul style="list-style-type: none"> <li>• Initial Case Analysis: very thorough examination of the 5 Ws (Who, What, Where, When, Why); issues for the activists are explained in great detail; demonstrates thorough knowledge of globalization, power dynamics among the parties concerned</li> <li>• Summary of Arguments for/against the accused: 5 or more points per side, very clearly explained in detail</li> <li>• Bibliography: in correct format, minimum of 10 sources, representing a range of media types</li> <li>• Journal Summary: shows outstanding and detailed insight into personal learning process; own verdict of case is well supported by a thorough summary of evidence</li> </ul>
<p><b>4</b> Fully Meets Expectations</p>	<ul style="list-style-type: none"> <li>• Initial Case Analysis: good examination of the 5 Ws. Issues for the activists are understood; connections to globalization and power dynamics among the parties are made</li> <li>• Summary of Arguments for / against the accused: minimum 4 points per side, explained in full sentences</li> <li>• Bibliography: 1-2 minor errors in format: at least 7 sources representing 2-3 media types</li> <li>• Journal Summary: explains personal learning process well; own verdict of case is supported by a good summary of evidence</li> </ul>
<p><b>3</b> Adequately Meets Expectations</p>	<ul style="list-style-type: none"> <li>• Initial Case Analysis: examines most of the 5 Ws; basic issues for the activists are understood</li> <li>• Summary of Arguments for / against the accused: minimum 2-3 points per side</li> <li>• Bibliography: some errors in format: at least 4 sources; 1-2 sources from alternate media</li> <li>• Journal Summary: 1-2 aspects of personal learning are discussed; own verdict of case is supported by evidence</li> </ul>
<p><b>2</b> Minimally Meets Expectations</p>	<ul style="list-style-type: none"> <li>• Initial Case Analysis: some examination of the 5 Ws; very basic description of the issues for the activists</li> <li>• Summary of Arguments for / against the accused: 1 or 2 points per side</li> <li>• Bibliography: format mostly incorrect; 1-3 sources from the same media type</li> <li>• Journal Summary: personal learning is not adequately understood or described; own verdict of case is poorly supported by the evidence</li> </ul>
<p><b>1</b> Not Yet within Expectations</p>	<ul style="list-style-type: none"> <li>• Initial Case Analysis: very little description of the 5 Ws. Issues for activists not clear</li> <li>• Summary of Arguments for / against the accused: up to one argument per side; arguments not clearly understood or explained</li> <li>• Bibliography: format completely incorrect; only 1 source used</li> <li>• Journal Summary: personal learning description not attempted; own verdict of case not supported by any evidence</li> </ul>





## LEARNING RESOURCES

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### *Civic Studies 11*



**T**his section contains general information on learning resources, and provides the titles, descriptions, and ordering information for the recommended learning resources in the Grade Collection for Civic Studies 11.

### ***What Are Recommended Learning Resources?***

Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators and have Minister's Order granting them provincial recommended status. These resources may include print, video, software and CD-ROMs, games and manipulatives, and other multimedia formats. They are generally materials suitable for student use, but may also include information aimed primarily at teachers.

Information about the recommended resources is organized in the format of a Grade Collection. A Grade Collection can be regarded as a "starter set" of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. Teachers may also wish to supplement Grade Collection resources with locally approved materials.

### ***What Kinds of Resources Are Found in a Grade Collection?***

Learning resources in a Grade Collection are categorized as either comprehensive or additional. Comprehensive resources provide a broad coverage of a significant number of the learning outcomes. Additional resources are more topic-specific and support individual curriculum organizers or clusters of outcomes.

The ministry updates the Grade Collection on a regular basis on the ministry web site

[http://www.bced.gov.bc.ca/irp\\_resources/lr/resource/gradcoll.htm](http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm)

Please check this site for the most current list of recommended learning resources in the Grade Collection for each IRP.

### ***How Can Teachers Choose Learning Resources to Meet Their Classroom Needs?***

Teachers must use either:

- provincially recommended resources  
OR
- resources that have been evaluated through a local, board-approved process.

Prior to selecting and purchasing new learning resources, an inventory of those resources that are already available should be established through consultation with the school and district resource centres. The ministry also works with school districts to negotiate cost-effective access to various learning resources.

Information about ministry initiatives to support resource acquisition can be found at:

[http://www.bced.gov.bc.ca/irp\\_resources/lr/resource/res\\_main.htm](http://www.bced.gov.bc.ca/irp_resources/lr/resource/res_main.htm)

### ***What Are the Criteria Used to Evaluate Learning Resources?***

The Ministry of Education evaluates learning resources that support BC curriculum and that will be used by teachers and/or students for instructional and assessment purposes. Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.

Additional information concerning the review and selection of learning resources is available from the ministry publication, *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2002)  
[http://www.bced.gov.bc.ca/irp/resdocs/esm\\_guide.pdf](http://www.bced.gov.bc.ca/irp/resdocs/esm_guide.pdf)

**What Funding is Available for Purchasing Learning Resources?**

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

**GRADE COLLECTION**

The Grade Collection charts list the recommended learning resources by media format, showing links to the curriculum organizers. The chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date








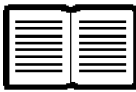

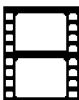






ordering information. Most suppliers maintain web sites that are easy to access.

**Web Sites**

Due to their transitory nature, web sites are not typically evaluated as part of the provincial evaluation process. However, in some cases, the Internet is the most up-to-date source of information relevant to students in Civic Studies 11. A selected set of useful web sites for Civic Studies 11 is provided at the end of this section. This alphabetical list includes non-commercial Canadian web sites that are either government sponsored or hosted by an education partner or nationally regulated institution. These web sites do not have Recommended status, and as with all supplementary resources, local approval is required before use. These sites are intended to be useful for student research and/or to assist teachers in developing lesson plans and assessment activities.

**MEDIA ICONS KEY**

The following icons identify the media formats of the recommended resources in the annotated bibliographies of the Grade Collection. Not all media formats are found in each Grade Collection.


	<i>Audio Cassette</i>		<i>Multimedia</i>		<i>Software</i>
	<i>CD-ROM</i>		<i>Music CD</i>		<i>Video</i>
	<i>DVD</i>		<i>Print Materials</i>		<i>Video Series</i>
	<i>Film</i>		<i>Print Series</i>		<i>Web Site</i>
	<i>Games/ Manipulatives</i>		<i>Record</i>		
	<i>Kit</i>		<i>Slides</i>		

**CIVIC STUDIES – GRADE 11  
GRADE COLLECTION**

*Current as of March 2005. For latest updates go to  
[http://www.bced.gov.bc.ca/irp\\_resources/lr/resource/gradcoll.htm](http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm)*

	Skills and Processes in Civic Studies	Informed Citizenship	Civic Deliberation	Civic Action
<b>Comprehensive Resources</b>				
Canadian by Conviction: Asserting Our Citizenship				
Civics: Participating in a Democratic Society				
Civics Today				
<b>Additional Resources – Print</b>				
Aboriginal Peoples: Building for the Future	✓	✓		
Active Citizenship: Student Action Projects	✓	✓	✓	✓
Canada And The Holocaust	✓	✓	✓	
Canadian and World Politics	✓	✓	✓	
Canadian Issues: A Contemporary Perspective		✓		
Canadian-American Relations		✓		
Caring for Young People's Rights	✓	✓	✓	✓
The Charter of Rights and Freedoms: A Guide For Canadians	✓	✓		
A Citizen's Guide to Government, Third Edition	✓	✓		
Citizenship and Government		✓		
The Citizenship Handbook: A Guide to Democratic Rights & Responsibilities for New Canadians		✓		
Citizenship: Rights and Responsibilities	✓	✓		
Civics Canada Textbook	✓	✓	✓	✓
Critical Challenges in Law and Government: Canada's Constitutional Crisis - A Simulation	✓	✓	✓	✓
Critical Challenges in Law and Government: Parliament in Session - A Simulation	✓	✓	✓	

 Indicates satisfactory to good support for the majority of the learning outcomes within the curriculum organizer.

 Indicates support for one or more learning outcomes within the curriculum organizer.

 Indicates minimal or no support for the prescribed learning outcomes within the curriculum organizer.

	Skills and Processes in Civic Studies	Informed Citizenship	Civic Deliberation	Civic Action
<b>Additional Resources – Print (con't)</b>				
Democratic Rules of Order, Seventh Edition	✓			
Global Links: Connection Canada	✓	✓		
Government Participating in Canada	✓	✓	✓	
Human Rights in the Asia Pacific 1931-1945: Social Responsibility and Global Citizenship	✓	✓	✓	
Immigration in 20th Century Canada	✓	✓	✓	✓
Internment and Redress: The Japanese Canadian Experience	✓	✓	✓	✓
Judicial Independence Is For You	✓	✓	✓	
Nationalism and French Canada	✓	✓		
New Directions in Youth Justice	✓	✓	✓	
No-Nonsense Guide to Democracy	✓	✓		
Student Vote 2003 - Curriculum Supplement	✓	✓	✓	✓
Take Action! A Guide to Active Citizenship	✓	✓	✓	✓
Take More Action	✓	✓	✓	✓
World Affairs: Defining Canada's Role	✓	✓		
Youth, Unions, and You: A Secondary Teacher's Guide to Labour Studies for B.C. Schools			✓	✓
<b>Additional Resources – Print Series</b>				
Advanced Mock Trial	✓	✓	✓	
Global Learner Series	✓	✓	✓	✓
<b>Additional Resources – Video/DVD</b>				
Biodemocracy: Making a Difference			✓	✓
Bronwen & Yaffa (Moving Towards Tolerance)	✓	✓	✓	✓
Canadian Entrepreneurs in Action Overseas		✓	✓	✓
Discordia: When Netanyahu Came to Town...	✓	✓	✓	✓
Dove Days; Journeys with Pakistan's Insan Street Theatre	✓		✓	✓
A Drop in the Ocean		✓	✓	✓
The Fence		✓		✓
Forgive Us Our Debts	✓	✓	✓	✓



	Skills and Processes in Civic Studies	Informed Citizenship	Civic Deliberation	Civic Action
<b>Additional Resources – Video/DVD (con't)</b>				
Global Citizens: Canadians Reaching Out to the World		✓		✓
The Global Economy: Globalization	✓	✓	✓	✓
Helen's War			✓	✓
In the Shadow of Gold Mountain	✓	✓		
Is the Crown At War With Us?	✓	✓	✓	✓
Peanuts		✓		✓
People Power: How to Bring About Change Using Democratic Processes		✓	✓	✓
The Power of Partnership		✓		✓
Ryan's Well		✓	✓	✓
Silence of the Strings: A Community Movement for Music - the Documentary		✓	✓	✓
The Spirit of Annie Mae		✓		✓
Stories From the Field		✓	✓	✓
Sweatin' It!		✓		✓
Talk Mogadishu: Media Under Fire		✓	✓	✓
TV on Trial - Should Cameras Be Allowed in Canadian Courtrooms?	✓	✓	✓	
Unveiled: The Truth Behind the Myth		✓	✓	✓
Up From the Ashes: The Fight for a New Tobacco Act			✓	✓
View From the Summit		✓	✓	✓
Working for Change: Active Global Citizenship	✓	✓	✓	✓
A World of Change				✓
The World Stopped Watching	✓		✓	✓
Your Place in History: Historica Minutes		✓		✓
<b>Additional Resources – Video Series</b>				
Spirit World: The Story of the Mi'kmaq		✓	✓	✓
<b>Additional Resources – Multimedia</b>				
Canadian Parliamentary Democracy	✓	✓	✓	✓
<b>Additional Resources – Software, CD-ROM, Web-based</b>				
Civics Canada Online	✓	✓	✓	✓
Exploring Canada's Electoral System	✓	✓		
Voices: Getting the Vote	✓	✓	✓	✓



**Aboriginal Peoples: Building for the Future**

**Author(s):** *Reed, K.*

**General Description:**

Introductory survey package presents an overview of Aboriginal peoples in Canada in the 20th century. It explores changing cultures, achievements, and views on major events and issues, including self-government. The information supports the learning outcomes that focus on culture and First Nations. Colour photographs, works of art, illustrations, charts, and graphs support topics in the student text, presented in two- or four-page spreads. Case studies, biographical profiles, eyewitness reports, primary sources, timelines, and a glossary complement the text. The teacher's guide presents a series of activities designed to support student comprehension, application and extension of knowledge, and stimulate student interest. A minimum of one activity directly relates to the content in each chapter of the text.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Oxford University Press (Ontario)*

70 Wynford Drive  
Don Mills, ON M3C 1J9

Telephone: (416) 441-2941

Fax: (416) 441-0345

Toll Free: 1-800-387-8020

Web Address: [www.oupcan.com](http://www.oupcan.com)

**Price:** Student Text: \$18.95

Activities: \$18.50

**ISBN/Order No:** Student Text: 0-19-541280-X

Activities: 0-19-541331-8

**Copyright:** 1999

**Year Recommended in Grade Collection:** 2005



**Active Citizenship: Student Action Projects**

**Author(s):** *Case, R. et al.*

**General Description:**

This excellent resource lays out a series of steps for student action projects, and focuses on how to organize and assist students in the processes required to put a plan of action in place.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** The Critical Thinking Consortium (TC<sup>2</sup>)

University of British Columbia  
Education Building  
6365 Biological Sciences Road  
Vancouver, BC V6T 1Z4

Telephone: 604-822-9297

Fax: 604-822-6603

**Price:** \$27.95

**ISBN/Order No:** 0-86491-260-9

**Copyright:** 2004

**Year Recommended in Grade Collection:** 2005



### Advanced Mock Trial

**General Description:**

Mock trials with a set of seven books, a guide and specific court cases by the Law Courts Education Society of BC. Based on real court cases, they guide students through roles and procedures, and provide all necessary information for each part in trial. Very detailed, thorough and well explained, but lacking somewhat in evaluation and assessment tools, i.e., no rubric to evaluate trial.

**Caution:** *Mock trials are time-consuming and may take away from time to engage in other mock processes, such as mock elections and parliament, which are also very central to civic studies. This resource is most suited to Law 11 and 12, although it aligns well with civics curriculum organizers.*

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Law Courts Education Society of B.C.*

260-800 Hornby Street  
Vancouver, BC V6Z 2C5

Telephone: (604) 660-9870

Fax: (604) 775-3476

Web Address: [www.lawcourtsed.ca](http://www.lawcourtsed.ca)

**Price:** Guide: \$10.00  
Each Trial: \$15.00

**ISBN/Order No:** Guide: 0-7726-7432-9  
Each Trial: Various

**Copyright:** 2002

**Year Recommended in Grade Collection:** 2005



### Biodemocracy: Making a Difference

**General Description:**

This 38-minute video gives an enlightening critique of the biotech industry and genetic engineering. Dr. David Suzuki serves as spokesperson for the voice of those who want this new technology to be studied before applying it. The film examines the convergence of biotechnology, genetic engineering, and big business. The central point of this video is that adequate safety precautions are not taken prior to introducing genetically modified products into the marketplace.

**Caution:** *Does not fairly assess the viewpoint of the GMOs or scientists that support the introduction of genetic engineering. Lack of balance in viewpoints discussed.*

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *National Film Board of Canada*

200-1385 West 8th Avenue  
Vancouver, BC V6H 3V9

Telephone: (604) 666-3838

Fax: (604) 666-1569

Toll Free: 1-800-267-7710

Web Address: [www.nfb.ca](http://www.nfb.ca)

**Price:** \$49.95

**ISBN/Order No:** C0102 205

**Copyright:** 2003

**Year Recommended in Grade Collection:** 2005



**Bronwen & Yaffa (Moving Towards Tolerance)**

**General Description:**

This video of just over 27 minutes, depicts a grassroots movement to establish and fund-raise for Eastcoast Against Racism (EAR) in Halifax. The movement is spearheaded by two young people, Yaffa and Bronwen, and targets young people.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *National Film Board of Canada*

200-1385 West 8th Avenue  
Vancouver, BC V6H 3V9

Telephone: (604) 666-3838

Fax: (604) 666-1569

Toll Free: 1-800-267-7710

Web Address: [www.nfb.ca](http://www.nfb.ca)

**Price:** \$49.95

**ISBN/Order No:** 9196 110

**Copyright:** 1996

**Year Recommended in Grade Collection:** 2005



**Canada And The Holocaust**

**General Description:**

This 91-page resource examines the connections between Canadian immigration policies and Jewish refugees from Nazi Germany. Specifically the resource delves into four case studies on the Jewish experience during the Holocaust. Case 1 investigates Canada's discriminatory immigration policies; Case 2 reviews and assesses the case of the S.S. St. Louis; Case 3 takes one through the events of the Evian Conference; and Case 4 assesses Canada's contribution to the post-war Jewish refugee crisis.

**Caution:** *The "guidelines for teaching about the Holocaust" should be reviewed prior to teaching this unit.*

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Government Publication Services*

563 Superior Street  
P.O. Box 9452 Stn Prov Govt  
Victoria, BC V8W 9V7

Telephone: (250) 387-6409

Fax: (250) 387-1120

Toll Free: 1-800-663-6105

Web Address: [www.publications.gov.bc.ca](http://www.publications.gov.bc.ca)

**Price:** \$9.45

**ISBN/Order No:** 0-7726-4298-2/RB0118

**Copyright:** 2000

**Year Recommended in Grade Collection:** 2005



**Canadian and World Politics**

**Author(s):** *Ruypers, J. et al.*

**General Description:**

*Canadian and World Politics* is a text designed for Grade 12 academic students. It is probably more detailed than most classes in Civics 11 would require, but is nevertheless highly recommended as an additional resource. Its four units are the nature of politics, decision making and participation, politics, and internationalism and the global community. It provides in-depth coverage of these topics and the teacher guide includes rubrics for assessment, a test bank, and answer keys.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Emond Montgomery Publications Ltd.*

60 Shaftesbury Avenue  
Toronto, ON M4T 1A3

Telephone: (416) 975-3925

Fax: (416) 975-3924

Toll Free: 1-888-837-0815

Web Address: [www.emp.ca](http://www.emp.ca)

**Price:** Student Text: \$72.95

Teacher's Resource: \$99.95

**ISBN/Order No:** Student Text: 1-55239-097-7

Teacher's Resource: 1-55239-148-5

**Copyright:** 2005

**Year Recommended in Grade Collection:** 2005



**Canadian by Conviction: Asserting Our Citizenship**

**Author(s):** *Brune, N. et al.*

**General Description:**

This comprehensive multi-media package aligns well with the Civic Studies 11 course. The resource comprises: 1) a colourful, well-organized, 265-page hardcover student text with informed, purposeful, and active citizenship areas integrated throughout; 2) a comprehensive 261-page teacher's resource binder which features teaching suggestions, key curricular expectations, answers to end-of-chapter questions, assessment rubrics, and blackline masters; and, 3) a 75-minute video that elaborates on a variety of subjects discussed in the student text, portraying student-centred stories and promoting the civic action component of the course. A computerized test bank is also available to accompany this resource.

Although this learning resource was developed for the Ontario Civics 10 curriculum, it can be easily adapted to, and is appropriate for, BC's Civic Studies 11 course. The inclusion of a youth perspective throughout the resource encourages a significant student connection to the material. "Risktakers and Changemakers" and "Youth on the Move" highlight individual case studies about the contributions and achievements of young Canadian citizens.

**Caution:** *Video: Chapter 6 on teen deaths could be very emotional for some students who may have experienced similar situations. Video: Chapter 7 could possibly be a difficult topic, as it deals with violence in schools.*

**Audience:** *General*

*ESL - content is clear and easy to follow. Layout and headings are good organizers*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Thomson Nelson*

1120 Birchmount Road  
Scarborough, ON M1K 5G4

Telephone: (416) 752-9448

Fax: (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-067

Web Address: [www.nelson.com](http://www.nelson.com)

**Price:** Student Text: \$43.45

Teacher's Resource Binder: \$108.95

Video Component Teacher's Resource: \$226.45

**ISBN/Order No:** Student Text: 0-7715-8198-X

Teacher's Resource Binder:

0-7715-8199-8

Video Component Teacher's

Resource: 0-7715-8195-5

**Copyright:** 2000

**Year Recommended in Grade Collection:** 2005



**Canadian Entrepreneurs in Action Overseas**

**General Description:**

This brief, 10½-minute video depicts a number of Canadian business investment stories related to 'tied-aid' and the role of the Canadian International Development Agency (CIDA).

**Caution:** *This video is mainly concerned with 'tied-aid.'*

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *CinéFête*

1586, Fleury Est, Bureau 210  
Montréal, QC H2C 1S6

Telephone: (514) 858-0300

Fax: (514) 858-0442

Toll Free: 1-800-858-2183

**Price:** Check with supplier

**ISBN/Order No:** Not available

**Copyright:** 2000

**Year Recommended in Grade Collection:** 2005



**Canadian Issues: A Contemporary Perspective**

**General Description:**

Many of the eleven units in this resource are suitable for use in supporting the history content of the learning outcomes. The activities provide some adaptable skill builders and case studies. Provides a good platform for integration of skills, history, and potential civic activity. The resource also supports the environment and geography themes.

**Caution:** *A debate activity on pages 16-17 regarding the assimilation of First Nations may require teacher modification/adaptation.*

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Oxford University Press (Ontario)*

70 Wynford Drive  
Don Mills, ON M3C 1J9

Telephone: (416) 441-2941

Fax: (416) 441-0345

Toll Free: 1-800-387-8020

Web Address: [www.oupcan.com](http://www.oupcan.com)

**Price:** Student Text: \$48.50

Teacher's Guide: \$125.00

Text Item Bank: \$115.00

**ISBN/Order No:** Student Text: 0-19-541134-X

Teacher's Guide: 0-19-541239-7

Text Item Bank: 0-19-541589-2

**Copyright:** 1998

**Year Recommended in Grade Collection:** 2005



**Canadian Parliamentary Democracy**

**General Description:**

Canada's Library of Parliament has compiled a teacher's kit on Canadian Parliamentary Democracy. The kit contains a number of resources that, together, provide a very good overall explanation of the structure of Canadian government, especially Parliament (Governor General, Senate, House of Commons) with special emphasis on the role, structure, and work of the Senate. Teacher's guide is provided with a 22-minute video. Electronic education resources are available on the Parliament of Canada Web site at: <http://www.parl.gc.ca/education/>

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Library of Parliament/Bibliothèque du Parlement*

Parliamentary Public Programs/Programmes  
parlementaires destinés au public

940, 90 Sparks  
Ottawa, ON K1A 0A9

Telephone: 613-996-6064

Fax: (613) 992-3611

**Price:** Teacher's Kit: Free of charge

Video: \$8.99

**ISBN/Order No:** Not available

**Copyright:** 2003

**Year Recommended in Grade Collection:** 2005



**Canadian-American Relations**

**Author(s):** Leskun, C. et al.

**General Description:**

This is an interesting large-format, scrapbook-style student text with a teacher's resource that includes blackline masters for higher-order responses to the information developed from the primary sources provided. Uses primary source material such as newspaper articles, photos, etc., to document the growth and changing nature of Canada's relationship with the United States. The resource is particularly useful for the informed citizen section of the learning outcomes, where the focus is on comparing Canada to the United States, and Canada's role as a global citizen.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *McGraw-Hill Ryerson Ltd. (Ontario)*

300 Water Street  
Whitby, ON L1N 9B6

Telephone: (905) 430-5000

Fax: (905) 430-5194

Toll Free: 1-800-565-5758 (orders)

Web Address: [www.mcgrawhill.ca](http://www.mcgrawhill.ca)

**Price:** Student Text: \$26.50

Teacher's Guide: \$31.50

**ISBN/Order No:** Student Text: 0-921156-79-0

Teacher's Guide: 0-894915-11-9

**Copyright:** 2004

**Year Recommended in Grade Collection:** 2005



**Caring for Young People's Rights**

**Author(s):** Nicol, J. et al.

**General Description:**

A series of critical thinking challenges and activities from The Critical Thinking Consortium (TC<sup>2</sup>) around the concepts of rights, and how to become active and involved in an action project. Very purposefully laid out with rubrics, worksheets, and case studies as photocopable blackline masters. Uses the TC<sup>2</sup> system of critical thinking using habits of mind. Highly engaging for teacher and student. Offers reference bibliographies to more resources.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** The Critical Thinking Consortium (TC<sup>2</sup>)

University of British Columbia  
Education Building  
6365 Biological Sciences Road  
Vancouver, BC V6T 1Z4

Telephone: 604-822-9297

Fax: 604-822-6603

**Price:** \$27.95

**ISBN/Order No:** Student Text: 086491-249-8

**Copyright:** 2004

**Year Recommended in Grade Collection:** 2005





**The Charter of Rights and Freedoms: A Guide For Canadians**

**General Description:**

Definitely a must-have resource which gives the complete text of the Charter in a user-friendly, easy-to-read format. This Canadian government short booklet is available in French and English.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Citizenship and Immigration Canada*

Distribution Services  
Communications Branch  
Ottawa, ON K1A 1L1

Telephone:

Fax: 613-954-2221

Web Address:

<http://www.cic.gc.ca/english/pub/index-2.html#ordering>

**Price:** Free

**ISBN/Order No:** 0-662-58885-1

**Copyright:** 1992

**Year Recommended in Grade Collection:** 2005



**A Citizen's Guide to Government, Third Edition**

**Author(s):** *Tindal, C.R.*

**General Description:**

Highly readable 363-page guide on how to understand and deal with most aspects of government. Gives a slightly satirical view. Deals with the structures and functions of all levels of government in Canada, and suggests approaches to deal with government that make it more manageable. Each chapter (except the first and last) concludes with a definition of key terms and concepts (highlighted in bold where they first appear in the chapter), points to consider for class discussion, and suggested additional sources of information, including web sites.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *McGraw-Hill Ryerson Ltd. (Ontario)*

300 Water Street  
Whitby, ON L1N 9B6

Telephone: (905) 430-5000

Fax: (905) 430-5194

Toll Free: 1-800-565-5758 (orders)

Web Address: [www.mcgrawhill.ca](http://www.mcgrawhill.ca)

**Price:** \$46.71

**ISBN/Order No:** 007095909-9

**Copyright:** 2005

**Year Recommended in Grade Collection:** 2005



**Citizenship and Government**

**Author(s):** *Homan, R.*

**General Description:**

This scrapbook-style text provides primary source documents for the last 100+ years, documenting the development and changes to Canada's democratic form of government. The teacher's guide provides several response formats to assist students in using higher-order skills to 'understand' and use the 'history' of Canadian civic identity.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *McGraw-Hill Ryerson Ltd. (Ontario)*

300 Water Street  
Whitby, ON L1N 9B6

Telephone: (905) 430-5000

Fax: (905) 430-5194

Toll Free: 1-800-565-5758 (orders)

Web Address: [www.mcgrawhill.ca](http://www.mcgrawhill.ca)

**Price:** Student Text: \$26.50

Teacher's Guide: \$31.50

**ISBN/Order No:** Student Text: 0-921156-77-4

Teacher's Guide: 1-894915-15-1

**Copyright:** 2004

**Year Recommended in Grade Collection:** 2005



**The Citizenship Handbook: A Guide to Democratic Rights & Responsibilities for New Canadians**

**Author(s):** *Mollard, M.*

**General Description:**

A BC Civil Liberties Association publication designed to clarify the ideas of government, law, citizenship and rights in Canada to new citizens. Good for learners needing simplified language and explanation around Canadian government and parliamentary system.

**Audience:** *General*

*ESL - simple format and language for students with language or reading difficulties*

*LD - simple format and language for students with language or reading difficulties*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *B.C. Civil Liberties Association*

550-1188 West Georgia Street  
Vancouver, BC V6E 4A2

Telephone: 604-687-2919

Fax: 604-687-3045

Web Address: [www.bccla.org](http://www.bccla.org)

**Price:** Free

**ISBN/Order No:** 0-9680110-1-2

**Copyright:** 1999

**Year Recommended in Grade Collection:** 2005



**Civics Canada Online**

**General Description:**

This innovative learning resource is reputed to be 'the world's first online civics textbook' that is searchable, interactive, has online links to *Civics Channel* resources, and provides members full access to learning activities, chapter content resources, quizzes, a search system, downloadable PDF chapters, and the printable *Civics Canada* textbook. The online resource is divided into four parts: 1) *Why Civics - The Nature of Political Power*; 2) *Changing Democracy*; 3) *The New Global Citizen*; and, 4) *Special Learning Resources*. The resource consists of student-friendly learning materials with resource sets; e-libraries (e.g., *The Citizenship Library*, a full-scale library of important texts in history and development of government, democracy, and human rights, divided by type, country, and time period); quotations (a full-scale library of important quotations relating to citizenship and justice); glossaries (full glossaries of important definitions to citizenship and justice); digital images, AV, etc.

Due to the electronic format of the resource, information will be monitored and maintained for currency. The content will be updated and improvements made - as appropriate - to the online versions and integrated into the files for printing.

**Audience:** *General*

*LD - E-text or PDF option available for disabled students or struggling readers*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Northern Blue Publishing*

233 Corrie Crescent  
Waterloo, ON N2L 5W3

Telephone: 613-725-1956

Fax: 613-725-1956

Web Address: [www.northernblue.ca](http://www.northernblue.ca)

**Price:** Not available

**ISBN/Order No:** Not available

**Copyright:** 2005

**Year Recommended in Grade Collection:** 2005



**Civics Canada Textbook**

**General Description:**

This innovative learning resource is reputed to be 'the world's first online civics textbook' (see "Civics Canada Online") is also available as a standalone textbook in print version. The textbook is comprised of 207 pages including the index. The textbook is divided into three parts: 1) *Why Civics - The Nature of Political Power*, 2) *Changing Democracy*, and 3) *The New Global Citizen*. For comprehensive information related to the textbook and its accompanying online features, see annotation for *Civics Canada Online*.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *The Civics Channel, Inc.*

3 - 291 Kirchoffer Avenue  
Ottawa, ON K2A 1Y1

Telephone: 613-725-1956

Fax: 613-725-1956

Web Address: [www.civicschannel.com](http://www.civicschannel.com)

**Price:** Not available

**ISBN/Order No:** 0-9738025-0-2

**Copyright:** 2005

**Year Recommended in Grade Collection:** 2005



**Civics: Participating in a Democratic Society**

**Author(s):** *Skeoch, A. et al*

**General Description:**

This is an excellent comprehensive, multi-media learning resource which comprises: 1) a very well-organized, 205-page student textbook that features unit overviews and expectations, chapter expectations, and key terms. The "Active Citizen" sections are embedded in each chapter and align well with the Civic Studies 11 course; 2) a 226-page teacher resource that includes blackline masters, answers to test questions, assessment and evaluation strategies, rubrics, and overhead transparencies to support suggested teaching activities; and, 3) a video package that contains video clips from quality CBC broadcast sources which illustrate civics and citizenship issues, encouraging students to analyse and discuss these issues. Although this learning resource was developed for Ontario's Civics 10 course, it aligns well with BC's Civic Studies 11 course.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *McGraw-Hill Ryerson Ltd. (Ontario)*

300 Water Street  
Whitby, ON L1N 9B6

Telephone: (905) 430-5000

Fax: (905) 430-5194

Toll Free: 1-800-565-5758 (orders)

Web Address: [www.mcgrawhill.ca](http://www.mcgrawhill.ca)

**Price:** Student Text: \$43.38

Teacher's Resource: \$194.30

Video: \$162.32

**ISBN/Order No:** Student Text: 0-07-086389-X

Teacher's Resource: 0-07-086390-3

Video: 0-07-086392-X

**Copyright:** 2000

**Year Recommended in Grade Collection:** 2005



**Civics Today**

**Author(s):** *Watt, J. et al.*

**General Description:**

This comprehensive, multi-media learning resource package supports the majority of the Civic Studies 11 Prescribed Learning Outcomes. It comprises: a 184-page student text; a 223-page teacher's resource guide that includes a 46-page guide to the three-video *Civics...Live!* package; and an assessment package test generator. The teacher's resource supports experienced and new civics teachers with content information and strategies for delivery, including planning, correlation, answer keys, lesson plans, blackline masters, and special-skills sections.

The video package, *Civics...Live!* covers the major components: Informed Citizen, Purposeful Citizen, and Active Citizen. For best results, teachers will need to use parts of the package selectively. The package covers a variety of current and controversial issues which show contrasting views of citizenship, the challenges of governing, and the need for active, informed participation in decision making.

Online information and web-based content is available for teachers and students to support this resource.

**Caution:** *Some examples are Ontario references and will need to be added to for BC.*

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Thomson Nelson*

1120 Birchmount Road  
Scarborough, ON M1K 5G4

Telephone: (416) 752-9448

Fax: (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-067

Web Address: [www.nelson.com](http://www.nelson.com)

**Price:** Student Text: \$43.95

Teacher's Resource Guide: \$179.95

Assessment Package Test Generator: \$95.45

Video package: \$397.95

**ISBN/Order No:** Student Text: 0-7725-2829-2

Teacher's Resource Guide:

0-7725-2782-2

Assessment Package Test Generator:

0-7725-2851-9

Video package: 0-7725-2840-3

**Copyright:** 2000

**Year Recommended in Grade Collection:** 2005



**Critical Challenges in Law and Government: Canada's Constitutional Crisis - A Simulation**

**Author(s):** *Schwartz, P. et al.*

**General Description:**

A comprehensive role-play simulation where students debate the merits of amending the Constitution on a variety of topics. The resource includes a strong set of background documents and assessment rubrics.

**Caution:** *May have too much depth for regular classroom time allotment.*

**Audience:** *General*

*Gifted*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** The Critical Thinking Consortium (TC<sup>2</sup>)

University of British Columbia  
Education Building  
6365 Biological Sciences Road  
Vancouver, BC V6T 1Z4

Telephone: 604-822-9297

Fax: 604-822-6603

**Price:** \$27.95

**ISBN/Order No:** 0-86491-196-3

**Copyright:** 1998

**Year Recommended in Grade Collection:** 2005



**Critical Challenges in Law and Government: Parliament in Session - A Simulation**

**Author(s):** *Doyle, J.*

**General Description:**

This resource portrays a very good simulation of parliament with students taking on roles as politicians, civil servants, and interest groups, while following through the passage of legislation.

**Caution:** *Takes an estimated 10 hours to complete whole simulation, but can be split into smaller segments.*

**Audience:** *General*

*Gifted - maybe more suited to stronger students*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** The Critical Thinking Consortium (TC<sup>2</sup>)

University of British Columbia  
Education Building  
6365 Biological Sciences Road  
Vancouver, BC V6T 1Z4

Telephone: 604-822-9297

Fax: 604-822-6603

**Price:** \$27.95

**ISBN/Order No:** 0-86491-200-5

**Copyright:** 1999

**Year Recommended in Grade Collection:** 2005



**Democratic Rules of Order, Seventh Edition**

**Author(s):** *Francis, F. et al.*

**General Description:**

Short handbook for teachers who wish to learn more about the current way to conduct a meeting in terms of rules and policies, i.e., Roberts Rules of Order. Helpful towards setting up a mock parliament.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Joyce Francis McMenamon*

1482 Bonniebrook Heights Road  
Gibson, BC V0N 1V5

Telephone: 604-886-4774

Fax: 604-885-7949

Web Address: [www.democratic-rules](http://www.democratic-rules)

**Price:** \$5.95

**ISBN/Order No:** 0-9699260-4-9

**Copyright:** 2003

**Year Recommended in Grade Collection:** 2005



**Discordia: When Netanyahu Came to Town...**

**General Description:**

This 69-minute documentary film follows the lives of three young students at Concordia University in Montreal. Each student has an attachment to the Arab-Israeli conflict and each brings a different viewpoint to the struggle. More specifically, the documentary focuses on how student activism in Canada plays out when competing interests meet with existing laws on freedom of association, free speech, and freedom of assembly.

**Caution:** *Considerable references to ethnic slurs, foul language, and derogatory comments toward Jews, Arabs, Israelis and Palestinians. Context and sensitivity training needed prior to viewing video.*

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *National Film Board of Canada*

200-1385 West 8th Avenue  
Vancouver, BC V6H 3V9

Telephone: (604) 666-3838

Fax: (604) 666-1569

Toll Free: 1-800-267-7710

Web Address: [www.nfb.ca](http://www.nfb.ca)

**Price:** \$49.95

**ISBN/Order No:** C9104 003

**Copyright:** 2004

**Year Recommended in Grade Collection:** 2005



**Dove Days: Journeys with Pakistan's Insan Street Theatre**

**General Description:**

The story of Pakistan's Insan Street Theatre group and its tour through Canada. Specifically, this 47-minute film examines significant issues like child labour, abuse, terrorism, and fundamentalism. The film highlights peaceful protest and a nonviolent Islamic reaction to the events in India, Pakistan, and the Middle East. Offers a fresh perspective to the Western media's portrayal of Islam, Islamic fundamentalism, and the connections between politics, religion, geopolitical issues, and media communication.

**Caution:** *Considerable portions are dubbed, as the interviewees do not speak English; few subtitles are provided. Students may require background knowledge of events mentioned/discussed in this video, e.g., September 11, 2001; Islam; etc.*

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *McNabb and Connolly*

60 Briarwood Avenue  
Mississauga, ON L5G 3N6

Telephone: (905) 278-0566

Fax: (905) 278-2801

Web Address: [www.mcnabbconnolly.ca](http://www.mcnabbconnolly.ca)

**Price:** \$125.00

**ISBN/Order No:** Not available

**Copyright:** 2002

**Year Recommended in Grade Collection:** 2005



**A Drop in the Ocean**

**General Description:**

A Canadian doctor with *Doctors Without Borders* documents her experiences in Liberia, a country that has been devastated by a decade of civil war. The video is 49 minutes in duration.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *National Film Board of Canada*

200-1385 West 8th Avenue  
Vancouver, BC V6H 3V9

Telephone: (604) 666-3838

Fax: (604) 666-1569

Toll Free: 1-800-267-7710

Web Address: [www.nfb.ca](http://www.nfb.ca)

**Price:** \$49.95

**ISBN/Order No:** C9101 048

**Copyright:** 2001

**Year Recommended in Grade Collection:** 2005



**Exploring Canada's Electoral System**

**General Description:**

This free CD-ROM from Elections Canada explains the electoral process, and can be used alongside the Elections Canada web site.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Elections Canada*

257 Slater Street  
Ottawa, ON K1A 0M6

Telephone: (613) 993-2975

Fax: 1-888-524-1444

Toll Free: 1-800-463-6868

Web Address: [www.elections.ca](http://www.elections.ca)

**Price:** Free

**ISBN/Order No:** 0-662-63163-3

**Copyright:** 1997

**Year Recommended in Grade Collection:** 2005





**The Fence**

**General Description:**

Filmmaker Alexandre Trudeau spent a season living and working with families in Israel and the West Bank. *The Fence*, a 46-minute video portrays the lives of these families separated by the security barrier erected by the Israeli government along the border of the West Bank. The video attempts to show a balanced perspective from each of the two sides of the fence.

**Caution:** *Some sensitive language. Context must be explained prior to viewing. Sensitivity to ethnocultural bias must be explored prior to viewing.*

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *National Film Board of Canada*

200-1385 West 8th Avenue  
Vancouver, BC V6H 3V9

Telephone: (604) 666-3838

Fax: (604) 666-1569

Toll Free: 1-800-267-7710

Web Address: [www.nfb.ca](http://www.nfb.ca)

**Price:** \$49.95

**ISBN/Order No:** C0104 224

**Copyright:** 2004

**Year Recommended in Grade Collection:** 2005



**Forgive Us Our Debts**

**General Description:**

This 50-minute video examines the impact of international debt on Southern Hemisphere nations. Through the voice of narrator John Dalla Costa, the video follows the Jubilee 2000 Initiative in cancelling the debt of the most highly indebted nations. Examines the impact of economic globalization and how it has shaped present conditions in many of the poorest nations. Moreover, the video demonstrates how the policies and practices of Northern nations have a significant impact on the lives of people in 'have not' countries.

**Caution:** *Does not provide clear historical settings for the cases discussed; little time is spent on how these poorest nations got to the point of needing debt relief.*

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *McNabb and Connolly*

60 Briarwood Avenue  
Mississauga, ON L5G 3N6

Telephone: (905) 278-0566

Fax: (905) 278-2801

Web Address: [www.mcnabbconnolly.ca](http://www.mcnabbconnolly.ca)

**Price:** \$59.95

**ISBN/Order No:** Not available

**Copyright:** 2002

**Year Recommended in Grade Collection:** 2005



**Global Citizens: Canadians Reaching Out to the World**

**General Description:**

This nine-minute video shows Canadians who have made a personal commitment to fight poverty and helped improve the lives of people around the world. This video supports the global citizenship aspects of the course.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *CinéFête*

1586, Fleury Est, Bureau 210  
Montréal, QC H2C 1S6

Telephone: (514) 858-0300

Fax: (514) 858-0442

Toll Free: 1-800-858-2183

**Price:** Check with supplier

**ISBN/Order No:** Not available

**Copyright:** 2000

**Year Recommended in Grade Collection:** 2005



**The Global Economy: Globalization**

**General Description:**

This 20-minute video outlines the issues, especially financial, of globalization including trade and financial flows; free trade and protection; and organizations such as the European Union (EU), North American Free Trade Agreement (NAFTA), Asia-Pacific Economic Cooperation (APEC), Association of Southeast Asian Nations (ASEAN), World Trade Organization (WTO), International Monetary Fund (IMF), and the World Bank.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Classroom Video Inc.*

107 - 1500 Hartley Avenue  
Coquitlam, BC V3K 7A1

Telephone: (604) 523-6677

Fax: (604) 523-6688

Toll Free: 1-800-665-4121

**Price:** Video w/Guide: \$79.00

**ISBN/Order No:** Not available

**Copyright:** 2003

**Year Recommended in Grade Collection:** 2005



**Global Learner Series**

**General Description:**

From the Global Learners Series (VIDEA), three compact lesson plans cover the topics: Consumerism, Media Literacy, Peace and Conflict, Fair Trade, Coffee; all of which fit well into the global citizenship section of the course. These are well laid out and provide basic background and/or primary source information, photocopyable handouts, as well as web sites and other sources for research. Activities cover a range of learning styles, and are accompanied by tips and games to facilitate learning, group work, etc.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *VIDEA*

407 - 620 View Street  
Victoria, BC V8W 1J6

Telephone: (250) 385-2333

Fax: (250) 388-5258

Web Address: [www.vida.ca](http://www.vida.ca)

**Price:** \$8.50 each

**ISBN/Order No:** 0-921783-45-0

**Copyright:** 2003

**Year Recommended in Grade Collection:** 2005



**Global Links: Connection Canada**

**Author(s):** *Kolpin, R.*

**General Description:**

A large-format, brief text that deals with Canada and its role in international issues and situations.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Oxford University Press (Ontario)*

70 Wynford Drive  
Don Mills, ON M3C 1J9

Telephone: (416) 441-2941

Fax: (416) 441-0345

Toll Free: 1-800-387-8020

Web Address: [www.oupcan.com](http://www.oupcan.com)

**Price:** Student Text: \$19.50

Activities: \$19.95

**ISBN/Order No:** Student Text: 0-19-541333-4

Activities: 0-19-541334-2

**Copyright:** 1999

**Year Recommended in Grade Collection:** 2005



## Government Participating in Canada

**Author(s):** *Quinlan, D. et al.*

**General Description:**

This large-format text covers the government political parties, elections, structures and institutions of Canadian Government Law, and the how and why of law in Canada. It includes a brief view of young offenders and Aboriginal law. Explores citizenship with symbols, action, volunteering, First Nations, and multiculturalism. A teaching guide activity book includes a variety of response and reflection formats.

**Caution:** *Web sites and names of political parties will need to be updated to remain current.*

**Audience:** *General*

*Other - short text will appeal to reluctant learner*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Oxford University Press (Ontario)*

70 Wynford Drive  
Don Mills, ON M3C 1J9

Telephone: (416) 441-2941

Fax: (416) 441-0345

Toll Free: 1-800-387-8020

Web Address: [www.oupcan.com](http://www.oupcan.com)

**Price:** Student Text: \$19.55

Activities: \$19.95

**ISBN/Order No:** Student Text: 0-19-541279-6

Activities: 0-19-541332-6

**Copyright:** 1999

**Year Recommended in Grade Collection:** 2005



## Helen's War

**General Description:**

This 52-minute film examines the issue of nuclear war/conflict and the Bush administration. The documentary follows Dr. Helen Caldicott's crusade to end the existence of nuclear weapons worldwide. Key to her argument is that the nuclear arms race is not over but in fact is escalating because the USA no longer faces opposition to its foreign policy.

**Caution:** *Primarily an assault on American foreign policy and nuclear policies. Does not directly relate to Canadian issues of foreign policy, Canada-US relations, or nuclear programs; but a good resource nonetheless.*

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *McNabb and Connolly*

60 Briarwood Avenue  
Mississauga, ON L5G 3N6

Telephone: (905) 278-0566

Fax: (905) 278-2801

Web Address: [www.mcnabbconnolly.ca](http://www.mcnabbconnolly.ca)

**Price:** \$125.00

**ISBN/Order No:** Not available

**Copyright:** 2004

**Year Recommended in Grade Collection:** 2005



## Human Rights in the Asia Pacific 1931-1945: Social Responsibility and Global Citizenship

### General Description:

A series of lessons designed to enhance and synthesize student knowledge and understanding of the key events in the Asia Pacific War 1931-1945. The unit is comprised of five lessons. Lesson One introduces students to the complexity of international rules of war. Lesson Two is a case study on the atrocities committed in China and South East Asia. Lesson Three presents students with Canadian POW experience after the fall of Hong Kong in 1941. Lesson Four allows students an opportunity to analyse and synthesize the complex legal and moral issues arising from the war crimes in Asia. The final lesson calls upon students to conduct a self-reflection on their responsibility for preventing war crimes. An excellent case study for critical inquiry into human rights, war crimes, international law, international relations, redress and reconciliation.

**Caution:** *This unit covers historic events that are graphic and violent in nature, e.g., Nanking massacre. Sensitivity and respect for others must be discussed prior to engaging students in this unit.*

**Audience:** *General*

**Category:** *Student, Teacher Resource*

### Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Government Publication Services*

563 Superior Street  
P.O. Box 9452 Stn Prov Govt  
Victoria, BC V8W 9V7

Telephone: (250) 387-6409

Fax: (250) 387-1120

Toll Free: 1-800-663-6105

Web Address: [www.publications.gov.bc.ca](http://www.publications.gov.bc.ca)

**Price:** \$8.55

**ISBN/Order No:** 0-7726-4560-4/RB0129

**Copyright:** 2001

**Year Recommended in Grade Collection:** 2005



## Immigration in 20th Century Canada

**Author(s):** *Lewis, H. et al.*

### General Description:

This resource offers a series of exercises which lead students to a historical understanding of immigration issues from the past. Students are given opportunities to role-play the decision-making process in terms of who can enter Canada and how today's system works.

**Caution:** *Immigration laws/procedures may become out-dated.*

**Audience:** *General*

**Category:** *Teacher Resource*

### Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *The Critical Thinking Consortium (TC<sup>2</sup>)*

University of British Columbia  
Education Building  
6365 Biological Sciences Road  
Vancouver, BC V6T 1Z4

Telephone: 604-822-9297

Fax: 604-822-6603

**Price:** \$15.00

**ISBN/Order No:** 0-86491-254-4

**Copyright:** 2002

**Year Recommended in Grade Collection:** 2005



**In the Shadow of Gold Mountain**

**General Description:**

An examination of institutional discrimination perpetrated against Chinese immigrants to Canada. This 43-minute film focuses on several prominent issues: the Chinese Head Tax, Immigration Law, Chinese Exclusion Act, and the development of isolated and insulated Chinese communities in Canada. The film uses a mix of interviews, historic footage, quotes, and reenactments to portray the struggle of Chinese Canadians in face of institutional social discrimination. The video ends with the Chinese Canadian Redress Committee seeking compensation and redress for these past injustices.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *National Film Board of Canada*

200-1385 West 8th Avenue  
Vancouver, BC V6H 3V9

Telephone: (604) 666-3838

Fax: (604) 666-1569

Toll Free: 1-800-267-7710

Web Address: [www.nfb.ca](http://www.nfb.ca)

**Price:** \$49.95

**ISBN/Order No:** C9104 108

**Copyright:** 2004

**Year Recommended in Grade Collection:** 2005



**Internment and Redress: The Japanese Canadian Experience**

**General Description:**

This resource offers teachers the flexibility to teach about the internment of Japanese Canadians in a number of diverse and informative ways. The resource is complete with all necessary lesson guides, activity sheets and original source materials. The booklet uses primary sources, photographs, narratives, and a case study to help students understand the Internment.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Government Publication Services*

563 Superior Street  
P.O. Box 9452 Stn Prov Govt  
Victoria, BC V8W 9V7

Telephone: (250) 387-6409

Fax: (250) 387-1120

Toll Free: 1-800-663-6105

Web Address: [www.publications.gov.bc.ca](http://www.publications.gov.bc.ca)

**Price:** \$19.40

**ISBN/Order No:** 0-7726-4831-X/RB0151

**Copyright:** 2002

**Year Recommended in Grade Collection:** 2005



**Is the Crown At War With Us?**

**General Description:**

This 96-minute documentary presents the issues at Burnt Church in the summer of 2000 from an Aboriginal viewpoint. Analysis of legal issues, Aboriginal rights, and the economics of the fishery. Treaty rights and the Donald Marshall case are explored with reference to the 1752 Peace and Friendship Treaty. The video presents a frank and graphic examination of Federal policy and its impact on the lives of the Mi'gmaq people of New Brunswick.

**Caution:** *Video may not adequately assess Crown viewpoint on fisheries issue at Burnt church. Teachers may wish to provide students with a context before viewing, e.g., racial prejudice, ethnocentrism. Between 35:27-36:27 on video expletive word repeated in background during confrontation scene on the waters.*

**Audience:** *General*

*Other - presents perspective suitable for supporting First Nations students*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *National Film Board of Canada*

200-1385 West 8th Avenue  
Vancouver, BC V6H 3V9

Telephone: (604) 666-3838

Fax: (604) 666-1569

Toll Free: 1-800-267-7710

Web Address: [www.nfb.ca](http://www.nfb.ca)

**Price:** \$49.95

**ISBN/Order No:** C9102 117

**Copyright:** 2002

**Year Recommended in Grade Collection:** 2005



**Judicial Independence Is For You**

**General Description:**

Through well laid out lessons and case studies (including a visit by a judge), students explore the concept and history of an independent judiciary, our rights and responsibilities, and the rule of law. Involves the visit of a judge: Law Court Education Society has an outreach program which may or may not apply to all regions of BC, and which may not go on indefinitely. In absence of this program, a judge could possibly be arranged to visit. A CD-ROM provides lesson notes and pointers for the judge's visit.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Law Courts Education Society of B.C.*

260-800 Hornby Street  
Vancouver, BC V6Z 2C5

Telephone: (604) 660-9870

Fax: (604) 775-3476

Web Address: [www.lawcourtsed.ca](http://www.lawcourtsed.ca)

**Price:** Not available

**ISBN/Order No:** Not available

**Copyright:** 2003

**Year Recommended in Grade Collection:** 2005



**Nationalism and French Canada**

**Author(s):** Leskun, C. et al.

**General Description:**

Large-format soft-cover text that supports the learning outcomes dealing with English-French relations in Canada. The teacher's resource includes blackline masters, and information is compiled from primary sources such as newspaper articles, photos, etc..

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *McGraw-Hill Ryerson Ltd. (Ontario)*

300 Water Street  
Whitby, ON L1N 9B6

Telephone: (905) 430-5000

Fax: (905) 430-5194

Toll Free: 1-800-565-5758 (orders)

Web Address: [www.mcgrawhill.ca](http://www.mcgrawhill.ca)

**Price:** Student Text: \$26.50

Teacher's Guide: \$31.50

**ISBN/Order No:** Student Text: 0-921156-81-2

Teacher's Guide: 1-894915-08-9

**Copyright:** 2003

**Year Recommended in Grade Collection:** 2005



**New Directions in Youth Justice**

**General Description:**

A 24-page activity guide from the Law Courts Society, created to generate an understanding for students of the changes made by the Federal Government in youth justice through the modification of the *Young Offenders Act*, now the *Youth Criminal Justice Act*. It provides instructions, handouts, background, a summary of the new legislation, as well as case studies on which the two activities: a community justice conference and a mock trial, are based. These two lessons are stand-alone or can be introduced together. Suited best to the themes of governance, and rights and responsibilities. Does not provide a rubric for evaluating the conference or trial.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Law Courts Education Society of B.C.*

260-800 Hornby Street  
Vancouver, BC V6Z 2C5

Telephone: (604) 660-9870

Fax: (604) 775-3476

Web Address: [www.lawcourtsed.ca](http://www.lawcourtsed.ca)

**Price:** Free (limit of one)

**ISBN/Order No:** Activity Guide: 0-7726-4615-5

**Copyright:** 2002

**Year Recommended in Grade Collection:** 2005





**No-Nonsense Guide to Democracy**

**Author(s):** *Swift, R.*

**General Description:**

A small, 144-page pocket reference book with index and footnotes. Examines the state of global democracy and the question, "How democratic is democracy?" through current and historical global case studies, different electoral forums, and the relationship of democracy to market economies. Mostly text with some charts and text boxes highlighting pertinent information. Although not an instructional resource, it contains a highly in-depth perspective on the topic.

**Caution:** *A certain economic/political view is expressed in parts of this reference and students should be cautioned of this; provides a good point to discuss bias in sources.*

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Between the Lines*

404 - 720 Bathurst Street  
Toronto, ON M5S 2R4

Telephone: (416) 535-9914

Fax: (416) 535-1484

Web Address: [www.btlbooks.com](http://www.btlbooks.com)

**Price:** \$14.95

**ISBN/Order No:** 1-896357-55-5

**Copyright:** 2003

**Year Recommended in Grade Collection:** 2005



**Peanuts**

**General Description:**

This 46-minute film presents the story of Canadian Jock Brandis and his quest to secure a sustainable future for the people of Mali. Specifically, the film explores the issues of desertification, the Sahel, economic growth, and globalization as they impact the people of Mali. *Peanuts* demonstrates the power of the individual in advocating and enacting change.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *McNabb and Connolly*

60 Briarwood Avenue  
Mississauga, ON L5G 3N6

Telephone: (905) 278-0566

Fax: (905) 278-2801

Web Address: [www.mcnabbconnolly.ca](http://www.mcnabbconnolly.ca)

**Price:** \$59.95

**ISBN/Order No:** Not available

**Copyright:** 2002

**Year Recommended in Grade Collection:** 2005



**People Power: How to Bring About Change Using Democratic Processes**

**General Description:**

Example of surfers in Britain in the 1990s getting sick from the water off of Cornwall. The 22-minute video shows a four step guide to making changes in environmental law using democratic processes.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Classroom Video Inc.*

107 - 1500 Hartley Avenue  
Coquitlam, BC V3K 7A1

Telephone: (604) 523-6677

Fax: (604) 523-6688

Toll Free: 1-800-665-4121

**Price:** Check with supplier

**ISBN/Order No:** Not available

**Copyright:** 2001

**Year Recommended in Grade Collection:** 2005



**The Power of Partnership**

**General Description:**

This short 11-minute video highlights development partnerships between Canadian groups and groups in developing countries. This resource supports the global citizenship aspects of the course well.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *CinéFête*

1586, Fleury Est, Bureau 210  
Montréal, QC H2C 1S6

Telephone: (514) 858-0300

Fax: (514) 858-0442

Toll Free: 1-800-858-2183

**Price:** Check with supplier

**ISBN/Order No:** Not available

**Copyright:** 1998

**Year Recommended in Grade Collection:** 2005



**Ryan's Well**

**General Description:**

This 15-minute video depicts the story of one young boy's determination to make a difference in the world by raising money to build a well in Uganda.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *McNabb and Connolly*

60 Briarwood Avenue  
Mississauga, ON L5G 3N6

Telephone: (905) 278-0566

Fax: (905) 278-2801

Web Address: [www.mcnabbconnolly.ca](http://www.mcnabbconnolly.ca)

**Price:** \$49.95

**ISBN/Order No:** Not available

**Copyright:** 2001

**Year Recommended in Grade Collection:** 2005



**Silence of the Strings: A Community Movement for Music - the Documentary**

**General Description:**

This 47½-minute video examines the 'fight' in the Greater Victoria School District to save the music program in elementary schools. The film looks at the civic action that pushed the School Board to reconsider its decision to silence the strings program. The film follows a group of parents and students through the process of organizing and effecting opposition to the School Board's budget cuts. Very useful for planning civic action on the local grassroots level.

**Caution:** *Narrow focus of topic. Does not adequately explore Greater Victoria School Board's budget commitments to present a balanced view point. Does not discuss the other 'cuts' to the Greater Victoria School Board's budget that affected students.*

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Moving Images Distribution*

606 - 402 West Pender Street  
Vancouver, BC V6B 1T6

Telephone: (604) 684-3014

Fax: (604) 684-7165

Toll Free: 1-800-684-3014

Web Address: [www.movingimages.bc.ca](http://www.movingimages.bc.ca)

**Price:** \$100.00

**ISBN/Order No:** 1709

**Copyright:** 2002

**Year Recommended in Grade Collection:** 2005



**The Spirit of Annie Mae**

**General Description:**

The tragic story of native activist Annie Mae Pictou Aquash is depicted in this 73-minute video. Shot dead at the age of 30, the film recounts the life and unresolved murder of Annie Mae. The story enlightens viewers about the conditions faced daily by Canada's First Nations and their American counterparts. Annie Mae was a Mi'kmaq native who became an influential leader in the American Indian Movement of the late 1960s and 1970s, who took up arms to defend the rights of their people.

**Caution:** *Presents only one perspective, that of Annie Mae's survivors and supporters. Implicates the FBI in murder, but does not offer substantiated or corroborated evidence from non-Aboriginal sources.*

**Audience:** *General*

*Other - First Nations students would have a different perspective about the information in this video*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *National Film Board of Canada*

200-1385 West 8th Avenue  
Vancouver, BC V6H 3V9

Telephone: (604) 666-3838

Fax: (604) 666-1569

Toll Free: 1-800-267-7710

Web Address: [www.nfb.ca](http://www.nfb.ca)

**Price:** \$49.95

**ISBN/Order No:** C9102 070

**Copyright:** 2002

**Year Recommended in Grade Collection:** 2005



**Spirit World: The Story of the Mi'kmaq**

**General Description:**

This three-part video series describes and defines the history of the Mi'kmaq people in Nova Scotia with special emphasis on treaties and the recognition of modern treaty rights. Also references the responsibility of the Catholic Church (Pope) for the treatment of the Mi'kmaq in the residential schools.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *McNabb and Connolly*

60 Briarwood Avenue  
Mississauga, ON L5G 3N6

Telephone: (905) 278-0566

Fax: (905) 278-2801

Web Address: [www.mcnabbconnolly.ca](http://www.mcnabbconnolly.ca)

**Price:** \$95.00 each  
or all three for \$250.00

**ISBN/Order No:** Not available

**Copyright:** 2003

**Year Recommended in Grade Collection:** 2005



**Stories From the Field**

**General Description:**

This 52-minute video takes you into the homes and villages of women and men in the Americas who are making a difference in their community by working with Canadian partners. The video is in two 26-minute parts: Part One is in English; Part Two is in French. This video supports the global citizenship aspects of the course.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *CinéFête*

1586, Fleury Est, Bureau 210  
Montréal, QC H2C 1S6

Telephone: (514) 858-0300

Fax: (514) 858-0442

Toll Free: 1-800-858-2183

**Price:** Check with supplier

**ISBN/Order No:** Not available

**Copyright:** 1999

**Year Recommended in Grade Collection:** 2005



**Student Vote 2003 - Curriculum Supplement**

**General Description:**

An easy to use instructional resource covering topics of government, democracy, voting, political parties, and process. Its goal is to engage students actively in all aspects of democratic process within the period between calling of the federal and provincial elections up to Election Day. Designed to be used in conjunction with *Student Vote*, where teachers and students sign up to receive a voting package (ballots, ballot boxes, etc.) to participate in an election. Flexible and adaptable to existing curriculum on government. Does not have to be used in conjunction with the actual government vote.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Kids Voting Canada*

169 Eastern Avenue  
Toronto, ON M5A 1H7

Telephone: 416-361-9596

Fax: 416-955-0796

Toll Free: 1-866-488-8775

Web Address: [www.kidsvotingcanada.com](http://www.kidsvotingcanada.com)

**Price:** Free

**ISBN/Order No:** Not available

**Copyright:** 2003

**Year Recommended in Grade Collection:** 2005



**Sweatin' It!**

**Author(s):** *Krishna, L.*

**General Description:**

This video depicts the story of Daniel Igali's quest to fund, build, and operate a school in his native home Nigeria. Student activism, international politics, civic action, and leadership are highlighted in this 57½-minute video. As part of his plan, Daniel Igali gathers support from high school students, Brian Mac and Kelsy Cummings, and they join him in building a school in the Nigerian village of Yenagoa.

**Caution:** *Does not show the planning phase and specific nature of the student involvement in the project to build the school.*

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *McNabb and Connolly*

60 Briarwood Avenue  
Mississauga, ON L5G 3N6

Telephone: (905) 278-0566

Fax: (905) 278-2801

Web Address: [www.mcnabbconnolly.ca](http://www.mcnabbconnolly.ca)

**Price:** \$125.00

**ISBN/Order No:** Not available

**Copyright:** 2002

**Year Recommended in Grade Collection:** 2005



**Take Action! A Guide to Active Citizenship**

**Author(s):** *Kielburger, M. et al.*

**General Description:**

A current and topical how-to book from a well known young activist who gives detailed instructions on how to be civilly active. Suggested activities such as fund raising or public forums are detailed. This is a real how-to book for young people but the format, illustrations, and some of the examples are aimed at upper elementary or at best Grade 8/9. For this reason it is suitable as a teacher resource that can be used with Grade 11 students where necessary. Also useful for some global human rights issues.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Thomson Nelson*

1120 Birchmount Road  
Scarborough, ON M1K 5G4

Telephone: (416) 752-9448

Fax: (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-067

Web Address: [www.nelson.com](http://www.nelson.com)

**Price:** \$25.95

**ISBN/Order No:** 0-7715-8031-2

**Copyright:** 2002

**Year Recommended in Grade Collection:** 2005



**Take More Action**

**Author(s):** *Kielburger, M. et al.*

**General Description:**

*Take More Action* provides a step-by-step guide for students initiating social action, with examples of student action and what means are most effective for making change happen. Good Canadian content.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Thomson Nelson*

1120 Birchmount Road  
Scarborough, ON M1K 5G4

Telephone: (416) 752-9448

Fax: (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-067

Web Address: [www.nelson.com](http://www.nelson.com)

**Price:** \$24.95

**ISBN/Order No:** 0-7715-8035-5

**Copyright:** 2004

**Year Recommended in Grade Collection:** 2005



**Talk Mogadishu: Media Under Fire**

**General Description:**

This 50-minute film examines the story of *Horn Afrik* an independent news station in Mogadishu, Somalia. The founders now live in Canada and commute to Somalia in shifts to run the news station in the world's most dangerous capital city. A powerful story about the actions of brave Somalians fighting peacefully to restore peace and stability to a homeland torn by strife.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *McNabb and Connolly*

60 Briarwood Avenue  
Mississauga, ON L5G 3N6

Telephone: (905) 278-0566

Fax: (905) 278-2801

Web Address: [www.mcnabbconnolly.ca](http://www.mcnabbconnolly.ca)

**Price:** \$125.00

**ISBN/Order No:** Not available

**Copyright:** 2003

**Year Recommended in Grade Collection:** 2005



**TV on Trial - Should Cameras Be Allowed in Canadian Courtrooms?**

**General Description:**

Presented in the format of a mock trial, *TV on Trial*, is an examination of the issues embedded in the debate on the use of cameras in our criminal courts. The film brings forward key pieces of evidence on both sides of the argument in a creative and highly informative format. *TV on Trial* illustrates the need for open, informed debate on how Canada's courts are impacted by mass media and public access. The mock trial feature helps students 'see' and learn how a trial operates, as well as learning about the issues of the debate.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Law Courts Education Society of B.C.*

260-800 Hornby Street  
Vancouver, BC V6Z 2C5

Telephone: (604) 660-9870

Fax: (604) 775-3476

Web Address: [www.lawcourtsed.ca](http://www.lawcourtsed.ca)

**Price:** \$30.00 Set

**ISBN/Order No:** 0-7726-5080-2

**Copyright:** 2003

**Year Recommended in Grade Collection:** 2005



**Unveiled: The Truth Behind the Myth**

**General Description:**

This 23-minute video portrays the trials and tribulations of adolescent life through the lens of a Muslim girl attending high school in Toronto. She lives her life as a religious person and wears religious attire.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *McNabb and Connolly*

60 Briarwood Avenue  
Mississauga, ON L5G 3N6

Telephone: (905) 278-0566

Fax: (905) 278-2801

Web Address: [www.mcnabbconnolly.ca](http://www.mcnabbconnolly.ca)

**Price:** \$49.95

**ISBN/Order No:** Not available

**Copyright:** 2003

**Year Recommended in Grade Collection:** 2005





**Up From the Ashes: The Fight for a New Tobacco Act**

**Author(s):** *Micay, J.*

**General Description:**

This 53-minute video examines the battle over the 1997 Tobacco Act and tobacco regulation in Canada. The video explores the directions taken by the Liberal government of Jean Chretien, anti-tobacco lobbyists, and the tobacco industry regarding the regulation of tobacco sales/consumption in Canada. The fight against 'Big Tobacco' and the argument for more restrictions on tobacco sales is central to the story of this compelling video.

**Caution:** *Very one-sided viewpoint shown. Does not present view of Liberal government or tobacco companies.*

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *MediCinema Ltd*

74 Lyndhurst Avenue  
Toronto, ON M5R 2Z7

Telephone: (416) 977-0569

Fax: (416) 977-0569

**Price:** \$89.00

**ISBN/Order No:** 1-896415-36-9

**Copyright:** 1999

**Year Recommended in Grade Collection:** 2005



**View From the Summit**

**General Description:**

This 75-minute film examines the clash of ideologies evident at the Summit of the Americas on April 20, 2001. It explores the specific strategic planning used by protesters and police agencies to deal with the arrival of Summit participants. The film focuses specifically on issues of civic action, freedom of assembly, (law and order vs. right to expression and assembly), and violent and nonviolent forms of protest.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *National Film Board of Canada*

200-1385 West 8th Avenue  
Vancouver, BC V6H 3V9

Telephone: (604) 666-3838

Fax: (604) 666-1569

Toll Free: 1-800-267-7710

Web Address: [www.nfb.ca](http://www.nfb.ca)

**Price:** \$49.95

**ISBN/Order No:** C9102 040

**Copyright:** 2002

**Year Recommended in Grade Collection:** 2005



**Voices: Getting the Vote**

**General Description:**

This web site (<http://www.histori.ca/voices/index.do>) is youth focused, and designed to provide a venue for youth from across Canada to debate, share, and publish views on issues covered in the content/lesson areas of the web site. Topics and lessons deal with conflict, peace, human rights, immigration, human security, and citizenship/voting. The web site format is flexible, it can be used as tool/lesson with class in computer lab, or the teacher can print off all or parts of lesson plans and use without computers in class. Students can also log on and use computer as medium to do homework, publish work, or answer teacher-posed questions. The site is monitored by administrators for appropriateness and registration is required (free and easy).

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Historica Foundation of Canada*

60 Spadina Avenue, 2nd Floor  
Toronto, ON M5V 2H8

Telephone: 416-506-1867

Fax: 416-506-0300

Toll Free: 1-800-567-1867

Web Address: [www.histori.ca](http://www.histori.ca)

**Price:** Free

**ISBN/Order No:** Not available

**Copyright:** 2005

**Year Recommended in Grade Collection:** 2005



**Working for Change: Active Global Citizenship**

**General Description:**

A good example of globalization, offering both positive and negative perspectives. Viewers are encouraged to exercise their rights and responsibilities as global citizens and work for change. An excellent study guide accompanies the video. One of the best videos on international development available.

**Caution:** *Page 12 of the video study guide (Appendix 1) is a Christian class lesson. The lesson is called 'Jesus and Global Citizenship.' It is the only such lesson in the guide.*

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *World Vision Canada, Global Education*

1 World Drive  
Mississauga, ON L5T 2Y4

Telephone: (905) 565-6100

Fax: (905) 696-2161

Toll Free: 1-800-268-5863

Web Address: [www.worldvision.ca](http://www.worldvision.ca)

**Price:** \$45.00

**ISBN/Order No:** Not available

**Copyright:** 2004

**Year Recommended in Grade Collection:** 2005



**World Affairs: Defining Canada's Role**

**Author(s):** *Henderson, I. et al.*

**General Description:**

This resource is particularly useful with respect to Canada's role as peacemaker/peacekeeper in war and major global conflicts. The material also includes information about the United Nations and other global organizations that provide civic rights at the global level.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Oxford University Press (Ontario)*

70 Wynford Drive  
Don Mills, ON M3C 1J9

Telephone: (416) 441-2941

Fax: (416) 441-0345

Toll Free: 1-800-387-8020

Web Address: [www.oupcan.com](http://www.oupcan.com)

**Price:** Student Text: \$19.55

Activities: \$19.95

**ISBN/Order No:** Student Text: 0-19-541278-8

Activities: 0-19-541340-7

**Copyright:** 1998

**Year Recommended in Grade Collection:** 2005



**A World of Change**

**General Description:**

Five stories from five Asian countries show people coming together to change their lives through sustainable community projects. Video is in two 16-minute parts: Part One is in French, Part Two is in English.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *CinéFête*

1586, Fleury Est, Bureau 210  
Montréal, QC H2C 1S6

Telephone: (514) 858-0300

Fax: (514) 858-0442

Toll Free: 1-800-858-2183

**Price:** Check with supplier

**ISBN/Order No:** Not available

**Copyright:** 1998

**Year Recommended in Grade Collection:** 2005



**The World Stopped Watching**

**General Description:**

In this 82-minute film, two journalists return to Nicaragua's war-torn country to revisit the results of the Sandinista-Contra civil war. They interview former soldiers, supporters, and average Nicaraguans about the Sandinista revolt in 1987. The journey portrays the intimate and powerful relationship between the media and the people who form the substance of these images/texts. The video offers a powerful lesson on media texts and the power of the mass media to shape public opinion.

**Caution:** *Documentary requires context: students must have prior knowledge of Nicaragua's civil war, United States foreign policy, the left-right political spectrum, and journalistic integrity. Some very graphic footage of civilian massacre.*

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *National Film Board of Canada*

200-1385 West 8th Avenue  
Vancouver, BC V6H 3V9

Telephone: (604) 666-3838

Fax: (604) 666-1569

Toll Free: 1-800-267-7710

Web Address: [www.nfb.ca](http://www.nfb.ca)

**Price:** \$49.95

**ISBN/Order No:** C9103 141

**Copyright:** 2003

**Year Recommended in Grade Collection:** 2005



**Your Place in History: Historica Minutes**

**General Description:**

*Historica Minutes* comprise a selected collection of Canadian heritage one-minute portrayals. Each 'minute' provides a quick glance at a key person, event, and/or development in Canadian history. The minutes are titled, brief, and easy to select. They provide a comprehensive, chronological coverage of Canadian events and people. Especially useful for targeting the learning outcomes in Informed Citizenship where students are expected to demonstrate factors which help define Canadian Civic identity.

**Caution:** *Minutes are brief glimpses and need to be put in context. Minutes may, at time, present facts in a way that could mislead learners, e.g., Valour Road.*

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *Historica Foundation of Canada*

60 Spadina Avenue, 2nd Floor  
Toronto, ON M5V 2H8

Telephone: 416-506-1867

Fax: 416-506-0300

Toll Free: 1-800-567-1867

Web Address: [www.histori.ca](http://www.histori.ca)

**Price:** Check with supplier

**ISBN/Order No:** Not available

**Copyright:** Not available

**Year Recommended in Grade Collection:** 2005



**Youth, Unions, and You: A Secondary Teacher's Guide to Labour Studies for B.C. Schools**

**General Description:**

This guide to labour studies is produced by the BC Teacher's Federation. It is a good resource, since labour issues are often overlooked. Also covers Social Studies 8 to 11, Career and Personal Planning 8 to 12, and English Language Arts exercises.

**Caution:** *Union perspective*

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

**Supplier:** *BCTF Lesson Aids Service*

100 - 550 West 6th Avenue  
Vancouver, BC V5Z 4P2

Telephone: (604) 871-2182

Fax: (604) 871-2295

Toll Free: 1-800-663-9163

Web Address:

<http://www.bctf.bc.ca/lessonaids>

**Price:** \$21.00

**ISBN/Order No:** 0-9698718-8-0

**Copyright:** 2001

**Year Recommended in Grade Collection:** 2005

## SELECTED WEB SITES

Although the following web sites do not have Recommended status, they have been provided as support for teachers in instruction and assessment of Civic Studies 11. As with all supplementary resources, local approval is required before use. Teachers should preview the sites in order to select those that are appropriate for use by their students, and must also ensure that students are aware of school district policies on Internet and computer use.

The selected web sites are not intended to represent an exhaustive list; rather, these sites, current as of March 2005, represent a “starter set” of potentially useful sites relevant for the Civic Studies 11 curriculum. Many of the sites also link to additional resources for teachers and students. To further assist teachers, many of the sites, or more specific pages within the site, are also listed individually in the relevant sections of the Classroom Assessment Model.

In the following annotations, quotation marks indicate site-provided descriptions.

### **Assembly of First Nations**

[http://www.afn.ca/Assembly\\_of\\_First\\_Nations.htm](http://www.afn.ca/Assembly_of_First_Nations.htm)

“The Assembly of First Nations (AFN) is the national representative organization of the First Nations in Canada. There are over 630 First Nation’s communities in Canada. The AFN Secretariat is designed to present the views of the various First Nations through their leaders in areas such as Aboriginal and Treaty Rights, Economic Development, Education, Languages and Literacy, Health, Housing, Social Development, Justice, Taxation, Land Claims, and Environment.”

### **Atlas of Canada** (Natural Resources Canada)

<http://atlas.gc.ca/site/english/index.html>

“The Atlas of Canada provides authoritative, current, and accessible geographic information products at a national level. Working with partners, the Atlas facilitates the integration and analysis of diverse data in order to increase overall knowledge about Canada.” Includes a range of thematic maps (e.g., language, age, family, land use).

### **Canada and the World** (Government of Canada)

[http://canadainternational.gc.ca/Canada\\_And\\_The\\_World-en.asp](http://canadainternational.gc.ca/Canada_And_The_World-en.asp)

“Welcome to Canada and the World—your best source for up-to-date information about Canada’s international relations and global activities. Join us in exploring Canada’s contributions to global peace, security, development, and environmental health, our foreign policy and our technological and educational cooperation initiatives. Join us in exploring Canada’s place in the world.”

### **Canadian Heritage** (Government of Canada)

[http://www.pch.gc.ca/index\\_e.cfm](http://www.pch.gc.ca/index_e.cfm)

“Canadian Heritage is responsible for national policies and programs that promote Canadian content, foster cultural participation and active citizenship and participation in Canada’s civic life, and strengthen connections among Canadians.”

**Canadian International Development Agency—CIDA** (Government of Canada)

<http://www.acdi-cida.gc.ca/index-e.htm>

“CIDA supports sustainable development in developing countries in order to reduce poverty and to contribute to a more secure, equitable, and prosperous world.”

**Canadian Museum of Civilization Corporation** (Government of Canada)

<http://www.civilization.ca>

“Canada’s largest and most popular cultural institution, the Corporation manages the Canadian Museum of Civilization and the Canadian War Museum.”

**Canadian Olympic Values Education Program** (Canadian Olympic Committee)

[http://www.olympic.ca/EN/education/values\\_education.shtml](http://www.olympic.ca/EN/education/values_education.shtml)

“The Canadian Olympic Values Education Program is based on the seven Canadian Olympic values (excellence, fun, fairness, respect, human development, leadership, and peace). The program presents the values in a concrete, engaging way and links them to the students’ daily experiences.”

**CBC Archives**

<http://archives.cbc.ca/index.asp?IDLan=1>

Contains archival television footage and other information related to a wide range of issues relevant to Civic Studies 11 (e.g., creation of Nunavut, the Gouzenko Affair, Meech Lake Accord, death penalty debates, the October Crisis, Medicare, conflict and war). Topics are searchable by category and by timeline. Site includes a “For Teachers” section, with educational materials created to complement many of the topics.

**Citizens Assembly on Electoral Reform**

<http://www.citizensassembly.bc.ca/public>

The Citizens’ Assembly was an independent, non-partisan assembly of citizens who met to examine BC’s electoral system and make recommendations for change. The web site contains their findings, as well as information about their classroom resources and a speakers network.

**Citizenship** (Citizenship and Immigration Canada)

<http://www.cic.gc.ca/english/citizen/index.html>

“Learn more about Canadian citizenship or how to become a citizen.”

**The Civics Channel**

<http://www.civicschannel.com/indexc.php>

“The Civics Channel is a non-profit, non partisan organization .dedicated to the support of research, teaching and learning in the areas of citizenship and society, politics, human rights and the justice system. Our mission is to improve learning and teaching in civics education through innovation and inquiry that promotes civic awareness, exercise, and understanding. Our mission is also to raise awareness and understanding among students of international issues, and to prepare them to live in an increasingly globalized world and to be active citizens shaping better futures.” Includes a range of resources, including a bulletin board, a citizenship library, and the Civics Canada Online Textbook (Recommended resource—see Grade Collection).

**Consolidated Statutes and Regulations of Canada**

<http://laws.justice.gc.ca/en/index.html>

Links to all current federal legislation.

**Department of Justice Canada**

<http://canada.justice.gc.ca/en/index.html>

“The Department of Justice strives for excellence in the practice of law. It is a leader in Canada and internationally and at the forefront of legal issues that are relevant to the daily lives of Canadians—issues such as human rights, public security, electronic government, and bio-technology.”

**EcoAction** (Environment Canada)

[http://www.ec.gc.ca/ecoaction/what\\_is\\_e.html](http://www.ec.gc.ca/ecoaction/what_is_e.html)

“EcoAction is an Environment Canada program that provides financial support to community groups for projects that have measurable, positive impacts on the environment. Non-profit groups and organizations are eligible to apply to the Funding Program. This includes, but is not limited to, community groups, environmental groups, Aboriginal groups and First Nations councils, service clubs, associations, and youth and seniors’ organizations.”

**Elections Canada**

<http://www.elections.ca/home.asp?textonly=false>

“Elections Canada is the non-partisan agency responsible for the conduct of federal elections and referendums. In accordance with our mandate from Parliament, we devote a good deal of effort to making information about the federal electoral system widely available to all Canadians. This web site is part of that effort and we intend to make it a valuable and accessible resource for everyone interested in elections.”

**The Green Lane** (Environment Canada)

<http://www.ec.gc.ca/envhome.html>

“Environment Canada’s Internet resource for weather and environmental information. The Green Lane helps connect Canadians, exchange information, and share knowledge for environmental decision-making.”

**Food for Thought** (Knowledge Network)

[http://www.knowledgenetwork.ca/know\\_tool/foodforthought/splash.html](http://www.knowledgenetwork.ca/know_tool/foodforthought/splash.html)

“From the farm that grew it, to the lab that engineered it and the supermarket that stocked it, this multimedia site examines the food in your kitchen and the controversies that surround it.”

**EnviroZine** (Environment Canada)

[http://www.ec.gc.ca/envirozine/english/home\\_e.cfm](http://www.ec.gc.ca/envirozine/english/home_e.cfm)

Environment Canada’s online magazine.



**Global Warning** (Knowledge Network)

<http://www.knowledgenetwork.ca/globalwarning/splash.html>

“Fossil fuel emissions are causing some dramatic changes to our planet. In this multimedia site, learn about why climate change is happening, how it effects us, and why it has scientists so concerned.”

**G8 Canada** (Government of Canada)

<http://www.g8.gc.ca/menu-en.asp>

Includes background information, news releases, and documents from various G8 summits.

**Government House** (BC)

<http://www.ltgov.bc.ca/default.htm>

Information about Government House and the duties of the Lieutenant Governor. Includes a “Youth Zone” and an archive of past speeches.

**Human Security Program** (Department of Foreign Affairs and International Trade)

<http://www.humansecurity.gc.ca/psh-en.asp>

“Our objective is to build a world where universal humanitarian standards and the rule of law protect all people; where those who violate these standards are held accountable; and where our international institutions are equipped to defend and enforce those standards. In short, a world where people can live in freedom from fear.”

**Interchange on Canadian Studies**

<http://www.ics.ca/default.html>

“The Interchange on Canadian Studies is an annual, bilingual conference open to Grade 11 students from across the country and is an opportunity for young Canadians to meet, listen to prominent speakers, and share ideas and experiences significant to Canada.”

**International Monetary Fund—IMF**

<http://www.imf.org/>

“The IMF is an organization of 184 countries, working to foster global monetary co-operation, secure financial stability, facilitate international trade, promote high employment and sustainable economic growth, and reduce poverty.”

**Institute on Governance**

<http://www.iog.ca/>

The Institute on Governance explores, shares, and promotes the concept of good governance in Canada and abroad, and helps governments, the voluntary sector, communities, and the private sector put it into practice for the well-being of citizens and society. The Institute concentrates its work around specific knowledge areas, including

- Aboriginal Governance
- Accountability and Performance Measurement
- Technology and Governance
- Values, Ethics and Risk

**Languages in Canada** (Centre for Research and Information on Canada—CRIC)

[http://www.cric.ca/en\\_html/guide/language/language.html](http://www.cric.ca/en_html/guide/language/language.html)

Demographic information about languages spoken in Canada.

**Law Courts Education Society of BC**

<http://www.lawcourtsed.ca>

“The Law Courts Education Society is a non-profit organization providing educational programs and services about the justice system in Canada and British Columbia. We help the public understand how our justice system works and we also help those people working within the system to better understand the justice-related issues that different people in our communities face. With the support of our partners, funders, and volunteers, we strive to maintain an accessible justice system for everyone.”

**Local Government—Elections (BC Ministry of Community, Aboriginal and Women's Services)**

<http://www.mcaaws.gov.bc.ca/lgd/infra/>

Contains information about local government in BC. Site includes a Candidate's Guide that provides an overview of the election process.

**Media Awareness Network**

<http://www.media-awareness.ca/>

“Provides reference materials for use by adults and youth alike in examining media issues from a variety of perspectives.” Includes a section for parents, as well as a section for teachers with resources on a range of topics such as tobacco advertising, crime, land mines, racial stereotyping, gender portrayal, and privacy.

**MLA Finder (BC)**

<http://www.legis.gov.bc.ca/mla/3-1-1.htm>

Directory of Members of the Legislative Assembly—searchable by name, constituency, or postal code.

**Model Parliament Unit** (Government of Canada)

[http://www.parl.gc.ca/information/about/education/empu/english/introduction\\_e.htm](http://www.parl.gc.ca/information/about/education/empu/english/introduction_e.htm)

“Provides teachers with the tools and processes to simulate a day in Canada’s Parliament. The resource has been designed to be flexible enough to adapt to a variety of teaching situations.”

**North Atlantic Treaty Organization—NATO**

<http://www.nato.int>

NATO’s essential purpose is to safeguard the freedom and security of all its members by political and military means in accordance with the North Atlantic Treaty and the principles of the United Nations Charter.

**Ombudsman British Columbia**

<http://www.ombud.gov.bc.ca/>

“Informed by an understanding and appreciation of the principles, responsibilities, and powers embedded in the *Ombudsman Act*, and driven by a commitment to justice and fair treatment of people, the Office of the Ombudsman strives for fairness and accountability in public administration in British Columbia. The Ombudsman receives inquiries and complaints about the practices and services provided by public agencies. While not an advocate, the Ombudsman can conduct impartial and confidential investigations to determine if a public agency is being fair to the people it serves.”

**Organization of American States—OAS**

<http://www.oas.org/main/english/>

The American States established this international organization to achieve an order of peace and justice, to promote their solidarity, to strengthen their collaboration, and to defend their sovereignty, their territorial integrity, and their independence.

**PBS Programs A-Z**

[http://www.pbs.org/search/search\\_programsaz.html](http://www.pbs.org/search/search_programsaz.html)

Includes links to companion sites for a range of specific PBS documentary programs with civics-relevant content (e.g., non-violent conflict, commercialism, terrorism, immigration, gun control, environmental issues). Most sites include case studies, background information, lessons, and other resources.

**Revised Statutes and Consolidated Regulations of British Columbia**

<http://www.qp.gov.bc.ca/statreg/>

Links to all current provincial legislation.

**Statistics Canada**

<http://www.statcan.ca/english/edu/index.htm>

Data related to the people, land, and economy of Canada that can be used in students' research. Also includes the most recent census data. Of particular relevance for this course is the section on statistics related to Civics and Society: Emerging Issues (<http://www.statcan.ca/english/kits/issues/issue.htm>).

**Student Vote**

<http://www.studentvote.ca/>

“Student Vote aims to provide Canadian students with an opportunity to participate actively in a non-partisan parallel election experience during an official election period. Our mission is to provide enriching experiences that will promote citizenship and participation among young Canadians.”

**Taking a Stand**

<http://www.takingastand.com>

Provides access to resources and information on youth violence and crime issues. Examples of community initiatives, online access to the Youth Against Violence Line, and interactive games and activities can be reached from this site.

**Taking Action on Climate Change** (Government of Canada)

<http://climatechange.gc.ca/english/>

“Learn about the science, impacts and adaptation to climate change and how individuals, governments, businesses, industry, and communities take action by reducing greenhouse gas emissions. Visit the One-Tonne Challenge web pages to find out what you can do to reduce your GHG emissions and learn how to use less energy, save money, improve air quality, and protect our environment.”

**United Nations—UN**

<http://www.un.org/english/>

The United Nations is central to global efforts. The UN and its family of organizations work to solve problems that challenge humanity—to promote respect for human rights, protect the environment, fight disease, foster development, and reduce poverty. The site contains links to organizations within the UN, including the United Nation’s Children’s Fund (UNICEF), United Nations Conference on Trade and Development (UNCTAD), United Nations Development Programme (UNDP), United Nations Environment Programme (UNEP), United Nations High Commissioner for Refugees (UNHCR), United Nations Interregional Crime & Justice Research Institute (UNICRI), World Food Programme (WFP), and the World Health Organization (WHO).

**United Nations Universal Declaration of Human Rights**

<http://www.un.org/Overview/rights.html>

Full text of the 1948 Declaration.

**Virtual Museum of Canada**

[http://www.virtualmuseum.ca/English/index\\_flash.html](http://www.virtualmuseum.ca/English/index_flash.html)

A portal to a number of “Virtual Exhibitions” created by museums across Canada and related to a wide range of Civic Studies 11 topics (e.g., refugees, the Holocaust, internment of Japanese-Canadians, residential schools).

**Welcome to Canada’s Parliament** (Government of Canada)

<http://www.parl.gc.ca/common/index.asp?Language=E>

“The Parliamentary Internet web site, created and maintained jointly by the Senate, House of Commons, and the Library of Parliament, offers information on the Canadian Parliament.”

**World Bank**

<http://www.wto.org>

“The World Bank Group is one of the world’s largest sources of development assistance. It works in more than 100 developing economies with the primary focus of helping the poorest people and the poorest countries.”

**World Trade Organization—WTO**

<http://www.un.org/english/>

“WTO is the only global international organization dealing with the rules of trade between nations. The goal is to help producers of goods and services, exporters, and importers conduct their business.”

**Young Voters** (Elections Canada)

[http://www.elections.ca/content\\_youth.asp?section=yth&document=index&lang=e&textonly=false](http://www.elections.ca/content_youth.asp?section=yth&document=index&lang=e&textonly=false)

“Casting your ballot lets you speak your mind. It lets you be heard. This site shows you how. It’s loaded with information for anyone who wants to know how elections work. You can look up the answers to election basics or go deeper to find information on Canada’s electoral system.”

**Youth Challenge International**

<http://www.yci.org/index.html?home.html||/home/>

“Youth Challenge International combines community development, health promotion, and conservation work in dynamic projects carried out by teams of volunteers aged 18-35. Youth Challenge International believes that young people can make a meaningful contribution to the development of communities in our partner countries. These efforts answer needs at the grassroots level and match the national development strategies in each of the countries in which we work. Our areas of priority include HIV/AIDS, Community Infrastructure, Youth Skills Building, Women’s Networking, and Capacity Building.”

**YouthLinks**

<http://www.youthlinks.org/index.do>

“Web-based learning about history and social issues for high school students in Canada and around the world.” Includes resources for teachers and for students, organized thematically.



## GLOSSARY

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*Civic Studies 11*



This glossary includes selected terms used in this Integrated Resource Package, defined specifically in relation to how they pertain to Civic Studies 11. It is provided for clarity only, and is not intended to be an exhaustive list of terminology related to Civic Studies 11 topics.

## A

### **absolutism**

Any system or form of government in which the power of the ruler(s) is not restricted.

### **anarchy**

1. A society where all forms of governmental authority and law are replaced with free association and voluntary co-operation of individuals and groups.
2. A state of disorder and often violence due to the absence of governmental authority and law.

## B

### **beliefs and values**

In the context of this IRP, refers to those viewpoints and perspectives that guide decision making (e.g., fairness, reliability, logic, empathy, objectivity, honesty, respectfulness, expediency, economy, public perception, collective responsibility, tolerance for ambiguity, willingness to participate, altruism, efficacy).

### **bias**

In relation to information and resources, refers to a point of view or preference for one side of an issue or argument that may affect the ability of the reader to consider the situation objectively. Bias should not necessarily be thought of as "bad" or "unfair," but should be recognized and taken into account when considering the relevance or application of the information.

## C

### **capitalism**

A philosophy or system in which the society's instruments of production and products of consumption are privately controlled, and where sale of goods and services occurs for profit.

### **civic**

Having to do with the rights and responsibilities of citizens.

### **civil disobedience**

The refusal to obey selected laws as a strategy for persuading a government to change its position.

### **communism**

A philosophy or system in which the society's land and property are owned by the state, and where production and distribution of goods and services is controlled by the state.



## D

**defining issues**

In this IRP, events and factors—contemporary or historical—that help to characterize a Canadian civic identity. Examples of defining issues include those related to

- role of the individual in society
- governance
- rights and responsibilities
- culture, language, heritage, and community
- environment and geography
- international relations.

**democracy**

A form of government in which laws are made by the citizens, either by plebiscite (direct democracy) or by representatives elected to act on the citizens' behalf (indirect democracy).

**direct action**

A form of active civic participation. Examples of direct action include strikes, picketing, boycotts, sit-ins, and demonstrations.

## E

**ethics**

The thinking by which human conduct is guided and can be appraised.

## M

**mediation**

A form of conflict resolution in which a neutral third party helps two parties in dispute achieve a solution that is mutually agreeable.

## P

**primary source**

An original document or firsthand or eyewitness account pertaining to an event or subject of inquiry. (See also *secondary source*.)

## R

**rule of law**

A democratic principle in which no individuals, groups, or governments are above the law, and in which society is governed by laws that are applied fairly to all people.

## S

**secondary source**

An account of a subject of inquiry that was created after the event, often involving some interpretation or synthesis of more than one original source. (See also *primary source*.)

**state of nature**

When individuals have complete control with no outside restrictions.

## V

**values**

see *beliefs and values*



