



**Grade 9
Social Studies**

*Canada in the
Contemporary World*

A Foundation for
Implementation

**GRADE 9 SOCIAL STUDIES
CANADA IN THE
CONTEMPORARY WORLD**

*A Foundation for
Implementation*

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Introduction**SOCIAL STUDIES AND THE CREATION OF A DEMOCRATIC LEARNING COMMUNITY**

Welcome to the world of social studies, where students have opportunities to interact with each other in democratic groups and communities, and to acquire the knowledge, values, and skills they need to become active, responsible citizens within our Canadian society. As they mature and practice the skills of citizenship, they not only contribute to their learning communities, but also contribute to the betterment of our society.

What do active, responsible citizens look like? They are aware of the world in which they live, and they care about people around them—the people with whom they share this planet, both near and far away. They know that their actions affect others. They have informed opinions, and think critically about issues that concern themselves and others. They have the confidence to make their voices heard, to take a stand on issues, and to engage in social action when necessary. They are concerned with the well-being of the environment, and live their lives in ways that reflect that concern.

Background

This document was produced by Manitoba Education, Citizenship and Youth, in collaboration with Manitoba educators. It includes the core concept citizenship, and identifies general and specific learning outcomes. It integrates the four foundation skill areas of literacy and communication, problem solving, human relations, and technology, and provides ideas and strategies to support the implementation of social studies. It is mandated for use in all schools in Manitoba.

**A Brief History of the Social Studies Curriculum**

Just as knowing oneself means knowing one's history, fully understanding the new social studies curriculum requires knowing something of its history. The Manitoba curriculum was created through a culturally collaborative process; diverse voices guided the process, and the result is a social studies curriculum that better reflects the cultural reality of Canada.

The first stage of the process was the creation of the *Western Canadian Protocol (WCP) Common Curriculum Framework for Social Studies, Kindergarten to Grade 9 (2002)**. This was the first inter-provincial/territorial curriculum project to include both Aboriginal and francophone representatives as full and equal partners in the development process.

* In November 2003 the name was changed to the Western and Northern Canadian Protocol (WNCP) for Collaboration in Basic Education.

Manitoba Advisory Groups

- Social Studies Steering Committee
- K to 12 Framework Development Team
- Cultural Advisory Team



Manitoba's involvement in the Western and Northern Canadian Protocol project, and in the next stage of adapting the *WCP Framework* to produce *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes*, was guided by three advisory groups:

- The **Manitoba Social Studies Steering Committee**, including representatives from Manitoba educational stakeholders
- The **Manitoba Kindergarten to Grade 12 Framework Development Team**, comprising Early, Middle, and Senior Years teachers from English, français, and French Immersion Programs, as well as Aboriginal educators and consultants, and university advisors in history, geography, and education
- The **Manitoba Cultural Advisory Team**, with representatives from 15 ethnocultural organizations in Manitoba
(See the Acknowledgements section for a listing of team members and organizations.)

Manitoba also solicited feedback from educational stakeholders during the development of the WCP and Manitoba frameworks. Regional consultations took place, as did a province-wide mailout, resulting in feedback from hundreds of Manitoba educators and stakeholders, including the Manitoba First Nation Education Resource Centre and the Manitoba Métis Federation.

Both documents—the Kindergarten to Grade 9 WCP document, and the *Social Studies: Manitoba Curriculum Kindergarten to Grade 8 Framework of Outcomes*—shaped the Manitoba Grade 9 curriculum. All of the major components, as well as the philosophy and approach of the Grade 9 curriculum, are based on the earlier works.

Contents of the Document

This document contains the following sections:

- **Introduction:** The introduction describes the purpose, background, and contents of this document.
- **Social Studies in Manitoba—A Kindergarten to Grade 12 Overview:** This section presents an overview of the Kindergarten to Grade 12 social studies program in Manitoba.
- **Document Components and Structure:** This section presents the components of the Manitoba social studies curriculum and explains how the learning outcomes and strategies for teaching, learning, and assessment are organized within this document.
- **Grade 9: Canada in the Contemporary World:** This section contains the grade overview; cluster descriptions; skills, knowledge, and values learning outcomes; suggested strategies for assessment; and strategies to activate, acquire, and apply learning.
- **References**
- **Appendices:** This section contains the following appendices: A: Skills Assessment; B: Blackline Masters; C: Portfolio Tracking Charts; D: Skills, Knowledge and Values Checklists; E: Vocabulary Strategies; F: Grades 8 to 10 Cumulative Skills Chart; G: Recommended Learning Resources; and H: Teacher Notes.

**SOCIAL STUDIES IN MANITOBA—A KINDERGARTEN TO GRADE 12
OVERVIEW****Definition**

Social studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

**Vision**

Social studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience, past and present, the social studies curriculum is inclusive of Aboriginal, francophone, and diverse cultural perspectives.

Social studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Through social studies, students are encouraged to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.

Goals of Social Studies

Social studies enables students to acquire the skills, knowledge, and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

The goals of social studies learning span Kindergarten to Grade 12, and are divided into five categories:

- Canada
- The World
- The Environment
- Democracy
- General Skills and Competencies



With respect to **Canada**, social studies enables students to

- acquire knowledge and understanding of Canadian history and geography
 - appreciate the achievements of previous generations whose efforts contributed to the building of Canada
 - critically understand Canadian political structures and processes and the institutions of Canadian society
 - fulfill their responsibilities and understand their rights as Canadian citizens
- understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
 - analyze Canadian public issues and take rationally and morally defensible positions
 - develop a sense of belonging to their communities and to Canadian society
 - respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, past and present



With respect to the **world**, social studies enables students to

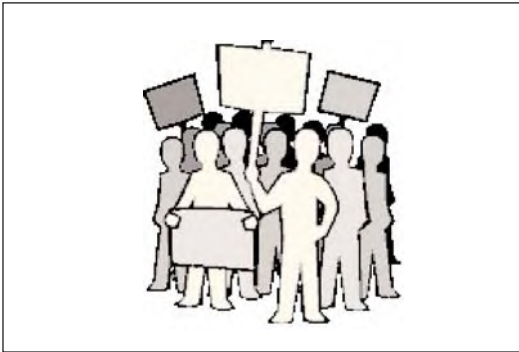
- acquire knowledge and understanding of world history and geography
 - respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
 - develop global awareness and a sense of global citizenship
 - understand and appreciate the role of international organizations
 - analyze global issues and take rationally and morally defensible positions
- develop a commitment to social justice and quality of life for all the world's peoples
 - assess questions of national self-interest and the interests of other countries and the world as a whole



With respect to the **environment**, social studies enables students to

- acquire and apply geographic skills, knowledge, and understanding
- recognize that a sustainable natural environment is essential to human life
- assess the impact of human interaction with the environment
- propose possible solutions to environmental problems
- live in ways that respect principles of environmental stewardship and sustainability

Overview



With respect to **democracy**, social studies enables students to

- critically understand the history, nature, and implications of democracy
- assess alternatives to democracy, past and present
- understand the history and foundations of parliamentary democracy in Canada
- demonstrate a commitment to democratic ideals and principles, including respect for human rights, principles of social justice, equity, freedom, dissent and differences, and willingness to take action for the public good

- participate in public affairs in accordance with democratic principles
- critically understand the role of various institutions in civil society
- recognize that democracy involves negotiation and that political and social problems do not always have simple solutions
- identify ways in which Canadian democracy could be improved, and work to improve it
- participate as informed citizens in the ongoing debates that characterize democracy in Canada and the world
- take a stand on matters of fundamental principle or individual conscience



With respect to **general skills and competencies**, social studies enables students to

- engage in disciplined inquiry, applying research skills, critical thinking, and decision making
- think historically and geographically
- critically analyze and research social issues, including controversial issues
- work collaboratively and effectively with others
- solve problems and address conflicts in creative, ethical, and non-violent ways

- develop openness to new ideas and think beyond the limits of conventional wisdom
- apply effective communication skills and enhance media literacy
- use and manage information and communication technologies

CITIZENSHIP AS A CORE CONCEPT IN SOCIAL STUDIES

Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the knowledge, values, and skills that students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges they will face in the future. Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate.

Achievement of learning outcomes related to citizenship will prepare students to participate in the public dialogue that characterizes any democracy and that plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities, locally, nationally, and globally.

Rationale for Citizenship Education

Citizenship education is fundamental to living in a democratic society. The concept of citizenship takes on meaning in specific contexts and is determined by time and place. Diverse notions of citizenship have been used in the past and are being used in the present, for both good and ill. Throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist. In Canada, for instance, First Nations parents were forced to send their children to residential schools in the interests of citizenship.

The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to explore the complexities of citizenship in four areas:

- Active Democratic Citizenship in Canada
- Canadian Citizenship for the Future
- Citizenship in the Global Context
- Environmental Citizenship

Overview



Active Democratic Citizenship in Canada

Since citizenship issues are rooted in the past, Canadian history occupies an important place in the social studies curriculum. Canada is regionally diverse and geographically expansive. It is organized as a federal parliamentary monarchy, with a mixed, albeit largely capitalist, economy. It is a bilingual and multicultural country committed to pluralism, human rights, and democracy. Globally, Canada is regarded as a prosperous, peaceful, and democratic country, although it still has its share of economic and social injustices and inequities.

Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs
- respect for human rights and democratic ideals and principles
- a commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- a willingness to live with ambiguity and uncertainty
- civility and tolerance for dissension and disagreement
- a willingness to balance the pursuit of private interests with concern for the public good
- the ability to balance personal claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with a realization that Canadian identity is multi-faceted, open to debate, and not exclusive of other identities

Canadian Citizenship for the Future

For the foreseeable future, Canadian citizens will likely continue to face issues such as

- balancing the jurisdictional claims of the provinces, territories, and the federal government
- redressing past and present injustices inflicted on Aboriginal peoples and other groups in Canada
- coming to terms with the complexities of Québec's place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities related to race, gender, sexual orientation, age, class, and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy



Citizenship in the Global Context

Canada is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing our world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy. The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War, terrorism, and violence continue to be a means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

Environmental Citizenship

Underlying both national and global realities, and the responsibilities they impose on citizens, is the increasing fragility of our natural environment. Quality of life depends upon the sustainability of our environment. This places a particularly important responsibility on citizens, who must ultimately balance the demands of economic growth and high living standards against respect for the environment and the needs of future generations.

Overview

General Learning Outcomes

The following six general learning outcomes provide the conceptual structure for social studies from Kindergarten through Grade 12. They are the basis for the specific learning outcomes for each grade.



Identity, Culture, and Community

Students explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with

opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.



The Land: Places and People

Students explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.



Historical Connections

Students explore how people, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and

social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.



Global Interdependence

Students explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Overview**Power and Authority**

Students explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

**Economics and Resources**

Students explore the distribution of resources and wealth in relation to individuals, communities, and nations.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse

perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Social Studies Skills

Social studies skills are grouped into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills



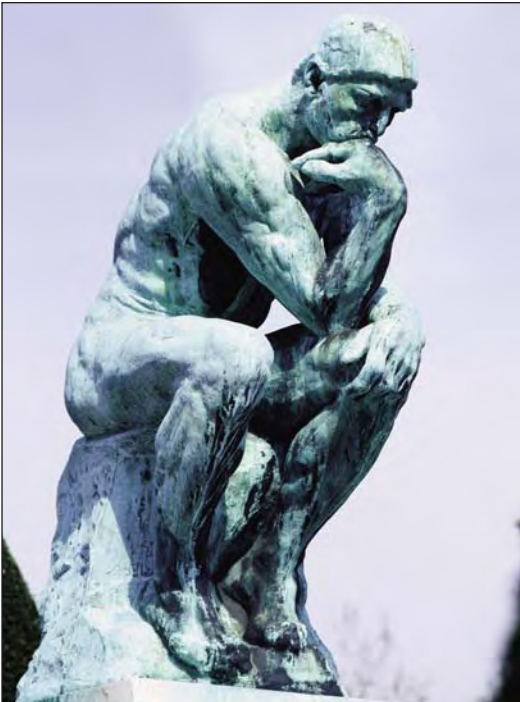
Skills for Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.



Skills for Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Overview**Critical and Creative Thinking Skills**

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and using a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

**Communication Skills**

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

GUIDING PRINCIPLES FOR SOCIAL STUDIES LEARNING, TEACHING, AND ASSESSMENT

Social Studies and the Learning Process

Learning in social studies is an active process. Active learning involves the construction of meaning through the interaction of prior knowledge, motivation and purpose, and new experiences. The process of learning varies from one individual to another, and is shaped by a multitude of factors, including personal, social, and cultural influences. Social studies learning is more meaningful when students are

- encouraged to broaden their perspectives through informed and focused interaction with others
- provided with opportunities to reflect critically on their own ideas and attitudes
- valued, respected, and acknowledged as individuals, whatever their situation or background

Social studies *knowledge*, *values*, and *skills* are interdependent aspects of learning, and need to be integrated in the learning process. Meaningful learning in social studies requires both depth and breadth of understanding. This includes the incorporation of basic general knowledge, as well as opportunities for more intensive study of selected topics.

Strategies to support student inquiry and interaction:

- cooperative and peer learning
- interviews
- project-based learning
- structured controversy or debate
- teacher- and student-initiated inquiry and research
- role-play
- sharing circles

Instructional Strategies for Active Learning

Social studies learning can be enhanced by using a variety of settings both in and outside of school, flexible student groupings, and numerous other strategies. A well-balanced social studies program includes individual, collaborative, and teacher-directed learning experiences, and provides students with a variety of conceptual tools and advance organizers.

Effective social studies instruction includes the use of strategies that promote student inquiry and interaction. These strategies include cooperative and peer learning, interviews, project-based learning, structured controversy or debate, teacher- and student-initiated inquiry and research, role-play, and sharing circles. These types of strategies make learning meaningful by encouraging critical reflection, questioning, and the consideration of diverse points of view.

It is through guided inquiry and interaction—within the school and in the community—that students construct meaning from their individual experiences. Students require opportunities to engage in authentic and relevant community issues and events. It is important that these experiences be integral to social studies learning, and not be contrived.



Overview

Active learning includes

- resource-based and experiential learning
- on-the-land experiences
- field studies
- guided tours
- participation in diverse cultural activities
- integrating literature and the arts
- using information and communication technologies

Active learning is encouraged through resource-based and experiential learning. These include on-the-land experiences, field studies, guided tours, and participation in diverse cultural activities. Social studies teaching offers the ideal opportunity to integrate literature and the arts, and to use information and communication technologies.

Effective practices in social studies actively engage students in democratic processes such as consensus building, collective decision making, student government, class meetings, student-generated topics of study, and school event planning. As well, social studies provides authentic opportunities for home and community involvement.

Activities that engage students in democratic processes:

- consensus building
- collective decision making
- student government
- class meetings
- student-generated topics of study
- classroom/school event planning

Resource-Based Learning

Social studies addresses a wide range of issues and topics at every grade. It is a subject that is particularly well suited to resource-based learning, which moves beyond the single textbook approach and provides students with a variety of information sources. (See Appendix G for a list of recommended learning resources.)

There is a rich abundance of social studies resources available to teachers and students. These include primary information sources, print media, electronic media, art and artifacts, simulations and games, maps, and field trips, as well as knowledgeable individuals from the local community.

Resource-based learning is a student-centred approach that adapts to student needs, interests, abilities, learning styles, and prior knowledge. An environment that is rich in resources allows students to explore and discover as they learn, and to make personal learning choices that are relevant and meaningful.

As our society continues to evolve, so do the roles of teachers and learners. The “sage on the stage” model is giving way to a more flexible model—one in which teachers facilitate the learning process, and students make decisions and assume responsibility for their learning. A resource-based learning approach ultimately helps students manage the information overload that typifies today’s society, and teaches them how to continue their learning outside of the school setting. While the development of fundamental knowledge is still essential in social studies, the student of the 21st century also needs the skills to locate, access, and evaluate pertinent information.

Resource-based learning

- primary sources
- magazines and journals
- books
- television, radio
- DVDs and CDs
- audio/video tapes
- the Internet
- computer software and databases
- art and artifacts
- simulations and games
- maps
- neighbourhood walks
- museums
- art galleries
- cultural centres
- community sites
- guest speakers
- Elders
- live performances

Role of the Social Studies Teacher

Social studies accommodates a variety of teaching styles. Given the political nature of social studies issues and topics, a teacher’s personal beliefs and convictions may influence the presentation of content, as well as the selection of teaching strategies and learning resources. Complete neutrality is not always possible, nor necessarily desirable; however, teachers need to be aware of the implications of presenting their own beliefs and perspectives as fact rather than opinion.



Social studies is rich in opportunities to detect and analyze bias through the critical exploration of diverse points of view. When a classroom climate is open and fair, teachers and students together will establish a learning culture that integrates democratic principles and encourages active citizenship. It is important to note that student-centered classrooms are not necessarily democratic classrooms. Even activities that are democratic in nature, such as cooperative learning, can be undemocratic in practice, depending upon how they are used.

Finally, it is critical that teachers be well informed about social studies content and issues, and that they be prepared to provide students with guidance in selecting reliable information sources.

Dealing with Controversial Issues

A fundamental aspect of social studies learning and teaching—at all grade levels but particularly in the Senior Years—is the consideration of controversial issues—issues that involve ethics, principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs and values, disagreement, and dissension are all part of living in a democratic society. Furthermore, discussion and debate concerning ethical or existential questions serve to motivate students and make learning more personally meaningful.



The following guidelines will assist teachers in dealing with controversial issues in the classroom:

- approach all issues with sensitivity
- clearly define the issues
- establish a clear purpose for discussions
- establish parameters for discussions
- ensure that the issues do not become personalized or directed at individual students
- protect the interests of individual students by finding out in advance whether any student would be personally affected by the discussion
- exercise flexibility by permitting students to choose alternative assignments
- accept the fact that there may not be a single “right answer” to a question or issue
- respect every student’s right to voice opinions or perspectives
- help students clarify the distinction between informed opinion and bias
- help students seek sufficient and reliable information to support various perspectives
- allow time to present all relevant perspectives fairly and to reflect upon their validity

SOCIAL STUDIES AS A CURRICULUM OF AND FOR DIVERSITY AND EQUITY



Inclusive Social Studies Classrooms

The social studies classroom plays an important role in helping students become engaged and caring citizens, locally, nationally, and globally. To do so requires teachers to use social studies classrooms as living laboratories for a more equal and just society than the one in which we now live. Schools in general, and the social studies classroom specifically, support the continued development of the multicultural, multiracial, and pluralist democracy that is Canada—a democracy that is capable of addressing the serious social and ecological challenges that face us now, and which threaten our collective future.

The events that take place in our classrooms both shape, and are shaped by larger social currents that define who we are and where we are headed as a society. To be successful, schools, and social studies classrooms in particular, must be guided by democratic social goals and values that celebrate our human diversity and demonstrate a quest for greater equity in our institutions and in society as a whole.

Social studies curriculum and instruction must be both *visionary* and *practical*: *visionary* because we need to go beyond narrow educational goals and look toward our collective future with hope; *practical* because the work of reshaping educational practice and countering negative social forces and conditions requires daily effort.

Teaching practices, educational activism, and dedication and creativity on the part of teachers and other educational partners are all part of this process. Efforts to transform the social studies classroom need to grow from a common social and pedagogical vision that strives for an inclusive classroom focused on social justice. Curriculum and practice must reflect certain essential characteristics, which are described below.

Inclusive classrooms focused on social justice are

- multicultural, equity-focused, anti-biased in nature
- grounded in the lives of students
- culturally sensitive
- critical
- participatory and experimental
- hopeful, joyful, caring, visionary
- academically rigorous
- supportive of students as social activists and engaged citizens

1. Multicultural, equity-focused, and anti-bias in nature

A curriculum grounded in social justice and awareness of social diversity must be inclusive of every student in every classroom. With our increasingly diverse student population and nation, the social studies classroom needs to directly address issues related to race, class, gender, and other aspects of educational equity. We need to do more than simply “celebrate” diversity. We need to take on the “hard stuff” of exploring why some differences translate into wealth and power, while others become the basis for discrimination and injustice. Social studies classrooms exist in a multicultural and multiracial society, and together we need to honestly face the truth about our past and present. The often exclusionary, traditional stories of history need to be revised to include the experiences and voices of Aboriginal peoples and people of colour, women, working peoples, and other diverse groups in our society.

2. Grounded in the lives of students

Good teaching begins with respect and concern for students, their innate curiosity, and their capacity to learn. Curriculum needs to be rooted in the real lives and contexts of the students in the classroom. Creating effective learning environments requires that the lives of the students, as well as the topics they are exploring, provide the content of the classroom experience. Students need opportunities to consider and inquire how their lives connect to the broader society.

3. Culturally sensitive

Classrooms that are places for critical teaching and learning are built on the premise that teachers “don’t know it all.” Each new class presents opportunities for teachers to learn from students, and requires teachers to be good researchers and listeners. Teachers will often work with students of diverse cultural origins and ethnicities, and may need to call upon parents and others in order to understand the needs of their students. Teachers must also draw on the cultural diversity of their colleagues and community resources for insights into the communities they seek to serve.

4. Critical

The social studies curriculum should help equip students to engage in dialogue and to challenge the world. Students need to develop skills and insights that allow them to pose essential questions.

- Who holds power and makes decisions in society?
- Who is left out?
- Who benefits and who suffers?
- What is fair practice?
- What is discriminatory or unfair practice?
- How is change created?

Students should have opportunities to examine and question social reality through critiques of media, public policy decisions, foreign policy choices, newspapers, historical accounts, and school life itself. Wherever possible, student learning should encompass issues and problems in the world outside the classroom walls.

5. Participatory and experiential

Student involvement and initiative need to be emphasized; students should not be passive learners. Exploratory and experiential learning approaches, in which students are involved in planning and decision making, allow students to take responsibility for, and to manage, their own learning. Projects, role-plays, mock trials, town hall meetings, and other learning activities involve students physically and cognitively. These are all essential to provoke students to develop democratic capacities: to question, to challenge, to make real decisions, and to solve problems collectively.

6. Hopeful, joyful, caring, and visionary

Classrooms in which students feel significant and cared for are at the heart of an inclusive school. Unless students feel safe—emotionally and physically—they will not reveal their true selves or their real thoughts and feelings, and discussions will be artificial and dishonest. Teachers need to design learning experiences that help students learn to trust and care for each other.

Overview

7. Academically rigorous

An inclusive classroom focused on social justice provides students with the skills they need to navigate the world, and to take action to change the world. When students create products for real audiences about significant issues, and discuss big ideas with compassion and intensity, academics come to life.

8. Supportive of students as social activists and engaged citizens

If we want students to see themselves as voices for justice and agents of change, it is important to encourage them to critique the world, and to be willing to take a stand and act in ways that are meaningful. Part of the role of the social studies teacher is to reinforce the fact that ideas have real consequences and need to be acted upon. Students can draw inspiration from historical and contemporary individuals who struggled for social justice, peace, and human rights. A critical curriculum and classroom should reflect the diversity of people from all cultures and both genders who acted to make a difference, many of whom did so at great sacrifice. Students should feel connected to this legacy of resistance and social justice.

Creating inclusive and critical classrooms is not easy. It is complex and demanding work that requires vision, support, and resources. Sharing experiences with other educators, establishing support networks, and amassing diverse resources are critical components of inclusive classrooms.

Adapted from "Rethinking Our Classrooms: Teaching for Equity and Justice" from *Rethinking Schools* magazine (Fall 2003) by permission of Rethinking Schools Ltd. <www.rethinkingschools.org>. All rights reserved.

Towards a Pedagogy for Social Justice

A social studies curriculum that advocates social justice is built upon the integration and exploration of issues related to inclusion, diversity and racism. This approach requires a clear and well developed understanding of multicultural/anti-racist teaching approaches. It should not be assumed that simply providing students with learning resources that are "multicultural" or that deal with issues of inequality or diversity is sufficient to create an inclusive social studies classroom. To have a positive effect, as well as an anti-racist/anti-bias impact on the classroom, multicultural materials need to be part of meaningful learning experiences that encourage students to critically explore and analyze the significance of the issues discussed or information presented, personally and collectively.

The quotation that follows illustrates the importance of anti-racism pedagogy in the use of multicultural resources in the classroom, and in the planning and implementation of learning activities. It is critical that educators be clear how a specific learning resource and related activities fit into their plan for the year and the anti-racism objectives that have been established.

It should be remembered that multicultural curriculum can be taught in a traditional and racist way. The way out of this dilemma is through the intervention of anti-racist teaching. Anti-racist teaching would incorporate 'education' which is multicultural while the 'teaching' would be anti-racist. In this context, anti-racist teaching is seen as coming about through a teacher with the 'right' attitude, the appropriate knowledge, and the necessary skills to bring about learning that will challenge racism and change the bias of the traditional ethnocentric and biased education to which we are accustomed in Canada. (Black Learners Advisory Committee [BLAC] Report on Education, December 1994, Nova Scotia)

The Transformative Curriculum: Education for Social Justice

An anti-racist pedagogy may be conceptualized as being education for change, social justice, or action. James Banks provides a conceptual model for analyzing the level of integration of multicultural content into the curriculum, which highlights the importance of a social action approach. In his perspective, a Transformation or Social Action Approach is essential if we wish to meaningfully address issues of diversity and inequality in the social studies classroom and in our schools.

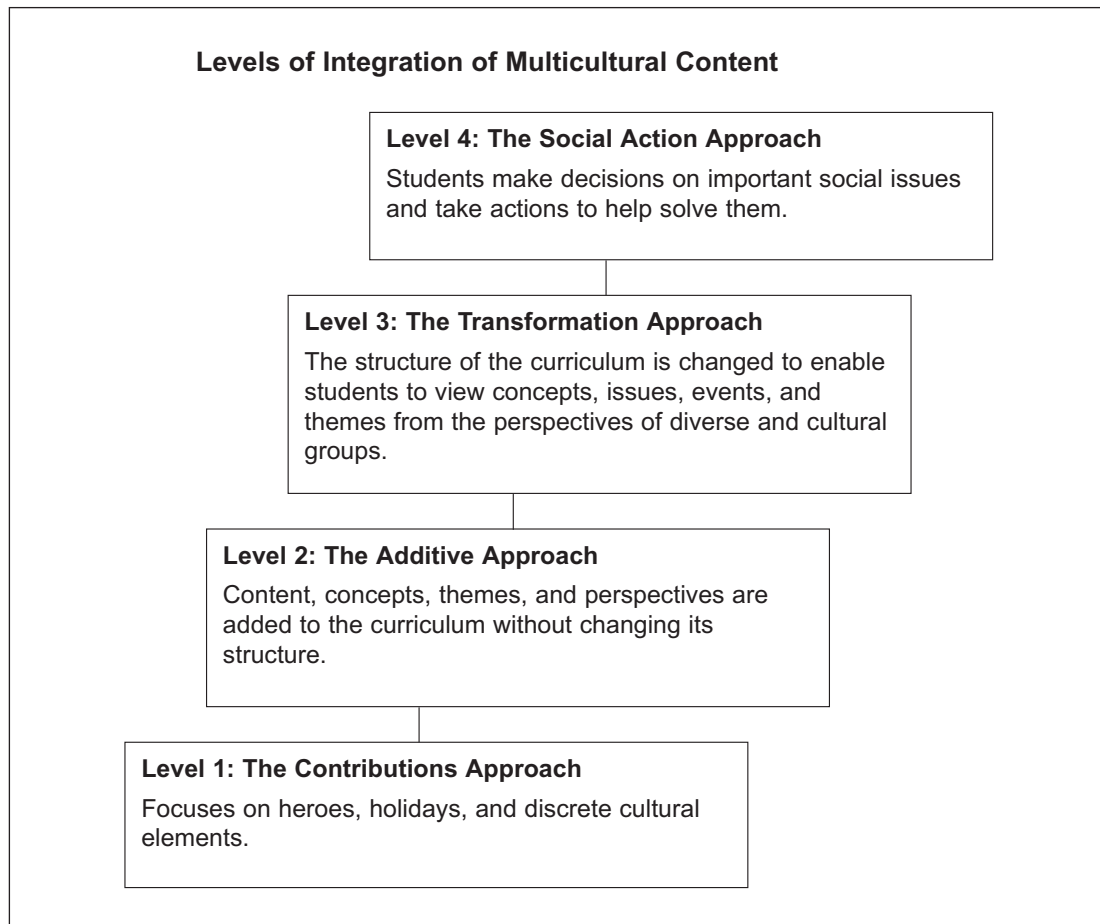


Figure 1: From “Approaches to Multicultural Curriculum Reform” by James A. Banks. In *Multicultural Education: Issues and Perspectives*, J. Banks and C. Banks (Eds.).

Diversity and Inequity: The Historical Context

It is important that educators develop an informed understanding of the historical development of Canadian society and the history of diversity and inequality. Traditional approaches to Canadian history have often excluded or marginalized the experiences and perspectives of many diverse groups. Therefore, it is critical that educators broaden their understanding of history in a Canadian and international context.

Overview

The experiences of marginalized groups in Canada share many similarities with marginalized groups in other places. It is important to explore and critically consider these parallels. Furthermore, it is important to connect historical experiences to contemporary social conditions, such as continued inequities in employment, evidence of bias in medical research, attitudes towards interracial or same-sex marriages, the prevalence of negative stereotypes in media, and so on.



Identity, Culture, and Race

Educators also need to consider the social dynamics and patterns of intercultural interaction in the classroom in developing inclusive, multicultural, and pro-social justice learning experiences. The ethnocultural identity and self-concept of students play an important role in determining their response and willingness to engage in meaningful learning experiences related to diversity. Social and ethnocultural identity is characterized by a number of factors, including the following:

- An individual's identity is complex and composed of various dimensions.
- Every individual has multiple identities, with ethnicity, class, gender, sexual orientation, language, religion, racial origins, political beliefs, and other factors defining who we are.
- Not all factors have the same impact on our identity, and their relevance may change according to personal and social conditions and social context.
- Race, while it is a socially constructed concept, forms part of our sense of identity.
- Racial identity development is the result of the racialization of society, and is a complex and dynamic phenomenon.

Theories regarding the process of achieving an anti-racist group identity are useful tools to guide exploration of the impact of race and racism in our classrooms. These theories also serve to guide educators in defining the objectives of anti-racism education. Ideally, schools should facilitate the movement of students to the highest level of anti-racist group identity.

Towards an Inclusive and Anti-Bias Identity

The process of undoing the profound impact of racism and other forms of discrimination and marginalization is a complex journey—a journey towards an inclusive and anti-bias identity. Psychologists researching race and identity issues have theorized that this journey may take different paths or stages of development for different groups, as members of these groups have been affected in differing ways by racism and discrimination.

Research suggests that people undergo a series of life transformations or stages of identity formation in terms of their self-concept and group identity. These stages of social identity formation are not inevitable or static, nor are they achieved for life. Life circumstances and experiences precipitate and support change either *towards* or *away* from anti-racism consciousness and behaviour. Alternatively, individuals may remain fixated at a particular stage of ethnic and group consciousness. (Derman-Sparks *et al.*, 1997)

Towards an Anti-Bias/Anti-Racist Identity

William Cross's (1991) model for the stages of Black identity development reflects the African-American experience, but is relevant in a Canadian context. His model of the *resocialization experience* has five distinct stages of identity development: Pre-encounter, Encounter, Immersion/Emersion, Internalization, and Internalization-Commitment.

In Cross's conceptual framework, individuals move from a state of unawareness of racism and discrimination to one of total awareness and social activism, known as the *Internalization-Commitment* stage. This final stage parallels Banks' idea of the *global* ethnic identity, and is a fully developed anti-racist group identity. An individual at this stage is a social activist who recognizes the need for continuous efforts to challenge inequality in society on several fronts, and seeks to collaborate with others in meaningful social action.

Helms (1990) has taken a similar and comprehensive examination of the stages of white/dominant group identity development. Helms identifies the tendency of dominant group members in society to deny that their racial identity has any significance, preferring to view themselves as individuals and, consequently, not responsible for the perpetuation of a racist system.

Helms' model of identity development is based on six distinct stages: Contact, Disintegration, Immersion/Emersion, Reintegration, Pseudo-Independent, and Autonomy. Individuals in this framework, like Cross's, move from a stage of total ignorance to one of total awareness and engagement in social activism. In the final stage of identity, Autonomy, individuals are self-directed and self-actualized activists who join with exploited groups to change the racist system.

Both researchers see the highest form of identity formation to be one where individuals are aware of the realities of inequities in society and the reality of racism, coupled with the desire to work with others for change and meaningful social action.



Applying Racial Identity Development Concepts in the Classroom

There is a great deal of significance to identity formation for educators involved in anti-bias/anti-racism education within the social studies classroom. First, the two models detailed above present a framework for conceptualizing learning outcomes or objectives for anti-bias/anti-racist education in a school setting. Ideally, school experiences and learning activities will stimulate sustained exploration and development of students' sense of identity, and encourage movement towards an anti-racist racial identity for all students. To achieve this, there needs to be a good

understanding of both racism and of anti-racist educational practices.

Secondly, the two models provide tools to assist teachers in planning educational experiences for students. The stages students are at in their racial identity development affect how they interact with other students, and how they respond to learning experiences dealing with diversity or racism. Teachers may wish to reflect on the cultural composition of their classrooms and individual student sense of identity when planning learning activities. This reflection will provide insight as to how students may respond to multicultural learning resources, or educational activities related to diversity issues. It may also identify potential problems that may arise as a result of students being at different stages of identity development.

Overview

Finally, the models provide a tool for self-reflection and analysis, encouraging teachers to reflect on issues of race and power. For example, teachers may ask themselves:

- What stage am I at in my personal identity formation?
- How will my stage of identity formation affect my teaching of anti-bias/anti-racist content and issues?
- What is my pattern of interaction and relationships with people of diverse origins and disadvantaged groups, and how does this relate to my current stage of identity development?



Isolation and Identity

The exploration of issues related to discrimination may be particularly challenging for students of marginalized or minority groups. A student may find herself or himself as the only one, or one of a small group, in an otherwise relatively homogeneous classroom setting. Such students may be at different stages of social or ethnic identity, and the overall classroom attitude and awareness of racism will greatly affect the dynamics in the classroom. It is important for teachers to recognize that

- racism and other forms of discrimination adversely affect student involvement in the classroom.
- experiences with racism and other forms of discrimination affect students' lives and the lives of their family members.
- dealing with issues of race and racism and other issues of bias and discrimination is a deeply personal and emotional experience that may stimulate recall of repressed memories or emotions.
- for many students of visible minority origins, and other students of diverse origins, a sense of isolation or alienation is not uncommon.
- in such situations, even if the intent is anti-bias in nature, raising issues of racism and inequality in a classroom presents a challenge for most students. Very often students will feel as if "all eyes" are on them when racial incidents occur, racist language is expressed, or other issues related to prejudice and discrimination are discussed.
- being of visible minority origins may be an experience in diversity itself. Students are often of interracial and intercultural backgrounds. Teachers need to be sensitive to students' personal definitions of their "identity" and group membership.
- students will not likely be comfortable with the role of representing or "speaking for" their particular cultural group. Depending on personal circumstances and social conditions, students may just be beginning, or have yet to begin, to explore their cultural origins.

This discussion of issues related to identity illustrates the complexity of intercultural and interracial dynamics in the classroom and society. It points to the need to carefully consider these dynamics when introducing challenging learning experiences. Most importantly, it highlights the need to have a clear and well-defined anti-bias/anti-racist teaching approach. It is about education for empowerment; it is about turning dreams into reality.



Strategies to Develop Positive Attitudes towards Diversity

- Initiate activities and discussions to build a positive racial and/or cultural self-identity.
 - Initiate activities and discussions to develop positive attitudes toward diverse racial/cultural groups—encourage the exploration of groups different from students' own reference groups.
 - Always answer student questions about race, ethnicity, and cultures when questions are asked.
- Listen carefully and in a relaxed manner to student questions and comments. Try to fully understand what a student means and wants to know.
 - Pay attention to feelings.
 - Provide truthful information appropriate to students' level of understanding.
 - Help students recognize racial, cultural, social, and other stereotypes.
 - Encourage students to challenge racism and other forms of discrimination by being a positive role model and displaying inclusive attitudes and behaviours. (The importance of this point cannot be overstated.)
 - Cultivate understanding that racism and other forms of discrimination do not have to be a permanent condition—that people are working together for positive change.
 - Remember that learning about racial and cultural identities is a lifelong process.

(Council for Interracial Books for Children, 1980)

Points to Consider When Using Multicultural Resources in the Classroom

1. Remember that context is important when using literature or media that deal with issues of diversity and of inequality.

- How does the resource fit into the yearly plan or the curriculum?
- Is the school environment positive and open to diversity?
- What is the classroom composition related to diversity? How may this affect classroom dynamics?



- Are students from the cultural backgrounds that are included in the resource represented in the classroom? Is there a history of positive interaction between students of diverse cultural and racial origins?
- What is the relationship and pattern of interaction between the teacher and minority students in the classroom? How may this affect the use of the resource in a classroom setting?
- Is multicultural literature frequently used in the school and throughout various subject areas?

Overview

2. What was the rationale for choosing the resources to be used?

- Were parents or community group members involved in the selection of the resources?
- Has the impact of the resource on readers of different experiences and perspectives been considered?
- Have questions of voice and authenticity been considered?
- Have supplementary or complementary materials been considered?



3. Has the stage been set for the introduction of the resource, including its content and major themes?

- Is the teacher sufficiently knowledgeable about the content and the historical context of the resource?
- Are students sufficiently knowledgeable of the historical and social context addressed in the resource?
- Have students explored issues related to the use of problematic terms and references made in the resource?
- Have minority students and parents been consulted with respect to planned learning activities? Have they been given an opportunity to participate or to suggest strategies for the effective use of the resource?



4. Does the classroom experience lend itself to anti-bias/anti-racist learning?

- Are students encouraged to critically analyze the resource and its significance in a contemporary setting?
- Have arrangements been made to monitor the impact of the resource on students in the classroom, and to deal with issues as they arise?
- Do the classroom activities allow students to voice their experiences, feelings, and ideas? Are minority students' experiences, feelings, and ideas validated, or are they ignored and silenced?
- Are students encouraged to explore the significance of the resource in terms of their own lives and social action?
- Do classroom experiences provide an opportunity for students to interact and connect with the people or groups featured in the resource? Do students have a voice in the classroom?
- Are connections made to other groups and their experiences in a way that encourages students to understand similarities and differences?
- Has the use of additional resources that give a more complete picture been considered?

5. How does the resource or issue studied relate to other aspects of the curriculum and school experience?

- Have provisions been made to connect the issues and experiences explored to curricular learning outcomes?
- Is the impact of the resource on students, and on their interactions in the classroom, being monitored?
- Have students been given opportunities to reflect on learning experiences, and to share their thoughts and feelings?
- Have plans been made to provide students with opportunities to celebrate their diversity and unity with each other, their parents, and their community?

GRADE 9 STUDENTS AND THE LEARNING ENVIRONMENT



Student learning is central to teachers' work. By their personality and professional practices, and through their day-to-day interactions with students, "teachers directly affect what students learn, how they learn, and the ways they interact with one another and the world around them" (Stronge, 2002, vii).

Research on effective and caring teachers (Stronge, 2002: 15) indicates the following:

- Caring teachers who know their students create relationships that enhance the learning process.
- Effective teachers consistently emphasize their love for children as one key element in their success.
- Teachers who create a supportive and warm classroom climate tend to be more effective with all students.
- Caring teachers are intentionally aware of student cultures outside the school.
- Caring teachers appropriately respect confidentiality issues when dealing with students.
- Caring teachers regard the ethics of care and learning as important in educating students to their full potential.

Characteristics of Learners and Their Implications

If a symbolic line could be drawn between childhood and adulthood, it would be drawn for many students during the beginning of their senior schooling years. These students begin to assume many of the responsibilities associated with maturity.

Although many Grade 9 students handle their new responsibilities and the many demands on their time with ease, others experience difficulty. Grade 9 can be a turning point for at-risk students. External interests may seem more important than school. Because of their increased autonomy, students who previously had problems managing their behaviour at school may now express their difficulties through poor attendance, alcohol and drug use, or other behaviours that place them at risk. Students struggling to control their lives and circumstances may make choices that seem to teachers to be contrary to their best interests. Being aware of what their students are experiencing outside school is important for teachers at every level.

Overview

Although the huge developmental variance evident in Grade 6 through Grade 9 is narrowing, students in Grade 9 can still demonstrate a development range of up to three years. Adolescents also change a great deal in the course of one year or even one semester. Grade 9 teachers need to be sensitive to the dynamic classroom atmosphere and recognize when shifts in interests, capabilities, and needs are occurring, so that they can adjust learning activities for their students.

There are, however, some generalizations that can be made about Senior Years students. The following chart identifies some common characteristics observed in educational studies (Glatthorn, 1993; Maxwell and Meiser, 1997) and by Manitoba teachers, and discusses the implications of these characteristics for teachers.

Senior Years Learners: Implications for Teachers

Characteristics of Senior Years Learners	Accommodating Senior Years Learners
<i>Physical Characteristics</i>	
<ul style="list-style-type: none"> • Some students, particularly males, are still in a stage of extremely rapid growth, and experience a changing body image and self-consciousness. • Students are able to sit still and concentrate on one activity for longer periods than previously, but still need interaction and variety. • Many students come to school tired, as a result of part-time jobs or activity overload. 	<ul style="list-style-type: none"> • Be sensitive to the risk students may feel in public performances, and increase expectations gradually. Provide students with positive information about themselves. • Put physical energy to the service of active learning, instead of trying to contain it. Provide variety; change the pace frequently; use kinesthetic activities. • Work with students and families to set goals and plan activities realistically so that school work assumes a higher priority.
<i>Cognitive Characteristics</i>	
<ul style="list-style-type: none"> • Learners are increasingly capable of abstract thought, and are in the process of revising their former concrete thinking into a fuller understanding of principles. • Students are less absolute in their reasoning, more able to consider diverse points of view. They recognize that knowledge may be relative to context. • Many basic learning processes have become automatic, freeing students to concentrate on complex learning. • Many students have developed specialized interests and expertise, and need to connect what they are learning to the world outside school. 	<ul style="list-style-type: none"> • Teach to the big picture. Help students forge links between what they already know and what they are learning. • Focus on developing problem-solving and critical-thinking skills. • Identify the skills and knowledge students already possess, and build the course around new challenges. Through assessment, identify students who have not mastered appropriate learning processes, and provide additional assistance and support. • Encourage students to develop social studies skills through exploring areas of interest. Cultivate classroom experts, and invite students with individual interests to enrich the learning experience of the class.

(continued)

Senior Years Learners: Implications for Teachers *(continued)*

Characteristics of Senior Years Learners

Accommodating Senior Years Learners

Moral and Ethical Characteristics

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| <ul style="list-style-type: none"> • Students are working at developing a personal ethic, rather than following an ascribed set of values and code of behaviour. • Students are sensitive to personal or systemic injustice. They are often idealistic and impatient with the realities that make social change slow or difficult. • Students are shifting from an egocentric view of the world to one centred in relationships and community. • Students have high standards for adult competence and consistency, and are resistant to arbitrary authority. | <ul style="list-style-type: none"> • Explore the ethical meaning of situations in life, in hypothetical situations, and situations presented in student learning resources. Provide opportunities for students to reflect on their thoughts in discussion, writing, or representation. • Explore ways in which social studies activities can effect social change. • Provide opportunities for students to make and follow through on commitments, and to refine their interactive skills. • Explain the purpose of every activity. Enlist student collaboration in developing classroom policies. Strive to be consistent. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Psychological and Emotional Characteristics

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • It is important for students to see that their autonomy and emerging independence is respected. They need a measure of control over what happens to them in school. • Students need to understand the purpose and relevance of activities, policies, and processes. Some express a growing sense of autonomy through questioning authority. Others may be passive and difficult to engage. • Students at this stage may be more reserved, aloof, and guarded than previously, both with teachers and with each other. • Students with a history of difficulties in school may be sophisticated in their understanding of school procedures, and resistant to efforts to help. • Students have a clearer sense of identity than they had previously, and are capable of being more reflective and self-aware. | <ul style="list-style-type: none"> • Provide choice wherever possible. Allow students to select many of the issues and texts they will explore and the forms they will use to demonstrate their learning. Teach students to be independent learners. Gradually release responsibility to students. • Use students' tendency to question authority to help them develop critical thinking. Negotiate policies, and demonstrate a willingness to make compromises. Use student curiosity to fuel classroom inquiry. Explore controversial issues to help students see varying points of view. • Concentrate on getting to know each student individually. Provide optional and gradual opportunities for self-disclosure. • Learn to understand each student's unique combination of abilities and learning approaches. Select topics, themes, issues, and learning opportunities that offer students both a challenge and an opportunity to succeed. Make expectations very clear. • Allow students to explore themselves through their work, and respect student differences. |
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Overview

Senior Years Learners: Implications for Teachers (*continued*)

Characteristics of Senior Years Learners

Accommodating Senior Years Learners

Social Characteristics

- Students continue to be intensely concerned with how peers view their appearance and behaviour. Much of their sense of self is still drawn from peers, with whom they may adopt a “group consciousness” rather than making autonomous decisions.
 - Peer acceptance is often more important than adult approval. Adolescents frequently express peer identification through slang, musical choices, clothing, body decoration, and behaviour.
 - Crises of friendship and romance, and a preoccupation with sexual issues, can distract students from academics.
 - Although students may have an aloof demeanour, they still expect and welcome a personal connection with their teachers.
- Ensure that the classroom has an accepting climate. Model respect for each student. Engage in activities that foster student self-understanding and self-reflection. Challenge students to make personal judgements about situations in life and in information sources.
 - Foster a classroom identity and culture. Ensure that every student is included and valued. Structure learning so that students can interact with peers, and teach strategies for effective interaction.
 - Open doors for students to learn about relationships through multiple resources, such as poetry, film, and fiction, and to explore their experiences and feelings in language. Respect confidentiality, except where a student’s safety is at risk.
 - Nurture a relationship with each student. Try to find areas of common interest with each one. Respond with openness, empathy, and warmth.



Grade 9 Social Studies Learning Environment

The classroom environment affects the student learning that occurs in it. “An effective teacher plans and prepares for the organization of the classroom with the same care and precision used to design a high-quality lesson” (Stronge, 2002: 25). Teachers develop a positive classroom climate by attending to both *physical* and *non-physical components*.

Physical components may include the following:



- seating arrangements that reflect a student-centred philosophy and that facilitate flexible student grouping
 - wall maps and globes reflecting various projections and perspectives of the world
 - a classroom library, including books, atlases, periodicals, magazines, newsletters, newspapers, software and CD-ROM titles, dictionaries, thesauri, encyclopedias, manuals, fiction focusing on geographic regions and issues, flat files of material on various topics, previous tests or exams collected in binders, exemplars or samples of student work such as essays, projects, reports, or posters
 - access to electronic media equipment, including overhead projector, television, videocassette player, video recorder, and GIS hardware and software
 - posters, displays, murals, banners, charts, diagrams, pictures, and collages reflecting and displaying student work and current learning focus
- posters, diagrams, and flow charts of learning processes and strategies such as inquiry process and reading/viewing/listening process to encourage students' independent and small-group learning
 - storage places for student work that is completed or in progress to assist students in the assessment of their progress, in setting personal learning goals, and in developing action plans to accomplish these goals
 - student input in classroom design and displays

Non-physical components (Cotton, 1999; Marzano, 2003; Stronge, 2002) assist teachers in building a positive learning community and may include the following:

- belief that all students are equally important in the classroom and that each student has unique qualities that contribute to the classroom learning community
- communication of interest in and attention to student interests, problems, and accomplishments
- encouragement of student efforts and development of a sense of responsibility and self-reliance
- high standards for learning for all students and provision of time, instruction, and encouragement to help **all** learners

Overview

- maximization of time for classroom learning in individual, pair, small groups, and whole-group configurations
- development of a safe, risk-free learning environment where failure to meet expectations is not penalized but is an opportunity for improving performance
- student-centred, hands-on learning strategies where students pursue learning with the assistance of the teacher and including student collaboration and co-operation
- definition and recognition of excellence in terms of learning outcomes (criterion-referenced) rather than peer comparisons (norm-referenced)
- clear and focused instruction, including orientation of students to lessons and clusters by providing exposition and discussion of targeted learning outcomes, sequence of varied learning activities and experiences (Activating, Acquiring, and Applying), connections between specific lessons and larger concepts, and opportunities for guided and independent practice
- routine feedback both on in-class and assignment work in terms of lesson and cluster learning outcomes, and collaboration with students in development of action plans for success

In addition, refer to “Chapter 3: Classroom Climate and Culture,” *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996).

Planning with Learning Outcomes



“Teaching is an extraordinarily complex undertaking.... It is the process of teaching complex disciplines and processes to complex pupils” (Stronge, 2002: 62). It is an individual and a creative process involving a number of considerations on a moment-by-moment, day-by-day, week-by-week basis. Numerous elements shape the teacher’s decision making. These include:

- determining student learning needs, their strengths and interests, and their learning styles and multiple intelligences
 - targeting learning outcomes to focus instruction, learning, and assessment
 - selecting, adapting, and developing learning and assessment strategies and learning resources
- maximizing personal teaching strengths, resources, and interests
 - adjusting planning to take advantage of community and public events that provide learning opportunities

Planning Considerations

“Teaching is a constant stream of professional decisions made before, during, and after interaction with students: decisions which, when implemented, increase the probability of learning.”

—Madeline Hunter

- Learning outcomes are not generally taught as separate or isolated; rather, they are taught in a variety of combinations. Because knowledge (K) outcomes, skills (S) outcomes, and values (V) outcomes are frequently interdependent, teachers develop lessons and units to assist students in seeing and understanding these relationships. Furthermore, teachers help students connect the knowledge, skills, and values (targeted learning outcomes) that they learn in one lesson with those targeted in other lessons and units. As students make connections between and among what sometimes appear to be discrete pieces of knowledge, they develop a broader understanding and appreciation of the big ideas or issues that form the basis of geographic issues of the 21st century.
- Learning is recursive. Often, learning outcomes need to be addressed many times during the school year and subsequent school years. For example, students need numerous opportunities to acquire skills (S) outcomes. As they practise, refine, and internalize these, students become more confident learners.
- Each group or classroom of learners is unique. The plans for instruction, learning, and assessment will, by necessity, differ for each unique group and classroom of learners. It will also vary during the school year as teachers identify and meet the needs of individuals and groups of learners.

Planning for Course Organization and Implementation



Teachers determine the organization, pace, methods, materials, and focus for learning. This document presents the Grade 9 social studies student learning outcomes in two organizational formats:

- general and specific student learning outcomes
- four clusters

While this document presents a cluster organization, teachers may organize the learning outcomes differently and develop other configurations more appropriate to both their own teaching approach and to their students' learning needs.

Whatever configuration they select or develop, teachers keep the focus on the knowledge, skills, and values identified by Grade 9 social studies learning outcomes. They maintain high expectations for all students. They differentiate instruction by providing multiple and varied, developmentally appropriate and authentic learning tasks, activities, and resources, and they assist each student in achieving the learning outcomes.

Overview



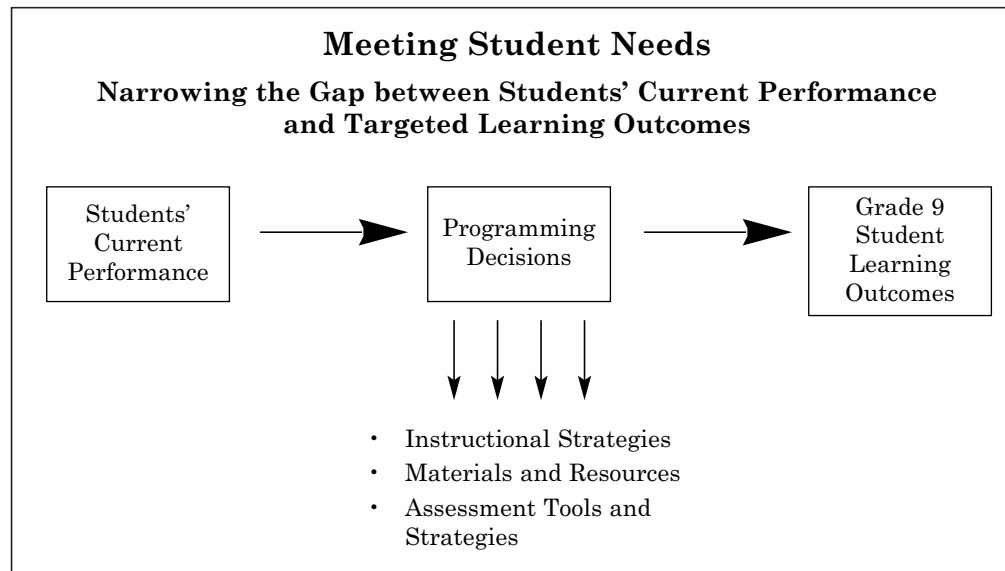
Planning a balanced Grade 9 social studies course needs to take into account the following:

- Learning outcomes are stated as end-of-year or end-of-course results. They focus on what students know and can do at the end of the year or course rather than on what material is “covered.” While students may demonstrate levels of performance described by learning outcomes at particular times during the course, the learning outcomes are end-of-year/-course expectations. In most cases, teachers will assess and evaluate students’ performance when the knowledge (K) and values (V) learning outcomes are learned and demonstrated at the end of a series of lessons or a cluster. Where students have additional opportunities to demonstrate these same learning outcomes (during end-of-year or -course tests, examinations, assignments, projects, et cetera), teachers need to include these later performances in the student’s final assessment. These later performances may, in fact, demonstrate greater student learning, and the teacher may

consider these end-of-year or -course performances to be more accurate evaluations of students’ learning and ignore previous assessments of the same learning outcomes.

Note that while particular knowledge (K) learning outcomes and values (V) learning outcomes are frequently taught as part of one lesson, cluster, or theme, skills (S) learning outcomes are recursive. Students develop and refine these skills throughout the course. Consequently, teachers assess these formatively during much of the course, leaving summative assessment of skills toward the end of the course.

- Planning is ongoing and informed by students’ learning needs, as these become evident through regular classroom-based assessment. Teachers plan for the needs of all students. For example, students who learn at different rates or with less ease than their classmates may benefit from teachers scaffolding learning experiences, pre-teaching, conducting regular reviews, making time for additional practice, and providing multiple opportunities and means to demonstrate learning. Other students may benefit from challenging extension activities. For a comprehensive discussion of the diversity of students in classrooms and strategies for meeting their needs, refer to *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996).
- A variety of teaching/learning approaches, classroom management techniques, assessment practices, tools, and strategies are essential.
- A variety of groupings—individual, pairs, small groups, large groups, whole class, heterogeneous, homogeneous, student-directed, teacher-directed—are essential.
- A variety of student learning resources, including print, visual, and audio formats that students are able to access and that assist them in learning the knowledge (K) identified in specific learning outcomes, are helpful. “Students can best become literate in any given subject area if reading, talking, and viewing are an integral part of content learning and of the subject-area curriculum. Talking, reading, writing, and viewing in the subject areas are known as **talking-**, **reading-**, **writing-**, and **viewing-to-learn** activities, and are ways to maximize the learning of content” (Gordon et al., 1998: 3).
- All programming decisions are directed toward addressing student needs and closing the gap between students’ present level of performance and the performance identified in the learning outcomes.



Instructional Approaches

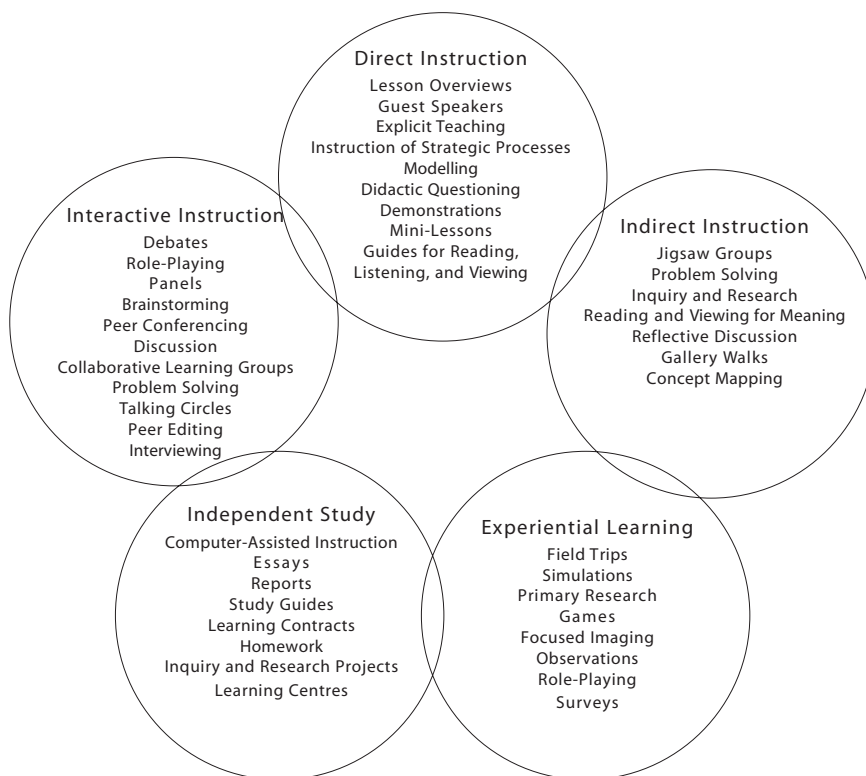
In planning learning experiences, teachers have a variety of instructional approaches and methods and they use these in various combinations. Instructional approaches may be categorized as

- direct instruction
- indirect instruction
- experiential instruction
- independent study
- interactive instruction

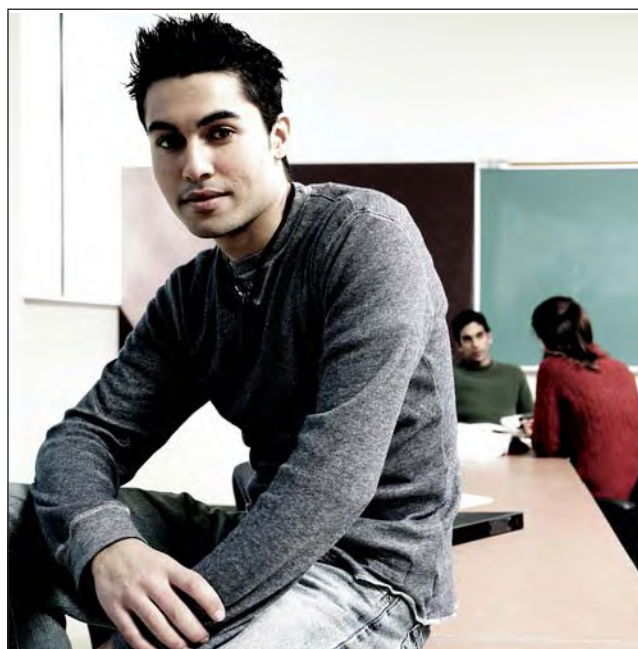
As they select and adapt instructional approaches and methods, teachers consider a number of factors:

- Will the approach meet the unique learning styles of students?
- Will it assist them in achieving the targeted learning outcomes?
- Will it engage students?
- Do students have prerequisite knowledge of the content and/or skills to enable them to learn with this approach?
- What are the advantages and disadvantages of this approach?

Overview



Instructional Approaches: Figure adapted, with permission, from Saskatchewan Education. *Instructional Approaches: A Framework for Professional Practice*. Copyright © 1991 by Saskatchewan Education.



Instructional Approaches: Roles, Purposes, and Methods				
Instructional Approaches	Roles	Purposes/Uses	Methods	Advantages/ Limitations
Direct Instruction	<ul style="list-style-type: none"> • Highly teacher-directed • Teacher ensures a degree of student involvement through didactic questioning 	<ul style="list-style-type: none"> • Providing information • Developing step-by-step skills and strategies • Introducing other approaches and methods • Teaching active listening and note making 	<p>Teachers:</p> <ul style="list-style-type: none"> • Explicit teaching • Lesson overviews • Guest speakers • Instruction of strategic processes • Lecturing • Didactic questioning • Demonstrating and modelling prior to guided practice • Mini-lessons • Guides for reading, listening, and viewing 	<ul style="list-style-type: none"> • Effective in providing students with knowledge of steps of highly sequenced skills and strategies • Limited use in developing abilities, processes, and attitudes for critical thinking and interpersonal or group learning • Students may be passive rather than active learners
Indirect Instruction	<ul style="list-style-type: none"> • Mainly student-centred • Role of teacher shifts to facilitator, supporter, resource person • Teacher monitors progress to determine when intervention or another approach is required 	<ul style="list-style-type: none"> • Activating student interest and curiosity • Developing creativity and interpersonal skills and strategies • Exploring diverse possibilities • Forming hypotheses and developing concepts • Solving problems • Drawing inferences 	<p>Students:</p> <ul style="list-style-type: none"> • Observing • Investigating • Inquiring and researching • Jigsaw groups • Problem solving • Reading and viewing for meaning • Reflective discussion • Gallery Walks • Concept mapping 	<ul style="list-style-type: none"> • Students learn effectively from active involvement • Allows for high degree of differentiation and pursuit of individual interests • Teacher requires excellent facilitation and organizational skills • Focused instruction of content and concepts may be difficult to integrate
Interactive Instruction	<ul style="list-style-type: none"> • Student-centred • Teacher forms groups, teaches and guides small-group skills and strategies 	<ul style="list-style-type: none"> • Activating student interest and curiosity • Developing creativity and interpersonal skills and strategies • Exploring diverse possibilities • Forming hypotheses and developing concepts • Solving problems • Drawing inferences 	<p>Students:</p> <ul style="list-style-type: none"> • Discussing • Sharing • Generating alternative ways of thinking and feeling • Debates • Role-playing • Panels • Brainstorming • Peer conferencing • Collaborative learning groups • Problem solving • Talking circles • Peer editing • Interviewing 	<ul style="list-style-type: none"> • Student motivation and learning increase through active involvement in groups • Teacher's knowledge and skill in forming groups, instructing, and guiding group dynamics are important to the success of this approach • Effective in assisting students' development of life skills in co-operation and collaboration

(continued)

Overview

Instructional Approaches: Roles, Purposes, and Methods (continued)				
Instructional Approaches	Roles	Purposes/Uses	Methods	Advantages/Limitations
Experiential Learning	<ul style="list-style-type: none"> • Student-centred • Teacher may wish to design the order and steps of the process 	<ul style="list-style-type: none"> • Focusing on processes of learning rather than products • Developing students' knowledge and experience • Preparing students for direct instruction 	Students: <ul style="list-style-type: none"> • Participating in activities • Field trips • Simulations • Primary research • Games • Focused imaging • Role-playing • Surveys • Sharing observations and reflections • Reflecting critically on experiences • Developing hypotheses and generalizations • Testing hypotheses and generalizations in new situations 	<ul style="list-style-type: none"> • Student understanding and retention increase • Hands-on learning may require additional resources and time
Independent Study	<ul style="list-style-type: none"> • Student-centred • Teacher guides or supervises students' independent study, teaches knowledge, skills, and strategies that students require for independent learning, and provides adequate practice 	<ul style="list-style-type: none"> • Accessing and developing student initiative • Developing student responsibility • Developing self-reliance and independence 	Students: <ul style="list-style-type: none"> • Inquiry and research projects • Using a variety of approaches and methods • Computer-assisted instruction • Essays and reports • Study guides • Learning contracts • Homework • Learning centres 	<ul style="list-style-type: none"> • Students grow as independent, lifelong learners • Student maturity, knowledge, skills, and strategies are important to success • Student access to resources is essential • Approach may be used flexibly (it may be used with individual students while other students use other approaches)

Phases of Learning

Teachers find the three phases of learning are helpful in planning learning experiences:

- Activating (preparing to learn)
- Acquiring (integrating and processing learning)
- Applying (consolidating learning)

In this document, suggested teaching/learning strategies, classroom assessment approaches, and tools for each of the learning experiences are organized by these learning phases. These phases are not entirely linear, but they are useful for thinking and planning. Note that a variety of Activating, Acquiring, and Applying teaching/learning strategies are discussed in *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996).

Activating (Preparing for Learning)



One of the strongest indications of how well students comprehend new information is their prior knowledge of the subject. Some educators observe that more student learning occurs during the Activating phase than at any other time. In planning instruction and assessment, teachers develop activities and select strategies for activating their students' prior knowledge. These activities provide information about the extent of students' prior knowledge of the topic to be studied, their knowledge of and familiarity with the forms or genres of the texts to be used to communicate that information, and their knowledge of and proficiency in applying skills and strategies for learning, using these forms or genres.

Prior knowledge activities

- help students relate new information, skills, and strategies to what they already know and can do (e.g., if a text includes unfamiliar vocabulary, students may not recognize the connection between what they know and the new material being presented)
- allow teachers to correct misconceptions that might otherwise persist and make learning difficult for students
- allow teachers to augment and strengthen students' knowledge bases when students do not possess adequate prior knowledge and experience to engage with new information and ideas
- help students recognize gaps in their knowledge
- stimulate curiosity, and initiate the inquiry process that will direct learning

This document contains numerous strategies for activating prior knowledge, such as Gallery Walks, brainstorming, concept maps, and KWL guides.

Overview

Acquiring (Integrating and Processing Learning)



In the second phase of learning, students engage with new information and integrate it with what they already know, adding to and revising their previous knowledge. Part of the teacher's role in this phase is to present this new information, or to help students access it from other human resources or from oral, print, and other media texts.

However, since learning is an internal process, facilitating learning requires more of teachers than simply presenting information. In the Acquiring phase, teachers instruct students in strategies that help them make meaning of information, integrate it with what they already know, and express their new understanding. These include strategies for active listening, reading, and viewing, for exploring ideas, and for representing

emerging understanding orally, visually, and in writing. In addition, teachers monitor these processes to ensure that learning is taking place, using a variety of instruments, tools, and strategies such as observations, conferences, and examination of student work.

In practice, within an actual lesson or series of lessons, the Acquiring phase of learning may include a number of steps and strategies, such as

- setting the purpose (e.g., lesson overviews, learning logs, Admit Slips)
- presenting information (e.g., guest speakers, mini-lessons, active reading, viewing, and listening)
- processing information (e.g., note making, group discussions, journals, visual representations)
- modelling (e.g., role-playing, think-alouds, demonstrations)
- checking for understanding (e.g., Think-Pair-Share activities, quizzes, informal conferences)
- practising (e.g., guided practice, rehearsals)

Applying (Consolidating Learning)

New learning that is not reinforced is soon forgotten. The products and performances by which students demonstrate new learning are not simply required for assessment; they have an essential instructional purpose in providing students with opportunities to demonstrate and consolidate their new knowledge, skills and strategies, and attitudes. Students also need opportunities to reflect on what they have learned and to consider how new learning applies to a variety of situations. By restructuring information, expressing new ideas in another form, or integrating what they have learned with concepts from other subject areas, students strengthen and extend learning.

To ensure that students consolidate new learning, teachers plan various activities involving

- reflection (e.g., learning logs, Exit Slips)
- closure (e.g., sharing of products, debriefing on processes)
- application (e.g., performances, publications, new inquiry cycles)

Planning with a Template

Planning Lessons

Teachers plan individual lessons and series of lessons in a variety of ways to assist students in acquiring Grade 9 learning outcomes.

Each learning experience provides teachers with a number of options and

- provides suggestions for each of the three phases of learning (Activating, Acquiring, and Applying)
- identifies or targets specific student learning outcomes
- suggests a number of teaching and learning strategies to assist students in achieving these targeted knowledge, values, and skills outcomes

It is not intended that teachers will implement all of these suggestions in a particular class. Teachers may also draw upon their professional practice—their knowledge of theory, research, and best instructional and assessment practice—to develop their own strategies and approaches.

Targeted Learning Outcomes

Teachers select strategies that best facilitate student achievement of targeted learning outcomes. While many outcomes may be “in play” during a learning experience, teachers focus on particular outcomes during individual lessons. Targeted outcomes may be seen as being in the foreground—the focus of attention—while other outcomes are in the background for that particular lesson.

In addition to knowledge and values learning outcomes, students are expected to achieve a number of skills (S) learning outcomes. Students learn and practise these skills throughout each cluster. Assessment of skills will affect the choice of teaching and learning strategies as teachers and their students work through the learning experiences.

Reflecting on Planning

When reflecting on their long-term planning as well as planning for specific lessons and units, many teachers find the following questions to be of value.

Student learning outcomes:

- What will students need to be able to do?
- What knowledge do they need to acquire?
- What skills and strategies do they need to develop and to make part of their personal learning toolbox?
- What attitudes will assist them in becoming efficient learners?
- What values do they need to demonstrate?

Overview



Engagement:

- How will I hook them?
- What learning experiences will engage students in
 - exploring ideas
 - acquiring information
 - developing understanding
 - acquiring and developing skills and strategies and values?
- What resource materials (print, visual, auditory) will I use to engage them in thought-provoking experiences—ideas, problems, issues, challenges—that will help them to develop the knowledge, skills and strategies, and values we want them to possess?

Methodology:

- What methods will I use to engage them and to help them to acquire the knowledge, skills and strategies, and values that we want them to possess?
- How will I manage time to provide them with sufficient opportunities to use the knowledge, skills and strategies, and values of the Grade 9 social studies learning outcomes?

Assessment and evaluation:

- How will I assess and evaluate their progress and their achievements?
- How will I help students know where they are, where they are headed, and why?
- How will I use classroom-based assessment information to revise my planning (i.e., targeting of student learning outcomes, teaching/learning strategies, assessment tools and strategies, and selection of student learning resources)?

SOCIAL STUDIES AND CLASSROOM-BASED ASSESSMENT

Outcomes-Based Learning and Assessment

“The purpose of summative assessment is to prove learning, while the purpose of formative assessment is to improve learning.”

—David Pratt

Outcomes-based learning is concerned with what students know and are able to do rather than with what material is “covered.” The general and specific learning outcomes identify the knowledge, skills, and values that Grade 9 students are expected to achieve. These learning outcomes are end-of-course expectations (i.e., students are expected to achieve and to demonstrate them by the end of the course).

Assessment is an integrated and essential component of sound instruction. Assessment is the systematic process of gathering information about what students know and are able to do. It includes collecting, interpreting, and communicating results related to students’ progress and achievement.



Purpose of Assessment

The purpose of classroom-based assessment is to enhance student learning. Research continues to demonstrate that ongoing classroom-based assessment contributes more significantly to learning than the more traditional focus on summative assessment, which is often referred to as assessment *of* learning. Formative assessment, also described as assessment *for* learning and/or assessment *as* learning, is most effective when it involves both the student and the teacher, and takes place throughout the learning process.

Each type of assessment serves a purpose and contributes to student success in social studies. Classroom-based assessment *for* or *as* learning allows students and teachers to determine what students have learned, and what they need to learn next. Students need frequent opportunities for meaningful and relevant feedback. Descriptive or narrative feedback—that which includes analytical

questions and constructive comments—provides information to students that they may use to adjust their learning processes, and is more helpful to them than a numerical or alphabetical grade. Assessment that is ongoing and meaningful provides opportunities for students to become reflective learners—to synthesize their learning, to solve problems, to apply their learning in authentic situations, and to better understand their learning processes—as well as opportunities for teachers to become reflective practitioners. Assessment *of* learning that takes place at the end of a cluster, or at the end of a year, provides important information about student progress and achievement, as well as instructional effectiveness. This information is usually shared with parents via report cards.

It is important that the purpose of assessment (*of*, *as*, or *for*), as well as how assessment information will be used, is clear to both teachers and students. With a clearly understood purpose, students are encouraged to take more responsibility for their learning, and are better able to focus their efforts, while teachers can better select the instruction and assessment strategies and student learning resources that will improve student achievement.

Activating: How will students be prepared for learning?

Acquiring: What strategies facilitate learning for groups and individuals?

Applying: How will students demonstrate their understanding?

Assessment and the Stages of Learning

Much of what goes on in classrooms can be described as assessment, and assessment takes place in each of the three stages of learning: activating, acquiring, and applying. Assessment at each stage benefits students and teachers.

Assessment during the **activating** stage prepares both teachers and students for the learning process, identifying gaps and strengths in student prior knowledge, and informing future instruction.

Assessment during the **acquiring** stage provides feedback as learning takes place, and allows teachers and students to make adjustments to strategies and activities. Well-timed, meaningful feedback as they are learning helps students improve the quality of their work and reach their learning goals. Assessment at this stage also allows for the gathering of evidence of student learning.

Overview



Assessment during the **applying** stage focuses on students using new understandings in meaningful and authentic ways. Authentic tasks are those that have worthwhile purposes and replicate as closely as possible the context in which knowledge, values, or skills will be applied beyond the classroom. Ideally, students should demonstrate their learning, and the relevance and importance of their learning, for real audiences and real purposes.

Information gathered at each of the three stages of learning is useful for teacher and student reflection regarding changes and adaptations to learning strategies, and in the selection of student learning resources. (See Figure 2: *Assessment at Different Stages of Learning*.)

Assessment at Different Stages of Learning		
	Students	Teachers
Activating Stage	<p>Assessment in the activation stage helps students</p> <ul style="list-style-type: none"> • “set the stage” and to mentally plan and prepare for new learning • identify the focus of new learning • identify what they already know about a topic • gain interest in a new topic 	<p>Assessment in the activation stage helps teachers</p> <ul style="list-style-type: none"> • identify gaps, strengths, misconceptions, and faulty information in student prior knowledge • identify student interests • provide a focus for planning instructional strategies and the selection of student learning resources • determine which instructional approaches or resources need to be implemented or adapted
Acquiring Stage	<p>Assessment during the acquisition stage helps students</p> <ul style="list-style-type: none"> • become aware of the progress and the degree of understanding they are achieving • experience and adapt different approaches and strategies that facilitate their learning • identify what further learning they need to undertake • improve as they practise 	<p>Assessment during the acquisition stage helps teachers</p> <ul style="list-style-type: none"> • revise learning strategies to meet evolving student needs • monitor student growth and progress, and determine whether students are achieving specific learning outcomes (SLOs) • determine if individual students need additional support or further learning opportunities to achieve SLOs • identify which learning outcomes need to be the focus of subsequent instruction and assessment • gather evidence of student growth, which may be used for reporting
Applying Stage	<p>Assessment during the application stage helps students</p> <ul style="list-style-type: none"> • become aware of their growth and achievement, and celebrate their successes • identify their strengths, as well as areas needing further growth • deepen their understandings as they make connections and reflect on their learning, and apply new ideas in meaningful and authentic ways 	<p>Assessment during the application stage helps teachers</p> <ul style="list-style-type: none"> • be fully aware of student understanding and achievement of learning outcomes • identify student strengths and areas needing further learning • provide evidence of student growth and achievement for reporting to parents and administrators • reflect on their teaching practices in order to identify changes and revisions to learning strategies

Figure 2: Assessment at Different Stages of Learning

Collecting Assessment Information

There are five characteristics of classroom assessment that support learning and increased student achievement (Davies, 2001):

1. Students are involved.
2. Students receive specific, descriptive feedback about learning during the learning.
3. Students communicate evidence of their learning to others.
4. Teachers adjust instruction in response to ongoing assessment information.
5. A safe learning environment invites further risk taking, mistake making, and learning.

Assessment of student learning is a complex and interactive process. At various times it involves teacher and/or student decision making, student self- and peer assessment, teacher observation of students, student-teacher dialogue, student reflection, and teacher reflection. Each stage of learning and assessment generates information about student needs, growth, and achievement, as well as information related to teaching and learning strategies and the appropriateness of student learning resources.

Collecting information about student learning helps build a positive learning environment and contributes to positive classroom relationships. Teachers use information they gather about their students to scaffold instruction, and to make decisions about the strategies and learning resources that will contribute to successful student learning. When assessment information is shared with students, they are better able to manage and take responsibility for their own learning—setting goals and identifying how they will achieve those goals.

Teachers learn about student progress through day-by-day observation of students in action, as well as through more formal activities, including projects, performances, tests, and examinations. Teachers cannot possibly assess all students, all the time, and should consider a number of factors when determining how to focus their assessment observations. These factors include, among others, the nature of the learning outcomes; the structure of the learning activity (e.g., individual, small group, whole

class); the time of year; and the stage of student development. Teachers may choose to focus assessment observation on one or two students or on a small group at any one time to monitor their growth and progress at different stages of their learning.

No matter what the type, every assessment activity should be based on criteria that are shared with students *before* they engage in learning. As well, having students participate in constructing assessment criteria further contributes to their success. When students know in advance what is to be assessed, and when their performances are compared to predetermined criteria (and to their prior performances), students are better able to concentrate their efforts and focus their learning.

Additionally, students need to be aware of what success looks like. Providing students with exemplars allows them to visualize a model to strive toward, and assists them in reaching their learning goals.

Assessment Tools and Strategies

Just as diverse instructional strategies are important, so too are a variety of assessment tools and strategies. There are three types of learning outcomes in social studies—knowledge, values, and skills—and assessment needs to be congruent with each type of learning.

- **Assessing Knowledge:** Social studies places significant emphasis on the acquisition of knowledge. True understanding and appreciation of social studies issues does not occur if students simply memorize and recall information. Rather, students are encouraged to use the knowledge they acquire to synthesize and apply new understandings, and to demonstrate evidence of their learning.

Overview

- **Assessing Skills:** The assessment of social studies skills and processes requires different strategies than the assessment of knowledge. Since skill development is ongoing, students continue to practise skills from cluster to cluster and throughout the year. Skills are best assessed by observing students in action, by discussing their learning strategies during conferences and interviews, and by gathering data from student reflections and self-assessments.
- **Assessing Values:** Values are implicit in what students say and do, and are not always measurable in the same way that knowledge outcomes are measurable. Similar to skills, values are best assessed by observing students in action, looking for behavioural indicators as expressions of student values, and engaging students in critical dialogue.

Tools and methods include asking questions, observing students engaged in learning experiences and processes, examining student work, conferencing with students about work in progress, engaging students in peer assessment and self-assessment.

Figure 3 identifies some assessment tools and methods appropriate for ongoing assessment. Formal tools such as rubrics may be more appropriate for assessment of learning that takes place at the end of a cluster or term.

Assessment Tools and Methods	
<p>Observation of Skills and Processes</p> <p>Teacher assessment:</p> <ul style="list-style-type: none"> • checklists and rating scales • anecdotal records • conferences and interviews • review of work in progress <p>Student peer assessment and self-assessment:</p> <ul style="list-style-type: none"> • checklists and rating scales • logs and journals 	<p>Tests, Products, and Performances</p> <p>Teacher assessment:</p> <ul style="list-style-type: none"> • rubrics and marking scales • conferences • portfolios <p>Student peer assessment and self-assessment:</p> <ul style="list-style-type: none"> • checklists • reflective journals • portfolios

Figure 3: Assessment Tools and Methods

A significant aspect of social studies is the development of values related to active democratic citizenship. The values related to citizenship do not apply solely within the confines of the classroom; a number of social studies learning outcomes refer to student attitudes and behaviours in groups and communities beyond the school. In those cases, assessment will include not only student self-assessment, but self-reporting.

In general, there are three main sources for teachers to gather student assessment evidence:

- observations of student learning (including students’ interactions with peers)
- observation and evaluation of student products and performances
- one-to-one conversations with students about their learning, including information gathered from self- and peer assessment

Assessment tools and strategies:

- student portfolios
- interviews
- individual and group inquiry and research
- journals
- role-play
- oral presentations
- tests
- hands-on projects
- teacher observation checklists
- peer assessment
- self-assessment

A broad range of tools and strategies are available to teachers to assess social studies learning. These include student portfolios, interviews, individual and group inquiry and research, journals, role-play and oral presentations, tests, hands-on projects, teacher observation checklists, peer assessment, and self-assessment. The most important aspect of each of these strategies is regular dialogue with students about their learning: asking them questions about their observations and conclusions *as they learn*, and stimulating and prompting them to higher levels of thinking and learning.

When teachers use a variety of assessment tools and strategies over a period of time, student learning patterns begin to emerge. Observation and knowledge of these patterns is necessary for planning effective instruction and for successful learning.

Note that outcomes tracking charts and checklists have been included in Appendices C and D to help teachers in recording student achievement related to the learning outcomes.

Student portfolios are a particularly useful approach in the assessment of social studies learning. Portfolios help teachers determine the degree to which students have mastered learning. The contents of student portfolios represent student growth and progress, and, when they are accompanied by interviews with students about their learning, provide valuable assessment information for communication to students, parents, and administrators.

Assessment *of learning* is also important. However, it must be noted that assessment information that is gathered at the end of a cluster will not always be completely summative in nature. Social studies learning outcomes—particularly skills and citizenship-related outcomes that continue to develop through the course or year—are often interconnected, practised, and reinforced throughout every cluster. Therefore, the level of growth that students demonstrate at various times during the course/year may not adequately reflect their progress at the end of the course/year. Student achievement may need to be reviewed at the course’s or year’s end, and “summative” assessments that were made earlier may need to be revised.

Teachers may wish to consider end-of-cluster assessments as *progress reports* rather than final assessments, and choose to provide students with additional opportunities to demonstrate their learning. End-of-course or end-of-year assessment, similar to assessment that takes place at the end of every cluster, should allow students to make connections in their learnings and to reflect on the applications of this new knowledge and understanding in their lives.

Overview

Self-Assessment and Reflection

Classroom-based assessment provides opportunities for both students and teachers to reflect on, and to enhance, the learning process.

When students are empowered to engage in self-assessment and reflection, they make better choices and assume more responsibility for their learning. Self-assessment significantly increases learning by promoting critical thinking and by allowing students to take ownership of their learning. They are better able to observe and analyze patterns in their thinking, to appraise their strengths, and to set realistic goals for themselves.



Student autonomy and responsibility is enhanced when students

- identify their learning goals
- help create assessment criteria
- select products and performances for their portfolios to demonstrate their learning
- engage in peer assessment
- are provided with self-assessment tools (e.g., checklists, learning logs, reflection journals, portfolios)

Language to encourage self-assessment

Students

- I think I need to...
- I also want to...
- I was thinking that...
- I wonder...
- Next time I would...

Teachers

- Why did you choose to...?
- What options did you consider...?
- What changed in your thinking?

As teachers engage in regular conversations with students about their learning, teachers gain essential information to plan for the needs of individual learners.

Assessment, including student self-assessment, is facilitated when students are made to feel safe, secure, involved, and that their individual learning needs are being met. When assessment is equitable (i.e., focused on student growth and progress instead of student deficits, and **not** used for discipline or classroom control), student autonomy, responsibility, and motivation greatly increase. Students need to be encouraged to do their best as they learn, but also to take risks and not to be afraid of making mistakes.

Self-assessment depends on student empowerment. Empowerment needs to begin before any actual learning takes place, and continue through to the final stages of assessment.

Students who are empowered and autonomous learners are involved in the initial decision making about learning, expressing ideas about what and how they will learn. They plan their personal learning goals, decide how they will demonstrate their learning, and select products and performances for their portfolios, all in collaboration with their peers and/or teachers. Throughout the process, teachers engage students in critical dialogue about their decisions and their progress. Figure 4: *Student Empowerment in the Learning Process* illustrates this critical dialogue.

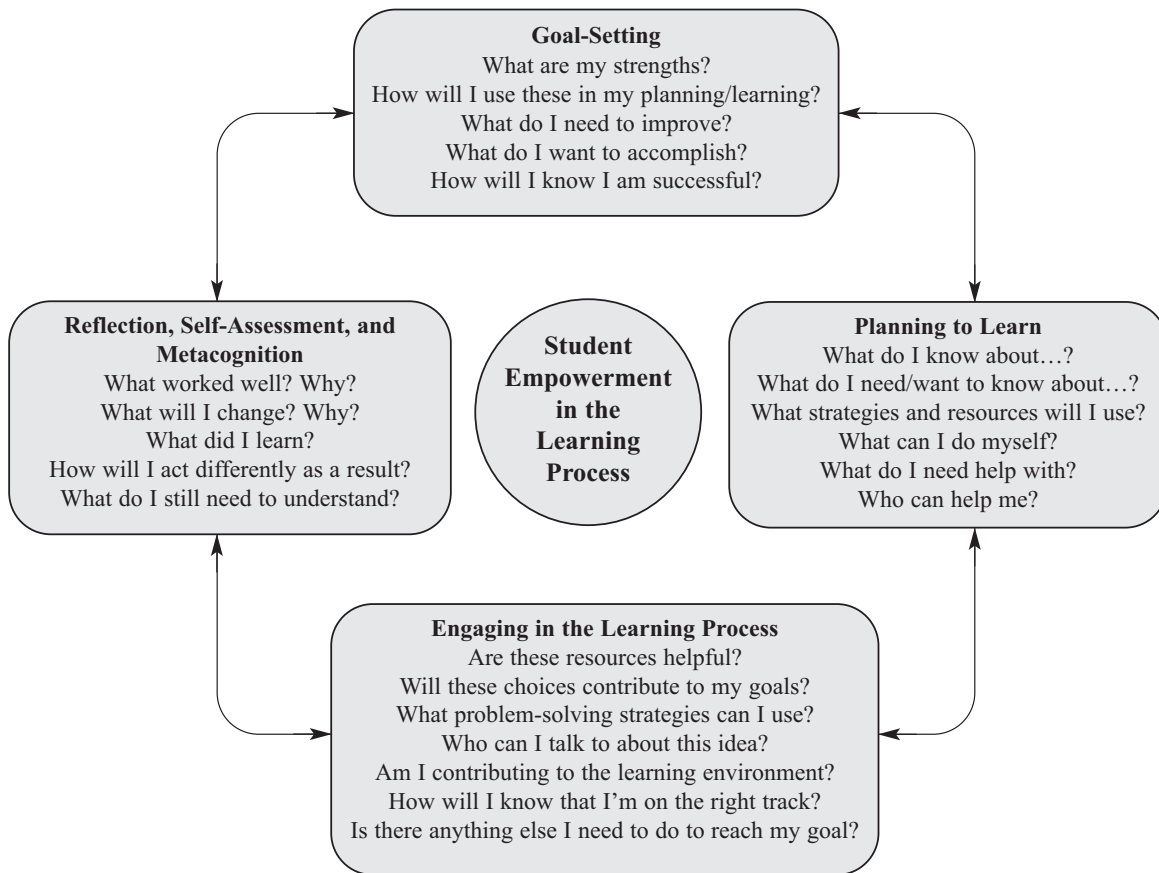


Figure 4: Student Empowerment in the Learning Process

Teacher Reflection

Teacher reflection is essential to effective pedagogy, and there is no teaching tool or strategy more important to a teacher than critical consciousness. As teachers assess and reflect on their instructional practices, and as they engage students in dialogue about learning, they become aware of student needs and are better able to adjust planning and teaching—*before, during, and after* learning.

Before learning begins, teachers engage students in strategies to activate learning. This provides opportunities for teachers to observe students, to assess their prior knowledge, and to make initial adjustments to the learning process that is about to begin.

Once learning is underway, teachers continuously observe students and engage them in dialogue about their learning. They are aware of changing student needs, and adapt and adjust learning strategies as needed.

Teacher as reflective practitioner

- Which strategies best met the needs of the group? Of individuals?
- How did the students respond?
- What will I change? add? delete?

Finally, *when all of the learning and assessing activities have been completed*, teachers critically reflect on the whole learning process, evaluating their strategies and approaches, and deciding what changes need to be made for next time.

Overview

Characteristics of Effective Social Studies Assessment

Effective assessment assists learning and

1. is congruent with instruction
2. is based on authentic tasks
3. uses a wide variety of tools and methods
4. is based on criteria that students know and understand
5. is a collaborative process involving students
6. focuses on what students have learned and can do
7. is ongoing and continuous

1. Effective assessment is congruent with instruction

Assessment requires teachers to be continually aware of the purpose of instruction: What do I want my students to learn? What can they do to show they have learned it?



How teachers assess depends on what they are assessing—whether they are assessing knowledge, skills, or values.

Ryan, Connell, and Deci (1985) found that assessment that is perceived as a tool for controlling student behaviours, as a way of meeting out rewards and punishments rather than providing feedback on student learning, reduces student motivation.

In general, there are three main sources for teachers to gather student assessment evidence:

- observations of student learning (including students' interactions with peers)
- observation and evaluation of student products and performances
- one-to-one conversations with students about their learning, including information gathered from self- and peer assessment

Assessment is intended to inform students of the programming emphasis and to help them to focus on important aspects of learning. If teachers assess only the elements that are easiest to measure, students may focus on only those things.

2. Effective assessment is based on authentic tasks

Assessment tasks should be authentic and meaningful—tasks worth doing for their own sake. Through assessment, teachers discover whether students can use the knowledge, skills, and resources to achieve worthwhile purposes. Therefore, teachers are encouraged to design tasks that replicate the context in which knowledge and skills will be applied beyond the classroom. As often as possible, students should be encouraged to communicate their knowledge and ideas for real audiences and real purposes, related to real social studies issues.

Authentic assessment tasks are not only tests of the information students possess, but also of the way their understanding of a topic has deepened, and of their ability to apply their learning.

3. Effective assessment uses a wide range of tools and methods

In order to create a comprehensive profile of student progress, teachers gather data by different means over numerous occasions. Student profiles may involve both students and teachers in data gathering and assessment.

4. Effective assessment is based on criteria that students know and understand

Assessment criteria must be clearly established and made explicit to students before an assignment or test so that students can focus their efforts appropriately. Each assessment should test only those learning outcomes that have been targeted and that have been identified to students. In addition, whenever possible, students need to be involved in developing assessment criteria.

Students need to understand what the successful accomplishment of each proposed task looks like. Models of student work from previous years and other exemplars help students in developing personal learning goals.

5. Effective assessment is a collaborative process involving students

The ultimate goal of assessment is to enable students to assess themselves. The gradual increase of student responsibility for assessment is part of developing students' autonomy as lifelong learners. Assessment should decrease, rather than foster, students' dependence on teachers' comments for direction in learning, and reduce student reliance on marks for validation of their accomplishments.

In addition, assessment enhances students' metacognitive abilities. It helps them make judgements about their own learning and provides them with information for goal setting and self-monitoring.

Teachers increase students' responsibility for assessment by

- requiring students to select products and performances to demonstrate their learning
- involving students in developing assessment criteria whenever possible
- involving students in peer assessment—informally through peer conferences and formally through using checklists

Overview

- having students use tools for reflection and self-assessment (e.g., self-assessment checklists, learning logs, identification and selection of goals, and self-assessment of portfolio items)
- establishing a protocol for students who wish to challenge a teacher-assigned mark (Formal appeals provide opportunities for students to examine their performance in light of the assessment criteria.)

6. Effective assessment focuses on what students have learned and can do

Assessment must be equitable; it must offer opportunities for success to every student. Effective assessment demonstrates the knowledge, skills, and values of each student and the progress the student is making, rather than simply identifying deficits in learning.

To assess what students have learned and can do, teachers need to use a variety of strategies and approaches:

- Use a wide range of instruments to assess the various expressions of each student's learning (i.e., oral, written, et cetera).
- Provide students with opportunities to learn from feedback and to practise, recognizing that not every assignment will be successful, nor will it become part of end-of-cluster or end-of-term assessment.
- Examine several pieces of student work in assessing any particular learning outcome or group of outcomes to ensure that the data collected are valid bases for making generalizations about student learning.
- Develop complete student profiles by using information from *learning outcome-referenced assessment*, which compares a student's performance to predetermined criteria, and *self-referenced assessment*, which compares a student's performance to his or her prior performance.
- Avoid using assessment for purposes of discipline or classroom control.
- Allow students, when appropriate and possible, to choose how they will demonstrate their competence.
- Use assessment tools appropriate for assessing individual and unique products, skills, and performances.

7. Effective assessment is ongoing and continuous

Ongoing classroom-based assessment that is woven into daily instruction

- offers students frequent opportunities for feedback
- allows them to modify their learning approaches and methods
- helps them observe their progress. Teachers provide informal assessment by questioning students and offering comments. They also conduct formal assessments at various stages of learning.

A Social Studies Model for Classroom-Based Assessment

The assessment model presented in this document provides a series of processes and tools to facilitate classroom-based assessment.

In each grade, the knowledge, values, and skills learning outcomes have been organized into thematic groups referred to as **clusters**; there are three to five clusters in each grade. Each cluster is further divided into **learning experiences**, where a small number of related learning outcomes are grouped together. Each learning experience provides a series of activating, acquiring, and applying strategies.



In this model, assessment tools and strategies have been created for use

- at the **beginning** of each cluster
- **within** each learning experience
- at the **end** of each cluster

The following assessment strategies and tools are referenced at the **beginning of each cluster**. The reproducible charts are found in Appendices C and D.

- **Skills, Knowledge, and Values Checklists:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. (Appendix D)
- **Student Portfolio Tracking Chart:** This chart is intended for student use, and lists the titles of each learning experience within a cluster. Students use the chart to track the portfolio selections from each learning experience they will use to demonstrate their learning at the end of the cluster. (Appendix C)
- **Engaging Students in the Cluster:** This section provides suggestions to teachers to activate a cluster, prior to engaging students in learning experiences. These activities are intended to stimulate student interest, and to provide opportunities for teachers to assess student prior knowledge.

The following assessment tools are included **within every learning experience**:

-  **Skills Set:** This icon is attached to every strategy in a learning experience, and includes an appendix reference. Appendix A lists the skills learning outcomes that may be targeted for assessment, and provides assessment suggestions.
-  **Suggested Portfolio Selections:** Selected strategies in each learning experience are identified with this icon, indicating that the strategy may result in the creation of products, processes, or performances for inclusion in student portfolios. (See the description of **Student Portfolio Tracking Chart** above.)

A portfolio is a purposeful collection of work over time that shows the evidence of a student's knowledge and understanding. Selection is made with regard to student learning goals and/or criteria, and involves self-assessment and reflection. Portfolios show growth and the achievement of learning outcomes.

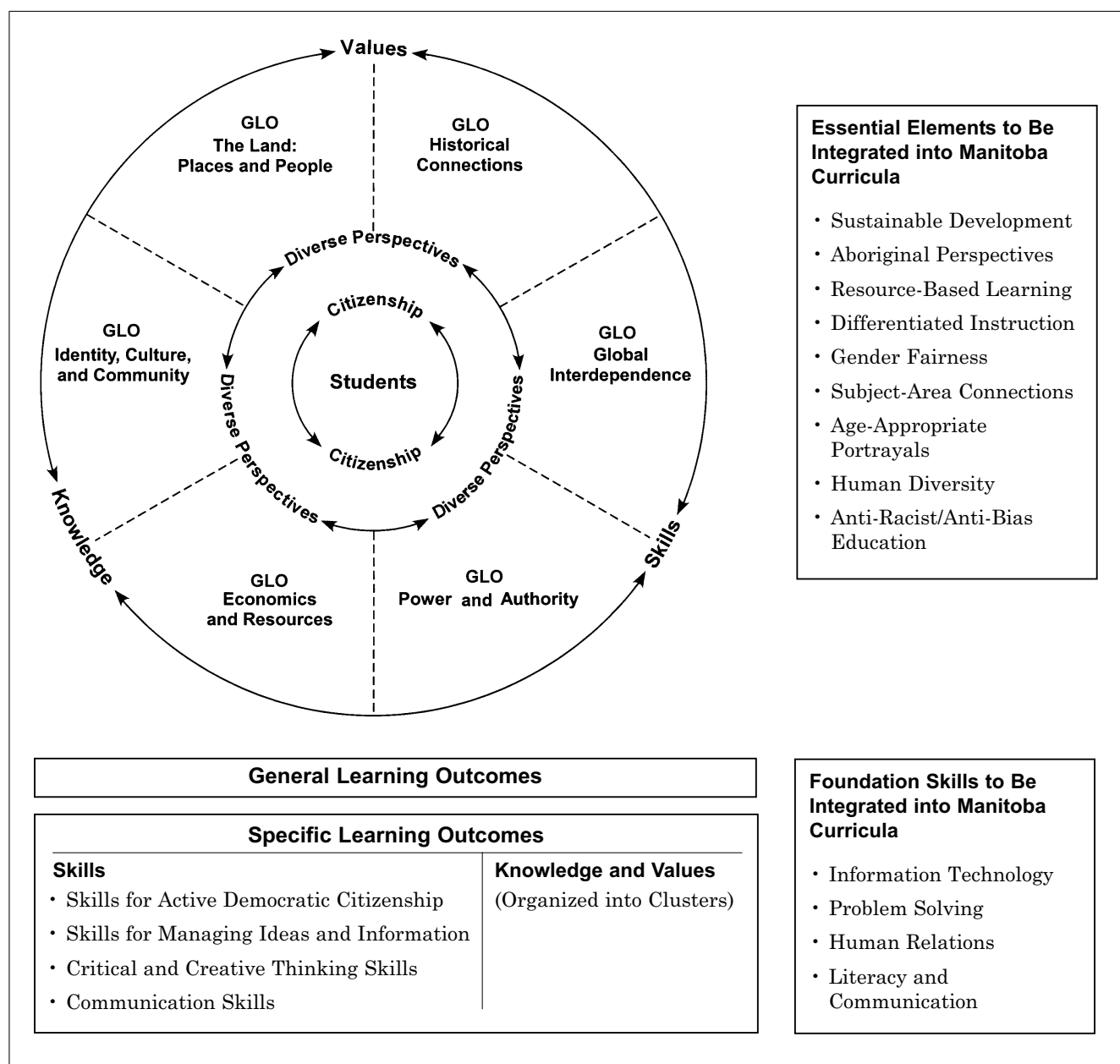
The following assessment tool appears at the **end of every cluster**:

- **Connecting and Reflecting:** Every cluster ends with an assessment activity entitled *Connecting and Reflecting*. During this activity, students review their cluster portfolio selections to synthesize their learnings throughout the cluster, and reflect on the implications of those learnings in their daily lives as citizens of their school, their local community, of Canada, or the world. This end-of-cluster activity is an important culminating step. It provides information to both teachers and students about student achievement regarding the essential ideas and understandings of the cluster.

DOCUMENT COMPONENTS AND STRUCTURE

Conceptual Map

The student learning outcomes presented in this document address the four foundation skill areas and nine essential elements common to all Manitoba curricula. The following conceptual map illustrates the six general learning outcomes, foundation skill areas, essential elements, and other key components upon which the Manitoba social studies curriculum is based.



- Essential Elements to Be Integrated into Manitoba Curricula**
- Sustainable Development
 - Aboriginal Perspectives
 - Resource-Based Learning
 - Differentiated Instruction
 - Gender Fairness
 - Subject-Area Connections
 - Age-Appropriate Portrayals
 - Human Diversity
 - Anti-Racist/Anti-Bias Education

Figure 5: Conceptual Map

DOCUMENT COMPONENTS

Core Concept

The core concept citizenship provides a focus for social studies learning at all grades. Citizenship knowledge, values, and skills learning outcomes are included in each grade. (See page 6.)

Diverse Perspectives

The concept of diversity is integrated throughout the social studies curriculum. Knowledge and values learning outcomes are inclusive of diverse perspectives, and encourage critical consideration of differing viewpoints as students engage in purposeful dialogue with others. (See page 17.)

General and Specific Learning Outcomes

This document contains both general and specific learning outcomes. The **general learning outcomes** are broad statements that provide a conceptual structure for social studies, and are the basis for the specific learning outcomes in each grade. **Specific learning outcomes** are statements that describe the **skills, knowledge, and values** that students are expected to achieve in each grade. These three types of specific learning outcomes are interdependent and are intended to be integrated throughout the social studies learning process. (See Appendix D for outcomes tracking checklists.)

The six general learning outcomes (see page 9), which are the basis for the specific learning outcomes in each grade, are:

- **Identity, Culture, and Community:** Students explore concepts of identity, culture, and community in relation to individuals, societies, and nations.
- **The Land: Places and People:** Students explore the dynamic relationships of people with the land, places, and environments.
- **Historical Connections:** Students explore how people, events, and ideas of the past shape the present and influence the future.
- **Global Interdependence:** Students explore the global interdependence of people, communities, societies, nations, and environments.
- **Power and Authority:** Students explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.
- **Economics and Resources:** Students explore the distribution of resources and wealth in relation to individuals, communities, and nations.

Skills Learning Outcomes

Social studies involves the development of discipline-related skills, including inquiry and research skills and methods, historical thinking, and geographic thinking. Social studies provides students with opportunities to refine the skills and competencies developed in other subject areas, such as skills in communication and media literacy, collaboration and cooperation, critical and creative thinking, problem solving, and decision making. As students apply these skills to complex social studies problems that may or may not have solutions, they develop competencies integral to active democratic citizenship.

Overview

Skills learning outcomes (see page 12) are organized into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Information and Ideas
- Critical and Creative Thinking Skills
- Communication Skills

In this document, a list of grade-specific skills appears at the beginning of the grade description. The skills are also integrated in each learning activity in every grade.

A continuum of social studies skills for Grades 8 to 10 is found in Appendix F.

Knowledge and Values Learning Outcomes

Knowledge learning outcomes and values learning outcomes are intended to complement one another. Both types of outcomes are presented under each of the six general learning outcomes and are also grouped according to essential ideas within the learning experiences.

Distinctive Learning Outcomes

Some specific learning outcomes are designated as distinctive learning outcomes for Aboriginal (First Nations, Inuit, and Métis) or francophone students. Distinctive learning outcomes complement the specific learning outcomes. They are intended to enhance the development of language, identity, culture, and community for Aboriginal and francophone students.

- Distinctive learning outcomes for **Aboriginal students** are intended for First Nations, Inuit, or Métis students in educational settings that include locally controlled First Nations schools, or settings where there are Aboriginal students, and where the school or school division has agreed that the distinctive learning outcomes be addressed. It is advisable that teachers selected to address the distinctive learning outcomes have a background in Aboriginal culture.
- Distinctive learning outcomes for **francophone students** are intended for students enrolled in schools where francophone programming has been developed within the context of Section 23 of the *Charter of Rights and Freedoms*.

DOCUMENT STRUCTURE

This document contains the following elements:

- **Grade Overview:** A brief description of the content and focus of the grade is presented in the grade overview.
- **Cluster Descriptions:** The knowledge and values learning outcomes are organized into thematic groups referred to as clusters. The focus of each cluster is briefly described in the cluster descriptor.
- **General and Specific Learning Outcomes:** Skills, knowledge, and values specific learning outcomes are presented in the following order:
 - **Skills:** The skills learning outcomes are organized in four categories, and are intended to be integrated through each cluster.

- **Knowledge and Values:** The knowledge- and values-specific learning outcomes are presented under the Core Concept Citizenship, and under each of the six general learning outcomes.
- **Cluster/Learning Experiences Overview:** The knowledge and values learning outcomes within each cluster have been divided into smaller groups of related outcomes, referred to as learning experiences. The overview page presents each learning experience with the related knowledge and values learning outcomes.
- **Learning Experiences:** Each learning experience provides a series of activating, acquiring, and applying strategies to address related knowledge and values learning outcomes, and contains the following components:
 - **Skills, Knowledge, and Values Checklists** (teacher tracking tool, Appendix D)
 - **Student Portfolio Tracking Chart** (student tool, Appendix C)
 - **Engaging Students in the Cluster** (strategies to activate the cluster)
 - **Skills Set** (an icon indicating the skills targeted in the learning activity)
 - **Suggested Student Portfolio Selections** (an icon indicating that a strategy may result in the creation of products, processes, or performances for inclusion in student portfolios)
 - **Knowledge and Values Learning Outcomes** (targeted outcomes)
 - **Description of the Learning Experience**
 - **Vocabulary List**
 - **Connecting and Reflecting** (end-of-cluster summative assessment activity)

Kindergarten to Grade 5 Social Studies: Skill Categories and Cluster Titles

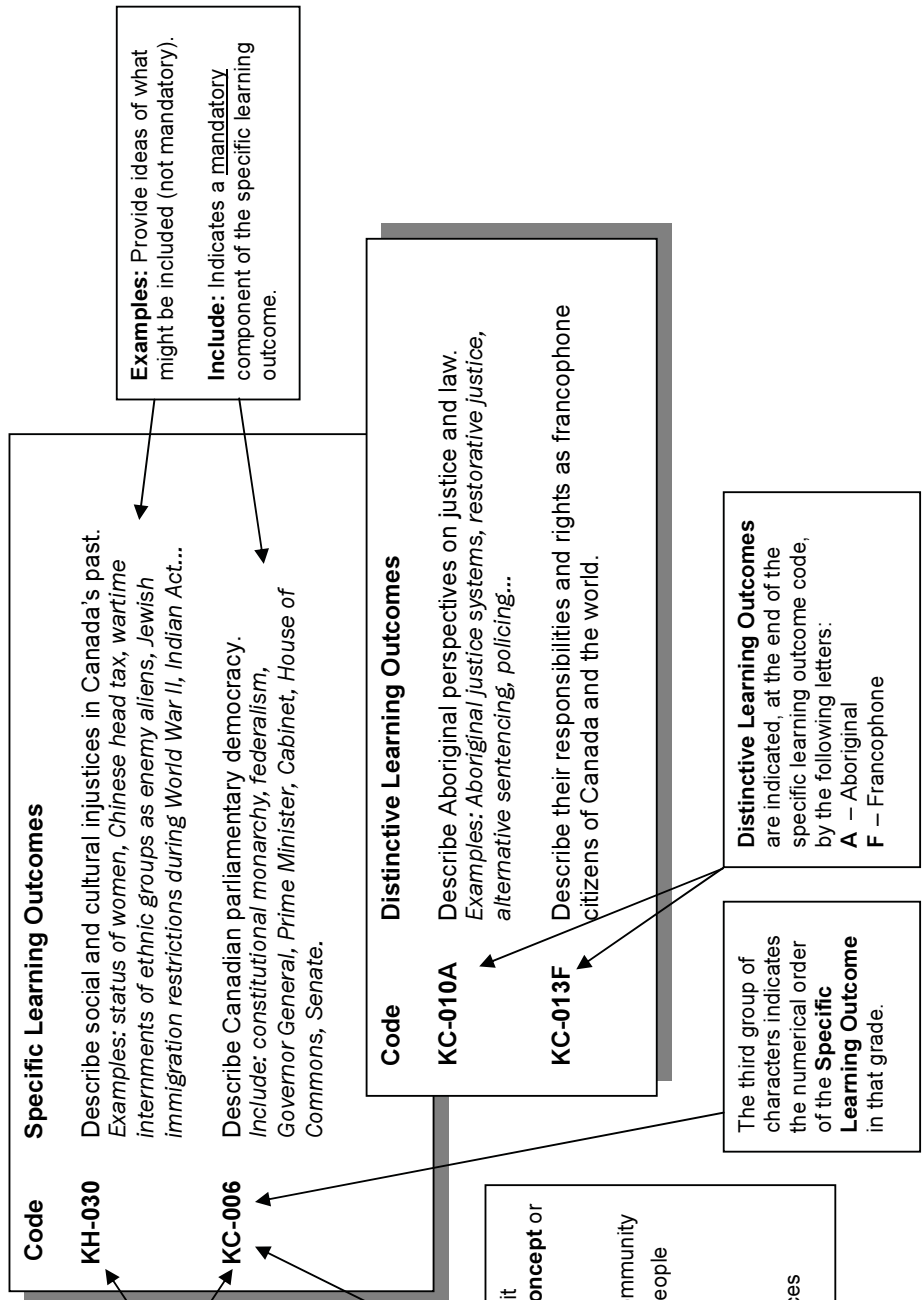
Grade	Kindergarten <i>Being Together</i>	Grade 1 <i>Connecting and Belonging</i>	Grade 2 <i>Communities in Canada</i>	Grade 3 <i>Communities of the World</i>	Grade 4 <i>Manitoba, Canada, and the North: Places and Stories</i>	Grade 5 <i>Peoples and Stories of Canada to 1867</i>
Skills Outcomes	Active Democratic Citizenship		Managing Information and Ideas		Critical and Creative Thinking	
Knowledge and Values Outcomes	Organized by Clusters Include the Core Concept of Citizenship					
Cluster 1	Me	<i>I Belong</i>	<i>Our Local Community</i>	<i>Connecting with Canadians</i>	<i>Geography of Canada</i>	<i>First Peoples</i>
Cluster 2	<i>The People around Me</i>	<i>My Environment</i>	<i>Communities in Canada</i>	<i>Exploring the World</i>	<i>Living in Canada</i>	<i>Early European Colonization (1600 to 1763)</i>
Cluster 3	<i>The World around Me</i>	<i>Connecting with Others</i>	<i>The Canadian Community</i>	<i>Communities of the World</i>	<i>Living in Manitoba</i>	<i>Fur Trade</i>
Cluster 4				<i>Exploring an Ancient Society</i>	<i>History of Manitoba</i>	<i>From British Colony to Confederation (1763 to 1867)</i>
Cluster 5					<i>Canada's North</i>	

(continued)

Grades 6 to 10 Social Studies: Skill Categories and Cluster Titles

Grade	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
	Canada: A Country of Change (1867 to Present)	People and Places in the World	World History: Societies of the Past	Canada in the Contemporary World	Geographic Issues of the 21st Century
Skills Outcomes	Active Democratic Citizenship		Managing Information and Ideas	Critical and Creative Thinking	Communication
Knowledge and Values Outcomes	Organized by Clusters Include the Core Concept of Citizenship				
Cluster 1	Building a Nation (1867-1914)	World Geography	Understanding Societies Past and Present	Diversity and Pluralism in Canada	Geographic Literacy
Cluster 2	An Emerging Nation (1914 to 1945)	Global Quality of Life	Early Societies of Mesopotamia, Egypt, or the Indus Valley	Democracy and Governance in Canada	Natural Resources
Cluster 3	Shaping Contemporary Canada (1945 to Present)	Ways of Life in Asia, Africa, or Australasia	Ancient Societies of Greece and Rome	Canada in the Global Context	Food from the Land
Cluster 4	Canada Today: Democracy, Diversity, and the Influence of the Past	Human Impact in Europe or the Americas	Transition to the Modern World (Circa 500 to 1400)	Canada: Opportunities and Challenges	Industry and Trade
Cluster 5			Shaping the Modern World (Circa 1400 to 1850)		Urban Places

Guide to Reading the Learning Outcome Code



GUIDE TO READING A LEARNING EXPERIENCE

Canada in the Contemporary World
Diversity and Pluralism in Canada

GRADE 9 CLUSTER 1

9.1.1 A Profile of Canada

KL-024 Identify on a map distinguishing elements of the physical and human geography of Canada.
Include: political boundaries, capital cities, population clusters, regions.

KH-029 Describe factors affecting demographic patterns in Canada since the beginning of the 20th century.
Examples: immigration, birth rate, life expectancy, urbanization...

VI-005 Appreciate Canadian cultural pluralism.

VI-005A Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.

VI-005F Be willing to support the vitality of their French language and francophone.


Enduring Understanding
 Canada's social, political, and economic character has been and continues to be influenced by its pervasive geographic and cultural diversity.

Description of the Learning Experience
 Students review and consolidate their knowledge of Canadian physical and human geography, construct maps and charts, and analyze demographic trends in contemporary Canada.

Vocabulary: physical geography, human geography, demography, demographics, cultural pluralism
 (See Appendix D for Vocabulary Strategies.)

Note: It would be useful, in this opening learning experience, to begin the creation of a wall timeline from 1900 to the present day. Over the course of the year, students may add chronological markers representing people, events, ideas, and significant changes that have shaped Canada and its place in the contemporary world during this period. Note that the Grades 5, 6, and 8 social studies curricula place significant emphasis on understanding, creating, and interpreting timelines. Grade 9 students should already have had substantial experience with timelines.
 See Appendix A: Skills Assessment, 7d: Creating Timelines on page A39 for more information on creating timelines.

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
	KL-024 KH-029 VI-005 VI-005A	Activate Students complete the first two columns of a KWL Chart about the physical geography, human geography, and demography of Canada. They discuss their questions with a partner, exchanging ideas about what they know and want to learn about the distinguishing elements of Canada as a country.
		9.1.1 a BLM: KWL Chart: Geography of Canada (continued)

80

Supporting websites
 KI-017
 KI-018
 KI-018A
 KI-019
 KH-030
 VH-009

Teacher Notes (Appendix H)
 TN 2 Appendix H: Teacher Notes: Aboriginal Cultural Education Centres in Manitoba

Teacher Reflections
 (continued)

127

Title of the learning experience

A description of the focus of the learning experience

The enduring understanding of this learning experience

Targeted specific learning outcomes

Title of the learning experience

Indicates stage of learning

Skills set and classroom-based assessment (Appendix A)

Suggested student portfolio selection

Blackline masters (Appendix B)

Supporting websites

Teacher Notes (Appendix H)

CANADA IN THE CONTEMPORARY WORLD

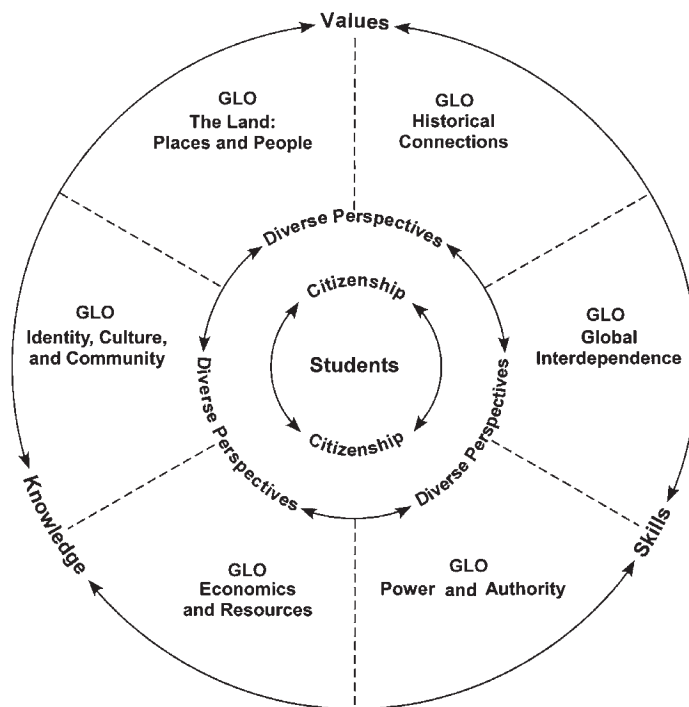
GRADE

9

<i>Grade Overview</i>	62
<i>Cluster Descriptions</i>	63
<i>Grade 9 Skills</i>	64
<i>Core Concept Citizenship</i>	68
<i>General and Specific Learning Outcomes</i>	69
Clusters:	
Cluster 1: Diversity and Pluralism in Canada	75
Cluster 2: Democracy and Governance in Canada	149
Cluster 3: Canada in the Global Context	211
Cluster 4: Canada: Opportunities and Challenges	247

Grade 9 students focus on the opportunities and challenges at the core of Canada’s contemporary plurality. They begin with an overview of Canada today, including its demographics, geography, and political organization. They examine the evolving stories of interaction among the people of Canada, and the influence of the land on the development of Canada. They explore the historical and contemporary complexities of citizenship and identity, considering the challenges and opportunities that emerge when groups with differing identities and perspectives interact with one another. Contemporary Canadian questions and issues are examined within the global context. Students are given opportunities to explore how they may become involved in Canadian issues. Through this inquiry, they are enabled to become informed decision makers actively involved in their local, national, and global communities.

Important student values and attitudes that are developed in Grade 9 include a commitment to democratic values, a willingness to take appropriate and ethical social action, and an appreciation of cultural diversity. Focus skills include critical thinking, informed decision making, consensus building, and skills related to negotiation in the exercise of active and responsible citizenship.



Cluster Descriptions

Cluster 1: Diversity and Pluralism in Canada

Students examine elements of physical and human geography that affect the political, social, and cultural makeup of Canada. This study includes a focus on demography, human rights, citizenship, conflict resolution, cultural pluralism and diversity, the influence of the media, and the contributions of people in the creation of a pluralistic society. Students examine the roles of various levels of government, government policies, the media, and cultural diversity as they affect the quality of life of Canadians.

Cluster 3: Canada in the Global Context

Students examine the dynamic relationship between having a national identity and being a global citizen in the industrialized world. This study includes a focus on evaluating the role of media in shaping individual or national perspectives relating to global issues, identifying nations and events where Canadian participation is expected for aid and military conflict resolution, assessing Canada's role in global peacekeeping initiatives, and the implications of being a consumer in a globally connected, industrialized society.

Cluster 2: Democracy and Governance in Canada

Students examine the connections among people, government, and law. This study includes a focus on concepts related to the parliamentary process, participation in the electoral process, the justice system, the responsibilities and rights of citizens, and the influence of democratic ideals in the evolution of contemporary Canadian society.

Cluster 4: Canada: Opportunities and Challenges

Students explore the demographic factors that have shaped Canada's style of cultural diversity and citizenship from past to present and into the future. This study includes a focus on the effects of social and technological change, societal changes due to the Canadian Charter of Rights and Freedoms, citizenship issues from the past and present, reactions to social injustice, emerging relationships pertaining to Aboriginal Peoples, and all Canadians' level of commitment to environmental stewardship and sustainability.

Skills for Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Students will...

S-100	Collaborate with others to achieve group goals and responsibilities.	S-106	Propose options that are inclusive of diverse perspectives.
S-101	Use a variety of strategies in conflict resolution.	S-107	Make decisions that reflect social responsibility.
S-102	Make decisions that reflect fairness and equality in their interactions with others.		
S-103	Promote actions that reflect the principles of sustainable development.		
S-104	Seek consensus in collaborative problem solving.		
S-105	Recognize and take a stand against discriminatory practices and behaviours.		

Skills for Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Students will...

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.	S-203	Construct maps using a variety of information sources and technologies. <i>Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>	S-204	Select, use, and interpret various types of maps.
S-202	Select and use appropriate tools and technologies to accomplish tasks.		

Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Students will...

S-300	Plan topics, goals, and methods for inquiry and research.	S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-301	Analyze the context of events, accounts, ideas, and interpretations.	S-307	Propose and defend innovative options or solutions to address issues and problems.
S-302	Draw conclusions and make decisions based on research and various types of evidence.	S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>
S-303	Reconsider personal assumptions based on new information and ideas.		
S-304	Analyze material and visual evidence during research. <i>Examples: artifacts, photographs, political cartoons, works of art...</i>		
S-305	Compare diverse perspectives and interpretations in the media and other information sources.		

Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Students will...

S-400	Listen to others to understand their perspectives.	S-405	Articulate their perspectives on issues.
S-401	Use language that is respectful of human diversity.	S-406	Debate differing points of view regarding an issue.
S-402	Express informed and reasoned opinions.		
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>		
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.		

Core Concept: Citizenship

Students develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.

Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

Students will...

KC-001	Give examples of human rights as defined in the United Nations Universal Declaration of Human Rights. <i>Include: basic, citizenship, and legal rights</i>	KC-010	Describe responsibilities and processes of the justice system in Manitoba. <i>Include: Aboriginal justice systems, Youth Criminal Justice Act.</i>
KC-002	Give examples of the effects of the Canadian Charter of Rights and Freedoms on individuals and groups.	KC-010A	Describe Aboriginal perspectives on justice and law. <i>Examples: Aboriginal justice systems, restorative justice, alternative sentencing, policing...</i>
KC-002F	Describe effects of Article 23 of the Canadian Charter of Rights and Freedoms on linguistic minorities. <i>Include: effects on their local community.</i>	KC-011	Identify ways in which democratic ideals have shaped contemporary Canadian society. <i>Examples: rule of law, equality, diversity, freedom, citizen participation in government...</i>
KC-003	Describe the criteria for becoming a Canadian citizen.	KC-012	Assess the advantages and disadvantages of democratic processes in Canada. <i>Include: majority/minority issues.</i>
KC-004	Describe contributions of Canadians whose social and political actions have promoted human rights.	KC-013	Describe their responsibilities and rights as citizens of Canada and the world.
KC-005	Give examples of ways in which government affects their daily lives. <i>Examples: rights and freedoms, security, laws, education, health care, services...</i>	KC-013A	Describe their responsibilities and rights as Aboriginal citizens in Canada and the world.
KC-006	Describe Canadian parliamentary democracy. <i>Include: constitutional monarchy, federalism, Governor General, Prime Minister, Cabinet, House of Commons, Senate.</i>	KC-013F	Describe their responsibilities and rights as francophone citizens of Canada and the world.
KC-007	Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.	KC-014	Describe current issues related to citizenship in Canada.
KC-008	Describe electoral processes and roles of political parties.	KC-015	Give examples of evolving challenges and opportunities in Canadian society as a result of the Charter of Rights and Freedoms.
KC-009	Identify contemporary political leaders in Canada. <i>Include: Aboriginal, federal, provincial, local.</i>	VC-001	Appreciate democratic ideals in Canadian society.
		VC-002	Value their democratic responsibilities and rights.
		VC-003	Be willing to engage in discussion and debate about citizenship.

General and Specific Learning Outcomes

Identity, Culture, and Community

Students explore concepts of identity, culture and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

Students will...

KI-016	Describe factors that shape personal, regional, and national identities. <i>Include: media influences.</i>	KI-021	Describe ways in which identity, diversity, and culture are protected in Canada. <i>Examples: Charter, multicultural policies, bilingualism, Canadian content rules in the media, support for the arts and sports, CBC, national celebrations...</i>
KI-017	Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.	KI-022	Analyze current issues surrounding Canadian culture and identity.
KI-018	Evaluate effects of assimilative policies on cultural and linguistic groups in Canada. <i>Include: Aboriginal residential schools, language laws.</i>	KI-023	Identify possible ways of addressing social injustices in Canada.
KI-018A	Evaluate effects of residential schools on their own and other Aboriginal communities.	VI-004	Be willing to consider diverse social and cultural perspectives.
KI-018F	Evaluate effects of language and education laws on their francophone community.	VI-005	Appreciate Canadian cultural pluralism.
KI-019	Describe effects of stereotyping and discrimination on individuals, communities, and regions.	VI-005A	Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.
KI-020	Evaluate the influence of mass media and pop culture on individuals, groups, and communities. <i>Include: decision making, perspectives, identity, culture.</i>	VI-005F	Be willing to support the vitality of their French language and francophone culture.
KI-020A	Evaluate the influence of mass media and pop culture on Aboriginal identities and cultures.		
KI-020F	Evaluate the influence of mass media and pop culture on francophone identities and cultures.		

The Land: Places and People

Students explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

Students will...

KL-024	Identify on a map distinguishing elements of the physical and human geography of Canada. <i>Include: political boundaries, capital cities, population clusters, regions.</i>	VL-006	Respect traditional relationships that Aboriginal peoples of Canada have with the land.
KL-025	Identify on a world map countries in which events of global significance are taking place.	VL-007	Be willing to make personal choices to sustain the environment.
KL-026	Analyze current Canadian demographics and predict future trends.		
KL-027	Give examples of opportunities and challenges related to First Nations treaties and Aboriginal rights.		
KL-028	Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability.		

General and Specific Learning Outcomes

Historical Connections

Students explore how people, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and to focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Students will...

KH-029	Describe factors affecting demographic patterns in Canada since the beginning of the 20th century. <i>Examples: immigration, birth rate, life expectancy, urbanization...</i>	VH-008	Appreciate the efforts of Canadians who have helped to promote human rights.
		VH-009	Value the contributions of diverse cultural and social groups to Canadian society.
KH-030	Describe social and cultural injustices in Canada's past. <i>Examples: status of women, Chinese head tax, wartime internments of ethnic groups as enemy aliens, Jewish immigration restrictions during World War II, Indian Act...</i>	VH-010	Appreciate that knowledge of the past helps to understand the present and prepare for the future.
KH-031	Identify significant events in the development of human rights in Canada.		
KH-032	Describe ways in which the status of women in Canada has changed since the early 20th century. <i>Include: Bill C-31 and the status of Aboriginal women, suffrage.</i>		
KH-033	Give examples of social and technological changes that continue to influence quality of life in Canada. <i>Examples: education, health care, social programs, communication, transportation...</i>		

Global Interdependence

Students explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Students will...

KG-034	Give examples of Canada's connections with other nations. <i>Examples: trade, communication, environment, entertainment, sports...</i>	VG-011	Appreciate Remembrance Day as a commemoration of Canadian participation in world conflicts.
KG-035	Evaluate Canadian perspectives regarding current global issues.	VG-012	Be willing to consider local, national, and global interests in their decisions and actions.
KG-036	Give examples of decisions that reflect the responsibilities of global citizenship. <i>Include: personal and national decisions.</i>	VG-013	Value Canada's contributions to the global community. <i>Examples: humanitarian, artistic, scientific, environmental...</i>
KG-037	Compare media portrayals of current issues. <i>Include: local, national, international sources.</i>		
KG-038	Give examples of Canada's participation within international organizations. <i>Examples: United Nations, Commonwealth, la Francophonie, Olympics...</i>		
KG-039	Evaluate Canada's contributions to international aid and development. <i>Include: government and NGOs.</i>		
KG-040	Assess the implications of Canada's military role in contemporary conflicts.		
KG-041	Give examples of contributions of various Canadians to the global community. <i>Include: arts and science.</i>		
KG-042	Describe Canada's responsibilities and potential for leadership regarding current global issues. <i>Examples: refugees, international development, environmental stewardship, military defence...</i>		

General and Specific Learning Outcomes

Power and Authority

Students explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

Students will...

KP-043	Give examples of diverse approaches to conflict resolution.	VP-014	Value non-violent resolutions to conflict.
KP-044	Describe the division of power and responsibilities of federal, First Nations, provincial, and municipal governments.	VP-015	Be willing to exercise their responsibilities and rights as citizens living in a democracy. <i>Examples: citizen involvement in political processes, freedom of speech, freedom of association...</i>
KP-045	Describe factors related to Aboriginal self-determination in Canada. <i>Examples: Indian Act, treaties, land claims, natural resources, traditional forms of decision making...</i>	VP-016	Be sensitive to the impact of majority rule on minorities and marginalized groups.
KP-046	Give examples of ways in which people can individually and collectively influence Canada's political and social systems. <i>Examples: voting, political parties, labour organizations, civil disobedience, NGOs, lobbying...</i>		
KP-047	Identify opportunities and challenges regarding Canadian-American relationships. <i>Examples: protection of national sovereignty, trade, defence, environment...</i>		

Economic and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, nations, and the natural environment.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Students will...

KE-048	Describe characteristics of Canada as an industrialized nation.
KE-049	Evaluate implications of living in a consumer-based economy. <i>Examples: social, political, environmental...</i>
KE-050	Give examples of the cultural, political, and economic impact of globalization on Canada. <i>Include: transnational corporations.</i>
KE-051	Analyze possible consequences of their consumer choices.
KE-052	Identify poverty issues in Canada and propose ideas for a more equitable society. <i>Examples: homelessness, child poverty, health care, education, nutrition...</i>

VE-017	Be willing to consider the impact of their consumer choices.
VE-018	Be willing to consider ethical questions related to sharing wealth and resources.

Canada in the Contemporary World

Diversity and Pluralism in Canada

GRADE
9

1
CLUSTER





Cluster 1

Learning Experiences: Overview

9.1.1 A Profile of Canada

KL-024 Identify on a map distinguishing elements of the physical and human geography of Canada.

Include: political boundaries, capital cities, population clusters, regions.

KH-029 Describe factors affecting demographic patterns in Canada since the beginning of the 20th century.

Examples: immigration, birth rate, life expectancy, urbanization...

VI-005 Appreciate Canadian cultural pluralism.

VI-005A Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.

VI-005F Be willing to support the vitality of their French language and francophone culture.

9.1.2 Human Rights

KC-001 Give examples of human rights as defined in the United Nations Universal Declaration of Human Rights.

Include: basic, citizenship, and legal rights.

KC-004 Describe contributions of Canadians whose social and political actions have promoted human rights.

KH-031 Identify significant events in the development of human rights in Canada.

KH-032 Describe ways in which the status of women in Canada has changed since the early 20th century.

Include: Bill C-31 and the status of Aboriginal women, suffrage.

VH-008 Appreciate the efforts of Canadians who have helped to promote human rights.

9.1.3 Living Together in Canada

KC-002 Give examples of the effects of the Canadian Charter of Rights and Freedoms on individuals and groups.

KC-002F Describe effects of Article 23 of the Canadian Charter of Rights and Freedoms on linguistic minorities.
Include: effects on their local community.

KC-003 Describe the criteria for becoming a Canadian citizen.

KI-016 Describe factors that shape personal, regional, and national identities.
Include: media influences.

KP-043 Give examples of diverse approaches to conflict resolution.

VP-014 Value non-violent resolutions to conflict.

9.1.4 Pluralism and Integration

KI-017 Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.

KI-018 Evaluate effects of assimilative policies on cultural and linguistic groups in Canada.
Include: Aboriginal residential schools, language laws.

KI-018A Evaluate effects of residential schools on their own and other Aboriginal communities.

KI-018F Evaluate effects of language and education laws on their francophone community.

KI-019 Describe effects of stereotyping and discrimination on individuals, communities, and regions.

KH-030 Describe social and cultural injustices in Canada's past.
Examples: status of women, Chinese head tax, wartime internments of ethnic groups as enemy aliens, Jewish immigration restrictions during World War II, Indian Act...

VH-009 Value the contributions of diverse cultural and social groups to Canadian society.

9.1.5 Expressing Who We Are in Canada

KI-020 Evaluate the influence of mass media and pop culture on individuals, groups, and communities.
Include: decision making, perspectives, identity, culture.

KI-020A Evaluate the influence of mass media and pop culture on Aboriginal identities and cultures.

KI-020F Evaluate the influence of mass media and pop culture on francophone identities and cultures.

KI-021 Describe ways in which identity, diversity, and culture are protected in Canada.
Examples: Charter, multicultural policies, bilingualism, Canadian content rules in the media, support for the arts and sports, CBC, national celebrations...

VI-004 Be willing to consider diverse social and cultural perspectives.

Diversity and Pluralism in Canada

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix D.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description



Students examine elements of physical and human geography that affect the political, social, and cultural makeup of Canada. This study includes a focus on demography, human rights, citizenship, conflict resolution, cultural pluralism and diversity, the influence of the media, and the contributions of people in the creation of a pluralistic society. Students examine the roles of various levels of government, government policies, the media, and cultural diversity as they affect the quality of life of Canadians.



Engaging Students in the Cluster

- Create a wall map display of physical and human geographical information.
- Display graphs indicating ethnic origins of Canadians.
- Create a “Before and After” collage displaying ‘faces’ of Canada before the big waves of international immigration, and after the waves.
- Create a pictorial display of famous Canadians involved in work, sports, the arts, international projects, and so on.
- Using a map of the world, mark/indicate the immigration connections for students within the class.
- Display a satellite photo illustrating the lights of Canada at night.
- Create a display of print materials about human rights issues in Canada.
- Create a pictorial display depicting varying cultural images of Canada along with headlines indicating emotional positions about the images.
- Create a “mental geography” quiz based on geographical features of Canada.
- Create a display illustrating natural features of Canada. (Tip: calendars are a good source for these images.)
- Using brainstorming, have students articulate what they would expect to see on an east to west, or north to south trip across Canada.
- Display copies of the Canadian Charter of Rights and Freedoms, and the United Nations Universal Declaration of Human Rights.

Learning Experiences

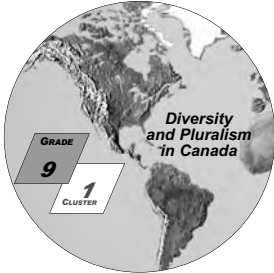
9.1.1 A Profile of Canada

9.1.2 Human Rights

9.1.3 Living Together in Canada

9.1.4 Pluralism and Integration

9.1.5 Expressing Who We Are in Canada



9.1.1 A Profile of Canada

- KL-024 Identify on a map distinguishing elements of the physical and human geography of Canada.
Include: political boundaries, capital cities, population clusters, regions.

- KH-029 Describe factors affecting demographic patterns in Canada since the beginning of the 20th century.
Examples: immigration, birth rate, life expectancy, urbanization...

- VI-005 Appreciate Canadian cultural pluralism.

- VI-005A Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.

- VI-005F Be willing to support the vitality of their French language and francophone

Note: Aboriginal and Francophone learning outcomes are not intended for all students (see page 55 of the Overview).

Enduring Understanding

Canada's social, political, and economic character has been and continues to be influenced by its pervasive geographic and cultural diversity.

Description of the Learning Experience




Students review and consolidate their knowledge of Canadian physical and human geography, construct maps and charts, and analyze demographic trends in contemporary Canada.

Vocabulary: physical geography, human geography, demography, demographics, cultural pluralism (See Appendix E for Vocabulary Strategies.)



Note: It would be useful, in this opening learning experience, to begin the creation of a wall timeline from 1900 to the present day. Over the course of the year, students may add chronological markers representing people, events, ideas, and significant changes that have shaped Canada and its place in the contemporary world during this period. Note that the Grades 5, 6, and 8 social studies curricula place significant emphasis on understanding, creating, and interpreting timelines. Grade 9 students should already have had substantial experience with timelines.

See Appendix A: Skills Assessment, 7d: Creating Timelines on page A39 for more information on creating timelines.






9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
 	KL-024 KH-029 VI-005 VI-005A	<p>Activate</p> <p>Students complete the first two columns of a KWL Chart about the physical geography, human geography, and demography of Canada. They discuss their questions with a partner, exchanging ideas about what they know and want to learn about the distinguishing elements of Canada as a country.</p> <p style="text-align: center;">  BLM: KWL Chart: Geography of Canada </p> <p style="text-align: right;"><i>(continued)</i></p>





9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
	KL-024	<p>Activate <i>(continued)</i></p> <p>Using a Canadian atlas, students are given two to three minutes to observe physical, political, or thematic maps of Canada. At a pre-arranged signal, they close their atlases and create freehand drawings of a mental map of the country, following the instructions in BLM 9.1.1b. Students then compare their mental map with that of a partner, exchanging ideas about what their maps tell them about their perspectives of Canada.</p> <p>TIP: Students will require graph paper to assist them with proportions. After they have drawn their maps, students may use the chart provided in the BLM to self-assess their map. Ideally, this activity should be repeated at the end of the term/year. Following the activity, students’ maps should be retained in a file so that, later in the year, the activity may be repeated and the maps compared. Students may then assess how their mental maps have changed over the course of their study of contemporary Canada.</p> <p> BLM: A Mental Map of Canada (2 pages)</p>
	<p>KL-024 KH-029 VI-005 VI-005A</p>	<p>Collective groups of students share an atlas of Canada to prepare a series of questions for a “Get to Know Your Atlas” activity. Each group prepares a series of 10 questions about the physical geography, human geography, and demography of Canada. They also prepare an answer key indicating the atlas page number in which they found the answers to their questions. Groups exchange their quizzes, and proceed to find the answers to the questions. After a designated period of time, groups verify their answers, and the class discusses what they have learned about finding information in the atlas.</p> <p>TIP: Sample questions: What are eco-zones and how many eco-zones are there in Canada? In which province or territory is the population growing most rapidly? How many major national and provincial parks are there in Newfoundland and Labrador?</p> <p>Allow a specified period of time to create the questions and to find the answers. Remind students to use the index, table of contents, glossary, statistics charts, and map titles to quickly locate information.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		






9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-024 KH-029 VI-005 VI-005A	<p>Collaborative groups of students generate hypotheses about the meaning of demography, consulting a dictionary or other references to verify the accuracy of their predictions. Using poster paper, each group creates a Concept Overview, including examples of the elements of demography (population size, growth, density, and distribution, as well as population characteristics such as age, marital status, language, ethnicity, culture, religion, income, gender). Each Concept Overview should include an example of a true statement about a distinguishing element or a trend in Canadian demographics. Groups present their Concept Overviews to the class, and the class discusses which elements of Canada’s demography they consider to be the most significant.</p> <p>NOTE: Students have been introduced to demographic factors such as population distribution and density in Grade 7. Ask students to consider the significance of Canadian demographics, including ethnic and cultural diversity, in relation to the defining characteristics of the nation.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Concept Overview: Demography</p>
or		
	KL-024 KH-029 VI-005 VI-005A	<p>Pairs of students carry out a Sort and Predict activity in which they classify the elements that are studied in physical geography and the elements that are studied in human geography. In a general class discussion, the distinction between the two concepts is clarified and students share examples of what they know about the characteristics of Canada’s human and physical geography.</p> <p>TIP: Students have been introduced to the concepts of human and physical geography in Grade 7. This activity offers the opportunity to review and consolidate these concepts and clarify misconceptions.</p> <p> BLM: Sort and Predict</p>
<i>(continued)</i>		
Teacher Reflections		





9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-024 KH-029 VI-005 VI-005A	<p>Referring to population charts and maps in an atlas or on the Statistics Canada website, collaborative groups of students gather current statistics to generate five “true-or-false” statements about Canadian demography (i.e., population distribution, languages, ethnic or cultural groups, immigration rates, rural and urban populations, birth rates, life expectancy, age...). Students present their five statements to the class, and invite them to guess whether each statement is true or false. The class discusses the distinguishing characteristics of the Canadian population, considering characteristics such as cultural pluralism, population density, and urbanization.</p> <p>TIP: Ask students to consider some of the social and economic consequences of demographic change in Canada during the general discussion part of this activity. Encourage students to apply their knowledge of Canadian history from Grades 5 and 6 to help them recognize some of the major population changes that have taken place over time.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
	KL-024 KH-029	<p>Using their previous knowledge of Canadian history, collaborative groups of students decide upon two to four significant developments since 1900 that have shaped Canada as a modern nation. Each group presents their selected events and explains to the class why they consider them to be important. The class decides which events they wish to use as chronological markers for the wall timeline, and each group is assigned the task of creating a reference marker (e.g., political cartoon, headline, annotated illustration...) for one of the selected “turning points” in modern Canada. The markers are affixed to the timeline as a reference, and may be used as models for subsequent additions to the timeline.</p> <p>TIP: Help students to focus on elements of political change, cultural change, and population change; provide them with some key words as needed to help them get started on ideas (e.g., Nunavut, 1999; the Great Depression, 1930s; repatriation of the Constitution, 1982...). Encourage groups to consult reference sources as needed to verify dates or details and events. This activity will help assess students’ prior knowledge, and will also help orient the study of contemporary Canada by reviewing key developments.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
Teacher Reflections		

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
 	KL-024 KH-029 VI-005 VI-005A	<p>Acquire</p> <p>Students consult the current Canada Year Book in print or at the Statistics Canada website to gather demographic data from the most recent national census. Using their gathered data, students create charts or graphs to represent current population characteristics and trends (e.g., population growth rates, birth rates, life expectancy, immigration, emigration, family size, age pyramids...). Students share their charts in collaborative groups, exchanging information to arrive at a global portrait of the Canadian population, and generating hypotheses about the factors that influence population change.</p> <p>TIP: Different groups of students may be assigned different populations' characteristics to examine and present. Encourage students to consider possible effects of current trends (e.g., consequences of an aging population or a decreasing birth rate), and to predict future patterns in population change based on their research.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: center;">or</p>
	KL-024 KH-029 VI-005 VI-005A	<p>Collaborative groups of students read the provided series of quotations about Canada's political geography, physical geography, or demographics (or ask students to select extracts from current newspaper editorials). Each group selects two quotations they feel are the truest reflection of the distinguishing elements of Canada. Group members create poster-sized political cartoons or caricatures to illustrate their selected quotations. Each group presents their poster to the class, explaining why they feel these quotes reflect the distinct nature of Canada and explaining the significance of geography to Canada's identity as a country.</p> <p> BLM: Thoughts on Canadian Geography (2 pages)</p> <p style="text-align: center;">or</p>
	KH-029 VI-005 VI-005A	<p>Collaborative groups of students gather news articles or editorials regarding current trends in Canadian demographics (e.g., aging population, decreasing birth rate, increasing cultural diversity, increased longevity, immigration, emigration...). Each group selects one article to examine more closely, and uses the provided template to prepare an article analysis to share with the class. Following the presentations, the class discusses factors that influence population change, and generates hypotheses about the possible long-term effects of current demographic trends.</p> <p> BLM: Analyzing a News Article</p> <p style="text-align: right;"><i>(continued)</i></p>




9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KL-024 KH-029 VI-005 VI-005A	<p>Students consult Statistics Canada’s <i>Canada Year Book</i> or website, or other sources, to gather data about the changing ethno-cultural composition of the Canadian population in the 20th century. Students record the data they collect in a spreadsheet, in which they compare population data over the decades from 1901 to the most recent census. Students interpret the data they have gathered and generate a list of factors that influence the changing population composition (i.e., immigration, emigration, birth rate, life expectancy, health care, epidemics, war...). In a plenary class discussion, students record a list of factors that influence demographic change.</p> <p>TIP: Encourage students to make connections to historical events as they interpret patterns in Canadian population since the beginning of the 20th century. Review key 20th-century chronological markers with the class as determined in the Activating strategies (e.g., World War I and II, major waves of immigration, Québec referenda, Terry Fox run across Canada...). Have students create markers for the wall timeline, illustrating major demographic changes or developments. Collaborative groups of students may also represent demographic change on a map of Canada. As well, students may use their data to create illustrated markers for the wall timeline, depicting population turning points, as shown below.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 10px; width: 45%;"> <p style="text-align: center;">1901 - 1911 Immigration Decade</p> <p style="text-align: center;"><i>Largest influx of immigrants in Canadian history: 1,550,000</i></p>  </div> <div style="border: 1px solid black; padding: 10px; width: 45%;"> <p style="text-align: center;">1941 - 1951 Baby Boom Decade</p> <p style="text-align: center;"><i>Most births in Canadian history: 3,186,000</i></p>  </div> </div>
<i>(continued)</i>		
Teacher Reflections		








Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

9.1.1 A Profile of Canada









Assessment	Outcomes	Strategies
		Acquire <i>(continued)</i>
	or	
 	KL-024 KH-029 VI-005 VI-005A	<p>Collaborative groups of students each represent one of the six main physical regions on an outline wall map of Canada. Groups plan and create a collage of images, symbols, statistics, or colour codes to creatively illustrate distinguishing characteristics of the physical and human geography of their assigned region. The map should include:</p> <ul style="list-style-type: none"> • features of the natural environment • political divisions • population clusters • ethnic composition of the population • modern demographic trends <p>Students may also choose to include other features of the geography and demographics of their assigned region (e.g., vegetation, environmental pollution, languages, population density, age, immigration...).</p> <p>NOTE: Students were introduced to the physical regions of Canada in Grade 4 (i.e., Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence–Great Lakes Lowlands, Atlantic Region, Arctic Region). In Grade 5, they located on a map of Canada the major physical regions, vegetation zones, and bodies of water (5-KL-015), and in Grade 6 they located on a map of Canada the provinces, territories, and capital cities (6-KL-024). In this activity, they are consolidating all this knowledge with additional information about demography.</p> <div style="border: 1px solid black; padding: 5px;">  <p>It is not necessary to do this activity as a collective wall map; it may also be done as a GIS mapping activity, in which each group selects the sets of data they wish to include in their regional map and determines how it will be represented on the map. Each group may then present their electronic map to the class.</p> </div>
		<i>(continued)</i>
Teacher Reflections		

9.1.1 A Profile of Canada





Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-024 KH-029 VI-005 VI-005A	Using an atlas or other print or electronic resources, pairs or triads of students select a set of four or five significant facts or patterns related to a theme in Canadian geography or demography. They prepare an illustrated poster, including a map of Canada to locate the elements they have selected, as well as images or symbols to create a clear visual representation of the elements they have selected. Posters are displayed and students circulate to view them. In a guided plenary session, students discuss which elements of Canadian geography and demography they consider to be the most significant.
 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >		
Apply		
	KL-024 KH-029 VI-005 VI-005A	Using an outline map of Canada, students create an individual map that portrays what they see as the distinguishing characteristics of Canada’s geography and demography. Maps should include a title and legend, political boundaries, the capitals and major population clusters, and the physical regions. The maps need to clearly and creatively represent at least two other distinctive elements of Canadian geography and population. The maps are shared in collaborative groups, in which students view and compare the elements selected and assess the clarity and creativity of the maps.
<div style="border: 1px solid black; padding: 5px;">  This may be done as a GIS mapping activity, followed by electronic presentations. Develop with the class a set of descriptive criteria for the maps before students begin their work. </div>		
 BLM: Outline Map of Canada		
<i>(continued)</i>		
Teacher Reflections		

Diversity and Pluralism in Canada

9.1.1 A Profile of Canada




Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KH-029 VI-005 VI-005A	Pairs of students create an illustrated Mind Map showing factors that influenced changing demographic patterns in Canada in the 20th century (e.g., immigration, emigration, birth rate, life expectancy, and significant historical events such as wars and geopolitical changes...). Mind Maps are displayed and students circulate in a Carousel activity to view them. Students may be asked to complete an Exit Slip describing how they would “define Canada” using the geographic and demographic knowledge they have acquired.
or		
 	KL-024 KH-029 VI-005 VI-005A	Collaborative groups of students prepare a multimedia presentation representing the distinguishing elements of Canada’s physical and human geography, as well as Canadian demographics. The presentation should include a map of Canada and present both facts and opinions related to Canada’s geography and demographics, including the causes and effects of population change in modern Canada. Following the presentations, observers may be asked to identify and respond to both the facts and opinions stated by the presenters. The class may engage in a discussion about possible future trends related to geography and demographics.
or		
 	KL-024 KH-029 VI-005 VI-005A	Students prepare a persuasive speech presenting what they consider to be the single most significant and defining element in Canadian geography and demographics today. Students should justify their positions using facts and reasonable arguments, and use a map of Canada as a visual support in their presentation. Following the speeches, the class engages in a discussion in which students attempt to agree on the most significant and defining element of modern Canadian geography and demography.
or		
 	KL-024 KH-029 VI-005 VI-005A	Pairs of students use print and electronic resources to prepare a scrapbook of news clippings, photographs, and quotations from well-known Canadians expressing diverse points of view about geographic diversity and cultural diversity as defining elements of Canada. Pairs present their scrapbooks to another pair, discussing the parallels between Canadian geographic and cultural diversity, and considering the importance of conserving both.
<i>(continued)</i>		
Teacher Reflections		

9.1.1 A Profile of Canada



Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KH-029 VI-005 VI-005A	<p>Collaborative groups of students prepare and administer a survey to discover what members of their school community know or believe about the distinguishing characteristics of Canada’s physical geography, human geography, and demography. Students record and interpret their results, and prepare a summary report detailing their conclusions to the class. In a general class discussion, students draw conclusions based on their findings.</p> <p>TIP: Guide students in the creation of their surveys by first generating sample questions together as a class, explaining to students the need to construct clearly articulated questions, and to restrict the number of ambiguous, open-ended questions. The questionnaire may take the form of “Myth or Reality” statements about Canadian geography. Encourage students to pose the questions to a diverse group of respondents (i.e., age, sex, cultural background...) and to include a specified minimum number of participants. Students may present their findings in a graph or chart format.</p>
or		
 	KL-024 KH-029 VI-005 VI-005A	<p>Students use the provided self-assessment chart to gauge their knowledge of Canadian geography and demography, and their appreciation of cultural pluralism as a distinguishing characteristic of Canada. Students may retain their self-assessment in a learning portfolio to be revisited at the end of the year/term. This end-of-year/-term revisit allows students to consider how they may define Canada differently, and what knowledge they have gained of Canada’s distinguishing characteristics through their studies.</p> <p>TIP: Students may also be given an outline map of Canada, on which they indicate as many geographic elements as possible without the aid of an atlas. They may then verify their maps with an atlas to assess their accuracy and completeness. Develop with the class a checklist of significant geographic elements to be included (e.g., provincial and territorial capitals...) before asking students to complete their maps. Students may be asked to obtain a signature from one other student and from the teacher as verification of their knowledge.</p>
		 BLM: Self-Assessment Chart: Geography and Demography <i>(continued)</i>
<p>Teacher Reflections</p>		

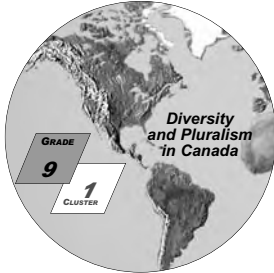
Diversity and Pluralism in Canada

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 Appendix A Skill 9a	KH-029 VI-005 VI-005A	<p>Students complete the final column of the KWL chart they began in the Activating phase of this learning experience, summarizing their learning. They pair up to share what they have learned and to discuss whether they have been able to answer some of the questions they posed at the outset of this learning experience.</p> <p>TIP: To help students be specific in their reflections as they complete the KWL chart, encourage them to focus on what they can do now that they could not have done at the beginning of the learning experience.</p>
— or —		
 Appendix A Skill 3b	KH-029 VI-005 VI-005A	<p>Collaborative groups of students select one geographic or demographic issue they explored during the analysis of a news article in the Acquiring phase of this learning experience. Students engage in a team deliberation in which they explore differing positions on their selected issue. After all groups have presented to the class a consensus statement on their deliberation topic, engage students in a general discussion about their views of the importance of geography and demography in defining Canada.</p> <p>TIP: Refer to Teacher Note 1 (TN-1) for information on this strategy. This activity may also be carried out as a parliamentary debate on a topic related to Canadian geography and demography. For example:</p> <ul style="list-style-type: none"> • <i>Be it resolved that Canada is simply too vast to ever be a unified country.</i> • <i>Be it resolved that Canada should limit immigration in order to develop a more cohesive cultural identity.</i> <p>Note that team deliberation, unlike a formal debate, encourages cooperative learning and the consideration of diverse perspectives—without creating an adversarial situation. There are no winners or losers in a team deliberation.</p>
		 Appendix H: Teacher Notes: Team Deliberation (2 pages)
<i>(continued)</i>		
Teacher Reflections		

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KL-024 KH-029 VI-005 VI-005A	<p>As a class, students consider and discuss the following statement: <i>Canada has traditionally been described as having six distinct regions demarcated, more or less, along provincial boundaries:</i></p> <ol style="list-style-type: none"> (1) <i>Atlantic Canada (Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland and Labrador)</i> (2) <i>Québec</i> (3) <i>Ontario</i> (4) <i>The Prairie West (Manitoba, Saskatchewan, Alberta)</i> (5) <i>British Columbia</i> (6) <i>The Far North</i> <p>Students then participate in a six-station Carousel activity. Six large sheets of chart paper are posted around the class, along with a selection of current newspapers and news magazines, and an outline map of Canada. Each chart paper is clearly labelled as one of the six political regions listed above. Divided into six groups, students begin at one station, adding ideas, descriptions, images, or headlines to the chart paper. At regular intervals, students circulate through the other stations and build on ideas of previous groups. When completed, the chart paper collages are gathered and posted side by side. The resulting collages should present a clear overview of the defining characteristics of each region, even with the titles of the regions removed. Students view the completed collages and discuss the role of the media in portraying defining elements of each of the regions, as well as their own impressions of Canadian regions.</p>
or		
	KL-024 KH-029 VI-005 VI-005A	<p>Collaborative groups of students create a “Defining Moment” marker for the wall timeline, using the format of a news bulletin or a political cartoon. The Defining Moment should include a description of a change to the political map of Canada, a significant cultural development, or data relating to a demographic change or trend. Each group affixes their marker to the wall map and must be prepared to defend the significance of their selected event, person, idea, or change as a defining feature of Canada as a modern nation.</p>
<p>Teacher Reflections</p>		



9.1.2 Human Rights

KC-001	Give examples of human rights as defined in the United Nations Universal Declaration of Human Rights. <i>Include: basic, citizenship, and legal rights.</i>
KC-004	Describe contributions of Canadians whose social and political actions have promoted human rights.
KH-031	Identify significant events in the development of human rights in Canada.
KH-032	Describe ways in which the status of women in Canada has changed since the early 20th century. <i>Include: Bill C-31 and the status of Aboriginal women, suffrage.</i>
VH-008	Appreciate the efforts of Canadians who have helped to promote human rights.

Enduring Understanding

The Universal Declaration of Human Rights acknowledges that every human being is entitled to be treated with dignity, and to enjoy basic privileges and freedoms, including security, quality of life, and equality of opportunity. These principles are supported by Canadian democracy and have been upheld by the social and political actions of many Canadians.

Description of the Learning Experience

Students learn about the Universal Declaration of Human Rights and discuss its implications. They research significant events and people in Canada related to the promotion of human rights, and create a collective timeline of the history of human rights in Canada.

Vocabulary: universal human rights, inalienable, indivisible, and interdependent rights, basic rights, citizenship rights, legal rights, civil rights (See Appendix E for Vocabulary Strategies.)

Note: Students were introduced to the concept of universal human rights in Grade 7. The topic of human rights may be approached in the following ways, among others:

- As an optimistic story of continuous human progress
- As a tale of the injustices that humans have perpetrated on one another
- As a sequence of heroic and valiant efforts on the part of certain outstanding individuals

If teachers wish to seriously engage students in discussions about universal human rights, questions of diversity and equity are at the heart of the topic. This means that students may need to examine questions that involve distinctly controversial issues (e.g., gay and lesbian rights; right to death and assisted suicide; abortion and right to life; ethical decisions regarding medical treatments; religious beliefs and customs; criminal rights; security and racial profiling; censorship and freedom of speech; questions of sexuality, religion, violence, or ethnic identities...).


Rather than proposing controversial issues for student consideration, it is advisable to follow the students' lead on topics that interest or concern them, communicating with parents about topics as necessary. Teachers need to remain aware of community values or sensitivities when exploring these topics. For further guidelines, refer to "Dealing with Controversial Issues" on page 16 of this document.

Over the course of several learning experiences, students will consider human rights issues related to ethnicity (or race) and language, including incidents of injustice in Canadian history. LE 9.1.2 focuses primarily on helping students understand the guiding principles and implications of fundamental human rights.



Finally, the most important thing to be aware of when addressing the topic of rights is the idea that the act of teaching is a form of politics, as expressed by Paulo Friere:

"This is a great discovery, education is politics! After that, when a teacher discovers that he or she is a politician too, the teacher has to ask, "What kind of politics am I doing in the classroom?" – Paulo Freire, *A Pedagogy for Liberation*






9.1.2 Human Rights

Assessment	Outcomes	Strategies
	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Activate</p> <p>Students prepare an Admit Slip on the topic of human rights, and arrive in class prepared to share their ideas. Possible assigned topics for the Admit Slip include:</p> <ul style="list-style-type: none"> • What have Canadians contributed to human rights? • What do you consider to be the most important human right? • What do you see as an important event in Canada related to human rights? • In what area does Canada still have a lot to accomplish in human rights? • Why are human rights important? • Bring to class a news item or article related to human rights in Canada today. <p>Students are placed in collaborative groups to share their ideas, and to create a web that both summarizes their ideas and shows the links and key ideas that emerged in their discussion. Groups share their webs and the class discusses the importance of human rights.</p>
	<p style="text-align: center;">or</p>	<p>Students are presented the following celebrated statement by anthropologist Margaret Mead:</p> <p style="text-align: center;"><i>“Never doubt that a small group of committed individuals can change the world: indeed, it’s the only thing that ever does.”</i></p> <p>In a general discussion, students are asked to consider whether they believe this statement to be true, citing, if possible, examples of people they know of who have effected significant change regarding human rights. The names and accomplishments are recorded on chart paper and retained as possible topics for further research. In a general class discussion, students discuss the role of prominent Canadians and less well-known Canadians (including local community figures) in the promotion of human rights.</p> <p>NOTE: Students may also be invited to carry out a survey in which they present the Margaret Mead quotation to respondents and ask whether they believe this statement to be true with respect to human rights.</p>
<i>(continued)</i>		
<p>Teacher Reflections</p>		





9.1.2 Human Rights

Assessment	Outcomes	Strategies	
Activate <i>(continued)</i>			
— or —			
	KC-001	<p>Students view a short video clip (e.g., a Historica Minute or a news report) regarding a contemporary or historical Canadian who has promoted human rights by her or his social and political action. Following the viewing, students discuss and brainstorm what they believe to be Canada’s most significant accomplishments related to human rights. For example:</p> <ul style="list-style-type: none"> • Status of women • Freedom of speech • Legal guarantees • Historical reparation programs • Immigration policies • Treatment of prisoners • Equality of opportunity for persons with disabilities • Anti-racism and anti-discrimination policies • Minority language protection • Recognition of Aboriginal rights • Gay and lesbian rights • Responsible government • Religious freedom • Banning of capital punishment <p>NOTE: Consider using these Historica Minutes:</p> <ul style="list-style-type: none"> • Agnes MacPhail (women in Parliament, penal reform) • Baldwin and Lafontaine (anglophone-francophone cooperation) • Emily Murphy (rights of women as persons) • Étienne Parent (anglophone-francophone relations) • Hart and Papineau (religious tolerance) • Nellie McClung (women and the vote) • Responsible Government • J.S. Woodsworth (old age pensions) • Underground Railroad (assistance to African Americans escaping slavery in the 1850s) • Jennie Trout (women in medicine) • John Humphrey (declaration of human rights) • Jackie Robinson (racial colour barrier in sports) • Lucille Teasdale (international aid to Africa) • Pauline Vanier (support for refugees and displaced persons during WWII) <p>Also consider using the “Living History” video series by Paul B. Hunt. This series features interviews with individual Canadians who have been involved in human rights issues (e.g., Aboriginal residential schools, women as persons, immigrant experiences, Japanese internments...). Order online at <www.distributionaccess.com>, or Toll-Free at 1-888-440-4640.</p> <p>There is also a CBC clip featuring George Erasmus commenting on injustices by the Catholic Church, re: residential schools, available at <http://archives.cbc.ca/IDC-1-73-516-2442/politics_economy/erasmus/clip6>.</p> <p>This is part of a series of clips and includes only cursory information regarding Erasmus’ role as a champion of Aboriginal rights.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>	
	KC-004 KH-031 KH-032 VH-008		
<i>(continued)</i>			



9.1.2 Human Rights

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Using as many copies of BLM 9.1.2a as needed for the number of groups, cut the listed events into separate strips without the date. Collaborative groups of students are given a fixed period of time to try to place their strips in chronological order, consulting human rights websites or other sources as needed. In a general class discussion, groups verify and correct their chronological order, and generate questions for further research about specific events in the timeline that interest them.</p> <p>TIP: Encourage students to add additional events to the timeline as they discover them. This activity is intended to provide a brief introduction to the chronology of human rights in Canada, and to activate students’ prior knowledge. More detailed study of selected topics or events will occur in the Acquiring phase of this learning experience. Alternatively, have groups select at random a designated number of events, and carry out an Internet treasure hunt to find out the date and details of these events, using the human rights website cited below.</p> <p>NOTE: The timeline is not exhaustive and only includes events that support or advance human rights. Explain to students that provincial legislation supporting human rights was enacted at different times in different provinces.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Timeline of Human Rights Development in Canada (4 pages)</p>
	— or —	
	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Using Think-Pair-Share, students read the provided preamble to the Universal Declaration of Human Rights, underlining key ideas and stating briefly in their own words what the preamble means. Pairs exchange their ideas and consider what they can do to recognize the “inherent dignity and equal and inalienable rights of all members of the human family.” Each pair presents their version of the preamble and their examples of respectful actions to the class. As a class, students discuss why respect for universal human rights is important.</p> <p>TIP: Students may use this Activating strategy as an opportunity to generate questions for later research into the history and background of the Universal Declaration of Human Rights.</p> <p> BLM: Preamble to Universal Declaration of Human Rights</p>
Teacher Reflections		









9.1.2 Human Rights

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	<p>KC-001 KH-031 KH-032</p>	<p>Collaborative groups of students brainstorm a list of all the rights that people have, organizing them into categories that include basic rights, citizenship rights, legal rights, equality rights, and other titles they may wish to create on their own. Groups compare their lists and note similarities and differences, discussing which types of rights they consider to be the most important.</p>
— or —		
	<p>KC-001</p>	<p>Students bring to class examples of handbooks that list the rights of members of particular groups or communities (e.g., sports teams, schools, classrooms, professional groups, community groups, consumer groups...). Working in collaborative groups, students compare and contrast the rights of the various groups, discussing which types of rights they consider to be the most fundamental.</p>
— or —		
	<p>KC-001 KC-004 VH-008</p>	<p>Students listen to songs related to human rights, with some examples provided by the teacher and others contributed by the class. Students respond to the lyrics of the songs and discuss the role of music in the human rights movement among citizens of Canada and the world. The class may choose to create a collective list or bulletin board of Canadian musicians, singers, and performing artists who have contributed to the human rights movement.</p> <p>NOTE: Refer to BLM 9.1.2c for a list of suggested songs, including Canadian and international examples.</p> <p> BLM: Songs for Human Rights</p>
<p>Teacher Reflections</p>		



9.1.2 Human Rights

Assessment	Outcomes	Strategies
	<p>KC-001 KC-004 KH-031 KH-032 VH-008</p>	<p>Acquire</p> <p>Collaborative groups of students read aloud the full text of the Universal Declaration of Human Rights, sharing responsibility for the preamble and the 30 articles and stopping to clarify points as needed. Following the reading, each group uses chart paper to create a summary of the universal rights, classifying each of the articles under one of the following categories:</p> <ul style="list-style-type: none"> • Basic Rights: often divided into economic rights (work, living conditions) and social rights (education, health) • Political Rights: rights that pertain to participation in decision making and governance • Civil Rights (citizenship rights): rights that pertain to the freedom, security, and legal protection of citizens • Equality Rights: rights that protect citizens from unfairness and discrimination • Cultural Rights: rights that pertain to cultural beliefs and practices, including religious freedom and linguistic rights <p>For each of the categories, students record on chart paper examples of how they exercise these rights in their daily lives. Groups present and discuss their charts with the class.</p> <p>NOTE: As all human rights are interdependent, it may be challenging to classify them, but it will encourage discussion. Encourage students to develop an icon or symbol to represent each of the groups of rights, showing that they are indivisible and interdependent. Groups may use their work to create illustrated posters about the articles of human rights, including examples of school, community, and national applications, to display in the school hallway as part of a human rights awareness campaign.</p> <p> BLM: Universal Declaration of Human Rights (4 pages)</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		





9.1.2 Human Rights

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KC-001 KH-031 KH-032 VH-008	<p>Using print and electronic resources, students research the history and significance of the Universal Declaration of Human Rights. They create a Mind Map that uses their research to explain the background, principles, and importance of human rights.</p> <p>TIP: Establish criteria for the elements to be included in the Mind Map before students begin their research. For example, the Mind Map should</p> <ul style="list-style-type: none"> • explain why and how the Universal Declaration of Human Rights came into being • define the terms universal, inalienable, indivisible, and interdependent as the basic principles of the Declaration • describe the international role or importance of the Declaration <p>The Mind Maps should also include images that relate to the application of the principles of universal human rights, or examples of types of rights. These criteria may serve as a note-taking frame for students as they gather information. Students may also read the background information included in BLM 9.1.2e.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> 9.1.2 e BLM: Background Information: Universal Declaration of Human Rights (3 pages)</p>
	— or —	
 	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Students use the provided list to select a Canadian whose social or political action promoted universal human rights. Consulting print and electronic sources as needed, they prepare a short biographical study of their selected individual, focusing on the involvement and significance of that individual in advancing the cause of human rights.</p> <p>TIP: The suggested list is not exhaustive. Encourage students to discover other individuals, including local people, whose actions have contributed to the recognition of human rights.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> 9.1.2 f BLM: Canadian Contributors to Human Rights</p>
Teacher Reflections		





9.1.2 Human Rights

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	<p>KC-001 KC-004 KH-031 KH-032 VH-008</p>	<p>Students are presented with the following quote:</p> <p style="padding-left: 40px;"><i>“For me to live a full human life, my neighbours must be just as free as I am. Their freedom is my freedom, their equality is my equality, their dignity is my dignity. Freedom is indivisible, human rights are universal.”</i></p> <p>R. Gordon L. Fairweather, Chairman, Human Rights Commission, quoted by Andrew Brewin, House of Commons, Ottawa, 8 December 1978</p> <p>In response to this quote, students compose a persuasive text explaining why human rights are universal, indivisible, inalienable, and interdependent. The text should be supported by examples of people, ideas, or events related to human rights in Canada (e.g., the changing of immigration laws, amendments to the Indian Act, women’s rights, disabled rights, social security programs, inclusive education, universal health care...).</p> <p>TIP: Students may choose to write this article from the perspective of a member of a group that has experienced marginalization or exclusion, or may focus on the benefits resulting from increased recognition of the universality of human rights. Encourage students to become aware of examples of the systemic or indirect exclusion of certain individuals or groups from equality of opportunity with respect to quality of life (e.g., people with disabilities, women, Aboriginal people, war-affected children, senior citizens...). Encourage students to take note of society’s responsibility to take special measures to ensure that certain groups have full access to the same quality of life as other citizens.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		







9.1.2 Human Rights

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Pairs or small groups of students select an event in the timeline of Canadian involvement in human rights in order to carry out further research. They may use BLM 9.1.2a: “Timeline of Human Rights Development in Canada” for suggested events, or consult the Human Rights in Canada website (see URL below). Groups create an illustrated news bulletin or report on their selected event to share with the class by affixing it at the appropriate spot on the wall timeline. After all students have viewed the wall timeline, they exchange ideas and questions about significant milestones in Canadian human rights history.</p> <p>TIP: It may be useful to develop a template for timeline markers with the students before they begin their research (refer to BLM 9.1.2g for a suggested model). Invite students to use a colour code or symbol to indicate how the marker deals with human rights, as additional markers on other themes will be added to the timeline over the year.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: A Human Rights Milestone for Canadians</p>
	or	
	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Students invite and listen to a guest speaker who represents an organization that promotes the recognition of basic human rights, particularly for groups who may be marginalized or excluded in Canadian society. Examples include:</p> <ul style="list-style-type: none"> • Society for Manitobans with Disabilities • Canadian National Institute for the Blind • Age and Opportunity • community anti-poverty groups • antiracism groups • Manitoba Human Rights Commission • Manitoba Association for Rights and Liberties • Free the Children • UNICEF • International Centre representing new immigrants <p>Following the presentation, students pose questions to the speaker, later discussing the responsibilities of citizens toward marginalized groups in respect to supporting the principles of universal human rights.</p> <p style="text-align: right;"><i>(continued)</i></p>
	<p>Teacher Reflections</p>	

9.1.2 Human Rights

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Students gather news articles or editorials pertaining to current human rights issues that affect or involve Canadians. Students carry out an analysis of the article following the model suggested in BLM 9.1.2h. Students gather in collaborative groups to share and discuss the articles and their implications, focusing on the responsibilities of Canadian citizens that are related to an acceptance of the principles of the Universal Declaration of Human Rights.</p> <p>TIP: It may be useful to model this activity by asking students to analyze an article as a group before proceeding to individual article analyses. Students may retain articles for their portfolio.</p> <p> BLM: Article Analysis (2 pages)</p>
or		
	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Collaborative groups of students prepare a series of questions to be used in a survey of people in the community about attitudes toward basic human rights in the Canadian context. Sample questions include:</p> <ul style="list-style-type: none"> • Do you think disabled people in Canada are given a fair and equal chance to succeed in the workplace? • Do you feel that Canadian citizens should be more willing to make concessions or sacrifices in order to support the human rights of groups that have been in the past excluded from full participation in society? • Which of the following groups do you feel are most in need of government and citizen support for basic human rights? <ul style="list-style-type: none"> – homeless people – single mothers – Aboriginal people – people with disabilities – gay and lesbian people – recent immigrants <p>Students record their survey data and prepare a summary of their interpretation of the results.</p> <p>TIP: Establish with the students a set of guidelines for preparing and conducting a survey before they begin (refer to BLM 9.1.2i for suggestions). The members of each collaborative group should conduct the same survey and combine their responses for analysis after they have gathered the necessary data. This will give them a larger sampling.</p> <p> BLM: Conducting a Survey</p>









9.1.2 Human Rights

Assessment	Outcomes	Strategies
 	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Apply</p> <p>Collaborative groups of students design and create a display for the Canadian Human Rights Museum, providing an interactive tour that highlights the events, persons, and ideas that they have researched in this learning experience. Students invite other classes in the school, parents, or community members to view their displays and engage in dialogue about the history of human rights in Canada.</p> <p>TIP: Develop with students a set of descriptive criteria for their displays and presentations before they begin to design them. Following the gallery displays, allow time for students to evaluate their own and others' displays and to reflect on their learning. The exhibit may include displays such as a Canadian Human Rights Hall of Fame, summarizing their research into the achievements of Canadians in the advancement of human rights.</p>
		<p>or</p>
		 
<p>or</p>		
 	KC-001 KC-004 KH-031 KH-032 VH-008	





(continued)

Teacher Reflections

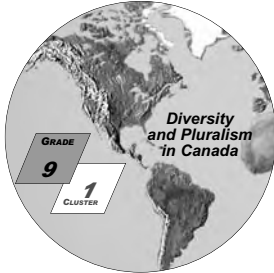
9.1.2 Human Rights

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KC-001 KC-004 KH-031 KH-032 VH-008	Students write a song, ballad, or poem about an important event or person in the history of human rights in Canada. Their creations may be shared in a human rights themed school assembly or coffee house, inviting parents and community members. TIP: The presentation may be part of a human rights awareness campaign in the school or community. It may be organized to coincide with December 10 (International Human Rights Day), March 21 (Anti-Racism Day), or another related commemorative day.
— or —		
 	KC-001 KC-004 KH-031 KH-032 VH-008	Students select a human rights issue identified by a non-governmental organization (NGO) such as Amnesty International or Human Rights Watch, and become involved in a letter-writing campaign to support the organization. This would involve contacting the sponsor organization, gathering and disseminating research, writing letters, and soliciting the participation of other community members in the letter-writing campaign.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
— or —		
 	KC-001 KC-004 KH-031 KH-032 VH-008	Collaborative groups of students select a current news article about an event or circumstance that involves the violation of a human right. They develop a resolution respecting the human rights issue and conduct a team deliberation on the topic. TIP: Refer to Teacher Note 1 (TN-1) for guidelines. Guide students in the selection of their topic and help them gather supporting information. Establish guidelines for the consideration of controversial issues and for the selection of reliable sources (e.g., same-sex marriage, censorship and pornography laws, euthanasia, abortion, decriminalization of marijuana...).  Appendix H: Teacher Notes: Team Deliberation (2 pages)
<i>(continued)</i>		
Teacher Reflections		

9.1.2 Human Rights

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 Appendix A Skill 10a 	KC-001 KC-004 KH-031 KH-032 VH-008	Students present role-plays that portray situations in which a basic human right is violated, including both historical and contemporary examples. Each group invites class members to identify which basic right has been violated, and to identify, wherever possible, the context of the human rights violation. Following the presentations, students consider what they have learned about the principles of universality, inalienability, indivisibility, and interdependence of human rights.
— or —		
 Appendix A Skill 10a 	KC-001 KC-004 KH-031 KH-032 VH-008	Students prepare and enact a simulation of a human rights recognition ceremony, in which they present awards to selected Canadians based on their research. TIP: The ceremony may include inviting a real person in the local community who has contributed to the promotion of human rights. Students may also consider a re-enactment of the signing of the Universal Declaration of Human Rights as a part of their awards ceremony. You may wish to hold the event on or around one of the following special dates: <ul style="list-style-type: none"> • International Human Rights Day, December 10 • International Women’s Day, March 8 • Women’s History Month, October • National Aboriginal Day, June 21
Teacher Reflections		

Teacher Reflections



9.1.3 Living Together in Canada

- KC-002 Give examples of the effects of the Canadian Charter of Rights and Freedoms on individuals and groups.

- KC-002F Describe effects of Article 23 of the Canadian Charter of Rights and Freedoms on linguistic minorities.
Include: effects on their local community.

- KC-003 Describe the criteria for becoming a Canadian citizen.

- KI-016 Describe factors that shape personal, regional, and national identities.
Include: media influences.

- KP-043 Give examples of diverse approaches to conflict resolution.

- VP-014 Value non-violent resolutions to conflict.

Note: Aboriginal and Francophone learning outcomes are not intended for all students (see page 55 of the Overview).

Enduring Understanding

Citizenship in Canada is defined by law, by the Charter of Rights and Freedoms, and by the shared values that help Canadians live together and resolve differences peaceably.

Description of the Learning Experience




Students discuss questions related to identity and citizenship in Canada and explore the shared values of Canadians. They examine the criteria for citizenship, consider the effects of the Charter of Rights and Freedoms on Canadians, and analyze conflict and conflict resolution in civil society.

Vocabulary: individual rights, collective rights, naturalization (See Appendix E for Vocabulary Strategies.)






9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
<p>Appendix A Skill 3a</p>	KC-002	<p>Activate</p> <p>Students prepare an Admit Slip that completes a prompt such as the following:</p> <ul style="list-style-type: none"> • <i>The three most important values that are shared by Canadian citizens are...</i> • <i>The three best things about being a Canadian citizen are...</i> <p>Students share their Admit Slips in collaborative groups, reaching consensus on the five most important shared values of Canadian citizenship. Each group presents their list to the class, and students discuss the factors that shape Canadian society and the values of Canadian citizens.</p> <p>TIP: Allow the students to share ideas freely without guiding them to mention specific characteristics of Canadian society. Invite students to consider why Canadians hold certain values, or why Canadians see themselves in a certain way. Encourage students to identify and avoid stereotypes.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KC-003	
	KI-016	
	KP-043	




9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-002 KC-003 KI-016 KP-043 VP-014	<p>Students brainstorm a list of the characteristics or elements that they associate with the concept of a Canadian national identity. Working in collaborative groups, they select, by consensus if possible, four or five elements that they consider to represent the most important shared elements of Canadian identity. Groups create a symbol for each of the most important elements they selected, and present and justify their choices to the class. In a general class discussion, students develop a priority list of the most important defining elements of Canadian society and the values shared by Canadian citizens.</p> <p>TIP: It may be helpful to provide groups with a Word Splash (see BLM 9.1.3a) to help students get started on their brainstorming. Encourage students to include words that are descriptive of Canadian society, historical or cultural factors, factors that relate to governance and law, or shared values of citizens. Caution student groups to avoid stereotypes (oversimplified general statements) and to focus in their groups only on those elements and values that they consider truly describe Canada.</p> <p style="text-align: center;"> BLM: Word Splash</p>
or		
	KC-002 KI-016 KP-043 VP-014	<p>Using their knowledge of Canadian history, students brainstorm a list of conflicts that have occurred between groups, regions, or individuals in Canada. They record their ideas on chart paper, noting how, and whether, these conflicts were resolved. In a general class discussion, students express opinions of how well Canadians have dealt with conflict and whether they have noted any “Canadian-style” patterns of conflict resolution. Students may wish to discuss whether they agree with the widely held view that Canada typically solves conflict by compromise, and compare this option to other alternatives.</p> <p>TIP: Students may wish to refer to books or electronic sources such as the CBC Archives website to help them recall incidents of conflict, or involvement in international conflict, in Canadian history.</p>
<i>(continued)</i>		
Teacher Reflections		






9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-002 KC-003 KI-016	Students take the Citizenship and Immigration online citizenship test to assess their knowledge of Canada. They compare their results in small groups and discuss areas where they need to improve their knowledge of the country. TIP: The online test is available at < www.cic.gc.ca/english/citizen/look/look-21e.html >.
or		
	KC-002 KI-016 KP-043 VP-014	Using Think-Pair-Share, students read and respond to the provided list of quotations about Canadian identity, conflicts, and conflict resolution in Canada. They develop a rank ordering of the list of quotations, starting with the quote they consider to be most true/reflective of Canada, and ending with the one they think to be the least true/reflective of Canada. Pairs combine with another pair to compare their lists, explaining the reasons why they have decided on the order they have selected. In a general classroom discussion, students discuss their views of Canadian identity and Canadian values, identifying stereotypes, widely held views that may be questionable, and considering what they believe are the common elements that draw Canadians together. TIP: Alternative activities: <ul style="list-style-type: none"> • Ask each group to select the three or four quotations they find to be the most reflective of Canada, and to explain their reasoning to the class. • Distribute one or two quotations to each group, and ask students to explain the meaning and implications of the quotes to the class. Following the class discussion, students may be asked to write a short reflection or Exit Slip on the elements of Canadian identity and values. <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: What Canadian Identity? Which Canadian Values? (3 pages)</p>
or		
	KC-002 KI-016	Students generate and record a list of all that they know about the Canadian Charter of Rights and Freedoms. In a general class discussion, clarify any misconceptions about the Charter and encourage students to consider how, and whether, the Charter has affected their daily lives. Students write a short personal reflection or Exit Slip assessing whether they believe the Charter is an important part of their identities as Canadians.
<i>(continued)</i>		
Teacher Reflections		










9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-002 KC-003 KI-016	Students complete a KWL chart about the criteria for citizenship in Canada, the process of becoming a citizen, and what being a Canadian citizen means in terms of responsibilities, rights, and shared values. Students share their ideas and questions with the class, identifying key questions they have in common and clarifying misconceptions about the criteria for citizenship.
or		
	KC-002 KC-003 KI-016 KP-043 VP-014	Students bring to class a media clipping that relates to the Charter of Rights and Freedoms, citizenship, identity, or the shared values of Canadians. They present the clipping to the class for response, focusing on what they believe to be the values that enable Canadians to live together peaceably, and how these values are influenced by and portrayed in the media. <p>TIP: It may be useful to set aside a few minutes at the beginning of each class to review selected news events, articles, or editorials. Students may create a “Living in Contemporary Canada” bulletin board, or gather news articles for personal portfolios in which they record their own analyses and responses to current Canadian issues as portrayed in the media.</p>
or		
	KI-016	Collaborative groups of students gather images of Canadians from newspapers or newsmagazines, seeking pictures of a wide variety of “average” people (i.e., avoiding advertising photos or pictures of famous people). Each group selects one or two images to observe and analyze closely with the following question in mind: <ul style="list-style-type: none"> • <i>What are the factors that make this person who he or she is?</i> Using sticky notes, the group generates as complete a list as possible of all the factors that shape identity (e.g., ethnic origins, media influences, family background, dwelling place, gender, living in a particular region of Canada, education, work, urban or rural environment, income, physical characteristics, friends...). Groups organize their sticky notes into categories and present a summary of the main factors shaping personal identity. In a general class discussion, students try to generate parallel factors that shape regional or national identities, noting similarities and differences.
<i>(continued)</i>		
Teacher Reflections		






9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KP-043 VP-014	<p>Collaborative groups of students brainstorm a list of examples and possible causes of interpersonal and intergroup conflict, as well as possible responses to conflict. Each group categorizes their ideas and examples under a number of categories or groupings that seem appropriate (e.g., conflicts about wealth, property, or resources; conflicts of misunderstanding; power struggles; conflicts based on racism or discrimination...), recording their ideas on chart paper. Groups present their charts to the class, and students discuss ways in which conflict between individuals or groups may actually be constructive.</p> <p>TIP: Refer to BLM 9.1.3c for a possible structure for this discussion. Help students recognize that conflict, discord, or disagreement is a part of co-existence and does not necessarily lead to violence. Encourage students to propose a variety of examples of possible non-violent responses to conflict, and to acknowledge that a conflict ignored is not the same thing as a conflict resolved. Encourage students to see parallels between interpersonal conflict and intergroup or international conflict.</p> <p style="text-align: center;">  BLM: Thinking about Conflict </p>
	KC-002 KC-003 KI-016 KP-043 VP-014	<p>Acquire</p> <p>Using Think-Pair-Share, students read the provided federal government description of the meaning of Canadian citizenship, intended for immigrants to Canada. They underline the key words and discuss whether they feel the description is an accurate portrayal of what Canadian citizenship means and the values that are important in Canadian society.</p> <p>TIP: The federal government description of Canadian citizenship may also be found at the Citizenship and Immigration website.</p> <p>  Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList> </p> <p style="text-align: center;">  BLM: What Does Canadian Citizenship Mean? (3 pages) </p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		






9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KC-002 KC-003 KI-016	Students consult a youth e-zine or website that deals with questions of Canadian citizenship and identity, and prepare an article to submit to be included in an online discussion forum. Students read their articles to one another in small groups before submitting them to the website.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
 	KC-002 KC-003 KI-016	Students conduct a brief web search to find out how many people became Canadian citizens in the past year. In a general discussion, students develop a list of reasons why people immigrate to Canada. Students write a reflection on the significance of Canada’s identity and core values in attracting immigrants to this country, and of the rights and freedoms available to citizens in Canada.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
 	KC-002 KC-003 KI-016	Using print and electronic resources, students research the criteria and the process for legally becoming a Canadian citizen, and the responsibilities and rights that are obtained through the process. They prepare a chart summarizing the criteria and explaining the meaning of terms such as <i>landed immigrant</i> , <i>naturalized citizen</i> , and <i>permanent resident</i> . Students share their information in groups, assisting one another in correcting and refining their charts. TIP: Students may consult the website of Citizenship and Immigration Canada, or call a local Citizenship office or NGO that supports immigrants.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
<i>(continued)</i>		
Teacher Reflections		





9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	<p>KC-002 KC-003 KI-016</p>	<p>Students conduct a short informal interview of a person they know who has immigrated to Canada and has sought or is seeking Canadian citizenship. The point of the interview is to find out why the new Canadian chose to come to Canada, and what she or he feels are the advantages of living in Canada. Students share the results of their interviews with the class, discussing the factors that appear to be the most significant in making citizenship in Canada desirable.</p>
— or —		
	<p>KC-002 KC-003 KI-016</p>	<p>The class invites a community member who is a new Canadian, or a speaker from a local organization that supports immigrants, to come to the classroom to speak about the experience of applying for and obtaining Canadian citizenship. Following the presentation, pairs of students write a summary of what they have learned about the criteria for citizenship, the application process, and the significance of the rights and freedoms of citizenship in Canada.</p>
— or —		
	<p>KP-043 VP-014</p>	<p>Students read the provided informational text regarding responses to conflict and various forms of conflict resolution. Following the reading, students assess their view of conflict resolution and discuss with the class which forms of conflict resolution they see as the most effective in various types of circumstances.</p> <p>TIP: Encourage students to consider concrete examples of various types of conflict, including interpersonal, intergroup, and international examples. Students may clarify values by discussing whether they believe that the use of force or violence is ever justifiable as a response to conflict, and, if so, in which types of circumstances it is justifiable.</p> <p style="text-align: center;">  BLM: Resolving Conflict (2 pages) </p>
<i>(continued)</i>		
Teacher Reflections		




9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KC-002 KI-016 KP-043 VP-014	<p>Collaborative groups of students select an event or debate in Canadian history that involved conflict between groups. Using print and electronic resources, students research the context of the conflict, its causes, the individuals or groups affected, the rights and freedoms involved, and the way in which the conflict was resolved or ended. Students present their research to the class as a short skit on the resolution of the conflict or debate. In a guided discussion, the class assesses whether the resolution was the best possible outcome, in view of its consequences. The class may also choose to discuss whether they believe the history of Canada is in fact one of peaceful conflict resolution and compromise.</p> <p>TIP: Throughout its history, Canada has been involved in many great debates and conflicts of national or international importance; however, few of them have escalated into armed conflict. Some examples include:</p> <ul style="list-style-type: none"> • Great Coalition (Macdonald, Cartier, Brown) and Confederation (1864–1867) • Laurier-Greenway Compromise on the Manitoba Schools Question (1916) • Baldwin and LaFontaine and responsible government (1841–1848) • Winnipeg General Strike (1919) • October Crisis and the War Measures Act (1970) • conscription debates during the world wars • Oka Crisis (1991) • Newfoundland’s entry into Confederation (1949) • flag debate (1965) • Lester Pearson and the Suez Crisis (1956) • creation of Nunavut (1999) • Québec referenda (1980 and 1995) <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
 	KC-002 KP-043 VP-014	<p>Students create an illustrated Mind Map showing real examples of interpersonal, intergroup, or international conflict as reported in the media, showing the source of the conflict, its escalation, and its resolution. Students present their Mind Maps and discuss the types of responses and actions that can de-escalate or resolve conflicts without resorting to violence (e.g., clarifying the message, allowing more time to hear both sides, seeking common ground, negotiating, compromising, involving an objective mediator, agreeing to procedural rules, communicating respect for differing values...).</p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		





9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	<p>KI-016</p>	<p>Collaborative groups of students develop a multimedia presentation illustrating different media portrayals of a particular group of people, a particular region, or Canada as a nation (e.g., youth, disabled persons, Prairie people, Northerners, Canadians...). Students gather media excerpts about their selected group or region (e.g., Internet news sites, newspaper or newsmagazine headlines and photos, television or radio clips...). They critically assess the excerpts to detect and analyze bias, stereotypes, and other patterns or unsupported generalizations in the portrayals of people and groups, and note their observations. Following the presentations, students discuss the impact of the media on personal, regional, and national identities.</p>
or		
	<p>KC-002</p>	<p>Collaborative groups of students find the text of the Charter of Rights and Freedoms on the Internet, or use the provided copy of the actual text of sections 1 to 23 in BLM 9.1.3f. Each group cuts up the 23 sections of the Charter and organizes them in the order of priority, from the most important to the least important. Each group presents and justifies their “top five” to the class. In a general class discussion, students consider what might be the effects on groups and individuals of removing two or three of the rights and freedoms that are lower priorities on their lists.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Charter of Rights and Freedoms (Sections 1 to 23) (4 pages)</p>
<i>(continued)</i>		
Teacher Reflections		




9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KC-002 KI-016 KP-043 VP-014	<p>Students form six collaborative groups to create an oral presentation explaining the significance of an assigned portion of the Charter of Rights and Freedoms. Each group gives examples of the effects of their assigned rights and freedoms on groups and individuals living in Canada, considering ways in which the Charter can enable Canadian citizens to live together peacefully. In a general classroom discussion, students discuss the shared values that they see represented in the Charter and reflect on the importance of these values in their own lives and identities.</p> <p>Group 1: Fundamental Freedoms (Section 2) Group 2: Democratic Rights (Sections 3–5) Group 3: Mobility Rights (Section 6) Group 4: Legal Rights (Sections 7–14) Group 5: Equality Rights (Section 15) Group 6: Official Language Rights (Sections 16–23)</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KC-002 KP-043 VP-014	<p>Collaborative groups of students review a school code of conduct, a student code of responsibilities and rights, a school or division anti-bullying program, or a school conflict resolution/mediation program. They develop a chart listing the key values represented in the program (e.g., acceptance of differences, freedom of speech and opinion, responsibility to create a safe and secure environment, use of language that respects human dignity...), and compare them to the values reflected in the Canadian Charter of Rights and Freedoms. Students share their charts with the class, making recommendations as to how the code or program could be improved to better reflect the values of the Charter.</p> <p>TIP: This activity may be used as a research base for developing an action plan to present to the school student council to create or improve a school conflict resolution program or anti-bullying program.</p>
<i>(continued)</i>		
Teacher Reflections		









9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KC-002 KC-003	<p>Students research Canada’s current policy regarding the acceptance of people into the country as refugees. Based on the information they acquire, students find an example of a contentious refugee question (e.g., a contested case of denial of refugee status), and write a persuasive speech explaining their point of view on the issue. The class discusses the role of the Charter in protecting the rights and freedoms of individuals seeking asylum in Canada.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KC-002 KC-003 KI-016	<p>Students attend a Citizenship Court in which individuals officially obtain Canadian citizenship. Following the ceremony, students share their observations on the process and significance of obtaining citizenship. Students discuss how being a Canadian citizen influences personal identity.</p> <p>TIP: Students may use this experience as the basis for planning their own affirmation of citizenship ceremony.</p>
— or —		
	KC-002 KP-043 VP-014	<p>Apply</p> <p>Collaborative groups of students invent a scenario, or gather information from the media about a current issue, that involves individual or collective rights as identified by the Charter (e.g., smoking bylaws, dress codes in schools, censorship of violence in video games). Each group presents their scenario to the class, and invites the class to vote on how they think the issue should be resolved in a way that respects rights and freedoms and, at the same time, defuses tensions between groups with divergent interests.</p>
<i>(continued)</i>		
Teacher Reflections		








9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KC-002 KC-003 KI-016	<p>Collaborative groups of students create a skit in which they realistically represent an immigrant’s experience of the process of coming to Canada and obtaining citizenship, from the initial decision to leave the country of origin to the citizenship ceremony itself. Groups present their skits to the class and to invited guests.</p> <p>TIP: Develop with the class a list of descriptive criteria for the skit or role-play before students begin planning their enactment of the citizenship process. Students may use these criteria to evaluate their peers’ presentations.</p>
— or —		
	KC-002 KC-003 KI-016	<p>Collaborative groups of students create a manual to assist immigrants to Canada in the process of becoming citizens. Suggestions for the manual contents include:</p> <ul style="list-style-type: none"> • General information about Canada • Criteria for citizenship and for refugee status • Responsibilities and rights of Canadian citizens • Sample citizenship test questions • Shared social values of Canadians
— or —		
	KC-002 KI-016	<p>Students design a “Canadian Citizenship” advertisement in print format, using a slogan such as “It’s Great to Be Canadian” or “The Best Thing about Being Canadian Is ...”. The advertisement should present persuasively and creatively what each student considers the most significant elements of life in Canada. The ads are posted around the classroom and discussed as a whole class. Students note and discuss common themes as well as differences. Following this sharing, students return to their collaborative groups and generate hypotheses as to the reasons for the differences and similarities, and draw conclusions about general tendencies they have noticed.</p>
<i>(continued)</i>		
Teacher Reflections		






9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KI-016 VP-014	Students review the provided information on Media Bias. They design and create a television advertisement that explains to young Canadians how to detect media bias, and persuades them to reflect critically on the following question: <ul style="list-style-type: none"> • <i>Is the media determining who you are and what you believe?</i> The advertisements may be shared with another class during school announcements or at a school assembly, or as part of a Media Awareness program or a specially designated week in school. <p>TIP: Consider creating radio ads if video equipment is not available. Guide students' analyses of bias by inviting them to find examples of various forms of bias in TV, radio, and newspaper coverage. Encourage them to think critically about the strategies and decisions that are involved in media coverage.</p> <p> BLM: Detecting Bias in the Media</p>
or		
 	KC-002	Collaborative groups of students design a poster or annotated collage on the Charter of Rights and Freedoms, using headlines, photos, and editorials that illustrate a variety of examples of the effects of the Charter on individuals and groups in contemporary Canada. Students circulate in a Gallery Walk to view and respond to posters.
or		
 	KC-002 KI-016	Students view a video from the CBC <i>Canadian Experience</i> series (e.g., “Talking Canadian”) or another documentary that deals with Canadian identity and social values. Following the viewing, students discuss elements that constitute “the Canadian experience” in their own lives. <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<i>(continued)</i>		
Teacher Reflections		

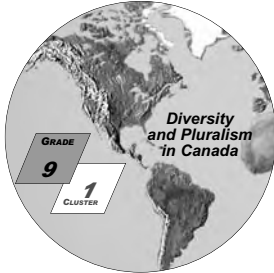
9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KC-002 KC-003 KI-016	Students design a “Why Choose Canada?” promotional poster or brochure encouraging people to immigrate to Canada by pointing out the benefits of Canadian citizenship, criteria for becoming citizens, the protection of rights and freedoms available in Canada, and the shared values that are part of the Canadian identity and experience. Posters are displayed and shared in a Gallery Walk.
— or —		
 	KC-002 KP-043 VP-014	Students design a set of strategies and create a manual for non-violent conflict resolution for younger students in the school or in a neighbouring elementary school. The manual should reflect the values and principles of the Charter and contain practical suggestions for preventing, defusing, or resolving conflicts—all in language accessible to younger students. Students present their manuals and involve younger students in role-plays to help them apply the strategies they propose. TIP: This activity could become part of a safe school or peaceful school initiative, involving the planning of programs such as conflict mediation training, anti-bullying awareness, and so on.
— or —		
 	KC-002	Students analyze the implications and effects of the Charter by completing the provided chart. Students share their charts in collaborative groups, discussing how the Charter can support conflict resolution, as well as how it can potentially cause conflicts between groups and individuals (e.g., situations where individual or collective rights may infringe upon the rights of others).  BLM: Chart: Examining the Charter
<i>(continued)</i>		
Teacher Reflections		

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	<p>KC-002 KI-016</p>	<p>Students design and present multimedia presentations portraying factors that influence identity (e.g., culture, gender, media, social values, geography, democratic principles, rights and freedoms, class, ethnic origin, economic status, security, health, religion...). The presentation may include samples of Canadian music, art, or literature to creatively represent elements of Canadian and regional identities. Following the presentations, students discuss how living at a certain time in history and at a particular geographical location can influence who they are, what they believe, how they see the world, and where they feel they belong.</p> <p>TIP: Encourage students to reflect on the idea that their personal identity is influenced by how others perceive them, and by the groups to which they belong. Encourage them to think about how being Canadian, Manitoban, or even a person of the Prairies influences who they are and how they see the world.</p>
— or —		
 	<p>KP-043 VP-014</p>	<p>Referring to BLM 9.1.3e, collaborative groups of students prepare and present a skit or role-play presenting a form of conflict resolution. They invite the class to decide which form of conflict resolution they have used, and to consider whether another form may have been more effective in the given scenario.</p> <p> BLM: Resolving Conflict</p>
<p>Teacher Reflections</p>		

Teacher Reflections



9.1.4 Pluralism and Integration

- KI-017 Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.

- KI-018 Evaluate effects of assimilative policies on cultural and linguistic groups in Canada.
Include: Aboriginal residential schools, language laws.

- KI-018A Evaluate effects of residential schools on their own and other Aboriginal communities.

- KI-018F Evaluate effects of language and education laws on their francophone community.

- KI-019 Describe effects of stereotyping and discrimination on individuals, communities, and regions.

- KH-030 Describe social and cultural injustices in Canada's past.
Examples: status of women, Chinese head tax, wartime internments of ethnic groups as enemy aliens, Jewish immigration restrictions during World War II, Indian Act...

- VH-009 Value the contributions of diverse cultural and social groups to Canadian society.

Note: Aboriginal and Francophone learning outcomes are not intended for all students (see page 55 of the Overview).

Enduring Understanding

Canadian society has been shaped by the complex relationships and tensions of cultural diversity. Canada has at times undertaken to assimilate, exclude, or discriminate against specific cultural groups in the belief that this would make a more unified and secure country.


Description of the Learning Experience

Students discuss the effects of exclusion and discrimination, research examples of actions of social injustice in Canadian history, and consider the responsibilities of democratic citizens with respect to accepting diversity.

Vocabulary: assimilation, integration, segregation, stereotype, discrimination, racism (See Appendix E for Vocabulary Strategies.)




Note: This learning experience provides opportunities for interdisciplinary projects or activities in language arts, incorporating literature, video, or drama.

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
	<ul style="list-style-type: none"> KI-017 KI-018 KI-018A KI-019 KH-030 VH-009 	<p>Activate</p> <p>Students brainstorm a list of events and decisions in Canadian history that reflected stereotyping, discrimination, or social injustice (e.g., immigration restrictions, restrictions on voting, Aboriginal policies, Chinese head tax...). They use their lists to generate and record questions about each item, including possible reasons for the actions and social effects of the events and decisions.</p>

(continued)






9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
	<p>KI-019</p>	<p>Activate <i>(continued)</i></p> <p>Using Think-Pair-Share, students reflect on and share instances of stereotyping or discrimination in their own lives or in the lives of people they know well, discussing the effects of being excluded, outcast, or prejudged. Pairs combine in larger groups to discuss the effects of discrimination and stereotyping.</p> <p>TIP: Students do not always recognize systemic discrimination as a form of social injustice; they may, in fact, regard instances of systemic discrimination as “just the way things are,” or even “the right way” or “the way things ought to be.” Help students recognize that societies often have built-in systems based on preconceptions about groups and about the desirability of uniformity. These types of systems can serve to exclude, marginalize, silence, or assimilate various groups. Invite students to notice examples of systemic discrimination in their own lives and the lives of people they know.</p>
	<p>KI-017 KI-018 KI-018A KI-019 KH-030 VH-009</p>	<p>Collaborative groups of students read and respond to the provided selection of quotes about stereotyping, discrimination, and social injustice in Canadian history. They share what they know about the circumstances of each quotation, and generate questions for further inquiry into the causes and effects of discrimination in Canada.</p> <p>TIP: It may be useful to select one or two of the more challenging quotations to analyze together as a class before proceeding to collaborative group discussion. For guidance on how to appropriately conduct this discussion, see “Dealing with Controversial Issues” on page 16 of this document.</p> <p> BLM: Discrimination in Canada? (5 pages)</p>
	<p>VH-009</p>	<p>Students gather information from their families about their ancestry. Using a wall map of the world, students attach a string from their local community to their countries of origin. Similarly, Aboriginal students indicate their home communities (if different from the school community). Students observe the network of strings, noting any general patterns and drawing conclusions about the cultural diversity of Canada.</p>


(continued)

Teacher Reflections







9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	<p>Activate <i>(continued)</i></p> <p>Collaborative groups of students prepare and conduct a survey of their families and other students to find out whether Canadians believe that social and cultural injustices, exclusion, stereotyping, or other forms of discrimination exist in Canadian society. They interpret and share their results with the class, discussing whether forms of discrimination are always evident or acknowledged.</p> <p>TIP: Refer to the suggested guidelines for planning a survey in BLM 9.1.2i: “Conducting a Survey.” Generate sample questions with the class, such as the following:</p> <ul style="list-style-type: none"> • Have you ever felt that you have been discriminated against? • Have you ever seen stereotypes of particular groups in Canadian media? • Do you feel racism is a significant factor in Canadian society today? • Do you believe racism has been a significant factor in Canadian history?
or		
	KI-019 KH-030 VH-009	<p>Collaborative groups of students read and respond to the list of stereotypes regarding North American youth provided in BLM 9.1.4b. They discuss the effects of stereotyping, and consider whether they have their own stereotypical impressions of certain groups of people. Students generate hypotheses about the role of the media in promoting stereotypes, and about how stereotypes can lead to hostility between groups as well as social and cultural injustices.</p> <p> BLM: Stereotypes</p>
	KI-018 KI-018A KI-019 KH-030 VH-009	<p>Acquire</p> <p>Collaborative groups of students research immigration policies in 20th-century Canada, noting some of the beliefs and attitudes that determined what type of immigrant was considered to be “desirable” or “undesirable” at certain points in history. Students create a timeline of immigration policies and share the information they have found with the class. In a general class discussion, students debate the assumption that cultural assimilation or homogeneity would reduce ethnic tensions and build Canadian unity.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		






9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-018 KI-018A KI-019 VH-009	<p>Students view the video <i>A Class Divided</i>, which is about an educational experiment performed by an American Grade 3 teacher on the effects of prejudice and discrimination. Following the video, students debrief, discussing the negative and self-perpetuating effects of discrimination, and the arbitrary character of forms of prejudice that distinguish the “superiority” and “inferiority” of groups based on traits such as physical appearance, colour, et cetera. Students gather in collaborative groups to consider whether they have ever practised similar forms of discrimination.</p> <p>SUGGESTED VIDEO: <i>A Class Divided</i>, Alexandria, VA: PBS Video, c1986, 1 videocassette (60 min.) and Study Guide PBS, <i>A Class Divided</i>: www.pbs.org/wgbh/pages/frontline/shows/divided/</p> <p>SUMMARY: First presented by PBS’s <i>Frontline</i> in 1985, the award-winning <i>A Class Divided</i> chronicles a reunion of Jane Elliot’s 1968 Grade 3 students who are now young adults. As third graders, they participated in her unique classroom exercise in which they actually experienced the effects of prejudice and discrimination. It includes footage from the earlier 1970 production, <i>Eye of the Storm</i>, which documented her innovative approach. She artificially divided her class into two groups by designating them as “blue-eyed” or “brown-eyed,” and then gave preferential treatment to one group based solely on characteristics arbitrarily associated with their eye colour. The results were startling. Her students not only judged and treated each other as “superior” or “inferior” based on attributes associated with their assigned eye colours, but also altered their own self-perceptions and behaviour accordingly. <i>A Class Divided</i> also shows Jane Elliot repeating the exercise to employees of the Iowa State prison with surprisingly similar results. Some 20 years after it first aired, this production has now become a classic vehicle for teaching about the pernicious effects of discrimination and is in high demand by educators, organizations, corporations, and diversity trainers.</p>
	<i>(continued)</i>	
Teacher Reflections		






9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	<p>Students select an issue from the list provided in BLM 9.1.4c related to social or cultural injustice, racism, or discrimination in Canada. Pairs of students research the event and create an illustrated timeline marker describing it for the wall timeline. Students view the wall timeline and the class discusses the assumptions that lie at the root of racism, discrimination, and assimilative policies, and the effects of these types of social injustice on Canadian society.</p> <p>TIP: Students may share their research in a Carousel activity before displaying their markers on the wall timeline. Encourage students to gain a wider perspective by focusing on cultural groups other than their own. Ensure the class discussion focuses on the effects of assimilative policies on Canada’s Aboriginal and francophone communities (i.e., loss of language and culture, divisive effects, us/them, Québec/rest of Canada). Encourage students to explore the impact of the loss of cultures and languages that are important distinguishing factors in the history of our country. Note that the events in the timeline are not in any way exhaustive, and students may do research to add to them.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Timeline of Social and Cultural Injustices in Canada (4 pages)</p>
	or	
	KI-018 KI-018A KI-019 KH-030 VH-009	<p>Students read an informational text about concerns regarding the assimilation of francophone minorities in Canada. Following the reading, students discuss the effects of assimilative policies on French language and culture in Canada. They consider the relative merits of official bilingualism in combating assimilation and in promoting, or eroding, Canadian unity.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Perspectives on Francophone Assimilation (3 pages)</p>
	<i>(continued)</i>	
Teacher Reflections		






9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Students view a video about the effects of Aboriginal residential schools on individuals and communities in Canada and the impact of programs that provide resolution and revive culture as a result of a long period of assimilation. Following the video, students discuss the effects of assimilative policies and write a personal response. SUGGESTED VIDEOS: <ul style="list-style-type: none"> • <i>Cruel Lessons</i>, Paul Hunt, Toronto, ON: National Film Board, Prentice Hall, 1990 (25 minutes) • <i>Framing the Issues</i>, Ottawa, ON: Royal Commission on Aboriginal Peoples, 1992 • <i>First Nations: The Circle Unbroken</i>, Lorna Williams, 1998, NFB series video 5, “The Mind of a Child” (24 minutes) • <i>A Lost Heritage: Canada’s Residential Schools</i> <http://archives.cbc.ca/IDD-1-70-692/disasters_tragedies/residential_schools/> (includes CBC audio and video clips) • <i>The Learning Path</i>, Loretta Todd, Goodminds.com, Educational Resources for Native American Studies (59 minutes) • <i>Topahdewin: The Gladys Cook Story</i>. This video features the story of Gladys Cook, a prominent Manitoban First Nations survivor of the Washakada residential school at Elkhorn, Manitoba.
	or	
 	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Students visit an Aboriginal cultural centre in their region, such as Thunderbird House in Winnipeg. After listening to an Aboriginal Elder or community member speak about initiatives for cultural renewal in Aboriginal communities, students pose questions about the effects of assimilation and about perspectives for the future of Aboriginal communities in Manitoba. TIP: Refer to Teacher Note 2 (TN-2) for contact information. Where possible, the school may choose to invite a local Elder to visit the school to speak to students. Some Elders may also be willing to talk about the effects of residential schools and assimilative policies.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
		Appendix H: Teacher Notes: Aboriginal Cultural Education Centres in Manitoba
Teacher Reflections		






9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-019 KH-030 VH-009	<p>Students gather contemporary and historical examples of items that portray stereotypes or discrimination toward a particular social group, culture, or visible minority in Canada (e.g., editorials, media reports, symbols, textbooks or other publications, websites, advertisements, children’s toys or colouring books, cartoons, sports team names, costumes...). Each student brings to class an example of an item that represents a stereotype, and presents a short analysis of it to the class. The class discusses why stereotypes can be harmful and the effects they can have on groups and individuals.</p> <p>TIP: Help students recognize that, although stereotypes may appear benign and are not necessarily noxious in intent, they can still have harmful effects on individual self-esteem, equal opportunity, community relations, and intercultural understanding.</p>
or		
	KI-017 KI-018 KI-018A KI-019 VH-009	<p>Students consult the program schedule of APTN (Aboriginal Peoples’ Television Network), and select a program about cultural renewal or rediscovery to view and summarize for the class. Following the presentation, students discuss the role of the media and modern communications in supporting and maintaining Aboriginal cultures in contemporary times.</p> <p>TIP: Note that cultural renewal does not only involve a return to, or rediscovery of, traditional culture, but also includes initiatives for the transformation and revitalization of Aboriginal peoples’ participation in society through programs such as the Aboriginal Healing Foundation, Aboriginal Achievement Awards, Aboriginal language and culture programs, Aboriginal governance of education and community services, et cetera.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
 	KI-019 VH-009	<p>Students interview parents, grandparents, or community members about the effects of assimilation, discrimination, or stereotyping on their cultural groups. Students share with the classroom a summary of the interview, discussing the effects of discrimination on individuals and communities in Canadian society.</p>
<i>(continued)</i>		
Teacher Reflections		











9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-019 KH-030 VH-009	Students listen and respond to a narrative text written by an individual who has experienced discrimination in Canada. TIP: Possible selections include passages from <ul style="list-style-type: none"> • <i>Obasan</i> by Joy Kogawa • <i>The Concubine's Children</i> by Denise Chong • <i>Being Brown: A Very Public Life</i>, the autobiography of Rosemary Brown • <i>Lament for Confederation</i> by Chief Dan George Readings may be selected and prepared as a part of a language arts interdisciplinary project. Students may present short selected readings to the class in the form of a Readers' Theatre or dramatization.
or		
	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Apply Pairs of students prepare and present a mock interview of famous Canadians from diverse cultural or ethnic groups, highlighting their contributions to Canadian society. Following the interviews, students discuss the benefits to the fabric of Canadian society brought about by cultural diversity and the acceptance of differences.
		
or		
	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Collaborative groups of students create a two-part, annotated collage of news photos, headlines, and Internet images. One part presents evidence of cultural diversity in Canada, and the other presents evidence of assimilation or cultural discrimination in Canada. Student collages are shared in a Carousel activity. Each student completes an Exit Slip to respond to what they have viewed and draw conclusions about Canadian attitudes toward cultural diversity. TIP: Encourage students to seek examples from a wide variety of cultural groups and regions across the country, including francophone communities, Aboriginal communities, cross-cultural initiatives, bilingualism, heritage language preservation, arts initiatives, and so on. Invite students to carefully select evidence and plan their collages so as to show both positive and negative aspects of Canadian cultural life.
		
<i>(continued)</i>		
Teacher Reflections		









9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Teams of students engage in debate or team deliberation about a current issue regarding social justice or discrimination. Possible topics include: <ul style="list-style-type: none"> • Racial profiling • The detention or deportation of immigrants suspected of terrorist connections • Demands for financial redress or class action as a result of legal cases of discrimination or assimilation  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
 	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Students select and analyze media clippings about Aboriginal cultural renewal or rediscovery. They prepare a multimedia presentation incorporating examples of Aboriginal music, art, literature, or theatre to showcase cultural vitality and renewal initiatives. Students invite guests from the school or the community to view their presentations.
or		
	VH-009	Students bring to class cultural artifacts, photos, food items, music, or art that represent their cultural backgrounds. They share their artifacts by preparing an interactive museum exhibit for a Gallery Walk. Following the presentations, students discuss the merits of cultural diversity and the importance of Canadian policies that protect cultural and linguistic diversity.
<i>(continued)</i>		
Teacher Reflections		






9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Collaborative groups of students design and present exhibits for a Museum of Reconciliation, including displays or posters that explain acts of injustice or discrimination, as well as initiatives to provide compensation for actions of the past. Displays may feature items such as the redress settlement provided to Japanese Canadians, Canada’s Statement of Reconciliation to Aboriginal Peoples (see BLM 9.1.4e), the United Church of Canada’s apology to First Nations Peoples, and other ongoing disputes regarding redress and compensation. Students circulate in a Gallery Walk to view displays, considering the role of reconciliation in addressing actions of social injustice of the past.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >  BLM: Statement of Reconciliation
or		
 	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Collaborative groups of students prepare a poster-sized illustrated Mind Map that compares the “mosaic” and the “melting pot” approaches to cultural diversity. The Mind Map should analyze the advantages and disadvantages of both approaches in a multicultural, bilingual society such as Canada. Students circulate to view the posters and engage in discussion about whether they see Canada as a mosaic or a melting pot, and which approach to diversity they see as offering the most promise for the future of Canadian society.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
 	KI-018 KI-018A KI-019 KH-030 VH-009	Students create a Compare and Contrast Frame to illustrate similarities and differences between integration and assimilation.  BLM: Integration and Assimilation: Compare and Contrast
<i>(continued)</i>		
Teacher Reflections		


9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KI-019 VH-009	<p>Pairs of students read the passage by Pierre Elliott Trudeau provided in BLM 9.1.4g about diversity as an important element of Canadian identity. In response to the reading, students prepare and present an interview of the former Prime Minister in which one student plays a reporter who is questioning the Trudeau approach, and the other plays the role of Trudeau. Following the role-plays, students discuss their personal responses to the Trudeau statements.</p> <p>TIP: Students may find it helpful to view a short clip of an interview with Trudeau to plan their style of delivery. Before students begin their planning, it may also be useful for evaluation purposes to provide them with a list of essential words to be included in the interview (e.g., homogeneity, assimilation, integration, segregation...).</p> <p> BLM: Trudeau and Cultural Diversity</p>
or		
 	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	<p>Students create a Vocabulary Circle using the key concepts of this learning experience, and showing the links between them. Students share and discuss their Vocabulary Circles in collaborative groups, providing suggestions to one another as to how to improve or clarify their charts.</p> <p> BLM: Vocabulary Circle: Pluralism and Integration</p>
or		
 	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	<p>Collaborative groups of students present a short skit that dramatizes the effects of stereotyping or discrimination on people and groups. Students should submit in advance a plan for the topic of their skit, and base the skit on a realistic example in Canadian society. Students debrief after the presentations and consider which areas of Canadian society are most in need of improvement in their acceptance of diversity.</p>
<i>(continued)</i>		
Teacher Reflections		

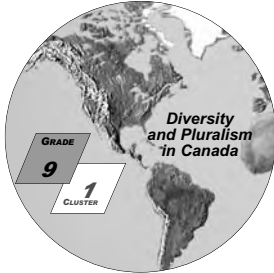
9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	<p>Students participate in a discussion forum or video competition for youth regarding the International Day for the Elimination of Racism. They may choose to share their articles or their videos at a school assembly as a platform for a campaign to improve the acceptance of diversity, or to eliminate racism and discrimination in their school.</p> <p>TIP: Encourage students to focus on the identification of systemic forms of racism, which may be less overt. Present them with the following definition as a starting point:</p> <p style="padding-left: 40px;"><i>Racism is the use of institutional power to deny or grant people and groups of people rights, respect, representation and resources based on their skin color. Racism in action makes Whiteness a preferred way of being human. By whiteness I am referring to the civilization, language, culture and the skin color associated most often with European-ness. Racism is reflected in a hierarchy in which beauty, intelligence, worth and things associated with Whiteness are at the top.</i></p> <p style="text-align: right;">~Enid Lee</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KI-017 KI-018 KI-018A VH-009	<p>Students review local media, including local TV stations, websites, and radio stations, for a sample period of several days. They collect and analyze examples of Aboriginal cultural renewal to share with the class in a Carousel activity.</p> <p>TIP: Students may note that the press frequently emphasizes only the problems related to Aboriginal communities, which can perpetuate a stereotype or unbalanced view of Aboriginal peoples. Encourage students to seek sources that incorporate Aboriginal voices and not simply articles or items about Aboriginal peoples.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	<p style="text-align: center;">Apply <i>(continued)</i></p> <hr/> <p style="text-align: center;">or</p> <hr/> <p>Teams of students engage in debate or deliberation about a resolution such as the following:</p> <ul style="list-style-type: none"> • <i>Assimilative policies are always driven by racist motives or ideas.</i> • <i>Assimilative policies are sometimes driven by a legitimate concern for national unity or national well-being.</i> <p>Students should make use of examples they have gathered in their research to support their ideas, and should keep in mind the meaning of racism.</p> <hr/> <p>Teacher Reflections</p>

Teacher Reflections



9.1.5 Expressing Who We Are in Canada

- KI-020 Evaluate the influence of mass media and pop culture on individuals, groups, and communities.
Include: decision making, perspectives, identity, culture.
- KI-020A Evaluate the influence of mass media and pop culture on Aboriginal identities and cultures.
- KI-020F Evaluate the influence of mass media and pop culture on francophone identities and cultures.
- KI-021 Describe ways in which identity, diversity, and culture are protected in Canada.
Examples: Charter, multicultural policies, bilingualism, Canadian content rules in the media, support for the arts and sports, CBC, national celebrations...
- VI-004 Be willing to consider diverse social and cultural perspectives.

Note: Aboriginal and Francophone learning outcomes are not intended for all students (see page 55 of the Overview).

Enduring Understanding

Culture and daily life in Canada are influenced by our instant access to mass media and our proximity to the large American market of pop culture. In response, Canadian institutions have evolved to support and protect cultural diversity and Canadian distinctiveness.

Description of the Learning Experience

Students develop critical media literacy skills, including awareness of their own media consumption. They research ways in which Canada protects culture, diversity, and identity, and make decisions based on what they have learned about pop culture in the age of electronic media.







Vocabulary: cultural identity, popular culture, mass media, cultural homogeneity (See Appendix E for Vocabulary Strategies.)

9.1.5 Expressing Who We Are in Canada




Assessment	Outcomes	Strategies
	KI-020 KI-020A KI-021 VI-004	<p>Activate</p> <p>Students brainstorm a list of their favourite bands, singers, athletes, television personalities, radio personalities, and actors. They identify all the Canadian elements on the list. In a guided class discussion, students discuss the influence of mass media and pop culture on individuals, groups, and communities:</p> <ul style="list-style-type: none"> • How do you decide what you will buy? • How does the music you listen to influence how you see the world? • What can you tell about a person or group based on the music they like, the styles they emulate, and the pop culture figures they admire? <p style="text-align: right;"><i>(continued)</i></p>

Diversity and Pluralism in Canada




9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
 	KI-020 KI-020A KI-021 VI-004	<p>Students prepare an Admit Slip to estimate the average amount of pop culture they consume in a week, identifying the country of origin or cultural affiliation where possible. Working in collaborative groups, students chart and post their collective information. Groups compare results and discuss ways in which pop culture influences their daily lives (e.g., their perspectives, decisions and choices, culture, and their identity).</p> <p>TIP: BLM 9.1.5a presents a suggested outline for recording information.</p> <p> BLM: Pop Culture Consumption</p>
— or —		
	KI-020 KI-020A KI-021 VI-004	<p>Students create a short pop culture trivia quiz, generating eight to ten questions about current advertising campaigns, lyrics to popular songs, popular television programs, or the lives of current celebrities. They exchange their quizzes with one another and complete them. In a guided class discussion, students note the predominant cultural influences on North American youth. They discuss why they think young people so readily absorb elements of pop culture, and consider how it influences their identity (i.e., pastimes, social groups, styles, appearance, clothing, lifestyles, language).</p> <p>NOTE: Introduce the concept of cultural homogeneity in the class discussion. Many media researchers maintain that “North American youth culture” has become the dominant culture of the world, and has created a homogeneous popular culture that is eroding diversity in most industrialized societies.</p>
— or —		
	KI-020 KI-020A KI-021 VI-004	<p>Students engage in a continuum activity regarding a question related to the influence of mass media on identity and culture in Canada. Following the activity, students debrief and discuss the issue.</p> <p>TIP: Refer to Teacher Note 3 (TN-3) for a suggested procedure. Following the discussion, have students write a short reflection for inclusion in their portfolio. Students may redo the continuum activity at the end of the learning experience—or later in the year—to determine whether their attitudes and beliefs have changed.</p> <p> Appendix H: Teacher Notes: A Continuum of Points of View (3 pages)</p>
<i>(continued)</i>		
Teacher Reflections		





9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-020 KI-020A KI-021	<p>Collaborative groups of students read a weekly CBC television schedule and record the Canadian programs listed, noting the ones they watch regularly. Students analyze what these programs tell them about Canadian beliefs and values as well as culture and identity. Groups present their analyses to the class and students engage in a general discussion on the topic of Canadian content.</p> <p>TIP: Groups may also be asked to listen to and record the playlist of a popular local radio station program, noting how many Canadian artists are featured.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
	KI-020 KI-020A KI-021 VI-004	<p>Students discuss what is meant by the term <i>popular culture</i> and collect visual or print examples of the artifacts of popular culture as circulated in the mass media (i.e., art, expressions of beliefs and values, symbols, entertainment, fads shared by large segments of the Canadian population). Students display their collections in collaborative groups, classifying them as fads, trends, or icons. In a general class discussion, students consider the impact of these fads, trends, and icons on global cultures in the age of mass media and instant communication.</p> <p>TIP: Prompt students to include items from a variety of sources including pictures of clothing styles, TV programs, or types of programs, music, art, slang, sports, activities, et cetera. Consider providing (or have students bring from home) examples of fads, trends, or icons from their parents' youth or past eras (e.g., for the 1960s, paisley and long hair on men were fads; rock concerts, sitcoms, and sexual liberation were trends; the Beatles, the peace symbol, and the space race were icons). Note that fads last for a shorter duration than trends, and icons are symbolic representations of the "spirit" of popular-cultural values and expressions.</p>
<p>Teacher Reflections</p>		






9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
 	<p>KI-020 KI-020A KI-021 VI-004</p>	<p>Acquire</p> <p>Students participate in a Jigsaw activity to research ways in which culture, diversity, and identity are protected in Canada. One student from each group is designated as the research expert on a topic such as the following:</p> <ul style="list-style-type: none"> • the Canadian Charter of Rights and Freedoms and the protection of culture, diversity, and identity • multicultural policies • official bilingualism • CBC/Radio-Canada as Canada’s bilingual public broadcasting corporation • Canadian content rules in the media as regulated by the Canadian Radio-Television and Telecommunications Commission • support for the performing, literary, and visual arts through the Governor General’s Awards and the Order of Canada • support for the performing, literary, and visual arts through the Canada Council for the Arts/<i>Conseil des Arts du Canada</i> • support for the visual arts through the National Gallery of Canada/<i>Musée des Beaux-Arts du Canada</i> • support for the performing arts through the National Arts Centre/<i>Centre national des arts</i> • National celebrations such as Canada Day, Aboriginal Day, and Canadian Multiculturalism Day • support for Canadian amateur sport through Sport Canada and the Canada Olympic Committee • support for Canadian film through the National Film Board of Canada/<i>Office national du film du Canada</i> <p>Using print and electronic sources, each group of “experts” gathers to prepare a summary report on their selected topic. They return to their cooperative groups to share their summaries with the home group members. In a general class discussion, students consider whether they believe Canada is doing enough to support Canadian identity, culture, and diversity.</p> <p>TIP: Encourage students to visit the websites for the organizations listed above and to consult their mission or vision statement.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		





9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KI-020 KI-020A KI-021 VI-004	<p>Collaborative groups of students research popular culture in a given decade since the beginning of mass communications (1950s, 1960s, 1970s, 1980s, 1990s, decade 2000...). Groups gather images, articles, and phrases representing that era to design a pop culture montage or multimedia presentation. Students share their presentations and discuss what the fads, trends, and icons of popular culture reveal about prevalent values and beliefs. Students discuss the impact of these values and beliefs on Canadians' decision making, perspectives, identity, and culture.</p> <p>TIP: Encourage students to include interviews with parents or extended family members. Brainstorm a list of possible sources with students after the groups have selected their decade. Possible print sources include newspaper and magazine archives, articles, and books such as <i>Mondo Canuck: A Canadian Pop Culture Odyssey</i> by Geoff Pevere and Greg Dymond. Electronic sources include music recordings and radio and television archives such as the CBC Archives <i>Days to Remember</i> site.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KI-020 KI-020A KI-021 VI-004	<p>Students keep a diary of their pop culture and mass-media consumption, including TV, radio, magazines and newspapers, videos, film, CDs, and the Internet, for an assigned period of three days to one week. Students prepare a summary report, including a chart recording Canadian content consumption and an analysis of the effects on their decision making, perspectives, identity, and culture. Students share their results in collaborative groups, drawing conclusions about the influence of pop culture on Canadian youth.</p> <p>TIP: Encourage students to focus their observations on a selected feature of media portrayals (e.g., portrayals of violence, gender identities, visible minorities, people with disabilities, youth, Canadians...). Provide guiding questions to help students think critically about their media consumption as they record their intake. For example:</p> <ul style="list-style-type: none"> • How do these media images and portrayals affect their views of themselves? Of Canadians? Of other groups? • How do media portrayals influence their tastes? Language? Pastimes? • How do they spend their money? • What do they consider to be important? <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		






9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-020 KI-020A KI-021 VI-004	<p>Working in groups of three, students view an Internet or television report of the same news item from a Canadian source, an American source, and from another international source. Each student creates a critical report of one of the news reports, following the provided guidelines. Students exchange ideas about their news analyses with another group, noting differences and similarities among the perspectives portrayed in each source.</p> <p>TIP: Encourage students to notice ways in which the media do not simply “reflect” reality, but “mediate” or interpret reality for the media consumer. This is particularly powerful when visual images are used on TV or the Internet. In the general discussion, encourage students to observe and reflect on the increasing use of news as “infotainment.”</p> <p> BLM: Guidelines: Deconstructing a News Report</p>
or		
	KI-020 KI-020A KI-021 VI-004	<p>Students create and administer a school-wide survey relating to mass media and popular culture and the influence of each on Canadian youth. Students compare and graph results, drawing conclusions about the impact of the media on decision making, perspectives, identity, and culture. Students may include questions about Canadian content media consumption, popular magazines, videos or TV programs, and decisions about personal style in relation to controversial fads such as body piercing, smoking, tattoos, or clothing trends. Students display their graphs and discuss their conclusions as a class.</p> <p>TIP: For guidelines on conducting surveys, see BLM 9.1.2i: “Conducting a Survey.”</p>
or		
	KI-020 KI-020A KI-021	<p>Students use the Statistics Canada website to gather data about Canadians’ leisure-time activities and their consumption of mass media. Students create a spreadsheet to display these data and interpret the results.</p> <p>TIP: At the Statistics Canada website, look for the Canada e-book, People, Arts and Leisure at <http://142.206.72.67/02/02f/02f_000_e.htm>.</p>
	<i>(continued)</i>	
Teacher Reflections		







9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KI-020 KI-020A KI-021 VI-004	Using print and electronic sources, students research a Canadian figure in contemporary popular culture or mass media. Students summarize their information in the form of a poster for a Canadian Pop Culture Hall of Fame, and circulate in a Gallery Walk to view the entries. TIP: Encourage students to select representatives from a variety of cultural and ethnic groups, regions, age groups, and areas of achievement, without duplicating individuals.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
— or —		
	KI-020 KI-020A KI-021 VI-004	Students view a video regarding media literacy and discuss the effects of mass media on identity, diversity, and culture in Canada. Students complete an Exit Slip focusing on one new element they learned about the impact of media on individuals, groups, and communities in Canada. SUGGESTED VIDEOS: <ul style="list-style-type: none"> • Harcourt Canada, <i>Face to Face Media, Scanning Television: Seeing Ourselves</i>: <www.harcourtcanada.com/school/english/media.htm> <http://interact.uoregon.edu/MediaLit/JCP/scantv/home/scan_index.html> (51 short videos of six minutes each about selected topics related to the impact of media on Canadian society) • <i>Culture Jam: Hijacking Commercial Culture</i>, Jill Sharpe (1 hour) as featured on CBC Rough Cuts: <www.cbc.ca/roughcuts/feature_181203.html>
<i>(continued)</i>		
Teacher Reflections		






9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-020 KI-020A KI-021 VI-004	<p>Teams of students read the article provided in BLM 9.1.5c, and engage in a debate or team deliberation about a question related to the regulation of Canadian content in Canadian radio and television. For example:</p> <ul style="list-style-type: none"> • Should Canadian content rules be strengthened, or do they infringe upon freedom of choice in a media society? • Do Canadian content rules really protect Canadian culture, identity, and diversity, or is the domination of American media inevitable? • Is there really a Canadian culture and identity that is distinct from American culture? <p>Students may use CRTC regulations, current news articles, or surveys of Canadians as part of their research base. Following the debate or deliberation, class members may vote for or against the resolution.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Canadian Content in the Media (3 pages)</p>
	KI-020 KI-020A KI-021 VI-004	<p>Apply</p> <p>Students create a poster promoting the work of a Canadian institution that supports and protects identity, culture, and diversity in Canada (e.g., NFB, Canada Council, CRTC, CBC, Canadian Charter, Canadian Heritage, Canada Day...). Students invite parents and guests from the community to view the posters during a class-organized celebration of Canadian culture. A guest speaker representing an individual artist or local organization supported by one of these institutions may be invited to the event to speak about Canadian culture.</p>
		<i>(continued)</i>
Teacher Reflections		







9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-020 KI-020A KI-021 VI-004	Collaborative groups of students design an advertising campaign to promote the consumption of Canadian culture (e.g., promotion of CBC, Can Con, or Canadian Content is Cool...). Groups may also create a storyboard for a new Canadian sitcom that expresses what is distinct about Canadian culture, or design and feature a half-hour “All-Canadian Content” school radio program. They may present their products to the school in a school assembly or as part of a student council theme week.
		
or		
	KI-020 KI-020A KI-021 VI-004	Students create a multimedia presentation or pictorial montage of Canadian popular culture (e.g., music, singers, actors, dancers, fashion designers, writers...). Presentations are shared with the class and other invited guests. Following the presentations, students discuss whether they believe there is a distinct and flourishing Canadian culture, and consider the role of mass media in supporting—or eroding—culture in Canada.
		
or		
	KI-020 KI-020A KI-021 VI-004	Students write a letter to the CRTC or to their Member of Parliament expressing their views about the role of government institutions in protecting or promoting Canadian culture, identity, and diversity.
		
<i>(continued)</i>		
Teacher Reflections		

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KI-020 KI-020A KI-021 VI-004	<p>Students promote and participate in a Culture Jammers initiative such as a corporate brand name ban, consumer ban (e.g., Buy Nothing Day in November), media ban (e.g., TV Turnoff Week), or a citizen lobby for media democracy (e.g., citizen access to media time). The project may involve a noon-hour forum or round table, the establishment of a Critical Media Literacy committee on student council, or a publicity and awareness campaign for the school community.</p> <p>NOTE: Culture jamming is the act of using the techniques and tools of existing mass media to comment on those very media. It is based on the idea that advertising is simply propaganda for established interests and that mass media erodes cultural diversity as well as democratic freedoms. The word <i>culture jamming</i> comes from the idea of radio jamming, which refers to the use of public frequencies for independent communication or to disrupt dominant broadcast messages. Culture jammers believe that the consumer public is being lured into a state of mental passivity and is not making active choices about what they do, what they listen to, what they buy, who they are, et cetera. They believe that the “democratization” of the media can reclaim individual choice and decision making.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
	KI-020 KI-020A KI-021 VI-004	<p>Students participate in a continuum activity on a question related to media and popular culture, and discuss whether classroom attitudes and opinions have changed as a result of their study of the topic.</p> <p> Appendix H: Teacher Notes: A Continuum of Points of View (3 pages)</p>
<i>(continued)</i>		
Teacher Reflections		

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KI-020 KI-020A KI-021 VI-004	Students gather information about the pop-art movement, which used common and mass-produced items to create art (e.g., cola bottles, soup cans, cartoon characters...) that was a sarcastic commentary on popular culture. Students view and analyze examples of images by pop artists such as Andy Warhol, Roy Lichtenstein, Jasper Johns, Claes Oldenburg, and Duane Hanson, and create their own pop-art production. Works of art are displayed in a Gallery Walk and students comment on the effects of pop culture and mass media on identity and culture.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
 	KI-020 KI-020A KI-021 VI-004	Students consult a Canadian Media Watch website and present a persuasive speech regarding a current media issue (e.g., sexual stereotyping, Internet hate literature, the erosion of Canadian cultural diversity...). Students provide an analysis of the Internet article and present a justification for a position or an action plan to use the media to promote democratic ideals and principles.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
<i>(continued)</i>		
Teacher Reflections		

Cluster 1—Connecting and Reflecting

Student:

Using your “Diversity and Pluralism in Canada” portfolio, reflect on the diverse and pluralistic nature of Canadian culture, and discuss ways in which life in Canada is enhanced and made richer because of this diversity.



9.1.5 BLM: Diversity and Pluralism in Canada: Connecting and Reflecting

Teacher Reflections

Teacher Reflections

Canada in the Contemporary World

Democracy and Governance in Canada

2
CLUSTER

GRADE
9





Cluster 2

Learning Experiences: Overview

9.2.1 Law, Order, and Good Government

KC-005 Give examples of ways in which government affects their daily lives.

Examples: rights and freedoms, security, laws, education, health care, services...

KC-006 Describe Canadian parliamentary democracy.

Include: constitutional monarchy, federalism, Governor General, Prime Minister, Cabinet, House of Commons, Senate.

KC-007 Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.

KP-044 Describe the division of power and responsibilities of federal, First Nations, provincial, and municipal governments.

9.2.2 Representing Canadians

KC-008 Describe electoral processes and roles of political parties.

KC-009 Identify contemporary political leaders in Canada.

Include: Aboriginal, federal, provincial, local.

KP-046 Give examples of ways in which people can individually and collectively influence Canada's political and social systems.

Examples: voting, political parties, labour organizations, civil disobedience, NGOs, lobbying...

VC-002 Value their democratic responsibilities and rights.

9.2.3 Building a Just Society

KC-010 Describe responsibilities and processes of the justice system in Manitoba.

Include: Aboriginal justice systems, Youth Criminal Justice Act.

KC-010A Describe Aboriginal perspectives on justice and law.

Examples: Aboriginal justice systems, restorative justice, alternative sentencing, policing..

KP-045 Describe factors related to Aboriginal self-determination in Canada.

Examples: Indian Act, treaties, land claims, natural resources, traditional forms of decision making....

9.2.4 Citizen Participation

KC-013 Describe their responsibilities and rights as citizens of Canada and the world.

KC-013A Describe their responsibilities and rights as Aboriginal citizens in Canada and the world.

KC-013F Describe their responsibilities and rights as francophone citizens of Canada and the world.

VP-015 Be willing to exercise their responsibilities and rights as citizens living in a democracy.

Examples: citizen involvement in political processes, freedom of speech, freedom of association...

9.2.5 Democratic Ideals in Canada

KC-011 Identify ways in which democratic ideals have shaped contemporary Canadian society.

Examples: rule of law, equality, diversity, freedom, citizen participation in government...

KC-012 Assess the advantages and disadvantages of democratic processes in Canada.



Include: majority/minority issues.

VC-001 Appreciate democratic ideals in Canadian society.

VP-016 Be sensitive to the impact of majority rule on minorities and marginalized groups.

Democracy and Governance in Canada

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
-  **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix D.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description



Students examine the connections among people, government, and law. This study includes a focus on concepts related to the parliamentary process, participation in the electoral process, the justice system, the responsibilities and rights of citizens, and the influence of democratic ideals in the evolution of contemporary Canadian society.



Engaging Students in the Cluster

- Create a display of pictures of political leaders in Canada.
- Create a ‘mental politics’ quiz based on local, provincial, and national political positions that have been newsworthy.
- Create a pictorial display of government buildings across Canada.
- Display a map of the British Commonwealth of Nations circa 1940.
- Display a world map and attach markers to illustrate various types of government in different countries, including:
 - multiparty democracy
 - communist
 - autocracy
 - traditional monarchy
 - limited democracy
 - one-party state
 - military junta(Consult atlases or websites for current information.)
- Create a display of political cartoons.
- Set up a display of election memorabilia.
- Display maps of electoral ridings.
- View news clips related to contemporary political issues.
- View news clips related to justice or injustice.
- Display news articles about political events in other nations around the world.
- Create a display of pictures and symbols that reflect the justice system in Canada and/or Manitoba.
- Create a display of materials related to becoming a Canadian citizen (Tip: Consult Citizenship and Immigration Canada at <www.cic.gc.ca/english/immigrate/index.html>).
- Create a display of provincial/territorial symbols (e.g., coats of arms, flags, flowers, birds...).

Learning Experiences

9.2.1 Law, Order, and Good Government

9.2.2 Representing Canadians

9.2.3 Building a Just Society

9.2.4 Citizen Participation

9.2.5 Democratic Ideals in Canada



9.2.1 Law, Order, and Good Government

- KC-005 Give examples of ways in which government affects their daily lives.
Examples: rights and freedoms, security, laws, education, health care, services...

- KC-006 Describe Canadian parliamentary democracy.
Include: constitutional monarchy, federalism, Governor General, Prime Minister, Cabinet, House of Commons, Senate.

- KC-007 Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.

- KP-044 Describe the division of power and responsibilities of federal, First Nations, provincial, territorial, and municipal governments.

Enduring Understanding

Canada’s government is a federal system of parliamentary democracy based on a constitutional monarchy.

Description of the Learning Experience

Students learn about the distribution of powers and responsibilities among levels of government in Canada and consider how government affects their daily lives. They design diagrams and role-plays to represent the structures and processes of lawmaking and decision making in Canada.





Vocabulary: parliamentary democracy, constitutional monarchy, federalism, legislative, executive, judicial functions (See Appendix E for Vocabulary Strategies.)

9.2.1 Law, Order, and Good Government






Assessment	Outcomes	Strategies
	KC-005	<p>Activate</p> <p>Collaborative groups of students brainstorm what they know or believe about “government,” recording ideas on sticky notes or small slips of paper. Groups sort their ideas into four or five categories, giving each a title and arranging them on chart paper. Each group presents their chart and the class discusses similarities and differences, clearing up misconceptions and generating questions they may have about government to help plan the learning experience.</p> <p>TIP: It may be useful to provide a Word Splash including key words for the learning experience to help stimulate brainstorming ideas.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KC-006	
	KC-007	
	KP-044	
Teacher Reflections		

Democracy and Governance in Canada







9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-005 KC-006 KC-007 KP-044	Students record their daily activities in the course of a normal day and indicate how government is involved, directly or indirectly, in each activity. For example: <ul style="list-style-type: none"> • The alarm clock goes off: Daylight Savings Time, hydro facilities • They listen to the radio: CRTC • The drive to school: road maintenance, schools – Department of Education, purchase – sales tax, et cetera Students discuss how government affects their daily lives, reacting to a statement such as “government has nothing to do with me.”
— or —		
	KC-005 KC-006 KC-007 KP-044	Students create a list of important events in their lives from birth to death. Using Think-Pair-Share, they consider how many of these events involve government services, regulations or authorities, either directly or indirectly. Pairs of students add to or refine one another’s lists. In a general class discussion, students exchange ideas to reach agreement as to a set of categories for the various roles of government in their lives (e.g., basic services, economic security, safety and protection...).
— or —		
 	KC-005 KC-007	Collaborative groups of students perform a “Lord of the Flies” role-play in which they find themselves stranded on an island. They enact a scene that establishes who is in charge, how group decisions will be made, how responsibilities are shared, and how disputes will be settled. After the role-play, students debrief, discussing why government is necessary and what the roles or functions of government are. <p>TIP: It may be useful to read an excerpt from the beginning of <i>Lord of the Flies</i> by William Golding to set the scene. If a group finds themselves stranded on an island, what will they decide to do first? What are the priorities? Who will be responsible for what? In the debriefing session, elicit ideas that help students become aware of the three roles of government: making rules, carrying out rules and decisions, and enforcing rules.</p>
<i>(continued)</i>		
Teacher Reflections		

9.2.1 Law, Order, and Good Government







Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	<p>KC-005 KC-007</p>	<p>Students are divided into four groups representing a dictatorship, an oligarchy, a democracy, and egalitarian/consensus rule. Each group clarifies the principle that will govern their decision making, based on the type of government:</p> <ul style="list-style-type: none"> • Dictatorship – one person has final decision and all must comply • Oligarchy – a small minority has final authority and all must comply • Democracy – vote by plurality (greatest number) or by majority (50% plus one) • Egalitarian/consensus – decision must be agreed to by all parties <p>Students may draw cards to determine who holds authority in the dictatorship or oligarchy. Groups are then given a relevant issue on which to come to a decision (e.g., school dress code, mandatory homework, school ban on cell phones or MP3 players, curfew regulations...). Each group arrives at a decision following their process. The class discusses the pros and cons of each decision-making process, including the level of group satisfaction, efficiency of the process, degree of fairness, and so on. In a debriefing session, students compare various forms of government and express opinions about them.</p>
— or —		
 	<p>KC-005 KC-006 KC-007</p>	<p>Consulting dictionaries and other sources as needed, students generate hypotheses as to the meaning of the <i>legislative</i>, <i>executive</i>, and <i>judicial</i> roles of government and how these roles are carried out in Canada. Once their research is complete, they fill out the provided chart.</p> <p>TIP: Encourage students to activate prior knowledge of the roles of government. Students have had a general introduction to the Canadian system of government in Grade 6. Also refer to the BLM 9.2.1b: for key ideas to be elicited in this activity.</p> <p> 9.2.1 a BLM: Legislative, Executive, and Judicial Roles of Government</p> <p> 9.2.1 b BLM: Features of Canadian Government (2 pages)</p>
<p>Teacher Reflections</p>		

9.2.1 Law, Order, and Good Government


Assessment	Outcomes	Strategies
Acquire		
— or —		
 	KC-006 KC-007	<p>Pairs of students are assigned one of the features of Canadian government and create a Concept Overview to represent or define that feature. Students gather in groups with pairs who have created a Concept Overview for a different feature of government, and each pair explains their assigned term to the rest of the group. Groups discuss which features of Canadian government they consider to be the most significant and explain their reasons why.</p> <p> BLM: Features of Canadian Government (2 pages)</p>
— or —		
	KC-005 KP-044	<p>Collaborative groups of students are provided with a set of responsibilities and powers of various levels of government. Groups sort and predict the responsibilities and powers under federal, First Nations, provincial, and municipal governments. Students then read the provided information on constitutional guidelines, and use this information to correct and re-sort the responsibilities and powers under the appropriate level of government.</p> <p>TIP: Using BLM 9.2.1c, provide a mixed set of responsibilities to each group to sort under appropriate categories. Students may consult the government pages of the local telephone book to assist them in categorizing powers and responsibilities. Advise students that many of the powers and responsibilities are shared between two or more levels of government (e.g., environmental protection and legislation).</p> <p>Explain to students that this is the principle of <i>federalism</i> as laid out in the Constitution: powers and responsibilities are distributed between a central federal government and local provincial governments.</p> <p>First Nations powers and responsibilities are in negotiation based on Article 25 of the Canadian Charter of Rights and Freedoms, which recognizes that:</p> <p><i>The guarantee in this Charter of certain rights and freedoms shall not be construed so as to abrogate or derogate from any aboriginal, treaty or other rights or freedoms that pertain to the aboriginal peoples of Canada including</i></p> <ol style="list-style-type: none"> a) <i>any rights or freedoms that have been recognized by the Royal Proclamation of October 7, 1763; and</i> b) <i>any rights or freedoms that now exist by way of land claims agreements or may be so acquired.</i> <p> BLM: Division of Powers and Responsibilities (3 pages)</p> <p> BLM: Division of Powers and Responsibilities—KEY (2 pages)</p>

(continued)





9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-006 KC-007	<p>Collaborative groups of students are given a cut-up version of an organizational chart of the Canadian government. They reassemble the pieces in a way they see fit. Include an illustration on the reverse side of the chart so that students may check the accuracy of their chart when they are done.</p> <p>TIP: Refer to BLM 9.2.1e for a sample organizational chart showing the structure of the Canadian government. Enlarge the chart on the back of a large poster or illustration and cut it up into its constituent pieces (e.g., monarchy, Governor General, Prime Minister, Cabinet, legislative, executive, and judicial branches, House of Commons, Senate...).</p> <p> BLM: Government in Canada</p>
	or	
	KC-005 KC-006 KC-007 KP-044	<p>Collaborative groups of students read and respond to the provided quotes about Canadian government, federalism, the parliamentary process, federal-provincial relations, or federal-First Nations relations. Students state the key idea of each quotation, and select two or three quotes that best reflect the nature of Canada. In a guided plenary discussion, students exchange ideas about the quotes with which they were most in agreement or disagreement.</p> <p> BLM: Talking about Government in Canada (2 pages)</p>
	or	
	KC-005 KC-006 KC-007 KP-044	<p>Students scan newspapers to select current news reports or editorials addressing issues related to governance in Canada (e.g., rights and freedoms, constitutional issues, fair representation, elected Senate, cabinet powers, federal-provincial relations, federal-First Nations relations, judicial issues...). Students analyze the articles using a model such as the one suggested in BLM 9.2.1g, and share their ideas with the class.</p> <p> BLM: Issue-Based Article Analysis</p>
	<i>(continued)</i>	
Teacher Reflections		




9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-005 KC-006 KC-007 KP-044	<p>Collaborative groups of students research the Canadian parliamentary process, with each group member assigned to cover the role of one of the following elements:</p> <ul style="list-style-type: none"> – Federalism – Monarchy – Governor General – Senate – Prime Minister – Cabinet – House of Commons <p>Groups prepare a short oral presentation in which each member personifies an element of the system of governance (e.g., “I am a federal system of government. This means that I ...”; “I am the Constitution of Canada. I am the basis for ...”; “I am a member of the Senate. I am chosen by... My role is to ...”). Students may then arrange themselves in a physical configuration that helps explain the Canadian parliamentary process.</p> <p>Other students take notes in a chart form or graphic organizer form as they observe the presentations.</p> <p>TIP:</p> <ul style="list-style-type: none"> • A free resource kit may be ordered from Canadian Heritage at <i>Canadians and Their Government: A Resource Guide</i>: <www.pch.gc.ca/progs/pec-csp/resource/index_e.cfm> • The Resource Guide is also available online at: <www.pch.gc.ca/special/gouv-gov/index_e.cfm> • A short publication explaining government in Canada titled <i>How Canadians Govern Themselves</i> is available online from the Library of Parliament at: <www.parl.gc.ca/information/library/idb/forsey/index-e.asp> <p>This publication is also available from any Member of Parliament.</p>
Teacher Reflections		






9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-005 KC-006 KP-044	<p>Collaborative groups of students create charts showing the main positions in federal, First Nations, provincial, and municipal governments. Consulting a variety of sources as needed, they cut out and sort the responsibilities of the legislative, executive, and judiciary branches in the various levels of government. Students may also include the names of current leaders at various levels of governance. Groups share their charts and make corrections and refinements as necessary.</p> <p>TIP: If the students find it too difficult to design a chart on their own, provide them with a model structure as suggested in BLM 9.2.1h, and ask them to sort the positions under the appropriate category.</p> <p> BLM: Government Positions/Levels (2 pages)</p>
or		
	KC-005 KC-006 KC-007 KP-044	<p>Students go on a field trip to a place of government (e.g., City Hall, Town Hall, band office, Law Courts, Legislative Building, Government House...) to take a guided tour, observe proceedings, or meet with a government representative. In advance, students generate questions about that level of government, its procedures, and its structure that may be presented to speakers. Following the visit, students write a letter of appreciation to the person responsible and summarize what they have learned about government through the visit.</p>
or		
	KC-005 KC-006 KC-007 KP-044	<p>A guest speaker in a municipal, First Nations, provincial, or federal government position (e.g., MLA, town councillor, reeve, local First Nation Chief, MP, judge...) is invited to the school to speak about government processes and responsibilities. Students pose questions about the relevant level of governance. Following the visit, students prepare a thank-you letter and reflect on what they have learned about governance.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		









9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies								
Acquire <i>(continued)</i>										
— or —										
	KC-005 KC-006 KC-007 KP-044	<p>Students view a video that details the various levels of government in Canada and outlines the Canadian parliamentary system of government. Following the viewing, students discuss the positive and negative aspects of our Parliamentary process and consider ways, other than voting, in which citizens can become involved in the democratic process.</p> <p>SUGGESTED VIDEOS:</p> <p><i>Government in Canada</i> (National Film Board, 1991), series of four videos, each approximately 30 minutes:</p> <ul style="list-style-type: none"> • <i>Democracy at Work – It’s Your Choice</i>: democratic process and citizen participation • <i>Our National Parliament – The Inside Story</i>: a parliamentary page talks about the daily routines of the federal government • <i>The Constitution – The Law of the Land</i>: traces Canada’s constitutional development • <i>Local and Provincial Governments – Working Together</i>: examines the structure of provincial and municipal governments using a local issue as an example 								
— or —										
	KC-005	<p>Students read a short informational text about the role of the provincial Ombudsman that includes examples of reasons why people might access that office. Students add additional examples of their own, and share examples in a class discussion.</p> <p>TIP: The resource, <i>Joining the Herd: A Handbook on Participating in Manitoba’s Government</i>, created by the Manitoba Ombudsman’s office to assist Grade 9 teachers on this topic. It was distributed to schools in early 2007. For more information, or for a copy of the resource, contact the Ombudsman at:</p> <table border="0"> <tr> <td>Winnipeg</td> <td>Brandon</td> </tr> <tr> <td>750-500 Portage Avenue</td> <td>603-1011 Rosser Avenue</td> </tr> <tr> <td>Phone: 204-982-9130</td> <td>Phone: 204-571-5151</td> </tr> <tr> <td>Toll-Free: 1-800-665-0531</td> <td>Toll-Free: 1-888-543-8230</td> </tr> </table>	Winnipeg	Brandon	750-500 Portage Avenue	603-1011 Rosser Avenue	Phone: 204-982-9130	Phone: 204-571-5151	Toll-Free: 1-800-665-0531	Toll-Free: 1-888-543-8230
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Phone: 204-982-9130	Phone: 204-571-5151									
Toll-Free: 1-800-665-0531	Toll-Free: 1-888-543-8230									
 BLM: The Ombudsman (2 pages)										
<p>Teacher Reflections</p>										








9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
	KC-005 KC-007 KP-044	<p>Apply</p> <p>Students work in pairs to complete a set of questions about daily-life situations and the division of powers and responsibilities in Canada. Students may also formulate additional questions of their own, using daily-life situations, and exchange questions with another pair.</p> <p> BLM: Levels of Government and Daily-Life Situations (3 pages)</p>
		<p style="text-align: center;">or</p> <p>Using the provided key words, students create posters or use graphics software to prepare an organizational chart explaining the Canadian federal system and the structures of the Canadian parliamentary process. Students include icons or symbols to represent the legislative, executive, and judicial branches of government, and include graphics to clearly represent the process.</p> <p>NOTE: BLM 9.2.1e presents a suggested model, including key words. If students are ready to do so, they may design a chart that shows the relationships and division of powers between federal, provincial, First Nations, or municipal levels of government. In this case, students may work in small groups with one member designated as responsible for each level of government, and adding to the chart additional details about that level.</p> <p> BLM: Government in Canada</p>
	KC-006 KC-007	<p style="text-align: center;">or</p> <p>On a wall chart showing the levels of government in Canada as well as their legislative, executive, and judiciary roles, students select and post newspaper articles in the appropriate column. Students present a short summary of the article to the class, explain how it affects daily life, and justify its placement on the wall chart (e.g., this article deals with the executive branch of the provincial government because it is a provincial Cabinet decision about the budget of Manitoba...).</p> <p>TIP: A suggested model for the wall chart is included in BLM 9.2.1h.</p> <p> BLM: Government Positions/Levels (2 pages)</p>
		<p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		




9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KC-005 KC-006 KC-007	<p>Students participate in a collaborative role-play of a model Parliament (e.g., Question Period on a current issue, the enactment of a bill becoming a law, a Parliamentary debate on a current issue in Parliament, a day in the life of a Parliamentarian...). After the role-play, the class debriefs, discussing the positive and negative aspects of the Canadian parliamentary system.</p> <p>TIP: Strive to make the role-play as authentic as possible by setting up the classroom as the House of Commons and following the protocol and procedures of the House. If the students are unfamiliar with Parliament, have them view a relevant CPAC broadcast and take a virtual tour of Parliament Hill. Suggestions for classroom activities and procedures for a model Parliament are included in the education pages of the Library of Parliament.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
 	KC-005 KC-006 KC-007	<p>Students create a multimedia presentation (e.g., in <i>PowerPoint</i>) showing the various steps involved in a bill becoming law. Select a current issue in the news to propose as a bill for Parliament, and encourage the students to present arguments for and against the bill as part of their multimedia presentation.</p> <p>TIP: Consult the Library of Parliament education website for supports related to teaching about government.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
 	KC-005 KC-006 KC-007 KP-044	<p>Students create a tourist brochure explaining the workings and structure of the Canadian government to newcomers to Canada or to tourists visiting Parliament. Brochures are posted and shared in a Carousel activity.</p> <p>TIP: Before beginning this project, bring in sample tourist brochures and develop with the class a set of descriptive criteria for effective brochures. Establish a list of key words that should be included or content that must be covered, based on the learning outcomes (e.g., Constitution, monarchy, Governor General, Prime Minister, leader of the Opposition, Question Period, Cabinet, House of Commons, Senate, federal system...).</p>
<i>(continued)</i>		
Teacher Reflections		


9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 Appendix A Skill 5 	KC-005 KC-006 KC-007 KP-044	Students create an electronic flow chart illustrating the executive, judicial, and legislative functions of government, and showing the roles of certain figures or lead players (e.g., Cabinet members, committee members, Leader of the Opposition...). The design of the flow chart should include symbols or images to help represent each part of the Parliamentary process (e.g., Question Period, committee study, the opening of Parliament, caucus meetings, royal assent, a Supreme Court judgement...). Flow charts may begin with an election, and go as far as depicting the effects on the everyday lives of citizens of Canada. Students present their flow charts in collaborative groups and discuss ways in which democratic government is ultimately responsible to the people (i.e., the principle of responsible government).
or		
 Appendix A Skill 10c 	KC-005 KC-006 KC-007 KP-044	Students create a collage of political cartoons, photographs, quotes, and news headlines that show some of the issues that can arise as a result of a federal system (e.g., federal-provincial relations, budget issues, recognition of Québec as a distinct society, Western alienation...). The collage should illustrate the organization of the federal system and the problems or issues that can arise as a result of a federalist system of government.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
 Appendix A Skill 6g	KC-005 KC-006 KC-007 KP-044	Students view a video that portrays a critical view of the erosion of democracy in the concentration of power in the executive branch in contemporary parliamentary processes. Students discuss the issues raised and consider the limitations of responsible government. SUGGESTED VIDEO: <i>Does Your Vote Count? The Underground Royal Commission</i> . This is a three-part documentary featuring Manitobans Paul Kemp, Reg Alcock, and Judy Wasylicia-Leis. It examines the role of the MP, the impact of the media, and the accountability of Canada’s federal government.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
<i>(continued)</i>		
Teacher Reflections		

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KC-005 KC-006 KC-007 KP-044	<p>Students find a reference in the newspaper to a bill that is currently before Parliament, and determine from the article the stage of the bill (i.e., first reading, second reading—debate and amendments, committee examination, third reading in House of Commons, Senate readings, royal assent). Working in collaborative groups, students predict what will happen to the bill next, and decide which interest groups will be most affected by the bill, and how they will strive to lobby or influence MPs or Senators as they debate the bill in Parliament or in committee.</p> <p>Student predictions are posted and compared to Parliamentary decisions, which may be posted on the wall timeline. Students discuss why the passing of bills takes so long in the democratic process and how lobbying may influence the votes of Parliamentarians.</p> <p>TIP: Additional details are available on activity cards that are available on the Library of Parliament Education website.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KC-005 KC-006 KC-007	<p>Students view a short excerpt from Question Period on CPAC (the Canadian Parliamentary Access Channel), in order to observe the role of the media in determining the subject and the nature of the debate. Students gather news articles to select and predict items of national importance that may become issues raised in the next Question Period. Students then follow up by scanning news reports to analyze media coverage of issues raised in Question Period, noting which issues were given the most coverage and how they were covered. Students engage in discussion about the influence of the media in the parliamentary process.</p> <p>TIP: Note that Question Period in the House of Commons is a lively forum, and that all MPs are very aware of this. It attracts great media coverage, and questions and answers are prepared accordingly. MPs also use this forum to pose questions dealing with local issues of interest to their ridings. Encourage students to notice whether the MP from their area was involved in the discussion and whether any local issues received media coverage.</p>
<i>(continued)</i>		
Teacher Reflections		

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
<p>Apply <i>(continued)</i></p>		
<p>or</p>		
	<p>KC-005 KC-006 KC-007</p>	<p>Students write a RAFT, where they take on the <i>Role</i> of a bill about to become law, trying to convince an <i>Audience</i> of reluctant MPs to agree to its passing in the <i>Format</i> of a persuasive letter, on the <i>Topic</i> of the consequences of the law not being passed. Alternatively, they may take on the <i>Role</i> of the Prime Minister addressing the <i>Audience</i> of Cabinet members, explaining in the <i>Format</i> of a persuasive speech why they must all be of one mind on a current news <i>Topic</i> related to official bilingualism. They may also take on the <i>Role</i> of a critic of the media speaking to the <i>Audience</i> of the media-consuming public of Western Canada in the <i>Format</i> of a political cartoon on the <i>Topic</i> of Western alienation. RAFT items are shared with the class and invited guests, and students discuss the value of taking on a different perspective or point of view.</p>
<p>Teacher Reflections</p>		

Teacher Reflections



9.2.2 Representing Canadians

KC-008	Describe electoral processes and roles of political parties.
KC-009	Identify contemporary political leaders in Canada. <i>Include: Aboriginal, federal, provincial, local.</i>
KP-046	Give examples of ways in which people can individually and collectively influence Canada's political and social systems. <i>Examples: voting, political parties, labour organizations, civil disobedience, NGOs, lobbying...</i>
VC-002	Value their democratic responsibilities and rights.

Enduring Understanding

An important aspect of the Canadian democratic system is regular, impartial, and fair elections, and a free voice for citizens with respect to government policy.

Description of the Learning Experience

Students learn about Canadian electoral processes and develop critical media literacy skills through discussion, research, role-plays, and consulting a variety of information sources.

Vocabulary: electoral processes, plurality, majority, first-past-the-post, civil disobedience (See Appendix E for Vocabulary Strategies.)

Note: During an election period, this learning experience may become a provincial or federal election simulation. Many of the activities proposed may be used as a part of the mock election process.

Detailed teaching resources for planning a parallel or simulated election are available on the Elections Canada website:





- Elections Canada, Learning Resources, Election Simulation:
<www.elections.ca/content_youth.asp?section=yth&dir=res/tea/sim&document=index&lang=e&textonly=false>

Your Power to Choose, a Manitoba curriculum-based program created by Elections Manitoba, includes lesson plans, activities, and support materials for students to experience every aspect of a provincial election. Contact Elections Manitoba at 204-945-3225 or <www.electionsmanitoba.ca>.



9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
	KC-008	<p>Activate</p> <p>Collaborative groups of students scan newspapers, newsmagazines, and Internet news sources to gather references to the various political parties of Canada and brainstorm what they know about each party. Groups share with the class the names of parties they have seen in the news and details of what they know about each party. In a guided classroom discussion, students generate hypotheses about the roles of political parties in Canadian electoral processes.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KC-009	








9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-009	<p>Students view photographs of current political leaders from print and electronic news sources. Students match names and position titles to the photos, consulting news sources as needed. Photos and details may be posted on a bulletin board or in individual portfolios or scrapbooks for further reference.</p> <p>TIP: Refer to BLM 9.2.2a for a suggested list of leaders to include. Encourage students to begin collecting and posting caricatures or political cartoons of Canadian leaders, taking a few minutes at the beginning of class to analyze the messages in these cartoons.</p> <p> BLM: Contemporary Political Leaders (2 pages)</p>
or		
	KC-008 KP-046 VC-002	<p>Students read the provided list of Canadian priorities. They indicate the ten they believe to be most important and give reasons for their choices. In collaborative groups, they compare and discuss their priorities and provide justification for them. They seek to reach consensus on an ordered list of ten priorities that they present to the class.</p> <p>TIP: Review the suggested priority list with the students, and encourage them to narrow down or define the priorities more specifically as needed (e.g., they may wish to focus specifically on child poverty, on support for disabled persons, on gender equity issues...). If it is not possible to reach consensus on the list, ask students to discuss how it can be ensured that dissident voices are at least considered. Encourage students to draw parallels with the need for discussion and debate in Parliament.</p> <p>Students may use these priority lists to later conduct research on the websites of various political parties, in order to compare their own priority lists with those of Canada’s political parties.</p> <p> BLM: Canadian Priorities (2 pages)</p>
<i>(continued)</i>		
Teacher Reflections		








9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-008 KP-046 VC-002	<p>Collaborative groups of students brainstorm a list of principles that would ensure that elections are consistent with the principles of democratic citizen participation (e.g., accessibility, equality, impartiality, clarity, freedom...), as well as practices that would support the principles (e.g., making sure each person can only vote once ensures equality, a secret ballot ensures freedom, having maximum participation ensures accessibility, educating the people about the choices and the process ensures clarity, not allowing any bullying or bribes ensures freedom...). Principles and practices are shared and collated in a class discussion.</p> <p>TIP: These criteria may be used as a basis for conducting a student council election or determining a student council constitution.</p>
	or	
	KC-008 KC-009 KP-046 VC-002	<p>Students are presented with a school- or community-based scenario regarding a social or political issue they consider to be important (e.g., community composting programs, public walking/cycling paths, skateboard parks, rapid transit, community poverty issues...). Working in collaborative groups, students brainstorm a variety of ways in which citizens can influence decision making about the issue. Ideas could include:</p> <ul style="list-style-type: none"> – Prepare a petition – Circulate pamphlets or posters – Attend a local town hall meeting – Obtain a radio spot to advertise – Sponsor a candidate – Engage in an action of civil disobedience – Write letters to government representatives – Lobby local elected representatives – Raise funds for a political party that addresses this issue – Develop a slogan or advertising campaign – Obtain the support of an established organization – Organize a peaceful protest – Circulate information on the Internet – Organize a community forum – Vote – Establish a new political party <p>Groups share their lists with the class to create a collective list.</p>
	<p>Teacher Reflections</p>	




9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
 	KC-008 KC-009 KP-046	<p>Acquire</p> <p>Using print and electronic resources, as well as the provided outline, students research contemporary political leaders in Canada. Students collect photographs of political figures and quotes by and about political figures, and write a brief description of the associated responsibilities and roles. Students gather in collaborative groups to assist one another and share information in completing their charts.</p> <p>TIP: Refer to Teacher Note 4 (TN-4) for guidelines. This activity may be carried out as a Web Treasure Hunt by providing students with relevant Internet sites on which to find the information. (Visit the URL listed below for a list of sites.) Review with students the requirements for correctly quoting sources for all photographs and information.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Contemporary Political Leaders (2 pages)</p> <p> Appendix H: Teacher Notes: Citing Sources (3 pages)</p> <p style="text-align: center;">— or —</p> <p>Using print and electronic resources, students gather information on a selected contemporary political leader in Canada, including</p> <ul style="list-style-type: none"> • his or her accomplishments • an issue with which he or she is presently dealing • the position he or she has taken on the issue <p>Working in collaborative groups, students prepare and present mock talk shows to the class in which they perform role-plays of the leaders they have researched. Student audience members observe the talk shows and evaluate the realism of the representation of both the individuals and the issues.</p> <p style="text-align: right;"><i>(continued)</i></p>
	 	KC-008 KC-009 KP-046 VC-002







9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	<p>KC-008 KP-046 VC-002</p>	<p>Collaborative groups of students consult the Elections Canada or the Elections Manitoba website to gather information about electoral processes in Canada. Students in each group select one topic from the list that follows, so that all topics are covered within each group:</p> <ul style="list-style-type: none"> – Political parties – Candidates – Electoral divisions – Campaign procedures – Voting procedures – Role of the media and opinion polls <p>Students combine their information to create a group Elections Handbook. Groups share their handbooks with another group, and discuss which of the procedures and principles of democratic electoral processes in Canada they consider to be the most important (e.g., secret ballot, role of the media, electoral divisions...).</p> <p>NOTE: Refer to Teacher Note 5 (TN-5) for suggested guidelines. This activity offers an opportunity to review note-taking skills, allowing students to select key points and summarize them in their own words.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> Appendix H: Teacher Notes: Recording Research Notes (2 pages)</p>
or		
	<p>KC-008 KP-046</p>	<p>Students read a short article about the “first-past-the-post” or “single-member plurality” system of voting as it is applied in Canada. In a guided plenary discussion, the meaning of the first-past-the-post system is clarified as needed. Students are then invited to consult the Elections Canada website to obtain statistics about previous elections in Canada. Using the data they collect, students display the results in a graph or chart that compares the percentage of the popular vote to the percentage of seats held by each party. Students share their charts and discuss how it is possible, in Canada’s first-past-the-post system, to obtain a majority of elected seats with a minority of the popular vote.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: First Past the Post</p>
<i>(continued)</i>		
Teacher Reflections		





9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-008 KP-046 VC-002	<p>Collaborative groups of students gather information about how the actions of citizens (individually or collectively) influence Canada’s political or social systems. Examples include:</p> <ul style="list-style-type: none"> – Voting – Running for office – Lobbying – Peaceful assembly or protest – Supporting social or environmental action – Strikes or collective actions of labour organizations – Boycotts, acts of civil disobedience – Supporting a candidate – Becoming a member of an NGO – Use of the press – Public forums <p>As a group, students select a current issue in the news, and select three different options for individual or collective action on that issue. They present to the class a role-play of each of the three types of actions, and ask the class to assess which type of action would be the most effective in the given situation.</p> <p>TIP: Encourage students to think of ways in which they can take action to support social change. They may explore the actions of a group such as Greenpeace, War Child, or a local citizen environmental group to consider how these NGOs succeed in bringing issues to the attention of candidates, voters, and the press.</p>
or		
	KC-008 KC-009 KP-046 VC-002	<p>Students consult the websites of the main political parties in Canada to gather information about their logos, their platforms, and their vision for Canada. Students use the information they have gathered to discuss which party they feel is more aligned with their own priorities or points of view.</p> <p>TIP: Refer to BLM 9.2.2d for a note-taking frame. The information gathered on political parties may be used as part of the preparation for a mock election. Elections Canada has an online list of official political parties in Canada. Students may then conduct an Internet search to find the sites of the various political parties, in order to gather details about the various party platforms. Encourage students to view political party websites with a critical eye, as their intent is to gather support for their party.</p>
		 BLM: Political Parties in Canada
<i>(continued)</i>		
Teacher Reflections		

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-008 KC-009 KP-046 VC-002	The local Member of Parliament or Member of the Legislative Assembly is invited to the school to address the students on the role of elected representatives in government and the function of political parties. Students listen to the presentation and pose questions related to its key points. Following the visit, students write a letter of thanks to the elected representative, summarizing what they have learned by the visit.
or		
	KC-008 KC-009 KP-046 VC-002	If students are in the Winnipeg area, they go on a guided tour of the Manitoba Legislative Building and attend Question Period if the Legislature is in session. Following the tour, students discuss what they learned about the parliamentary process at the provincial level and exchange ideas about the highlights of the tour. TIP: Students may visit the website of the Legislative Building before the tour and select items to search for and view during the tour (e.g., a symbolic statue or painting, an architectural feature...).  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
	KC-008 KC-009 KP-046 VC-002	Students read the provided article “Youth Vote,” an informational text about the non-participation of young voters in Canada. After reading the information, students generate a list of ten survey questions about the reasons why young people choose not to vote. They conduct the survey among school and community members, and record and combine their statistics on a collective chart. Students interpret the results and discuss the general trends they have noted in attitudes toward voting. NOTE: Although students have not yet reached voting age, they may still respond to questions as to whether they intend on voting, whether they feel their vote would make a difference, et cetera.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
 BLM: Youth Vote		
<p>Teacher Reflections</p>		





9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
	KC-008 KC-009 KP-046 VC-002	<p>Apply</p> <p>Students participate in a mock election or a parallel election, following the model and using the resources of the Elections Canada or Elections Manitoba website.</p> <p>TIP: Select the level of government for which an upcoming election is most likely to be occurring, in order to focus on current electoral issues and party platforms. Following the simulation, compare the school’s election results with the real election results. Consult these websites for resources:</p> <ul style="list-style-type: none"> • Elections Manitoba Educational Resources: <www.elections.mb.ca/main/education/edu_intro.htm#present> • Elections Canada, Learning Resources, Election Simulation: <www.elections.ca/content_youth.asp?section=yth&dir=res/tea/sim&document=index&lang=e&textonly=false>
		<p>or</p>
		
		<p>or</p>
	KC-008 KP-046	<p>Students select a relevant issue for a class vote (e.g., a choice of field trips, a choice of community service projects, a recommendation to student council for a fundraising drive for a particular group...). Students first engage in a secret ballot in a simultaneous vote on the issue. Then, students engage in a sequential vote in which they vote one row at a time, and the results of each successive row’s votes are made available before the next row votes. Students compare the results of the simultaneous and successive votes, and discuss the impact of Atlantic-province voting results being released to the public before the polls are closed in the West.</p>







(continued)

Teacher Reflections

9.2.2 Representing Canadians




Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KC-008 KC-009 KP-046 VC-002	Collaborative groups of students develop a name, a logo, and a platform for a new political party for Canada, reflecting the values and concerns of youth voters. Students elect a party leader and prepare persuasive speeches and an advertising campaign (posters, pamphlets, slogans, and TV and radio ads) to represent their new party. Students plan and divide group tasks so that each group member is responsible for producing one element of the campaign. Following the party presentations, students host a forum in which they may pose critical questions to the speakers. Students debrief and assess which of the “political parties” provided the most realistic alternative to existing political parties in Canada.
or		
	KC-008 KC-009 KP-046 VC-002	Students analyze political cartoons in the news, and use them as models to create their own caricatures or cartoons of current political figures. The works are displayed and students circulate in a Gallery Walk to view and respond to the cartoons. TIP: For suggestions on how to help students read political cartoons, refer to <i>The Art of Decoding Political Cartoons: A Teacher’s Guide</i> , or consult the URL below for online resources.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
	KC-008 KC-009 KP-046 VC-002	Collaborative groups of students create an election editorial page using current political issues in Canada. Writings should reflect realistic points of view and diverse perspectives, as well as party viewpoints. Students exchange their editorial pages with another group and discuss the issues and viewpoints.
<i>(continued)</i>		
Teacher Reflections		

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KC-008 KC-009 KP-046 VC-002	<p>Students prepare an electronic advertising campaign for television and/or radio that is designed to encourage youth to vote. Students may consult the Elections Canada website for ideas, and should address the issues identified in the survey of youth voters they carried out during the Acquiring phase of this learning experience (i.e., reasons why young voters choose not to vote). Students present their productions to another class in the school and discuss how advertising techniques (e.g., persuasion, entertainment, endorsements, name recognition...) may be used to increase the youth vote.</p> <p>TIP: This activity offers the opportunity for a cross-disciplinary project with English language arts (media literacy) or with courses in video production or business/entrepreneurship (advertising and marketing techniques).</p>
or		
	KC-008 KC-009 KP-046 VC-002	<p>Students engage in a formal debate about the question of lowering the voting age. The class may decide on a resolution following the debates, and submit a recommendation about the voting age in a letter to their local MP or to Elections Canada.</p> <p>TIP: Encourage students to use historical information regarding the history of the vote in Canada to justify the position for lowering the voting age.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
	KC-008 KC-009 KP-046 VC-002	<p>Students read the provided article proposing a system of proportional representation and consider ways in which the first-past-the-post system could be made more representative. Students present possible solutions to the class for response and discussion.</p> <p>TIP: There are various forms of proportional representation and many arguments for and against this system. The arguments are quite complex, but students may wish to propose a simplified model of proportionality based on student council elections (e.g., a slate of ten candidates in which the four persons with the highest number of votes become, respectively, President, Vice-President, Treasurer, and Secretary). Students discuss whether this process would reflect with greater accuracy the will of the student body.</p> <p> BLM: Fair Vote?</p>

(continued)

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KC-008 KC-009 KP-046 VC-002	Students prepare a flow chart illustrating the sequence of events from the point when the Prime Minister asks the Governor General to dissolve Cabinet to the point when the members of the new House of Commons are sworn in. Students design a poster-sized flow chart incorporating clip art, photographs, and a newspaper-style headline. Posters are displayed in the classroom for student viewing.
		
— or —		
	KC-008 KC-009 KP-046 VC-002	Collaborative groups of students prepare a newspaper headline and lead paragraph regarding the election outcome for a selected federal election since the beginning of the 20th century. The headlines are posted on the wall timeline for reference. TIP: Students may also select an example of a collective action other than an election that precipitated social change. Examples include: <ul style="list-style-type: none"> • 1919 Winnipeg General Strike • March to Ottawa during the Depression • Farmer protests in the 1970s • Greenpeace protests against the seal hunt in the 1970s • The 2001 Québec Summit protests • Various peace protests Students may wish to engage in a discussion about the role of protest and civil disobedience in generating or supporting social change. Each group adds a marker for the selected event to the wall timeline. For an online reference to such events, students may refer to the CBC Archives.
Teacher Reflections		

Teacher Reflections



9.2.3 Building a Just Society

KC-010 Describe responsibilities and processes of the justice system in Manitoba.
Include: Aboriginal justice systems, Youth Criminal Justice Act.

KC-010A Describe Aboriginal perspectives on justice and law.
Examples: Aboriginal justice systems, restorative justice, alternative sentencing, policing...

KP-045 Describe factors related to Aboriginal self-determination in Canada.
Examples: Indian Act, treaties, land claims, natural resources, traditional forms of decision making...

Note: Aboriginal learning outcomes are not intended for all students (see page 55 of the Overview).

Enduring Understanding

Justice in a democratic society is based on the ideals of rule of law, equality, and universality. In recognition of these principles, the practice of justice in Canada is constantly evolving to be more inclusive and fair.

Description of the Learning Experience

Students explore the concepts of justice and the law, learn about the court system in Manitoba, and consider developments in Canadian law related to Aboriginal justice and self-determination, youth criminal justice, and restorative justice.

Vocabulary: rule of law, Aboriginal self-determination, restorative justice, criminal law, civil law (See Appendix E for Vocabulary Strategies.)





Note: Concepts in this learning experience are related to the human rights and social injustice issues explored in LEs 9.1.2 and 9.1.4. Students may build on the timeline developed in these previous learning experiences, focusing more specifically on developments related to Aboriginal self-determination and changes in Canadian law to accommodate this principle.

9.2.3 Building a Just Society









Assessment	Outcomes	Strategies
	KC-010	<p>Activate</p> <p>Pairs of students determine what they know about justice in Canada by engaging in the Pursuit of Justice Quiz on the Youth website of Justice Canada. Each pair then shares with the class two new things they learned about justice in Canada in the quiz.</p> <p>TIP: Take the Justice Canada Youth quiz at www.canada.justice.gc.ca/en/quiz/index.html.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KP-045	
<p>Teacher Reflections</p>		

Democracy and Governance in Canada









9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-010	<p>Students view images of statues symbolizing justice (e.g., the statue “Justitia” at the entrance of the Supreme Court building in Canada, traditional statues of the blindfolded Lady Justice holding the scales and a sword...). Students discuss what is meant by the traditional depiction of justice as a blind figure (i.e., justice is dispensed equally without regard to persons and differences). Students discuss what justice means to them in the context of modern Canada, and create their own icons or symbols to represent the concept of justice. Students share their symbols and explain their meaning to their peers.</p> <p>TIP: Students can also visit the Supreme Court of Canada website and take a virtual tour of the building at <www.scc-csc.gc.ca/details/art-stat-justitia2_e.asp>.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Symbols of Justice</p>
or		
	KC-010 KC-010A KP-045	<p>After viewing the events on the wall timeline of events related to human rights and social justice in Canada, collaborative groups of students brainstorm what they know about the responsibilities and processes of the justice system in Canada, recording the sources of their information on the subject (e.g., parents, television, movies...). Students share their ideas in a guided class discussion, clearing up misconceptions and generating questions for inquiry into justice and the law.</p> <p>TIP: It may be useful to provide students with some of the key words from the learning experience as a prompt to begin the brainstorm (e.g., rule of law, criminal law, civil law, courts, Aboriginal justice, youth criminal justice, and Aboriginal self-determination...). Encourage students to also refer back to their knowledge of the three roles of government (legislative, executive, judiciary) and the role of the Constitution in the administration of justice (refer to LE 9.2.1).</p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		





9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-010 KC-010A KP-045	Collaborative groups of students read and respond to a number of quotes about justice and the Just Society. Following the reading, students discuss their own visions of the Just Society, and assess whether they feel Canada can be called a Just Society.  BLM: Justice, Law, and the Just Society (2 pages)
— or —		
	KC-010	Students respond to the provided quiz about the responsibilities and processes of the justice system in Manitoba. The class discusses the answers, clarifying points and discussing what they know about the justice system.  BLM: Quiz: True or False  BLM: Quiz: True or False—KEY (2 pages)
Acquire		
	KC-010 KC-010A KP-045	Students select and research Canadian legal developments related to Aboriginal self-determination and Aboriginal justice. Working in collaborative groups, students create a timeline marker summarizing and illustrating their selected event. TIP: Suggested events for study are included in BLM 9.2.3e. Students may begin the activity by reviewing the developments related to Aboriginal rights that are already on the timeline (refer to LEs 9.1.2 and 9.1.4).  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >  BLM: Timeline: Aboriginal Justice and Self-Determination (4 pages) <i>(continued)</i>
Teacher Reflections		





9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KC-010 KC-010A	<p>Collaborative groups of students engage in Internet research on the Justice Canada website about changes in the youth criminal justice system in the 20th century. Each group selects one development to explain to the class, preparing an illustrated summary marker to add to the wall timeline. The class then discusses their views of the changes in approach to youth justice in Canada over time.</p> <p>TIP: Visit the Department of Justice website: <i>Youth Justice Renewal, Youth Justice Legislation – A Chronology</i> at http://canada.justice.gc.ca/en/ps/yj/information/chronology.html.</p>
— or —		
 	KC-010 KC-010A	<p>Students read an informational text about the meaning of criminal law, civil law, and constitutional law in Canada. Following the reading, pairs of students create an illustrated Concept Map showing the meanings of each type of law and their respective responsibilities in providing justice and security to Canadians. Students share their Concept Maps in collaborative groups.</p> <p>TIP: Encourage students to focus on the key ideas that criminal law provides protection from harm from the actions of others, civil law involves the legal settling of disputes between people or groups, and constitutional law protects the rights and freedoms of people before the government. Visit the URL below for a list of related websites.</p> <p> Supporting websites can be found at www4.edu.gov.mb.ca/sslinks/LEList</p>
— or —		
 	KC-010	<p>Students read the provided informational piece on youth criminal justice. Pairs or triads of students then visit the Justice Canada website to find two interesting facts about the principles and processes of youth justice to share with the class. Students create cartoons to illustrate each of the items they discovered, and display them on a “Youth and Justice” bulletin board. In a plenary session, students discuss whether they believe the principles governing youth criminal justice in Canada to be effective and fair.</p> <p> Supporting websites can be found at www4.edu.gov.mb.ca/sslinks/LEList</p>
		 BLM: Youth Criminal Justice
<i>(continued)</i>		
Teacher Reflections		




9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KC-010 KC-010A	<p>Students write a question of a legal nature, such as:</p> <ul style="list-style-type: none"> • Can I be charged with an offence for purchasing cigarettes if I am under 16 years old? • Can I be asked to appear in court in my parents' divorce case? • Can I, as a minor, sue someone for damages to my property? • Can I get married at age 17 without parental consent? <p>Students exchange their questions with another student and carry out an Internet search to find the answer to the question. Student pairs then get together and exchange the information they have found. In a guided plenary discussion, misconceptions are cleared up and new information is shared.</p> <p>TIP: Ensure that students are accessing information about <i>Canadian</i> laws by providing them with sources such as those listed at the URL below.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KC-010 KC-010A	<p>Students consult the website of Justice Canada to find facts to debunk some myths that exist in Canadian society about youth justice, such as:</p> <ul style="list-style-type: none"> • Youth crime is on the rise. • Most youth crime involves violence. • A “get-tough approach” will reduce youth crime. • The Youth Criminal Justice Act lets youth get off with just “a slap on the wrist.” <p>Students present the facts to prove these statements false. Students discuss their own views about the best approach to preventing and dealing with youth crime.</p> <p>TIP: Visit the Justice Canada website, <i>Myths and Realities about Youth Justice</i>, at <http://canada.justice.gc.ca/en/ps/yj/information/mythreal.html>.</p>
<i>(continued)</i>		
Teacher Reflections		






9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KC-010 KC-010A	<p>Students view a video dealing with youth crime that shows real-life stories of young Canadians who have been involved in criminal activity and have been dealt with by the justice system. Following the viewing, students discuss which alternatives in sentencing or conflict resolution seem to be the most effective in dealing with youth crime.</p> <p>NOTE: A <i>Youth Justice Multimedia Program</i> kit, designed for youth and people who work with youth, provides information about the Youth Criminal Justice Act through interactive “investigations,” showing the consequences of youth crime and the supports available from professionals involved in the Canadian youth justice system. The program consists of two CD-ROMs and a Facilitator’s Guide that explains the program’s use and provides advice and activity ideas.</p> <p>A video entitled <i>A New Approach</i> explains the Youth Criminal Justice Act through real-life stories of young people getting their lives back on track.</p> <p>To order a copy of the kit and/or video, send an email request to Justice Canada at <youth-jeunes@justice.gc.ca>.</p>
— or —		
 	KC-010 KC-010A	<p>Students use print and electronic resources to research court processes in Manitoba and create a poster-sized graphic organizer to represent what they have learned about the processes and responsibilities of the justice system in Manitoba. Posters are displayed and students circulate to view and respond to them.</p> <p>TIP: Students may select or be assigned a specific topic to research (e.g., trial by jury, Court of Queen’s Bench, Provincial Court, traffic offences, civil disputes, Aboriginal perspectives on justice and law, sentencing...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<i>(continued)</i>		
Teacher Reflections		




9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-010 KC-010A KP-045	<p>Students read the provided informational text about Aboriginal perspectives on self-determination in Canada. Following the reading, they write a journal reflection in which they consider the priorities of Aboriginal peoples, the legal and cultural factors involved in self-determination, and the responsibilities of Canada’s justice system with respect to Aboriginal self-determination.</p> <p>NOTE: Clarify for the students the meaning of some of the key terms as needed. Following are some working definitions as stated by Indian and Northern Affairs Canada.</p> <p>Aboriginal rights: Rights that some Aboriginal peoples of Canada hold as a result of their ancestors’ longstanding use and occupancy of the land. Examples of Aboriginal rights include the right to hunt, trap, and fish on ancestral lands. Aboriginal rights vary from group to group depending on the customs, practices, and traditions that have formed part of their distinctive cultures.</p> <p>Aboriginal self-government: Governments designed, established, and administered by Aboriginal peoples under the Canadian Constitution through a process of negotiation and, where applicable, the provincial or territorial government.</p> <p>Land claims: In 1973, the federal government recognized two broad classes of claims—comprehensive and specific. Comprehensive claims are based on the recognition that there are continuing Aboriginal rights to lands and natural resources. These kinds of claims come up in those parts of Canada where Aboriginal title has not been previously dealt with by treaty and other legal means. The claims are called “comprehensive” because of their wide scope. They include such things as land title, fishing and trapping rights, and financial compensation. Specific claims deal with specific grievances that First Nations may have regarding the fulfillment of treaties. Specific claims also cover grievances relating to the administration of First Nations lands and assets under the Indian Act.</p> <p>Modern day treaties: These treaties are the result of nation-to-nation negotiations and include the Nisga’a Agreement, the James Bay and Northern Québec Agreement, as well as Nunavut.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Aboriginal Perspectives on Justice, Law, and Self-Determination (4 pages)</p>
		<i>(continued)</i>




9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-010 KC-010A KP-045	Students gather newspaper articles or editorials on current issues related to the administration of justice in Manitoba (e.g., prosecution of gangs, penal system issues, court overcrowding, restorative justice, First Nations justice systems...). Using the provided model, students carry out an analysis of the article and share it with their peers.  BLM: Issue-Based Article Analysis
or		
	KC-010 KC-010A KP-045	Students read the provided informational text, or engage in research about non-adversarial or non-penal approaches to litigation and the administration of justice (e.g., restorative justice, alternative dispute resolution processes, victim impact statements, Aboriginal circle sentencing processes, Aboriginal healing circles, mediation, and arbitration). Following the reading, students use Think-Pair-Share to develop a definition in their own words of restorative justice or another alternative dispute resolution process. TIP: Review with students the meaning of litigation, mediation, and arbitration as dispute resolution processes, asking them to provide examples they are familiar with in their own lives.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >  BLM: Restorative Justice (2 pages)
Teacher Reflections		




9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Apply		
or		
	KC-010 KC-010A	<p>Students participate in a field trip to the Law Courts Building or a local courthouse to observe court proceedings, or to speak with court office staff. Following the trip, students discuss what they have learned about the responsibilities and processes of the justice system in Manitoba.</p> <p>TIP: Make the required arrangements with the courthouse ahead of time, and review with students the protocol for attending court proceedings. Consult these Government of Manitoba websites for details:</p> <ul style="list-style-type: none"> • www.manitobacourts.mb.ca/attending_courts.html • www.manitobacourts.mb.ca/pdf/teacher_info.pdf
or		
	KC-010 KC-010A KP-045	<p>Students listen to a guest speaker discuss the responsibilities and processes of the justice system in Manitoba. Possible speakers include a representative of a community legal information organization, an RCMP officer or local police officer, a judge, lawyer, an Aboriginal community leader in healing circles or circle sentencing programs, or an educator involved in restorative justice education programs.</p> <p>TIP: Speakers may be arranged through the Community Legal Education Association Speakers' Bureau at <www.communitylegal.mb.ca/speakbur.asp>.</p> <p>Note that University College of the North (formerly Keewatin Community College) has a two-year Restorative Justice and Conflict Resolution program that prepares students for involvement in alternative justice programs in northern Aboriginal communities in Manitoba.</p>
or		
	KC-010 KC-010A	<p>Collaborative groups of students perform role-plays of the processes of the justice system that would be followed if a person under 18 years of age committed a minor criminal act in Manitoba. The skits should give the offence a name and illustrate how the offender would be dealt with by the law. Following the role-plays, students engage in a full-group discussion and reflect on whether the portrayals were realistic and accurate.</p>
<i>(continued)</i>		
Teacher Reflections		

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KC-010 KC-010A KP-045	<p>Students create posters showing their own vision of a Just Society for all people in Canada based on what they have learned in this learning experience. The vision should include a description of the principles upon which the responsibilities and legal processes of the justice system would be built. It should illustrate examples of how issues such as youth criminal justice, Aboriginal justice, and Aboriginal self-determination would be addressed. Students circulate in a Gallery Walk to view posters, attaching sticky notes that record the positive points of each poster.</p> <p>TIP: Encourage students to plan and design their posters creatively, and to include illustrations, clip art, or photos to convey their vision of a Just Society. They may also choose to include quotes from famous Canadians, or refer to constitutional rights and freedoms in Canada. Students should first prepare a plan that lists their key ideas and principles, and build around these. They may also choose to present their ideas in the form of a multimedia presentation, incorporating music and film clips.</p>
— or —		
	KC-010 KC-010A KP-045	<p>Teams of students prepare and engage in a team deliberation on the topic of the advantages and disadvantages of restorative justice as opposed to punitive justice, or, alternatively, collaborative dispute resolution as opposed to adversarial litigation processes. Following the presentations, and in a plenary session, students discuss the benefits and disadvantages of our present justice system in providing the basis for a Just Society.</p>
— or —		
	KC-010 KC-010A KP-045	<p>Collaborative groups of students perform a role-play of an alternative dispute resolution scenario of a civil or minor criminal case (i.e., negotiation, mediation, arbitration, circle sentencing, or restorative justice processes). Following the role-plays, the class assesses what type of dispute resolution process was used and discusses the advantages and disadvantages of this type of conflict resolution.</p>
<i>(continued)</i>		
Teacher Reflections		

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KC-010 KC-010A KP-045	Students create an electronic Concept Map or graphic organizer showing the responsibilities, principles, and processes of the justice system in Manitoba. The Concept Map should explain the meaning of key terms and include information about the Youth Criminal Justice Act and Aboriginal justice systems. Students present their graphic organizers in collaborative groups, exchanging ideas on content and presentation.
or		
	KC-010 KC-010A KP-045	Collaborative groups of students select by consensus what they consider to be the two most significant events in the recognition of the Aboriginal right of self-determination in Canada. The groups plan and present to the class a short presentation of the two events. The class poses questions to each group about their reasons for selecting their particular events.
or		
	KC-010 KC-010A KP-045	Pairs or triads of students create an annotated newspaper collage showing the contrast of justice and injustice in modern Canadian society, making reference to topics considered in this learning experience. Students should indicate the source, date, and title of each news clipping, annotating with explanatory comments as needed. Students share the collages in collaborative groups, after which each student may write a short journal entry reflecting on how Canada may be judged with respect to the administration of justice.
<p>Teacher Reflections</p>		

Teacher Reflections



9.2.4 Citizen Participation

- KC-013 Describe their responsibilities and rights as citizens of Canada and the world.
- KC-013A Describe their responsibilities and rights as Aboriginal citizens in Canada and the world.
- KC-013F Describe their responsibilities and rights as francophone citizens of Canada and the world.
- VP-015 Be willing to exercise their responsibilities and rights as citizens living in a democracy.
Examples: citizen involvement in political processes, freedom of speech, freedom of association...

Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 55 of the Overview).

Enduring Understanding

People must mindfully exercise their citizenship responsibilities and rights to co-exist in civil society at all levels: in their local groups and communities, in their country, and in the world.

Description of the Learning Experience




Students consider examples of their responsibilities and rights in local, national, and global contexts, examine citizenship as it is expressed in the Canadian Charter of Rights and Freedoms, and assess their own citizenship values, attitudes, and behaviour.

Vocabulary: civil society, rule of law, democratic ideals, global citizenship, constitutional rights (See Appendix E for Vocabulary Strategies.)






9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
	KC-013 KC-013A VP-015	<p>Activate</p> <p>Students complete an Admit Slip, recording a short statement about the most important responsibilities and rights they feel they have as citizens of Canada and as global citizens. Students exchange and discuss their ideas in collaborative groups, noting those responsibilities and rights they exercise on a daily basis.</p> <p style="text-align: right;"><i>(continued)</i></p>
	<p>Teacher Reflections</p>	




9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-013 KC-013A VP-015	<p>Pairs of students create a chart that lists their responsibilities and rights in the context of the various groups and communities to which they belong. Students share their charts with the class, and brainstorm various examples of how they exercise their responsibilities and rights in these different contexts on a daily basis.</p> <p>TIP: It may be useful to begin by asking students to consider examples of the responsibilities and rights they exercised in their immediate groups that very day (e.g., families, classrooms, sports teams, school, community groups, church groups, friends...).</p> <p style="text-align: center;"> 9.2.4 a BLM: Responsibilities and Rights in Our Communities</p>
or		
	KC-013 VP-015	<p>Six sheets of chart paper are posted at various stations in the classroom. Each poster is identified by a heading referring to a section of the Charter of Rights and Freedoms:</p> <ul style="list-style-type: none"> • Basic Freedoms • Democratic Rights • Mobility Rights • Legal Rights • Equality Rights • Official Language Rights <p>Collaborative groups of students engage in a Carousel activity, circulating to each of the stations to brainstorm and record what they recall of the constitutional rights and freedoms of Canadian citizens as stated in the Charter (refer to LE 9.1.3). When all groups have added their ideas to each chart, the class discusses the importance of the rights and freedoms of the Charter in their daily lives, and generates a list of the responsibilities associated with these rights and freedoms.</p> <p>TIP: Establish a designated time for groups to spend at each station and signal when it is time to move on to the next one. Encourage students to build on the ideas of previous groups and to make corrections if necessary, using sticky notes to add their comments.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		








9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-013 KC-013A VP-015	Collaborative groups of students generate lists of adjectives or descriptive expressions that describe a good citizen. Groups create posters that creatively illustrate their ideas, and display them for all the class to view. In a class discussion, the most frequently repeated ideas are highlighted to create a composite sketch of the ideal citizen in the 21st century.
— or —		
	KC-013 VP-015	Students read and respond to the provided set of quotations on citizenship, discussing the meaning of each one. In collaborative groups, students come to a consensus about one quotation they find to be the truest and the most meaningful when they think about citizenship. The group creates a small poster illustrating the selected quote and present it to the class, explaining the reasons for their choice.
		 BLM: Quotations on Citizenship
Acquire		
	KC-013 KC-013A VP-015	Students read the provided list of values determined by the federal government to be important to Canadians. Working with a partner, students prioritize the values, and determine the responsibilities and rights that attend each value. As a class, students discuss concrete examples of how these values may be expressed in daily life and interactions.
		 BLM: Values of Canadian Citizenship
<i>(continued)</i>		
Teacher Reflections		





9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-013 VP-015	<p>Students are divided into groups corresponding to the sets of rights in the Charter:</p> <ul style="list-style-type: none"> • Basic freedoms • Democratic rights • Mobility rights • Legal rights • Equality rights • Official language rights <p>Each group conducts research as needed to create a poster that explains in their own words the rights and freedoms assigned to their group, including the accompanying responsibilities. Groups give a short oral presentation, explaining the most important aspect of the rights, freedoms, and responsibilities represented by their poster.</p> <p>TIP: Students examined the Charter in LE 9.1.3. In this activity, encourage them to represent concrete examples of the exercise of their constitutional rights and freedoms in their daily lives. Develop a set of criteria with the class before they work on their posters, and encourage peer evaluation of their effectiveness in conveying key ideas of the Charter in plain language.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
	KC-013 KC-013A VP-015	<p>Students review various news sources to collect articles that present issues related to active democratic citizenship, including local, national, and global examples. Working in collaborative groups, they create an annotated collage or journalistic pictorial essay showing examples of citizenship in action at various levels.</p> <p>TIP: Students may display their work in an exposition as part of a culminating activity at the end of the learning experience.</p>
<i>(continued)</i>		
Teacher Reflections		




9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-013 KC-013A VP-015	Students read the provided list of qualities of global citizenship, and prioritize the qualities based on their understanding of citizenship. In collaborative groups, students compare their lists, explaining the reasons for their choices. Students discuss the question of how to tell whether someone possesses these qualities (e.g., what kinds of actions, words, attitudes, opinions tell me that this person is respectful of differences in others?). TIP: The list of qualities may later be used as a self-assessment tool of their own qualities of global citizenship.  BLM: Qualities of the Global Citizen (2 pages)
or		
	KC-013 KC-013A VP-015	Pairs of students read about the debate concerning changes to the Oath of Canadian Citizenship and work together to develop their own oath, based on what they have learned about the responsibilities and rights of citizenship in Canada.  BLM: Oath of Canadian Citizenship
or		
	KC-013 KC-013A VP-015	Using the information about the qualities of the global citizen and the Oath of Canadian citizenship, pairs of students create their own Oath of Global Citizenship. Students share and compare their oaths, and select as a class the declaration that they feel is most appropriate and comprehensive. The oath is displayed as an illustrated poster.  BLM: Qualities of the Global Citizen (2 pages)  BLM: Oath of Canadian Citizenship
<i>(continued)</i>		
Teacher Reflections		

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-013 VP-015	<p>Individual students select a current issue of civil society at the school, community, national, or global level that they believe would be of interest to the majority of the class. Students prepare and deliver a persuasive speech, taking a stand on the issue and explaining their reasoning. Following the presentations, the class decides as a group which positions they would support if it were an election matter.</p> <p>TIP: This activity may also be carried out as a team deliberation (refer to Teacher Note 1 [TN-1] for a suggested model).</p> <p> Appendix H: Teacher Notes: Team Deliberation (2 pages)</p>
or		
	KC-013 KC-013A VP-015	<p>Students engage in a discussion in which they place themselves on a continuum and exchange ideas about their beliefs and values regarding citizen participation and the exercise of rights and responsibilities. Students may decide on their position relative to “Social Activist” at one end, “Responsible Law-Abiding Citizen” at the midpoint, and “Civic Couch Potato” at the other extreme. Students exchange views with a person who is situated at a different point on the continuum. In a debriefing session, students discuss what they have discovered about the attitudes and beliefs that make young people disposed to be more, or less, active in their exercise of the rights and responsibilities of citizenship.</p> <p>TIP: Refer to Teacher Note 3 (TN-3) for a suggested model for this activity.</p> <p> Appendix H: Teacher Notes: A Continuum of Points of View (3 pages)</p>
Teacher Reflections		




9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
 	KC-013 KC-013A VP-015	<p>Apply</p> <p>Students design and create an illustrated Mind Map representing the responsibilities and rights of Canadian and global citizenship. Mind Maps are displayed and viewed in a Gallery Walk.</p> <p>TIP: Develop with the class a list of key words to be included in the Mind Map and criteria for its evaluation.</p>
		<p style="text-align: center;">or</p> <p>Students organize and promote a day at school that acknowledges one of the rights, freedoms, or responsibilities of citizenship. The day may take the form of special activities, assemblies, or other ideas as developed by the students.</p> <p>TIP: Consider hosting a “Celebrate Free Speech Day,” in which a “soapbox” is set up at a prominent place in the school as a Speaker’s Corner, where students may sign up to present their views on community, Canadian, or world topics throughout the course of the day. Explain to students the background of Speaker’s Corner as a symbolic cradle of free speech, and encourage them to find other such examples of citizens engaging in the exercise of their rights. Students should initiate and plan the activity themselves, based on the values they consider to be the most significant (e.g., they may choose to organize a “Celebrate Equality Day,” and design activities that focus on the exercise of equality rights throughout the school).</p>
	KC-013 KC-013A VP-015	<p style="text-align: center;">or</p> <p>Students prepare a “Student Charter of Rights, Freedoms, and Responsibilities” for the class, seeking consensus on its content among all the members of the class, including the teacher. The Charter may be presented in an official signing ceremony patterned on the signing of the Canadian Constitution in 1982.</p> <p>TIP: Some students may elect to perform role-plays of protesters outside the scene of the ceremony, exercising their right to express opposition to terms with which they may disagree. The Charter may also be prepared by the class as a school-wide Charter, to be ratified by the school staff and student council before an official signing ceremony at a school assembly.</p>






(continued)

Teacher Reflections




9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 <p>Appendix A Skill 9g</p>	<p>KC-013 KC-013A VP-015</p>	<p>Students design and establish a citizenship e-zine. They decide on a citizenship topic for debate and invite students to participate by posting their views on the site.</p>
— or —		
 <p>Appendix A Skill 7e</p>	<p>KC-013 KC-013A VP-015</p>	<p>Students decide as a class, with minimal teacher intervention, on a citizenship project to support as a school. Possible ideas include:</p> <ul style="list-style-type: none"> • Environmental citizenship initiatives • Thirty-Hour Famine • Fundraising for refugee sponsorship or developing-world children sponsorship • Letters to MPs or MLAs on current issues • Community service projects • Cross-grade peer tutor program • UNICEF support initiative <p>They submit a proposal to the student council and to staff for the project, and prepare a promotional campaign within the school for the project.</p> <p>TIP: The project need not be elaborate and may involve a citizenship action as simple as donating the proceeds from a school dance to a student-selected cause.</p>
— or —		
 <p>Appendix A Skill 6h</p>	<p>KC-013 KC-013A VP-015</p>	<p>Collaborative groups of students design and administer a test or quiz intended to help other students in the school assess themselves on their local, national, and global citizenship. Students develop a set of criteria based on what they have learned about the responsibilities and rights of citizens, and create a rating system for the values and attitudes of citizenship. Students may choose to present the quiz in the school newsletter or student newspaper, and encourage schoolmates to send in their results as a survey.</p>
<i>(continued)</i>		
Teacher Reflections		

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KC-013 KC-013A VP-015	Students write a journal reflection assessing their own Canadian and global citizenship qualities. As a part of the entry, they consider how well informed they are as citizens, how willing they are to exercise their rights and responsibilities, and how actively they carry out their responsibilities as members of civil society.
	or	
	KC-013 KC-013A VP-015	Students develop a program and a set of criteria for a “Citizenship Recognition Program” for students in their school, and submit a proposal for a program to the student council and to the staff. They may include as part of their plan a promotional campaign, application or nomination forms, a judging panel and process, and a proposed award or prize.
	or	
	KC-013 KC-013A VP-015	Students present a persuasive speech on a topic such as “You can be an agent for change in the world,” inciting students to become more active citizens in their communities, in Canada, and in the world. Students observing the speeches assess the persuasive qualities of the speech based on how inspiring they found it to be.
<i>(continued)</i>		
Teacher Reflections		

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KC-013 KC-013A VP-015	Students self-assess the degree to which they exercise the responsibilities and rights of citizenship, using the Charter as a starting point. Students write a reflection on their results to be included in a learning journal or portfolio.  BLM: Self-Assessment: Responsibilities and Rights
<p>Teacher Reflections</p>		



9.2.5 Democratic Ideals in Canada

- KC-011 Identify ways in which democratic ideals have shaped contemporary Canadian society.
Examples: rule of law, equality, diversity, freedom, citizen participation in government...

- KC-012 Assess the advantages and disadvantages of democratic processes in Canada.
Include: majority/minority issues.

- VC-001 Appreciate democratic ideals in Canadian society.

- VP-016 Be sensitive to the impact of majority rule on minorities and marginalized groups.

Enduring Understanding

Canadian society has been shaped by the pursuit of democratic ideals and principles, such as the rule of law, government responsibility to the people, the acceptance of diversity, and principles of equality and freedom.

Description of the Learning Experience




Students review what they know of democratic ideals and principles, consider their effects in their own lives, and assess how they have been recognized in Canadian society. They discuss the advantages and disadvantages of democracy and consider the implications for the protection of minority rights.

Vocabulary: rule of law, responsible government, majority-minority relations (See Appendix E for Vocabulary Strategies.)






9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies
	KC-011	<p>Activate</p> <p>Collaborative groups of students create a collage of photos and expressions that describe democratic ideals in Canada. Collages are displayed for viewing and students discuss how well they feel Canadian society is doing at realizing the ideals of democratic society, including:</p> <ul style="list-style-type: none"> - The rule of law - Diversity - Social justice - Recognition of human rights - Protection of the rights of minorities - Citizen participation in government - Equality - Freedom - Responsible government - Global responsibility
	KC-012	
	VC-001	
	VP-016	
Teacher Reflections		<i>(continued)</i>




9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-011 KC-012 VC-001 VP-016	<p>Collaborative groups of students read and respond to the provided series of quotes about democratic ideals and democracy. In a guided plenary discussion, students consider the meaning of each quote and use the ideas they have read to create a two-column chart showing the advantages and disadvantages of democratic government.</p> <p>TIP: This activity may be initiated by asking students to carry out a quick web search to find out details about the people quoted: Who are they? What are they known for? When did they live? Guide students in their understanding of the more difficult quotations, such as the one by John Stuart Mill about the tyranny of the majority. This concept originated with the French writer Alexis de Tocqueville, who visited America in 1830 to study its form of democracy. He remarked that a democracy gives moral authority to the will of the majority, and can lead to tyranny because it ensures that, right or wrong, “the interests of the many are to be preferred to those of the few.” Encourage students to reflect on what happens to the voice of minorities in a democracy, and whose responsibility it is to protect the rights and freedoms of minorities.</p> <p> BLM: Thinking about Democracy (2 pages)</p>
	— or —	
	KC-011 KC-012 VC-001 VP-016	<p>Collaborative groups of students brainstorm democratic ideals and principles as well as examples of how these ideals are expressed in the groups and communities to which they belong (e.g., family, school, community, sports, social groups, teams, clubs...). Students discuss areas of their lives and examples of their community participation that teach them the most, and the least, about the meaning of democracy.</p>
Teacher Reflections		




9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-011 KC-012 VC-001 VP-016	<p>In collaborative groups, students reflect on and discuss instances in their lives in which they have found a majority decision to be wrong, while a minority position was correct. Alternately, they may discuss situations in which majority agreement has unjustly restricted the rights or freedoms of a minority. In a guided plenary session, students then discuss the idea that democracy, especially in the age of mass communication, can tend to become a “tyranny of the majority” in which dissenting opinions are silenced or unheard because of the force of numbers.</p> <p>TIP: Encourage students to think of personal and informal examples, asking them whether they have ever been in a minority and felt unheard or disrespected. Help them to see the connection between these personal experiences and the experiences of minority groups in the larger society.</p>
Acquire		
	KC-011 KC-012 VC-001 VP-016	<p>As a class, students brainstorm a list of democratic ideals. Using the provided template, collaborative groups of students decide on the relative importance of each of the ideals on the brainstormed list. Groups then create a symbol to represent two democratic ideals they consider to be most important in Canadian society. Each group creates a poster to represent their selected ideals, including concrete examples of how the ideals are exemplified in Canadian society. Posters are displayed and reviewed by the class.</p>
		<p> BLM: Democratic Ideals in Canadian Society</p>
— or —		
	KC-011 KC-012 VC-001 VP-016	<p>Consulting the Elections Canada website for data, students prepare a graph showing the results of the popular vote in the most recent federal election as compared to the percentage of seats held by each party. Students interpret their graphs and discuss why some groups and individuals in Canada feel that our electoral system is not sufficiently democratic and does not accurately represent the will of the people.</p>
		<p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		






9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-011 KC-012 VC-001 VP-016	<p>Students review the timeline of developments and events related to human rights, law and justice, women’s rights, minority rights, Aboriginal rights, immigration laws, and injustices in Canadian history (refer to earlier learning experiences on these topics). In collaborative groups, students select or are assigned a number of events on the timeline and analyze which democratic ideal was exemplified or transgressed in each case. Using a symbol to represent the democratic ideal, students add annotated markers to the timeline. The class reviews the analysis and develops conclusions about how well Canada has been doing with regard to democratic ideals and principles.</p> <p>TIP: Students have explored many events related to democratic ideals in previous learning experiences. Encourage each student group to add new markers of events related to democratic ideals as needed. Examples include:</p> <ul style="list-style-type: none"> • Right to vote developments • Responsible government issues • Police action during the 1919 Winnipeg General Strike • Québec’s Padlock Law (confiscation of property of suspected Communists) • Language laws in Canada, particularly in Québec • Suspension of rights and freedoms under the War Measures Act in 1970 • Wartime immigration restrictions • 1995 Québec referendum <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
	or	
	KC-011 KC-012 VC-001 VP-016	<p>Students gather news and editorial items to create a scrapbook of democracy in contemporary Canadian society, focusing on democratic ideals and majority-minority relations. For each article collected, students carefully record the source and add an annotation analyzing which democratic ideal has been applied or abused. Students share and assess their scrapbooks in collaborative groups.</p> <p>TIP: Develop with the students a set of criteria for the design and evaluation of the scrapbooks before students begin to assemble them. Allow sufficient time for the collection of a variety of news items and provide a brief model analysis in class at the outset.</p>
	<i>(continued)</i>	
Teacher Reflections		

9.2.5 Democratic Ideals in Canada







Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-011	<p>Students design and conduct a school survey intended to determine the students' and staff members' views as to whether minority groups in the school are treated fairly. Students combine their results, represent them on a graph or chart, and interpret them to draw conclusions about the school's record on the treatment of minorities. In a guided class discussion, students identify the positive aspects highlighted by the survey and the areas requiring improvement.</p> <p>TIP: Develop one or two model survey questions with the class to begin the process. Ask students to take measures to ensure that responses to survey questions remain confidential, especially if they refer to any personal issues or concerns.</p>
	KC-012	
	VC-001	
	VP-016	
or		
	KC-011	<p>Students read the information provided in BLM 9.2.5c, and select one minority rights issue. Examples include:</p> <ul style="list-style-type: none"> • Québec independence • Racism or discrimination issues • Gay rights • Disabled persons' rights • French minority language rights outside Québec • English minority language rights in Québec <p>Using print and electronic resources, students research the issue and analyze it with respect to democratic ideals. Based on their research, students prepare and present a short persuasive speech intended to clarify and present the perspective of the minority group concerned and the democratic principles at stake.</p>
	KC-012	
	VC-001	
	VP-016	
 BLM: Majority-Minority Issues		
Teacher Reflections		

9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies
 	KC-011 KC-012 VC-001 VP-016	<p>Apply</p> <p>Students write a reflective journal entry describing how daily life might be different in a non-democratic society. Students share their journals in collaborative group readings and discuss how democratic ideals can enhance quality of life.</p> <p>TIP: Provide students with some insight into disparities in quality of life by reading them a current journalistic report or inquiry on daily life in a present-day totalitarian state or other non-democratic regime.</p>
		or
		
or		
 	KC-011 KC-012 VC-001 VP-016	<p>Students develop an illustrated Concept Map representing democratic ideals, explaining their meaning and impact on Canadian society. Students then gather in heterogeneous groups to exchange ideas and perspectives and to compare Concept Maps.</p> <p>TIP: Encourage students to express personal perspectives, such as what “equality” means to them or what “responsible government” means to them. Place the students in heterogeneous groups so they may become aware that they do not all see democratic ideals in the same way.</p>
		<p><i>(continued)</i></p>

Teacher Reflections

9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KC-011 KC-012 VC-001 VP-016	The class generates an idea or proposal to raise with student council (e.g., the creation of a new school mascot or logo, a school chant, a new school team name, or a student radio program...). As a part of their proposal, they draft a plan that shows what they feel would be the most democratic process to make the decision, and to reflect the views of the student body in the most inclusive way possible, including how to ensure that dissident or minority voices, or differences of opinion across grades, are heard and considered in the decision-making process.
or		
 	KC-011 KC-012 VC-001 VP-016	Students participate in a debate about the question of retribution for past wrongs in Canadian society, considering to what extent democratic governments should be responsible to correct or redress the wrongs of the past. The information posted on the collective wall timeline may be used as background for the debate topic. Following the debates, students discuss how and why social values have changed over time, and consider what types of alternatives may be used as restitution (e.g., reconciliation processes, public symbolic gestures, financial compensation, educational programs, social programs...).
or		
 	KC-011 KC-012 VC-001 VP-016	Collaborative groups of students propose a plan for building a more democratic classroom, identifying which principles they wish to highlight and explaining their reasons why. Students need to be realistic in their proposals, acknowledging that the responsibilities of schools are such that executive power cannot be fully in the hands of students. Their proposals should involve an action plan and show how their initiative will promote democratic citizenship and enhance learning for all students. It should also involve, as a matter of democratic principle, shared responsibilities on the part of all members of the class. TIP: To set the parameters for this initiative, propose some possibilities to the class, such as a peer tutor program, a peer mediation program, a weekly or monthly homework-free day, a bi-monthly student-run class meeting to discuss school and class issues, et cetera.
<p>Teacher Reflections</p>		

Cluster 2—Connecting and Reflecting

Student:

Using your “Democracy and Governance in Canada” portfolio, reflect on your learning over this cluster, and explain why democracy is a right and a privilege that should not be taken for granted. Include examples of ways in which Canadian systems of governance contribute to equity for all.



9.2.5
d BLM: Democracy and Governance in Canada: Connecting and Reflecting

Teacher Reflections

Teacher Reflections

Canada in the Contemporary World

Canada in the Global Context

3

CLUSTER

GRADE

9





Cluster 3

Learning Experiences: Overview

9.3.1 Living in the Global Village

KL-025 Identify on a world map countries in which events of global significance are taking place.

KG-035 Evaluate Canadian perspectives regarding current global issues.

KG-036 Give examples of decisions that reflect the responsibilities of global citizenship.
Include: personal and national decisions.

KG-037 Compare media portrayals of current issues.
Include: local, national, international sources.

VG-012 Be willing to consider local, national, and global interests in their decisions and actions.

9.3.2 Canada's Global Responsibilities

KG-034 Give examples of Canada's connections with other nations.

Examples: trade, communication, environment, entertainment, sports...

KG-038 Give examples of Canada's participation within international organizations.

Examples: United Nations, Commonwealth, la Francophonie, Olympics...

KG-039 Evaluate Canada's contributions to international aid and development.

Include: government and NGOs.

KG-040 Assess the implications of Canada's military role in contemporary conflicts.

VG-011 Appreciate Remembrance Day as a commemoration of Canadian participation in world conflicts.

9.3.3 Living in an Industrialized Consumer Society

KE-048 Describe characteristics of Canada as an industrialized nation.

KE-049 Evaluate implications of living in a consumer-based economy.

Examples: social, political, environmental...



KE-050 Give examples of the cultural, political, and economic impact of globalization on Canada.

Include: transnational corporations.

KE-051 Analyze possible consequences of their consumer choices.

VE-017 Be willing to consider the impact of their consumer choices.

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
-  **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix D.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description



Students examine the dynamic relationship between having a national identity and being a global citizen in the industrialized world. This study includes a focus on evaluating the role of media in shaping individual or national perspectives relating to global issues, identifying nations and events where Canadian participation is expected for aid and military conflict resolution, assessing the implications of being a consumer in a globally connected, industrialized society.



Engaging Students in the Cluster

- Display a variety of world maps (e.g., political, physical...).
- Create a pictorial display of Canadians at work in a variety of activities in other places of the world.
- Create a display of headlines from newspapers and newsmagazines related to world issues that affect Canada.
- View news clips related to Canadian involvement in international events.
- Create a display of political cartoons that depict Canadian involvement in international issues, events, or solutions.
- View videos that focus on Canadian involvement in global issues.
- Create a display of images of world leaders.
- Create a display of the names or acronyms for international agencies such as the Red Cross, UNICEF, or *Médicins sans Frontières*.
- Display a map illustrating sources of and trade routes for various consumer goods and products.
- Display graphs that illustrate international comparisons such GDP, population growth rates for selected countries, or trade balances between Canada and trade nations.
- Create a display of product labels from imported consumer goods and products.
- View videos related to economic disparities around the world.
- Display photos of Nobel Peace Prize winners since the inception of the award.

Learning Experiences

9.3.1 Living in the Global Village

9.3.2 Canada's Global Responsibilities

9.3.3 Living in an Industrialized Consumer Society



9.3.1 Living in the Global Village

- KL-025 Identify on a world map countries in which events of global significance are taking place.

- KG-035 Evaluate Canadian perspectives regarding current global issues.

- KG-036 Give examples of decisions that reflect the responsibilities of global citizenship.
Include: personal and national decisions.

- KG-037 Compare media portrayals of current issues.
Include: local, national, international sources.

- VG-012 Be willing to consider local, national, and global interests in their decisions and actions.

Enduring Understanding

The lives of Canadians are profoundly affected by events in other regions of the world and by Canada's interactions on the global scene. Media reports of the events and interactions may differ or even be contradictory because of biases of the source. Canadian citizens have a shared responsibility to make decisions and take action based on informed, critical consideration of global issues and concerns.


Description of the Learning Experience

Students explore Canada's involvement on the world stage and analyze various media interpretations of world events. Students reflect on actions they can take to make a difference in the world.



Vocabulary: media literacy, global interdependence (See Appendix E for Vocabulary Strategies.)

TIP: It would be useful for students to have frequent access to a variety of newspapers and news media sources throughout this learning experience. Several of the proposed activities focus on the mass media, offering an ideal opportunity to develop an interdisciplinary project with language arts in critical media literacy. Note that most newspapers and newsmagazines have websites and are easily accessible.




9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
	<ul style="list-style-type: none"> KL-025 KG-035 KG-036 VG-012 	<p>Activate</p> <p>Collaborative groups of students brainstorm and record what they know about Canadian involvement or decisions with respect to world issues. Each group presents their list to the class and generates questions and ideas regarding what they feel Canada's role should be on the world stage.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		





9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-025	<p>As an Admit Slip, students bring in a headline or article of a current event of global importance. Students briefly present their headlines to the class, explaining why they chose them (e.g., economic, social, environmental, or cultural importance), and locating the relevant cities or countries on the class wall map of the world. Students discuss questions of Canadian involvement or potential involvement in these issues, and consider how they may support global responsibility in their own decisions and actions (i.e., ways in which they can become more “globally minded”).</p> <p>TIP: Students may use a number code on the world map and collectively prepare a legend relating each number to a headline or world event. Students may add to the map throughout the learning experience, and use it as a starting point for further research into Canadian involvement and perspectives on specific issues.</p>
	KG-035	
	KG-036	
	KG-037	
	VG-012	
or		
	KL-025	<p>Collaborative groups of students scan newspapers, newsmagazines, or Internet news sources to find a series of headlines of events that have worldwide impact or importance. After selecting and clipping the articles, they underline and generate a list of all the place names mentioned in the articles. Using a world atlas, students locate the countries and places on a world map. Groups share their findings with the class and engage in a general discussion about how events elsewhere in the world can affect Canadians.</p> <p>TIP: This activity may be organized as a quick competition in a “Newspaper and Atlas Treasure Hunt.” Students may identify places of significance on the world map using sticky notes, and note “hot spots” or areas of world concern. This activity presents an opportunity to alert students to bias in news sources. They may be asked to note differences/biases in headlines and story content from different news sources.</p>
	KG-035	
	KG-036	
	KG-037	
	VG-012	
<i>(continued)</i>		
Teacher Reflections		




9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KL-025 KG-035 KG-036 KG-037 VG-012	Collaborative groups of students scan newspapers, newsmagazines, or Internet news sources to find examples of actions and decisions related to global citizenship in Canada, such as: <ul style="list-style-type: none"> • Low-cost drug aid for HIV in Africa • Consumer and environmental choices • Support for NGOs • Support for refugees to Canada • Environmental initiatives • Canadian involvement in UN rebuilding initiatives Students present their articles to the class, identifying places of interest on the world map and discussing their perceptions of Canada’s global involvement. <p>TIP: This activity presents a good opportunity to alert students to bias in news sources. Students may be asked to note, as they scan, differences/biases in headlines and story content from various news sources.</p>
	— or —	
	KL-025 KG-035 KG-036 KG-037 VG-012	Students read and respond to a series of quotations regarding global interdependence in the contemporary world. For each quotation, students summarize the main point in their own words, and write a short statement of their own opinion of each quote. Each group shares an example of their analysis and comments with the class. In a guided plenary discussion, students discuss their views of the “global village” and of the role of electronic communications in the contemporary world (e.g., Do they see the global village as a positive or a negative phenomenon? Do they think the mass media enhances or inhibits global understanding?...).
		 BLM: Thoughts about the Modern Global Village (2 pages)
<i>(continued)</i>		
Teacher Reflections		







9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-025	<p>Collaborative groups of students are each given a different national or international newspaper or Internet news source (e.g., <i>National Post</i>, <i>The Globe and Mail</i>, <i>Times</i>, BBC, CBC...). Teams are given a pre-determined amount of time to collect a set of headlines pertaining to world events and to display them in an annotated collage. For each headline, students should include a short descriptor (when, what, where, why) and the details of the news source. When the prescribed time has elapsed, students compare the results from the different groups and discuss the diverse impressions of the world created by items that are prominently covered in the press, as well as the factors that create differences in press coverage.</p>
	KG-035	
	KG-036	
	KG-037	
	VG-012	
Acquire		
	KL-025	<p>Collaborative groups of students use the provided template to compare news coverage of global events. They consult two different media sources and analyze which issues are most prominent in each of the sources. Each group presents the results of their analyses and the class discusses the factors involved in media news decision making and coverage. Students discuss how they can become more media literate and exercise critical judgment in their consumption of media.</p> <p>TIP: Assign news sources to groups so there is a diverse representation, including examples of international and alternative media sources. Help students to recognize that media news coverage does not offer a simple reflection of the reality of the world, but that it mediates between the media consumer and the world, and interprets, selects, and presents events and issues for them.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> 9.3.1 b BLM: Analyzing Global News Coverage (2 pages)</p>
	KG-035	
	KG-036	
	KG-037	
	VG-012	
<i>(continued)</i>		
Teacher Reflections		





9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
		Acquire <i>(continued)</i>
	or	
 	KL-025 KG-035 KG-036 KG-037 VG-012	<p>Pairs of students select a world issue in which Canada is or has been involved, and use print and electronic resources to research Canada's role and approach to the issue. Examples include:</p> <ul style="list-style-type: none"> • International development initiatives • Foreign relations • United Nations involvement • International trade • Hosting of international events • HIV drug aid to African countries • Anti-landmine and disarmament programs • International security and defence issues • Refugee policies • Participation in international electoral observations • Trade agreements • Exchange programs with other countries • Climate change initiatives and agreements <p>Each pair presents a poster summarizing the issue and the reasons for Canada's involvement or perspective on the selected issue. The class discusses and assesses Canadian perspectives on the selected global issue.</p> <p>TIP: Students may select an international issue identified by the Canadian government as a priority (refer to the URL below for a list of suggested websites), and assess the coverage of these issues provided by news sources to which they have local access (e.g., Are the issues covered? Are they reported and updated frequently? Which types of events are given priority coverage?...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
		<i>(continued)</i>
Teacher Reflections		

9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 Appendix A Skill 11a 	KL-025 KG-035 KG-036 VG-012	<p>Pairs of students use print and electronic resources to research Canadian individuals who have taken or are taking action that supports the responsibilities of global citizenship. Students present an interview that focuses on examples of the types of decisions and actions that are available to young citizens of Canada in support of global citizenship. As a part of the interview, students locate the areas of activity in question on the wall map of the world. Following the interview presentations, the class discusses ways in which their own decisions and actions can reflect global mindedness and the responsibilities of global citizenship.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
 Appendix A Skill 6h	KL-025 KG-035 KG-036 KG-037 VG-012	<p>Students design and carry out a survey of school and community members regarding their perspectives on Canadian involvement or positions on recent, current, or ongoing global issues (e.g., disarmament, land mines, war in Iraq 2003...). Students record and interpret the data collected, presenting their conclusions to the class. The class discusses the results of the survey and assesses ways in which global awareness among members of their school or community may be enhanced or enriched.</p>
— or —		
 Appendix A Skill 8	KL-025 KG-035 KG-036 KG-037 VG-012	<p>Students assemble and design an analytical media scrapbook that includes a collection of editorials, political cartoons, or articles about government decisions related to global issues. Selected entries in the scrapbook include a completed analytical outline. Students share their scrapbooks in collaborative groups, noting the issues that have emerged as priorities and discussing their diverse interpretations of their own responsibilities in view of these issues.</p> <p> 9.3.1 c BLM: Media Scrapbook – Analytical Outline</p>
Teacher Reflections		




9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
	KL-025 KG-035 KG-036 KG-037 VG-012	<p>Apply</p> <p>Using the information they have gathered about international news coverage in various media sources, collaborative groups of students create their own newspaper front page and editorial page for a new Canadian newspaper that focuses on global issues. Students create a name for the paper, and use current events as their subject matter, carefully designing a layout that is appealing, creative, and easy to read. Students share their papers with the class and discuss the elements they have in common and the ways in which they differ, such as:</p> <ul style="list-style-type: none"> • Have they chosen to cover the same international content? • Have they given priority or prominence to similar issues? • Which perspectives are reflected in the editorial letters or cartoons? <p>Following the sharing of their papers, students discuss the advantages and disadvantages of consulting a variety of news sources on global concerns.</p> <p>TIP: Student groups may also design an advertising campaign to promote their newspaper and its global perspectives.</p>
or		
	KG-035 KG-037 VG-012	<p>Students create editorial cartoons depicting Canada’s position or involvement in world issues. In partners, students exchange their cartoons, and interpret the intended message of their partner’s cartoon.</p> <p>TIP: Students may follow the guidelines suggested in BLM 9.3.1d in the creation of their cartoons and to determine evaluation criteria. Before students design their own cartoons, view with the class examples of political cartoons. Discuss the distinguishing features of effective political cartoons and the use of satire or humour that do not resort to insults.</p>
 BLM: Designing an Editorial Cartoon		
or		
	KG-035 KG-036 KG-037 VG-012	<p>Teams of students engage in a formal debate, discussing a Canadian government position on a current global issue in the news (e.g., United Nations actions and decisions, peace and disarmament, reconstruction of Iraq, aid to Afghanistan, anti-terrorism actions, refugee assistance, international aid...).</p>







(continued)

Teacher Reflections





9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KG-035 KG-036 VG-012	<p>Collaborative groups of students develop a set of eight to ten rules or criteria to help them make decisions that show global responsibility. They may wish to develop an original slogan to guide decision making, such as “think globally, act locally.” Students consider practical examples, using their criteria to determine and evaluate their decisions and actions in the light of global responsibilities. Groups share their guidelines with the class, and the class agrees upon a collective list of priorities as the most useful in guiding decisions.</p> <p>TIP: The guidelines may be formulated as a series of questions to consider when assessing personal or national decisions, such as:</p> <ul style="list-style-type: none"> • Does this decision reflect environmental responsibility? • Does it take into consideration the inequities that exist between the most- and least-developed nations? • Does it show respect for diversity? • Might it help make the world a better place? • Is it free of bias and discrimination? • Is this decision based on sufficient information about the part of the world involved or do I need more information?
— or —		
 	KL-025 KG-035 KG-036 KG-037 VG-012	<p>Collaborative groups of students create a multimedia presentation as part of an advertising campaign urging students to be more aware of their global responsibilities and to take these responsibilities into consideration when forming their decisions, opinions, and attitudes. The presentation should include suggestions of how Canadian youth can support initiatives that address global concerns, including concrete examples. The presentations may be shared with the school in a student assembly or published as a slide presentation in the school newsletter.</p> <p>TIP: Ask students to include a world map as a part of their presentation, to use actual current events, and to include ways of identifying bias or narrow perspectives in themselves and in information sources.</p>
<i>(continued)</i>		
Teacher Reflections		

9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KL-025 KG-035 KG-036 KG-037 VG-012	<p>Collaborative groups of students read the provided text <i>If the World Were a Village</i>, and discuss how many of the listed descriptors generally apply to the people living in their community. Students then visit a website that allows them to calculate their own ecological footprint. As a class, students share and discuss the impact of their ecological footprint on the planet and discuss ways in which they can reduce that impact.</p> <p>TIP: A number of websites calculate ecological footprints, including <www.myfootprint.org/>.</p> <p>The idea of the world as a village is beautifully illustrated in the book <i>If the World Were a Village: A Book about the World's People</i> by David Smith and Shelagh Armstrong. It is also available as a DVD or videocassette (author: Jackie Richardson) at the Manitoba Education Instructional Resources Unit (Education Library).</p> <p> BLM: If the World Were a Village</p>
— or —		
	KG-035 KG-036 VG-012	<p>Collaborative groups of students perform role-plays demonstrating personal, community, or national decisions that show regard for global responsibilities and concerns. Following the presentations, students discuss criteria that distinguish globally responsible decisions from decisions that are not globally responsible.</p>
	— or —	
	KG-035 KG-036 KG-037 VG-012	<p>Students create a handbook on critical news media literacy (i.e., how <u>not</u> to be a passive consumer of media productions, but a critically aware participant in charge of your choices). Students present their guidelines creatively, using concrete examples, and invite a Grade 7 or 8 class to their room to share their handbook of suggestions with the younger students.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<i>(continued)</i>		
Teacher Reflections		

9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KG-035 KG-036 KG-037 VG-012	<p>Collaborative groups of students plan a television newscast, prioritizing the provided list of news items. Students share their decisions and discuss factors that might determine which topics will be covered by the media (e.g., conflict, fame, drama, immediacy, unusualness, impact of large numbers of people, and, in the case of TV, visual interest...). Students consider these factors and decide whether the most important news items actually receive the best/most coverage.</p> <p>TIP: Students may choose to follow up this exercise by writing a letter to the news director of a local television station urging him or her to consider global responsibilities in selecting items for coverage.</p> <p> BLM: Making News Decisions (2 pages)</p>
or		
	KG-035 KG-036 KG-037 VG-012	<p>Pairs of students discuss what is meant by the term “global interdependence” and develop an illustrated Mind Map to represent the concept. Mind Maps are posted and viewed in a Gallery Walk.</p> <p>TIP: Students may consider the meaning of the concept by consulting the model of the David Suzuki Foundation’s <i>Declaration of Interdependence</i>, which refers specifically to environmental concerns, posted at www.davidsuzuki.org/about_us/declaration_of_interdependence.asp.</p>
or		
	KG-035 KG-036 KG-037 VG-012	<p>Students initiate a class or school social action project in support of global responsibility. Examples include:</p> <ul style="list-style-type: none"> • Volunteer at an aid agency for immigrants or refugees • Sponsor a child in a less-developed nation • Support action to ban land mines • Participate in the Thirty-Hour Famine • Participate in fundraising for Canadian Red Cross • Exchange letters with Canadians (or soldiers) overseas <p>Students may wish to make a presentation to the student council to solicit their support for the project.</p>
<p>Teacher Reflections</p>		



9.3.2 Canada's Global Responsibilities

- KG-034 Give examples of Canada's connections with other nations.
Examples: trade, communication, environment, entertainment, sports...

- KG-038 Give examples of Canada's participation within international organizations.
Examples: United Nations, Commonwealth, la Francophonie, Olympics...

- KG-039 Evaluate Canada's contributions to international aid and development.
Include: government and NGOs.

- KG-040 Assess the implications of Canada's military role in contemporary conflicts.

- VG-011 Appreciate Remembrance Day as a commemoration of Canadian participation in world conflicts.

Enduring Understanding

Canada and Canadians are extensively involved in global organizations and partnerships with other countries, and have a history of honouring international military commitments.

Description of the Learning Experience




Students explore Canada's connections with other nations, research global organizations in which Canadians participate, and consider Canada's historical commitment to international development and global security.

Vocabulary: NGOs (Non-Governmental Organizations) (See Appendix E for Vocabulary Strategies.)








9.3.2 Canada's Global Responsibilities

Assessment	Outcomes	Strategies
 	KG-034	<p>Activate</p> <p>As an Admit Slip, students arrive in class with survey results from their household, listing the countries of origin of a variety manufactured goods (e.g., furniture, appliances, clothing, footwear, food items, housewares...). Students use their data to create a collective graph showing Canada's trading partners and the products involved.</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p>Teacher Reflections</p>







9.3.2 Canada’s Global Responsibilities

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KG-034 KG-038	<p>Students observe the manufactured items in the classroom (e.g., electronics, books, school supplies, furniture...) and identify where the items originated. The class generates a collective list of the countries of origin of manufactured products and identifies each of these countries with sticky notes on the wall map of the world.</p> <p>TIP: Students may use colour-coded sticky notes to indicate different types of connections (e.g., blue for trade connections, pink for culture and immigration, yellow for communication and the arts, green for environment and travel, purple for entertainment and sports...). As students identify further international links over the course of the learning experience, they may add these to the map. For example, possible Admit Slips could include countries</p> <ul style="list-style-type: none"> • with sports teams that have competed against Canada • of origin of students’ family members • where French is an official language • that are members of the British Commonwealth • to which students have traveled • whose movies students have watched • whose artists have created works that have been performed or displayed in Canada
— or —		
	KG-034 KG-038	<p>Students view a series of flags or logos of international organizations (governmental and non-governmental). Using a list of the names of these organizations, they attempt to match up the flag or logo to the organization name. In a general class discussion, the flags or logos are verified and students discuss the symbols used to represent the organizations.</p> <p>NOTE: BLM 9.3.2a may be used as a starting point for this activity. Logos, symbols, or flags for the organizations may be obtained by consulting organizational websites.</p> <p style="text-align: center;">  BLM: International Organizations </p>
<i>(continued)</i>		
Teacher Reflections		








9.3.2 Canada's Global Responsibilities

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KG-034 KG-038 KG-039 KG-040 VG-011	Using a map of the world, students identify all the areas of the world in which Canada is or has been involved in military operations. These areas are located on the wall map of the world and indicated using a symbol representing, respectively, the Department of National Defence or the UN forces (e.g., blue beret). TIP: Invite students to retain their initial list as an Anticipation Guide, correcting and adding to it over the course of the learning experience.
Acquire		
	KG-034 KG-038 KG-039 KG-040 VG-011	Students collaborate in the creation of a timeline of Canada's military involvement since the beginning of the 20th century. Using the provided list, pairs or triads of students select or are assigned an event to research. Using print and electronic resources, they gather information to create an illustrated timeline marker that includes important features of the event. Student markers are presented and posted for viewing and continued reference on the wall timeline. The class discusses which examples of Canadian involvement they consider to be the most significant or important, and add to the wall map of the world by indicating all the places of Canadian military involvement using appropriate symbols.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >  BLM: Canadian Global Involvement (4 pages)
or		
	KG-034 KG-040 VG-011	Students use print and electronic resources to research the story of the origins of the Remembrance Day poem "In Flanders Fields." They write a short essay presenting their findings, and illustrate the history of the poem. The illustrated essays may be used as part of a Remembrance Day display at the appropriate time.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
		<i>(continued)</i>
Teacher Reflections		


9.3.2 Canada's Global Responsibilities

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KG-034 KG-040 VG-011	<p>Students conduct Internet research and/or take a walking tour of their community to gather photographs of war memorials or monuments dedicated to Canadian involvement in international conflict, including civilian and military support. Students create annotations explaining the historical events commemorated by each monument and assemble the photos in an electronic or poster format to share with the class. The class views the photo gallery and discusses the importance of remembering these types of events.</p> <p>TIP: Teacher Note 6 (TN-6) provides a list of Manitoba cenotaphs. The online version of the note is hotlinked to photographs of each of the cenotaphs and may be accessed at <www.edu.gov.mb.ca/k12/cur/socstud/9to12.html>.</p> <p> Appendix H: Teacher Notes: Remembrance Day Cenotaphs</p>
or		
	KG-034 KG-040 VG-011	<p>Students listen to or interview a guest speaker who is a war veteran, a community member who has lived through war, a peacekeeping officer, or a member of an NGO who has worked overseas in a rebuilding or international aid project. Students prepare questions to present to the speaker and prepare a summary of the interview for the school paper or newsletter.</p> <p>TIP: Refer to BLM 9.3.2c for guidelines to help students in planning and conducting interviews.</p> <p> BLM: Conducting an Interview</p>
or		
 	KG-034 KG-038 KG-039	<p>Students listen to a guest speaker representing an international aid and development organization such as UNICEF Canada, OXFAM Canada, Mennonite Central Committee, World Vision, or the Canadian Red Cross. Following the presentation, the class discusses what they learned and creates a large collective collage summarizing the information on a background outline of a world map. The collage is annotated and placed in a prominent place in the school or community.</p> <p>TIP: Students may also use the presentation as a springboard for a social action initiative or fundraising project in support of the organization (e.g., sponsor a child, make a donation to the Stephen Lewis foundation, sponsor a community blood donation drive...).</p>
<i>(continued)</i>		






9.3.2 Canada's Global Responsibilities

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KG-034 KG-038 KG-039 KG-040 VG-011	<p>Collaborative groups of students review the provided list and identify a global organization that interests them. Using print and electronic resources, students research Canada's role and involvement in the selected organization, select a format to present their findings, and share their work with the class.</p> <p>TIP: Students may use the suggested note-taking frame in BLM 9.3.2d to organize and record their notes. Encourage students to practise their note-taking skills and the correct citation of sources in this research activity. Invite each group to plan a creative format to present the information they have gathered (e.g., an interview with an executive member of the organization, a poster promoting Canada's role in the organization, a multimedia presentation, a simulation of an awards ceremony or international event hosted by Canada...). Students may share their information in a culminating activity at the end of the learning experience.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Note-Taking Frame: International Organization</p>
or		
 	KG-034 KG-038 KG-039	<p>Students use print and electronic resources to search and identify Canadian products, achievements, or ideas that have had or continue to have international importance. For each achievement or product they identify, students create an illustrated identification card and attach it to a large "Made in Canada" bulletin board. Students may colour-code cards to indicate Canadian contributions in sport, leisure, international relations, manufacturing, industry, environmental protection, medicine, science, technology, entertainment, arts and culture, and politics.</p> <p>TIP: A suggested template for the identification card is included in BLM 9.3.2e. Encourage students to seek a wide range of achievements and contributions. Alternatively, students may design a set of "Made in Canada" playing cards or trading cards to display and use in the classroom in trivia games.</p> <p> BLM: Made-in-Canada Identification Card</p>
Teacher Reflections		

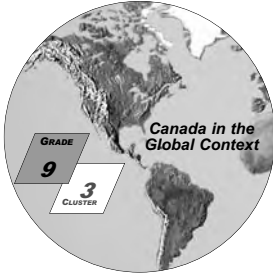
9.3.2 Canada’s Global Responsibilities

Assessment	Outcomes	Strategies
	KG-034 KG-038 KG-039 KG-040 VG-011	<p>Apply</p> <p>Using the information they have gathered, students plan and conduct a Remembrance Day ceremony for the school. The class divides the tasks and responsibilities among various small groups, assigning each group an area of responsibility and developing an agenda or timeline for the completion of tasks (e.g., program printing, decoration, introduction, student performances, guest speakers, seating plan, community invitations, participation of younger students, thanking and introducing guests, obtaining staff approval and support, music...).</p> <p style="text-align: center;">— or —</p>
	KG-034 KG-038 KG-039 KG-040 VG-011	<p>Collaborative groups of students generate an idea for a product or event they believe would have international appeal and would bring recognition to Canada for its distinctive achievements. Each group creates a sketch and an outline for their idea, preparing a persuasive presentation that explains the advantages of the project to Canada and to the world. Groups present their international projects to the class and other invited guests in a “What the World Needs Now Is More Canada” celebration.</p> <p style="text-align: center;">— or —</p>
	KG-034 KG-038 KG-039 KG-040 VG-011	<p>Students present to the class the information they gathered on international organizations in the creative format they have planned during the Acquiring phase of this learning experience. Following the presentations, the class votes on the organization they most wish to support. They may decide to plan a school-wide awareness campaign or fundraising campaign about the international organization they have selected as a class.</p> <p style="text-align: center;">— or —</p>
	KG-034 KG-039 KG-040 VG-011	<p>Collaborative groups of students create a design for a proposed war memorial in their school or community, presenting the design, description, background, and rationale in a poster format. Groups present their designs to the class for evaluation. As a class, students decide which memorial they consider to be most effective and most significant. Students may elect to submit their designs to a local museum or community centre as part of a Remembrance Day display.</p>
(continued)		
<p>Teacher Reflections</p>		

9.3.2 Canada's Global Responsibilities

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KG-034 KG-038 KG-039 KG-040 VG-011	Teams of students scan newspapers and newsmagazines to find a current international issue, event, project, or conflict they consider to be significant. They plan and prepare a team deliberation or debate on whether or not Canada should be involved in the event and what should be the nature of Canadian involvement.
or		
	KG-034 KG-038 KG-039 KG-040 VG-011	Collaborative groups of students gather information about Canadians who have made or are making contributions to the global community in international aid or development (e.g., Stephen Lewis, Craig Kielberger, Roméo Dallaire, citizens working overseas for CIDA...). Students create a simulated ceremony in which these citizens are honoured with a recognition of their contributions to global citizenship. TIP: Encourage students to include not only famous Canadians, but also members of their local community who have contributed to or supported global projects. Students may decide to begin a “Global Citizenship Hall of Fame” in their school, and invite local press to the launch of the display that recognizes a local citizen.
		Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
	KG-034 KG-038 KG-039 KG-040 VG-011	Based on what they have learned about Canada's global responsibilities in this learning experience, students create a new NGO for which there is an urgent need. They design a name and logo for their proposed NGO, a mission statement that describes its task or purpose, and a vision statement that defines the values and goals it envisions as its accomplishments. Students share and present their NGOs in a Gallery Walk, inviting other classes and parents to the viewing.
		
<p>Teacher Reflections</p>		

Teacher Reflections



9.3.3 Living in an Industrialized Consumer Society

KE-048	Describe characteristics of Canada as an industrialized nation.
KE-049	Evaluate implications of living in a consumer-based economy. <i>Examples: social, political, environmental...</i>
KE-050	Give examples of the cultural, political, and economic impact of globalization on Canada. <i>Include: transnational corporations.</i>
KE-051	Analyze possible consequences of their consumer choices.
VE-017	Be willing to consider the impact of their consumer choices.

Enduring Understanding

Canadian citizens enjoy many privileges by living in a highly developed, consumer-based society and in an age of increased economic globalization. These privileges come with a cost to the overall well-being of the planet.

Description of the Learning Experience

Students examine what it means to live in an industrialized society, consider examples of the effects of globalization, and reflect on their choices and decisions in light of what they have learned.




Vocabulary: globalization, transnational corporations, consumerism, consumer-based economy, industrialized nation, fair trade, supply and demand (See Appendix E for Vocabulary Strategies.)

Note: This learning experience can provide a basic introduction to the workings of a market economy and to the concept of economic globalization. Many of these concepts are complex and will be further developed in the Grade 10 social studies curriculum. Concrete examples from students' daily experiences and the use of diagrams and graphic organizers will help build an understanding of economic concepts. A useful website for an overview of the Canadian economy, including a glossary of economic terms, is the following federal government site: <<http://canadianeconomy.gc.ca/english/economy/index.cfm>>.



9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
	KE-048	<p>Activate</p> <p>Collaborative groups of students brainstorm a list of nations they know or believe to be industrialized nations. Looking at their list, they generate a collective definition of the term <i>industrialized nation</i>, focusing on a list of characteristics that such nations would have in common. Groups share the results of their brainstorm with the class, locating countries on a world map. Misconceptions are clarified, and questions for further study are generated in a guided class discussion.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KE-049	






9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
 <p>Appendix A Skill 6g</p>	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Collaborative groups of students use magazines to gather images of manufactured consumer products available in Canada. Consulting atlases and other resources as needed, they use the collected images to create a collage of manufactured consumer goods, indicating how many of these goods are produced in Canada or are produced from raw materials available in Canada.</p> <p>TIP: This activity affords an opportunity to introduce some of the vocabulary related to industry and commerce:</p> <ul style="list-style-type: none"> • primary industries (extraction of natural resources) • secondary industries (processing and manufacturing) • tertiary industries (transportation, distribution, sales)
or		
 <p>Appendix A Skill 3a</p>	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Using media sources as well as labels on food, clothing, and manufactured items, students generate a list of all the large corporate names they know that operate in many countries (e.g., beginning with well-known brand names such as Coca-Cola, McDonald's, Sony, Nike...). Students share their lists, and the meaning of the term <i>transnational corporation</i> is clarified. The class discusses reasons why companies seek to extend their operations to many countries, and consider what laws govern these corporations since they are commercial entities that extend beyond the borders of any particular country.</p>
or		
 <p>Appendix A Skill 9i</p>	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Students create a consumer diary in which they record all their purchases (including food) over the period of a week and include details of any brand names or company names that identify the products. Students may later share their observations of their purchasing decisions and of the proportion of goods that are manufactured or distributed by transnational corporations or large conglomerates.</p> <p>TIP: This exercise may serve as a beginning step in understanding what is meant by economic globalization. The consumer diary may also be expanded to include consumption of television programs and cultural products such as music, books, or films. Details on conglomerates and company ownership are available in the World Almanac.</p>
<i>(continued)</i>		
Teacher Reflections		








9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KE-048	<p>Collaborative groups of students brainstorm a list of the goods and services they consume or use regularly, writing their contributions to the list on separate sticky notes or small slips of paper. Groups then sort their lists into various categories (e.g., food, shelter, clothing, entertainment, transportation, education, health, communication). Students systematically work through the list under each category, deciding whether each item is a luxury or a necessity, and labelling each item accordingly with an appropriate symbol (e.g., food: Big Mac = luxury; bread, milk = necessity...). Each group considers their list and makes observations about the quantity of luxuries and necessities consumed under each category, as well as the number of products and services for which Canadians are dependent upon other countries. Groups share their observations with the class in a guided discussion about living in a consumer-based economy.</p> <p>TIP: Students may be encouraged to generate hypotheses about questions such as:</p> <ul style="list-style-type: none"> • What would happen to our economy if we all stopped purchasing anything other than necessities? • What would happen to our economy if all exports and imports were suddenly stopped?
	KE-049	
	KE-050	
	KE-051	
	VE-017	
— or —		
	KE-048	<p>As an Admit Slip, students come to class with a short description of what they think is meant by “fair trade” in the international context. Students share their ideas and generate hypotheses and questions about what fair trade is and how international trade is regulated or controlled to ensure fairness.</p>
	KE-049	
	KE-050	
	KE-051	
	VE-017	
<p>Teacher Reflections</p>		








9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Acquire</p> <p>Collaborative groups of students sort and predict the provided list of country names into the least-developed countries and the most-developed countries (using a world atlas and other resources as needed). Following the sort, students verify their lists using the answer key (or, alternatively, the United Nations Trade and Development website). Students identify the most- and least-developed nations on the world map, indicating them with appropriate symbols. As a group, students compare the numbers of countries in each category and the relative locations of these countries. Students write an Exit Slip that reflects on the implications of Canada being among the small minority of the most-developed nations of the world.</p> <p>TIP: Students could also represent the distribution of more-developed and less-developed nations on a chart or graph to accompany a world map.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Least Developed, Most Developed</p> <p> BLM: Least Developed, Most Developed—KEY (2 pages)</p> <hr/> <p style="text-align: center;">or</p>
		KE-048 KE-049 KE-050 KE-051 VE-017
<p>Teacher Reflections</p>		








9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KE-048 KE-049 KE-050 KE-051 VE-017	Collaborative groups of students read the provided text about globalization of the world economy. Following the reading, students represent key ideas they have understood on a conceptual map or diagram that includes words, symbols, and images. In a guided class discussion, the class reviews the meaning of the term <i>globalization</i> and discusses possible reasons why the topic gives rise to strong disagreement among groups and individuals. They might discuss the following questions: <ul style="list-style-type: none"> • Who benefits most from a global economy? • What are the advantages and disadvantages of a worldwide market? • Who controls the transnational corporations to make sure they operate fairly?  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
— or —		
	KE-048 KE-049 KE-050 KE-051 VE-017	Students select two or three consumer goods and services with which they are familiar, and carry out a study of how the costs of these goods or services have changed over the period of a year or a season. Students create a graph that summarizes the results. They gather in collaborative groups to exchange information on price fluctuation on a variety of goods and services, discussing the factors that affect price in a consumer economy. <p>TIP: Introduce the concept of supply and demand in a guided discussion following the analysis of price changes of goods and services. Invite students to summarize their conclusions using the concepts of supply and demand.</p>
— or —		
	KE-048 KE-049 KE-050 KE-051 VE-017	Using print and electronic resources, students gather information on the meaning of fair trade and examples of how it is being implemented in today's international trade system. The information may be presented in its final format as an illustrated poster to be shared as part of an oral presentation. <p>TIP: Students may use a note-taking frame such as the model suggested in BLM 9.3.3e to organize and record their notes.</p>  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
 BLM: Globalization (2 pages)		
 BLM: Note-Taking Frame: Fair Trade		
<i>(continued)</i>		


9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KE-048 KE-049 KE-050 KE-051 VE-017	Students read the provided article about fair trade issues in the world trade of chocolate. Following the reading, they analyze the main points of the article in reference to the effects of globalization. Students follow up on the reading by collecting all their chocolate wrappers and labels over the course of a week, and seeking to find out about the sources of chocolate used by the various manufacturers. At the end of the week, students draw their own conclusions about the possible impact of their consumer habits and about the difficulties of controlling trade practices in a globalized economy.
 BLM: Chocolate: Fair Trade or Slave Trade (2 pages)		
or		
 	KE-048 KE-049 KE-050 KE-051 VE-017	Students write daily journal entries describing the life of a student their age living in one of the least developed nations in the world, based on research information about that country. Students ensure that the journal makes realistic references to food, clothing, education, lodging, health and sanitation, transportation, and entertainment. Students share their readings in collaborative groups and create a comparison chart of the lifestyles of Canadian youth as compared to the lifestyles of youth living in less-developed nations.
TIP: Caution students to avoid stereotyping and exaggeration in their depiction of daily life in a less-developed nation. Invite them to imagine themselves living in the same conditions as the student they have described, and to imagine how that person would view the life of a Canadian youth.		
 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >		
or		
 	KE-048 KE-049 KE-050 KE-051 VE-017	Students select one manufactured item they use on a regular basis (e.g., running shoes, cereal, books, CDs...) and trace the steps and transactions involved in moving this product from its place of origin or manufacture to their home in Manitoba. Students each create a flow chart showing the resources expended for that product: materials used, transportation required, services and work involved, financial transactions, et cetera. Students display their flow charts in the class and draw conclusions about how the market economy works.
<i>(continued)</i>		
Teacher Reflections		




9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Pairs or triads of students consult the Government of Canada website to find a short description of how the Canadian economy works, and the elements that the economy requires in order to function (e.g., businesses, workers, capital, consumers, supply, demand, market...). Based on their reading, students create an illustrated chart showing the cycle of money in relation to goods and services in the Canadian economy. The charts are posted and students circulate to view them. As students circulate, they write their feedback and questions on sticky notes and attach them to each of the charts. Students may then discuss the feedback, clarifying and refining their charts based on the feedback they received from their peers.</p> <p>TIP: Consult</p> <ul style="list-style-type: none"> • Statistics Canada: <http://142.206.72.67/03/03_000_e.htm> • Government of Canada: <www.canadianeconomy.gc.ca/english/economy/index.cfm>
or		
 	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Collaborative groups of students gather data on the major sources of employment in Canada as compared to the major sources of employment in a less-industrialized nation of their choice. Students create a chart or graph to compare the data gathered and draw conclusions about variations in the global economy.</p>
or		
 	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Students visit a website such as the World Watch Institute to read about the consumer spending habits of citizens of the most-industrialized nations as compared to less-developed nations. After the reading, students gather in collaborative groups to analyze the main points of the article and to develop guidelines for their own consumer spending decisions based on what they have learned. Each group prepares a short booklet explaining and promoting their consumer guidelines.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<i>(continued)</i>		
Teacher Reflections		

9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KE-048	<p>Students listen to a guest speaker who is a student member of an organization that works to eliminate unfair child labour practices in less-developed countries of the world. Following the presentation, students decide on a follow-up action plan to support the organization's work (e.g., fundraising, letter writing, awareness campaign, consumer initiatives...).</p> <p>TIP: Some NGOs have local chapters in Manitoba schools. Contact the NGO website to ask for information about speakers or student ambassadors in Manitoba. If a speaker is not available locally, students may gather information on the NGO (refer to the websites below) and present a short report describing the work of the organization.</p> <ul style="list-style-type: none"> • UNICEF Canada Note: The UNICEF Prairie Region Office in Winnipeg has a Speakers' Bureau for schools. Phone: 204-477-4600 Fax: 204-477-4040 Email: <prairie.secretary@unicef.ca> • Manitoba Council for International Cooperation <www.mcic.ca> • Rugmark Foundation (a global non-profit organization to end child labour): <www.rugmark.org> • Free the Children <www.freethechildren.org> (Canadian non-profit organization led by Craig Kielburger, with student chapters across the country) • Mennonite Central Committee, MCC Canada <www.mennonitecc.ca/index.html> MCC Canada 134 Plaza Drive, Winnipeg, MB R3T 5K9 Phone: 204-261-6381 or Toll-Free: 1-888-622-6337
	KE-049	
KE-050		
KE-051		
VE-017		
Teacher Reflections		



9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Apply</p> <p>Teams of students engage in a debate or a deliberation about the relationship between consumer goods or possessions and quality of life. The class may formulate an appropriate resolution together for debate, such as:</p> <p style="padding-left: 40px;"><i>Be it resolved that quality of life is enhanced by having access to a wide variety of material goods at reasonable prices.</i></p> <p>Students support their arguments using the information acquired in this learning experience about the consumer society and inequities in the world distribution of wealth.</p>
		<p>or</p>
	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Students plan and host a fair trade lunch or after-school event in which they serve fair trade refreshments and sell local goods and fair trade goods on behalf of a non-profit corporation and local producers. Students plan the event, contact possible fair trade goods suppliers, prepare invitations to the community, and present a brief speech on fair trade to the participants.</p>
		<p>or</p>
	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Using print and electronic resources, students gather photos and information about the labour and environmental practices of a corporation that makes a product that interests them (e.g., a chocolate company, a soft-drink company, a coffee company, textiles, sugar, bananas...). Students present their findings and discuss their results in a Global Corporation Trade Fair display. Following the display, students prepare a “report card” comparing the global responsibility of the companies they have researched (social, economic, political, environmental impact), and decide which companies they will support in their future consumer decisions.</p>
		<p>TIP: Be aware of community sensitivities, taking care not to emphasize students’ feelings of guilt. Encourage students to draw their own conclusions about ethical business practices, and to consult a variety of sources and points of view. Students need to be aware that the perspectives presented on the web will differ widely and will often contradict one another (e.g., a commercial website for McDonald’s, Coca-Cola, or Starbuck’s will present a radically different view from a website such as <i>AdBusters</i>).</p>


(continued)

Teacher Reflections

9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 Appendix A Skill 7e	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Students plan and promote a special school event that urges school members to change their consumer habits in view of global responsibilities (e.g., a “Brand X” or a “No-Name-Brand” Day, a “Buy Canadian” or a “Buy Local” promotional campaign). A part of the event should involve the design of posters or radio or television advertisements to heighten awareness of the event and the global concerns that motivate it. Following the event, students assess its effectiveness and impact. Did they succeed in making people more aware of the impact of their consumer habits? Did they succeed in stimulating or motivating a small change for the better?</p> <p>TIP: Each November <i>Adbusters</i> promotes “Buy Nothing Day.” For more information, visit their website at <http://adbusters.org/metas/eco/bnd/>.</p>
		KE-048 KE-049 KE-050 KE-051 VE-017
<i>(continued)</i>		
Teacher Reflections		

9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
		Apply <i>(continued)</i>
		or
	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Collaborative groups of students discuss the impact of globalization by engaging in debate about a statement such as the following:</p> <p style="text-align: center;"><i>In the age of globalization and instant mass communication, the first thing to disappear will be uniqueness and diversity. Everyone buys the same things, watches the same things, looks the same way, thinks the same way, and speaks the same language.</i></p> <p>Each group seeks to arrive at a short consensus statement of their point of view based on the discussion. A representative from each group presents their statement to the class. In a guided general discussion, students consider the effects of globalization and cultural homogenization on Canada, and propose ways in which cultural distinctiveness may be preserved.</p> <p>TIP: Encourage students to recall what they learned in a previous learning experience about Canadian culture and identity being dominated by the presence of the large American market and the popular culture disseminated by mass media.</p>
Teacher Reflections		

Cluster 3—Connecting and Reflecting

Student:

Using your “Canada in the Global Context” portfolio, reflect on your learning over this cluster. Give examples of ways in which your daily life is directly affected as a global citizen in the industrialized world, and the importance of Canadian involvement in international affairs.



9.3.3 BLM: Canada in the Global Context: Connecting and Reflecting

Teacher Reflections

Teacher Reflections

Canada in the Contemporary World

Canada: Opportunities and Challenges

GRADE
9

4
CLUSTER





Cluster 4

Learning Experiences: Overview

9.4.1 A Changing Nation

KL-026 Analyze current Canadian demographics and predict future trends.

KH-033 Give examples of social and technological changes that continue to influence quality of life in Canada.

Examples: education, health care, social programs, communication, transportation...

VH-010 Appreciate that knowledge of the past helps to understand the present and prepare for the future.

9.4.2 Engaging in the Citizenship Debate

KC-014 Describe current issues related to citizenship in Canada.

KC-015 Give examples of evolving challenges and opportunities in Canadian society as a result of the Charter of Rights and Freedoms.

KI-022 Analyze current issues surrounding Canadian culture and identity.

VC-003 Be willing to engage in discussion and debate about citizenship.

9.4.3 Social Justice in Canada

KI-023 Identify possible ways of resolving social injustices in Canada.

KL-027 Give examples of opportunities and challenges related to First Nations treaties and Aboriginal rights.

KE-052 Identify poverty issues in Canada and propose ideas for a more equitable society.

Examples: homelessness, child poverty, health care, education, nutrition...

VL-006 Respect traditional relationships that Aboriginal peoples of Canada have with the land.

9.4.4 Taking Our Place in the Global Village

KL-028 Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability.

KG-041 Give examples of contributions of various Canadians to the global community.

Include: arts and science.

KG-042 Describe Canada's responsibilities and potential for leadership regarding current global issues.

Examples: refugees, international development, environmental stewardship, military defence...

KP-047 Identify opportunities and challenges regarding Canadian-American relationships.

Examples: protection of national sovereignty, trade, defence, environment...

VL-007 Be willing to make personal choices to sustain the environment.

VG-013 Value Canada's contributions to the global community.

Examples: humanitarian, artistic, scientific, environmental...

VE-018 Be willing to consider ethical questions related to sharing wealth and resources.

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix D.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description



Students explore the demographic factors that have shaped Canada's style of cultural diversity and citizenship from past to present and into the future. This study includes a focus on the effects of social and technological change, societal changes due to the Canadian Charter of Rights and Freedoms, citizenship issues from the past and present, reactions to social injustice, emerging relationships pertaining to Aboriginal Peoples, and all Canadians' level of commitment to environmental stewardship and sustainability.



Engaging Students in the Cluster

- Display a map of Canada illustrating inter-provincial/territorial migration trends in the recent past.
- Display a world map illustrating images and locations of current world events.
- Begin a class by playing ‘20 Questions’ about current events using the cue “I am thinking of ____.” Students use clues to discover the answer, such as “Is it a political event? – a military event? – a natural calamity? – an environmental issue? – a foreign aid event? – an entertainment event? – etc.?”
- Display graphs illustrating international demographic issues (e.g., population growth rates, educational levels, health care availability...).
- View video clips related to Canada’s social-welfare system.
- Arrange a class volunteer visit to a food bank or shelter.
- Display maps illustrating Aboriginal treaty locations in Canada.
- Create a display illustrating environmental issues and Canadian involvement or inaction.
- Create a pictorial display of Canadians who have made significant contributions to improved quality of life at the international level.
- Create a fantasy pictorial display depicting lifestyles and products in the future.

Learning Experiences

9.4.1 A Changing Nation

9.4.2 Engaging in the Citizenship Debate

9.4.3 Social Justice in Canada

9.4.4 Taking Our Place in the Global Village



9.4.1 A Changing Nation

- KL-026 Analyze current Canadian demographics and predict future trends.
- KH-033 Give examples of social and technological changes that continue to influence quality of life in Canada.
Examples: education, health care, social programs, communication, transportation...
- VH-010 Appreciate that knowledge of the past helps to understand the present and prepare for the future.

Enduring Understanding

Population change, technological development, and evolving social values have a continuing impact on quality of life in Canada.

Description of the Learning Experience








Students examine Canadian demographics, study examples of technological and social change in modern Canada, and make predictions about future trends in Canadian society.

Vocabulary: demographics, quality of life, universal health care (See Appendix E for Vocabulary Strategies.)




9.4.1 A Changing Nation

Assessment	Outcomes	Strategies
	KL-026 KH-033 VH-010	<p>Activate</p> <p>As a class, students discuss the meaning of the word <i>demographics</i> (i.e., the description of the characteristics of populations, population distribution, and population change). In collaborative groups, students generate a set of five hypotheses that describe Canada’s population today, and one hypothesis about a future trend in Canada’s population. Groups share and explain the reasons for their hypotheses, retaining them for later verification through their research.</p>
	 	KL-026 KH-033 VH-010
<i>(continued)</i>		
Teacher Reflections		





9.4.1 A Changing Nation

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KL-026 KH-033 VH-010	Students generate questions to survey the school or community, asking students to identify how many family members over two or three generations lived in rural or in urban environments. Students design a one-page form or template for gathering and recording data, and each student is assigned a class or a minimum number of people to survey. When the survey is complete, students combine their data in a collective graph or chart and analyze any trends that are evident in the urban/rural population split. The class discusses whether they think results would be similar to those of the Canadian population as a whole, and generates hypotheses about future trends in rural/urban population distribution.
— or —		
	KH-033 VH-010	As an Admit Slip, students present to the class information about a person who has been responsible for a product, idea, or achievement that has positively influenced quality of life in Canada (e.g., Banting and Best – insulin; Tommy Douglas – medicare; Lester Pearson – peacemaking...). The class discusses which achievements or developments have had the most positive ongoing impact on quality of life.
— or —		
 	KL-026 KH-033 VH-010	Collaborative groups of students create a collage, using words and images from newspapers and magazines, to depict what the term <i>quality of life</i> means to them. Students should plan the layout of the collage to clearly represent a wide variety of elements that they see as contributing to a better quality of life in Canada (e.g., personal, material, social, cultural, environmental, educational, and political...). Groups display their collages and discuss the role of social and technological change in enhancing quality of life.
— or —		
 	KL-026 KH-033 VH-010	Students read quotes about future trends in Canada and select one of the quotes to illustrate as a political cartoon. Students should ensure that their cartoon clearly reflects the meaning of the quote and expresses their personal opinion. Gathering in collaborative groups, students exchange and critique their cartoons.
		 BLM: Thoughts on Canada’s Future
<i>(continued)</i>		
Teacher Reflections		





9.4.1 A Changing Nation

Assessment	Outcomes	Strategies
		Activate <i>(continued)</i>
		or
	KL-026 KH-033 VH-010	<p>Students engage in an Internet search to find Canada's human development index (HDI) ranking as determined by the United Nations Human Development Report (suggested key words for the search: Canada ranking United Nations Human Development Report [current year]). The class discusses factors that place Canada among the best places in the world to live (e.g., literacy, education, health care, social programs, communication, transportation, economy, environment...).</p> <p>TIP: Explain to students that the HDI is based on life expectancy, adult literacy, and average income. Encourage students to analyze how health care, social programs, and employment can help contribute to enhancing these human development factors.</p>
	KL-026 KH-033 VH-010	<p>Acquire</p> <p>Collaborative groups of students view the provided chronology of events in the development of health and social security programs in Canada. They select two developments they consider to be the most significant, and create illustrated markers for the wall timeline, including a brief explanation of their importance to Canadian quality of life. They also prepare two additional markers representing their predictions of what the status of these two selected developments will be when they are 30 years old. The timeline is extended into the future to include the students' predictions. The class discusses whether they find the predictions to be well-founded, based on current trends in Canada.</p> <p>TIP: Encourage students to make connections to historical events in Canada's past that precipitated social change, and to consider present population trends (e.g., aging population, low birth rate...) as they generate hypotheses about the future.</p> <p> 9.4.1 b BLM: Social Security Timeline in Canada (2 pages)</p>
		<i>(continued)</i>
Teacher Reflections		





9.4.1 A Changing Nation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-026 KH-033 VH-010	<p>In a Jigsaw collaborative research activity, groups of students consult the Statistics Canada website to collect and share data on changes in Canadian population composition and current demographic trends. Student members from each home group meet in “expert groups” to collect data on a particular topic, such as:</p> <ul style="list-style-type: none"> • Ethnic composition • Urban/rural residence • Family size • Education • Income • Health • Age • Life expectancy • Work • Social welfare • Technology • Leisure and travel <p>Each expert group prepares a chart of the data they collected on their topic, and develops a series of four to five statements that interpret current trends and make future projections. Students then reconvene in their home groups to share their information. Each home group synthesizes the information in the form of a “myth or reality” quiz on Canadian population and demographic trends. The quizzes are exchanged among groups, and the answers are verified based on the statistical research gathered by the expert groups. Students may also use their research to refine, confirm, or re-evaluate the projections they have included on the wall timeline.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
 	KL-026 KH-033 VH-010	<p>Students interview their grandparents and/or parents about what they considered to be the most important elements of quality of life when they were young. Students represent the results of their interviews by designing an illustrated poster that compares past and present quality of life in Canada. The posters are displayed for viewing and the class discusses the factors that have produced the most significant changes in quality of life over two or three generations, including social and technological factors.</p>
<i>(continued)</i>		
Teacher Reflections		









9.4.1 A Changing Nation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KH-033 VH-010	<p>Students research the history of the increasing influence of a technological, scientific, or social invention or innovation that has had a profound effect on Canadian society and quality of life (e.g., television, automobile, computer, Internet, communicable disease vaccinations, insulin, MRI machine, cancer research...). Students prepare an oral report on their selected topic, explaining the significance of the innovation and extrapolating as to future innovations that may have a similar ongoing impact on quality of life.</p> <p>TIP: As an alternative to this activity, students may research a Canadian individual who initiated or invented an item that had a significant effect on Canadian society (refer to BLM 9.4.1c for possible ideas).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Canadian Innovators</p>
— or —		
	KL-026 KH-033 VH-010	<p>Students view a video or a television investigative report on a topic such as Canadian demographic and social trends, the impact of new technologies on Canadian society, or the future of social programs in Canada. Following the viewing, students discuss the positive and negative aspects of Canada's social security network. In a guided class discussion, students generate ideas as to future scientific or technological developments, social change, and demographic trends that will influence social programs in Canada.</p> <p>NOTE: A suggested video is <i>The Future of Canada's Social Programs</i> (1993), Canadian Council for Social Development, Publications: <www.ccsd.ca/ubs/publicat/fcsp.htm>. As well, CBC Archives also has possible topics with video and radio clips at <http://archives.cbc.ca/index.asp?IDLan=1>.</p>
<i>(continued)</i>		
Teacher Reflections		





9.4.1 A Changing Nation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-026 KH-033 VH-010	<p>Students gather news articles, investigative reports, or editorials that deal with Canadian demographic change, social change, or technological change. Using the provided model, students prepare an article analysis of one or two selected articles and share them with their peers.</p> <p>TIP: Students may be asked to select and organize their articles and analyses in a Media Scrapbook. Alternatively, article analyses may be briefly presented at the outset of each class and posted on a collective bulletin board about social and technological change in Canada.</p> <p> BLM: Article Analysis</p>
or		
 	KL-026 KH-033 VH-010	<p>Using print and electronic resources, students gather data about the age distribution of the Canadian population in the present and in the past (students may select a particular year since the beginning of the 20th century, depending on the data available, to compare with current or recent data). Students create an age pyramid for the current population data, the date for the selected past year, and for a projected reality 20 years in the future. Students compare their age pyramids in groups, considering which projections they see as the most realistic, and discussing the possible social and economic effects of an aging population.</p> <p>TIP: Before students begin their research, view and analyze an example of an age pyramid together as a class. Encourage students to make connections between the demographic change portrayed in the age pyramid and historical events and influences of the time. Establish with the students a set of descriptive criteria for the creation of clear, readable, accurate, and attractive graphs to visually represent quantitative data. Statistics Canada has many resources for teachers, including an animated population pyramid at www.statcan.ca/english/kits/animat/pyca.htm, and other demographic-related resources at www.statcan.ca/english/kits/animat/pyone.htm.</p>
Teacher Reflections		

9.4.1 A Changing Nation

Assessment	Outcomes	Strategies
 	KL-026 KH-033 VH-010	<p>Apply</p> <p>Students perform a role-play of a public consultation based on the model of the Romanow Commission on the Future of Health Care in Canada. Before the role-play, students read the provided background information and gather information on the history of Medicare and the process of public consultations in a federally commissioned study. Students each prepare in advance a role-play outline describing the character they will portray (e.g., single mother of three young children in a rural centre; middle-aged male suffering from a chronic debilitating condition...) with background details and a position statement on the issue. Following the consultation, students debrief and draw their personal conclusions on the topic.</p> <p>TIP: Consult Teacher Note 7 (TN-7) for information on role-plays. Establish an impartial chair to the consultation and describe the topic to be considered (i.e., What should the government be doing to ensure that all Canadian citizens have equal access to health care service without financial burden?). Establish an agenda and time limits for the consultation role-play (i.e., initial briefing: three minutes; followed by questions and answers: ten minutes; followed by citizen submissions: maximum two minutes each; followed by open discussion presided by impartial chair: five minutes).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Public Consultation on Health Care (2 pages)</p> <p> Appendix H: Teacher Notes: Role-Plays and Simulations (2 pages)</p>
	or	
 	KL-026 KH-033 VH-010	<p>Collaborative groups of students gather information about the progressive urbanization of the Canadian population since the beginning of the 20th century. They create a photojournalistic poster representing the social and economic impact of urbanization, making projections into the future about this demographic trend. Posters are displayed and viewed in a Gallery Walk of “Urban Places and Canada’s Future.” Students discuss the benefits and disadvantages of living in an increasingly urbanized country.</p> <p>TIP: Students may also develop timeline markers for the wall timeline that describe and predict demographic trends toward urbanization.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
	<p>Teacher Reflections</p>	

9.4.1 A Changing Nation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KL-026 KH-033 VH-010	Students participate in a team debate or deliberation on a question related to social, technological, or demographic change in Canada. Some examples of topics are the following: <ul style="list-style-type: none"> • Should everyone be provided with the opportunity of a university education? • Will technology eventually resolve most of the health and social welfare problems we now have in Canada? All students participate in formulating a contentious resolution for the debate. Following the debate, students reflect on the position they found to be the most convincing and the most solidly grounded in research information.
— or —		
	KH-033	Collaborative groups of students design a prototype for an innovative technological product that will enhance quality of life in Canada. Groups create a model of their product and a concept for an advertising campaign to promote it to the Canadian population. Students present their products to the class and other invited guests, if desired, providing a rationale for the product and a brief description of the target demographic group. Following the presentations, students assess the creativity and feasibility of the proposed products.
— or —		
	KL-026 KH-033 VH-010	Collaborative groups of students create a realistic Canadian newspaper for a designated date 20 to 30 years in the future. Students should plan the elements of the newspaper to include lead articles that reflect realistic projections of future demographics, social change, and technological change. Students exchange newspapers with other groups and assess how realistically they portray Canadian society based on what they have learned in this learning experience.
— or —		
	KL-026 KH-033 VH-010	Students gather information on the cost of post-secondary education and the assistance available to college and university students in Canada. Based on their findings, students propose what types of government strategies or programs could help to provide greater accessibility to post-secondary education, particularly to groups who may presently be excluded or under-represented (e.g., indigent people, single parents, people with disabilities, women in traditionally male fields, Aboriginal persons, recent immigrants who do not speak English or French...). Students present their proposals to the class for a discussion on whether they believe them to be realistic.



9.4.2 Engaging in the Citizenship Debate

- KC-014 Describe current issues related to citizenship in Canada.
- KC-015 Give examples of evolving challenges and opportunities in Canadian society as a result of the Charter of Rights and Freedoms.
- KI-022 Analyze current issues surrounding Canadian culture and identity.
- VC-003 Be willing to engage in discussion and debate about citizenship.

Enduring Understanding

Citizenship in Canada is a constantly evolving concept, and engages people in public debate about culture, identity, responsibilities, rights, and freedoms in civil society.

Description of the Learning Experience





Students analyze and debate issues related to citizenship, the Charter of Rights and Freedoms, and culture and identity in Canada. They assess their own level of engagement as informed, active, democratic citizens.

Vocabulary: civil society, civic responsibility, regionalism, cultural identity, national identity (See Appendix E for Vocabulary Strategies.)





9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
	KC-014 KC-015 KI-022 VC-003	<p>Activate</p> <p>Collaborative groups of students brainstorm a list of words to create a Word Splash on the concept of citizenship. After they have completed their lists, groups exchange their word lists with another group. Each group then collectively generates an expository paragraph on the subject of citizenship using the Word Splash they have been given. A group spokesperson reads the paragraph aloud and students respond to the perspectives presented.</p> <p style="text-align: right;"><i>(continued)</i></p>
	<p>Teacher Reflections</p>	







9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-014 KC-015 KI-022 VC-003	<p>Collaborative groups of students brainstorm and record ideas in a two-column list showing the qualities of the ideal citizen, and examples of Canadians whom they believe to be model citizens. Examples should include local, national, and international figures representing Canadian citizens, including people in their school or community who demonstrate exemplary citizenship. Groups share their charts with the class, explaining the reason for their choices.</p> <p>TIP: Provide key-word prompts as needed to provide parameters for the brainstorm (e.g., culture, identity, issue, Charter, rights, responsibilities, debate...).</p>
or		
	KI-022 VC-003	<p>Students sort the provided list of names of exemplary Canadian citizens into categories, identifying the achievements for which they are known. Possible categories include Arts and Culture, Sports and Entertainment, Politics, Technology and Science, and Human Rights. Students verify the accuracy of their predictions and the class seeks to arrive at a consensus about a top-10 list of exemplary Canadians, and discuss how these people have contributed to Canadian culture and identity.</p> <p>TIP: Students may be asked to follow up this activity by conducting a web search to find photos of the Canadians on the list, or to find additional names to add to the list.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Some Great Canadians (2 pages)</p>
Teacher Reflections		






9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
	KC-014 KC-015 KI-022 VC-003	<p>Acquire</p> <p>Pairs of students research and prepare a persuasive speech in response to the question “Who Is the Greatest Canadian?” In their speeches, students must demonstrate that the person they are recommending exemplifies and upholds all the key characteristics of active democratic citizenship. Following the speeches, the class votes on which presentation they considered to be the most persuasive. TIP: Visit the <i>Who Is the Greatest Canadian?</i> website at <www.cbc.ca/greatest>. (Note: this site includes a downloadable teacher guide and activities.)</p>
or		
	KC-014 KC-015 KI-022 VC-003	<p>Students create a set of double-sided trading cards or business cards for their top-20 great Canadians. On one side, they include the name, a portrait or photograph, and date of birth of the Canadian in question; on the other side, they include details of his or her main accomplishments and a brief explanation of how this person exemplifies citizenship and contributes to civil society in Canada. Students display their cards and select two of their most unusual choices to present to the class.</p> <p>TIP: A critical aspect of this activity is helping students distinguish fame from exemplary citizenship, and to encourage students to select individuals whose accomplishments directly reflect the qualities of civic responsibility and commitment to democratic values.</p>
or		
	KC-014 KC-015 KI-022 VC-003	<p>Students gather news articles or editorials that refer to the Canadian Charter of Rights and Freedoms. They select a series of eight to ten articles in a media scrapbook about current and ongoing challenges and opportunities related to the Charter, and, using the provided template, analyze each article.</p>
		 9.4.2 b BLM: Media Analysis Form: Charter Issues
		<i>(continued)</i>
Teacher Reflections		







9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-014 KC-015 KI-022 VC-003	Students read the provided extract from the Manitoba social studies curriculum that describes the qualities of citizenship, as well as the challenges and opportunities faced by Canadian citizens (see BLM 9.4.2c). Students create a set of descriptive criteria to be used as a self-assessment guide for citizenship. Students then exchange their questionnaire with a partner and complete the one they receive as a self-evaluation. Partners discuss their results, helping one another to identify areas of strength and weakness.  BLM: Goals of Citizenship Education (3 pages)
or		
	KC-014 KC-015 KI-022 VC-003	Students read the goals of citizenship education provided in BLM 9.4.2c, and generate a list of the ongoing issues faced by Canadians, ranking them on their personal importance. For each of the top-5 issues on their list, students find a newspaper or media report directly related to that issue. Students share their articles in collaborative groups, discussing possible ways of addressing these issues while respecting the Canadian Charter of Rights and Freedoms.  BLM: Goals of Citizenship Education (3 pages)
or		
 	KC-014 KC-015 KI-022 VC-003	Using print and electronic resources, including current media, pairs of students gather a collection of quotes about the challenges and opportunities of Canadian citizenship, culture and identity, and the Charter. Using Think-Pair-Share, students analyze and respond to the quotes they have selected, arranging them in a portfolio according to key concept, and including a short personal response to each quotation. TIP: Discuss with students the following criteria for the portfolio before they begin to design it: <ul style="list-style-type: none"> • Cite sources in detail. • Indicate who is speaking. • Name the subject or concept being discussed. • Describe the context of the quotation. • Analyze the perspective taken on the subject. • Express your own point of view on the subject.
<i>(continued)</i>		
Teacher Reflections		




9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-014 KC-015 KI-022 VC-003	<p>Students plan and conduct a survey of the school and their families to gather information about the attitudes and values of Canadians with respect to the responsibilities and rights of citizenship and the meaning of culture and identity in Canada. The class develops a set of 10 statements with multiple-choice gradient responses (“Strongly agree” to “Strongly disagree”) for all students to use in the survey. The survey may include statements such as:</p> <ul style="list-style-type: none"> • <i>Being Canadian is an important part of my culture and identity.</i> • <i>The most divisive issue in Canada today is the question of Québec sovereignty.</i> <p>Students combine their responses in a collective graph and write a short individual interpretation of the results.</p>
or		
	KC-014 KI-022 VC-003	<p>Using print and electronic resources, students research the criteria for receiving the Order of Canada or the Order of Manitoba, and create an electronic brochure or slide show presenting the criteria. Based on the presentations, students discuss predictions about possible future candidates for these awards.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
		
or		
	KC-014 KC-015 KI-022 VC-003	<p>Students research and debate a current citizenship or Charter issue that they feel is important, such as:</p> <ul style="list-style-type: none"> • Should the government have the right to restrict or suspend the rights and freedoms of citizens in times of crisis? • Is graduated drivers’ licensing of adolescents a discriminatory practice? • Should people in prison be allowed to vote? • Should there be a penalty or fine imposed upon citizens who refuse to vote? <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		







9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KC-014 KC-015 KI-022 VC-003	Using print and electronic resources, students research current issues related to regionalism in Canada (e.g., Western alienation, Québec sovereignty, federal-provincial relations, economic disparities between regions...). Students create a Mind Map that explains the meaning of the term <i>regionalism</i> and depicts examples of current regional issues. After viewing the posters, students discuss which regional issues they consider to be most critical to Canada’s future.
or		
 	KC-014 KC-015 KI-022 VC-003	Apply Students scan a variety of media news sources, and select a variety of divergent points of view, beliefs, and values from editorial comments on current Canadian issues. They cut out the various statements, adding a short explanatory annotation and citing the source details. All of the news clippings are combined in one basket for random selection. Working in collaborative groups of six to eight members, each student in turn draws a statement from the basket, and is given a designated period of time to prepare a persuasive speech in support of the selected point of view. Peers assess the evidence given to support the point of view and the persuasive qualities of the speech.
or		
 	KC-014 KI-022 VC-003	Students plan and present a simulated Order of Canada or Order of Manitoba ceremony to a group of invited guests, or to another class. The simulation is designed to be as authentic as possible, based on the example of actual nominees and clarifying the criteria for the award, the protocol to be followed, and the qualities of active democratic citizenship. Following the ceremony, students debrief and discuss the value of various forms of public recognition of citizenship.
<i>(continued)</i>		
Teacher Reflections		






9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	<p>KC-014 KC-015 KI-022 VC-003</p>	<p>Collaborative groups of students design an advertising campaign intended to persuade people to reflect on Canadian culture and identity, and how the Charter supports culture and identity. Students present their publicity in the form of a videotaped public service announcement for television. Groups may present their announcements to their own class or another class as a sample “test market” group, asking them to assess the effectiveness of the campaign.</p>
— or —		
	<p>KC-014 KC-015 KI-022 VC-003</p>	<p>Students generate their own version of an oath or affirmation of Canadian citizenship based on what they have learned about the qualities of active democratic citizenship and the issues faced by citizens of Canada in the modern context. The oaths are presented in the form of a role-play or simulated Citizenship Court in which each student participates. Following the ceremony, students debrief, discussing how often they reflect on what being a Canadian citizen means to them.</p>
— or —		
	<p>KC-014 KC-015 KI-022 VC-003</p>	<p>Students generate a series of questions designed to be a citizenship test for newcomers to Canada. The test must reflect the current criteria for citizenship, as well as essential or important knowledge, skills, and values they believe to be requirements for citizenship in Canada as a pluralistic democracy. Students may exchange and complete the quizzes among themselves.</p> <p>TIP: Following this exercise, discuss with students what they consider to be essential knowledge in order to become an informed citizen.</p>
<i>(continued)</i>		
Teacher Reflections		

9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KC-014 KI-022 VC-003	Students create a model of a Canadian youth who exemplifies Canadian culture and identity (e.g., clothing, language, activities, style, interests, pastimes, entertainment...). The model may be presented as a three-dimensional construction, in multimedia format, or as a poster or comic strip. Students display their models, and comment on how well they represent Canadian culture and identity. TIP: Encourage students to make use of humour and satire in their representations, and to include references to ongoing issues that preoccupy Canadians.
or		
 	KC-014 KI-022 VC-003	Students collectively develop a set of criteria and a selection process for a “Citizen of the Month” recognition program for their school. They draw up the criteria in the form of a proposal and present it to the student council and staff for approval. The proposal should include a description of what the class’s ongoing contribution will be to the recognition program (e.g., publicity, soliciting nominations...).
or		
 	KC-014 KC-015 KI-022 VC-003	Students organize, promote, and preside over a monthly noon-hour forum on current citizenship issues, to which they invite all school members. As a class, students develop a list of possible discussion topics and solicit volunteers to open up the debate with a position statement. Students present their proposal to student council and staff, and develop possible incentives to encourage widespread participation in the school.
<i>(continued)</i>		
Teacher Reflections		

9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KC-014 KI-022 VC-003	Students organize a garage band competition as a special school assembly. They enlist the support of the student council and staff for the event, charging a small entry fee as a fundraiser in support of a selected Canadian cultural organization. TIP: As an alternative, this could be a talent day or some other competition. The activity may be planned to coincide with a special national or international recognition day, and may incorporate readings of Canadian poetry or writing, et cetera.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
 	KC-014 KC-015 KI-022 VC-003	Students design an emblem, plaque, or trophy to represent a citizenship award based on the model of the Order of Canada or the Order of Manitoba. Students present their symbols in an oral presentation and display them in a prominent place in the school as part of an initiative to promote Canadian citizenship awareness.
<p>Teacher Reflections</p>		

Teacher Reflections



9.4.3 Social Justice in Canada

- | | |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KI-023 | Identify possible ways of resolving social injustices in Canada. |
| KL-027 | Give examples of opportunities and challenges related to First Nations treaties and Aboriginal rights. |
| KE-052 | Identify poverty issues in Canada and propose ideas for a more equitable society.
<i>Examples: homelessness, child poverty, health care, education, nutrition...</i> |
| VL-006 | Respect traditional relationships that Aboriginal peoples of Canada have with the land. |

Enduring Understanding




Democratic citizenship involves a commitment to social justice, and support for possible solutions to economic inequities and disparities in quality of life.

Description of the Learning Experience




Students research examples of social injustice in Canada, such as child poverty, hunger, rights of Aboriginal peoples, and homelessness. They explore and propose alternative means of addressing these issues in order to create a more equitable society.

Vocabulary: social justice, inequity, treaty rights, social activism (See Appendix E for Vocabulary Strategies.)




9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies
 	KI-023 KL-027 KE-052 VL-006	<p>Activate</p> <p>Collaborative groups of students use the provided list of key words to scan newspapers, newsmagazines, or Internet news sources for articles and editorials dealing with social justice issues. Groups create an annotated poster that displays the articles they found on the topic. Students circulate to view posters and exchange ideas and impressions of current social justice issues and concerns in Canada.</p> <p style="text-align: center;">  BLM: Social Justice Word Splash </p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		









9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-023 KL-027 KE-052 VL-006	<p>Collaborative groups of students are given a short amount of time (about 15 minutes) to generate a working definition of terms related to social justice in Canada. Students use the Word Splash in BLM 9.4.3a from the previous strategy, and consult dictionaries or other resources as needed, to find key words or quick facts to help them formulate their definitions. As they work on their definitions, students also generate questions that arise about each of the concepts, identifying what ideas they would like to explore in this learning experience. Groups share their definitions and questions with the class, refining their ideas and correcting misconceptions as necessary. Students discuss what might be some of the possible causes of social injustice and economic inequities in the Canadian context, activating what they already know about Canadian society.</p> <p>TIP: Prompt students to generate their definitions based on the Canadian context (i.e., What does poverty mean in Canada?). Students may follow the outline provided in BLM 9.4.3b for this activity.</p> <p> BLM: Social Justice Definitions</p>
or		
	KI-023 KL-027 KE-052 VL-006	<p>Students review the wall timeline of events related to social justice in Canada as developed in previous learning experiences (refer to LE 9.1.2, LE 9.1.4, and LE 9.2.3). Using the timeline, their notes and portfolios, and other resources as needed, small groups of students generate a list of four or five ongoing social justice issues that they see as being critically important to Canadian society, as well as a list of four or five significant steps Canada has taken to address ongoing social justice issues. Groups share their lists with the class, providing reasons for their priority selections and describing the progress Canada has made, and has yet to make, in the area of social justice.</p> <p>TIP: Encourage students to select representative events from the timeline that cover several different categories (e.g., Aboriginal rights, minority rights, economic equity, cultural freedoms...).</p>
<i>(continued)</i>		
Teacher Reflections		







9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-023 KE-052	Collaborative groups of students brainstorm a list of local organizations that provide social services support in their community. As a full class activity, students combine their lists into one master list, and generate questions they would like to ask these organizations about their work and about the daily realities of social justice in their community.
or		
	KL-027 VL-006	Collaborative groups of students brainstorm what they know about Aboriginal treaties and rights in Canada, and traditional Aboriginal perspectives on the relationships between people and the land. Students record their ideas on chart paper, including both challenges and opportunities. Groups circulate to view the charts in a Carousel activity, suggesting additional ideas by adding sticky notes to the charts created by other groups. TIP: Provide students with prompts as needed to activate prior knowledge of Canadian history, which they studied in both Grade 5 and Grade 6.
Acquire		
	KI-023 KE-052	Students generate questions in advance, and listen to the presentation of an invited guest speaker from a local organization that works for social justice (e.g., Winnipeg Harvest or a local food bank or soup kitchen, Salvation Army, Social Planning Council of Winnipeg, local community volunteer agencies...). Following the presentation, students write a summary of what they have learned about social issues and poverty in Canada to submit to a local newspaper or the school newsletter.
<i>(continued)</i>		
Teacher Reflections		







9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KI-023 KL-027 KE-052 VL-006	<p>Using print and electronic resources, students research a topic related to social justice in Canada, such as:</p> <ul style="list-style-type: none"> • Child poverty • Access to health care services • Services to persons with disabilities • Gender or sexual orientation • Redress for discrimination against ethnic groups • Homelessness • Literacy • Aboriginal rights • Hunger <p>Students gather and record notes on the topic, including not only quantitative data but also focusing on options for addressing the issue and providing examples of progressive action taken thus far. Students share their information in collaborative groups and generate a list of “The Best Practices for Social Justice in Canada” to present to the class, in which they summarize the types of actions that have been most effective in promoting social justice. The class discusses other possible alternatives in addressing the social concerns they have examined.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
 	KL-027 VL-006	<p>Collaborative groups of students use the provided note-taking frame to research the period of the signing of the Numbered Treaties in Western Canada, and present their summary of issues related to treaty rights and land rights.</p> <p>TIP: Provide students with background information on Aboriginal perspectives on the land and use of the land, as needed for this activity. Refer to Teacher Note 8 (TN-8) for background information on the philosophy of indigenous peoples that underlies land claims and other indigenous rights pertaining to the land.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Numbered Treaties (3 pages)</p> <p> Appendix H: Teacher Notes: Aboriginal Perspectives on the Land (3 pages)</p>
<i>(continued)</i>		
Teacher Reflections		









9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-027 VL-006	<p>Collaborative groups of students read excerpts from the United Nations Draft Declaration on the Rights of Indigenous Peoples (1994) pertaining to land use, traditional relationships with the land, treaty rights, cultural rights, and self-determination rights. Using the rights identified in the Draft Declaration as a guideline, students generate a list of actions taken in Canada in support of the rights of indigenous peoples. Students present their lists to the class and create a master list of actions. The class uses the master list as a springboard for discussion about possible future or ongoing actions that would support Aboriginal rights in Canada.</p> <p>TIP: BLM 9.4.3d contains sample excerpts that are most relevant to the concepts of this learning experience from the 45 articles of the Draft Declaration. Each group could be assigned one or two of the representative articles to read, analyze their meaning, and find examples of supporting actions in Canadian society. The complete text of the Declaration can be found by following the link provided below.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Excerpts from the UN Draft Declaration on the Rights of Indigenous Peoples (3 pages)</p>
or		
 	KI-023 KL-027 KE-052 VL-006	<p>Students discuss what is meant by the term <i>social activism</i> and propose examples of gestures and actions that are peaceful forms of social activism (e.g., demonstrations, boycotts, protest songs, letters to the editor or to elected officials, speeches, protest marches, civil disobedience...). Following the discussion, students seek information on a social activist in Canada and note her or his contributions in a poster called “The Power of One.” The posters are displayed for viewing and students discuss ways in which one individual can be effective in promoting social change.</p> <p>TIP: Encourage students to include examples of youth taking a stand on social justice issues in Manitoba or in their local community. Visit Craig Kielburger’s <i>Free the Children</i> website at <www.freethechildren.com> for excellent ideas related to student activism.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		



9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KI-023 KE-052	Students read information on the Manitoba Teachers' Society website about the criteria and winners of the Young Humanitarian Awards. Based on their reading, they generate a list of possible student action or involvement in support of social justice in their community. They present the list of possibilities to the student council for their consideration.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
— or —		
	KL-027 VL-006	Students attend a Treaty Day Celebration, a National Aboriginal Day celebration, Métis Days, or another Aboriginal festival in the local community. Following the field trip, students discuss what they learned about the continuing importance of treaties and Aboriginal rights in First Nations communities and about traditional Aboriginal perspectives on relationships to the land.
		
Apply		
	KL-027 VL-006	Students find examples of stories of Aboriginal Elders pertaining to the land and the natural resources of the land. The stories are shared with the class in a Readers' Theatre format. Following the reading, students discuss what the stories told them about Aboriginal perspectives on the land and how these perspectives differ from those that are oriented to development, economic growth, and industrialization. Students brainstorm possible common ground and alternative approaches to dispute resolution related to land and treaty issues.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
<i>(continued)</i>		
Teacher Reflections		

9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KI-023 KE-052	Students visit The Winnipeg Foundation “Youth in Philanthropy” website and, as a class, explore involvement with this organization. TIP: This program introduces high school students to philanthropy and community development. It begins in September each year, when participating schools form Youth Advisory Committees. The committees are each allocated \$5,000 to distribute to charities of their choice. Students first discuss their values and the goals of their committees. They then begin researching potential charities, conducting interviews and going on site visits in the community. Each Youth Advisory Committee then considers the input of each student and decides how to allocate the group's grants, and presents written recommendations to the Board of The Winnipeg Foundation for final approval.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
 	KL-027 VL-006	Students create an illustrated children’s book based on an Aboriginal story of the land, and present the book to students in an earlier grade. TIP: Students should consult examples of Aboriginal art in Western Canada in order to be as authentic as possible in their representation of the story.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
 	KI-023 KE-052	Students select and contact a local community service organization that helps provide people with food and shelter. They plan and carry out a commitment to dedicate volunteer time to the organization as required.
		<i>(continued)</i>
Teacher Reflections		

9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KI-023 KL-027 KE-052 VL-006	Collaborative groups of students create a multimedia presentation designed to raise awareness about a contemporary social justice issue in Canada (e.g., homelessness, child poverty, health care in remote communities, child hunger, Aboriginal rights, discrimination against ethnic minorities...). The presentation should provide information about the extent of the problem as well as individual and group initiatives to address the problem. Students may present some examples of their presentations in a special school assembly, at a student council meeting, or at a forum with invited guests from the community. Students may follow up the presentation by chairing a round table discussion on the question “What can we do to address this issue?”
<p>Teacher Reflections</p>		



9.4.4 Taking Our Place in the Global Village

KL-028	Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability.
KG-041	Give examples of contributions of various Canadians to the global community. <i>Include: arts and science.</i>
KG-042	Describe Canada’s responsibilities and potential for leadership regarding current global issues. <i>Examples: refugees, international development, environmental stewardship, military defence...</i>
KP-047	Identify opportunities and challenges regarding Canadian-American relationships. <i>Examples: protection of national sovereignty, trade, defence, environment...</i>
VL-007	Be willing to make personal choices to sustain the environment.
VG-013	Value Canada’s contributions to the global community. <i>Examples: humanitarian, artistic, scientific, environmental...</i>
VE-018	Be willing to consider ethical questions related to sharing wealth and resources.

Enduring Understanding

As a stable and peaceful middle power, an industrialized nation, and a culturally diverse democratic state, Canada has the potential to assume an increasingly significant leadership role in the global community.

Description of the Learning Experience




In this culminating learning experience, students engage in role-plays, simulations, and debates as they consider and celebrate Canada’s humanitarian, artistic, scientific, diplomatic, economic, and environmental responsibilities and roles in the global community.

Vocabulary: environmental stewardship, sustainability, international development, national sovereignty, multilateralism (See Appendix E for Vocabulary Strategies.)







9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
<p>Appendix A Skill 3a</p>	KL-028	<p>Activate</p> <p>Using Think-Pair-Share, students develop, in their own words, a working definition of the term <i>national sovereignty</i>, consulting dictionaries and other resources as needed. Students present their definitions to the class. In a guided plenary discussion, the class considers the potential erosion of national sovereignty in the context of a global village that has increased interdependence, economic globalization, concerns for international security, and instant electronic communications.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KG-041	
	KG-042	
	KP-047	
	VG-013	
	VE-018	



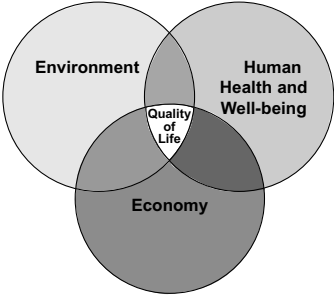



9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	<p>Students brainstorm a list of the qualities and characteristics Canada is known for on the international stage, including Canadians who have made remarkable contributions to the global community. Ideas are recorded on a graffiti wall that summarizes the Canadian role in the global community. Students may include headline clippings, photographs, symbols, or other images that pertain to the topic. The graffiti wall may be used throughout this final learning experience, and added to and refined as appropriate.</p> <p>TIP: This activity may be prepared by covering a wall with paper and assigning different sections to collaborative groups. Encourage students to consult their course notes in order to access all their learning about contemporary Canada. Provide them with prompt words as needed in order to consider a wide variety of fields of endeavour, such as the following:</p> <ul style="list-style-type: none"> • Environment • Arts • Military engagement • Communication • Culture • International relations • Diplomacy • Human rights • Humanitarian support • Science • Democratic values
or		
	KL-028 KG-042 KP-047	<p>Students are given an outline map of Canada without any political borders. They are asked to draw on the map the international borders that define the sovereign Canadian territory, indicating:</p> <ul style="list-style-type: none"> • How much of the ocean space is part of Canadian territory? • To whom does the Northwest Passage belong? • Where does Canadian airspace begin and end? • Who controls the border areas between Canada and the United States? • To whom do the waterways and resources of the Great Lakes belong? • How does Canada regulate cross-border environmental issues regarding resources, such as air, water, fisheries, minerals, energy, et cetera? <p>Students draw in their borders, using a legend to explain any symbols used. Students defend their borders in collaborative groups, discussing why they placed them as they did and what means should be used to control and regulate transnational border issues.</p> <p>Following the discussion, groups of students consult print and Internet resources to verify and correct their predictions.</p> <p style="text-align: center;">  BLM: Outline Map of Canada </p>
<i>(continued)</i>		
Teacher Reflections		





9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KG-041 KG-042 KP-047 VG-013	<p>Pairs of students are given the following list of acronyms of international organizations to which Canada belongs, and are asked to generate the title of the organization and the logo, flag, or symbol representing the organization. Students then consult the websites of the organizations to verify and, if necessary, correct their hypotheses.</p> <p>TIP: Students will find the Google Images search function very useful in their search for names and symbols.</p> <p> BLM: Acronyms of International Organizations (4 pages)</p> <p> BLM: Acronyms of International Organizations—KEY (4 pages)</p>
	— or —	
 	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	<p>Collaborative groups of students read and interpret a series of quotes about Canada’s role in the global community. After ensuring that all members of the group understand the intended message of the quotes, the group transforms each quote into a headline and sub-heading or lead sentence for the world news page of a national newspaper. Groups use desktop publishing software to create their news pages, and post them so the class may circulate to view and respond to the various choices that were made, as well as the placement of headlines.</p> <p>TIP: Help students observe and analyze examples of headlines and lead sentences. Remind them that the headline should be short, attention-getting, and usually include a verb. It should answer “Who?” or “What?” and the subheading line or lead sentence should briefly clarify the title by adding other essential details (Who-What-When-Where-Why-How?). Remind students to make decisions about placement, order, heading size, and wording based on the message they wish to convey.</p> <p> BLM: Canada in the Global Village (3 pages)</p>
	<i>(continued)</i>	
Teacher Reflections		








9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
 	KL-028 KG-042 KP-047 VL-007 VG-013	<p>Pairs or triads of students create a diagram to represent their understanding of the terms <i>stewardship</i> and <i>sustainability</i>. Students share and explain their diagrams in collaborative groups, noting similarities and reviewing what they already know about sustainability and stewardship. In a general classroom discussion, student misconceptions are clarified and the meaning of sustainability is reviewed. Students suggest examples of current issues they know of related to sustainability, and suggest how they can support sustainability and environmental stewardship in their schools and their daily lives.</p> <p>TIP: Students may begin by brainstorming words they associate with sustainability (e.g., climate change, environment, society, quality of life, economy, industry, interdependence, future generations, natural resources, reduce, reuse, recycle...). They may then create their diagram by generating concrete symbols or analogies to represent the ideas suggested in the brainstorm.</p> <p>Note that Manitoba Conservation (1999) has the following definition of sustainable development:</p> <p>“Sustainable Development is an approach to daily decisions that integrates probable consequence to the environment, the economy, and human health and well-being. It is a way of making decisions that balances the needs of today without sacrificing the ability of future generations to meet their own needs.”</p> <p>(Manitoba Education and Training, <i>Education for a Sustainable Future 1</i>)</p>
	 <p style="text-align: center;">Sustainable Development</p>	
 	KL-028 KG-041 KG-042 KP-047 VG-013	<p>Acquire</p> <p>Students select an outstanding Canadian contributor to the world community from any field of endeavour, and use print and electronic resources to research that individual and his or her global contributions. Students may use BLM 9.4.4c to organize and record their notes on the selected individual.</p> <p>TIP: Remind students that the chosen individual must have made a contribution of a global nature. Advise them that their research may later be used as the basis for a role-play. Students may refer to lists of prominent Canadians in previous learning experiences, consult websites, or consult Canadian news magazines such as <i>Maclean's</i> and <i>Time Canada</i>.</p> <p style="text-align: center;">  BLM: A Remarkable Canadian </p>
<i>(continued)</i>		
Teacher Reflections		






9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KL-028 KG-042 VL-007 VG-013 VE-018	<p>Students are divided into five groups, each representing an element of nature (air, water, earth, flora, and fauna). Each group finds a news article about a current issue regarding stewardship and environmental responsibility that affects their assigned natural element. The groups analyze the issue as described in the article, and gather information about Canada’s role in addressing the issue. Based on the information gathered, each group prepares and presents a report card in which they assess and grade Canada’s effort and involvement regarding sustainability, environmental stewardship, and global responsibility.</p> <p>TIP: Guide students in developing descriptive criteria for the sustainability “report card,” and to assess their own ecological responsibility using the report card they created.</p>
— or —		
	KL-028 KG-042 KP-047 VL-007 VG-013 VE-018	<p>Students conduct a web search of federal government websites to find two examples of Canadian initiatives that support sustainability and global environmental stewardship. For each of the two initiatives, students analyze the benefits or protection provided to the environment, the economy, and social health and well-being in Canada and in the world. Students may use BLM 9.4.4e to guide their analysis. Students share their ideas in cooperative groups, discussing how they can support these initiatives in their daily lives and local communities.</p> <p>TIP: Students may also choose to include an example of a Canada-based international environmental organization such as the David Suzuki Foundation or Greenpeace.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Environmental Initiatives</p>
<i>(continued)</i>		
Teacher Reflections		



9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	Using print and electronic resources, students research a global organization in which Canada or Canadians play an important role (i.e., humanitarian, environmental, political, justice, economic, sports, or cultural). Students prepare a poster illustrating the work of the organization, the countries involved, and Canada’s role and possible future contributions. Posters may be displayed for viewing in a “Canada in the Global Community” gallery.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
	KG-042 KP-047 VG-013 VE-018	Students are provided with an in-depth news report dealing with a current issue of global significance. Students read the report aloud in collaborative groups, and complete the provided analysis form. Students then discuss how Canada is involved or affected by the issue, whether Canada should be directly involved, and why we should or should not intervene. Each group presents their summary and recommendations to the class for feedback and discussion. TIP: Select articles that deal with immediate humanitarian crises, critical or ongoing environmental concerns, or political crises involving armed conflict. Help students access current information on Canadian involvement through federal government and United Nations websites. Encourage students to keep in mind the concept of national sovereignty and the need to respect sovereignty in international interventions.  BLM: Global Issue Analysis
or		
 	KG-041 KG-042 VG-013	Students visit the website of Pier 21, a national historic site in Halifax, to gather information about Canada’s role in providing a place of refuge or a fresh start to immigrants coming to this country. Using the information they gather, students write an illustrated narrative telling a first-person story of an immigrant or refugee, including authentic historical details, the hopes and aspirations of people arriving in Canada, and first impressions of the country and its people. Students share their stories in collaborative groups, and the class discusses the role of Canadian immigration and refugee policies in the development of the country and in the global community. TIP: Visit Pier 21 at < www.pier21.ca >.
<i>(continued)</i>		
Teacher Reflections		



9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KG-041 KG-042 KP-047 VG-013 VE-018	Students assemble a media scrapbook of articles that mention Canada and its role in the global village, referring to news sources outside of Canada and from several other countries of the world, including the U.S. and Britain. For each of the articles included, students record the source and date, and underline key words that portray international perceptions of Canada and Canadians. Under each item, students include a caption (possibly humorous) that relates to Canada’s global image and reputation. In a general class discussion, students discuss whether and how media sources reflect Canada’s place in the global community.
— or —		
	KG-041 KG-042 KP-047 VG-013 VE-018	Pairs of students create a Concept Overview that explains the meaning of national sovereignty and includes examples of economic, cultural, and environmental issues that are related to Canada’s sovereignty and its place in a world of increased globalization and international interdependence.
	— or —	
	KL-028 KG-041 KG-042 KP-047 VG-013	Students gather information about Canadian-American international relations and create a two-column illustrated Mind Map that represents both the <ul style="list-style-type: none"> • challenges presented by being a neighbour and ally of the richest and most powerful country in the world • opportunities presented by this relationship The Mind Map should include one concrete example of a challenge and an opportunity in each of these areas: national sovereignty, culture and identity, trade, defence, and the environment. Students circulate in a Carousel activity to view and respond to the Mind Maps.
		
<p>Teacher Reflections</p>		



9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
 	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	<p>Apply</p> <p>Collaborative groups of students plan a talk show involving outstanding Canadian contributors to the global community discussing current issues in which Canada is involved. Students take on the roles and points of view of the Canadian figures they have researched. The moderator should be an individual who is well-known in the global community (e.g., a United Nations figure past or present), and students should remain in character throughout the interviews and discussions. Students do not need to use a prepared script, but they should plan a list of possible topics and some ideas of positions on these topics before the presentation. The groups may use costumes and props, and each student should include a direct quote from his or her chosen individual in the course of the program. The talk show is presented to invited guests or to another class in the school.</p>
		<p style="text-align: center;">or</p> <p>Students plan and create a collective wall mural entitled “Taking Our Place in the Global Village,” to be unveiled and displayed in a prominent place in the school. Before beginning the design of the mural, students should write a personal reflection about what being a Canadian in the global village means to them. They may then use this reflection to generate ideas for a sketch or outline for the types of images to be included in the mural. Collaborative groups may be assigned portions of the mural, and they each provide an outline of the key ideas and motifs they wish to represent. Work begins once the class has agreed on the overall design. Students carry out the work on a schedule that includes class time and extracurricular time in order to complete it on a schedule they determine. The wall mural is unveiled in a small student-planned ceremony involving invited community guests.</p> <p>TIP: Students may contact local community representatives to request other possible public spaces where they can display their mural, or to seek support for materials and design. Alternatively, students may display their mural as a three-dimensional school float in a community parade or celebration. If this activity is selected as a culminating activity, emphasize advance planning, coordination, and the inclusion of concepts from the entire Grade 9 social studies course.</p>
<p><i>(continued)</i></p>		
<p>Teacher Reflections</p>		



9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	<p>Collaborative groups of students prepare a persuasive speech in which they urge the Canadian government to take on an increased leadership role in a specific global issue, such as</p> <ul style="list-style-type: none"> • a humanitarian initiative in Africa • an ecological initiative in support of climate change awareness/action • support for a rebuilding or international development project in a war-affected region • a fair trade initiative with a Central American country • military support in an area of armed conflict • assistance in establishing a democratic electoral process in a developing nation • support for innovative agricultural practices in a developing nation • mediation and the provision of models for intercultural communication and understanding in a multi-ethnic nation • a disarmament proposal • a free trade agreement with a less-industrialized country • support for international health and nutrition programs • sharing expertise or technology for environmentally safe sanitation, waste disposal, or water purification systems • assistance in supporting indigenous peoples and cultures <p>Students should begin this process by making a list of Canada’s areas of strength, and then selecting a particular issue in which there is a need for support and in which Canada could take on a leadership role. Student should keep in mind the principle of respecting the sovereignty of nations in any proposed international interventions or programs.</p>
	or	
	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	<p>Collaborative groups of students develop a board game in which their ship leaves Canada and travels to various countries of the world to pick up and deliver physical and human resources, including elements of material and non-material culture (e.g., trade goods, arts and crafts, food items, clothing, ideas, philosophies, technologies, people...). The goods, services, and ideas traded must be realistic and the overall goal of the game should be to maximize humanitarian, artistic, scientific, and environmental contributions to the global community. Students invite another class to test and evaluate their board games.</p>
	<i>(continued)</i>	
Teacher Reflections		


9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KL-028	<p>Collaborative groups of students seek consensus on five Canadians to nominate to receive the Order of Canada or an international award (e.g., Nobel Peace Prize) in recognition of their contribution to the global community. Students select one individual in each of the following areas:</p> <ul style="list-style-type: none"> • Humanitarian work • The arts • Science and technology • The environment <p>Groups present a nomination speech for each of their candidates, providing a summary of their global achievements and reasons why their nominee should receive the award.</p>
	KG-041	
	KG-042	
	KP-047	
	VL-007	
	VG-013	
VE-018		
or		
	KL-028	<p>Students participate in a debate or team deliberation regarding a topic related to international trade. Examples include:</p> <ul style="list-style-type: none"> • The benefits of foreign trade outweigh its costs in jobs lost by Canadians. • Free trade with the United States gives Canadians access to a larger and potentially more profitable market. • Canada should increase and not restrict the percentage of trade it has with the United States and Mexico. • Canada should put in place stronger measures to protect itself from cultural and economic domination by the United States. • The industrialized nations with stable economies should forgive the debts of the less-developed nations. <p>Following the speeches, each student writes an Exit Slip explaining how the debate influenced his or her point of the view on the topic.</p>
	KG-041	
	KG-042	
	KP-047	
	VL-007	
	VG-013	
VE-018		
<i>(continued)</i>		
Teacher Reflections		

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	<p>Collaborative groups of students are assigned to be members of a lobby group with a particular global interest they wish to promote to the federal government, such as</p> <ul style="list-style-type: none"> • protection and admission of refugees • international development • the environment • decreased or increased military involvement in an area of international conflict • scientific research • international cultural or sports events <p>The remaining class members take on roles as members of the federal Cabinet, and listen to the submissions of each lobby group. Each lobby group plans and prepares a submission requesting federal funding and support for their cause. Following the submissions, the “Cabinet” deliberates and decides which group or groups they will fund, preparing a statement from the Prime Minister and the appropriate Cabinet minister to announce their decision.</p>
	— or —	
	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	<p>Collaborative groups of students select an event of international importance they would like to see hosted in Canada (e.g., an international conference, an environmental summit, a World’s Fair, a world sporting event, a United Nations special forum, an international artistic exchange, an international literary convention...). Acting as an executive planning committee for the event, students plan and prepare a proposal in the form of an audiovisual presentation that could be presented to an international decision-making body (e.g., the IOC). The presentation should propose a venue for the event, promote reasons why Canada is the best place in the world to host the event, and provide a general outline of an agenda and special events. Each group presents their proposal to the class and other invited guests for their consideration and response.</p>
	<i>(continued)</i>	
Teacher Reflections		

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	<p>KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018</p>	<p>Collaborative groups of students prepare a special “future” issue of a Canadian newsmagazine. Set 10 years in the future, the main focus of the magazine is Canada’s enhanced role in international affairs. The magazine should include photographs, interviews, and news articles related to Canada’s contributions to the world community. Article topics should cover the arts, science and technology, diplomatic and trade relations with the United States and other key players in the world community, as well as international development support to less-developed nations. The student newsmagazines should be creative and future-oriented while remaining realistic.</p>
Teacher Reflections		

Cluster 1—Connecting and Reflecting**Student:**

Using your “Opportunities and Challenges” portfolio, reflect on your learning over this cluster. Describe ways in which you can personally live a more sustainable lifestyle, and explain how your choices will make a difference and contribute to a more sustainable future (socially, economically, and environmentally) for our country and for our planet.



9.4.4 BLM: Canada: Opportunities and Challenges: Connecting and Reflecting

Teacher Reflections

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APPENDICES

GRADE

9

Skills Assessment

Appendix A

GRADE

9

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Appendix A – Skills Assessment

1 – Active Listening



Skills

S-400 Listen to others to understand their perspectives.

Active listening is an integral component of all learning. Students use active listening skills in a wide variety of classroom experiences including brainstorming, discussion, collaborative group activities, note taking, listening to instructions and presentations, and viewing media. To develop active listening skills, students need opportunities to observe good models of active listening, practise the physical behaviours, positive attitudes, and cognitive skills that enable them to become effective students. Information on specific active listening strategies is found on page 8 of “Strategies That Make a Difference” (Manitoba Education and Training, 1996a).

Think about...

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What does an active listener look/sound like? Why?)
- recording focused observations to monitor student growth over time as well as determine which students need differentiation
- guiding self-assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See “Strategies That Make a Difference,” pp. 26–28 for information on Y-Charts and T-Charts.)



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 54: Assessing Active Listening

Success for All Learners

- P. 6.11: SLANT; HASTE; SWIM

2 – Brainstorming



Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.

Brainstorming may take place individually or as a small-group or large-group strategy. Brainstorming encourages students to focus on a topic and to contribute to a free flow of ideas, exploring what they know or may want to know about a topic. The teacher or students may stimulate thinking by posing questions, reading brief text excerpts, or displaying/viewing pictures or other media. All ideas that are contributed are accepted, and no efforts are made to judge or criticize the validity or appropriateness of ideas.

Individual brainstorming allows the student to focus on what he or she knows about a topic and a variety of possible solutions to a problem. Similarly, small- or large-group brainstorming allows students to focus on what they know about the topic, but also exposes the students to the ideas and knowledge of others. Group brainstorming allows individuals to piggyback on the ideas of others and extend, revise, and incorporate new ideas into their thinking. Essential behaviours in brainstorming include active listening, acceptance of others' contributions, temporary suspension of judgement, and openness to new ideas. Brainstorming may be carried out over a period of days, weeks, or even months by making additions to the initial brainstorm charts (use a different-colour marker/font) to show growth over time.

Think about...

- focusing assessment on a manageable number of outcomes/students
- recording focused observations to determine participation, active listening, and acceptance of others' ideas, as well as prior knowledge, gaps or misconceptions, and starting points for instruction and remediation
- orally guiding/facilitating reflection on What do we/I notice about our/my thinking?; Evidence of our/my thinking is..., using a Y-chart, T-Chart, or journals. (See "Strategies That Make a Difference," pp. 26–28, for information on Y-Charts and T-Charts.)



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

3 – ORAL COMMUNICATION

3a – Discussion



Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-303	Reconsider personal assumptions based on new information and ideas.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
S-405	Articulate their perspectives on issues.
S-406	Debate differing points of view regarding an issue.

Discussion provides students with opportunities to generate and share their questions and ideas related to a concept, issue, object, or experience. Vary discussions to include both large- and small-group activities to encourage participation by all students. (See “Strategies That Make a Difference,” p. 29, for suggested discussion strategies, including Inside-Outside Circle, Talking Chips, and Talking Sticks.) Consider assigning specific roles for students to take during discussions, and provide opportunities for students to experience various roles, (e.g., discussion leader, note-taker, timer, questioner...).

In the exchange of information that occurs in discussion, students contribute ideas, listen carefully to what others have to say, think critically, seek clarification, and develop positions or relevant arguments. Emphasize active listening during discussion, and model both the affective and cognitive skills students need to become active participants in discussions that reflect higher-order thinking. Discussions provide teachers with valuable information to assess student understanding, as well as the students’ values and attitudes. Discussions also assist in planning for learning and instruction.

Think about...

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated criteria for “What does an effective discussion group member look/sound like?”
- recording focused observations to determine affective and cognitive skills or higher-order thinking skills
- guiding self- and peer-assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See “Strategies That Make a Difference,” pp. 26–28 for information on Y-Charts and T-Charts.)

(continued)

3a – Discussion (*continued*)



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 37: Group Work Assessment—Form B
- BLM 40: Group Work Reflection
- BLM 42: How Was My Group Work? Middle Years
- BLM 60: Group Discussion—Observation Checklist

3b – Public Speaking



Skills

S-106	Propose options that are inclusive of diverse perspectives.
S-107	Make decisions that reflect social responsibility.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>
S-405	Articulate their perspectives on issues.
S-406	Debate differing points of view regarding an issue.

Public speaking provides students with opportunities to organize, write, and communicate their ideas to an audience. Students learn that both the way in which they say something and how they physically present themselves are as important as the message itself. As students prepare for oral presentations, they need to consider their audience and the purpose of the presentation (e.g., to share information or perspectives, to persuade...), as well as the format of the presentation, so that they may prepare accordingly.

Components of speeches include

- an introduction to engage the audience and establish the purpose
- a body that outlines the main supporting points
- a conclusion that restates the main ideas and leaves the audience with a lasting impression

Debriefing and post-presentation feedback from the audience help students understand how they may improve their oral communication techniques. As students gain experience with writing and presenting speeches, they develop confidence in communicating.

Think about...

- sharing and reflecting on exemplars of oral presentations
- modelling, guiding, and offering time to practise writing and presenting speeches

(continued)

3b – Public Speaking (*continued*)

- focusing assessment on the accuracy and completeness of the information, as well as the effective use and application of information, visual aids, and other technical supports
- constructing student-generated assessment criteria (e.g. What does a quality speech look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See “Strategies That Make a Difference,” pp. 26–28 for information on Y-Charts and T-Charts.)
- using videotape to record presentations for review and reflection

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

3c – Debate/Team Deliberation



Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-101	Use a variety of strategies in conflict resolution.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Seek consensus in collaborative problem solving.
S-105	Recognize and take a stand against discriminatory practices and behaviours.
S-106	Propose options that are inclusive of diverse perspectives.
S-107	Make decisions that reflect social responsibility.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>
S-301	Analyze the context of events, accounts, ideas, and interpretations.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
S-405	Articulate their perspectives on issues.
S-406	Debate differing points of view regarding an issue.

(continued)

3c – Debate/Team Deliberation (*continued*)

Debate and team deliberation engage students with issues and help them develop critical thinking and presentation skills as they exercise reasoning, logic, clarity, organization, persuasion, and collaborative learning. Debate and team deliberation encourage the consideration of diverse perspectives as students learn to think for themselves when challenged in a fair-minded discussion. Students use facts and evidence rather than emotion to support their points. Advance preparation and the ability to examine a question critically from both affirmative and negative points of view are important skills in debate and team deliberation. Debate is about argument and persuasion. Students try to prove that their arguments are more convincing than those on the other side of the proposition. In team deliberation, there are no winners or losers as students work toward consensus decision making. Through the process debate and team deliberation, students become more respectful of ideas and opinions different from their own.

Think about...

- focusing assessment on the accuracy and completeness of the information, as well the effective application of information in constructing arguments
- modelling, guiding, and offering time to practise writing and presenting the information/argument
- constructing student-generated assessment criteria (e.g., What does a quality speech look/sound like? Why?)
- offering descriptive feedback on presentation and delivery
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-Chart, T-Chart, or journals (See “Strategies That Make a Difference,” pp. 26–28 for information on Y-Charts and T-Charts.)



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

4 – COLLABORATIVE LEARNING

4a – Collaborative Groups



Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-101	Use a variety of strategies in conflict resolution.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Seek consensus in collaborative problem solving.
S-303	Reconsider personal assumptions based on new information and ideas.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
S-405	Articulate their perspectives on issues.

Collaborative groups provide students with opportunities to work together to accomplish shared goals and requires the establishment of a positive, safe, and inclusive classroom culture. Collaborative learning experiences help students develop greater self esteem and positive relationships with their peers, as well as skills related to problem solving, decision making, and critical/creative thinking. Frequent experience in a variety of collaborative structures allows students to gain expertise in various roles and practise interacting fairly and respectfully with one another. Emphasize that both the individual and group are accountable in collaborative learning experiences. (See “Strategies That Make a Difference,” pp. 21–22, for information on Cooperative Learning Strategies, including Corners, Co-op Co-op, and Community Check.)

Middle Years research shows that students learn best when offered a wide range of learning experiences in which they have opportunities to interact with their peers. Due to their physical development at this age, Middle Years students need opportunities for physical movement during their learning. As well, their social and emotional development is such that Middle Years students are seeking their own identity independent from adults, necessitating a move toward receiving approval from and belonging to their peer group.

Think about...

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What does a quality collaborative group/group member look/sound like? Why?)
- offering descriptive feedback

(continued)

4a – Collaborative Groups *(continued)*

- following collaborative learning activities with debriefing activities
- recording focused observations to assess group processes
- guiding self- and peer assessment through opportunities for group processing and debriefing
- orally guiding/facilitating reflection, using a Y-chart, T-Chart or journals (See “Strategies That Make a Difference,” pp. 26–28 for information on Y-Charts and T-Charts.)



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 39: How Was Our Group Work?
- BLM 40: Group Work Reflection
- BLM 42: How Was My Group Work? Middle Years
- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Cooperative Task

4b – Using a Continuum of Points of View



Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-101	Use a variety of strategies in conflict resolution.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Seek consensus in collaborative problem solving.
S-105	Recognize and take a stand against discriminatory practices and behaviours.
S-106	Propose options that are inclusive of diverse perspectives. .
S-107	Make decisions that reflect social responsibility.
S-301	Analyze the context of events, accounts, ideas, and interpretations.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
S-405	Articulate their perspectives on issues.
S-406	Debate differing points of view regarding an issue.

Every individual holds personal points of view. Using this strategy, students’ attitudes are represented by where they physically place themselves along a line or continuum. Eliciting the expression and exchange of opinions, beliefs, and values using a physical continuum is a means of inviting students to explore their own preconceptions, to learn about the perspectives of others, and to reflect on changes in their points of view. Using a continuum helps students recognize that for many questions, there is no black-or-white, right-or-wrong answer, but rather a wide range of points of view.

Using a continuum is also a way of encouraging students to make explicit their own points of view and to actively listen to others to understand their position, rather than debating an issue to identify a winning or a losing argument. Encourage students to be spontaneous and frank in this activity, and to not concern themselves with discussing with their peers until after they

(continued)

4b – Using a Continuum of Points of View (*continued*)

have found their own position on the continuum. Emphasize the idea that in this activity, there are no “right” or “wrong” positions, and that all perspectives are valid.

Suggested procedure:

This example for using a continuum activity explores the theme of *global cooperation and conflict*. It may be adapted to suit a variety of topics in social studies.

Select and introduce a question for which there is a wide range of possible approaches and beliefs (e.g., “Is the world more a place of conflict and misunderstanding, or cooperation and understanding?”). Encourage students to take a few seconds to silently reflect on the ideas and images that come to mind spontaneously, considering what they know about interpersonal relations, Canada, and international relations.

Clear a space so that students may move around and situate themselves along a line or continuum showing a gradation of opinion. Indicate the centre point of the continuum with a small poster on the wall or floor that describes the neutral position: “There is as much violence and misunderstanding in the world as there is cooperation and understanding.” Also indicate both extremes of the continuum with a poster on one end that reads: “The world is dominated by competition, conflict, and misunderstanding”; and on the other end, “The world is mostly a place of cooperation, understanding and peaceful solutions to problems.”

After students have reflected on their own positions, invite them to place themselves at a point on the continuum where they feel most comfortable, judging by how strongly they agree with the statements at either end and at the mid-point. (It may be helpful to ask students to sketch out on paper where they think they stand before they actually move into position.) When they are all in position, ask them to *silently* consider why they believe as they do.

Ask students to move toward a person who is relatively distant from them on the continuum and to partner up with that person to exchange ideas. (There is little point in having students of the same opinion (position on the continuum) discuss the topic with each other.) The exchange of ideas should proceed as follows: first, one partner explains her or his point of view without interruption (1 – 2 minutes); then, the second partner explains his or her position without interruption (1 – 2 minutes). Remind students that the purpose of this exchange is not to convince their partners to change their point of view, but to understand their partner’s perspective, and to explain their own.

Debrief in a general discussion, inviting students to share what they learned about their own view and their partner’s view, and to observe where most of the class members found themselves on the continuum. Encourage students to consider various reasons why people believe as they do (i.e., news reporting and other media influences, adult discussions they have heard, personal experiences, et cetera.)

Students may be asked to write an Exit Slip or a short journal reflection on the exercise. You may choose to revisit the exercise at the end of a learning experience or cluster so that students may consider whether their initial beliefs have changed or not.

(*continued*)

Appendix A – Skills Assessment**4b – Using a Continuum of Points of View** *(continued)*

Think about...

- offering descriptive feedback on how students express themselves and listen to others' perspectives
- recording focused observations to observe student values and group processes
- providing debriefing opportunities for students to reflect on attitudinal changes they undergo as a result of engaging in the activity

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

Teacher Notes

See Appendix H, Teacher Note 3: A Continuum of Points of View.

4c – Consensus Decision Making



Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-101	Use a variety of strategies in conflict resolution.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Seek consensus in collaborative problem solving.
S-105	Recognize and take a stand against discriminatory practices and behaviours.
S-106	Propose options that are inclusive of diverse perspectives.
S-107	Make decisions that reflect social responsibility.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>
S-301	Analyze the context of events, accounts, ideas, and interpretations.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
S-405	Articulate their perspectives on issues.
S-406	Debate differing points of view regarding an issue.

Consensus decision making is a complex collaborative process that relies on the understanding of certain basic principles, as well as the application of interpersonal skills. As students practise consensus decision making, they come to understand that consensus is the result of negotiation and cannot be reached by more simple means such as majority vote or compromise. Its goal is to bring all participants to a common, shared agreement that reflects

(continued)

Appendix A – Skills Assessment**4c – Consensus Decision Making** (*continued*)

the perspectives of each and every team member. For this reason, consensus building requires a supportive, safe, and inclusive classroom culture, active listening, and a high degree of commitment from all team members. Students may assume specific roles within the group (e.g., facilitator, scribe, timekeeper, questioner...) or create variations, depending on the nature of the task. The only essential role in a consensus decision making task is that of facilitator.

Basic principles of consensus decision making:

- All members are equal and have a valid perspective to contribute to the group.
- Everyone has the right, but not the obligation, to change his or her mind.
- The decision is reached when all the members decide on a common course of action.

Indispensable elements:

- Willingness of each member to share power
- Respect for assigned roles
- Commitment to follow the established process
- Clear common objective
- Neutral facilitator accepted by the group

Practical considerations:

- Begin with simple issues to allow students to focus on the processes of reaching consensus before engaging in more complex issues.
- Generally, a heterogeneous team of four to six members is the most effective in collective decision making.
- Establish ground rules for the process at the beginning of the year.
- Students should sit in a circle or face one another.
- Give each student the chance to take on a leadership role over the course of the year.
- Teacher intervention should be minimal.
- Teachers may wish to allocate an initial period of time for *dialogue*, or exchange of ideas, before indicating that it is time to move on to the *discussion phase*, when the purpose is to make a decision.

Think about...

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What does a quality collaborative group/group member look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to assess group process

(*continued*)

4c – Consensus Decision Making *(continued)*

- guiding self- and peer assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See “Strategies That Make a Difference,” pp. 26–28, for information on Y-Charts and T-Charts.)

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Cooperative Task

Appendix A – Skills Assessment

5 – Using Graphic Organizers

**Skills**

-
- | | |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| <hr/> | |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.
<i>Examples: maps, graphs, tables, concept maps...</i> |
-

Frames and graphic organizers are tools that assist students with thinking, organizing, comprehending, reviewing, and representing. Frames and graphic organizers are also referred to as thinking frames, webs, thinking maps, mind maps, semantic maps, and concept organizers. Model the use of frames (e.g., webbing brainstorming contributions, using various types of frames to organize the same information...), and discuss the role of frames in helping students organize their thinking. Provide frequent opportunities for students to practise using familiar frames and introduce additional types of frames as appropriate. Consider teaching and modelling the use of one graphic organizer at a time, and posting graphic organizers around the classroom for students to use as models and references. (Note: It takes approximately 6–8 weeks for students to internalize and apply a new strategy independently.)

Think about...

- offering descriptive feedback
- recording focused observations on students' independent choice of, or creation of, graphic organizers to organize thoughts and ideas
- orally guiding/facilitating student reflection (e.g., Graphic organizers help me...because...; Evidence of this is...)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

6 – INQUIRY PROCESS

6a – Sorting and Classifying

**Skills**

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>

Sorting and classifying helps students make sense of information. Sorting and classifying also helps teachers and students identify prior knowledge as students make connections between previous experiences and new information. Sorting is the process of identifying unique characteristics within a set and dividing the items based on their differences. Classifying involves identifying common characteristics and grouping items/ideas that share these characteristics into labelled categories. Students may sort and classify, or compare and contrast, based on student-generated or pre-determined criteria.

Think about...

- teaching, modelling, guiding, and debriefing the process of sorting and classifying
- recording focused observations to determine sorting skills used to identify unique characteristics within a set
- recording focused observations on students' classifying skills
- recording focused observations on students' development to compare and contrast

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 64: Venn Diagram

Success for All Learners

- Page 6.100: Sort and Predict Frame
- Page 6.103: Compare and Contrast Frame

Appendix A – Skills Assessment

6b – Generating Questions

**Skills**

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-300	Plan topics, goals, and methods for inquiry and research.
S-305	Compare diverse perspectives and interpretations in the media and other information sources.
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

Providing students with opportunities to generate their own questions allows them to focus and plan their inquiry and identify purposes for their learning. When students search for answers to questions they believe to be important, they are better motivated to learn, and the result is deeper understanding. Framing student research around an overall investigative question and then providing opportunities for groups or individuals to generate their own questions connects all stages of inquiry into a meaningful whole. Model the process of generating effective questions by using “Think-Alouds” (“Strategies That Make a Difference”, Manitoba Education and Training, 1996a, p. 288).

Think about...

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What makes a good questions?)
- recording focused observations on students’ growing competence in formulating questions

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

6c – KWL

**Skills**

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-402	Express informed and reasoned opinions.

The acronym KWL stands for what students **K**now, what they **W**ant to know, and what they **L**earned. There are many variations of the KWL strategy and all of them provide a systematic process for accessing prior knowledge, developing questions, reviewing, and summarizing learning. A KWL may be used for short- or long-term learning, and should be revisited throughout the learning process in order to provide opportunities for students to reflect on their learning. Model each of the phases of KWL and provide guided practice in the use of the strategy before expecting independent use.

Think about...

- focusing assessment on a manageable number of outcomes/students
- recording focused observations to determine prior knowledge, gaps, misconceptions, curiosity, and starting points for instruction
- adding a KWL chart to the students' portfolios as evidence of growth in thinking over time

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 65: KWL Plus
- BLM 66: KWL Plus Map

Success for All Learners

- Page 6.94: KWL Plus
- Page 6.95: Knowledge Chart

Appendix A – Skills Assessment

6d – Preparing and Conducting Interviews



Skills

S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

Conducting interviews allows students to collect and record information from a primary source and also creates opportunities for students to draw upon first-hand knowledge and experience.

Practical Considerations

After establishing the purpose of the interview (e.g., gathering facts, opinions, or stories) and identifying candidates to interview, students formulate appropriate questions. The questions should be both closed and open-ended, clearly stated, and include follow-up questions for in-depth information. Students need to consider how they will record information from the interview (e.g., audio recording, videotape, written notes), and practise both their questioning skills and recording information during mock interviews. Provide students with opportunities to view or listen to examples of interviews (both effective and ineffective) in order to observe and discuss interview techniques.

(continued)

6d – Preparing and Conducting Interviews (*continued*)

Working with Potentially Sensitive Issues

It is critical that students who engage in demographic and ethnographic research conduct their studies ethically, respectfully, and without bias—particularly when potentially sensitive issues are addressed. From the beginning stage of question formulation to the collection, analysis, and presentation of data, students need to be fully aware of the areas of potential concern. Before students embark on surveying a group concerning their culture, heritage, ethnicity, or other potentially sensitive areas, ask the students to consider why and how they will use the data. Ask them to consider:

- Why do they need that particular information? Is there a real purpose for the data?
- Why is it important to gather statistics on different groups?
- How will they analyze their data to ensure it is treated with fairness and respect?
- What do they need to know about a particular groups' social context, historical experiences, and other factors so that they will be able to interpret survey results fairly?

Ensure that students understand the need to respect individual rights to privacy, as well as individual decisions to not answer particular questions or to not participate in the survey. Help students avoid the pitfalls of stereotyping and ensure students respect interviewees' rights to self-identify their ethnic, cultural, linguistic, or other aspect of group identity if they so choose.

At the question formulation stage, students require guidance to create questions that demonstrate sensitivity and respect for the interviewees. Depending on the nature of the interview and the target audience, examples of sensitivities include

- the use of appropriate language
- respect for privacy
- questions that are free of bias
- asking questions that respect religious or cultural protocols
- avoiding personal questions that might make interviewees uncomfortable

At the data analysis and presentation stage (and particularly if the data presents a negative view of individuals or a particular group of people), ensure that students consider contextual information in order to give a fair and respectful presentation of their results and conclusions. For example, reporting and studying different rates of employment will be more meaningful and relevant if there is a discussion of the factors that create employment barriers for some groups and privilege others.

Following the interview, students reflect on the survey process and send thank-you letters to their interview subjects.

(continued)

Appendix A – Skills Assessment**6d – Preparing and Conducting Interviews** *(continued)*

Think about...

- focusing assessment on a manageable number of students/outcomes
- constructing student-generated assessment criteria (e.g., What are the characteristics of good questions and/or effective interviews?)
- recording focused observations to monitor student growth over time and to determine which students need differentiation and/or appropriate scaffolding
- orally guiding/facilitating student reflection on the interview process

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

6e – Field Trips



Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-101	Use a variety of strategies in conflict resolution.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-103	Promote actions that reflect the principles of sustainable development.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-300	Plan topics, goals, and methods for inquiry and research.
S-301	Analyze the context of events, accounts, ideas, and interpretations.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.

Learning happens best in a context that gives meaning to knowledge, values, and skills learning outcomes. Experiences that take students outside the classroom can be highly motivating and complement classroom-based learning. Accessing community resources provides knowledge and understanding of the broader environment and allows students to learn from the resources and expertise available in the community at large. Students also gain practical experience when they are involved in planning the purpose and logistics of the field trip. As well, teachers gain valuable insights into their students as they observe their interactions outside the classroom. Teachers are encouraged to prepare students for field trips through pre-teaching or using anticipation guides. Many field trip sites provide pre-trip materials for classroom use.

(continued)

Appendix A – Skills Assessment**6e – Field Trips** *(continued)*

Think about...

- engaging students in planning a field trip based on primary inquiry questions or the “W” in a KWL strategy
- orally guiding/facilitating reflection to assess the outcomes of the field trip and to facilitate student inquiry
- engaging in a debriefing process after the field trip to identify further questions, misconceptions, and new learnings, as well as to plan follow-up activities
- application of the knowledge acquired during the field trip to follow up classroom activities

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 6: Daily Observation Form

Success for All Learners

- Page 9.5: Teacher’s Planning Sheet for Learning Experiences Outside the Classroom

6f – Collecting and Analyzing Images



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-304	Analyze material and visual evidence during research. <i>Examples: artifacts, photographs, political cartoons, works of art...</i>
S-305	Compare diverse perspectives and interpretations in the media and other information sources.
S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>

Collecting and analyzing images related to an idea or concept helps students acquire new information, stimulates questions, and provides opportunities for sorting and classifying. Images may include calendars, art, photographs, news and magazine clippings, and clip art. After establishing the criteria that the images are intended to represent (e.g., landforms, daily life, Canadian symbols...), students may browse a predetermined set of images or search for images matching the criteria. As well, encourage students to generate their own questions about the images in order to pursue a deeper analysis of the content.

Think about...

- how students connect images to the topic/theme under consideration
- student ability to extract information from images and captions
- how students analyze and apply the ideas and information in the images
- student application of critical thinking skills regarding the images they use (e.g., bias, authenticity, primary/secondary sources...)
- student independence in locating appropriate images related to the topic/theme

Skill 6g – Viewing Visual Media



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>
S-400	Listen to others to understand their perspectives.

Video and media can offer students insights into experiences that would otherwise be unavailable to them. A key to teaching with video is to provide students with opportunities to be critical, active viewers rather than passive recipients, and to include before-, during-, and after-viewing strategies. Introduce the video by setting the tone for viewing, and explain how the segment relates to the ideas they are exploring.

Consider the use of a variety of strategies, before, during, and after viewing as indicated below. As well, consider these ideas:

- View longer videos in segments of 20 to 30 minutes.
- Tell students the name of the video and details about the theme before viewing.
- Clarify key terms or challenging vocabulary.
- Give the students a purpose, or something to watch for, as they view the film.
- Avoid having students take notes during the video—this is difficult to do and interferes with active listening.
- If the film depicts a series of events, encourage students to focus on sequence and on causality (what led to what) rather than on dates and statistics.
- Encourage students to be critical about how realistically the video represents the topic (particularly if it deals with historical topics).

(continued)

Skill 6g – Viewing Visual Media *(continued)***Before viewing**

- Establish a purpose for viewing by describing what the students are about to view and points to watch for.
- Activate with “story-mapping” (i.e., predicting what the video might be about).
- Have students create questions about what they are wondering, or provide “focus questions” (i.e., informational questions, intuitive/interpretive questions...).

During viewing

Consider viewing a video more than once, using these alternative methods:

- **Silent viewing:** Mute the volume to focus on cues (e.g., body language, setting, gestures, facial expressions...), and then review the segment with the sound. Discuss how perceptions changed with the sound.
- **Sound only:** Darken the screen to focus on audio cues (e.g., background noises, tone, sound effects...), and then review the segment with video. Discuss how perceptions changed with the video.
- **Jigsaw:** One group views silently while the other group listens only to the soundtrack. Members from opposite groups collaborate to share their information and ideas. Alternately, one-half of the class, the “listeners,” sits with their backs to the screen while the other half of the class, the “viewers,” faces the screen. After the video segment, the listeners ask the viewers questions, and the viewers describe what was happening in response to the listeners’ questions.
- **Freeze frame:** Pause the image to freeze the picture. Discuss new vocabulary, make further predictions and inferences, or have small-group discussions about connections to the concept, topic, or theme.

After viewing

- Students may ask new questions (e.g., “Some of my questions that were answered were...”, “Now, I know/wonder...”).
- Discuss and evaluate what they viewed and their feelings and connections to the content.
- Represent their new learning, or add new information to their inquiry journal or notebook.

(continued)

Appendix A – Skills Assessment

Skill 6g – Viewing Visual Media *(continued)*

Suggested outline for post-viewing reflection or discussion:

Video title and topic:	
Date of viewing:	
What did you see? Describe the images that impressed you.	What did you hear? Relate 4 – 5 ideas or words that you recall from the narration.
How did you feel about what you saw and heard?	Facts that were presented in the film:
What questions do you have?	Note one thing you learned about the past by viewing this video.
Did this film use or portray primary sources? Describe them.	
Write a comment on each element to evaluate this film. Historical accuracy: Photography: Clear narration: Interest and creativity:	

Think about...

- observing evidence of new understandings and/or gaps or misperceptions in students’ understanding
- recording focused observations to facilitate further student inquiry (Note: Watch for individuals’ curiosities, new questions, expertise....)



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Success for All Learners

- Page 6.102: Look It Over
- Page 6.108: Do Your Laps

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 73: A Viewer’s Discussion Guide

6h – Preparing and Conducting Surveys



Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.

Creating and conducting surveys are a form of participatory research that involves students in learning about their communities. Surveys may take the form of interviews where questions are asked and the responses recorded, or individual surveys where the person taking the survey also records the answers. Surveys provide large amounts of information from a broad range of people and may require a lot of time to prepare, administer, and analyze. For this reason, consider whether the information you are collecting already exists (e.g., Internet, library, public records...) elsewhere before choosing a survey as the research vehicle.

In creating the survey, identify the survey objectives to help focus concise, unbiased questions that will provide relevant information and avoid unnecessary data. Keep the survey as short as possible, ideally less than 15 questions, to achieve the best possible completion rate. The order of questions matters. Place simple questions first, more complex or controversial questions in the middle, and demographic questions, if required, at the end. Questions should be brief, direct, unambiguous, written in neutral language, and cover a single topic. Close-ended questions (e.g., Yes/No, True/False, Multiple Choice) are easier to administer and analyze. Open-ended questions may provide answers unrelated to the research topic and respondents may be reluctant to complete the survey. Before administering the survey, test it on people who are not familiar with it to determine if the questions are clear and the responses are providing the information required to address the research question.

(continued)

Appendix A – Skills Assessment**6h – Preparing and Conducting Surveys** *(continued)*

It is important to provide students with guidance in creating questions/surveys that demonstrate sensitivity and respect for the interviewees. Students need to understand the importance of

- using appropriate language
- respecting personal privacy
- ensuring that survey questions are not biased
- asking questions that respect religious or cultural protocols and/or sensitivities
- avoiding personal questions that might make interviewees uncomfortable

Surveys can be online or in paper format. Online surveys provide more flexibility in terms of completion times, and facilitate the summarization and analysis of data. Paper surveys are more cumbersome to process, but are easier to present. After the survey has been administered collate the results for analysis. A spreadsheet may be a useful tool for recording and analyzing results. Once the results are analyzed, communicate your findings with the survey participants and your community. Ensure that survey participants know that their anonymity will be protected, and finish each survey with a sincere thank-you.

Think about...

- focusing assessment on a manageable number of students/outcomes
- constructing student-generated assessment criteria (e.g., What are the characteristics of good questions and/or effective surveys?)
- recording focused observations to monitor students' ability to analyze and draw conclusions from the information they collect through the use of surveys
- orally guiding/facilitating student reflection on the survey process

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

7 – SOCIAL STUDIES

7a – Creating Maps



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-203	Construct maps using a variety of information sources and technologies. <i>Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...</i>
S-204	Select, use, and interpret various types of maps.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>

Students need to understand that maps are abstract representations of places on Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read/interpret and create different types of maps. When engaging students in map-making, encourage the use of mental maps to help them think spatially. Verbalize directions or read stories aloud and have students create mental images of described places and spaces. Have students—individually or collaboratively—create maps from these oral sources of information to practise listening skills, following directions, and visualizing.

Early Years students create maps with simple pictorial representations of their surrounding environment (e.g., the classroom, school, and neighbourhood...) in a variety of media. By beginning with objects, pictures, or drawings before moving to the use of abstract symbols, younger students come to understand the idea of symbolic representation. As students grow developmentally, the maps they create become increasingly more abstract, and students become proficient in the use of various map components (e.g., title, legend, compass rose, scale, latitude and longitude...). Map-making and map reading should eventually become as natural for students as reading and writing. Encourage students to incorporate maps into their daily work (e.g., journals, stories, research...).

(continued)

Appendix A – Skills Assessment**7a – Creating Maps** (*continued*)

Map construction can be an individual, small-group, or class learning experience, and provides students with opportunities to develop, clarify, and communicate their understanding of abstract ideas in a visual and symbolic format. Through the use of symbols and drawings in the creation of maps, students demonstrate their understanding of place, distance, and relationships.

Think about...

- observing for students' map-reading, interpreting, and creating skills
- constructing student-generated assessment criteria (e.g., What are the components of a quality map?)
- focusing assessment on the accuracy and completeness of the information in the map
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment, using a Met/Developing/Not-Yet-Met strategy
- adding student-made maps to the students' portfolios as evidence of understanding of mapping skills

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

7b – Using/Interpreting Maps



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-204	Select, use, and interpret various types of maps.
S-302	Draw conclusions and make decisions based on research and various types of evidence.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another. Students also need to know that maps represent a particular time and place and change over time. It is important to teach them to look for the source of the map and when/where it was created in order to be aware of its historical and political context and implications.

Students need opportunities to both read and create different types of maps. As students engage in strategies that involve map reading/interpretation, they learn that maps have particular components (e.g., title, symbols, legend, directions, scale...). Students also come to understand that maps are important sources of physical and human geographic information, and are fundamental to social studies inquiry. Maps help students think critically as they find locations and directions, determine distances, observe distributions of people and resources, and interpret and analyze patterns and relationships.

Encourage students to consult maps when they engage in individual research and when they are working in collaborative groups. As well, use and interpret maps as a whole-class learning experience. Maps, globes, and atlases are rich and engaging resources that stimulate questions, conversation, and critical thinking.

Think about...

- teaching, modelling, and guiding map reading/interpreting skills
- observing students' knowledge and skills in reading and interpreting a variety of maps and atlases to plan for differentiation
- observing students' skills in connecting information from maps to other concepts
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (e.g., What did I learn from this map? Compare/contrast different maps...) journals (See "Strategies That Make a Difference," pp. 26–28, for information on Y-Charts and T-Charts.)
- adding map interpretations and reflections to the students' portfolios as evidence of understanding of mapping skills

(continued)

Appendix A – Skills Assessment**7b – Using/Interpreting Maps** *(continued)***BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition

7c – Interpreting Timelines

**Skills**

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Interpreting timelines through social studies inquiry helps students imagine and visualize events of the past, and therefore better understand abstract concepts related to history and chronology. Students need to see and interpret timelines, and understand their nature and purpose, before they are asked to create their own timelines.

Think about...

- teaching, modelling, and guiding interpretation of timelines
- Planning for differentiation by observing students' knowledge and skills in interpreting timelines
- observing students' skills in connecting information from the past, present, and future, and descriptions of periods of time
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (e.g., What I am learning about timelines...; Evidence of my learning is...) journals (See "Strategies That Make a Difference," pp. 26–28, for information on Y-Charts and T-Charts.)
- adding student timeline interpretations and reflections to the students' portfolios as evidence of understanding

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 6: Daily Observation Form

7d – Creating Timelines



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Before students create their own timelines, they need opportunities to use and understand the nature and purpose of timelines. Students first examine, discuss, and use prepared timelines. Next, they contribute to the making of a class timeline, discussing and placing events on the timeline. The timeline can be an ongoing project that is integrated into the instructional process. Ideally, a class timeline would occupy the length of one wall of the classroom, providing room for all of the historical events that are discussed, as well as space for drawings, pictures, and illustrations. Finally, individually or in collaborative groups, students create their own timeline. Depending on developmental ability, students might simply label and illustrate events on a timeline that already has periods of time indicated. Alternately, students can integrate mathematical skills to determine and mark time periods on the timeline before labelling and illustrating events.

(continued)

7d – Creating Timelines (*continued*)

Think about...

- constructing student-generated assessment criteria (e.g., What are the components of a quality timeline?)
- focusing assessment on the accuracy and completeness of the information (e.g., chronological order, scale, appropriate choice of images...)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- orally guiding/facilitating reflection, using a Y-chart, T-Chart or journals (See “Strategies That Make a Difference,” pp. 26–28, for information on Y-Charts and T-Charts.)
- adding a timeline and reflection to the students’ portfolios as evidence of growth and understanding of timelines



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

7e – Social Action



Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-101	Use a variety of strategies in conflict resolution.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-103	Promote actions that reflect the principles of sustainable development.
S-104	Seek consensus in collaborative problem solving.
S-105	Recognize and take a stand against discriminatory practices and behaviours.
S-106	Propose options that are inclusive of diverse perspectives.
S-107	Make decisions that reflect social responsibility.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-301	Analyze the context of events, accounts, ideas, and interpretations.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
S-405	Articulate their perspectives on issues.
S-406	Debate differing points of view regarding an issue.

As students are given opportunities to develop and use the skills of active responsible citizenship, they should also be encouraged—when necessary and in appropriate ways—to engage in social action.

Student social action involves students interacting with others for the purpose of change. Social action might involve just a few students, the entire class, several classrooms or grades, the entire school, or the greater community. As students develop knowledge, values, and skills related to citizenship, they need to understand that social action is not only a right, but is perhaps the most important responsibility for citizens living within a democratic society. They also need to learn that, in most cases, social action involves collaboration, cooperation, and being respectful of others.

(continued)

7e – Social Action (*continued*)

Social action is a natural result of authentic social studies inquiry. As students learn about social issues that affect them or others, and as they become aware of problems and injustices in their communities, and if they are truly empowered to be active and responsible citizens, they are likely to take actions that initiate change. If and when they do take action, there is perhaps no better means of assessing student learning. As students engage in social action, their behaviours become an observable expression of the social studies knowledge, values, and skills they have been learning.

Empowered students might initiate social action on their own (e.g., coming to the aid of a victim of bullying; circulating a petition in the classroom or school...) or teachers may choose to encourage student social action. Student social action may be the culminating activity of a learning experience, a particular cluster, or the school year. It might take the form of a local classroom or school project, such as a recycling/anti-litter campaign, or the creation of a local nature preserve. Social action with a global focus might involve raising funds for a community well or sending school supplies to children in a developing country. Events such as UNICEF campaigns and Earth Day may trigger projects. Opportunities might also arise for students to be involved in more complex civil action, where projects involve the lobbying of policy/lawmakers and legislators.

Social action is the ultimate application of social studies learning. It is through social action that students' altruistic attitudes are expressed within the context of the knowledge and skills of the curriculum. Social action projects not only familiarize students with specific issues, but also provide opportunities to understand processes, such as conducting issue-based research, letter-writing campaigns, media publicity, the creation of surveys and petitions, and demonstrations and other civil actions.

Think about...

- setting classroom goals for developing action plans and becoming active responsible citizens
- constructing student-generated assessment criteria (e.g., What does a democratic classroom/an active responsible citizen look/sound like? Why?)
- offering descriptive feedback to students regarding their approach to social action
- recording focused observations to inform instruction
- guiding self- and peer assessment
- orally guiding/facilitating reflection, using a Y-chart or journals
- adding an account and/or images of evidence of social actions to the students' portfolios

(continued)

7e – Social Action *(continued)***BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 93: Goal Setting

8 – Content Reading



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-301	Analyze the context of events, accounts, ideas, and interpretations.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-305	Compare diverse perspectives and interpretations in the media and other information sources.
S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>

Content reading is integral to acquiring information and ideas for learning about a particular class topic or theme; and content subject areas are ideal contexts for improving, acquiring, and applying reading comprehension skills and strategies to make meaning of a variety of texts. Teachers need to extend reading instruction beyond the ELA classroom, and to offer students opportunities to practise reading comprehension strategies and make to connections in the content areas. Text sets are valuable resources for supporting content reading and a broad range of reading abilities. A text set consists of a variety of non-fiction and fiction texts on a theme or unit of study (e.g., picture books, visuals, short stories, historical fiction, atlases, songs, poetry, media texts, vignettes, textbooks...).

Competent readers use reading comprehension strategies independently before, during, and after reading. Additional information on characteristics of readers may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, p. 6.39). Teachers need to model a variety of before, during, and after strategies daily to help students choose, and become independent in the use of these strategies. Developing readers need access to texts that they can read, and scaffolding and guided instruction to successfully access the required information and ideas from texts they cannot yet read independently.

Think about...

- using read-aloud, shared reading, guided reading, partner reading, and independent reading literacy contexts for assessing comprehension strategies and differentiating instruction
- monitoring students' choices of texts for seeking information

(continued)

Appendix A – Skills Assessment

8 – Content Reading (*continued*)

- observing comprehension strategies including predicting, questioning, imaging, self-monitoring, re-reading, inferring, skimming and scanning, re-telling, and summarizing
- recording focused observations to determine students’ ability to get information and ideas from textual cues (titles, sub-titles, tables of content, images, captions...) and text structures/features (compare and contrast, sequential, description, cause and effect...)



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Before Reading Strategies

Strategy	Reference	BLM Title
Think-Pair-Share	“Strategies That Make a Difference,” page 15*	x
Thinking Maps	“Strategies That Make a Difference,” page 49	x
KWL	“Strategies That Make a Difference,” page 89 <i>Success for All Learners</i> , pages 6.20–6.21	BLM 65: KWL Plus BLM 6.94: KWL Plus
Anticipation Guide	“Strategies That Make a Difference,” pages 142–145 <i>Success for All Learners</i> , page 6.25	x BLM 6.98: Anticipation Guide
Before-During-After Map	“Strategies That Make a Difference,” pages 146–149	BLM 74: Before-During-After Map
Pre-Reading Plan	“Strategies That Make a Difference,” pages 160–161	x
Sort and Predict	“Strategies That Make a Difference,” pages 214–215 <i>Success for All Learners</i> , pages 6.33–6.35	x BLM 6.100: Sort and Predict Frame
Story Impressions	“Strategies That Make a Difference,” pages 176–178	x
Word Splash	<i>Success for All Learners</i> , pages 6.28–6.29	x
Three-Point Approach	“Strategies That Make a Difference,” page 215 <i>Success for All Learners</i> , page 6.36	x BLM 6.101: Three-Point Approach for Words & Concepts
Previewing Questions	“Strategies That Make a Difference”	BLM 14: Previewing Questions

**Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference”

During Reading Strategies

Strategy	Reference	BLM Title
Cornell Method	“Strategies That Make a Difference,” page 116	x
Thinking Maps	“Strategies That Make a Difference,” pages 49–51	x
How to Find the Main Idea of a Paragraph	“Strategies That Make a Difference”	BLM 12: How to Find the Main Idea of a Paragraph
Magnet Summaries	“Strategies That Make a Difference,” page 116	x
Slim Jims	“Strategies That Make a Difference,” page 116	x
Reciprocal Reading	<i>Success for All Learners</i> , pages 6.46–6.47	x
Collaborative Reading	<i>Success for All Learners</i> , page 6.45	x
Directed Reading Thinking Activity (DRTA)	<i>Success for All Learners</i> , page 6.48	x
Two Column Notes	<i>Success for All Learners</i> , page 6.83	x
Note-Making Tips for Students	<i>Success for All Learners</i> , page 6.82	x

(*continued*)

8 – Content Reading (*continued*)

Researching	<i>Success for All Learners</i> , page 6.84	x
SQ3R	<i>Success for All Learners</i> , page 6.85 “Strategies That Make a Difference,” page 179	x
Graphic Organizers	<i>Success for All Learners</i> , page 6.14	x
Mind Maps	<i>Success for All Learners</i> , page 6.14	x
Concept Frames	<i>Success for All Learners</i> , page 6.15	BLM 6.114: Fact Based Article Analysis BLM 6.115: Issue Based Article Analysis BLM 6.111: Concept Frame BLM 6.112: Concept Overview BLM 6.103: Compare & Contrast Frame BLM 6.104: Concept Relationship Frame BLM 6.113: Frayer Plus Concept Builder
Before-During-After Checklist (Student)	“Strategies That Make a Difference”	BLM 17: Before, During & After Reading Strategies—Middle Years
Before-During-After Map	“Strategies That Make a Difference”	BLM 74: Before-During-After Map
Content Reading Strategies	<i>Success for All Learners</i> , pages 6.40–6.44	x
Skim and Scan—Teacher Observation Group	“Strategies That Make a Difference”	BLM 4: Observation Checklist for Skimming and Scanning to Make Sense of Information
Skim and Scan—Teacher Observation Individual	“Strategies That Make a Difference”	BLM 5: Observation Checklist for Skimming and Scanning Skills
Skimming	“Strategies That Make a Difference”	BLM 15: Skimming Strategies
After Reading Strategies		
Strategy	Reference	BLM Title
Before-During-After Map	“Strategies That Make a Difference,” pages 146–149	BLM 74: Before-During-After Map
Three Point Approach	“Strategies That Make a Difference,” page 215 <i>Success for All Learners</i> , page 6.36	x BLM 6.101: Three-Point Approach for Words and Concepts
Word Cycle	“Strategies That Make a Difference,” page 216 <i>Success for All Learners</i> , pages 6.31–6.32	x BLM 6.99: Word Cycle
Retelling	“Strategies That Make a Difference,” pages 169–173	BLM 75: Retelling
Strategies for All Three Stages – Before, During, and After Reading		
Strategy	Reference	BLM Title
Before-During-After Checklist (Teacher)	“Strategies That Make a Difference”	BLM 6: Comprehension Focus (Before, During, & After Reading Strategies)
Before-During-After Map	“Strategies That Make a Difference,” pages 146–149	BLM 17: Before, During, and After Reading Strategies: Self Reflection-Middle Years
Reading Strategies	“Strategies That Make a Difference”	BLM 8: Reading Strategies: Student Monitoring Sheet

9 – WRITING

9a – Journals



Skills

S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-405	Articulate their perspectives on issues.

Journals are notebooks in which students record their personal thoughts and ideas, as well as information and questions about, and reflections on, what they hear, view, read, write, discuss, and think. Journals provide students with the opportunity to use exploratory language. The responses in personal journals are based on student feelings, and teachers should be sensitive to the private nature of personal journals. Other journals explore, clarify, and discover ways of refining and assessing thinking. Journals may include both written and representational formats. They may be a separate notebook or a section of another notebook, and they may also be specifically devoted to response and used across curriculum areas.

Think about...

- using student journals as a tool to observe values
- constructing student-generated assessment criteria (e.g., What does quality reflective journal writing look like?)
- posing questions and offering prompts to encourage reflection
- guiding self-assessment of journals
- encouraging students to select journal entries for inclusion in their portfolios as evidence of growth in metacognitive thinking over time
- assessing the journal for growth over time and/or for summative purposes



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

9b – Exit Slip

**Skills**

S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-405	Articulate their perspectives on issues.

An Exit Slip is simply a brief note or conversation with students at the end of a lesson. Exit Slips provide students with opportunities to reflect on their learning and provide teachers with feedback to inform future instruction as students summarize their understandings of a lesson. Exit Slips may be open-ended, include a reflective stem (e.g., Today I learned...; I am still confused about...; I would like to know more about...; A question I have is...), or used to set a learning goal for the next day. Exit Slips may be completed individually or in small groups. Review Exit Slip responses to guide planning for future instruction.

Think about...

- observing students' perceived strengths and areas for further learning
- focusing assessment on the accuracy and completeness of the information
- observing students' opinions, assumptions, and conclusions about their learning of a topic/issue/theme

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Success for All Learners

- Page 6.61: Admit and Exit Slips

9c – RAFT



Skills

S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-106	Propose options that are inclusive of diverse perspectives.
S-107	Make decisions that reflect social responsibility.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>
S-405	Articulate their perspectives on issues.

RAFT (Role, Audience, Format, Topic) is a writing strategy that provides students with opportunities to creatively analyze and synthesize information by writing from a different viewpoint. Students assume a Role other than themselves (e.g., animal, historical figure, comic book character...). They choose an Audience (e.g., a person living in another time or place, a corporation, an inanimate object...). They select a Format (e.g., poem, letter, journal...) for their writing. They also choose a Topic (e.g., plea, persuasion, demand, excuse...) related to the inquiry. Because the focus of the writing is so well defined in a RAFT, students gain experience in clearly and completely explaining their point of view. Teachers need to model and guide the use of RAFT before students work independently. RAFT may be used as an activating strategy to help identify students' prior knowledge or as a culminating task to demonstrate understanding.

Think about...

- sharing and reflecting on examples of point-of-view genre in literature
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does a quality written point of view (RAFT strategy) look/sound like? Why?)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- having students include RAFT examples in their portfolios as evidence of learning

(continued)

9c – RAFT (continued)**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 71: Point of View

Success for All Learners

- Page 6.116: Reading from Another Point of View

Appendix A – Skills Assessment

9d – Persuasive Writing



Skills

S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-106	Propose options that are inclusive of diverse perspectives.
S-107	Make decisions that reflect social responsibility.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>
S-405	Articulate their perspectives on issues.

Persuasive writing provides opportunities for students to present ideas and information and express their opinions and viewpoints on an issue. Persuasive writing is also often a component of social action. Students need to be aware of their intended audience as they state their view and present evidence and examples to support their position. Composing persuasive writing allows students to practise organizational skills and make connections between prior knowledge and new understandings. Teachers need to model, guide, and offer time for students to practise persuasive writing techniques. Persuasive writing can provide evidence of attitudinal changes as students evaluate and synthesize new knowledge and information.

Think about...

- sharing and reflecting on examples of persuasive writing
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does quality persuasive writing look/sound like? Why?)
- recording focused observations to monitor student growth in order to determine which students need differentiation
- guiding self- and peer assessment
- having students include persuasive writing examples in their portfolios as evidence of learning

(continued)

9c – Persuasive Writing *(continued)***BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

9e – Descriptive Writing



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-401	Use language that is respectful of human diversity.

Descriptive writing presents people, places, things, or events with enough detail to enable the reader to create a mental picture and share the writer's sensory experience (e.g., sights, smells, sounds, tastes, and feelings) of the subject of the writing. It provides opportunities for students to express their feelings creatively and to experiment with language to convey those feelings to the audience. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, read/listen to examples of descriptive writing, observe/view...) and planning structures (e.g., outlining, mapping, story frames...) to assist students in the writing process. The writing form may be a paragraph, essay, poem, character portrait/sketch, or other forms of descriptive writing. As students engage in the writing process, encourage them to share their drafts with peers and revise their writing to create the desired mood.

Think about...

- sharing and reflecting on examples of descriptive writing
- modelling, guiding, and offering time to practise descriptive writing
- constructing student-generated assessment criteria (e.g., What does quality descriptive writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- having students select descriptive writing pieces for inclusion in their portfolios and highlighting evidence of their own growth
- posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

9e – Descriptive Writing *(continued)***BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 29: Writing Work in Progress: Student Self-Assessment
- BLM 47: Character Poem
- BLM 84: Revision Record

Success for All Learners

- BLM 111: Concept Frame

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

9f – Narrative Writing



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.

Narrative presents a personal or fictional experience or tells the story of a real or imagined event. Narrative writing takes many forms (e.g., paragraph, anecdote, short story, diary, autobiography, myth, legend, newspaper article, dialogue, personal letter...). As students plan their narrative, they may need guidance in developing the details to create an identifiable storyline that is easy for the reader to follow. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, read/listen to examples of narrative writing, research, observe/view...) and planning structures (e.g., outlining, mapping, story frames...) to assist in the writing process and to recreate their narrative for the reader by including details that support, explain, and enhance the story. Composing narrative writing provides students with opportunities to think and write stories about people, places, and events.

Think about...

- sharing and reflecting on examples of narrative writing
- modelling, guiding, and offering time to practise narrative writing
- constructing student-generated assessment criteria (e.g., What does quality narrative writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- having students select narrative writing pieces for inclusion in their portfolios and highlighting evidence of their own growth
- posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

(continued)

9f – Narrative Writing *(continued)***BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 23: First Draft Writing Plan
- BLM 24: First Draft Review
- BLM 27: Signal, Words and Phrases
- BLM 28a: Writing Self-Assessment
- BLM 28b: Writing Self-Assessment (continued)
- BLM 29: Writing Work-in-Progress: Student Self-Assessment
- BLM 30: Peer Writing Assessment
- BLM 48: Character Grid
- BLM 49: Story Planner—Middle Years
- BLM 61: Story Map—A
- BLM 62: Story Map—B
- BLM 63: Story Map—C
- BLM 67: W-5 Chart
- BLM 84: Revision Record

Success for All Learners

- BLM 110: Paragraph Frame

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

9g – Expository Writing



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.

The purpose of expository writing is to inform, clarify, explain, define, or instruct the reader on a particular topic. Expository writing provides opportunities for students to develop skills in clarity and organization in their writing. Expository writing also allows students opportunities to become familiar with and use text structures (e.g., compare/contrast, cause/effect, problem/solution, main idea/detail, sequence/chronology...). Forms of expository writing include paragraphs, essays, reports, news articles, research, and business or formal letters. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, reading/listening to examples of expository writing, research, observe/view...) and planning structures (e.g., outlining, mapping, story frames...) to assist students in the writing process. As students encounter this type of writing in much of their content reading, gaining experience in composing expository may help them develop skills in reading for information.

Think about...

- sharing and reflecting on examples of expository writing
- focusing assessment on the accuracy and completeness of the information
- modelling, guiding, and offering time to practise expository writing
- constructing student-generated assessment criteria (e.g., What does quality expository writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation

(continued)

9g – Expository Writing *(continued)*

- Guiding self- and peer assessment
- Having students select expository writing pieces for inclusion in their portfolios and highlighting evidence of their growth
- Posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Success for All Learners

- BLM 103: Compare and Contrast Frame
- BLM 104: Concept Relationship Frame
- BLM 109: Explanation Planner
- BLM 110: Paragraph Frame

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 23: First Draft Writing Plan
- BLM 24: First Draft Review
- BLM 25: Sequential Paragraph Form
- BLM 27: Signal Words and Phrases
- BLM 28a: Writing Self-Assessment
- BLM 28b: Writing Self-Assessment (continued)
- BLM 29: Writing Work in Progress: Student Self-Assessment
- BLM 30: Peer Writing Assessment
- BLM 84: Revision Record

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

9h – Creating Plans/Outlines



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>
S-300	Plan topics, goals, and methods for inquiry and research.

Plans and outlines may be used for a wide variety of purposes, both simple and complex, (e.g., determining roles for a group activity, planning events or special days, creating goals for research projects, drafting plot outlines...). Creating a written plan provides opportunities for students to establish a process for achieving their learning goals. Students identify their goals, outline the steps they will use to achieve them, and determine how they will know their goals have been attained. As students engage in planning, they come to understand that the plan is a means to achieving an end, and not the end itself. Written plans may be developed collaboratively or individually.

Think about...

- focusing assessment on a manageable number of learning outcomes/students
- focusing assessment on the accuracy and completeness of the information
- teaching, modelling, and guiding the creation of plans and outlines
- constructing student-generated assessment criteria (e.g., What does a quality plan or outline look/sound like? Why?)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- encouraging students to revise plans/outlines as needed
- orally guiding/facilitating reflection on planning, using a Y-chart or journals (See “Strategies That Make a Difference,” pp. 26–28, for information on Y-Charts and T-Charts.)

(continued)

9h – Creating Plans/Outlines *(continued)***BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 7: Our/My Learning Plan

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 33: Set Your Goal
- BLM 34: We Reached Our Goal!
- BLM 46: Personal Goal Setting
- BLM 94: Goal Setting
- BLM 96: Project Outline

Appendix A – Skills Assessment

9i – Recording Information



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>

As students are engaged in inquiry and research, they need to experience various strategies for recording and organizing acquired information. Strategies may include drawing, simple note-making skills, process notes, Slim Jims, concept maps, or graphic representations. Additional information on information processing strategies may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, p. 6.49) and “Strategies That Make a Difference,” (Manitoba Education and Training, 1996a, pp. 59-64, 76–77, and 114–117). As students develop a repertoire of strategies, they become able to choose the most appropriate method related to the purpose and the type of information.

Think about...

- teaching and modelling one strategy at a time for recording information (Note: It takes students approximately six to eight weeks to internalize a strategy and to apply it independently.)
- focusing assessment on the accuracy and completeness of the information
- recording focused observations to determine which students need differentiation and scaffolding
- guiding self- and peer assessment
- observing students’ choices of strategies for recording information
- orally guiding/facilitating reflection, using a Y-chart or T-chart. (See “Strategies That Make a Difference,” pp. 26–28, for information on Y-Charts and T-Charts.)

(continued)

9i – Recording Information *(continued)***BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 8: Evidence of Learning

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 45: Checklist to Assess Student’s Ability to Select and Process Information
- BLM 64: Venn Diagram
- BLM 67: W-5 Chart

Success for All Learners

- Page 6.101: Three-Point Approach for Words and Concepts
- Page 6.102: Look It Over
- Page 6.114: Fact-Based Article Analysis
- Page 6.115: Issue-Based Article Analysis

10 – PRESENTATIONS/REPRESENTATIONS

10a – Dramatic Presentations



Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-101	Use a variety of strategies in conflict resolution.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Seek consensus in collaborative problem solving.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>
S-405	Articulate their beliefs and perspectives on issues.

Drama and role-play are forms of language and literature that tell a story through the actions and speech of characters. Drama is a powerful tool that can stimulate creative and critical thinking through a variety of intelligences and develop language and literacy. Dramatizations are often collaborative in nature and intended to be shared with a broader audience. In planning dramatizations, students consider how the structure of the presentation will effectively communicate new information to their intended audience. Drama and role-play provide opportunities for students to make connections between their personal experiences and the lives of others, and explore diverse perspectives or points of view. They also help students develop empathy and enrich their social consciousness.

Guidelines for drama and role-play

- The context and roles should be clearly defined, while allowing some latitude for spontaneity and creativity on the part of the students.
- Determine a designated time frame for the presentation.
- When topics are controversial or require solutions, encourage students to consider diverse perspectives and alternative solutions, to use language appropriately, and to take a position and reach a conclusion or resolution.
- Provide students time to prepare and to access any preparatory information they need.

(continued)

10a – Dramatic Presentations (*continued*)

- Role descriptions should provide enough information to help students “enter into” the character they are to portray (general characteristics, beliefs, and values) but should not follow a pre-determined script.
- Students may complete a character outline (see BLM) to help them prepare.
- Props and costumes may be used appropriately.
- Discuss with students the effectiveness of realism versus fantasy scenarios, the need to be mindful of anachronisms, oversimplifications, and the indiscriminate use of stereotypes.

Variations

- Props and costumes could be used in different ways.
- If there are not enough roles for everyone in the group, one student could be assigned the task of being a witness or observer who “thinks out loud” to the audience without disrupting the action.
- Students could be asked to reverse roles or switch points of view in a second role-play.
- A narrator or series of narrators may be named to help set the scene and expand on what is happening.

Think about...

- focusing assessment on a manageable number of outcomes/students, keeping the end in mind
- constructing student-generated assessment criteria (e.g., What does a quality dramatization/role-play look/sound like? Why?)
- offering descriptive feedback and conferencing with students throughout the process
- orally guiding/facilitating reflection, using a Y-chart or journals
- allowing time for a group debriefing, including the audience, after the presentation
- recording focused observations during the planning and presentations of dramatizations



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 36: How We Cooperated in Our Group Work
- BLM 51: Identifying Appropriate Audience Behaviours
- BLM 89: Cooperative Group Learning (Teacher Assessment)
- BLM 95: Observation Checklist for Speaking and Listening Skills

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

10b – Video Production



Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>
S-405	Articulate their perspectives on issues.

Video projects provide opportunities for students to develop and apply skills in research, critical thinking, problem solving, collaborative learning, and communication, and to express their creativity. Students learn to mix moving and still images, text, sound, music, and dialogue to create compelling stories and to communicate messages. Students produce videos for a variety of reasons: to inspire, to inform, to instruct, and to entertain. Video project subjects include biographies, social issues/advocacy, community stories/local history, how to, news, commercials, science and nature, reenactments, travel and tourism, and documentaries.

Students need to plan their video project before taping. Once a topic is chosen, students prepare a descriptive overview, and conduct their research. They then plan the script, create a storyboard, record the scenes, and edit. Students can assume the roles of Executive Director, Director, Producer, Researcher, Script Writer, Storyboard Artist, Set Designer, Camera Operator, Sound Technician, Editor, Online Graphic Artist, and Actors. Video production helps students learn media literacy skills and become more critical consumers of media.

(continued)

10b – Video Production (*continued*)

Think about...

- constructing student-generated assessment criteria (e.g., What does a quality video look/sound like? Why?)
- focusing assessment on the accuracy and completeness of the information
- conferencing with students throughout the process
- orally guiding/facilitating reflection, using a Y-chart or journals
- offering descriptive feedback
- recording focused observations during the planning and production of videos



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 36: How We Cooperated in Our Group Work
- BLM 52: Film and Television Techniques
- BLM 89: Cooperative Group Learning (Teacher Assessment)

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

10c – Artistic Representations



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-401	Use language that is respectful of human diversity.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>

Engaging in the creation of art allows students to express their learning and their understanding in alternative ways and, more importantly, provides a venue for them to be truly creative. Not only do students learn more about the topic at hand, when they are given opportunities to communicate their ideas artistically they learn about themselves, their culture and identity, as well as the larger world around them.

The processes related to the creation of art include exploration and active learning, as well as the use of imagination. These processes enhance student understanding and engage their attention. As well, the opportunity to be creative motivates and connects students to subject matter in emotional, physical, and personal ways. Art supports the development of spatial, kinesthetic, interpersonal, and intrapersonal intelligences, and promotes open-ended, non-linear thinking. As students participate in meaningful artistic activities, they are better able to understand and appreciate the constant flow of images, sounds, and messages (i.e., art and media) that surround them. They also come to understand and empathize with people from diverse groups and cultures (e.g., racial, religious, age, gender, and language).

Think about...

- constructing student-generated assessment criteria (e.g., What does a quality artistic representation look like?)
- encouraging the exploration and use of a variety of media in their artistic representations
- conferencing with students throughout the process
- guiding peer and self-assessment
- focusing on the principles and elements of art (e.g., line, colour, shape, texture, movement, balance...)
- posing reflective questions
- offering descriptive feedback
- having students select artistic pieces for inclusion in their portfolios and highlighting evidence of their understanding

(continued)

10c – Artistic Representations *(continued)*

- posing reflective questions (e.g., What are you discovering as you create? What surprises you? What might your audience think as they view this piece? What goals do you have for your next artistic piece? Why did you choose this medium to express your understanding?...)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work

(continued)

Appendix A – Skills Assessment

10d – Musical Representations



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-401	Use language that is respectful of human diversity.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>
S-405	Articulate their perspectives on issues.

Classroom music-making contributes to students' cognitive development, including reasoning, creativity, thinking, and decision-making and problem-solving skills. Creating songs, raps, chants, or other musical forms helps focus the learner's attention and provides a safe and motivating social learning context in which all students can contribute. Putting curricular concepts into musical form is consistent with theories of multi-sensory learning. Students can create lyrics to demonstrate their understanding of concepts, and perform them to original or familiar melodies. Music-making is a motivating and fun activity that engages the whole brain and helps move information into long-term memory. Music-making creates a language-rich environment and promotes self-esteem and a sense of inclusion and collaboration.

Think about...

- encouraging the use of a variety of musical genres
- conferencing with students throughout the process
- guiding peer and self-assessment
- focusing on the principles of music (e.g., rhythm, harmony...)
- offering descriptive feedback
- having students self-select recordings of their musical pieces for inclusion in their portfolios and highlighting evidence of their understanding
- posing reflective questions (e.g., What are you discovering as you create? What surprises you? What might your audience think as they listen to this piece? What goals do you have for your next musical piece? Why did you choose this genre to express your understanding?...)



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work

11 – INFORMATION AND COMMUNICATION TECHNOLOGIES

11a – Print and Electronic Research



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-300	Plan topics, goals, and methods for inquiry and research.
S-301	Analyze the context of events, accounts, ideas, and interpretations.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-305	Compare diverse perspectives and interpretations in the media and other information sources.
S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>

Print and electronic research is one way of gathering knowledge within the inquiry process. The inquiry process includes the following stages:

- Choose a theme or topic.
- Identify and record prior knowledge.
- Ask initial questions.
- Explore and select primary and secondary sources.

(continued)

Appendix A – Skills Assessment

11a – Print and Electronic Research (*continued*)

- Plan for inquiry.
- Gather, process, and record information.
- Focus the inquiry.
- Plan to express learning.
- Create performances/demonstrations/products.
- Celebrate and reflect.

Research helps students construct knowledge and develop their understanding as they acquire new information and build on prior knowledge. The focus of the research is often guided by student-generated questions related to the knowledge learning outcomes. Observe and offer guidance to students as they engage in research in order to help them focus their learning.

Additional information on the inquiry process may be found in *Independent Together: Supporting the Multilevel Learning Community* (Manitoba Education and Youth, 2003, Chapter 6, Integrated Learning Through Inquiry: A Guided Planning Model p. 6.1–6.18) and “Strategies That Make a Difference” (Manitoba Education and Training, 1996a, p. 73–93).

Think about...

- focusing assessment on a manageable number of outcomes/students, keeping the end in mind
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., referencing sources, avoiding plagiarism, recognizing bias, relevancy, validity of sources...)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- encourage students to use a variety of before, during, and after strategies throughout the research process
- conferencing with students throughout the research process



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 7: Our/My Learning Plan

11b – Using Graphics Software

**Skills**

S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials.</i>

Students may use graphics software to illustrate and label concepts and ideas. Images created with graphics software may be imported into other applications (e.g., word processor, presentation software...) and more fully explained. Students may change and adapt previously created images to reflect new understanding as additional information is acquired.

Think about...

- focusing assessment on the visual representation of concepts and ideas
- constructing student-generated assessment criteria (e.g., What do quality illustrations/diagrams look like?)
- having students select graphics for inclusion in their portfolios and highlighting evidence of their understanding
- offering descriptive feedback
- guiding self- and peer assessment

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

Appendix A – Skills Assessment

11c – Email



Skills

S-107	Make decisions that reflect social responsibility.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.

Email offers authentic opportunities for students to communicate with others, near and far. Students articulate ideas and information and analyze responses for relevancy and accuracy. Students may use email to conduct interviews, request information, state a position, or share understandings on a topic or issue. Help students identify the purpose of their email communications and model compositions to achieve various purposes. As well, assist students in selecting style and language to match audience and purpose, and ensure they use language that is respectful of others. Teach students about safety on the Internet and the importance of not including personal information in email communication with people they do not know.

Think about...

- modelling appropriate Internet practices
- focusing assessment on the clarity of student communication and the match of style and tone with purpose
- constructing student-generated assessment criteria (e.g., What does an appropriate Internet communication look/sound like? Why?)
- offering descriptive feedback
- guiding student self-reflection regarding email they send and receive (e.g., tone, validity, bias, accuracy...)



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

11d – Desktop Publishing

**Skills**

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>
S-405	Articulate their perspectives on issues.

Desktop publishing includes the use of text, images, maps, and charts to communicate information and concepts. It provides opportunities for students to synthesize new knowledge and represent their understandings creatively. Examples of desktop-published products include brochures, posters, and newsletters. They may be produced collaboratively or individually. Encourage students to identify the purpose of the final product and to plan accordingly to ensure it communicates the purpose effectively to their intended audience.

Think about...

- focusing assessment on the layout, organization, visual appeal, content choices, and whether the final product communicates the purpose effectively
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does a quality brochure look like?)
- having students select published pieces for inclusion in their portfolios and highlighting evidence of their understanding
- offering descriptive feedback throughout the process
- guiding self- and peer assessment

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work

11e – Word Processing



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.

Word processing supports students throughout the writing process and facilitates them in revising initial drafts and in the organization of their writing to best represent their current understandings. Students may take advantage of standard word-processing features to improve their writing (e.g., spell and grammar check, thesaurus, formatting options...). Encourage students to organize and save electronic copies of drafts as they work through the editing and revision process as evidence of their growth and improvement over time.

Think about...

- modelling and guiding the development of word-processing skills and strategies
- constructing student-generated assessment criteria (e.g., What does a quality word-processed document look like?)
- having students select word-processed pieces for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to determine skills in organizing information and ideas, revising and editing, and organizing and saving electronic copies of files
- offering descriptive feedback



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 28a: Writing Self-Assessment
- BLM 28b: Writing Self-Assessment (continued)

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11f – Concept Mapping



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.

Concept mapping involves the visual organization of ideas and information. This helps students identify patterns and relationships, build upon prior knowledge, and review concepts. It also stimulates creative thinking. As students acquire new information, they can organize additional ideas and information graphically to integrate new knowledge and reinforce their understandings. This helps students identify misconceptions and clarify their thinking. The use of colours, symbols, and images reinforces written text. The ease with which changes in relationships can be represented makes concept mapping particularly helpful for some students. Concept mapping examples include facilitating brainstorming (Activating), gathering information (Acquiring), or displaying new understanding (Applying).

Think about...

- modelling and guiding the use of concept mapping
- constructing student-generated assessment criteria (e.g., What does a quality concept map look like?)
- having students select concept maps to include in their portfolios and highlighting evidence of their understanding
- offering descriptive feedback
- guiding self- and peer assessment



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

Appendix A – Skills Assessment

11g – Multimedia Presentations



Skills

S-106	Propose options that are inclusive of diverse perspectives.
S-107	Make decisions that reflect social responsibility.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>
S-405	Articulate their perspectives on issues.

Multimedia presentations (e.g., web page, *PowerPoint*...) provide opportunities for students to synthesize new knowledge and share their understandings. Multimedia presentations allow students to represent their understandings creatively by including text, images, sound clips, and hyperlinks that support their ideas and information. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students need to consider how the structure of the presentation will communicate information effectively to their intended audience. Provide students time to practise before they give their presentations.

Think about...

- focusing assessment on a manageable number of outcomes/students, keeping the end in mind
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., audience engagement, audio/visual appeal, content, presentation techniques...)

(continued)

11g – Multimedia Presentations (*continued*)

- offering descriptive feedback throughout the process
- having students select multimedia presentations for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to monitor student growth and to determine which students need differentiation
- guiding self- and peer reflection on whether the presentation effectively communicates the intended message
- orally guiding/facilitating reflection, using a Y-chart or journals (See “Strategies That Make a Difference,” pp. 26–28, for information on Y-Charts and T-Charts.)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

11h – Creating Animations

**Skills**

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>

Creating animations provides students with opportunities to apply new knowledge and graphically represent concepts and ideas. Students may create animations to illustrate patterns, cycles, changes over time, or cause-and-effect relationships, as well as stories. In creating animations, students develop skills in problem solving, sequencing, timing, and duration of scenes/screens to communicate the concepts and ideas they are illustrating. The interactive and graphic nature of animations provides alternative ways for students to demonstrate their learning.

Think about...

- focusing assessment on how the animation creatively communicates a concept or idea
- constructing student-generated assessment criteria (e.g., What does quality animation look/sound like? Why?)
- offering descriptive feedback
- having students select animations for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11i – Using Software

**Skills**

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>

Using software allows students to access new information and interact with simulations and/or animations to explore new concepts and ideas. Simulations provide an environment where students can explore, experiment, question, and hypothesize about real-life situations that would otherwise be inaccessible. Students can explore “what-if” scenarios as they predict the results of various actions, modify parameters accordingly, and evaluate the resulting outcomes. Simulations and animations allow students to visualize complex and dynamic interactions and develop deeper understandings than may be achieved through a text description. By exploring a simulated environment, students can “learn by doing.” Using software also allows students to practise specific skills and receive corrective feedback.

Think about...

- focusing assessment on students’ skills in exploring concepts and ideas with simulations and/or animations
- offering descriptive feedback on students’ explorations, deepening understandings and testing hypotheses
- orally guiding/facilitating reflection, using a Y-chart or journals (e.g., Using this software helps me...)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition

Appendix A – Skills Assessment

11j – Using Spreadsheets/Databases

**Skills**

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>

Spreadsheets and databases allow students to record and graphically represent data, analyze relationships and patterns, and manipulate data to solve problems. There are several opportunities to integrate spreadsheet and database skills. With spreadsheets, students can enter formulas to calculate values (e.g., population density equals population divided by area). Additionally, students can chart their data by creating graphs to facilitate data analysis. Databases are particularly useful for students to make comparisons in their recorded research (e.g., characteristics of daily life in communities studied, location and characteristics of geographic regions...). Students may then query the data to identify patterns and relationships. As students develop the skills to use spreadsheets and databases, they are able to apply these skills in the context of analyzing issues and concepts related to their investigations.

Think about...

- modelling and guiding the use of spreadsheets/databases
- focusing assessment on the analysis of patterns and relationships rather than isolated technology skills
- recording focused observations to determine prior knowledge, gaps, points for instruction, and/or growth over time
- offering descriptive feedback to improve understanding of relationships between various factors in data analysis and/or research

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Blackline Masters

Appendix B

GRADE

9

Blackline Masters

Cluster 1

Learning Experience 9.1.1

- 9.1.1a** KWL Chart: Geography of Canada
- 9.1.1b** A Mental Map of Canada (2 pages)
- 9.1.1c** Concept Overview: Demography
- 9.1.1d** Sort and Predict
- 9.1.1e** Thoughts on Canadian Geography (2 pages)
- 9.1.1f** Analyzing a News Article
- 9.1.1g** Outline Map of Canada
- 9.1.1h** Self-Assessment Chart: Geography and Demography

Learning Experience 9.1.2

- 9.1.2a** Timeline of Human Rights Development in Canada (4 pages)
- 9.1.2b** Preamble to the Universal Declaration of Human Rights
- 9.1.2c** Songs for Human Rights
- 9.1.2d** Universal Declaration of Human Rights (4 pages)
- 9.1.2e** Background Information: Universal Declaration of Human Rights (3 pages)
- 9.1.2f** Canadian Contributors to Human Rights
- 9.1.2g** A Human Rights Milestone for Canadians
- 9.1.2h** Article Analysis (2 pages)
- 9.1.2i** Conducting a Survey

Learning Experience 9.1.3

- 9.1.3a** Word Splash
- 9.1.3b** What Canadian Identity? Which Canadian Values? (3 pages)
- 9.1.3c** Thinking about Conflict
- 9.1.3d** What Does Canadian Citizenship Mean? (3 pages)
- 9.1.3e** Resolving Conflict (2 pages)
- 9.1.3f** Charter of Rights and Freedoms (Sections 1 to 23) (4 pages)
- 9.1.3g** Detecting Bias in the Media
- 9.1.3h** Chart: Examining the Charter

Learning Experience 9.1.4

- 9.1.4a** Discrimination in Canada? (5 pages)
- 9.1.4b** Stereotypes

- 9.1.4c** Timeline of Social and Cultural Injustices in Canada (4 pages)
- 9.1.4d** Perspectives on Francophone Assimilation (3 pages)
- 9.1.4e** Statement of Reconciliation
- 9.1.4f** Integration and Assimilation: Compare and Contrast
- 9.1.4g** Trudeau and Cultural Diversity
- 9.1.4h** Vocabulary Circle: Pluralism and Integration

Learning Experience 9.1.5

- 9.1.5a** Pop Culture Consumption
- 9.1.5b** Guidelines: Deconstructing a News Report
- 9.1.5c** Canadian Content in the Media (3 pages)
- 9.1.5d** Diversity and Pluralism in Canada: Connecting and Reflecting

Cluster 2

Learning Experience 9.2.1

- 9.2.1a** Legislative, Executive, and Judicial Roles of Government
- 9.2.1b** Features of Canadian Government (2 pages)
- 9.2.1c** Division of Powers and Responsibilities (3 pages)
- 9.2.1d** Division of Powers and Responsibilities —KEY (2 pages)
- 9.2.1e** Government in Canada
- 9.2.1f** Talking about Government in Canada (2 pages)
- 9.2.1g** Issue-Based Article Analysis
- 9.2.1h** Government Positions/Levels (2 pages)
- 9.2.1i** The Ombudsman (2 pages)
- 9.2.1j** Levels of Government and Daily Life Situations (3 pages)

Learning Experience 9.2.2

- 9.2.2a** Contemporary Political Leaders (2 pages)
- 9.2.2b** Canadian Priorities (2 pages)
- 9.2.2c** First Past the Post
- 9.2.2d** Political Parties in Canada
- 9.2.2e** Youth Vote
- 9.2.2f** Fair Vote?

Blackline Masters (continued)

Learning Experience 9.2.3

- 9.2.3a** Symbols of Justice
- 9.2.3b** Justice, Law, and the Just Society (2 pages)
- 9.2.3c** Quiz: True or False
- 9.2.3d** Quiz: True or False—KEY (2 pages)
- 9.2.3e** Timeline: Aboriginal Justice and Self-Determination (4 pages)
- 9.2.3f** Youth Criminal Justice
- 9.2.3g** Aboriginal Perspectives on Justice, Law and Self-Determination (4 pages)
- 9.2.3h** Issue-Based Article Analysis
- 9.2.3i** Restorative Justice (2 pages)

Learning Experience 9.2.4

- 9.2.4a** Responsibilities and Rights in Our Communities
- 9.2.4b** Quotations on Citizenship
- 9.2.4c** Values of Canadian Citizenship
- 9.2.4d** Qualities of the Global Citizen (2 pages)
- 9.2.4e** Oath of Canadian Citizenship
- 9.2.4f** Self-Assessment: Responsibilities and Rights

Learning Experience 9.2.5

- 9.2.5a** Thinking about Democracy (2 pages)
- 9.2.5b** Democratic Ideals in Canadian Society
- 9.2.5c** Majority – Minority Issues
- 9.2.5d** Democracy and Governance in Canada: Connecting and Reflecting

Cluster 3

Learning Experience 9.3.1

- 9.3.1a** Thoughts about the Modern Global Village (2 pages)
- 9.3.1b** Analyzing Global News Coverage (2 pages)
- 9.3.1c** Media Scrapbook Analytical Outline
- 9.3.1d** Designing an Editorial Cartoon
- 9.3.1e** If the World Were a Village
- 9.3.1f** Making News Decisions (2 pages)

Learning Experience 9.3.2

- 9.3.2a** International Organizations
- 9.3.2b** Canadian Global Involvement (4 pages)
- 9.3.2c** Conducting an Interview

- 9.3.2d** Note-Taking Frame: International Organization

- 9.3.2e** Made-in-Canada Identification Card

Learning Experience 9.3.3

- 9.3.3a** Least Developed, Most Developed
- 9.3.3b** Least Developed, Most Developed—KEY (2 pages)
- 9.3.3c** Thoughts on the Consumer Economy (3 pages)
- 9.3.3d** Globalization (2 pages)
- 9.3.3e** Note-Taking Frame: Fair Trade
- 9.3.3f** Chocolate: Fair Trade or Slave Trade (2 pages)
- 9.3.3g** Canada in the Global Context: Connecting and Reflecting

Cluster 4

Learning Experience 9.4.1

- 9.4.1a** Thoughts on Canada's Future
- 9.4.1b** Social Security Timeline in Canada (2 pages)
- 9.4.1c** Canadian Innovators
- 9.4.1d** Article Analysis
- 9.4.1e** Public Consultation on Health Care (2 pages)

Learning Experience 9.4.2

- 9.4.2a** Some Great Canadians (2 pages)
- 9.4.2b** Media Analysis Form: Charter Issues
- 9.4.2c** Goals of Citizenship Education (3 pages)

Learning Experience 9.4.3

- 9.4.3a** Social Justice Word Splash
- 9.4.3b** Social Justice Definitions
- 9.4.3c** Numbered Treaties (3 pages)
- 9.4.3d** Excerpts from the UN Draft Declaration on the Rights of Indigenous Peoples (3 pages)

Learning Experience 9.4.4

- 9.4.4a** Acronyms of International Organizations (4 pages)
- 9.4.4b** Acronyms of International Organizations—KEY (4 pages)
- 9.4.4c** Canada in the Global Village (3 pages)

Blackline Masters (continued)

- 9.4.4d** A Remarkable Canadian
- 9.4.4e** Environmental Initiatives
- 9.4.4f** Global Issue Analysis
- 9.4.4g** Canada: Opportunities and Challenges:
Connecting and Reflecting

Electronic versions of these BLMs are available as Word files online at www.edu.gov.mb.ca/k12/cur/socstud/, and can be modified to suit your individual needs. In some cases, the space provided for answers may not be sufficient, but can be expanded on the electronic file to provide more room for answers.

Student Portfolio Tracking Charts

Appendix C

GRADE

9

*Skills, Knowledge and Values
Outcomes Tracking Sheets*

Appendix D

GRADE

9

Skills Outcomes Tracking Sheet

Outcome	Check if targeted
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Skills Outcomes Tracking Sheet

Skills for Active Democratic Citizenship

S-100	Collaborate with others to achieve group goals and responsibilities.					
S-101	Use a variety of strategies in conflict resolution.					
S-102	Make decisions that reflect fairness and equality in their interactions with others.					
S-103	Promote actions that reflect the principles of sustainable development.					
S-104	Seek consensus in collaborative problem solving.					
S-105	Recognize and take a stand against discriminatory practices and behaviours.					
S-106	Propose options that are inclusive of diverse perspectives.					
S-107	Make decisions that reflect social responsibility.					

Skills for Managing Information and Ideas

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.					
S-201	Organize and record information in a variety of formats and reference sources appropriately.					
S-202	Select and use appropriate tools and technologies to accomplish tasks.					
S-203	Construct maps using a variety of information sources and technologies.					
S-204	Select, use, and interpret various types of maps.					

(continued)

Outcome	Check if targeted				
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Critical and Creative Thinking Skills

S-300	Plan topics, goals, and methods for inquiry and research.					
S-301	Analyze the context of events, accounts, ideas, and interpretations.					
S-302	Draw conclusions and make decisions based on research and various types of evidence.					
S-303	Reconsider personal assumptions based on new information and ideas					
S-304	Analyze material and visual evidence during research.					
S-305	Compare diverse perspectives and interpretations in the media and other information sources.					
S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.					
S-307	Propose and defend innovative options or solutions to address issues and problems.					
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.					

Communication Skills

S-400	Listen to others to understand their perspectives.					
S-401	Use language that is respectful of human diversity.					
S-402	Express informed and reasoned opinions.					
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose.					
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.					
S-405	Articulate their perspectives on issues.					
S-406	Debate differing points of view regarding an issue.					

Knowledge and Values Outcomes Tracking Sheets

Outcome	Check if targeted
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Cluster 1: Diversity and Pluralism in Canada

Learning Experience 9.1.1: A Profile of Canada

KL-024	Identify on a map distinguishing elements of the physical and human geography of Canada.					
KH-029	Describe factors affecting demographic patterns in Canada since the beginning of the 20th century.					
VI-005	Appreciate Canadian cultural pluralism.					
VI-005A	Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.					
VI-005F	Be willing to support the vitality of their French language and francophone culture.					

Learning Experience 9.1.2: Human Rights

KC-001	Give examples of human rights as defined in the United Nations Universal Declaration of Human Rights.					
KC-004	Describe contributions of Canadians whose social and political actions have promoted human rights.					
KH-031	Identify significant events in the development of human rights in Canada.					
KH-032	Describe ways in which the status of women in Canada has changed since the early 20th century.					
VH-008	Appreciate the efforts of Canadians who have helped to promote human rights.					

Learning Experience 9.1.3: Living Together in Canada

KC-002	Give examples of the effects of the Canadian Charter of Rights and Freedoms on individuals and groups.					
KC-002F	Describe effects of Article 23 of the Canadian Charter of Rights and Freedoms on linguistic minorities.					
KC-003	Describe the criteria for becoming a Canadian citizen.					
KI-016	Describe factors that shape personal, regional, and national identities.					
KP-043	Give examples of diverse approaches to conflict resolution.					
VP-014	Value non-violent resolutions to conflict.					

(continued)

Outcome	Check if targeted
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Learning Experience 9.1.4: Pluralism and Integration

KI-017	Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.					
KI-018	Evaluate effects of assimilative policies on cultural and linguistic groups in Canada.					
KI-018A	Evaluate effects of residential schools on their own and other Aboriginal communities.					
KI-018F	Evaluate effects of language and education laws on their francophone community.					
KI-019	Describe effects of stereotyping and discrimination on individuals, communities, and regions.					
KH-030	Describe social and cultural injustices in Canada's past.					
VH-009	Value the contributions of diverse cultural and social groups to Canadian society.					

Learning Experience 9.1.5: Expressing Who We Are in Canada

KI-020	Evaluate the influence of mass media and pop culture on individuals, groups, and communities.					
KI-020A	Evaluate the influence of mass media and pop culture on Aboriginal identities and cultures.					
KI-020F	Evaluate the influence of mass media and pop culture on francophone identities and cultures.					
KI-021	Describe ways in which identity, diversity, and culture are protected in Canada.					
VI-004	Be willing to consider diverse social and cultural perspectives.					

Knowledge and Values Outcomes Tracking Sheets

Outcome	Check if targeted
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Cluster 2: Democracy and Governance in Canada

Learning Experience 9.2.1: Law, Order, and Good Government

KC-005	Give examples of ways in which government affects their daily lives.					
KC-006	Describe Canadian parliamentary democracy.					
KC-007	Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.					
KP-044	Describe the division of power and responsibilities of federal, First Nations, provincial, and municipal governments.					

Learning Experience 9.2.2: Representing Canadians

KC-008	Describe electoral processes and roles of political parties.					
KC-009	Identify contemporary political leaders in Canada.					
KP-046	Give examples of ways in which people can individually and collectively influence Canada's political and social systems.					
VC-002	Value their democratic responsibilities and rights.					

Learning Experience 9.2.3: Building a Just Society

KC-010	Describe responsibilities and processes of the justice system in Manitoba.					
KC-010A	Describe Aboriginal perspectives on justice and law.					
KP-045	Describe factors related to Aboriginal self-determination in Canada.					

(continued)

Outcome	Check if targeted
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Learning Experience 9.2.4: Citizen Participation

KC-013	Describe their responsibilities and rights as citizens of Canada and the world.					
KC-013A	Describe their responsibilities and rights as Aboriginal citizens in Canada and the world.					
KC-013F	Describe their responsibilities and rights as francophone citizens of Canada and the world.					
VP-015	Be willing to exercise their responsibilities and rights as citizens living in a democracy					

Learning Experience 9.2.5: Democratic Ideals in Canada

KC-011	Identify ways in which democratic ideals have shaped contemporary Canadian society.					
KC-012	Assess the advantages and disadvantages of democratic processes in Canada.					
VC-001	Appreciate democratic ideals in Canadian society.					
VP-016	Be sensitive to the impact of majority rule on minorities and marginalized groups.					

Knowledge and Values Outcomes Tracking Sheets

Outcome	Check if targeted
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Cluster 3: Canada in the Global Context

Learning Experience 9.3.1: Living in the Global Village

KL-025	Identify on a world map countries in which events of global significance are taking place.					
KG-035	Evaluate Canadian perspectives regarding current global issues.					
KG-036	Give examples of decisions that reflect the responsibilities of global citizenship.					
KG-037	Compare media portrayals of current issues.					
VG-012	Be willing to consider local, national, and global interests in their decisions and actions.					

Learning Experience 9.3.2: Canada's Global Responsibilities

KG-034	Give examples of Canada's connections with other nations.					
KG-038	Give examples of Canada's participation within international organizations.					
KG-039	Evaluate Canada's contributions to international aid and development.					
KG-040	Assess the implications of Canada's military role in contemporary conflicts.					
VG-011	Appreciate Remembrance Day as a commemoration of Canadian participation in world conflicts.					

Learning Experience 9.3.3: Living in an Industrialized Consumer Society

KE-048	Describe characteristics of Canada as an industrialized nation.					
KE-049	Evaluate implications of living in a consumer-based economy.					
KE-050	Give examples of the cultural, political, and economic impact of globalization on Canada.					
KE-051	Analyze possible consequences of their consumer choices.					
VE-017	Be willing to consider the impact of their consumer choices.					

Outcome	Check if targeted				
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Cluster 4: Canada: Opportunities and Challenges

Learning Experience 9.4.1: A Changing Nation

KL-026	Analyze current Canadian demographics and predict future trends.					
KH-033	Give examples of social and technological changes that continue to influence quality of life in Canada.					
VH-010	Appreciate that knowledge of the past helps to understand the present and prepare for the future.					

Learning Experience 9.4.2: Engaging in the Citizenship Debate

KC-014	Describe current issues related to citizenship in Canada.					
KC-015	Give examples of evolving challenges and opportunities in Canadian society as a result of the Charter of Rights and Freedoms					
KI-022	Analyze current issues surrounding Canadian culture and identity.					
VC-003	Be willing to engage in discussion and debate about citizenship.					

Learning Experience 9.4.3: Social Justice in Canada

KI-023	Identify possible ways of resolving social injustices in Canada.					
KL-027	Give examples of opportunities and challenges related to First Nations treaties and Aboriginal rights.					
KE-052	Identify poverty issues in Canada and propose ideas for a more equitable society.					
VL-006	Respect traditional relationships that Aboriginal peoples of Canada have with the land.					

Learning Experience 9.4.4: Taking Our Place in the Global Village

KL-028	Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability.					
KG-041	Give examples of contributions of various Canadians to the global community.					
KG-042	Describe Canada's responsibilities and potential for leadership regarding current global issues.					
KP-047	Identify opportunities and challenges regarding Canadian-American relationships.					
VL-007	Be willing to make personal choices to sustain the environment.					
VG-013	Value Canada's contributions to the global community.					
VE-018	Be willing to consider ethical questions related to sharing wealth and resources.					

Vocabulary Strategies

Appendix E

GRADE

9

Vocabulary

Vocabulary development should be integrated within each learning experience, introducing or reinforcing understanding of specific words and concepts within the context of the learning experiences and the cluster. A variety of vocabulary strategies may be used to assist students in activating, acquiring, and applying the appropriate vocabulary. Strategies may be modified to suit different grades.

Activate

- Using a word processor, students type new vocabulary in a word bank. Students may change the colour and/or font of the words they recognize and explain the meaning to each other, or highlight related words and explain their relationship to each other.
- Cooperative groups of students are provided with three vocabulary words. Students discuss each word and agree upon a meaning for each. A reporter from each group reads the definitions aloud. Students suggest the matching vocabulary word, and provide a reason for their choice.

Acquire

- Using print and electronic resources, students research vocabulary and, using a word processor, create a three-column chart. Students insert the vocabulary word in the first column and either a definition, synonyms/antonyms, image representing the word, or use the word in a sentence in the other two columns.
- Using Hot Potatoes, students create a crossword puzzle, a cloze passage, a multiple choice quiz, or a matching quiz using vocabulary. Students exchange quizzes with each other and solve.
- Introduce new vocabulary as “word of the day.” Students write the word, identify its root word, prefix, suffix, synonyms, antonyms, illustrate the word, and use it in a sentence.
- Using a word processor, students type new vocabulary into a word bank. Individually or in collaborative groups, students create a picture dictionary, inserting digital images or clip art representing the new vocabulary. Alternately, they create a talking dictionary, recording and inserting sound clips explaining the word, or using it correctly in a sentence.
- Using graphics software, students create mini-posters that include the vocabulary word, an illustration, and/or a definition. Print and display mini-posters, or set as desktop wallpaper.
- Using *Inspiration* vocabulary templates, students identify antonyms, synonyms, and/or people associated with new vocabulary.

- Using a word processor, word art, or concept mapping, students create a word splash of new vocabulary. Students add definitions, explanations, or illustrations of the vocabulary. TIP: Students may add further information by inserting text boxes, comments, or sound clips.
- Students match new vocabulary to magazine pictures or clip art illustrating the new word.
- Using a word processor, students create a clip-art collage of images representing new vocabulary. Students record a sound clip of the vocabulary word and insert it next to the related image. Students predict the vocabulary word each image represents, and check their answer by playing the sound clip.
- Students contribute to the development of a Word Wall that contains key words related to a current topic of study. Students record words and definitions they contributed in personal dictionaries.
- Students complete a Word Cycle think sheet related to new vocabulary. Given vocabulary terms, students arrange the words and indicate the relationships among them. Using a Think-Pair-Share strategy, students identify the relationship between all adjoining words and justify their choices.
TIP: For more information on Word Cycle, see the Manitoba Education, Citizenship and Youth documents *Success for All Learners*, pp. 6.31-6.32 or “Strategies That Make a Difference,” p. 216. For a Word Cycle blackline master, see *Success for All Learners*, p. 6.99. For more information on Think-Pair-Share/Think-Pair-Square, see “Strategies That Make a Difference,” p. 15.
- Students sort and predict vocabulary terms. Working with partners or in small groups, students categorize and predict the meaning of a bank of words. Reporters from each group share the categories with the class. Students compare the categories from each group and discuss word placements. Students use a concept map to show understanding and connections between categories.
- Using concept mapping, students create a Word Explosion, choosing a root word and developing new words by adding prefixes and suffixes to develop new vocabulary. Students create posters of their Word Explosion activities and display them in the classroom. Students create and add new words to the posters as they are encountered.

Apply

- Students complete a concept frame or organizer to illustrate their understanding of vocabulary.
- Provide some students with vocabulary words and others with definitions. Students search for their correct “partner” to match the word with the correct definition in the least amount of time.

Vocabulary

- Cooperative groups of students are provided three vocabulary words. Students research the definitions and record them in their own words. Students create three additional incorrect definitions. The group reporter reads all four definitions to the class and students guess the correct meaning from the four definitions.
- Students perform role-play vignettes, use mime, or create tableaux to illustrate the meaning of new vocabulary. Students guess the words.
- Using graphics software, students create a paneled comic strip that incorporates vocabulary. Students include speech bubbles and/or text demonstrating the meaning of vocabulary words with each panel.
- Using a word processor, students play “Vocabulary Bingo.” Students enter new vocabulary to fill the bingo squares. The teacher provides a definition, explanation, synonym, antonym, or cloze sentence for vocabulary words. Students match words on their bingo card to the given clue, highlighting the word or changing the font or colour. The first student to fill in the card or a designated row or column calls “Bingo!”
TIP: In classrooms with one computer, students may create individual bingo cards and print them.
- Using word-processing or graphics software, students create word graphics that represent the meaning of new vocabulary words. Students share word graphics in an electronic Gallery Walk.
- Collaborative groups of students create “The Answer is...” puzzles using new vocabulary, and quiz each other, (e.g., “The answer is “title, legend, compass rose, scale, latitude, longitude” What is the question?” – The question is “What are the elements of a map?”).
- Students play new vocabulary “Password.” Four students are divided into two teams of two. One student on each team is given a “secret” vocabulary word on a slip of paper. Taking turns, the first team member provides a one-word clue to her or his partner, who attempts to guess the “secret” word. The second team member provides an additional clue to his or her partner. Students continue until the vocabulary word is guessed.
- Students compose poems (e.g., Cinquain, Haiku...) to illustrate the meaning of new vocabulary.
- Using presentation or web authoring software, students create a web page or interactive glossary of new vocabulary. The presentation may include links to definitions, labelled diagrams, pictures, phrases, or sentences using the word in context, sound clips associated with the word, or digital pictures of classroom explorations with the concept represented by the word.
TIP: The presentation may be developed throughout the cluster and used as a culminating activity.
- Reinforce understanding of new vocabulary with exit slips (e.g., students must respond with the correct vocabulary word when given a definition in order to leave the class).
TIP: Show students a picture illustrating the vocabulary word or provide the word and have students respond with its meaning.

- Using presentation software, students create a rapid-fire class quiz. Collaborative groups of students create a three-part slide that includes an illustration or clip-art image representing the word, a definition, and the vocabulary word. Students set the timing feature so the illustration appears first, followed in three seconds by the definition, and followed five seconds later by the word. Each group's slide is included in a class presentation. During the presentation, students are encouraged to call out their guesses before the word appears.
- Using animation software or animation features of presentation software, students create an animation illustrating the meaning of cluster vocabulary.
- Using presentation software, students create an interactive four-slide riddle for new vocabulary words. Students create three clues for each new vocabulary word, entering one clue for each of the first three slides. The fourth slide contains the vocabulary word that answers the riddle. Students share their riddles with other students who use the clues to guess the vocabulary word.

Cumulative Skills Chart

Appendix F

GRADES

8^{to}10

Skills for Active Democratic Citizenship

Code	Grade 8	Grade 9	Grade 10
	Students will...	Students will...	Students will...
S-100	8-S-100 Collaborate with others to establish and carry out group goals and responsibilities.	9-S-100 Collaborate with others to achieve group goals and responsibilities.	10-S-100 Collaborate with others to achieve group goals and responsibilities.
S-101	8-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>	9-S-101 Use a variety of strategies in conflict resolution.	10-S-101 Use a variety of strategies in conflict resolution.
S-102	8-S-102 Make decisions that reflect fairness and equality in their interactions with others.	9-S-102 Make decisions that reflect fairness and equality in their interactions with others.	10-S-102 Make decisions that reflect fairness and equality in their interactions with others.
S-103	8-S-103 Make decisions that reflect the principles of sustainable development.	9-S-103 Promote actions that reflect the principles of sustainable development.	10-S-103 Promote actions that reflect the principles of sustainable development.
S-104	8-S-104 Negotiate constructively with others to build consensus and solve problems.	9-S-104 Seek consensus in collaborative problem solving.	10-S-104 Seek consensus in collaborative problem solving.
S-105	8-S-105 Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>	9-S-105 Recognize and take a stand against discriminatory practices and behaviours.	10-S-105 Recognize and take a stand against discriminatory practices and behaviours.
S-106	8-S-106 Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>	9-S-106 Propose options that are inclusive of diverse perspectives.	10-S-106 Propose options that are inclusive of diverse perspectives.
S-107		9-S-107 Make decisions that reflect social responsibility.	10-S-107 Make decisions that reflect social responsibility.

Skills for Managing Information and Ideas

Code	Grade 8	Grade 9	Grade 10
	Students will...	Students will...	Students will...
S-200	8-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>	9-S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.	10-S-200 Select information from a variety of oral, visual, material, print, or electronic sources including primary and secondary.
S-201	8-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	9-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>	10-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, graphs, tables, concept maps...</i>
S-202	8-S-202 Interpret primary and secondary information sources for research.	9-S-202 Select and use appropriate tools and technologies to accomplish tasks.	10-S-202 Select and use appropriate tools and technologies to accomplish tasks.
S-203	8-S-203 Select and use appropriate tools and technologies to accomplish tasks.	9-S-203 Construct maps using a variety of information sources and technologies. <i>Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...</i>	10-S-203 Construct maps using a variety of information sources and technologies. <i>Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...</i>
S-204	8-S-204 Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.	9-S-204 Select, use, and interpret various types of maps.	10-S-204 Select, use, and interpret various types of maps.
S-205	8-S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.		10-S-205 Recognize and interpret various map projections.
S-206	8-S-206 Select, use, and interpret various types of maps for specific purposes. <i>Examples: historical maps and atlases...</i>		
S-207	8-S-207 Use latitude and longitude to locate and describe places on maps and globes.		
S-207A	8-S-207A Use traditional knowledge to read the land.		
S-208	8-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.		

Appendix F

Skills for Critical and Creative Thinking

Code	Grade 8	Grade 9	Grade 10
	Students will...	Students will...	Students will...
S-300	8-S-300 Plan topics, goals, and methods for historical inquiry and research.	9-S-300 Plan topics, goals, and methods for inquiry and research.	10-S-300 Formulate geographic questions to plan inquiry and research.
S-301	8-S-301 Consider the context of events, accounts, ideas, and interpretations.	9-S-301 Analyze the context of events, accounts, ideas, and interpretations.	10-S-301 Consider the context of events, accounts, ideas, and interpretations.
S-302	8-S-302 Draw conclusions based on research and evidence.	9-S-302 Draw conclusions and make decisions based on research and various types of evidence.	10-S-302 Draw conclusions and make decisions based on research and various types of evidence.
S-303	8-S-303 Evaluate personal assumptions based on new information and ideas.	9-S-303 Reconsider personal assumptions based on new information and ideas.	10-S-303 Reconsider personal assumptions based on new information and ideas.
S-304	8-S-304 Distinguish fact from opinion and interpretation.	9-S-304 Analyze material and visual evidence during research. <i>Examples: artifacts, photographs, political cartoons, works of art...</i>	10-S-304 Analyze physical material and evidence during research.
S-305	8-S-305 Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>	9-S-305 Compare diverse perspectives and interpretations in the media and other information sources.	10-S-305 Compare diverse perspectives and interpretations in the media and other information sources.
S-306	8-S-306 Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>	9-S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.	10-S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.
S-307	8-S-307 Compare differing accounts of historical events.	9-S-307 Propose and defend innovative options or solutions to address issues and problems.	10-S-307 Propose and defend innovative options or solutions to address issues and problems.
S-308	8-S-308 Compare diverse perspectives in the media and other information sources.	9-S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>	10-S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>
S-309	8-S-309 Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>		10-S-309 Observe patterns and make generalizations based on geographic inquiry.
S-310	8-S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.		
S-311	8-S-311 Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.		

Communication Skills

Code	Grade 8	Grade 9	Grade 10
	Students will...	Students will...	Students will...
S-400	8-S-400 Listen to others to understand their perspectives.	9-S-400 Listen to others to understand their perspectives.	10-S-400 Listen to others to understand their perspectives.
S-401	8-S-401 Use language that is respectful of human diversity.	9-S-401 Use language that is respectful of human diversity.	10-S-401 Use language that is respectful of human diversity.
S-402	8-S-402 Persuasively express differing viewpoints regarding an issue.	9-S-402 Express informed and reasoned opinions.	10-S-402 Express informed and reasoned opinions.
S-403	8-S-403 Present information and ideas orally, visually, concretely, or electronically.	9-S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>	10-S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>
S-404	8-S-404 Elicit and clarify questions and ideas in discussions.	9-S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.	10-S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
S-405	8-S-405 Articulate their beliefs and perspectives on issues.	9-S-405 Articulate their perspectives on issues.	10-S-405 Articulate their perspectives on issues.
S-406		9-S-406 Debate differing points of view regarding an issue.	10-S-406 Debate differing points of view regarding an issue.

Recommended Learning Resources

Appendix G

GRADE

9

Grade 9 Recommended Learning Resources

The following learning resources were recommended as a result of the Manitoba learning resource reviews in November 2003, November 2004, and February 2005 for the purpose of identifying a range of materials suitable for Manitoba's social studies curricula. Educators from across Manitoba participated in the reviews. Manitoba teacher-evaluators were selected by Manitoba Education, Citizenship and Youth from superintendent nominations.

This online version will be updated periodically to reflect new additions, new editions, and out-of-print resources: <www.edu.gov.mb.ca/k12/learnres/bibliographies.html>

Contact the Manitoba Text Book Bureau to purchase a print copy of the New Edition September 2005 bibliography (stock number 80514).

For information or assistance regarding the purchase of learning resources listed, please contact:

The Manitoba Text Book Bureau, Box 910, Souris, MB R0K 2C0

Toll free (in Manitoba and Saskatchewan): 1-866-771-6822

Telephone (outside Manitoba and Saskatchewan): 204-483-5040

Fax: 1-204-483-5041 Email: <mtbb@merlin.mb.ca>

Search and order online at <www.mtbb.mb.ca>

Definitions of Terms Used in the Learning Experiences

- **Student Breadth:** identifies student learning resources that address a wide range of topics for a particular grade.
- **Student Depth:** identifies student learning resources that provide especially effective learning experiences for students for a particular grouping of learning outcomes.
- **Student Breadth and Depth:** identifies comprehensive learning resources that provide both breadth and depth dimensions for a particular grouping of learning outcomes.
- **Teacher Reference:** identifies classroom strategies to assist teachers in implementing the learning outcomes identified for Social Studies.

How To Access Learning Resources

Many of the resources listed are available for loan by contacting: Instructional Resources Unit (IRU), Manitoba Education, Citizenship and Youth, and accessible by Manitoba educators and registered patrons of the IRU.

To register as a patron, renew resources and inquire about loans, contact:

Instructional Resources Unit (IRU)

Manitoba Education, Citizenship and Youth

1181 Portage Avenue

Winnipeg, MB R3G 0T3

Telephone: (204) 945-7830/7851 (in Winnipeg)

Toll Free: 1-800-282-8069 ext. 7830/7851 (Manitoba only)

Fax: 204-945-8756

Email: <iruref@gov.mb.ca>

Internet: <<http://library.edu.gov.mb.ca:4100>>

Online Catalogue

To conduct searches of the library's collections, visit the online catalogue at: <<http://libcat.merlin.mb.ca>>.

Videos and DVDs

The videos listed in this document were available from the IRU at the time of printing. However, in some cases there may be limited availability and videos may not always be available as needed.

Please consult the IRU for a list of DVD resources to support the Grade 9 learning experiences. At time of publication that list was not available.

Free Materials and Websites

Please note that the free materials and websites listed in this document were available at time of publication. However, if some of the items or web addresses are not accessible, please contact the host organization for alternatives.

Recommended Learning Resources**Canada in the Contemporary World** (Emond Montgomery Publications Limited)

(Student)

Ruypers, John et al.

Emond Montgomery Publications Limited. (EM), 2007. 350 p. ISBN-13: 1-55239-224-9;
ISBN -10: 1-55239-224-4

Canada in the Contemporary World is a student textbook with a strong correlation to the Manitoba Grade 9 social studies curriculum.

This text is an adaptation of Emond Montgomery's *Canadian Civics*, and it retains all its features including Literacy Coach, Discussion Point, Face Off, Skills Toolkit, CivicStar, Study Hall, and a section called Pause, Reflect, Apply.

This textbook offers interesting features designed to help students understand diversity and pluralism, democracy and governance in Canada, and Canada in the global context. The final unit provides guided questions for students to investigate a number of opportunities and challenges relating to identity and citizenship; technology, society and change; and pioneers of tomorrow.

This textbook includes:

- many Manitoba-based photographs, illustrations, and examples
- clear, detailed maps, charts, and graphs
- bolded glossary terms for easy reference
- website addresses under the heading "The Web"
- "Did You Know?" information

Suggested Use: Grade 9: Grade 9 – Cluster 1; Grade 9 – Cluster 2; Grade 9 – Cluster 3;
Grade 9 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2006-November

Canada in the Contemporary World (Pearson Education Canada Inc.)

(Student)

(Non-fiction).

Harrison, Pat, et al.

Pearson Education Canada Inc. (PERS), 2007. 454 p. ISBN: 0-13-157407-8;
ISBN: 978-0-13-157407-6

Canada in the Contemporary World, an adaptation of *Canada Today*, is a student textbook that is correlated to the Manitoba Grade 9 social studies curriculum.

The new text is designed to help students understand diversity and pluralism, democracy and governance in Canada, and Canada in the global context. The text offers students information, profiles, fact sheets, timelines, and case studies about the opportunities and challenges involved in discussing "Canadians Living and Working in a High-Tech World"; "Trade with the Continent"; and "Canada and World Trade."

The textbook includes:

- Manitoba- based photographs, illustrations, and examples
- clear, detailed maps, charts, and graphs
- margin notes called "Active Citizenship"

- Skills toolkit
- Timelines of key dates for each chapter

Suggested Use: Grade 9: Grade 9 – Cluster 1; Grade 9 – Cluster 2; Grade 9 – Cluster 3; Grade 9 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2007-March

Canada Year Book 2006

The Canada Year Book is updated each year. Look for the current edition.

(Print-Non-Fiction).

Communications Division of Statistics Canada. Statistics Canada (STATS), 2006. 436 p.
ISBN 0-660-19563-1.

This Government of Canada publication would be an appropriate reference book for teachers of Grade 9 to 12 social studies. It provides a wide variety of Canadian statistics related to the environment, demographics, the economy, and the nation. These statistics are presented in table form. Trends and statistical profiles are offered in written form. Statistical maps and graphs are included, along with photographs, as well as a reading list at the end of each chapter. This book offers a fascinating profile of modern Canada through statistics, and gives a 21st-century perspective to our ever-changing country. Teachers should note that the data is already several years old, but this is not uncommon when using statistical publications. Grade-appropriate exercises could be developed using the charts or graphs for individual enrichment of text or curriculum materials (e.g., graphing, analyzing the meaning of tables...). History teachers could make comparative studies of social and economic trends. Geography teachers could look at changing demographics, income levels, resources, et cetera.

Suggested Use: Grade 9; Core Concept: Citizenship; Cluster 1; Cluster 2; Cluster 4; Teacher Reference

Date Recommended: 2007-Feb-02

Canadian Government

(Series). (Canadian Government).

Weigl Educational Publishers (SBC), 2005.

This series provides extensive support for the core concept of citizenship, as well as many of the outcomes in Clusters 1 and 2. To a lesser degree, it contains content covering aspects of Clusters 3 and 4. The material is organized into five short books: *Canada and the Global Village*, *Canada's System of Government*, *Canadian Citizenship*, *Canadian Unity*, and *3-4*. The series provides a succinct, well-organized introduction to a variety of the learning outcomes. This series has multiple uses. It works well as a teacher or student resource, or as a set of texts, depending on the needs of the individual learner. Each book provides the reader with a table of contents, concise articles, well laid-out pictures and captions, charts, maps, timelines, and sidebars that provide relevant facts. The conclusion provides a review, suggestions for further research, a glossary, and an index.

Date Recommended: 2004-Nov-29

Recommended Learning Resources**Canadian Government: Canada and the Global Village**

(Series).

Wells, Don, Editor.

Weigl Educational Publishers (SBC), 2005. 48 p. ISBN 1-55388-068-4.

Canada and the Global Village supports the core concept of citizenship and Cluster 3, Canada in the Global Context. There is extensive coverage of examples of Canada's participation within international organizations, Canada's contributions to international aid and development, and the implications of Canada's military or peacekeeping role in contemporary conflicts.

Suggested Use: Grade 9; Core Concept: Citizenship; Cluster 3; Student – Depth

Date Recommended: 2004-Nov-29

Canadian Government: Canada's System of Government

(Series).

Wells, Don, Editor.

Weigl Educational Publishers (SBC), 2005. 48 p. ISBN 1-55388-071-4.

Canada's System of Government supports Cluster 2. It provides extensive coverage of:

- the ways in which government affects the daily lives of students
- Canadian parliamentary democracy
- responsibilities and processes of the different branches of government
- the electoral process
- the division of power among, and the responsibilities of, federal, First Nations, provincial, and municipal governments

Suggested Use: Grade 9; Cluster 2; Student – Depth

Date Recommended: 2004-Nov-29

Canadian Government: Canadian Citizenship

(Series).

Wells, Don, Editor.

Weigl Educational Publishers (SBC), 2005. 48 p. ISBN 1-55388-097-8.

Canadian Citizenship provides extensive support for the core concept of citizenship and many of the Cluster 1 learning outcomes, including:

- contributions of Canadians in promoting human rights
- effects of stereotyping and discrimination
- social and cultural injustices in Canada's past
- the development of human rights in Canada
- ways in which democratic ideals have shaped contemporary Canadian society

Suggested Use: Grade 9; Core Concept: Citizenship; Cluster 1; Student – Depth

Date Recommended: 2004-Nov-29

Canadian Government: Canadian Unity

(Series).

Wells, Don, Editor.

Weigl Educational Publishers (SBC), 2005. 48 p. ISBN 1-55388-072-2.

Canadian Unity touches upon outcomes in all clusters except Cluster 3. It is most useful when teaching ways in which Aboriginal people are rediscovering their culture, and Canada's diverse approaches to conflict resolution (Cluster 1). It has an extensive section that supports the Cluster 2 learning outcomes regarding roles of political parties and political leaders in Canada. Teachers may want to consider this text when dealing with current issues surrounding Canadian culture and identity, as well as Cluster 4 learning outcomes regarding the various ways of addressing social injustice in Canada.

Suggested Use: Grade 9; Cluster 1; Cluster 2; Cluster 4; Student – Depth

Date Recommended: 2004-Nov-29

Canadian Government: The Canadian Identity

(Series).

Wells, Don, Editor.

Weigl Educational Publishers (SBC), 2005. 48 p. ISBN 1-55388-070-6.

The Canadian Identity is most relevant for the learning outcomes in Cluster 1: Diversity and Pluralism in Canada, including:

- factors that shape identity
- factors affecting demographic patterns in Canada since the beginning of the 20th century
- significant events in the development of human rights in Canada
- ways in which democratic ideals have shaped contemporary Canadian society

Suggested Use: Grade 9; Cluster 1; Student – Depth

Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada

(Series).

Rubicon Publishing Inc. (MHR), 2004.

The *Canadian Heritage Collection* is a series of books that explores 20th-century Canada through primary source documents (e.g., newspaper articles, photographs, maps, quotations, statistics, cartoons...). Each of the 12 books focuses on a central theme, and is organized by decade to show the unique flavour of the period and topic. Through these primary documents, students are able to listen to the voices of historical figures and examine their feelings as they describe or depict the events of the day. All four Grade 9 clusters are covered in depth, including the core concept of citizenship. The texts are colourful, employ good design principles, and are age- and interest-appropriate. (This series is also very appropriate for use in Grade 11 Canadian History.) The following Teacher Guides parallel the student texts and includes lesson plans, websites, activity sheets, blackline masters, and evaluation rubrics. There are also opportunities for enrichment.

Recommended Learning Resources

Titles of Teacher Guides include:

- Canadian-American Relations
- War and Peacekeeping
- Trade and International Relations
- Citizenship and Government
- The Immigrant Experience
- Popular Culture
- Influential and Intriguing Canadians
- Visual Arts
- Economy from Farms to Cyberworld
- Labour and Social Reform
- Advertising: Reflections of Culture and Values
- Nationalism and French Canada

Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Advertising: Reflections of Culture and Values Teacher's Guide

(Series).

Fine-Meyer, Rose, et al.

Rubicon Publishing Inc. (MHR), 2003. ISBN 1-894915-04-6.

Suggested Use: Grade 9; Cluster 3; Teacher Reference

Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Advertising: Reflections of Culture and Values

(Student)

(Series).

Fine-Meyer, Rose, et al.

Rubicon Publishing Inc. (MHR), 2002. 48 p. ISBN 0-921156-73-1.

This book offers a panoramic view of 20th-century Canada through a wide variety of advertisements.

Suggested Use: Grade 9; Cluster 3; Student – Depth

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: Canadian-American Relations Teacher's Guide**

(Series).

Leskun, Charles, et al.

Rubicon Publishing Inc. (MHR), 2004. ISBN 0-894915-11-9.

Suggested Use: Grade 9; Cluster 3; Cluster 4; Teacher Reference

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: Canadian-American Relations**

(Student)

(Series).

Leskun, Charles, et al.

Rubicon Publishing Inc. (MHR), 2004. 48 p. ISBN 0-921156-79-0.

The histories of Canada and the United States are interconnected, and this resource helps students gain a deeper understanding of the long relationship between these two nations.

Suggested Use: Grade 9; Cluster 3; Cluster 4; Student – Depth

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: Citizenship and Government Teacher's Guide**

(Series).

Bardswich, Miriam, et al.

Rubicon Publishing Inc. (MHR), 2004. ISBN 1-894915-15-1.

Suggested Use: Grade 9; Cluster 1; Cluster 2; Teacher Reference

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: Citizenship and Government**

(Student)

(Series).

Homan, Rick.

Rubicon Publishing Inc. (MHR), 2004. 48 p. ISBN 0-921156-77-4.

This book traces the events leading to Canadian nationhood and beyond, and reveals the passions and insights of Canadians during the 20th century.

Suggested Use: Grade 9; Cluster 1; Cluster 2; Student – Depth

Date Recommended: 2004-Nov-29

Recommended Learning Resources**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: Influential and Intriguing Canadians Teacher's Guide**

(Series).

Gibson, Stephanie K.

Rubicon Publishing Inc. (MHR), 2004. ISBN 1-894915-14-3.

Suggested Use: Grade 9; Cluster 1; Cluster 2; Teacher Reference

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: Influential and Intriguing Canadians**

(Student)

(Series).

Gibson, Stephanie K.

Rubicon Publishing Inc. (MHR), 2003. 48 p. ISBN 0-921156-76-6.

This book explores 20th-century Canada through the words and actions of significant individuals who helped shape Canadian history in various fields (e.g., politics, science, conservation, military, sports, entertainment...), from immigration to conservation, from finance to medical research.

Suggested Use: Grade 9; Cluster 1; Cluster 2; Student – Depth

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: Labour and Social Reform Teacher's Guide**

(Series).

Bardswich, Miriam, et al.

Rubicon Publishing Inc. (MHR), 2003. ISBN 0-894915-10-0.

Suggested Use: Grade 9; Cluster 1; Teacher Reference

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: Labour and Social Reform**

(Student)

(Series).

Bardswich, Miriam, et al.

Rubicon Publishing Inc. (MHR), 2002. 48 p. ISBN 0-921156-86-3.

This book presents an overview of Canadian reform history from its roots in the 19th century through each decade of the 20th century. It gives credit to the labour involved in building the country and to the activism taken to improve it.

Suggested Use: Grade 9; Cluster 1; Cluster 4; Student – Depth

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: Nationalism and French Canada Teacher's Guide**

(Series).

Leskun, Charles, et al.

Rubicon Publishing Inc. (MHR), 2003. ISBN 1-894915-08-9.

Suggested Use: Grade 9; Core Concept: Citizenship; Cluster 1; Teacher Reference

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: Nationalism and French Canada**

(Student)

(Series).

Leskun, Charles, et al.

Rubicon Publishing Inc. (MHR), 2003. 48 p. ISBN 0-921156-81-2.

This book offers primary documents to gain a better understanding of the long relationship between Canada's Francophone and Anglophone cultures.

Suggested Use: Grade 9; Core Concept: Citizenship; Cluster 1; Student – Depth

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: Popular Culture Teacher's Guide**

(Series).

Bardswich, Miriam, et al.

Rubicon Publishing Inc. (MHR), 2004. ISBN 0-894915-16-X.

Suggested Use: Grade 9; Cluster 1; Cluster 2; Teacher Reference

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: Popular Culture**

(Student)

(Series).

Bardswich, Miriam, et al.

Rubicon Publishing Inc. (MHR), 2003. 52 p. ISBN 0-921156-88-X.

The images and documents in this book demonstrate how popular trends, fads, fashions, and the “arts of the moment” have affected how Canadians have lived and entertained themselves in the last decade.

Suggested Use: Grade 9; Cluster 1; Cluster 2; Student – Depth

Date Recommended: 2004-Nov-29

Recommended Learning Resources**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: The Economy: From Farms to Cyberworld Teacher's Guide**

(Series).

Wright, Thomas.

Rubicon Publishing Inc. (MHR), 2004. SBN 1-894915-19-4.

Suggested Use: Grade 9; Cluster 3; Teacher Reference

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: The Economy: From Farms to Cyberworld**

(Student)

(Series).

Wright, Thomas, et al.

Rubicon Publishing Inc. (MHR), 2004. 48 p. ISBN 0-921156-83-9.

This book demonstrates how the Canadian economy was influenced by the dramatic changes brought about by innovations in the 20th century, and how the economy has evolved from an agricultural-based society to a knowledge-based, high-tech economy.

Suggested Use: Grade 9; Cluster 3; Student – Depth

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: The Immigrant Experience Teacher's Guide**

(Series).

Fine-Meyers, Rose.

Rubicon Publishing Inc. (MHR), 2003. ISBN 1-89491509-7.

Suggested Use: Grade 9; Cluster 1; Cluster 2; Teacher Reference

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: The Immigrant Experience**

(Student)

(Series).

Fine-Meyer, Rose.

Rubicon Publishing Inc. (MHR), 2003. 48 p. ISBN 0-921156-80-4.

The documents presented in this book represent the experiences of immigrants and the impact they have made on the cultural, economic, and social values of Canadian society.

Suggested Use: Grade 9; Cluster 1; Cluster 2; Student – Depth

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: The Visual Arts Teacher's Guide**

(Series).

Miller, Heather.

Rubicon Publishing Inc. (MHR), 2003. ISBN 1-894915-07-0.

Suggested Use: Grade 9; Cluster 1; Teacher Reference

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: The Visual Arts**

(Student)

(Series).

Miller, Heather.

Rubicon Publishing Inc. (MHR), 2003. 52 p. ISBN 0-921156-87-1.

This book presents various artistic images through 20th-century Canadian history, and the transformation of Canada from a colony of Britain to our present-day autonomous nation.

Suggested Use: Grade 9; Cluster 1; Student – Depth

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: Trade and International Relations Teacher's Guide**

(Series).

Pettigrew, Ian, et al.

Rubicon Publishing Inc. (MHR), 2004. ISBN 1-894915-12-7.

Suggested Use: Grade 9; Cluster 3; Cluster 4; Teacher Reference

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: Trade and International Relations**

(Student)

(Series).

Pettigrew, Ian, et al.

Rubicon Publishing Inc. (MHR), 2003. 47 p. ISBN 0-921156-75-8.

This book traces Canada's evolution from colony to Dominion, to a fully independent state. It also focuses on Canada's changing social, political, and economic relationship with Great Britain, the United States, and the wider world.

Suggested Use: Grade 9; Cluster 3; Cluster 4; Student – Depth

Date Recommended: 2004-Nov-29

Recommended Learning Resources**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: War and Peacekeeping Teacher's Guide**

(Series).

Borda, Jenifer.

Rubicon Publishing Inc. (MHR), 2003. ISBN 0-894915-06-2.

Suggested Use: Grade 9; Cluster 3; Cluster 4; Teacher Reference

Date Recommended: 2004-Nov-29

**Canadian Heritage Collection: Primary Documents of Twentieth Century
Canada: War and Peacekeeping**

(Student)

(Series).

Borda, Jenifer.

Rubicon Publishing Inc. (MHR), 2002. 56 p. ISBN 0-921156-74-X.

This book explores Canada's participation in war and peacekeeping missions throughout the 20th century.

Suggested Use: Grade 9; Cluster 3; Student – Depth

Date Recommended: 2004-Nov-29

Canadian History: Patterns and Transformations

(Print-Non-Fiction).

Hundey, Ian, et al.

Irwin Publishing Ltd. (NEL), 2003. 496 p. ISBN 0-7725-2940-X.

Although designed to be a student resource, this is recommended as a teacher-depth resource for Cluster 1, Diversity and Pluralism in Canada. It is a rich resource that focuses on Canadian history and, in particular, the development of culture, identity, and diversity. It provides a detailed context for current Canadian issues, including Aboriginal perspectives, gender roles, minority issues, immigration policies, and French-English relations. The relationship between Canada's history and its culture and identity is explored throughout the text, and is well supported by pictures of historical documents and photographs. (This resource is also very appropriate for use in Grade 11 Canadian History.)

Suggested Use: Grade 9; Cluster 1; Teacher Reference

Date Recommended: 2004-Nov-29

Canadian Oxford School Atlas

(Atlas).

Stanford, Quentin H.

Oxford University Press (OUP), 2003. 224 p. ISBN 0-19-541865-6.

This atlas is an appropriate resource for Grade 7–12 students. It is detailed, informative, readable, well organized and up-to-date. It includes a variety of types of maps, graphs, statistics and information about continents, countries, cities, environmental issues, climate, tourism, the solar system, Aboriginal populations, endangered species, et cetera. Information in this atlas can be used with the whole class or for independent student research.

Suggested Use: Grade 9; Cluster 1; Cluster 3; Cluster 4; Teacher Reference

Date Recommended: 2005-July-25

Civics: Participating in a Democratic Society

(Print-Integrated Resource).

McGraw-Hill Ryerson Limited (MHR), 2000.

Although this integrated resource was created for the Ontario Grade 10 Civics curriculum, the student text and teacher guide provide breadth and depth support for almost all of the learning outcomes in the Manitoba Grade 9 social studies curriculum. The material provides for a variety of learning styles and teaching methods. The text includes unit openers, chapter openers, discussion topics, web connections, anecdotal information, case studies, examples of the lives of citizens and politicians, chapter reviews, and unit reviews. The web connections are easy to access and navigate, and provide depth for many topics covered in the text. Although a video is referenced in the teacher guide, it is too advanced and somewhat inappropriate for Grade 9.

Date Recommended: 2004-Nov-29

Civics: Participating in a Democratic Society

(Student)

(Print-Integrated Resource).

Skeoch, Alan, et al.

McGraw-Hill Ryerson Limited (MHR), 2000. 205 p. ISBN 0-07-086389-X.

This student textbook covers most of the learning outcomes in the Grade 9 curriculum. It is well supported by pictures, examples of documents, diagrams, and anecdotal material. The web connections are accessible and beneficial to students, and include sample quizzes to assist students in studying. The vocabulary is appropriate for the grade level, and many opportunities are provided for discussion and thought. This book will be especially appealing to Grade 9 students, as the format is visually interesting and makes the content very accessible.

Suggested Use: Grade 9; Core Concept: Citizenship; Cluster 1; Cluster 2; Cluster 3; Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Nov-29

Recommended Learning Resources**Civics: Participating in a Democratic Society Teacher's Resource**

(Print-Integrated Resource).

Skeoch, Alan, et al.

McGraw-Hill Ryerson Limited (MHR), 2001. 226 p. ISBN 0-07-086390-3.

This teacher resource includes 48 lesson plans for the seven chapters in the student text, as well as suggestions for activities and assignments, blackline masters, rubrics, and other assessment strategies, portfolio assignments, graphic organizers, quizzes, as well as numerous colour overhead transparencies. The lesson plans support differential learning and diverse teaching styles (e.g., discussion, group work, and individual work). The online materials include additional teacher information and resources to support the topics in the student text, as well as a bank of online test questions. Outcomes and expectations are clearly outlined for each unit, chapter, and lesson.

Suggested Use: Grade 9; Core Concept: Citizenship; Cluster 1; Cluster 2; Cluster 3; Cluster 4; Teacher Reference

Date Recommended: 2004-Nov-29

Pearson School Atlas

(Atlas).

Morrow, Robert.

Pearson Education Canada (PRN), 2004. 221 p. ISBN 0-13-039311-8.

This atlas is appropriate for Grade 7, 8, 9, and 10 and contains full-colour maps, charts, and satellite images, arranged by region. A unique feature of the atlas is that the political and physical maps are grouped together, followed by thematic maps and data charts. There are regional topographic maps, including sites in Manitoba, and a section explaining how to read the maps (although there is no legend on the individual maps). The maps are clear and detailed, although colour gradations may be challenging. A world gazetteer, a glossary, and a theme/subject index form a reference section. Additional data appear in a separate section at the back of the atlas.

Suggested Use: Grade 9; Cluster 1; Cluster 3; Cluster 4; Student – Breadth and Depth; Teacher Reference

Date Recommended: 2005-July-25

Pearson School Atlas Teacher Resource

(Print-Non-Fiction).

Morrow, Robert.

Pearson Education Canada (PRN), 2004. 520 p. ISBN 0-13-039309-6.

This teacher resource supports the Pearson School Atlas, and will be useful for Middle and Senior Years teachers, particularly at Grades 7, 8, 9, and 10. This comprehensive package provides materials to support basic map understandings, as well as geographic and problem-solving skills related to Canada and the world. The teacher resource includes teacher/student background information, blackline masters (maps and activity sheets) and answer keys, and is organized under the following areas: Atlas Skills; Canada – Thematic; Canada – Regional; World Thematic; and World Regional.

Suggested Use: Grade 9; Cluster 1; Cluster 3; Cluster 4; Teacher Reference

Date Recommended: 2005-July-25

A Place of Honour: Manitoba's War Dead Commemorated in its Geography

(Print-Non-Fiction).

Manitoba Geographical Names Program. Manitoba Conservation (ManC), 2002. 288 p.
ISBN 0-7711-1523-7.

This book would be a useful teacher resource for teachers who like to use new and innovative ways to teach local geography. The book gives in-depth descriptions of Manitoba war veterans who were killed in World War I and II, and includes letters from the veterans and family correspondence during the wars. Due to the fact that there are so many veterans with gravesites overseas or no gravesite at all, geographic sites have been used to commemorate their memories and allow their families a place to visit that is close to home. The book connects geography with history and helps to promote an understanding of the events that occurred during World War I and II. It would be appropriate in Grade 9 social studies for citizenship or Remembrance Day study, and as an alternative enrichment activity in Grade 10 geography.

Suggested Use: Grade 9; Core Concept: Citizenship; Teacher Reference

Date Recommended: 2004-Nov-29

Take Action!: A Guide to Active Citizenship

(Print-Non-Fiction).

Kielburger, Marc, et al.

Gage Learning (NEL), 2002. 136 p. ISBN 0-7715-8031-2.

This resource is a practical student-depth resource for the core concept of citizenship in the Grade 9 social studies curriculum. The text covers seven steps to social involvement, including choosing issues, researching, team-building, holding meetings, making action plans, taking action, and motivating oneself and others. Clear instructions are included on influencing government, writing letters, public speaking, conducting surveys, starting petitions, using media, and fundraising. Detailed examples of how Canadian students have affected global and Canadian society are provided. Take Action would also be useful as a cross-curricular resource.

Suggested Use: Grade 9; Core Concept: Citizenship; Student – Depth

Date Recommended: 2004-Nov-29

Recommended Learning Resources**Take More Action**

(Print-Non-Fiction).

Kielburger, Marc, et al.

Gage Learning (NEL), 2004. 154 p. ISBN 0-7715-8035-5.

This resource is very similar to *Take Action!: A Guide to Active Citizenship*. It is a practical student-depth resource for the core concept of citizenship in the Grade 9 social studies curriculum. It introduces the concept of ethical decision making, and briefly covers human rights legislation in Canada and the world. The text covers seven steps to social involvement, including choosing issues, researching, team-building, holding meetings, making action plans, taking action, and motivating oneself and others. Clear instructions are included on assertive listening, networking, holding media events, creating news releases, writing letters, website work, public speaking, lobbying, starting petitions, fundraising, and using art as media. Detailed examples of how Canadian students have affected global and Canadian society are provided. *Take More Action* would be also useful as a cross-curricular resource.

Suggested Use: Grade 9; Core Concept: Citizenship; Student – Depth

Date Recommended: 2004-Nov-29

World Atlas for Intermediate Students

(Atlas).

McGraw-Hill Ryerson Limited (MHR), 2001. 91 p. ISBN 0-02-147605-5.

This softcover, U.S.-based atlas contains maps that are accurate and up-to-date. It has many features that are not found in other atlases, such as cartograms, time zone charts, a gazetteer that explains geographical terms, and a chart of landforms, along with their definitions.

The maps and graphs are very well laid out. A legend is not included for the physical maps. The atlas includes one vegetation map.

Suggested Use: Grade 9; Cluster 1; Cluster 3; Cluster 4; Student – Breadth and Depth;
Teacher Reference

Date Recommended: 2005-July-25

Grade 9: Alphabetical List of Resources by Cluster

Note: Some resources are listed under more than one cluster.

Grade 9 – Cluster 1 – Diversity and Pluralism in Canada

Canada in the Contemporary World (student) (Emond Montgomery Publications Limited)

Canada in the Contemporary World (student) (Pearson Education Canada)

Canada Year Book 2006

Canadian Government: Canadian Citizenship

Canadian Government: Canadian Unity

Canadian Government: The Canadian Identity

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Citizenship and Government (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Citizenship and Government Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Influential and Intriguing Canadians (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Influential and Intriguing Canadians Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Labour and Social Reform (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Labour and Social Reform Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Nationalism
and French Canada (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Nationalism
and French Canada Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Popular Culture (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Popular Culture Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
The Immigrant Experience (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
The Immigrant Experience Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
The Visual Arts (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
The Visual Arts Teacher's Guide

Canadian History: Patterns and Transformations

Canadian Oxford School Atlas

Civics: Participating in a Democratic Society (Student Text)

Civics: Participating in a Democratic Society Teacher's Resource

Recommended Learning Resources

Pearson School Atlas
Pearson School Atlas Teacher Resource
World Atlas for Intermediate Students

Grade 9 – Cluster 2 – Democracy and Governance in Canada

Canada in the Contemporary World (student) (Emond Montgomery Publications Limited)
Canada in the Contemporary World (student) (Pearson Education Canada)
Canada Year Book 2006
Canadian Government: Canada's System of Government
Canadian Government: Canadian Unity
Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Citizenship and Government (Student)
Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Citizenship and Government Teacher's Guide
Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Influential and Intriguing Canadians (Student)
Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Influential and Intriguing Canadians Teacher's Guide
Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Popular Culture (Student Text)
Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Popular Culture Teacher's Guide
Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
The Immigrant Experience (Student Text)
Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
The Immigrant Experience Teacher's Guide
Civics: Participating in a Democratic Society (Student)
Civics: Participating in a Democratic Society Teacher's Resource

Grade 9 – Cluster 3 – Canada in the Global Context

Canada in the Contemporary World (student) (Emond Montgomery Publications Limited)
Canada in the Contemporary World (student) (Pearson Education Canada)
Canadian Government: Canada and the Global Village
Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Advertising: Reflections of Culture and Values (Student)
Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Advertising: Reflections of Culture and Values Teacher's Guide
Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Canadian-American Relations (Student Text)
Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Canadian-American Relations Teacher's Guide
Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
The Economy: From Farms to Cyberworld (Student)

Recommended Learning Resources

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
The Economy: From Farms to Cyberworld Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Trade and International Relations (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Trade and International Relations Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
War and Peacekeeping (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
War and Peacekeeping Teacher's Guide

Canadian Oxford School Atlas

Civics: Participating in a Democratic Society (Student Text)

Civics: Participating in a Democratic Society Teacher's Resource

Pearson School Atlas

Pearson School Atlas Teacher Resource

World Atlas for Intermediate Students

Grade 9 – Cluster 4 – Canada: Opportunities and Challenges

Canada in the Contemporary World (student) (Emond Montgomery Publications Limited)

Canada in the Contemporary World (student) (Pearson Education Canada)

Canada Year Book 2006

Canadian Government: Canadian Unity

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Canadian-American Relations (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Canadian-American Relations Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Labour and Social Reform (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Trade and International Relations (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
Trade and International Relations Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada:
War and Peacekeeping Teacher's Guide

Canadian Oxford School Atlas

Civics: Participating in a Democratic Society (Student Text)

Civics: Participating in a Democratic Society Teacher's Resource

Pearson School Atlas

Pearson School Atlas Teacher Resource

World Atlas for Intermediate Students

Recommended Learning Resources**Distributor Directory**

Note all resources in this bibliography can also be purchased through the Manitoba Text Book Bureau (see listing below).

Emond Montgomery Publications Limited (EMO)

60 Shaftesbury Avenue
TORONTO ON M4T 1A3
Phone: 416-975-3925
Fax: 416-975-3924
1-888-837-0815
Email: <info@emp.ca> <orders@emp.ca>
Website: <www.emp.ca>

ManC

Manitoba Conservation
1007 Century Street
WINNIPEG, MB R3H 0W4
Phone: 204-945-1798
Fax: 204-945-1365

MHR

McGraw-Hill Ryerson Limited
300 Water Street
WHITBY ON L1N 9B6
Toll-Free: 1-800-565-5758
Fax: 800-463-5885
E-mail: <cs_inquiries@mcgrawhill.ca>
Website: <http://www.mcgrawhill.ca>

MTBB

Manitoba Text Book Bureau
130, 1st Avenue West, Box 910
SOURIS MB R0K 2C0
Toll-Free: 1-866-771-6822
Phone: 204-483-5040
Fax: 204-483-5041
Email: <mtbb@merlin.mb.ca>
Website: <http://www.mtbb.mb.ca>

NEL

Nelson
1120 Birchmount Rd
SCARBOROUGH ON M1K 5G4
Toll-Free: 1-800-268-2222
Phone: 416-752-9100
Fax: 800-430-4445
E-mail: <inquire@nelson.com>
Website: <<http://www.nelson.com>>

Pearson Education Canada Inc. (PERS)

A Division of Pearson Canada
SAN 115-0022, 115-0839
26 Prince Andrews Place
DON MILLS ON M3C 2T8
Phone: 416-447-5101
Fax: 416-443-0948
Website : <www.pearsoned.ca>

SBC

Saunders Book Company
27 Stewart Road
COLLINGWOOD ON L9Y 4M7
Toll-Free: 1-800-461-9120
Fax: 705-444-0274
E-mail: <info@saundersbook.ca>
Website: <<http://www.saundersbook.ca>>

STATS

Statistics Canada
Circulation Management
Dissemination Division
120 Parkdale Avenue
OTTAWA ON K1A 0T6
Toll-Free: 1-800-267-6677
Fax: 877-287-4369
E-mail: <order@statcan.ca>
Website: <<http://www.statcan.ca/>>

Teacher Notes

Appendix H

GRADE

9

Teacher Notes



- 1:** Team Deliberation (2 pages)
- 2:** Aboriginal Cultural Education Centres in Manitoba
- 3:** A Continuum of Points of View (3 pages)
- 4:** Citing Sources (3 pages)
- 5:** Recording Research Notes (2 pages)
- 6:** Remembrance Day Cenotaphs
- 7:** Role-Plays and Simulations (2 pages)
- 8:** Aboriginal Perspectives on the Land (3 pages)



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