For Grades 8 & 9, continue using the 1997 IRP.
For Grade 10, use the 2006 IRP.

SOCIAL STUDIES
8 TO 10

Integrated Resource Package 1997

BRITISH COLUMBIA

**Ministry of Education,
Skills and Training**

IRP 061

PREFACE: USING THIS INTEGRATED RESOURCE PACKAGE

INTRODUCTION TO SOCIAL STUDIES 8 TO 10

THE SOCIAL STUDIES 8 TO 10 CURRICULUM

SOCIAL STUDIES 8 TO 10 APPENDICES

This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement the Social Studies 8 to 10 curriculum. The information contained in this IRP is also available via the Ministry web site: http://www.bced.gov.bc.ca/irp/irp.htm . The following paragraphs provide brief descriptions about each section of the IRP.

THE INTRODUCTION

The Introduction provides general information about Social Studies 8 to 10, including special features and requirements. It also provides a rationale for teaching Social Studies 8 to 10 in BC schools.

SOCIAL STUDIES 8 TO 10 CURRICULUM

The provincially prescribed curriculum for Social Studies 8 to 10 is structured in terms of *curriculum organizers*. The main body of this IRP consists of four columns of information for each organizer. These columns describe:

- provincially prescribed learning outcome statements
- suggested instructional strategies for achieving the outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- provincially recommended learning resources

Prescribed Learning Outcomes

Learning outcome statements are content standards for the provincial education system. Prescribed learning outcomes set out the knowledge, enduring ideas, issues, concepts, skills, and attitudes for each sub-

ject. They are statements of what students are expected to know and be able to do in each grade. Learning outcomes are clearly stated and expressed in observable terms. All learning outcomes complete the stem: "It is expected that students will. . . . ". Outcome statements have been written to enable teachers to use their experience and professional judgment when planning and evaluating. The outcomes are benchmarks that will permit the use of criterion-referenced performance standards. It is expected that actual student performance will vary. Evaluation, reporting, and student placement with respect to these outcomes depend on the professional judgment of teachers, guided by provincial policy.

Suggested Instructional Strategies

Instruction involves the use of techniques, activities, and methods that can be employed to meet diverse student needs and to deliver the prescribed curriculum. Teachers are free to adapt the suggested instructional strategies or substitute others that will enable their students to achieve the prescribed learning outcomes. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

Suggested Assessment Strategies

The assessment strategies suggest a variety of ways to gather information about student performance. Some assessment strategies relate to specific activities; others are general. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

*Provincially Recommended
Learning Resources*

Provincially recommended learning resources are materials that have been reviewed and evaluated by BC educators in collaboration with the Ministry of Education according to a stringent set of criteria. These resources are organized as Grade Collections. A Grade Collection is the format used to organize the provincially recommended learning resources by grade and by curriculum organizer. It can be regarded as a 'starter set' of basic resources to deliver the curriculum. These resources are typically materials suitable for student use, but they may also include information primarily intended for teachers. Teachers and school districts are encouraged to select those resources that they find most relevant and useful for their students, and to supplement these with locally approved materials and resources to meet specific local needs.

The recommended resources listed in the main body (fourth column) of this IRP are those that either present comprehensive coverage of the learning outcomes of the particular curriculum organizer or provide unique support to specific topics. Further information about these recommended learning resources is found in Appendix B.

THE APPENDICES

A series of appendices provides additional information about the curriculum, and further support for the teacher.

• *Appendix A* lists the curriculum organizers and the prescribed learning outcomes for each grade for the curriculum.

• *Appendix B* consists of general information on learning resources as well as Grade Collection organizational charts and annotations for the provincially recommended resources. New resources are evaluated and added to the Grade Collections on a regular basis.

• *Appendix C* contains assistance for teachers regarding provincial evaluation and reporting policy. Prescribed learning outcomes have been used as the source for samples of criterion-referenced evaluations.

• *Appendix D* acknowledges the many people and organizations that have been involved in the development of this IRP.

Grade

Grade 8 • *Applications of Social Studies*

Curriculum Organizer and Suborganizer

PRESCRIBED LEARNING OUTCOMES

Prescribed Learning Outcomes

The Prescribed Learning Outcomes column of this IRP lists the specific learning outcomes for each curriculum organizer or sub-organizer. These aid the teacher in day-to-day planning.

It is expected that students will:

- identify and clarify a problem, an issue, or an inquiry
- gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources
- interpret and evaluate a variety of primary and secondary sources
- assess a variety of positions on controversial issues
- plan, revise, and deliver written and oral presentations
- co-operatively plan and implement a course of action that addresses the problem, issue, or inquiry initially identified

SUGGESTED INSTRUCTIONAL STRATEGIES

Students should have opportunities to think critically and apply the skills and processes of social studies. These strategies also serve as models for developing applications across other organizers in Grade 8.

- Ask students to compare information from primary and secondary sources (e.g., dig sites, interviews, galleries, museums, libraries, the Internet) dealing with the social organizations and institutions (e.g., religions, systems of government, landholding systems) of two or more early civilizations. Have students respond to the following questions:
  - Which source of information is likely to be more accurate. Why?
  - What biases could influence each type of document?
  - What are some similarities and differences between institutions and organizations in different civilizations?
  - How have social institutions influenced the evolution of their particular civilizations?
- Have students use various forms of technology to research the Inquisition. Then invite them to debate the resolution: "The Inquisition was a defensible response by the Church to its enemies." Suggest that they research Galileo's trial to determine the accuracy of this resolution.
- Divide students into groups of three. Ask each group to research a topic such as "the influence of geographical factors on exploration" (e.g., prevailing winds, currents). One student in each group makes an oral presentation on the topic; a second student creates a set of key visuals (e.g., large maps, graphs, charts); and the third student produces notes for the oral presentation, including a bibliography.
- Suggest that students research historical and contemporary examples of social problems (e.g., slavery, religious persecution, gender inequality) and organize a forum to discuss various perspectives and suggest solutions. As an extension, have students write letters to the United Nations, outlining their positions on one of these problems.

Suggested Instructional Strategies

The Suggested Instructional Strategies column of this IRP suggests a variety of instructional approaches that include group work, problem solving, and the use of technology. Teachers should consider these as examples that they might modify to suit the developmental levels of their students.

Grade

Grade 8 • *Applications of Social Studies*

Curriculum Organizer and Suborganizer

Suggested Assessment Strategies

The Suggested Assessment Strategies offer a wide range of different assessment approaches useful in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and the instructional goals.

SUGGESTED ASSESSMENT STRATEGIES

In order to demonstrate and refine their skills, students need to understand the criteria that characterize effective applications of social studies. As they participate in instructional activities that focus on applications, students need opportunities to model, discuss, and review the criteria for effective work.

- When students analyse and compare information from sources dealing with social organizations and institutions, look for evidence that they:
  - distinguish between primary and secondary sources
  - assess accuracy of sources (e.g., consider when created, recognize ambiguity and vagueness, distinguish conclusions from supporting statements, analyse logic or consistency of conclusions in terms of evidence provided)
  - identify biases that influence documents (e.g., articulate different points of view, such as landholder's or tenant's, on topics or issues; identify authors' motives and describe their effects; determine whether sources reflect single or multiple points of view)
  - locate and use relevant data
  - match data that focus on a common feature
  - determine whether matched data are similar or different
  - identify common features or elements (e.g., size of farms in comparing landholding systems)
- Before students research a topic (e.g., "The influence of geographical features on exploration"), discuss criteria for gathering information and using data sources. For example, students should demonstrate that they are able to:
  - judge the appropriateness of an information source for a specific purpose
  - use evidence that can be observed or supported by others

RECOMMENDED LEARNING RESOURCES

Print Materials

- ABC Teaching Human Rights
- Amazing! Canadian Newspaper Stories
- Canada and the World
- The Crusades
- Imperial China
- The Integrated Atlas
- Italian Renaissance
- The Italian Renaissance
- Medieval Fascinations
- Medieval Realms 1066-1500
- The Nystrom Canadian Desk Atlas
- The Nystrom World Atlas
- The Project Book
- The Reformation
- From Workshop to Warfare

Video

- Aztec
- Burning Rivers
- Exploring the Renaissance
- Life Without Fear
- The Maya: Middle America (Mexico)
- Peace Like a River

Games/Manipulatives

- BaFa' BaFa'
- Ecotonos

CD-ROM

- Canada's Visual History
- Eyewitness History of the World

Recommended Learning Resources

The Recommended Learning Resources component of this IRP is a compilation of provincially recommended resources that support the prescribed learning outcomes. A complete list including a short description of the resource, its media type, and distributor is included in Appendix B of this IRP.

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Social Studies 8 to 10. The development of this IRP has been guided by the principles of learning:

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

DEVELOPMENT OF THE CURRICULUM

Sources that informed the development of this curriculum include: *The Kindergarten to Grade 12 Education Plan,* teacher-practitioners and educators, representatives of education partner groups, *The 1989 BC Assessment of Social Studies Provincial Report, The 1992 Social Studies Needs Assessment Summary, The 1992 Scholarly Review, The 1993 Social Studies Curriculum Assessment Framework, The 1996 BC Assessment of Social Studies Provincial Report,* and curriculum and resources from other jurisdictions and BC postsecondary institutions.

RATIONALE AND APPROACH

Social studies, as defined in the BC curriculum, is a multidisciplinary subject that draws from the social sciences and humanities to study human interaction and natural and social environments.

The overarching goal of social studies is to develop thoughtful, responsible, active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments. The Social Studies Kindergarten to Grade 11 curriculum provides students with opportunities as future citizens to critically reflect upon events and issues in order to examine the present, make connections with the past, and consider the future.

Through their participation in social studies, students are encouraged to:

- understand and prepare to exercise their roles, rights, and responsibilities within the family, the community, Canada, and the world
- develop an appreciation of democracy and what it means to be a Canadian
- demonstrate respect for human equality and cultural diversity
- think critically, evaluate information, and practise effective communication

This social studies curriculum emphasizes:

- developing understanding
- making connections
- applying knowledge
- practising active citizenship

Developing Understanding

The prescribed learning outcomes are designed to encourage in-depth study from multiple perspectives (e.g., time, place, culture, values) and to lead students to think critically and make reasoned judgments. Suggested instructional and assessment strategies emphasize an understanding of underlying ideas and relationships.

Making Connections

The Social Studies Kindergarten to Grade 11 curriculum assists students to make logical connections in the following areas:

- past, present, and future—between historical and contemporary events and issues
- global—among different regions, environments, and cultures around the world

- personal—between the curriculum and students' personal interests, concerns, and career aspirations
- interdisciplinary—between social studies and other subject areas such as the humanities and social science disciplines

Applying Knowledge

Knowledge contributes to responsible citizenship when it is used by students to inform their judgments, shape their opinions, solve problems, and guide their actions. The prescribed learning outcomes focus on both content and process, and support an open-minded approach to interpreting a variety of perspectives on problems and issues. The suggested instructional and assessment strategies engage students in thoughtfully generating, applying, and assessing ideas about the world.

Practising Active Citizenship

The Social Studies Kindergarten to Grade 11 curriculum provides students with opportunities to practise the skills and processes necessary to be responsible, active citizens.

THE SOCIAL STUDIES 8 TO 10 CURRICULUM

The Social Studies 8 to 10 curriculum consists of five interrelated curriculum organizers that reflect the multidisciplinary nature of this subject:

- Applications of Social Studies
- Society and Culture
- Politics and Law
- Economy and Technology
- Environment

Applications of Social Studies

Prescribed learning outcomes for this organizer include six categories: identifying a problem or issue; gathering, interpreting, analysing, and presenting information; and practising active citizenship. The learning outcomes increase in scope and complexity through the grades. Although grouped under one organizer, these learning outcomes are intended to provide a framework to be used throughout the curriculum to support the skills and processes essential to social studies and for responsible, thoughtful citizenship.

Society and Culture

In Society and Culture, students focus on similarities and differences within and across cultures over time, and on the organization and evolution of societies.

Politics and Law

In Politics and Law, students develop a basic understanding of political and legal structures and processes and an appreciation of the social purpose of laws in a variety of societies. Rights and responsibilities of citizenship and the role of participation are examined at community, national, and global levels.

Economy and Technology

In Economy and Technology, students develop a basic understanding of economic concepts and systems. They also explore the impact of technological innovation on individuals, society, and the environment.

Environment

Students learn geographical skills and apply them to enhance their understanding of natural environments. They also apply these skills to understanding relationships between people and natural systems. They explore the influence of physical geography and study physiographic regions. They then apply their understanding to areas such as resource development, stewardship, and sustainability.

The Overview of Social Studies 8 to 10 chart on page 7 summarizes key content for each organizer at each grade level.

SUGGESTED INSTRUCTIONAL STRATEGIES

Instructional strategies have been included for each curriculum organizer or suborganizer and grade level. These strategies are suggestions only, designed to provide guidance for generalist and specialist teachers planning instruction to meet the prescribed learning outcomes. The strategies may be either teacher directed or student directed, or both. For each organizer or suborganizer, a list of specific strategies is introduced by a context statement that focusses the reader on the important aspects of this section of the curriculum and links the prescribed learning outcomes with instruction.

There is not necessarily a one-to-one relationship between learning outcomes and instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements.

SUGGESTED ASSESSMENT STRATEGIES

The assessment strategies in this IRP describe a variety of ideas and methods for gathering evidence of student performance, and provide examples of criteria for assessing the extent to which the prescribed learning outcomes have been met. Teachers determine the best assessment methods for gathering this information.

For each organizer or suborganizer, a list of specific strategies is introduced by a context statement that explains how students at this age can demonstrate their learning, what teachers can look for, and how this information can be used to plan further instruction.

The assessment strategies or criteria examples for a particular organizer are always specific to that organizer. Some strategies relate to particular activities, while others are general and could apply to any activity.

About Assessment in General

Assessment is the systematic process of gathering information about students' learning in order to describe what they know, are able to do, and are working toward. From the evidence and information collected in assessments, teachers describe each student's learning and performance. They use this information to provide students with ongoing feedback, plan further instructional and learning activities, set subsequent learning goals, and determine areas for further instruction and intervention. Teachers determine the purpose, aspects, or attributes of learning on which to focus the assessment. They also decide when to collect the evidence and which assessment methods, tools, or techniques are most appropriate.

Assessment focusses on the critical or significant aspects of the learning that students will be asked to demonstrate. Students benefit when they clearly understand the learning goals and learning expectations.

Evaluation involves interpreting assessment information in order to make further decisions (e.g., set student goals, make curricular decisions, plan instruction). Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to learning outcomes.

Students benefit when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

The assessment of student performance is based on a wide variety of methods and tools, ranging from portfolio assessment to pencil-and-paper tests. Appendix D includes a more detailed discussion of assessment and evaluation.

About the Provincial Learning Assessment Program

The Provincial Learning Assessment Program gathers information on students' performance throughout the province. Results from these assessments are used in the development and revision of curricula, and provide information about teaching and learning in British Columbia. Where appropriate, knowledge gained from these assessments has influenced the assessment strategies suggested in this IRP.

Provincial Reference Sets

The provincial reference sets can also help teachers assess the skills that students acquire across curricular areas. These are:

- *Evaluating Reading Across Curriculum* (RB 0034)
- *Evaluating Writing Across Curriculum* (RB 0020 & RB 0021)
- *Evaluating Problem Solving Across Curriculum* (RB 0053)
- *Evaluating Group Communication Skills Across Curriculum* (RB 0051)
- *Evaluating Mathematical Development Across Curriculum* (RB 0052)

A series of assessment handbooks developed to provide guidance for teachers as they explore and expand their assessment repertoires is also available:

- *Performance Assessment* (XX0246)
- *Portfolio Assessment* (XX0247)
- *Student-Centred Conferencing* (XX0248)
- *Student Self-Assessment* (XX0249)

INTEGRATION OF CROSS-CURRICULAR INTERESTS

Throughout the curriculum development and revision process, the development team has done its best to ensure that relevance, equity, and accessibility issues are addressed in this IRP. These issues have been integrated into the learning outcomes, suggested instructional strategies, and assessment strategies in this IRP with respect to the following:

- Applied Focus in Curriculum
- Career Development

- English as a Second Language (ESL)
- Environment and Sustainability
- Aboriginal Studies
- Gender Equity
- Information Technology
- Media Education
- Multiculturalism and Anti-Racism
- Science-Technology-Society
- Special Needs

(See Appendix C, Cross-Curricular Interests, for more information.)

LEARNING RESOURCES

The Ministry of Education, Skills and Training promotes the establishment of a resource-rich learning environment through the evaluation of educationally appropriate materials intended for use by teachers and students. The media formats include, but are not limited to, materials in print, video, and software, as well as combinations of these formats. Resources that support provincial curricula are identified through an evaluation process that is carried out by practising teachers. It is expected that classroom teachers will select resources from those that meet the provincial criteria and that suit their particular pedagogical needs and audiences. Teachers who wish to use non-provincially recommended resources to meet specific local needs must have these resources evaluated through a local district approval process.

The use of learning resources involves the teacher as a facilitator of learning. However, students may be expected to have some choice in materials for specific purposes, such as independent reading or research. Teachers are encouraged to use a variety of resources to support learning outcomes at any particular level. A multimedia approach is also encouraged.

Some selected resources have been identified to support cross-curricular focus areas. The ministry also considers special-needs audiences in the evaluation and annotation of learning resources. As well, special-format versions of some selected resources (braille and taped-book formats) are available.

Learning resources for use in BC schools fall into one of two categories: *provincially recommended materials* or *locally evaluated materials.*

All learning resources used in schools must have *recommended* designation or be approved through district evaluation and approval policies.

Provincially Recommended Materials

Materials evaluated through the provincial evaluation process and approved through Minister's Order are categorized as *recommended* materials. These resources are listed in Appendix B of each IRP.

Locally Evaluated Materials

Learning resources may be approved for use according to district policies, which provide for local evaluation and selection procedures.

Internet Resources

Some teachers have found that the Internet (World Wide Web) is a useful source of learning resources. None of the material from this source has been evaluated by the ministry, in part because of the dynamic nature of the medium.

PLANNING FOR INSTRUCTION

When planning for social studies instruction, teachers are encouraged to consider:

- integrating prescribed learning outcomes in various ways

- providing opportunities for critical thinking
- selecting a variety of resources that offer different perspectives

Integrating Learning Outcomes

Teachers are encouraged to organize instruction in a variety of ways that integrate prescribed learning outcomes from each of the curriculum organizers. The Integrating Learning Outcomes chart describes five different approaches to organizing units and several sample topics for each approach. Teachers may also decide to combine approaches.

When developing units of instruction, it may help to consider the following questions:

- What are the main ideas I want to focus on?
- Which type of unit organizer will best support this focus?
- Which specific learning outcomes can I include in this unit?
- Can I integrate learning outcomes from other subject areas in ways that support student mastery of the learning outcomes for social studies?

Note: See Appendix D for sample units integrating instruction and assessment.

Applying Critical Thought and Analysis

The Applying Critical Thought and Analysis chart illustrates the relationship of critical thinking to the learning outcomes and strategies in the organizer Applications of Social Studies. These learning outcomes create a developmental framework for the curriculum. Learning can also be influenced by the context within which it takes place (time, space, and values) and best occurs when embedded in meaningful contexts.

In addition, there are several professional resources and ministry publications available to assist teachers in employing various models of critical thinking (e.g., *Thinking in the Classroom* and the reference set *Evaluating Problem Solving Across Curriculum*).

Selecting Resources

Teachers are encouraged to use resources that help students view past and present issues, events, and ideas from multiple perspectives. Resources used—including texts, electronic information, audio-visual materials, people, and mass media—need to be combined to reflect appropriate gender balance and ethnically diverse cultures. Field studies help provide a strong local focus and can forge co-operative relationships in the community. Resources should also address the needs of all students, including those with special needs and students of English as a Second Language. When using resources related to culture, it is important to be sensitive to cultural protocols.

Teachers are encouraged to make use of the ministry resource *Integrating BC First Nations Studies*. In addition, teachers may wish to use "Selected Strategies for Instruction" from *Career and Personal Planning: A Resource for Schools*, which describes and gives examples for a range of instructional strategies, many of which are used in this curriculum.

Note: In this document the term *Aboriginal people* refers to all indigenous people in Canada, including Indians (status and non-status), Métis, and Inuit people (as defined in the *Constitution Act of 1982*). *First Nations* refers to the self-determined political and organizational unit of the Aboriginal community, which has power to negotiate on a government-to-government basis with British Columbia and Canada. *Métis* is a term for people of mixed Aboriginal and European ancestry; and *Inuit* has replaced the term *Eskimo.*

Overview of Social Studies 8 to 10

Applications of Social Studies	*Identifying a problem or an issue:* determining and clarifying a problem, issue, or inquiry that is relevant to the student. *Gathering information:* making use of a wide range of information sources such as libraries, the Internet, mass media, and government agencies. *Interpreting information:* drawing inferences from maps, documents, and other primary and secondary sources, both historical and contemporary. *Analysing information:* developing and defending positions on historical and contemporary problems and issues. *Presenting information:* using various oral and visual media to communicate in small- and large-group settings. *Practising active citizenship:* working with others to actively address important concerns.		
	Grade 8 World Civilizations 500–1600	**Grade 9 Europe and North America 1500–1815**	**Grade 10 Canada 1815–1914**
Society and Culture	• development and decline of civilizations • significant cultural achievements • medieval and Renaissance societies • daily life, art, and religion • cultural transmission and adaptation	• life in Aboriginal communities and in French and British colonies • relationship between Aboriginal people and Europeans, and their roles in Canada's development • artistic expression as a reflection of society • development of individual and group identity	• changing nature of families and women's roles • interaction between Aboriginal people and Europeans • contributions to the development of Canada • immigrants and immigration • changes in Canadian society and identity
Politics and Law	• power and authority • evolution of legal systems and government • collective and individual rights and responsibilities • contact and conflict	• colonialism, imperialism, and nationalism • revolutions in England, France, and America • Canada's political and legal roots	• evolution of responsible government and federalism • rebellions • western expansion • Confederation • nationhood
Economy and Technology	• early economic systems • impact of trade and commerce • transmission of goods and ideas • impact of science and technology	• economic systems • exploration, trade, and settlement • growth of the fur trade • the Industrial Revolution	• National Policy • building of the CPR • industrialization of Canada • BC's economy • global and Pacific Rim trade
Environment	• world geography • exploration • impact of physical environment on culture • population distribution and resource use • settlement patterns	• geographical regions of North America • exploration and trade routes • impact of physical environment on trade and settlement • Aboriginal people's relationship with the environment	• Canada's physiographic regions • geographical factors in the development of Canada • resource and environmental management

Integrating Learning Outcomes

Unit Descriptions	Sample Topics
Theme A *theme* is an idea, concept, or feature that is common throughout a study.	• places (e.g., patterns of settlement) • events (e.g., building the CPR) • era (e.g., life in medieval times, the Industrial Revolution) • generalizations (e.g., history repeats itself) • phenomena (e.g., change, war)
Issue An *issue* involves various points of view and requires a decision about what is most desirable or what ought be the case.	• Is sustainability an achievable goal? • Should Quebec have the right to separate? • Should a guarantee against age discrimination be included in the *Canadian Charter of Rights and Freedoms?*
Inquiry An *inquiry* identifies a specific question whose answer is a description of how things actually were, are, or are likely to become.	• What was life like for women in New France 300 years ago? • What were the consequences of the French Revolution? • How have Aboriginal people interacted with their environment?
Problem A *problem* presents a situation that requires investigation and a solution.	• How can our community be made more safe? • Why are sustainability of resources and stewardship important to British Columbians? • How can we arrive at a just settlement of land claims in Canada?
Project A *project* involves creation of a "product" of some kind.	• Make a model of a medieval town. • Design a real estate advertisement enticing settlers to New France. • Prepare a multimedia presentation on Canadian identity.

Applying Critical Thought and Analysis

Critical Thinking	Tools
Background Knowledge Information needed for thoughtful reflection.	• *Identifying a problem or an issue:* Do students have the background information needed to effectively select a relevant problem, issue, or inquiry? • *Gathering information:* Do students know the main types of reference aids (e.g., indexes, card catalogues, on-line search tools) and the key features of each? • *Interpreting information:* Do students know that documents can be "read" beyond their surface meaning? • *Analysing information:* Do students know how other groups view a particular situation? • *Presenting information:* Do students know the types of media available for making group presentations? • *Practising active citizenship:* Do students know the consequences of their proposed solutions for different groups?
Criteria for Judgment Criteria for deciding which of several alternatives is the most reasonable or appropriate.	• *Identifying a problem or an issue:* Have students identified criteria to determine the reasonableness or appropriateness of a problem, an issue, or an inquiry? • *Gathering information:* Is the information source reliable, current, and easily accessible? • *Interpreting information:* Is the explanation plausible, given what is generally known about the situation, and supportable throughout the document? • *Analysing information:* Do the suggested pros and cons reflect the major opposing positions, and are they supported with evidence? • *Presenting information:* Is the mode of presentation suitable for the audience and appropriate for the material being communicated? • *Practising active citizenship:* Is the proposed solution feasible and does it respect the basic rights of all who would be affected?
Language and Thought Skills needed to understand and distinguish terms.	• *Identifying a problem or an issue:* Can students distinguish between a problem, issue, or inquiry? • *Gathering information:* Can students distinguish between primary and secondary sources? • *Interpreting information:* Can students distinguish an inference from a direct observation? • *Analysing information:* Can students distinguish a premise from the conclusion, and a cause from an effect? • *Presenting information:* Can students distinguish literal representations from figurative ones (e.g., political cartoons)? • *Practising active citizenship:* Can students distinguish between bias (or prejudice) and a point of view?
Strategies Strategies and organizing devices.	• *Identifying a problem or an issue:* Do students use organizational strategies (e.g., web charts) to select problems, issues, or inquiries? • *Gathering information:* Do students use a repertoire of graphic organizers (e.g., web charts, diagrams, "pro and con" charts) to record their findings? • *Interpreting information:* Do students attempt to place themselves in the author's time and location when interpreting a work? • *Presenting information:* Do students do "dry runs" when preparing for presentations? • *Analysing information:* Do students use models or checklists to guide them when analysing issues? • *Practising active citizenship:* Do students use models or sets of procedures to guide them through the factors to consider when solving problems?
Attitudes and Values Attitudes and values of a careful and conscientious thinker.	• *Identifying a problem or an issue:* Have students thought carefully about a problem, an issue, or an inquiry, and have they considered other perspectives? • *Gathering information:* Are students willing to complete tasks competently and thoroughly? • *Interpreting information:* Are students inclined to question the soundness of their interpretations? • *Analysing information:* Are students willing to consider evidence against their views and to revise their views should the evidence warrant? • *Presenting information:* Are students willing to defend a particular point of view? • *Practising active citizenship:* Are students willing to give fair consideration to alternative points of view?

CURRICULUM

Social Studies 8 to 10

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES

It is expected that students will:

- identify and clarify a problem, an issue, or an inquiry
- gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources
- interpret and evaluate a variety of primary and secondary sources
- assess a variety of positions on controversial issues
- plan, revise, and deliver written and oral presentations
- co-operatively plan and implement a course of action that addresses the problem, issue, or inquiry initially identified

Students should have opportunities to think critically and apply the skills and processes of social studies. These strategies also serve as models for developing applications across other organizers in Grade 8.

- Ask students to compare information from primary and secondary sources (e.g., dig sites, interviews, galleries, museums, libraries, the Internet) dealing with the social organizations and institutions (e.g., religions, systems of government, landholding systems) of two or more early civilizations. Have students respond to the following questions:
  - Which source of information is likely to be more accurate? Why?
  - What biasses could influence each type of document?
  - What are some similarities and differences between institutions and organizations in different civilizations?
  - How have social institutions influenced the evolution of their particular civilizations?
- Have students use various forms of technology to research the Inquisition. Then invite them to debate the resolution: "The Inquisition was a defensible response by the Church to its enemies." Suggest that they research Galileo's trial to determine the accuracy of this resolution.
- Divide students into groups of three. Ask each group to research a topic such as "The influence of geographical factors on exploration" (e.g., prevailing winds, currents). One student in each group makes an oral presentation on the topic; a second student creates a set of key visuals (e.g., large maps, graphs, charts); and the third student produces notes for the oral presentation, including a bibliography.
- Suggest that students research historical and contemporary examples of social problems (e.g., slavery, religious persecution, gender inequality) and organize a forum to discuss various perspectives and suggest solutions. As an extension, have students write letters to the United Nations, outlining their positions on one of these problems.

SUGGESTED ASSESSMENT STRATEGIES

In order to demonstrate and refine their skills, students need to understand the criteria that characterize effective applications of social studies. As they participate in instructional activities that focus on applications, students need opportunities to model, discuss, and review the criteria for effective work.

- When students analyse and compare information from sources dealing with social organizations and institutions, look for evidence that they:
  - distinguish between primary and secondary sources
  - assess accuracy of sources (e.g., consider when created, recognize ambiguity and vagueness, distinguish conclusions from supporting statements, analyse logic or consistency of conclusions in terms of evidence provided)
  - identify biasses that influence documents (e.g., articulate different points of view, such as landholder's or tenant's, on topics or issues; identify authors' motives and describe their effects; determine whether sources reflect single or multiple points of view)
  - locate and use relevant data
  - match data that focus on a common feature
  - determine whether matched data are similar or different
  - identify common features or elements (e.g., size of farms in comparing landholding systems)
- Before students research a topic (e.g., "The influence of geographical features on exploration"), discuss criteria for gathering information and using data sources. For example, students should demonstrate that they are able to:
  - judge the appropriateness of an information source for a specific purpose
  - use evidence that can be observed or supported by others

RECOMMENDED LEARNING RESOURCES

Print Materials

- ABC Teaching Human Rights
- Amazing! Canadian Newspaper Stories
- Canada and the World
- The Crusades
- Imperial China
- The Integrated Atlas
- Italian Renaissance
- The Italian Renaissance
- Medieval Fascinations
- Medieval Realms 1066-1500
- The Nystrom Canadian Desk Atlas
- The Nystrom World Atlas
- The Project Book
- The Reformation
- From Workshop to Warfare

Video

- Aztec
- Burning Rivers
- Exploring the Renaissance
- Life Without Fear
- The Maya: Middle America (Mexico)
- Peace Like a River

Games/Manipulatives

- BaFa' BaFa'
- Ecotonos

CD-ROM

- Canada's Visual History
- Eyewitness History of the World

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify factors that influence the development and decline of world civilizations
- compare daily life, family structures, and gender roles in a variety of civilizations
- describe a variety of diverse cultural traditions and world religions
- demonstrate awareness of artistic expression as a reflection of the culture in which it is produced
- identify periods of significant cultural achievement, including the Renaissance
- describe how societies preserve identity, transmit culture, and adapt to change

SUGGESTED INSTRUCTIONAL STRATEGIES

Through key visuals, group work, brainstorming, and discussion with guest speakers, students compare important aspects of various early world civilizations.

- Have students brainstorm factors (e.g., trade, war, technology) that affected various cultures or civilizations (e.g., Byzantine, Zulu, Navaho, Mayan, Tang dynasty) and record their responses on charts, using the headings Development and Decline. Ask students to illustrate the specific effects of these factors on chosen civilizations, creating a separate chart for each civilization.
- Provide students with a series of pictures and related data on daily life in early civilizations. Invite them to draw conclusions about what they see, focussing on comparisons between daily life then and now and the differences and similarities in gender roles portrayed.
- Divide students into three groups to research three early civilizations. Set up stations based on elements common to all (e.g., communication, technology, food). Have students take notes and then provide presentations on the topic: "How cultural differences enrich our lives."
- Suggest that students visit various worship centres and then research and report on religions from the period 500 to 1600. Reports should identify elements common to a number of religions and describe how these helped preserve identities and transmit culture (e.g., ideas, language, customs, technology) and how various religions adapted to change.
- Set up a series of key visuals showing art (e.g., fine arts, architecture, practical arts) from a range of eras. Using a Gallery Walk, invite students to examine these visuals and record their responses to each in their journals by answering questions such as:
  - What does this art form tell us about the era and society in which it was created? How can you judge this?
  - How does this art form reflect the technological innovations of the time?

SUGGESTED ASSESSMENT STRATEGIES

Students can demonstrate their understanding of society and culture in a variety of ways, including questions and answers, dramatizations, oral and written reports, key visuals, and posters and illustrations.

- As groups of students develop lists of factors associated with development and decline of various civilizations, discuss assessment criteria such as:
  - identifies a variety of factors, including war, trade, technology; and the degree of government efficiency or corruption, loyalty or challenges to authority, wealth and resource depletion, and health and disease
  - provides specific examples for chosen civilization
  - explains how each factor contributed to development or decline
  - describes patterns (similarities and differences) across various civilizations
- When students compare daily life, family structures, and gender roles in early and contemporary civilizations (e.g., analysing pictures and related data), focus assessment on:
  - number of relevant categories or points of comparison included (e.g., for gender roles: social and legal status, work inside and outside the home, local and national political power)
  - relevance and accuracy of conclusions drawn from the information presented
  - sophistication of the conclusions
- Review students' responses to the display of art from a range of eras in terms of criteria established with the class. For example, to what extent are students able to:
  - describe what they see with accuracy and detail
  - determine which features or objects are most important or prominent in the images
  - note details related to the use of technology, both in creating the art and in the images portrayed
  - make connections between the representations and what is valued in the culture
  - make inferences, citing visual evidence, about factors such as daily life, gender roles, spirituality, power, and authority

RECOMMENDED LEARNING RESOURCES

Print Materials

- Castles and Cathedrals
- The Crusades
- The Hundred Years War
- Imperial China
- Italian Renaissance
- Marco Polo
- Medieval Fascinations
- Medieval Realms 1066-1500
- The Normans
- Oxford History Study Units: Castles and Cathedrals
- Oxford History Study Units: The Crusades
- Oxford History Study Units: Imperial China
- The Pageant of World History
- Photopack: Anglo Saxons
- The Reformation
- Sports and Entertainment
- From Workshop to Warfare
- World Explorers

Video

- Aztec
- Buddhism
- Christianity
- Exploring the Renaissance
- The Fall of the Maya
- Hinduism
- Islam
- Judaism
- The Koran
- The Maya
- Medieval Times
- Peace Like a River
- Storm From the East
- Valuing Diversity
- Women in the Middle Ages

CD-ROM

- Canada's Visual History
- Eyewitness History of the World

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate understanding of the tension between individual rights and the responsibilities of citizens in a variety of civilizations
- assess the impact of contact, conflict, and conquest on civilizations
- describe various ways individuals and groups can influence legal systems and political structures
- explain the development and importance of government systems

SUGGESTED INSTRUCTIONAL STRATEGIES

Using debates, brainstorming, simulation, and oral presentations, students assess the impact of interactions within and between civilizations in the evolution of legal and political systems.

- As a class, brainstorm the meaning of the terms *rights* and *responsibilities*. Invite students to list situations in which individual rights and responsibilities come into conflict, then compare and contrast these rights and responsibilities in different societies. Ask students to focus on the relationship between the individual and the power structure in the different societies.
- Have students in groups research and make presentations (oral, visual, or both) on the effects of war on one or more civilizations. Conduct a debate on a resolution such as "Civilizations are created through conflict, war, and conquest."
- Ask students to role-play period characters (e.g., a serf on a medieval manor, a trans-Saharan trader, an abbess in a convent, a government official in the Incan empire). The role plays should address questions such as:
  - How would your daily life be affected by laws?
  - Who holds power, and how is it wielded?
  - What influence would you have and how would you use it?
- Have each student create a wall chart incorporating the main features of a chosen system of government (e.g., feudal system in Japan, Ming dynasty, Estates-General). Charts should show changes to the systems of government over a period of time (e.g., how the *Magna Carta* altered England's parliamentary system).

SUGGESTED ASSESSMENT STRATEGIES

Students show their abilities to think critically when they analyse and make judgments about the results of contact within and between various civilizations.

- When students investigate individual rights and responsibilities, and represent the relationship between the individual and the power structure in particular societies, look for evidence that their lists of rights and responsibilities are comprehensive, detailed, and include issues such as:
  - freedom of worship or tolerance toward others' belief systems
  - free speech or anti-hate literature
  - private property or environmental protection

  Also look for evidence that conflict situations are clearly outlined, with reference to the relevant rights and responsibilities (e.g., free speech versus ban on tobacco advertising).
- Before students make presentations or develop debates on the effects of war, work with them to develop criteria such as:
  - focusses on key issues
  - considers more than one point of view
  - offers accurate historical information
  - supports and defends positions with relevant historical data and examples
  - presents cases clearly
- Work with students to develop criteria for self-, peer, and teacher assessment of their role plays of period characters. For example, to what extent does the role play include logical, relevant, and effective examples of:
  - laws affecting daily life (e.g., asking lord's permission to leave the manor)
  - power groups and their styles of control
  - the individual's impact
- When students create wall charts on chosen systems of government and their changes over time, look for evidence that they have included accurate and detailed information about:
  - main features of the systems
  - changes in power relationships (e.g., between rulers and lawmakers; rulers and the judiciary)
  - the changing role of civil service or related organizations

RECOMMENDED LEARNING RESOURCES

Print Materials

- ABC Teaching Human Rights
- Castles and Cathedrals
- The Hundred Years War
- Imperial China
- Italian Renaissance
- The Italian Renaissance
- Magellan and Da Gama
- Medieval Fascinations
- Medieval Realms 1066-1500
- The Normans
- Oxford History Study Units: Castles and Cathedrals
- Oxford History Study Units: The Crusades
- Oxford History Study Units: Imperial China
- Oxford History Study Units: The Making of the United Kingdom
- The Pageant of World History
- The Reformation
- World Explorers: Vasco de Gama and Portuguese Explorers

Video

- Hinduism
- Judaism
- The Koran
- Medieval Times
- Storm From the East
- Valuing Diversity

CD-ROM

- Canada's Visual History

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- compare basic economic systems and different forms of exchange
- analyse the effect of commerce on trade routes, settlement patterns, and cultural exchanges
- compare the changing nature of labour in rural and urban environments
- describe the impact of technological innovation and science on political, social, and economic structures

SUGGESTED INSTRUCTIONAL STRATEGIES

Through simulations, group work, and research, students gain understanding of the impact of economics and technology on human activities and world civilizations.

- Ask students, working individually or in groups, to prepare short reports on the exchange of goods and ideas through trade (e.g., the spice trade, the Silk Road, the Crusades), describing in each case:
  - whether or not it was profitable for both partners
  - a detailed plan of the trade route(s), including mode(s) of transportation, human resource requirements, and provisions
  - the cultural exchange that occurred
- Have students, individually or in groups, research and prepare information packages on one basic economic system of the period 500 to 1600 (e.g., manor system, capitalism). Research should include relationship to daily life, and effects on the system of changes in trade, science, and technology (e.g., effects of the Black Death on the feudal system; the impact of the printing press on communications).
- Form groups and ask each group to compare the life of an individual (male or female) on a manor with that of an urban resident. Have groups make oral or visual presentations that address the following questions:
  - Which individual would most likely be influenced by changes in technology? Why?
  - Which individual would more likely be affected by events such as war, plague, or expansion into new lands? Why?
- Assist students in conducting a simulated Nobel Prize ceremony for a particular era. Have them award one prize for best technological innovation, one for most important scientific or medical discovery, and one for the greatest humanitarian contribution to society. Ask students to justify their choices.

SUGGESTED ASSESSMENT STRATEGIES

Students can represent their understanding of economy and technology in a variety of ways, including: portfolios; oral and written presentations; charts, graphs, and other visual representations; written assignments and tests; and group activities.

- When students prepare short reports on the exchange of goods and ideas through trade, emphasize the importance of:
  - clearly stating their decisions about profitability for both partners
  - providing accurate and relevant historical information to support their decisions
  - creating detailed, accurate, and clearly labelled plans of the trade routes
  - taking balanced approaches that recognize the points of view of both partners, including values
  - considering both positive and negative effects
- Before students research and prepare information packages on basic economic systems, discuss task requirements and establish criteria. For example, the student might be expected to provide clear, detailed, and accurate information about key features of the system, including:
  - forms of exchange
  - interactions between peoples and the movement of goods and ideas
  - how individual needs and wants are met
  - how goods and services are produced and distributed
  - how land, labour, and management are part of the system
- In students' oral or visual presentations comparing the life of an individual on a manor with that of an urban resident, look for evidence that they have included relevant, accurate, and detailed information about aspects such as:
  - forms of exchange used to satisfy needs and wants
  - specialized jobs found in urban settings
  - the role of technology in each setting
  - working conditions and characteristics specific to each location

RECOMMENDED LEARNING RESOURCES

Print Materials

- A 16th Century Galleon
- Canada and the World
- The Canadian Oxford School Atlas
- Castles and Cathedrals
- The Farmer Through History
- The Hundred Years War
- Imperial China
- The Integrated Atlas
- Italian Renaissance
- The Italian Renaissance
- Magellan and Da Gama
- Marco Polo
- Medieval Fascinations
- Medieval Realms 1066-1500
- Oxford History Study Units: Castles and Cathedrals
- Oxford History Study Units: The Crusades
- Oxford History Study Units: Imperial China
- Oxford History Study Units: The Making of the United Kingdom
- The Pageant of World History
- Photopack: Anglo Saxons
- The Reformation
- From Workshop to Warfare
- World Explorers

Video

- Hinduism
- Judaism
- Medieval Times
- Storm From the East

CD-ROM

- Canada's Visual History
- Eyewitness History of the World

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- construct, interpret, and use graphs, tables, grids, scales, legends, and various types of maps
- locate and describe major world landforms, bodies of water, and political boundaries on maps
- locate and describe current and historical events on maps
- describe how physical geography influenced patterns of settlement, trade, and exploration
- analyse how people interacted with and altered their environments, in terms of
  - population
  - settlement patterns
  - resource use
  - cultural development

SUGGESTED INSTRUCTIONAL STRATEGIES

By examining the past, students develop understanding of the impact of physical geography on culture, exploration, and trade and how these influenced the location of selected civilizations.

- Have students examine maps of one or more civilizations and compare them to physical maps of the world. Ask them to list physical features and speculate on how these might have influenced the location of selected civilizations. (e.g., Why are bodies of water so important to settlement patterns?) Debrief by discussing, in general terms, the relationship between physical features and political boundaries. To extend this activity, students could create maps of imaginary countries in which the placement of political features is determined by physical features.
- Form groups and ask each group to compare two cultures that developed in widely different geographical settings and to generate a list of similarities and differences between them. Students use their lists to analyse the relationship between geographical setting and cultural development, then present their conclusions.
- Divide the class into groups and have each group research the land or sea routes taken by a different explorer. Then ask each group to prepare a 3-D model showing the routes and to give a presentation addressing the question: How did physical geography affect exploration and trade?
- Have students select a major city of the late Middle Ages and produce developmental reports on the influences of: the governing body or ruling family, the city's population, the site and situation, and the use of water and other resources. Reports should address how the city made the most effective use of its environment. Students may wish to compare development of the medieval city with that of a modern city.

SUGGESTED ASSESSMENT STRATEGIES

Assessment focusses on assignments and activities in which students apply the skills of a geographer to demonstrate their understanding of the relationship between people and their environment. Assignments should offer frequent opportunities to elaborate and support understanding by creating or interpreting maps.

- Work with students to develop a list of mapping skills that they are expected to demonstrate. For example:
  - using scale accurately to estimate and measure distance
  - creating and interpreting standard map symbols
  - using colour relief and contour lines to determine elevation and relief (where required)
  - identifying major landforms, bodies of water, and political boundaries
  - labelling accurately and legibly
- When students create maps of imaginary countries, look for evidence that they have included:
  - key physical features (e.g., major river valleys, fertile plateaus, deserts, mountain ranges)
  - strategic crossroads and transportation routes
  - locations of settlements, political boundaries, and capital cities corresponding logically to physical features
  - locations of settlements reflecting resource availability and development

  Ask them to include brief point-form rationales for placement of major settlements, political divisions, and capitals.
- Develop criteria such as the following to assess students' models and explanations of the land or sea routes taken by various explorers:

  Model
  - overall representation accurately reflects the nature and distance of the route
  - includes complete and detailed representation of specific features of the route (e.g., trade winds, rivers, mountain ranges)
  - presentation (visual quality) aids understanding

  Explanation
  - includes accurate information about the effects of various features (e.g., direction of trade winds and ocean currents; distances; size, location, and configuration of landforms; length, direction, and navigability of rivers; mountain ranges)

RECOMMENDED LEARNING RESOURCES

Print Materials

- Canada and the World
- The Canadian Oxford School Atlas
- Castles and Cathedrals
- The Farmer Through History
- The Hundred Years War
- The Integrated Atlas
- Magellan and Da Gama
- Medieval Fascinations
- The Nystrom Canadian Desk Atlas
- Oxford History Study Units: Castles and Cathedrals
- Oxford History Study Units: Imperial China
- The Pageant of World History
- Volcano and Earthquake
- World Explorers

Video

- Hinduism
- Judaism
- Storm From the East
- Valuing Diversity

CD-ROM

- Canada's Visual History

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify and clarify a problem, an issue, or an inquiry
- select and summarize information from primary and secondary print and non-print sources, including electronic sources
- assess the reliability, currency, and objectivity of different interpretations of primary and secondary sources
- defend a position on a controversial issue after considering a variety of perspectives
- plan, revise, and deliver formal oral and written presentations
- co-operatively plan, implement, and assess a course of action that addresses the problem, issue, or inquiry initially identified

SUGGESTED INSTRUCTIONAL STRATEGIES

Students have opportunities to think critically and apply the skills and processes of social studies. These strategies also serve as models for developing applications across other organizers in Grade 9.

- Give students several sources of information on a social studies topic, plus a model for effective note taking. Have them take brief notes in their own words on the main ideas presented.
- Have students read a historical document (e.g., the *Child Labour Act*). Divide the class into several groups and ask each to draft a reaction to the document from a particular perspective (e.g., industrialist, union organizer, parliamentarian, worker). Use a jigsaw approach so that each perspective is represented by a different group. As a class, discuss the various perspectives.
- Present students with a dilemma faced by a historical character. (e.g., What might happen to an Acadian woman or man unwilling to pledge allegiance to the King of England in the 1750s?) Discuss factors and criteria to consider in assessing the character's options. (Criteria should be appropriate for the historical period.) Ask students to propose and defend courses of action for the individual. Compare students' proposals with the actual historical outcome.
- Have students read an article about a contentious current event that has its roots in the period 1500 to 1815 (e.g., Quebec separatism, First Nations land claims). Challenge students to analyse the article using the 5W-H method. (What? Who? Where? When? Why? How?) Groups of students then adopt roles of people with opposing views and compose letters stating their views to the editor of the publication.

SUGGESTED ASSESSMENT STRATEGIES

As students develop skills essential for inquiry in social studies and thoughtful citizenship, they can demonstrate their learning through activities such as interviewing, debating, role-playing, and decision making, as well as through written assignments.

- Develop criteria that students can use to review their notes. For example:
  - rates sources for appropriateness, purpose, reliability, currency, and objectivity
  - uses an appropriate format or graphic organizer
  - differentiates between main ideas and supporting details
  - records information clearly and accurately
  - notes disagreements between sources
- Discuss criteria before students draft responses to a historical document from various points of view. For example:
  - articulates given point of view objectively
  - defines key terms, with examples
  - places the issue in the context of time, place, and values
  - chooses and presents accurate historical details as support
  - anticipates and refutes opposing arguments
  - offers a logical conclusion
  - cites references and sources where appropriate
- When students propose and defend courses of action for a historical character, look for evidence that they:
  - clearly and logically identify the dilemma
  - project into the character's situation
  - examine the situation from various perspectives
  - generate a list of reasonable options
  - identify advantages, disadvantages, and implications of each option
  - make decisions consistent with their analyses and the historical and geographical context
- Work with students to develop criteria such as the following for their letters to the editor:
  - clear position, sustained throughout
  - persuasive reasons, supported by evidence
  - uses specific examples and comparisons
  - objective, reasonable tone
  - anticipates and refutes opposing arguments

RECOMMENDED LEARNING RESOURCES

Print Materials

- ABC Teaching Human Rights
- Amazing! Canadian Newspaper Stories
- Canada and the World
- Community Canada
- Global Issues
- Industrial Britain
- The Nystrom Canadian Desk Atlas
- The Nystrom World Atlas
- Oxford History Study Units: Expansion, Trade and Industry
- Oxford History Study Units: The Making of the United Kingdom
- The Project Book
- The Reformation
- Revolutionary France

Video

- Canadian Immigration
- Life Without Fear
- Peace Like a River

Multimedia

- Pacific Rim Discovery
- We Are Canadians

Games/Manipulatives

- BaFa' BaFa'
- Ecotonos

CD-ROM

- Canada's Visual History
- Eyewitness History of the World

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- analyse the relationship between Aboriginal people and Europeans and explain the role of each in the development of Canada
- describe daily life in Aboriginal communities, New France, and British North America
- assess how identity is shaped by a variety of factors, including:
  - family
  - gender
  - belief systems
  - ethnicity
  - nationality
- describe how different forms of artistic expression reflect the society in which they are produced
- analyse roots of present-day regional, cultural, and social issues within Canada

SUGGESTED INSTRUCTIONAL STRATEGIES

Students gain understanding of Canada's diverse heritage through a variety of resources, including representatives of Aboriginal and other cultural groups.

- Have students research the development of Canada in relation to the roles of Aboriginal people (First Nations, Inuit, and Métis) and Europeans. Student presentations should focus on contact between Aboriginal people and Europeans and outline what students already knew, what they learned, and what they want to learn more about.
- Challenge students in groups to create one-minute vignettes that address the themes of settlement, land ownership, and daily life from the perspectives of women and men from Aboriginal communities, New France, and British North America. Provide opportunities for students to film their vignettes and present them to the class.
- As a class, brainstorm world views portrayed in stories and myths that are shared by members of various cultures. Invite students to create and present their own stories.
- Ask students to research women's roles in various cultures between 1500 and 1815 (e.g., during the French Revolution, in Aboriginal communities, in British North America). Have them prepare accounts of women's roles using pictures, portraits, and written reports.
- Using a jigsaw format, have students work in groups to compare the artistic expression of northwest coast Aboriginal peoples with the hunter-gatherer societies of British Columbia's interior regions.
- Divide the class into groups and ask each to research a contemporary regional, cultural, or social issue, encouraging students to interview individuals or groups where possible. Have groups construct timelines of events leading up to the emergence of these issues and then combine them to create a Canadian Issues Timeline. As a class, brainstorm where this timeline might lead.

SUGGESTED ASSESSMENT STRATEGIES

Students benefit from a variety of assignments that allow them to demonstrate their understanding of societal and cultural issues. Students can demonstrate their abilities to analyse critically and thoughtfully through activities such as simulations, dramatizations, case studies, research papers, panels, debates, and visual representations.

- When students present the results of their research on the development of Canada in relation to the roles of Aboriginal people and Europeans, focus assessment by providing questions such as:
  - What were the advantages and disadvantages of initial contact for each culture?
  - What current issues have their roots in these early relationships?
  - What changes in events could have avoided the rise of some of these issues?
  - How can some of these issues be resolved?
  Look for evidence that students base their responses on accurate historical information, consider both points of view, and take into account the context (time, place, and values).
- Develop criteria for self-, peer, or teacher assessment of one-minute vignettes. For example:
  - examples are relevant and vivid
  - sustains a particular perspective or point of view
  - is consistent with historical evidence
- When students prepare accounts of women's roles, note the extent to which they:
  - focus on clear theses or ideas that are consistent with historical evidence
  - include detailed and accurate information about both family and community roles
  - make logical inferences based on historical evidence about the society

RECOMMENDED LEARNING RESOURCES

Print Materials

- Canada Revisited
- Community Canada
- Italian Renaissance
- Oxford History Study Units: Castles and Cathedrals
- The Pageant of World History
- Plains Women
- The Reformation
- Women As Healers

Video

- Canadian Immigration
- Confederation
- First Journey, Fort William
- First Nations: The Circle Unbroken
- First Nations - Native Stereotyping
- First Nations Portraits
- Hewers of Wood - Out on a Limb
- The Industrial Revolution
- Peace Like a River
- People of the Northwest Coast
- Rendezvous Canada 1606
- Thunder in the Canyon
- The Washing of Tears

Multimedia

- Pacific Rim Discovery
- We Are Canadians

CD-ROM

- Canada's Visual History
- Canadian Historical Images
- Eyewitness History of the World

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- define colonialism, imperialism, and nationalism
- analyse factors that contribute to revolution and conflict
- analyse the contributions of the English, French, and American revolutions in the development of democratic concepts
- investigate the roots of Canada's political and legal systems, including the development of two legal systems from two cultures
- evaluate the changing nature of law and its relation to social conditions of the times

SUGGESTED INSTRUCTIONAL STRATEGIES

Research and discussion provide students with opportunities to learn about democratic concepts and the development of legal systems.

- Divide the class into groups. Ask each group to consider either colonialism, imperialism, or nationalism in terms of the system's power holders and its political and economic assumptions. Provide time for groups to share their discussions.
- Ask students to research and illustrate key factors (e.g., economic, social, political, ideological) that contributed to revolutions of the period 1500 to 1815. Display the illustrations in a Gallery Walk. Have students answer questions about significant factors involved in each revolution, factors common to all, democratic concepts that emerged, and key players in the revolutionary and counter-revolutionary forces (considering class, gender, and age).
- Guide a discussion on the two legal systems: English common law, as practised in the English colonies; and French civil law, as practised in New France. Then, through role play, have students dramatize the different ways each of these legal systems would deal with the same legal problem (e.g., land ownership).
- Present to the class an example from history such as:

  > In 1750, a teenaged female servant in Halifax stole some silverware from her employer and received the death penalty.

  Ask students to compare this event with what would happen today to a teenager who stole some silverware. Ensure that they account for differences in the severity of punishment (referring to the *Young Offenders Act*, the UN *Declaration of the Rights of the Child*, and the *Human Rights Act*) and consider social conditions of the time.

SUGGESTED ASSESSMENT STRATEGIES

Activities that allow students to project into political events and relationships can help them demonstrate and extend their understanding of some of the political and legal systems that helped shape contemporary Canada.

- When students research and illustrate key factors that contributed to the revolutions, look for evidence that they have considered:
  - large debts or need for money (e.g., to pay for wars)
  - inequity of burdens and privileges
  - the appeal of principles such as liberty and fairness
  - entrenched and rigid status-quo rulers
  - organized groups that challenge the status quo
  - reactionary groups willing to maintain the status quo
- Before students dramatize different ways that various legal systems would deal with the same legal problem, discuss task requirements and criteria. For example, to what extent do the dramatizations:
  - present the issue in appropriate legal terms
  - refer to relevant codified principles or precedents
  - illustrate relevant roles and responsibilities of the participants involved
  - present a decision that is consistent with the evidence and the relevant codes or precedents
- When students compare historical and modern penalties for stealing silverware, look for evidence that they:
  - define the "crime" in terms appropriate for each time
  - accurately describe relevant due process in terms of the *Young Offenders Act*
  - identify social conditions and values that might account for the severity of punishment in the 1750s (e.g., crime-ridden streets)
  - compare key features of society then and now in terms of crime, punishment, poverty, prevailing views of good and evil, and public perceptions of adolescence

RECOMMENDED LEARNING RESOURCES

Print Materials

- ABC Teaching Human Rights
- Canada Revisited
- Community Canada
- Industrial Britain
- Italian Renaissance
- Oxford History Study Units: Castles and Cathedrals
- Oxford History Study Units: The Making of the United Kingdom
- The Pageant of World History
- The Reformation
- Revolutionary France

Video

- The American Revolution Series
- Canadian Immigration
- Confederation
- First Nations: The Circle Unbroken
- The Industrial Revolution

Multimedia

- Pacific Rim Discovery
- We Are Canadians

CD-ROM

- Canada's Visual History

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- assess how economic systems contributed to the development of early Canada
- analyse reasons for the initial exploration and settlement of North America
- analyse effects of colonialism on trade and conflict
- assess the impact of the fur trade on exploration and settlement
- identify factors that influenced growth and development of industry
- evaluate the effects of the Industrial Revolution on society and the changing nature of work

SUGGESTED INSTRUCTIONAL STRATEGIES

Through analysis and research, students learn about the growth of industry and the impact of technological innovation on society. They also gain understanding of colonialism and how trade and competition helped shape Canada's development.

- As a class, brainstorm a list of economic systems relevant to early Canada (e.g., mercantilism, feudalism). Have students each construct a flow chart showing the processes of production and exchange of goods in one of the systems, from the perspectives of both consumers and producers.
- Have students compare the exploration mandate given to Captain James Cook with that of the charter of the starship *Enterprise,* focussing on reasons for exploration. Ask students to develop their own exploration charters.
- Challenge students to research and present information that addresses the questions: What impact did monopoly and competition in the fur trade have on exploration and settlement of the west? How were Aboriginal people affected?
- Suggest that students analyse several historical examples of colonialism, looking for factors common to all (e.g., industrialization, overpopulation, national pride, need for resources and new markets). Form groups and challenge each group to select one common factor and apply it to a current situation (e.g., American demand for BC water). Students' analyses should address the questions:
  - Who benefits and who suffers?
  - Is it right or wrong?
  - Can you predict possible conflict arising from this situation?
- Have each student gather information to complete a matrix, using the headings Preindustrial, Industrial, and Postindustrial across the top and Technology, Working Conditions, Location, and Wages down the side. (Preindustrial technology could include manual labour, hand tools, and animal power.) Ask students to use their matrices to guide development of formal presentations that predict changes in the nature of work.

SUGGESTED ASSESSMENT STRATEGIES

Students can demonstrate the outcomes in this organizer by engaging in activities in which they inquire critically into connections among factors that affected economic development in Europe and North America, especially Canada.

- Before students begin flow charts showing production and exchange of goods, discuss the importance of including features such as:
  - the major stages of production
  - changes of ownership and site with regard to materials and products
  - changes of ownership and site with regard to finished products
- When students discuss the reasons for Captain James Cook's explorations, check that they have included the following:
  - advantages of an all-water route to Asia
  - desire for wealth
  - expansion of Christian faith
  - sense of adventure, curiosity about the unknown
- Develop criteria for students' presentations on the effects of monopoly and competition in the fur trade. For example, to what extent are students able to:
  - clearly define relevant economic terms (e.g., *monopoly, competition*)
  - offer accurate examples of monopoly and competition in the fur trade
  - provide evidence from credible sources about the effect of each on exploration and settlement and on Aboriginal people
  - draw conclusions about the overall impact of the economic practices of the fur trade on Canadian society
- When students complete matrices as a preparation for formal presentations predicting changes in the nature of work, notice the extent of:
  - relevant and accurate data in each cell
  - comprehensiveness—inclusion of all key factors
  - identification of observable patterns and trends
  - logical predictions based on observed patterns and trends

RECOMMENDED LEARNING RESOURCES

Print Materials

- Canada and the World
- Canada Revisited
- The Canadian Oxford School Atlas
- Community Canada
- Expansion, Trade and Industry
- The Farmer Through History
- Industrial Britain
- The Integrated Atlas
- Italian Renaissance
- Oxford History Study Units: Castles and Cathedrals
- Oxford History Study Units: Expansion, Trade and Industry
- Oxford History Study Units: The Making of the United Kingdom
- The Pageant of World History
- The Reformation

Video

- Confederation
- First Journey, Fort William
- First Nations: The Circle Unbroken
- Hewers of Wood - Out on a Limb
- The Industrial Revolution
- People of the Northwest Coast
- Thunder in the Canyon
- Women in the Shadows

Multimedia

- Pacific Rim Discovery
- We Are Canadians

CD-ROM

- Canada's Visual History
- Canadian Historical Images
- Eyewitness History of the World

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- construct, interpret, and use graphs, tables, grids, scales, legends, contours, and various types of maps
- describe and compare North America's diverse geographical regions
- identify major exploration routes and historical events in the development of Canada
- demonstrate understanding of the ways in which Aboriginal people interact with their environment
- explain the role of Aboriginal people in the fur trade and in the exploration of North America
- assess the role of geographical factors in the development of trade and settlement in Canada and other colonies

SUGGESTED INSTRUCTIONAL STRATEGIES

Through mapping activities, research, and composition assignments, students learn about the impact of the physical environment on human activity.

- Ask each student to select a geographical region in North America and, using a series of thematic maps, describe the physical environment. Have students make predictions about:
  - patterns of human settlement
  - size, distribution, and density of population
  - type of predominant human and economic activity

  Students should then compare their predictions to the actual patterns.
- Challenge students to design real estate advertisements to attract settlers to New France. Encourage them to consider what features would attract prospective settlers.
- Provide students with local topographical maps and have them chart exploration routes, finding the most efficient routes and justifying their decisions with detailed explanations. Explanations should include reference to direction, watersheds, elevation, and so on.
- Have students read first-hand accounts and examine pictures of the fur trade. Then invite an Aboriginal elder to talk about the fur trade from the perspective of Aboriginal men and women. Alternatively, have students research information from various resources (e.g., band offices, Internet sites). Ask them to write about the fur trade from the Aboriginal perspective, commenting on European knowledge and abilities and describing how Aboriginal people contributed to and gained or suffered from the experience.
- Suggest that students each choose an Aboriginal place name (e.g., Head-Smashed-In Buffalo Jump, Skookumchuck—Chinook for *strong water*), locate it on a map, and determine the geographical features of the area. Have students research the histories of the names and create stories based on their research.

SUGGESTED ASSESSMENT STRATEGIES

Maps, charts, and other visual representations can be effective means through which students develop and demonstrate their understanding of how the natural environment influenced exploration, trade, settlement, and interactions among peoples in North America.

- When students use thematic maps to describe physical environment and predict human settlement, note the extent to which they:
  - accurately describe physical and environmental features, including temperature and precipitation; elevation and relief; latitude and longitude; water bodies, including rivers; and usable resources
  - make logical connections between the features listed above and human settlement and activity
  - make logical predictions, supported by physical and environmental data, about features such as population size and density, major economic activities, trade and transportation routes, and leisure and social activities
- As students design real estate advertisements to attract settlers to New France, note the extent to which their advertisements:
  - are based on accurate information about physical and social factors in New France
  - make accurate references to major events and routes of the time
  - offer persuasions that reflect the wants and needs of the time
- Before students begin their accounts of the fur trade from an Aboriginal perspective, work with them to generate assessment criteria. For example:
  - includes accurate and detailed information (e.g., geographical features and physical hardships, equipment and supplies, changes in interaction with the environment)
  - accurately describes contributions (e.g., locating new trade routes, supplying fur pelts, providing food)
  - accurately outlines effects (e.g., alcohol dependence, disease, technological and trade-route exchange)
  - presents Aboriginal point of view
  - uses credible historical evidence from primary and secondary sources

RECOMMENDED LEARNING RESOURCES

Print Materials

- Canada and the World
- Canada Revisited
- The Canadian Oxford School Atlas
- Community Canada
- The Farmer Through History
- Industrial Britain
- The Integrated Atlas
- The Nystrom Canadian Desk Atlas
- Oxford History Study Units: Castles and Cathedrals
- The Pageant of World History

Video

- First Journey, Fort William
- First Nations: The Circle Unbroken
- Hewers of Wood - Out on a Limb
- The Industrial Revolution
- People of the Northwest Coast
- This Sacred Earth
- Thunder in the Canyon
- The Washing of Tears

Multimedia

- Pacific Rim Discovery
- We Are Canadians

CD-ROM

- Canada's Visual History

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify and clarify a problem, an issue, or an inquiry
- plan and conduct library and community research using primary and secondary print and non-print sources, including electronic sources
- generate and critique different interpretations of primary and secondary sources
- assess and defend a variety of positions on controversial issues
- plan, revise, and deliver formal presentations that integrate a variety of media
- demonstrate leadership by planning, implementing, and assessing a variety of strategies to address the problem, issue, or inquiry initially identified

SUGGESTED INSTRUCTIONAL STRATEGIES

Students should have opportunities to think critically and apply the skills and processes of social studies. These strategies also serve as models for developing applications across other organizers in Grade 10.

- Provide students with several short historical passages that offer different points of view. Include background data on the authors' sources. Have students work in pairs to discuss criteria for judging the reliability of information sources, then share as a class. Create a class rating scale for assessing resources.
- Discuss with students what makes a successful argument. Challenge them to establish defensible positions on chosen controversial issues (e.g., the Riel Rebellions) by having them:
  - clearly state the issues
  - research and list reasons for and against alternative perspectives
  - consider the merits of the reasoning behind each perspective (e.g., sufficiency, accuracy, credibility)
  - assess each alternative based on its merit and defensibility
  - make rational conclusions based on their research
  - prepare defences for their positions
- Form groups and have each group research a social problem, focussing on its historical roots, the magnitude of the problem today, and different approaches used to address the problem. Ask students to present research results and discuss implications within their groups. Then have each student plan and present a possible course of action. Ask each group to assess its action plans, select the best one, and implement it. Encourage students to respond to various points of view and demonstrate leadership by listening, persuading, compromising, empathizing, and negotiating. Students should note the positions of others, how these affected their own points of view, and how others responded to their leadership initiatives.

SUGGESTED ASSESSMENT STRATEGIES

The skills and processes of social studies are a part of all learning activities and will most often be assessed in activities that include concepts from other organizers.

- When students judge the reliability of sources, look for evidence that they have considered:
  - authors' access to the events or topics
  - whether observations are first hand or hearsay
  - whether observations or claims can be corroborated by others
  - status and credibility of the publications
- Students can self-assess the arguments they develop on a controversial issue by rating their work on each of the listed steps as: 4—outstanding; 3—good; 2—basic; 1—weak.
- When students assess arguments or positions on controversial topics, look for evidence that they consider factors such as:
  - the credibility of the people offering the arguments
  - whether there is sufficient evidence to support the alternatives proposed
  - arguments involving coercive or manipulative techniques
- When students are assessing strategies for addressing problems, look for evidence that they:
  - consider both advantages and disadvantages
  - use systematic ways of summarizing total costs and benefits
  - apply the same criteria to each alternative
- Work with students to develop criteria they can use to assess their contributions to discussions. For example:
  - checks for clarity and shared meaning of terms by asking for and giving examples
  - supports others by restating key points and providing additional examples or details
  - articulates other points of view accurately and in objective language
  - respectfully draws attention to inconsistencies or questionable assumptions in others' views
  - avoids blind loyalty to a point of view; modifies views to accommodate new evidence

RECOMMENDED LEARNING RESOURCES

Print Materials

- ABC Teaching Human Rights
- Amazing! Canadian Newspaper Stories
- Becoming Canadians
- Canada and the World
- Coalmining Women
- Challenge of the West
- The MacMillan World Reference Atlas
- The Nystrom Canadian Desk Atlas
- The Nystrom World Atlas
- Pacific Rim and the World
- The Project Book
- Teaching About Human Rights
- Under Control
- Votes for Women
- War and Peace

Video

- Canadian Immigration
- Laxwesa Wa
- Life Without Fear
- A New Life in Canada
- Starting Again

Multimedia

- Canadian Citizenship in Action
- Geographic Inquiry into Global Issues
- Pacific Rim Discovery
- We Are Canadians

Software

- E-Stat

Games/Manipulatives

- BaFa' BaFa'
- Ecotonos

CD-ROM

- Canada's Visual History

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify the changing nature of families and women's roles in Canadian society
- assess the interaction between Aboriginal people and Europeans
- describe contributions made by Aboriginal people, the French, and the British to the development of Canada
- identify the influence of immigration on, and the contributions of immigrants to, the development of Canada
- demonstrate awareness of ways the arts mirror and shape Canadian society
- analyse the changing perception of Canadian identity and assess the influence of the United States and other countries

SUGGESTED INSTRUCTIONAL STRATEGIES

Through research and projects, students develop understanding of the changing nature of Canadian society.

- Have students read short excerpts of historical fiction or non-fiction describing pioneer life. Ask them to use charts or diagrams to compare roles of women, men, and children then and now, identifying similarities and differences related to specific themes (e.g., roles and responsibilities within the family, status within the home and community, significance of marriage).
- Suggest that students conduct research to complete matrices that show the positive and negative effects of interaction between Aboriginal people and Europeans over several time periods. Ensure that they consider issues such as:
  - exchange of ideas and technology
  - trade
  - missionary activity
  - impact of the Hudson's Bay Company
  - establishment of reserves
  - residential schools

  Have students assess the data in their matrices and graphically represent changes in interaction during each time period.
- Ask students to research and make presentations on the effects of immigration and the contributions of immigrants to Canada. Presentations should include illustrations, artifacts, and biographies if possible. Research might include interviews with community or family members.
- Invite students to select or create artworks that reflect aspects of Canadian society. Have them evaluate and describe how the art reflects, sustains, or challenges beliefs and traditions in Canadian society.
- Ask students to develop collages that compare views of Canadian identity at the time of Confederation with those of the present. Encourage them to represent key themes such as national character, national symbols, variety of cultures, and international influences.

SUGGESTED ASSESSMENT STRATEGIES

Students learn to take responsibility for their own learning when they have opportunities to be involved in setting assessment criteria and in making choices about the ways they will demonstrate their learning.

- Assess students' comparisons of social roles in pioneer times and today by considering:
  - accuracy and relevance of descriptive data in the charts or diagrams
  - comprehensiveness and detail of the data
  - logical organization of the charts or diagrams
  - logic of conclusions in light of the data
- When students complete matrices, assess their data, and graphically represent changes in interactions between Aboriginal and European people, look for evidence that they are able to:
  - thoroughly and accurately identify positive and negative interactions, avoiding bias
  - develop and use rating scales (e.g., -3—extremely negative, to +3—extremely positive) to logically assess the interactions
  - develop accurate graphic representations that make the patterns of interactions clear
  - justify their assessments in terms of fairness and integrity
- As students evaluate and describe artworks that reflect Canadian life, look for evidence that they are able to:
  - describe the images in the artwork with accuracy and detail
  - select two or three key themes, beliefs, traditions, or values that appear in several works and that they judge to be central to Canadian identity, and defend their choices
  - select two or three examples from the art that challenge beliefs or traditions, and defend their choices
- Before students develop collages comparing views of Canadian identity, discuss assessment criteria for each collage. For example:
  - is based on credible historical and contemporary evidence
  - images effectively portray key themes
  - includes a logical conclusion about changing identity, supported by references to images in the collage

RECOMMENDED LEARNING RESOURCES

Print Materials

- Becoming Canadians
- The British Empire 1870-1914
- Coalmining Women
- Coming To Gum San
- Drum Beat
- Challenge of the West
- History Makers
- The Imaginary Indian
- Inuit
- The Pageant of World History
- Pacific Rim and the World
- Pay Dirt!
- The Sikh Canadians
- Vancouver
- Vancouver and Its Region
- Votes for Women
- War and Peace: Canada's Global Role
- The Youngest Drover

Video

- Canada and the U.S.A.
- Canada, eh!
- First Nations: The Circle Unbroken
- A New Life in Canada

Multimedia

- Canadian Citizenship in Action
- Pacific Rim Discovery
- We Are Canadians

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify contributions to the evolution of responsible government and federalism
- analyse political, economic, social, and geographical factors that led to Confederation
- analyse the impact of the 1837-38 Rebellions, the Red River Rebellion, and the Northwest Rebellion on the development of Canada

SUGGESTED INSTRUCTIONAL STRATEGIES

Through role plays, compositions, and assessment of different points of view, students focus on factors that contributed to Canadian governmental policies and decisions (e.g., treaty agreements) and examine subsequent reactions.

- As a class, brainstorm criteria for judging responsible government. Have students in groups take on roles of various participants in the creation and implementation of responsible government. Ask groups to make presentations on behalf of representatives of the time (e.g., Lord Durham, the Baldwins, Lord Elgin, leaders of reformers and oligarchies), indicating whether the government structure created by the merger of Upper and Lower Canada meets the criteria for responsible government.
- Ask students to research and report on barriers to groups immigrating to Canada (e.g., Chinese head tax, *Komagata Maru* incident).
- Have students read abridged speeches by signatories to the *British North America Act* and by those opposed to Confederation. Ask them to identify the use of techniques of persuasion and the use of informal fallacies (e.g., false appeal to authority, bandwagon, affirming consequences) and different forms of reasoned argument used in the speeches. (This could be demonstrated by breaking speeches down into basic arguments and looking for political, economic, social, and geographical factors.) To build on their readings, challenge students to compose their own speeches for or against Confederation, using techniques of persuasion or reasoned argument. Students could be assigned positions opposite their own.
- Form groups and ask each group to research Canadian rebellions and create (perhaps using computer software) an edition of a newspaper devoted to one of them. Have some students act as reporters, writing news items on specific events. Other students could compose letters to the editor, provide editorial comment, or draw political cartoons that impart various points of view and biasses about the rebellion.

SUGGESTED ASSESSMENT STRATEGIES

To demonstrate their achievement of the outcomes in this organizer, students need opportunities to engage in open-ended activities that allow for a range of responses and representations.

- As students make presentations on behalf of various leaders involved in the merger of Upper and Lower Canada, look for evidence that they are able to accurately identify and apply criteria for responsible government such as:
  - voters elect representatives
  - executive council is accountable to the elected representatives
  - governor must accept the decisions of the executive council if it has majority support of the elected representatives
- Before students prepare speeches for or against Confederation, discuss assessment criteria such as:
  - takes a clear position
  - shows a sense of historical perspective, taking into account the context of the time in developing reasons and citing evidence
  - shows historical empathy (understanding of situations, motives, intentions, hopes, and fears of the time)
  - addresses political, economic, and social implications based on sound historical evidence
  - forecasts advantages and disadvantages to Canada and the provinces based on evidence available at the time of Confederation
- When students develop newspapers based on their research of Canadian rebellions, work with them to develop criteria for their contributions. In addition to specific criteria related to particular topics or formats, all students might be expected to:
  - use a variety of credible research sources
  - base their contribution on historically accurate information
  - avoid projecting today's thinking, values, and knowledge onto events of the time
  - include key individuals and ideas of the time
  - accurately reflect the values, beliefs, motives, hopes, and fears of the time

RECOMMENDED LEARNING RESOURCES

Print Materials

- ABC Teaching Human Rights
- Becoming Canadians
- The British Empire 1870-1914
- Chiefly Feasts
- Coalmining Women
- Coming To Gum San
- Drum Beat
- Challenge of the West
- History Makers: Victorians
- Legacy: Indian Treaty Relationships
- Pacific Rim and the World
- The Pageant of World History
- Pay Dirt!
- The Sikh Canadians
- Teaching About Human Rights
- Votes for Women
- War and Peace: Canada's Global Role

Video

- Canada and the U.S.A.
- Canada, eh!
- Canadian Identity
- Canadian Immigration
- Confederation
- First Nations: The Circle Unbroken
- History of Nunavik
- The Huron (Ouedat)
- Last Stand at Little Big Horn
- Laxwesa Wa
- Reluctant Heroes
- Spirit of Crazy Horse
- Starting Again
- Where Eagles Fly

Multimedia

- Canadian Citizenship in Action
- Pacific Rim Discovery
- We Are Canadians

CD-ROM

- Canada's Visual History

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- evaluate the impact of western expansion and federal policies on Aboriginal people
- explain the fundamental nature of the *British North America Act* in terms of the division of powers between the federal and provincial governments
- compare Canada's developmental steps to nationhood with those of the United States

SUGGESTED INSTRUCTIONAL STRATEGIES

- Divide the class into groups and have them interpret various treaties. Challenge students to examine the documents using a series of questions. (e.g., Was it equitable? What were the motives of the treaty's authors? How might the treaties have been negotiated differently?) Have groups share their findings in a forum or debate. To extend this activity, students could rewrite each treaty in a just and equitable manner, documenting and providing rationales for any changes. They could contact the Ministry of Aboriginal Affairs to obtain information on the current treaty process.
- Ask students to create charts comparing areas of federal and provincial power. Have them choose three areas they believe should be under different control (e.g., education should be a federal responsibility) and give reasons for their decisions either orally or in writing. Suggest that students look for considerations common to the three areas selected and use these as criteria for making their decisions.
- Challenge students to work in groups or as a class to construct timelines describing major nation-building events in Canada and the United States. Ask them to illustrate the tops of their charts with Canadian events and the bottoms with American events, using research to annotate the illustrations (describing each event and commenting on its significance). Invite students to make presentations based on the activity, focussing on some parallel and dissimilar events and concluding with responses to the question: What factors account for differences in our evolutionary steps as nations?

SUGGESTED ASSESSMENT STRATEGIES

- When students analyse and rewrite various treaties, look for evidence that they:
  - attempt to place themselves in the context of the times
  - offer accurate and detailed interpretations
  - go beyond the surface level to develop logical inferences and insightful interpretations
  - draw on accurate historical knowledge from other sources to confirm or question the fairness and equability of each treaty
  - use accurate geographical and historical knowledge to assess the feasibility of other options
- When students choose three areas they believe should be under different governmental control (change from federal to provincial, or vice versa), look for logical reasoning in their arguments, such as:
  - importance of local autonomy and diversity
  - beneficial or unifying nature of a national responsibility
  - inefficiency of overlapping services
- As each group presents its findings on nation-building timelines, use the following questions to assess presentations:
  - Are the chosen events significant in terms of the development of Canada or the United States as nations?
  - Are the similarities and differences identified?
  - Is the chronological arrangement correct?
  - Can students draw parallels between events in the two nations?
  - Can students identify and analyse events that occur in one country but have an impact on both?

RECOMMENDED LEARNING RESOURCES

Print Materials

- ABC Teaching Human Rights
- Becoming Canadians
- The British Empire 1870-1914
- Chiefly Feasts
- Coalmining Women
- Coming to Gum San
- Drum Beat
- Challenge of the West
- History Makers: Victorians
- Legacy: Indian Treaty Relationships
- Pacific Rim and the World
- The Pageant of World History
- Pay Dirt!
- The Sikh Canadians
- Teaching About Human Rights
- Votes for Women
- War and Peace: Canada's Global Role

Video

- Canada and the U.S.A.
- Canada, eh!
- Canadian Identity
- Canadian Immigration
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- First Nations: The Circle Unbroken
- History of Nunavik
- The Huron (Ouedat)
- Last Stand at Little Big Horn
- Laxwesa Wa
- Reluctant Heroes
- Spirit of Crazy Horse
- Starting Again
- Where Eagles Fly

Multimedia

- Canadian Citizenship in Action
- Pacific Rim Discovery
- We Are Canadians

CD-ROM

- Canada's Visual History

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- analyse the impact of the National Policy on western expansion
- identify and describe the effects of technological innovation on settlement and employment patterns within regions of Canada
- identify factors that contribute to the economy of British Columbia
- assess changing economic relationships between British Columbia and its major trading partners

SUGGESTED INSTRUCTIONAL STRATEGIES

Students use maps, visuals, the Internet, case studies, and field studies to examine Canada's physiographic regions, resource distribution, and industry practices.

- Brainstorm factors that encouraged western expansion (e.g., immigration, resource development, the National Policy). Divide the class into groups and have each group research and present information on the effects of technological innovation and immigration on western Canada. Ask them to focus on the cultural groups involved, including Aboriginal people, Americans, Chinese, and Europeans. Presentations should indicate where these groups settled and why.

- Conduct a role play about the Canadian Pacific Railway (CPR), asking students to take on roles of various Canadian historical figures (e.g., prime minister, Aboriginal leader in the Prairies, immigrant farmer in Saskatchewan, factory owner in Ontario, sawmill owner in British Columbia, Chinese railway worker). Students might answer the following questions from the perspective of their characters:
  - What advantages and disadvantages will the railroad bring?
  - How will it change your life?
  - What effects will it have on your region?

  To debrief, discuss the question: How would Canada be different today if the CPR had not been built?

- Divide the class into groups, each responsible for identifying and researching one economic activity in British Columbia. Group "experts" report by answering these questions:
  - What does this activity entail?
  - How does it contribute to the local and provincial economies?
  - Is the related industry expanding or decreasing?
  - What are the career opportunities?

- Provide students with a list of BC's trading partners since 1871. Then ask students in groups to research each trading partner to illustrate the total value of trade. Have each group graphically illustrate changing trade relationships, point out observable trends (e.g., growth or decline), predict future trends, and give reasons to support its predictions.

SUGGESTED ASSESSMENT STRATEGIES

Students need to work with a variety of materials and formats, including charts, graphs, tables, and other visuals, in order to demonstrate their understanding of economy and technology.

- When students research and present information on the role of technological innovation, note the extent to which they are able to identify and describe:
  - the role the innovations played in establishing contemporary Canada
  - costs and benefits of each innovation
  - effects on settlement patterns
  - impact on linkages and direction of trade (east-west versus north-south)
  - effects on the development of industry
- Before students begin their role plays based on historical figures associated with the CPR, discuss criteria such as:
  - shows a sense of historical perspective, taking the context into account
  - bases contribution on historically accurate information
  - offers advantages and disadvantages that are relevant, logical, and based on credible historical and geographical evidence
  - describes plausible potential changes for self and region
- Work with students to develop criteria such as the following to assess their work on changing trade relationships:
  - graphs—based on accurate data; logically represented
  - trends—clearly identified, supported by database
  - predictions—plausible, insightful, supported by database
- After students have researched changing economic relationships with BC's major trading partners, check on their understanding of specific relationships by posing questions such as:
  - What effect did immigration and geography have?
  - What effect did cultural ties have?
  - What changes might have occurred if British Columbia had remained a British colony?
  - What other changes to major events would have significantly changed trade relationships? How?

RECOMMENDED LEARNING RESOURCES

Print Materials

- The British Empire 1870-1914
- Canada and the World
- The Canadian Oxford School Atlas
- Coalmining Women
- Challenge of the West
- The Integrated Atlas
- Inuit
- The MacMillan World Reference Atlas
- Pacific Rim and the World
- The Pageant of World History
- Pay Dirt!
- Vancouver
- Vancouver and Its Region
- The Youngest Drover

Video

- Canada and the U.S.A.
- Canada, eh!
- Confederation
- First Nations: The Circle Unbroken
- Hewers of Wood - Out on a Limb
- History of Nunavik
- Laxwesa Wa
- Thunder in the Canyon
- Where Eagles Fly

Multimedia

- Pacific Rim Discovery
- We Are Canadians

CD-ROM

- Canada's Visual History

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- construct, interpret, and use graphs, tables, grids, scales, legends, contours, and various types of maps
- identify and describe the physiographic regions of Canada and processes that formed these regions
- analyse how geography influenced the economic, historical, and cultural development of western Canada
- identify key local and provincial resource-development issues from 1815 to the present, considering the concepts of stewardship and sustainability

SUGGESTED INSTRUCTIONAL STRATEGIES

Students use case studies, the Internet, maps, visuals, and interviews to examine resource development, industry practices, and different points of view.

- Have students overlay physiographic regional maps on relief maps and trace the regional boundaries. Ask them to write brief explanations of how geographical processes (e.g., glaciation, erosion, plate tectonics, variations in climate) influence regional change.
- Invite students in groups to create maps of different time periods in western Canada's development. For each map, ask groups to identify economic regions and resource locations, including brief summaries with pictures showing settlement patterns from Confederation to the present. Pictures should depict relationships between land use and human activity. As a class, assemble all the maps to create a Past-to-Present Map Timeline.
- Have students use the Internet, CD-ROMs, and other print and electronic sources to investigate the history of sustainable resource practices in a variety of countries (e.g., integrated forest management, which considers range, wildlife, visual quality, recreation, timber, and resource extraction). Invite students to select and present case studies that exemplify the best practices, explaining their selections. They then compare their findings to the practices of local BC resource industries and assess them according to predetermined criteria.
- Form groups and ask each group to investigate and report on the historical impact of a selected local resource industry from various points of view (e.g., Aboriginal people, environmental activists, town councillors, storekeepers, industry representatives, workers). Encourage students to interview community members, seeking answers to questions such as:
  - What problems could automation or technological innovation create?
  - Is there a waste-management program in place? If so, what is its cost and effect? If not, why not?
  - What by-products are produced by this industry, and how are they used?

SUGGESTED ASSESSMENT STRATEGIES

Students should demonstrate increasing sophistication in the technical, analytical, and inquiry skills associated with geography. Assessment of most activities will consider both their knowledge and technical skills and their abilities to engage in critical inquiry and analysis.

- Assess students' descriptions of how geographical processes influence regional change for evidence that they are able to accurately identify:
  - variations in elevation and climate
  - the age and major type of bedrock
  - major forces that have moulded the surface features
- Check the maps and illustrations that groups create to show economic regions, resource locations, and the relationship between land use and human activity for evidence that students are able to accurately:
  - identify three economic regions (e.g., Cordillera, Prairies, Shield)
  - locate resources (e.g., furs, timber, fossil fuels, metallic minerals, water, soils, fish)
  - illustrate settlement patterns, showing both population distribution and density
  - make logical connections among resource location, economic activity, and settlement patterns
- When students research and compare sustainable resource practices in Canada and other countries, look for evidence that their comparisons include accurate and detailed information about:
  - current resource inventories and allowable yields
  - standards used for resource renewal and extraction
  - degree of integrated management among environment, recreation, and other resource development
- Before students collect and report on various points of view about the impact of local resource industries, discuss criteria. For example, to what extent does the report clearly and accurately outline the following for each point of view:
  - historical background and context
  - current position
  - relevant statistical and other data
  - motives and purposes
  - implications for future actions
  - credibility or validity (as assessed, with accompanying reasons, by students)

RECOMMENDED LEARNING RESOURCES

📖 *Print Materials*

- Canada and the World
- The Canadian Oxford School Atlas
- Challenge of the West
- History Makers: Victorians
- If You're Not from the Prairie...
- Imprints
- The Integrated Atlas
- The MacMillan World Reference Atlas
- The Nystrom Canadian Desk Atlas
- Pacific Rim and the World
- The Pageant of World History
- Pay Dirt!
- Vancouver
- Vancouver and Its Region
- The Youngest Drover
- State of the Environment Report for British Columbia
- Ground Truth Studies Teacher Handbook, British Columbia Edition

📼 *Video*

- Box of Treasures
- Canada and the U.S.A.
- Canada, eh!
- Domino
- First Nations: The Circle Unbroken
- Hewers of Wood - Out on a Limb
- History of Nunavik
- Strangers
- Thunder in the Canyon
- Where Eagles Fly

💿 *Multimedia*

- Pacific Rim Discovery
- We Are Canadians

💿 *CD-ROM*

- Canada's Visual History

APPENDICES

Social Studies 8 to 10

APPENDIX A

Prescribed Learning Outcomes

Grade 8

► **APPLICATIONS OF SOCIAL STUDIES**

It is expected that students will:

- identify and clarify a problem, an issue, or an inquiry
- gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources
- interpret and evaluate a variety of primary and secondary sources
- assess a variety of positions on controversial issues
- plan, revise, and deliver written and oral presentations
- co-operatively plan and implement a course of action that addresses the problem, issue, or inquiry initially identified

► **SOCIETY AND CULTURE: CIVILIZATIONS FROM 500 TO 1600**

It is expected that students will:

- identify factors that influence the development and decline of world civilizations
- compare daily life, family structures, and gender roles in a variety of civilizations
- describe a variety of diverse cultural traditions and world religions
- demonstrate awareness of artistic expression as a reflection of the culture in which it is produced
- identify periods of significant cultural achievement, including the Renaissance
- describe how societies preserve identity, transmit culture, and adapt to change

► **POLITICS AND LAW: CIVILIZATIONS FROM 500 TO 1600**

It is expected that students will:

- demonstrate understanding of the tension between individual rights and the responsibilities of citizens in a variety of civilizations
- assess the impact of contact, conflict, and conquest on civilizations
- describe various ways individuals and groups can influence legal systems and political structures
- explain the development and importance of government systems

Grade 8

| ▶ ECONOMY AND TECHNOLOGY: CIVILIZATIONS FROM 500 TO 1600 | *It is expected that students will:*

• compare basic economic systems and different forms of exchange
• analyse the effect of commerce on trade routes, settlement patterns, and cultural exchanges
• compare the changing nature of labour in rural and urban environments
• describe the impact of technological innovation and science on political, social, and economic structures |
| ▶ ENVIRONMENT: CIVILIZATIONS FROM 500 TO 1600 | *It is expected that students will:*

• construct, interpret, and use graphs, tables, grids, scales, legends, and various types of maps
• locate and describe major world landforms, bodies of water, and political boundaries on maps
• locate and describe current and historical events on maps
• describe how physical geography influenced patterns of settlement, trade, and exploration
• analyse how people interacted with and altered their environments, in terms of
  - population
  - settlement patterns
  - resource use
  - cultural development |

Grade 9

▶ **APPLICATIONS OF SOCIAL STUDIES**	*It is expected that students will:* • identify and clarify a problem, an issue, or an inquiry • select and summarize information from primary and secondary print and non-print sources, including electronic sources • assess the reliability, currency, and objectivity of different interpretations of primary and secondary sources • defend a position on a controversial issue after considering a variety of perspectives • plan, revise, and deliver formal oral and written presentations • co-operatively plan, implement, and assess a course of action that addresses the problem, issue, or inquiry initially identified

▶ **SOCIETY AND CULTURE: EUROPE AND NORTH AMERICA FROM 1500 TO 1815**	*It is expected that students will:*
	
	 • analyse the relationship between Aboriginal people and Europeans and explain the role of each in the development of Canada
	 • describe daily life in Aboriginal communities, New France, and British North America
	 • assess how identity is shaped by a variety of factors, including:
	   - family
	   - gender
	   - belief systems
	   - ethnicity
	   - nationality
	 • describe how different forms of artistic expression reflect the society in which they are produced
	 • analyse roots of present-day regional, cultural, and social issues within Canada

Grade 9

► POLITICS AND LAW: EUROPE AND NORTH AMERICA FROM 1500 TO 1815	*It is expected that students will:* • define colonialism, imperialism, and nationalism • analyse factors that contribute to revolution and conflict • analyse the contributions of the English, French, and American revolutions in the development of democratic concepts • investigate the roots of Canada's political and legal systems, including the development of two legal systems from two cultures • evaluate the changing nature of law and its relation to social conditions of the times
► ECONOMY AND TECHNOLOGY: EUROPE AND NORTH AMERICA FROM 1500 TO 1815	*It is expected that students will:* • assess how economic systems contributed to the development of early Canada • analyse reasons for the initial exploration and settlement of North America • analyse effects of colonialism on trade and conflict • assess the impact of the fur trade on exploration and settlement • identify factors that influenced growth and development of industry • evaluate the effects of the Industrial Revolution on society and the changing nature of work
► ENVIRONMENT: EUROPE AND NORTH AMERICA FROM 1500 TO 1815	*It is expected that students will:* • construct, interpret, and use graphs, tables, grids, scales, legends, contours, and various types of maps • describe and compare North America's diverse geographical regions • identify major exploration routes and historical events in the development of Canada • demonstrate understanding of the ways in which Aboriginal people interact with their environment • explain the role of Aboriginal people in the fur trade and in the exploration of North America • assess the role of geographical factors in the development of trade and settlement in Canada and other colonies

Grade 10	
▶ **APPLICATIONS OF SOCIAL STUDIES**	*It is expected that students will:* • identify and clarify a problem, an issue, or an inquiry • plan and conduct library and community research using primary and secondary print and non-print sources, including electronic sources • generate and critique different interpretations of primary and secondary sources • assess and defend a variety of positions on controversial issues • plan, revise, and deliver formal presentations that integrate a variety of media • demonstrate leadership by planning, implementing, and assessing a variety of strategies to address the problem, issue, or inquiry initially identified
▶ **SOCIETY AND CULTURE: CANADA FROM 1815 TO 1914**	*It is expected that students will:* • identify the changing nature of families and women's roles in Canadian society • assess the interaction between Aboriginal people and Europeans • describe contributions made by Aboriginal people, the French, and the British to the development of Canada • identify the influence of immigration on, and the contributions of immigrants to, the development of Canada • demonstrate awareness of ways the arts mirror and shape Canadian society • analyse the changing perception of Canadian identity and assess the influence of the United States and other countries
▶ **POLITICS AND LAW: CANADA FROM 1815 TO 1914 (I)**	*It is expected that students will:* • identify contributions to the evolution of responsible government and federalism • analyse political, economic, social, and geographical factors that led to Confederation • analyse the impact of the 1837-38 Rebellions, the Red River Rebellion, and the Northwest Rebellion on the development of Canada

Grade 10	
► **POLITICS AND LAW: CANADA FROM 1815 TO 1914 (II)**	*It is expected that students will:* • evaluate the impact of western expansion and federal policies on Aboriginal people • explain the fundamental nature of the *British North America Act* in terms of the division of powers between the federal and provincial governments • compare Canada's developmental steps to nationhood with those of the United States
► **ECONOMY AND TECHNOLOGY: CANADA FROM 1815 TO 1914**	*It is expected that students will:* • analyse the impact of the National Policy on western expansion • identify and describe the effects of technological innovation on settlement and employment patterns within regions of Canada • identify factors that contribute to the economy of British Columbia • assess changing economic relationships between British Columbia and its major trading partners
► **ENVIRONMENT: CANADA FROM 1815 TO 1914**	*It is expected that students will:* • construct, interpret, and use graphs, tables, grids, scales, legends, contours, and various types of maps • identify and describe the physiographic regions of Canada and processes that formed these regions • analyse how geography influenced the economic, historical, and cultural development of western Canada • identify key local and provincial resource-development issues from 1815 to the present, considering the concepts of stewardship and sustainability

APPENDIX B

Learning Resources
General Information

WHAT IS APPENDIX B?

Appendix B consists of general information on learning resources, as well as Grade Collection information and alphabetical annotations of the provincially recommended resources.

WHAT IS A GRADE COLLECTION?

A Grade Collection is the format used to organize the provincially recommended learning resources by grade and by curriculum organizer. It can be regarded as a 'starter set' of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. There may be prescribed learning outcomes either partially or not at all supported by learning resources at this time. Many of these are best met by teacher-developed activities. Teachers may also wish to supplement Grade Collection resources with locally selected materials.

WHAT KINDS OF RESOURCES ARE FOUND IN A GRADE COLLECTION?

Learning resources in a Grade Collection are categorized as either *comprehensive* or *additional. Comprehensive resources* provide a broad coverage of the learning outcomes for most curriculum organizers. A*dditional resources* are more topic specific and support individual curriculum organizers or clusters of outcomes. They provide valuable support for or extension to specific topics and are typically used to supplement or fill in the areas not covered by the comprehensive resources.

HOW ARE GRADE COLLECTIONS KEPT CURRENT?

Under the provincial continuous submissions process, suppliers advise the ministry about newly developed resources as soon as they are released. Resources judged to have a potentially significant match to the learning outcomes for individual IRPs are evaluated by practising classroom teachers who are trained by ministry staff to use provincial evaluation criteria. Resources selected for provincial recommendation receive Ministerial Order and are added to the existing Grade Collections. The ministry updates the Grade Collections on a regular basis on the ministry web site at http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm. Please check this site for the most current and up-to-date version of Appendix B.

HOW LONG DO LEARNING RESOURCES KEEP THEIR RECOMMENDED STATUS?

Learning resources will retain their recommended status for a minimum of five years after which time they may be withdrawn from the Grade Collections, thereby terminating their provincially recommended status. Decisions regarding the withdrawal of learning resources will be based on, but not limited to, considerations of curriculum support, currency, and availability. Schools may continue to use a learning resource after withdrawal provided local school board approval is obtained.

HOW CAN TEACHERS CHOOSE LEARNING RESOURCES TO MEET THEIR CLASSROOM NEEDS?

As outlined in *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2000), there are a number of approaches to selecting learning resources.

Teachers may choose to use:
- provincially recommended resources to support provincial or locally developed curricula
- resources that are not on the ministry's provincially recommended list (resources that are not on the provincially recommended list must be evaluated through a local, board-approved process).

The Ministry of Education has developed a variety of tools and guidelines to assist teachers with the selection of learning resources. These include:
- *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2000) with accompanying CD-ROM tutorial and evaluation instruments
- Grade Collection(s) in each IRP. Each Grade Collection begins with a chart which lists both comprehensive and additional resources for each curriculum organizer. The chart is followed by an annotated bibliography with supplier and ordering information. (Price and supplier information should be confirmed at the time of ordering). There is also a chart that lists Grade Collection titles alphabetically and a blank planning template that can be used by teachers to record their individual choices
- Resource databases on CD-ROM or on-line
- Sets of recommended learning resources are available in a number of host districts throughout the province to allow teachers to examine the materials first hand at regional displays.
- *Catalogue of Recommended Learning Resources*

WHAT ARE THE CRITERIA TO CONSIDER WHEN SELECTING LEARNING RESOURCES?

There are a number of factors to consider when selecting learning resources.

Content

The foremost consideration for selection is the curriculum to be taught. Prospective resources must adequately support the particular learning objectives that the teacher wants to address. Teachers will determine whether a resource will effectively support any given learning outcomes within a curriculum organizer. This can only be done by examining descriptive information regarding that resource; acquiring additional information about the material from the supplier, published reviews, or colleagues; and by examining the resource first-hand.

Instructional Design

When selecting learning resources, teachers must keep in mind the individual learning styles and abilities of their students, as well as anticipate the students they may have in the future. Resources should support a variety of special audiences, including gifted, learning disabled, mildly intellectually disabled, and ESL students. The instructional design of a resource includes the organization and presentation techniques; the methods used to introduce, develop, and summarize concepts; and the vocabulary level. The suitability of all of these should be considered for the intended audience.

Teachers should also consider their own teaching styles and select resources that will complement them. The list of recommended resources contains materials that range from prescriptive or self-contained resources, to open-ended resources that require

considerable teacher preparation. There are recommended materials for teachers with varying levels and experience with a particular subject, as well as those that strongly support particular teaching styles.

Technical Design

While the instructional design of a package will determine the conceptual organization, it is the technical design that brings that structure into reality. Good technical design enhances student access and understanding. Poor technical quality creates barriers to learning. Teachers should consider the quality of photographs and illustrations, font size and page layout, and durability. In the case of video, audible and age appropriate narration and variation in presentation style should be considered. When selecting digital resources, interactivity, feedback, constructive engagement, usability, and functionality are important.

Social Considerations

An examination of a resource for social considerations helps to identify potentially controversial or offensive elements which may exist in the content or presentation. Such a review also highlights where resources might support pro-social attitudes and promote diversity and human rights issues.

The intent of any Social Considerations screening process, be it at the local or provincial level, is not to remove controversy, but to ensure that controversial views and opinions are presented in a contextual framework.

All resources on the ministry's recommended list have been thoroughly screened for social concerns from a provincial perspective. However, teachers must consider the appropriateness of any resource from the perspective of the local community.

Media

When selecting resources, teachers should consider the advantages of various media. Some topics may be best taught using a specific medium. For example, video may be the most appropriate medium when teaching a particular, observable skill, since it provides a visual model that can be played over and over or viewed in slow motion for detailed analysis. Video can also bring otherwise unavailable experiences into the classroom and reveal "unseen worlds" to students. Software may be particularly useful when students are expected to develop critical-thinking skills through the manipulation of a simulation, or where safety or repetition are factors. Print or CD-ROM resources can best be used to provide extensive background information on a given topic. Once again, teachers must consider the needs of their individual students, some of whom may learn better from the use of one medium than another.

USE OF INFORMATION TECHNOLOGY

Teachers are encouraged to embrace a variety of educational technologies in their classrooms. To do so, they will need to ensure the availability of the necessary equipment and familiarize themselves with its operation. If the equipment is not currently available, then the need must be incorporated into the school or district technology plan.

WHAT FUNDING IS AVAILABLE FOR PURCHASING LEARNING RESOURCES?

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts.

Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

EXISTING MATERIALS

Prior to selecting and purchasing new learning resources, an inventory of those resources that are already available should be established through consultation with the school and district resource centres. In some districts, this can be facilitated through the use of district and school resource management and tracking systems. Such systems usually involve a computer database program (and possibly bar-coding) to help keep track of a multitude of titles. If such a system is put on-line, then teachers can check the availability of a particular resource via computer.

APPENDIX B

Social Studies 8 to 10
Grade Collections

SOCIAL STUDIES 8 TO 10: GRADE COLLECTIONS

This section begins with an overview of the comprehensive resources for this curriculum, then presents Grade Collection charts for each grade. These charts list both *comprehensive* and *additional* resources for each curriculum organizer for the grade. The charts are followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

MEDIA ICONS KEY

Audio Cassette

CD-ROM

Film

Games/Manipulatives

Laserdisc/Videodisc
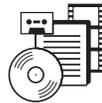
Multimedia

Music CD
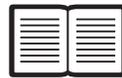
Print Materials

Record

Slides

Software

Video

SOCIAL STUDIES 8 TO 10 GRADE COLLECTIONS OVERVIEW OF COMPREHENSIVE RESOURCES

Across the Centuries (Grade 8)
Comprehensive resource package on world history from 3000 B.C. to 1789 A.D., consisting of a student text and a teachers guide, provides a chronological account of a wide variety of western and non-western cultures. It provides moderate to extensive support for the learning outcomes in all curriculum organizers. History, culture, geography, technology and belief systems are integrated throughout. Frequent use is made of maps, charts, illustrations and narratives. This text includes creative and critical thinking activities to support the curriculum organizer Applications of Social Studies. The resource is written from an American point of view and uses American examples. Optional support components include transparencies and a consumable student journal, map booklet, test booklet and 12 transparencies.

Canada: The Story of a Developing Nation (Grade 10)
Student text and accompanying teacher's resource binder cover Canada's growth from 1840 to post World War I. Easy to read, visually pleasing text emphasizes social and political history using excerpts and mini biographies of "real" Canadians. Excellent inclusion of women in history. Chapter and unit activities address a variety of learning styles. The comprehensive and practical teacher's resource includes teaching and learning strategies, suggestions for assessment and blackline masters. Text is labelled as Grade 8, but meets the learning outcomes for Grade 10 in BC.

Canada Revisited (Grade 9)
Textbook explores Canadas history in five sections, but only the first six chapters are applicable to this course. European-focussed learning outcomes are not covered by this text. Critical thinking, problem solving, and decision-making activities support the curriculum organizer Applications of Social Studies. Colourful maps, diagrams and inserts encourage student engagement. A teachers manual and blackline master package are available.

Challenge of the West (Grade 10)
Well-illustrated book covers Canadian political and social history from 1815 to 1914. The student text provides survey coverage of most of the learning outcomes, with the exception of the curriculum organizer, Environment. The teachers guide provides some support for this organizer as well as important background information, key terms, and instructional and assessment strategies. This resource is a revision of *Flashback Canada, Third Edition*, and was designed to meet the learning outcomes for Grade 10.

Community Canada (Grade 9)
Book covers Canadian history from the time before European contact with the Aboriginal peoples up to and including the War of 1812. It provides a comprehensive examination of First Nations cultures, deals with explorers and missionaries and examines the development of New France and Upper Canada. It provides moderate to extensive coverage of most of the learning outcomes in the IRP, with the exception of those that are European-focussed. Social history is interwoven with political history and the book makes effective use of high-quality visuals. There is a focus on historical evaluation and research skills. The skill-building units in each chapter support the curriculum organizer Applications of Social Studies. The accompanying teachers guide

includes unit plans, teaching strategies, assessment ideas, and blackline masters.

Crossroads: A Meeting of Nations (Grade 9)
Student text and teachers resource manual provide a comprehensive survey of the major events in European and North American history from 1500 to 1815, as well as in-depth information about Canadas First Nations and the regional geography of North America. Attractive, colourful text makes effective use of illustrations, photographs, charts, graphs and maps. Extensive linkages are made between historic events and the present, and each chapter includes a variety of primary and secondary sources, summary activities and research suggestions. Teachers resource outlines generic skills and strategies and provides chapter overviews, activities, assessment strategies and reproducibles. This resource was custom developed to meet the Grade 9 outcomes of the IRP. Corresponding resources for Grades 8 and 10 are *Pathways: Civilizations Through Time* and *Horizons: Canada Moves West*.

Horizons: Canada Moves West (Grade 10)
Student text and accompanying teacher's resource manual examine the development of Canada from 1815 to the beginning of World War I, with a strong emphasis on Western Canada, particularly BC. Topics covered include British North America, with an emphasis on social, cultural and economic developments as well as the political and international developments that led to Confederation; the prairies and westward expansion; British Columbia; and Canada and globalization. Teachers resource outlines generic skills and strategies and provides chapter overviews, activities, assessment strategies and reproducibles. This resource was custom developed to meet the Grade 10 outcomes of the IRP. Corresponding

resources for Grades 8 and 9 are: *Pathways: Civilizations Through Time* and *Crossroads: A Meeting of Nations.*

Pathways: Civilizations Through Time (Grade 8)
Comprehensive resource package on world history from the early middle ages to 1700 A.D. consists of a student text and a teachers resource manual. History, geography, culture, politics, technology and belief systems are integrated throughout. Frequent use is made of maps, charts, illustrations and narratives, as well as primary and secondary source materials. The curriculum organizer Applications of Social Studies is supported with creative and critical-thinking activities. The connections between the past and the present are made using Canadian examples. Teachers resource outlines generic skills and strategies and provides chapter overviews, activities, assessment strategies and reproducibles. This resource was custom developed to meet the Grade 8 outcomes of the IRP. Corresponding resources for Grades 9 and 10 are *Crossroads: A Meeting of Nations* and *Horizons: Canada Moves West*.

Social Studies 8 Grade Collection

	Applications of Social Studies	Society and Culture: Civilizations from 500 to 1600	Politics and Law: Civilizations from 500 to 1600	Economy and Technology: Civilizations from 500 to 1600	Environment: Civilizations from 500 to 1600
Comprehensive Resources					
Across the Centuries					
Pathways: Civilizations Through Time					
Additional Resources - Atlases					
The Canadian Oxford School Atlas, Seventh Edition	✔				✔
The Nystrom Atlas of Canada and the World	✔				✔
Additional Resources - Print					
The Crusades		✔	✔		
From Workshop to Warfare: The Lives of Medieval Women		✔			
The Italian Renaissance		✔	✔	✔	
The Reformation		✔	✔		
Additional Resources - Video					
Exploring the Renaissance (1350 - 1650 A.D.)		✔			
The Maya: Middle America (Mexico)		✔			
Additional Resources - Software & CD-ROM					
Feudalism	✔	✔	✔		

	For the comprehensive resources, indicates satisfactory to good support for the majority of the learning outcomes within the curriculum organizer.
✔	For the additional resources, indicates support for one or more learning outcomes within the curriculum organizer.
	Indicates minimal or no support for the prescribed learning outcomes within the curriculum organizer.

Social Studies 9 Grade Collection

	Applications of Social Studies	Society and Culture: Europe and North America from 1500 to 1815	Politics and Law: Europe and North America from 1500 to 1815	Economy and Technology: Europe and North America from 1500 to 1815	Environment: Europe and North America from 1500 to 1815
Comprehensive Resources					
Canada Revisited: A Social and Political History of Canada to 1911 (Chapters 1-6)					
Community Canada					
Crossroads: A Meeting of Nations					
Additional Resources - Atlases					
The Canadian Oxford School Atlas, Seventh Edition	✔				✔
The Nystrom Atlas of Canada and the World	✔				✔
Additional Resources - Print					
Canada: The Making of a Nation	✔	✔			
Expansion, Trade and Industry		✔	✔	✔	
Industrial Britain: The Workshop of the World			✔	✔	
Oxford History Study Units: Expansion, Trade and Industry		✔		✔	
Additional Resources - Video					
1812: The Forgotten War	✔	✔			
Additional Resources - Software & CD-ROM					
Canada's Visual History	✔	✔	✔		

	For the comprehensive resources, indicates satisfactory to good support for the majority of the learning outcomes within the curriculum organizer.
✔	For the additional resources, indicates support for one or more learning outcomes within the curriculum organizer.
	Indicates minimal or no support for the prescribed learning outcomes within the curriculum organizer.

Social Studies 10 Grade Collection

	Applications of Social Studies	Society and Culture: Canada from 1815 to 1914	Politics and Law: Canada from 1815 to 1914	Economy and Technology: Canada from 1815 to 1914	Environment: Canada from 1815 to 1914
Comprehensive Resources					
Canada: The Story of a Developing Nation	░	░	░	░	░
Challenge of the West: A Canadian Retrospective, 1812 - 1914	░	░	░	░	
Horizons: Canada Moves West	░	░	░	░	░
Additional Resources - Atlases					
Canada and the World: An Atlas Resource, Second Edition	✔			✔	✔
The Canadian Oxford School Atlas, Seventh Edition	✔				✔
The Nystrom Atlas of Canada and the World	✔				✔
Additional Resources - Print					
Drum Beat: Anger and Renewal in Indian Country		✔			
Imprints: Developing Canada's Resources					✔
Legacy: Indian Treaty Relationships		✔	✔		
Additional Resources - Video					
Batoche Settlement, Saskatchewan		✔	✔		
First Journey, Fort William		✔			✔
Victoria: More English Than the English		✔	✔		
Additional Resources - Multimedia					
Canadian Citizenship in Action	✔	✔	✔		
Additional Resources - Software & CD-ROM					
Canada's Visual History	✔	✔	✔		
Making History: Louis Riel in the North-West Rebellion of 1885	✔	✔	✔		

░	For the comprehensive resources, indicates satisfactory to good support for the majority of the learning outcomes within the curriculum organizer.
✔	For the additional resources, indicates support for one or more learning outcomes within the curriculum organizer.
	Indicates minimal or no support for the prescribed learning outcomes within the curriculum organizer.

1812: The Forgotten War

Grade Level:

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

Year Recommended in Grade Collection: 1999

General Description:
Ninety-minute video and comprehensive teacher's guide use a social history approach to provide an in-depth study of The War of 1812. Re-enactments provide insight into wartime conditions and the lives of soldiers, women, children and First Nations. The teacher's guide provides a variety of student follow-up activities for both short and full timetables.

Audience
General
ESL - highly visual; accompanied by study sheets

Category: Student, Teacher Resource

Supplier: *Little Brick Schoolhouse Inc.*
P.O. Box 84001
1235 Trafalgar Road
Oakville, ON L6H 3J0

Tel: (905) 844-4669 **Fax:** (905) 844-4669

Web Address: www.littlebrick.com

Price: $99.00

ISBN/Order No: 0-919788-11-4

Copyright: 1995

Across the Centuries

Grade Level:

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

Year Recommended in Grade Collection: 1998

Author(s): Armento et al.

General Description:
Comprehensive American resource package on world history from 3000 BC to 1789 A.D. consists of a student text and a teacher's guide. The material provides a chronological account of a wide variety of western and non-western cultures from 3000 BC to 1789 A.D. It integrates history, culture, geography, technology and belief systems and makes extensive use of maps, charts, illustrations and narratives. Features an American perspective and includes some non-metric measurements. Optional support components for this package include a consumable student discovery journal, map activities booklet, study guide, test booklet and a set of 12 transparencies.

Audience
General

Category: Student, Teacher Resource

Supplier: *Nelson Thomson Learning*
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: Student Text: $63.45
Teacher's Guide: $137.45

ISBN/Order No: Student Text: 0-395-80933-9
Teacher's Guide: 0-395-80939-8

Copyright: 1997

Batoche Settlement, Saskatchewan

Grade Level:

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

Year Recommended in Grade Collection: 1998

General Description:
Twenty-two-minute video provides a detailed examination of the Battle of Batoche during the North-West Rebellion of 1885 through re-enactments, photographs, maps, drawings and interviews with historians. It outlines the struggle of the Métis for their land and for the rights and privileges they felt had been taken away from them by the government of Canada. It also discusses the response to the conflict by the Canadian government under Sir John A. Macdonald, the final outcome of the North-West Rebellion and the fate of such participants as Louis Riel, Gabriel Dumont and General Middleton. Teachers will need to develop their own pre- and post-viewing activities.

Caution:
When quoting historical documents of the era, the term "half-breed" is used to describe the Métis.

Audience
General

Category: Student, Teacher Resource

Supplier: *McNabb and Connolly*
60 Briarwood Avenue
Mississauga, ON L5G 3N6

Tel: (905) 278-0566 **Fax:** (905) 278-2801

Web Address: www.mcnabbconnolly.ca

Price: $26.00

ISBN/Order No: SS0266

Copyright: 1998

Canada and the World: An Atlas Resource, Second Edition

Author(s): Matthews, G. et al.

General Description:
Full-colour atlas has six major sections: Canada thematics, Canada regional, world thematics, world regional, Canadian statistics and world statistics. The major emphasis is on Canada; both historical and contemporary data are integrated. Includes a teacher's guide with outcomes and numerous activities for all levels.

Audience
General
ESL - provides specific lessons and activities

Category: Student, Teacher Resource

Grade Level:

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

Year Recommended in Grade Collection: 1998

Supplier: *Pearson Education Canada*
26 Prince Andrew Place
Don Mills, ON   M3C 2T8

Tel: (416) 447-5101   **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: Atlas: $37.51
Teacher's Guide: $225.50

ISBN/Order No: Atlas: 0-13-370073-9
Teacher's Guide: 0-13-370099-2

Copyright: 1995

Canada Revisited: A Social and Political History of Canada to 1911

Author(s): Clark, Penny; McKay, Roberta

General Description:
Book traces Canada's history from 1670 to 1911. Five chapters with colourful maps, diagrams and inserts promote student engagement. A teacher's manual and blackline master package include activities that encourage critical thinking, problem solving, decision making and creativity, as well as assessment criteria.

Audience
General

Category: Student, Teacher Resource

Grade Level:

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

Year Recommended in Grade Collection: 1998

Supplier: *Nelson Thomson Learning*
1120 Birchmount Road
Scarborough, ON   M1K 5G4

Tel: (416) 752-9448   **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: Student Text: $35.95
Teacher's Manual: $92.00

ISBN/Order No: Student Text: 0-9199-1332-6
Teacher's Manual: 0-9199-1327-X

Copyright: 1995

Canada: The Making of a Nation

Author(s): Baldwin, Douglas

General Description:
Textbook provides survey coverage of the social, political and economic development of Canada to the 20th century. Students are encouraged to study the past to help make decisions for the future. Chapter features make this text accessible and easy to read. The summary activities lack variety as they primarily involve writing and research. Geographical components of the curriculum are not well supported.

Audience
General

Category: Student, Teacher Resource

Grade Level:

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

Year Recommended in Grade Collection: 2001

Supplier: *Weigl Educational Publishers Ltd.*
6325 - 10th Street SE
Calgary, AB   T2H 2Z9

Tel: (403) 233-7747   **Fax:** (403) 233-7769

Toll Free: 1-800-668-0766

Price: $28.48

ISBN/Order No: 0919879-55-1

Copyright: 2000

Canada: The Story of a Developing Nation

Grade Level:

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

Year Recommended in Grade Collection: 2001

Author(s): Deir, E. et al.

General Description:

Student text and accompanying teacher's resource binder cover Canada's growth from 1840 to post World War I. The text emphasizes social and political history using excerpts and mini biographies of "real" Canadians. Text is labelled as Grade 8, but meets the learning outcomes for Grade 10 in BC.

Audience

General

Category: Student, Teacher Resource

Supplier: *McGraw-Hill Ryerson Ltd. (Ontario)*
300 Water Street
Whitby, ON L1N 9B6

Tel: (905) 430-5000 **Fax:** (905) 430-5194

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

Web Address: www.mcgrawhill.ca

Price: Student Text: $44.05
Teacher's Resource Binder: $165.85

ISBN/Order No: Student Text: 0-07-560738-7
Teacher's Resource Binder: 0-07-560739-5

Copyright: 2000

Canada's Visual History

Grade Level:

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

Year Recommended in Grade Collection: 1998

General Description:

National Film Board CD-ROM for Windows contains 80 volumes of textual and visual archives exploring Canada's history from pre-European contact to the present, allowing students to search by topics or key words.

System Requirements: IBM compatible 386DX or later; MS-DOS 3.3 or later; Windows 3.1 or later; 4 Mb RAM; CD-ROM drive.

Audience

General

Category: Student, Teacher Resource

Supplier: *Fitzhenry & Whiteside Ltd.*
195 Allstate Parkway
Markham, ON L3R 4T8

Tel: (905) 477-9700 **Fax:** (905) 477-9179

Toll Free: 1-800-387-9776

Web Address: www.fitzhenry.ca

Price: $96.00

ISBN/Order No: 55041-2221

Copyright: 1995

Canadian Citizenship in Action

Grade Level:

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

Year Recommended in Grade Collection: 1998

Author(s): Fretts, D.

General Description:

Resource package, consisting of a textbook, teacher's guide with blackline masters and three filmstrips with accompanying audio cassettes, is a guide to immigration and citizenship in Canada. Text provides policies and statistics reaching into the last century. Explores various social and political issues through case studies and profiles.

Audience

General

Category: Student, Teacher Resource

Supplier: *Weigl Educational Publishers Ltd.*
6325 - 10th Street SE
Calgary, AB T2H 2Z9

Tel: (403) 233-7747 **Fax:** (403) 233-7769

Toll Free: 1-800-668-0766

Price: Student Text: $23.95
Teacher Guide: $23.95
Media Kit: $122.95

ISBN/Order No: Student Text: 0-919879-43-8
Teacher Guide: 0-919879-45-4
Media Kit: (not available)

Copyright: 1994

The Canadian Oxford School Atlas, Seventh Edition

Grade Level:

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

Year Recommended in Grade Collection: 1998

Supplier: *Oxford University Press (Ontario)*
70 Wynford Drive
Don Mills, ON   M3C 1J9

Tel: (416) 441-2941   **Fax:**   (416) 441-0345

Toll Free: 1-800-387-8020

Web Address: www.oupcan.com

Price: Atlas: $27.5
Teacher's Resource: $145.00

ISBN/Order No: Atlas (7th Edition): 0-19-5413091
Teacher's Resource (6th Edition): 0-19-5408969

Copyright: 1998

Author(s):   Stanford, Q. et al.

General Description:

This atlas contains world physical, political, climate and population maps, satellite images, diagrams, graphs and statistics. There is extensive emphasis on Canada's physical geography, climate, political divisions, natural resources, population, trade, industry and economy. The introductory section teaches the skills necessary to fully use this resource. Includes a comprehensive teacher's resource binder with teaching strategies, activities, blackline masters and overhead transparencies.

Caution:

Some statistics may be out of date.

Audience

General

Category: Student, Teacher Resource

Challenge of the West: A Canadian Retrospective, 1812-1914

Grade Level:

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

Year Recommended in Grade Collection: 1998

Supplier: *Oxford University Press (Ontario)*
70 Wynford Drive
Don Mills, ON   M3C 1J9

Tel: (416) 441-2941   **Fax:**   (416) 441-0345

Toll Free: 1-800-387-8020

Web Address: www.oupcan.com

Price: Student Text: $40.95
Teacher's Guide: $80.00

ISBN/Order No: Student Text: 0-19-5409531
Teacher's Guide: 0-19-5409809.

Copyright: 1998

Author(s):   Cruxton, J. et al.

General Description:

Well-illustrated book covers Canadian political and social history from 1815 to 1914. Designed to meet the learning outcomes of the IRP at the Grade 10 level, it addresses the rebellions and Confederation. Skill-building sections conclude each chapter. This book is the revised edition of Flashback Canada, Third Edition. Teacher's guide provides important background information and key terms used in each chapter of the student textbook. Includes blackline masters and an appendix dealing with the economy of British Columbia.

Audience

General

Category: Student, Teacher Resource

Community Canada

Grade Level:

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

Year Recommended in Grade Collection: 1998

Supplier: *Oxford University Press (Ontario)*
70 Wynford Drive
Don Mills, ON   M3C 1J9

Tel: (416) 441-2941   **Fax:**   (416) 441-0345

Toll Free: 1-800-387-8020

Web Address: www.oupcan.com

Price: Student Text: $39.95
Teacher's Guide: $75.00

ISBN/Order No: Student Text: 019-5409248
Teacher's Guide: 019-5411692

Copyright: 1993

Author(s):   Cruxton, J. et al.

General Description:

Book covers Canadian history from the time before European contact up to and including The War of 1812. It provides a comprehensive examination of First Nations cultures and the development of New France and Upper Canada. Each chapter has a concluding skill-building unit with questions. Includes teacher's guides in French and English.

Audience

General

Category: Student, Teacher Resource

Crossroads: A Meeting of Nations

Grade Level:

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

Year Recommended in Grade Collection: 1998

Author(s): Cranny, Michael

General Description:
Student text provides a comprehensive survey of the major events in European and North American history from 1500 to 1815, as well as providing in-depth information about Canada's First Nations and the regional geography of North America. Makes effective use of illustrations, photographs, charts, graphs and maps. Extensive linkages are made between historic events and the present, and each chapter contains a variety of primary and secondary sources, summary activities and research suggestions. The teacher's resource provides strategies and activities.

Audience
General

Category: Student, Teacher Resource

Supplier: *Pearson Education Canada*
26 Prince Andrew Place
Don Mills, ON   M3C 2T8

Tel: (416) 447-5101   **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: Student Text: $44.95
Teacer's Resource Manual: $75.00

ISBN/Order No: Student Text: 0-13-786815-4
Teacher's Resource Manual: 0-13-7868073

Copyright: 1998

The Crusades

Grade Level:

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

Year Recommended in Grade Collection: 1998

Author(s): Child, J. et al.

General Description:
Part of the "Heinemann History" series, this book covers the crusades from 1095 to the 1300s, focussing on the numerous voyages, leaders, battles and resulting relationships. Primary source documents and visuals offer comparisons and insight. Includes activities and questions. Accompanying Assessment and Resources Pack with activities has not been evaluated.

Audience
General

Category: Student, Teacher Resource

Supplier: *Nelson Thomson Learning*
1120 Birchmount Road
Scarborough, ON   M1K 5G4

Tel: (416) 752-9448   **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: $15.73

ISBN/Order No: 435-312839

Copyright: 1992

Drum Beat: Anger and Renewal in Indian Country

Grade Level:

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

Year Recommended in Grade Collection: 1998

General Description:
Book explores issues concerning the relationship between the federal government and First Nations people. It attempts to describe social and cultural changes by giving a historical background for understanding. Gives a First Nations perspective on contentious issues.

Audience
General

Category: Student, Teacher Resource

Supplier: *Breakwater Books Ltd.*
P.O. Box 2188
100 Water Street
St. John's, NF   A1C 6E6

Tel: (709) 722-6680   **Fax:** (709) 753-0708

Toll Free: 1-800-563-3333

Price: $14.95

ISBN/Order No: 0-929-09103-5

Copyright: 1989

Expansion, Trade and Industry

Author(s): Mason, James

General Description:

Book explores the many events that changed life in the British Isles between 1750 and 1900. Contains narrations on social, political, religious and cultural issues. Various visuals illustrate developments in industry, trade and the British Empire. Includes a teacher's manual.

Audience

General

Category: Student, Teacher Resource

Grade Level:

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

Year Recommended in Grade Collection: 1998

Supplier: *Pearson Education Canada*
26 Prince Andrew Place
Don Mills, ON M3C 2T8

Tel: (416) 447-5101 **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: $15.16

ISBN/Order No: 0-582-20738-X

Copyright: 1993

Exploring the Renaissance (1350 - 1650 A.D.)

General Description:

Twenty-minute program explores the Renaissance through the use of live-action footage, photographs of museum materials and some dramatized segments. It provides a historical review of subjects in art and architecture, theatre and literature. Also examines aspects of science, exploration and the Reformation. Includes teacher's guide. Please note that the video rights for this title expire November, 2002.

Caution:

Contains some nudity.

Audience

General

Category: Student, Teacher Resource

Grade Level:

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

Year Recommended in Grade Collection: 1998

Supplier: *McIntyre Media Ltd.*
75 First St., Suite 203
Orangeville, ON L9W 5B6

Tel: (519) 942-9640 **Fax:** (519) 942-8489

Toll Free: 1-800-565-3036

Web Address: www.mcintyre.ca

Price: Video: $26.00
Teacher's Guide: $2.10

ISBN/Order No: Video: SS0223
Teacher's Guide: G4778

Copyright: 1994

Feudalism

General Description:

Interactive CD-ROM for Macintosh or IBM focusses on the European feudal society in an innovative way. Students participate in a role play simulation that requires them to work cooperatively and think critically to make decisions. The comprehensive teacher's guide explains the program and provides suggestions for various classroom groupings and modes of use. It also includes assessment suggestions, lesson plans and background information sheets on the feudal system for students. Additional components are sets of advisor briefing books which detail the role play simulation for students.

System Requirements:
Macintosh: LCII or Power PC; System 7.1 or later; 5 Mb RAM; colour monitor; sound card required; 2X CD-ROM drive or higher.
MS-DOS: 486+; 8 Mb RAM; colour monitor; mouse required; sound card required; 2X CD-ROM drive or higher.
Windows: 3.1 or Windows 95; 8 Mb RAM; colour monitor; mouse required; sound card required; 2X CD-ROM drive or higher.

Caution:

Does not include the role of women in a meaningful or significantly innovative manner.

Audience

General
ESL - visual; simple language; terms explained; co-operative activities
Gifted - self-paced, self-guided, in-depth information which permits extension
LD - visual; simple language; terms explained; co-operative activities

Category: Student, Teacher Resource

Grade Level:

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

Year Recommended in Grade Collection: 1999

Supplier: *TORCOMP Systems Ltd.*
7070 Pacific Circle
Mississauga, ON L5T 2A7

Tel: (905) 564-7272 **Fax:** (905) 564-1377

Toll Free: 1-800-561-7520

Web Address: www.torcomp.com

Price: $360.00

ISBN/Order No: XDECFEUU02

Copyright: 1996

First Journey, Fort William

Grade Level:

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

Year Recommended in Grade Collection: 1998

Supplier: *National Film Board of Canada*
200-1385 West 8th Avenue
Vancouver, BC   V6H 3V9

Tel: (604) 666-3838   **Fax:** (604) 666-1569

Toll Free: 1-800-267-7710

Web Address: www.nfb.ca

Price: $99.95

ISBN/Order No: 193C0190198

Copyright: 1994

General Description:
Twenty-four-minute video details the experiences of a 12-year-old boy on his first visit to Fort William near Lake Superior in 1815, during the heyday of the Montreal-based North West Company. It depicts the relationships among the trappers, the traders and the company owners.

Audience
General

Category: Student, Teacher Resource

From Workshop to Warfare: The Lives of Medieval Women

Grade Level:

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

Year Recommended in Grade Collection: 1998

Supplier: *Pippin Publishing Corporation*
232 - 85 Ellesmere Road
Scarborough, ON   M1R 4B9

Tel: (416) 510-2918   **Fax:** (416) 510-3359

Toll Free: 1-888-889-0001

Price: $11.95

ISBN/Order No: 0-521-39983-1

Copyright: 1990

Author(s): Adams; Bartley; Bourdillon; Loxton

General Description:
British book looks at the day-to-day lives of women in their important and varied roles in medieval society - from peasant, to nun, to lady of the manor. It uses a variety of authentic documents as evidence. Includes study questions.

Caution:
Contains a description of wife beating and a description of infanticide.

Audience
General

Category: Student, Teacher Resource

Horizons: Canada Moves West

Grade Level:

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

Year Recommended in Grade Collection: 1999

Supplier: *Pearson Education Canada*
26 Prince Andrew Place
Don Mills, ON   M3C 2T8

Tel: (416) 447-5101   **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: Student Text: $46.95
Teacher's Resource Manual: $75.00

ISBN/Order No: Student Text: 0-13-012367-6
Teacher's Resource Manual: 077-026612-6

Copyright: 1999

Author(s): Cranny, M. et al.

General Description:
Student text and accompanying teacher's resource manual examine the development of Canada from 1815 to the beginning of World War I, with a strong emphasis on Western Canada, particularly BC. The teacher's resource provides strategies and activities.

Caution:
There are some editorial errors as well as a few minor contextual errors noted, i.e., pg. 45 "Family Clique" should be "Chateau Clique."

Audience
General

Category: Student, Teacher Resource

Imprints: Developing Canada's Resources

Grade Level:

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

Year Recommended in Grade Collection: 1998

Author(s): DesRivieres, D. et al.

General Description:

Book provides an overview of the history of resource use in Canada and current resource issues such as overfishing, clear-cut logging and development of resources. The text is graphically appealing with many colour illustrations, charts and maps. Coverage includes First Nations resource use and issues; coverage of BC relative to other regions is minimal. Satellite images are difficult to analyze.

Audience

General

Category: Student, Teacher Resource

Supplier: *Pearson Education Canada*
26 Prince Andrew Place
Don Mills, ON   M3C 2T8

Tel: (416) 447-5101   **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: $8.99

ISBN/Order No: 0-13-240011-1

Copyright: 1996

Industrial Britain: The Workshop of the World

Grade Level:

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

Year Recommended in Grade Collection: 1998

Author(s): Counsell, Christine; Steer, Chris

General Description:

Book is an account of Britain's Industrial Revolution from the 1750s to the mid-1800s. Colourful illustrations and primary sources provide the basis for a number of student activities. An accompanying teacher's resource book includes photocopy masters for student use.

Caution:

Some portrayal of violence of the period.

Audience

General

Category: Student, Teacher Resource

Supplier: *Pippin Publishing Corporation*
232 - 85 Ellesmere Road
Scarborough, ON   M1R 4B9

Tel: (416) 510-2918   **Fax:** (416) 510-3359

Toll Free: 1-888-889-0001

Price: Student Text: $13.75
Teacher's Resource Book: $19.95

ISBN/Order No: Student Text: 0-521-42494-1
Teacher's Resource Book: 0-521-42495-X

Copyright: 1993

The Italian Renaissance

Grade Level:

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

Year Recommended in Grade Collection: 1998

Author(s): Mantin, P.

General Description:

Part of the "Heinemann History" series, this book explores aspects of the Italian Renaissance (15th and 16th centuries), drawing on over 40 colour illustrations as well as various primary source documents to encourage students to reach their own conclusions. Contains questions of varying difficulty. Accompanying Assessment and Resources Pack with activities has not been evaluated.

Caution:

There are a few illustrations of Renaissance anatomy studies.

Audience

General

Category: Student, Teacher Resource

Supplier: *Nelson Thomson Learning*
1120 Birchmount Road
Scarborough, ON   M1K 5G4

Tel: (416) 752-9448   **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: $15.73

ISBN/Order No: 435-312812

Copyright: 1992

Legacy: Indian Treaty Relationships

Grade Level:

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

Year Recommended in Grade Collection: 1998

Supplier: *Learning Advantage Canada*
P.O. Box 67030
Edmonton, AB   T5R 5Y3

Tel: (780) 470-3334   **Fax:** (780) 470-3347

Toll Free: 1-888-883-2665

General Description:
Book uses various problem-solving, research and inquiry methods to generate solutions and make informed choices around the topic of First Nations treaties on land claims, self-government and so on. Provides an awareness of treaty negotiations, historical development and the present situation to enhance understanding of the complexity of issues surrounding First Nations people today in Canada.

Price: $29.71

ISBN/Order No: 0-920985031-9/PP410

Audience
General

Copyright: 1991

Category: Student, Teacher Resource

Making History: Louis Riel and the North-West Rebellion of 1885

Grade Level:

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

Year Recommended in Grade Collection: 1999

Supplier: *National Film Board of Canada*
200-1385 West 8th Avenue
Vancouver, BC   V6H 3V9

Tel: (604) 666-3838   **Fax:** (604) 666-1569

Toll Free: 1-800-267-7710

Web Address: www.nfb.ca

General Description:
Interactive CD-ROM for Macintosh or Windows uses a pavilion format. Students may view maps, postcards, film clips and newspaper archives of the Riel Rebellion; interview the key players; and capture their findings into a journal. This resource is a unique and comprehensive compilation of primary source documents.

Price: $69.95

ISBN/Order No: 1-896785-00-X/
133C 0196 044

System Requirements:
Macintosh: 68030 (LC III) or better; 8 Mb of RAM; 13" or larger colour monitor; 2X or faster CD-ROM drive; System 7 or higher.
Windows: 486 DX 33 or better; 8 Mb of RAM; 13" or larger SVGA monitor; sound card; 2X or faster CD-ROM drive; Windows 3.1 or higher.

Copyright: 1996

Audience
General

Category: Student, Teacher Resource

The Maya: Middle America (Mexico)

Grade Level:

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

Year Recommended in Grade Collection: 1998

Supplier: *Magic Lantern Communications (BC)*
23022 Cliff Avenue
Maple Ridge, BC   V2X 7Z9

Tel: (604) 476-1853   **Fax:** (604) 476-1859

Toll Free: 1-800-263-1818

General Description:
Thirty-minute video presents an overview of the history and culture of the classical and Toltec Mayans. Contemporary Maya in Guatemala and the Yucatan appear in the closing five minutes in the context of negative impacts of white colonialism. Includes location footage, photographs, sketches and maps.

Price: $26.00

Caution:
Contains vivid descriptions of ritual bloodletting and torture.

ISBN/Order No: SS0264

Audience
General

Copyright: 1993

Category: Student, Teacher Resource

The Nystrom Atlas of Canada and the World

Grade Level:

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

Year Recommended in Grade Collection: 2003

General Description:
World atlas with a Canadian perspective includes thematic, physical, and human geographic data presented in colourful maps, graphs, charts and photographs. In addition to regionally organized information, the atlas provides an explanation of map projections, statistical tables, glossary and gazetteer. The 2003 edition reflects updated information and a name change. A set of student activities to accompany this new edition is available but has not been evaluated.

Supplier: *E. F. Williams Ltd. / Nystrom Co.*
4032 Ripple Road
West Vancouver, BC   V7V 3K9

Tel: (604) 922-8409   **Fax:**   (604) 926-3727

Toll Free: 1-800-461-6277

Price: Atlas: $15.50
Student Activites Teacher's Guide: $159.00

Audience
General

ISBN/Order No: Atlas: 0-7825-0895-2
Student Activites Teacher's Guide: 0-7825-0896-0

Category: Student, Teacher Resource

Copyright: 2003

Oxford History Study Units: Expansion, Trade and Industry

Grade Level:

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

Year Recommended in Grade Collection: 1998

Author(s):   Cresswell, J. et al.

General Description:
Illustrated book uses an investigative approach to cover British history from 1750 to 1900. Focus is on two central questions: "What changes took place in this period?" and "Did these changes make life better or worse?" Students put forward an initial hypothesis and then amend or change it as they progress through the text and activities.

Supplier: *Oxford University Press (Ontario)*
70 Wynford Drive
Don Mills, ON   M3C 1J9

Tel: (416) 441-2941   **Fax:**   (416) 441-0345

Toll Free: 1-800-387-8020

Web Address: www.oupcan.com

Price: $18.36

Audience
General
ESL - uses margin checks, graphics, sketches, visual aids

ISBN/Order No: 0-19-9171971

Category: Student, Teacher Resource

Copyright: 1992

Pathways: Civilizations Through Time

Grade Level:

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

Year Recommended in Grade Collection: 1998

Author(s):   Cranny, Michael

General Description:
Comprehensive resource package on world history consists of a student text and a teacher's guide. Material presents a chronological account of western and non-western cultures from 500 A.D. to 1700 A.D. Integrates history, geography, culture, politics, technology and belief systems. Extensive use is made of maps, charts, illustrations and narratives, as well as primary and secondary source materials. Includes creative and critical-thinking activities. Provides links between the past and the present with Canadian examples. Pearson Education's site, http://dev.pearsoned.ca/school/secondary/soc_sci/bcsocsci/updates.html, provides updates that include lesson topics such as "The Middle East Today" and "Morality and the Speed of Technological Change."

Supplier: *Pearson Education Canada*
26 Prince Andrew Place
Don Mills, ON   M3C 2T8

Tel: (416) 447-5101   **Fax:**   1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: Student Text: $44.95
Teacher's Guide: $75.00

Audience
General

ISBN/Order No: Student Text: 013675463-5
Teacher's Guide: 0136938892

Category: Student, Teacher Resource

Copyright: 1998

The Reformation

Grade Level:

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

Year Recommended in Grade Collection: 1998

Author(s):   Whittock, M.

General Description:

Part of the "Heinemann History" series, this book covers Europe from the early 1500s to the end of the 1600s. Religion, war, greed and power form the topics of focus. Primary source documents and visuals engage student interest. Includes questions. Accompanying ASSESSMENT and RESOURCES PACK with activities has not been evaluated.

Caution:

Some visuals, including the cover, present violent and gruesome scenes. Typographical error in dates on page 49.

Audience

General

Category: Student, Teacher Resource

Supplier: *Nelson Thomson Learning*
1120 Birchmount Road
Scarborough, ON   M1K 5G4

Tel: (416) 752-9448   **Fax:**   (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: $14.07

ISBN/Order No: 435-312804

Copyright: 1992

Victoria: More English Than the English

Grade Level:

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

Year Recommended in Grade Collection: 1998

General Description:

Twenty-eight-minute video provides an in-depth discussion of the early settlement and economic development of Victoria from the 1850s until the present, with some references to other parts of British Columbia as well. It provides an examination of the contributions of a variety of ethnic groups who helped to build the city of Victoria and details the racism they often faced. It also discusses the global events that helped to shape the city and the development of the strong English atmosphere which gradually shaped the image of Victoria. Teachers will need to develop their own pre- and post-viewing suggestions.

Caution:

In discussing historical documents, some stereotypical terms used for ethnic groups reflect the attitudes of the time.

Audience

General

Category: Student, Teacher Resource

Supplier: *Quadra Productions*
1411 Mitchell Street
Victoria, BC   V8S 4R1

Tel: (250) 598-1582   **Fax:**   (250) 598-1980

Price: $26.00

ISBN/Order No: SS0265

Copyright: 1995

APPENDIX C

Cross-Curricular Interests

The three principles of learning stated in the introduction of this Integrated Resource Package (IRP) support the foundation of The Kindergarten to Grade 12 Education Plan. They have guided all aspects of the development of this document, including the curriculum outcomes, instructional strategies, assessment strategies, and learning resource evaluations.

In addition to these three principles, the Ministry of Education, Skills and Training wants to ensure that education in British Columbia is relevant, equitable, and accessible to all learners. In order to meet the needs of all learners, the development of each component of this document has been guided by a series of cross-curricular reviews. This appendix outlines the key aspects of each of these reviews. The information here is intended to guide the users of this document as they engage in school and classroom organization and instructional planning and practice.

The areas of cross-curricular interest are:

- Applied Focus in Curriculum
- Career Development
- English as a Second Language (ESL)
- Environment and Sustainability
- Aboriginal Studies
- Gender Equity
- Information Technology
- Media Education
- Multiculturalism and Anti-Racism
- Science-Technology-Society
- Special Needs

APPLIED FOCUS IN CURRICULUM

An applied focus combines the following components in curriculum development, consistent with the nature of each subject area:

Learning Outcomes—expressed as observable, measurable, and reportable abilities or skills

Employability Skills—inclusion of outcomes or strategies that promote skills that will enable students to be successful in the workplace (e.g., literacy, numeracy, critical and creative thinking, problem solving, technology, and information management)

Contextual Learning—an emphasis on learning by doing; the use of abstract ideas and concepts, including theories, laws, principles, formulae, rules, or proofs in a practical context (e.g., home, workplace, community)

Interpersonal Skills—inclusion of strategies that promote co-operative activities and teamwork

Career Development—inclusion of appropriate connections to careers, occupations, entrepreneurship, or the workplace

An applied focus in all subjects and courses promotes the use of practical applications to demonstrate theoretical knowledge. Using real-world and workplace problems and situations as a context for the application of theory makes school more relevant to students' needs and goals. An applied focus strengthens the link between what students need to know to function effectively in the workplace or in postsecondary education and what they learn in Kindergarten through Grade 12.

Some examples of an applied focus in different subjects are:

English Language Arts—increasing emphasis on language used in everyday situations and in the workplace, such as for job interviews, memo and letter writing, word processing, and technical communications (including the ability to interpret technical reports, manuals, tables, charts, and graphics)

Mathematics—more emphasis on skills needed in the workplace, including knowledge of probability and statistics, logic, measurement theory, and problem solving

Science—more practical applications and hands-on experience of science, such as reducing energy waste in school or at home, caring for a plant or animal in the classroom, and using computers to produce tables and graphs and for spreadsheets

Business Education—more emphasis on real-world applications such as preparing résumés and personal portfolios, participating in groups to solve business communication problems, using computer software to keep records, and using technology to create and print marketing material

Visual Arts—applying visual arts skills to real-world design, problem solving, and communications; exploring career applications of visual arts skills; experimenting with a variety of new technologies to create images; and a new emphasis on creating and understanding images of social significance to the community

This summary is derived from *The Kindergarten to Grade 12 Education Plan* (September 1994), and curriculum documents from British Columbia and other jurisdictions.

CAREER DEVELOPMENT

Career development is an ongoing process through which learners integrate their personal, family, school, work, and community experiences to facilitate career and lifestyle choices.

Students develop:

- an open attitude toward a variety of occupations and types of work
- an understanding of the relationship between work and leisure, work and the family, and work and one's interests and abilities

- an understanding of the role of technology in the workplace and in daily life
- an understanding of the relationship between work and learning
- an understanding of the changes taking place in the economy, society, and the job market
- an ability to construct learning plans and reflect on the importance of lifelong learning
- an ability to prepare for multiple roles throughout life

The main emphases of career development are career awareness, career exploration, career preparation, career planning, and career work experience.

In the Primary Years

Career awareness promotes an open attitude toward a variety of career roles and types of work. Topics include:

- the role of work and leisure
- relationships among work, the family, one's personal interests, and one's abilities

A variety of careers can be highlighted through the use of in-class learning activities that focus on the students themselves and on a range of role models, including non-traditional role models.

In Grades 4 to 8

The emphasis on self-awareness and career awareness is continued. Topics include:

- interests, aptitudes, and possible future goals
- technology in the workplace and in our daily lives
- social, family, and economic changes
- future education options
- career clusters (careers that are related to one another)
- lifestyles
- external influences on decision making

Games, role-playing, drama, and appropriate community volunteer experience can be used to help students actively explore the world of work. Field experiences in which students observe and interview workers in their occupational environments may also be appropriate. These learning activities will facilitate the development of interpersonal communications and group problem-solving skills needed in the workplace and in other life situations.

In Grades 9 and 10

The emphasis is on providing students with opportunities to prepare for and make appropriate and realistic decisions. In developing their student learning plans, they will relate self-awareness to their goals and aspirations. They will also learn many basic skills and attitudes that are required for an effective transition into adulthood. This will assist in preparing them to be responsible and self-directed throughout their lives. Topics include:

- entrepreneurial education
- employability skills (e.g., how to find and keep a job)
- the importance of lifelong education and career planning
- involvement in the community
- the many different roles that an individual can play throughout life
- the dynamics of the working world (e.g., unions, unemployment, supply and demand, Pacific Rim, free trade)

The examination of personal interests and skills through a variety of career exploration opportunities (e.g., job shadowing) is emphasized at this level. Group discussion and individual consultation can be used to help students examine and confirm their personal values and beliefs.

In Grades 11 and 12

Career development in these grades is focussed more specifically on issues related to the world of work. These include:

- dynamics of the changing work force and changing influences on the job market (e.g., developing technology and economic trends)
- job-keeping and advancement skills (interpersonal skills needed in the workplace, employment standards)
- occupational health issues and accessing health support services
- funding for further education
- alternative learning strategies and environments for different life stages
- mandatory work experience (minimum 30 hours)

Work Experience

Work experience provides students with opportunities to participate in a variety of workplace situations to help prepare them for the transition to a work environment. Work experience also provides students with opportunities to:

- connect what they learn in school with the skills and knowledge needed in the workplace and society in general
- experience both theoretical and applied learning, which is part of a broad liberal education
- explore career directions identified in their Student Learning Plans

Descriptions of career development are drawn from the ministry's *Career Developer's Handbook, Guidelines for the Kindergarten to Grade 12 Education Plan, Implementation Resource, Part 1*, and the *Career and Personal Planning 8 to 12 IRP* (1997).

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL assistance is provided to students whose use of English is sufficiently different from standard English to prevent them from reaching their potential. Many students learning English speak it quite fluently and seem to be proficient. School, however, demands a more sophisticated version of English, both in reading and writing. Thus even fluent speakers might require ESL to provide them with an appropriate language experience that is unavailable outside the classroom. ESL is a transitional service rather than a subject. Students are in the process of learning the language of instruction and, in many cases, the content matter of subjects appropriate to their grade level. Thus ESL does not have a specific curriculum. The provincial curriculum is the basis of much of the instruction and is used to teach English as well as individual subject areas. It is the methodology, the focus, and the level of engagement with the curriculum that differentiates ESL services from other school activities.

Students in ESL

Nearly 10% of the British Columbia school population is designated as ESL students. These students come from a diversity of backgrounds. Most are recent immigrants to British Columbia. Some are Canadian-born but have not had the opportunity to learn English before entering the primary grades. The majority of ESL students have a well-developed language system and have had similar schooling to that of British Columbia-educated students. A small number, because of previous experiences, are in need of basic support such as literacy training, academic upgrading, and trauma counselling.

Teachers may have ESL students at any level in their classes. Many ESL students are placed in subject-area classes primarily for the purpose of contact with English-speaking peers and experience with the subject and language. Other ESL students are wholly integrated into subject areas. A successful integration takes place when the student has reached a level of English proficiency and background knowledge in a subject to be successful with a minimum of extra support.

Optimum Learning Environment

The guiding principle for ESL support is the provision of a learning environment where the language and concepts can be understood by students.

Good practices to enhance learning include:

- using real objects and simple language at the beginning level
- taking into consideration other cultural backgrounds and learning styles at any level
- providing adapted (language-reduced) learning materials
- respecting a student's "silent period" when expression does not reflect the level of comprehension
- allowing students to practise and internalize information before giving detailed answers
- differentiating between form and content in student writing
- keeping in mind the level of demand placed on students

This summary is drawn from *Supporting Learners of English: Information for School and District Administrators*, RB0032, 1993, and *ESL Policy Discussion Paper (Draft)*, Social Equity Branch, December 1994.

ENVIRONMENT AND SUSTAINABILITY

Environmental education is defined as a way of understanding how humans are part of and influence the environment. It involves:

- students learning about their connections to the natural environment through all subjects
- students having direct experiences in the environment, both natural and human-built
- students making decisions about and acting for the environment

The term *sustainability* helps to describe societies that "promote diversity and do not compromise the natural world for any species in the future."

Value of Integrating Environment and Sustainability Themes

Integrating "environment and sustainability" themes into the curriculum helps students develop a responsible attitude toward caring for the earth. Students are provided with opportunities to identify their beliefs and opinions, reflect on a range of views, and ultimately make informed and responsible choices.

Some guiding principles that support the integration of "environment and sustainability" themes in subjects from Kindergarten to Grade 12 include:

- Direct experience is the basis of learning.
- Responsible action is integral to, and a consequence of, environmental education.
- Life on Earth depends on, and is part of, complex systems.
- Human decisions and actions have environmental consequences.
- Environmental awareness enables students to develop an aesthetic appreciation of the environment.

- The study of the environment enables students to develop an environmental ethic.

This summary is derived from *Environmental Concepts in the Classroom: A Guide for Teachers,* Ministry of Education, 1995.

ABORIGINAL STUDIES

Aboriginal studies focus on the richness and diversity of Aboriginal cultures and languages. These cultures and languages are examined within their own unique contexts and within historical, contemporary, and future realities. Aboriginal studies are based on a holistic perspective that integrates the past, present, and future. Aboriginal peoples are the original inhabitants of North America and live in sophisticated, organized, and self-sufficient societies. The First Nations constitute a cultural mosaic as rich and diverse as that of Western Europe, including different cultural groups (e.g., Nisga'a, KwaKwaka'Wakw, Nlaka'pamux, Secwepemc, Skomish, Tsimshian). Each is unique and has a reason to be featured in the school system. The First Nations of British Columbia constitute an important part of the historical and contemporary fabric of the province.

Value of Integrating Aboriginal Studies

- First Nations values and beliefs are durable and relevant today.
- There is a need to validate and substantiate First Nations identity.
- First Nations peoples have strong, dynamic, and evolving cultures that have adapted to changing world events and trends.
- There is a need to understand similarities and differences among cultures to create tolerance, acceptance, and mutual respect.

- There is a need for informed, reasonable discussion and decision making regarding First Nations issues, based on accurate information (for example, as modern treaties are negotiated by Canada, British Columbia, and First Nations).

In studying First Nations, it is expected that students will:

- demonstrate an understanding and appreciation for the values, customs, and traditions of First Nations peoples
- demonstrate an understanding of and appreciation for unique First Nations communications systems
- demonstrate a recognition of the importance of the relationship between First Nations peoples and the natural world
- recognize dimensions of First Nations art as a total cultural expression
- give examples of the diversity and functioning of the social, economic, and political systems of First Nations peoples in traditional and contemporary contexts
- describe the evolution of human rights and freedoms as they pertain to First Nations peoples

Some examples of curriculum integration include:

Visual Arts—comparing the artistic styles of two or more First Nations cultures

English Language Arts—analysing portrayals and images of First Nations peoples in various works of literature

Home Economics—identifying forms of food, clothing, and shelter in past and contemporary First Nations cultures

Technology Education—describing the sophistication of traditional First Nations technologies (e.g., bentwood or kerfed boxes, weaving, fishing gear)

Physical Education—participating in and developing an appreciation for First Nations games and dances

This summary is derived from *First Nations Studies: Curriculum Assessment Framework (Primary Through Graduation)*, Aboriginal Education Branch, 1992, and *B.C. First Nations Studies 12 Curriculum*, Aboriginal Education Branch, 1994.

GENDER EQUITY

Gender-equitable education involves the inclusion of the experiences, perceptions, and perspectives of girls and women, as well as boys and men, in all aspects of education. It will initially focus on girls in order to redress historical inequities. Generally, the inclusive strategies, which promote the participation of girls, also reach boys who are excluded by more traditional teaching styles and curriculum content.

Principles of Gender Equity in Education

- All students have the right to a learning environment that is gender equitable.
- All education programs and career decisions should be based on a student's interest and ability, regardless of gender.
- Gender equity incorporates a consideration of social class, culture, ethnicity, religion, sexual orientation, and age.
- Gender equity requires sensitivity, determination, commitment, and vigilance over time.
- The foundation of gender equity is co-operation and collaboration among students, educators, education organizations, families, and members of communities.

General Strategies for Gender-Equitable Teaching

- Be committed to learning about and practising equitable teaching.
- Use gender-specific terms to market opportunities—for example, if a technology fair has been designed to appeal to girls, mention girls clearly and specifically. Many girls assume that gender-neutral language in non-traditional fields means boys.
- Modify content, teaching style, and assessment practices to make non-traditional subjects more relevant and interesting for female and male students.
- Highlight the social aspects and usefulness of activities, skills, and knowledge.
- Comments received from female students suggest that they particularly enjoy integrative thinking; understanding context as well as facts; and exploring social, moral, and environmental impacts of decisions.
- When establishing relevance of material, consider the different interests and life experiences that girls and boys may have.
- Choose a variety of instructional strategies such as co-operative and collaborative work in small groups, opportunities for safe risk taking, hands-on work, and opportunities to integrate knowledge and skills (e.g., science and communication).
- Provide specific strategies, special opportunities, and resources to encourage students to excel in areas of study in which they are typically under-represented.
- Design lessons to explore many perspectives and to use different sources of information; refer to female and male experts.
- Manage competitiveness in the classroom, particularly in areas where male students typically excel.

- Watch for biasses (e.g., in behaviour or learning resources) and teach students strategies to recognize and work to eliminate inequities they observe.
- Be aware of accepted gender-bias practices in physical activity (e.g., in team sport, funding for athletes, and choices in physical education programs).
- Do not assume that all students are heterosexual.
- Share information and build a network of colleagues with a strong commitment to equity.
- Model non-biassed behaviour: use inclusive, parallel, or gender-sensitive language; question and coach male and female students with the same frequency, specificity, and depth; allow quiet students sufficient time to respond to questions.
- Have colleagues familiar with common gender biasses observe your teaching and discuss any potential bias they may observe.
- Be consistent over time.

This summary is derived from the preliminary *Report of the Gender Equity Advisory Committee*, received by the Ministry of Education in February 1994, and from a review of related material.

INFORMATION TECHNOLOGY

Information technology is the use of tools and electronic devices that allow us to create, explore, transform, and express information.

Value of Integrating Information Technology

As Canada moves from an agricultural and industrial economy to the information age, students must develop new knowledge, skills, and attitudes. The information technology curriculum has been developed to be integrated into all new curricula to ensure that students know how to use computers and gain the technological literacy demanded in the workplace.

In learning about information technology, students acquire skills in information analysis and evaluation, word processing, database analysis, information management, graphics, and multimedia applications. Students also identify ethical and social issues arising from the use of information technology.

With information technology integrated into the curriculum, students will be expected to:

- demonstrate basic skills in handling information technology tools
- demonstrate an understanding of information technology structure and concepts
- relate information technology to personal and social issues
- define a problem and develop strategies for solving it
- apply search criteria to locate or send information
- transfer information from external sources
- evaluate information for authenticity and relevance
- arrange information in different patterns to create new meaning
- modify, revise, and transform information
- apply principles of design affecting the appearance of information
- deliver a message to an audience using information technology

The curriculum organizers are:

- *Foundations*—provides the basic physical skills and intellectual and personal understanding required to use information technology, as well as self-directed learning skills and socially responsible attitudes

- *Process*—allows students to select, organize, and modify information to solve problems

- *Presentation*—provides students with an understanding of how to communicate ideas effectively using a variety of information technology tools

This information is derived from the Information Technology K to 12 curriculum.

MEDIA EDUCATION

Media education is a multidisciplinary and interdisciplinary approach to the study of media. Media education deals with key media concepts and focusses on broad issues such as the history and role of media in different societies and the social, political, economic, and cultural issues related to the media. Instead of addressing the concepts in depth, as one would in media studies, media education deals with most of the central media concepts as they relate to a variety of subjects.

Value of Integrating Media Education

Popular music, TV, film, radio, magazines, computer games, and information services— all supplying media messages—are pervasive in the lives of students today. Media education develops students' abilities to think critically and independently about issues that affect them. Media education encourages students to identify and examine the values contained in media messages. It also cultivates the understanding that these messages are produced by others to inform, persuade, and entertain for a variety of purposes. Media education helps students understand the distortions that may result from the use of particular media practices and techniques.

All curriculum areas provide learning opportunities for media education. It is not taught as a separate curriculum.

The key themes of media education are:

- media products (purpose, values, representation, codes, conventions, characteristics, production)
- audience interpretation and influence (interpretation, influence of media on audience, influence of audience on media)
- media and society (control, scope)

Examples of curriculum integration include:

English Language Arts—critiquing advertising and examining viewpoints

Visual Arts—analysing the appeal of an image by age, gender, status, and other characteristics of the target audience

Personal Planning—examining the influence of the media on body concepts and healthy lifestyle choices

Drama—critically viewing professional and amateur theatre productions, dramatic films, and television programs to identify purpose

Social Studies—comparing the depiction of First Nations in the media over time

This summary is derived from *A Cross-Curricular Planning Guide for Media Education*, prepared by the Canadian Association for Media Education for the Curriculum Branch in 1994.

MULTICULTURALISM AND ANTI-RACISM EDUCATION

Multiculturalism Education

Multiculturalism education stresses the promotion of understanding, respect, and acceptance of cultural diversity within our society.

Multiculturalism education involves:

- recognizing that everyone belongs to a cultural group
- accepting and appreciating cultural diversity as a positive feature of our society

- affirming that all ethnocultural groups are equal within our society
- understanding that multiculturalism education is for all students
- recognizing that similarities across cultures are much greater than differences and that cultural pluralism is a positive aspect in our society
- affirming and enhancing self-esteem through pride in heritage, and providing opportunities for individuals to appreciate the cultural heritage of others
- promoting cross-cultural understanding, citizenship, and racial harmony

Anti-Racism Education

Anti-racism education promotes the elimination of racism through identifying and changing institutional policies and practices as well as identifying individual attitudes and behaviours that contribute to racism.

Anti-racism education involves:

- proposing the need to reflect on one's own attitudes about race and anti-racism
- understanding what causes racism in order to achieve equality
- identifying and addressing racism at both the personal and institutional level
- acknowledging the need to take individual responsibility for eliminating racism
- working toward removing systemic barriers that marginalize groups of people
- providing opportunities for individuals to take action to eliminate all forms of racism, including stereotypes, prejudice, and discrimination

Value of Integrating Multiculturalism and Anti-Racism Education

Multiculturalism and anti-racism education provides learning experiences that promote strength through diversity and social,

economic, political, and cultural equity. Multiculturalism and anti-racism education gives students learning experiences that are intended to enhance their social, emotional, aesthetic, artistic, physical, and intellectual development. It provides learners with the tools of social literacy and skills for effective cross-cultural interaction with diverse cultures. It also recognizes the importance of collaboration between students, parents, educators, and communities working toward social justice in the education system.

The key goals of multiculturalism and anti-racism education are:

- to enhance understanding of and respect for cultural diversity
- to increase creative intercultural communication in a pluralistic society
- to provide equal opportunities for educational achievement by all learners, regardless of culture, national origin, religion, or social class
- to develop self-worth, respect for oneself and others, and social responsibility
- to combat and eliminate stereotyping, prejudice, discrimination, and other forms of racism
- to include the experiences of all students in school curricula

Examples of curriculum integration include:

Fine Arts—identifying ways in which the fine arts portray cultural experiences

Humanities—identifying similarities and differences within cultural groups' lifestyles, histories, values, and beliefs

Mathematics or Science—recognizing that individuals and cultural groups have used both diverse and common methods to compute, to record numerical facts, and to measure

Physical Education—developing an appreciation of games and dances from diverse cultural groups

This summary is derived from *Multicultural and Anti-Racism Education—Planning Guide (Draft)*, developed by the Social Equity Branch in 1994.

SCIENCE-TECHNOLOGY-SOCIETY

Science-Technology-Society (STS) addresses our understanding of inventions and discoveries and of how science and technology affect the well-being of individuals and our global society.

The study of STS includes:

- the contributions of technology to scientific knowledge and vice versa
- the notion that science and technology are expressions of history, culture, and a range of personal factors
- the processes of science and technology such as experimentation, innovation, and invention
- the development of a conscious awareness of ethics, choices, and participation in science and technology

Value of Integrating STS

The aim of STS is to enable learners to investigate, analyse, understand, and experience the dynamic interconnection of science, technology, and human and natural systems.

The study of STS in a variety of subjects gives students opportunities to:

- discover knowledge and develop skills to foster critical and responsive attitudes toward innovation
- apply tools, processes, and strategies for actively challenging emerging issues
- identify and consider the evolution of scientific discovery, technological change, and human understanding over time, in the context of many societal and individual factors

- develop a conscious awareness of personal values, decisions, and responsible actions about science and technology
- explore scientific processes and technological solutions
- contribute to responsible and creative solutions using science and technology

The organizing principles of STS are: Human and Natural Systems, Inventions and Discoveries, Tools and Processes, Society and Change. Each organizer may be developed through a variety of contexts, such as the economy, the environment, ethics, social structures, culture, politics, and education. Each context provides a unique perspective for exploring the critical relationships that exist and the challenges we face as individuals and as a global society.

Examples of curriculum integration include:

Visual Arts—recognizing that demands generated by visual artists have led to the development of new technologies and processes (e.g., new permanent pigments, fritted glazes, drawing instruments)

English Language Arts—analysing the recent influence of technologies on listening, speaking, and writing (e.g., CDs, voice mail, computer-generated speech)

Physical Education—studying how technology has affected our understanding of the relationship between activity and well-being

This summary is derived from *Science-Technology-Society— A Conceptual Framework*, Curriculum Branch, 1994.

Special Needs

Students with special needs have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature; or have learning disabilities; or have exceptional gifts or talents.

All students can benefit from an inclusive learning environment that is enriched by the diversity of the people within it. Opportunities for success are enhanced when provincial learning outcomes and resources are developed with regard for a wide range of student needs, learning styles, and modes of expression.

Educators can assist in creating more inclusive learning environments by introducing the following:

- activities that focus on development and mastery of foundational skills (basic literacy)
- a range of co-operative learning activities and experiences in the school and community, including the application of practical, hands-on skills in a variety of settings
- references to specialized learning resources, equipment, and technology
- ways to accommodate special needs (e.g., incorporating adaptations and extensions to content, process, product, pacing, and learning environment; suggesting alternative methodologies or strategies; making references to special services)
- a variety of ways, other than through paper-and-pencil tasks, for students to demonstrate learning (e.g., dramatizing events to demonstrate understanding of a poem, recording observations in science by drawing or by composing and performing a music piece)
- promotion of the capabilities and contributions of children and adults with special needs
- participation in physical activity

All students can work toward achievement of the provincial learning outcomes. Many students with special needs learn what all students are expected to learn. In some cases

the student's needs and abilities require that education programs be adapted or modified. A student's program may include regular instruction in some subjects, modified instruction in others, and adapted instruction in still others. Adaptations and modifications are specified in the student's Individual Education Plan (IEP).

Adapted Programs

An adapted program addresses the learning outcomes of the prescribed curriculum but provides adaptations so the student can participate in the program. These adaptations may include alternative formats for resources (e.g., braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues, learning aids), and assessment procedures (e.g., oral exams, additional time). Adaptations may also be made in areas such as skill sequence, pacing, methodology, materials, technology, equipment, services, and setting. Students on adapted programs are assessed using the curriculum standards and can receive full credit.

Modified Programs

A modified program has learning outcomes that are substantially different from the prescribed curriculum and specifically selected to meet the student's special needs. For example, a Grade 5 student in language arts may be working on recognizing common signs and using the telephone, or a secondary student could be mapping the key features of the main street between school and home. A student on a modified program is assessed in relation to the goals and objectives established in the student's IEP.

APPENDIX D

Assessment and Evaluation

Prescribed learning outcomes, expressed in measurable terms, provide the basis for the development of learning activities, and assessment and evaluation strategies. After a general discussion of assessment and evaluation, this appendix uses sample evaluation plans to show how activities, assessment, and evaluation might come together in a particular social studies program.

ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment methods and tools include: observation, student self-assessments, daily practice assignments, quizzes, samples of student work, pencil-and-paper tests, holistic rating scales, projects, oral and written reports, performance reviews, and portfolio assessments.

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

Students benefit most when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

Evaluation may take different forms, depending on the purpose.

- Criterion-referenced evaluation should be used to evaluate student performance in classrooms. It is referenced to criteria based on learning outcomes described in the provincial curriculum. The criteria reflect a student's performance based on specific learning activities. When a student's program is substantially modified, evaluation may be referenced to individual goals. These modifications are recorded in an Individual Education Plan (IEP).

- Norm-referenced evaluation is used for large-scale system assessments; it is not to be used for classroom assessment. A classroom does not provide a large enough reference group for a norm-referenced evaluation system. Norm-referenced evaluation compares student achievement to that of others rather than comparing how well a student meets the criteria of a specified set of learning outcomes.

CRITERION-REFERENCED EVALUATION

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation referenced to prescribed curriculum requires that criteria are established based on the learning outcomes listed under the curriculum organizers for Social Studies 8 to 10.

Criteria are the basis of evaluating student progress; they identify the critical aspects of a performance or a product that describe in specific terms what is involved in meeting the learning outcomes. Criteria can be used to evaluate student performance in relation to learning outcomes. For example, weighting criteria, using rating scales, or performance rubrics (reference sets) are three ways that student performance can be evaluated using criteria.

Samples of student performance should reflect learning outcomes and identified criteria. The samples clarify and make explicit the link between evaluation and learning outcomes, criteria, and assessment.

Where a student's performance is not a product, and therefore not reproducible, a description of the performance sample should be provided.

Criterion-referenced evaluation may be based on these steps:

Step 1 ▶ Identify the expected learning outcomes (as stated in this Integrated Resource Package).

Step 2 ▶ Identify the key learning objectives for instruction and learning.

Step 3 ▶ Establish and set criteria. Involve students, when appropriate, in establishing criteria.

Step 4 ▶ Plan learning activities that will help students gain the knowledge or skills outlined in the criteria.

Step 5 ▶ Prior to the learning activity, inform students of the criteria against which their work will be evaluated.

Step 6 ▶ Provide examples of the desired levels of performance.

Step 7 ▶ Implement the learning activities.

Step 8 ▶ Use various assessment methods based on the particular assignment and student.

Step 9 ▶ Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.

Step 10 ▶ Where appropriate or necessary, assign a letter grade that indicates how well the criteria are met.

Step 11 ▶ Report the results of the evaluations to students and parents.

APPENDIX D

Assessment and Evaluation Samples

The samples in this section show how a teacher might link criteria to learning outcomes. Each sample is based on prescribed learning outcomes taken from one or more organizers. The samples provide background information to explain the classroom context; suggested instruction tasks and strategies; the tools and methods used to gather assessment information; and the criteria used to evaluate student performance.

HOW THE SAMPLES ARE ORGANIZED

There are five parts to each sample:
• identification of the prescribed learning outcomes
• overview
• planning for assessment and evaluation
• defining the criteria
• assessing and evaluating student performance

Prescribed Learning Outcomes

This part identifies the organizer or organizers and the specific prescribed learning outcomes selected for the sample.

Overview

This is a summary of the key features of the sample.

Planning for Assessment and Evaluation

This part outlines:
• background information to explain the classroom context
• instructional tasks
• the opportunities that students were given to practise learning
• the feedback and support that was offered students by the teacher
• the ways in which the teacher prepared students for the assessment

Defining the Criteria

This part illustrates the specific criteria, which are based on prescribed learning outcomes, the assessment task, and various reference sets.

Assessing and Evaluating Student Performance

This part includes:
• assessment tasks or activities
• the support that the teacher offered students
• tools and methods used to gather the assessment information
• the way the criteria were used to evaluate the student performance

EVALUATION SAMPLES

The samples on the following pages illustrate how a teacher might apply criterion-referenced evaluation in Social Studies 8 to 10.

• Sample 1: Grade 8
  Reenact a Medieval/Feudal Scene
  (Page D-8)

• Sample 2: Grade 9
  Revolution and Conflict
  (Page D-12)

• Sample 3: Grade 10
  Resource Sustainability in British Columbia
  (Page D-17)

• Sample 4: Grade 10
  The Impact of the Indian Act *on the Rights of Aboriginal People*
  (Page D-22)

▼ SAMPLE 1: GRADE 8

Topic: *Reenact a Medieval/Feudal Scene*

Prescribed Learning Outcomes:

Applications of Social Studies

It is expected that students will:

- gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources
- plan, revise, and deliver written and oral presentations

Society and Culture

It is expected that students will:

- compare daily life, family structures, and gender roles in a variety of civilizations
- describe a variety of diverse cultural traditions and world religions
- demonstrate awareness of artistic expression as a reflection of the culture in which it is produced

Environment

It is expected that students will:

- locate and describe current and historical events on maps

OVERVIEW

During this unit, students studied politics, culture, economic activities, and daily life in three regions—medieval Europe, feudal Japan, the Arab world—from A.D. 1000 to 1300. Groups of students applied their knowledge to reenact scenes from this time period. Evaluation was based on:

- group projects
- individual reports summarizing information about a particular region

PLANNING FOR ASSESSMENT AND EVALUATION

The class had previously studied how to use primary and secondary sources, ways of organizing information, and how to collect historical evidence from artistic works. They had completed a number of case studies as a class and in small groups.

- The teacher introduced the unit by showing multimedia clips of the three regions (medieval Europe, feudal Japan, the Arab world) from the time period A.D. 1000 to 1300. The class brainstormed everything they noticed about how people lived and interacted, and categorized their observations on a regional chart using headings such as:
  - Daily Life
  - Family Structures and Gender Roles
  - Religion
  - Work
  - Commerce and the Exchange of Goods
  - Culture and Artistic Expression
  - Power and Politics

- The teacher provided art and related material on the three regions, showing daily life in a variety of settings (e.g., rural areas, towns, courts, cities in various countries). Students worked in small groups to collect evidence and make inferences about the ways of life at the time. Each group reported on what they had learned, and described some of the similarities and differences that they noticed among the three regions.

- Students were assigned to research the distribution of regional populations during this time and to indicate major centres and political divisions on maps. The class discussed students' findings and the implications for trade, commerce, and military alliances.

- The teacher reviewed the research skills students had developed (e.g., using indexes, searching for key words, taking notes, organizing information, evaluating sources, writing bibliographies).

- Students formed project groups of four to five. Each group chose one of the three regions. They then assembled as many primary and secondary sources as they could. The teacher also provided copies of relevant art prints and case studies. After skimming their materials, the groups identified key topics for the regions they had chosen (e.g., family life, customs, food, religion, gender roles, political power, work, architecture, clothing). Each member of the group took responsibility for researching and reporting on two of the listed topics. Each group also prepared a detailed map of the chosen region, showing major physical features, settlement patterns, and political divisions.

- To extend and demonstrate what students had learned, each group created a short dramatic scene that incorporated a political, an economic, or a social feature of the time (e.g., marketplace). They chose specific locations in which to enact their scenes (e.g., law court) and created suitable backdrops. Each member of the group played a role in costume. Before students began, the class worked together to develop criteria for self-, peer, and teacher assessment.

- After the presentations, each student submitted an individual report that included:
  - research notes about two specific topics (assigned by the group)
  - a description of his or her role in the reenactment (role, status, relationship to other characters, dress, customs)
  - comparison of his or her role in the reenactment with a similar role in today's society
  - a self-evaluation of contributions to the group project

DEFINING THE CRITERIA

The teacher worked with students to develop criteria for the projects and individual reports.

Group Project

To what extent does the group project (map, backdrop, and dramatic reenactment):

- provide accurate and detailed information about key aspects of daily life including dress, family relationships, and gender roles
- show insights about the nature of life during this time, based on a logical interpretation of historical evidence
- present information effectively in a variety of forms including maps, a backdrop, costumes and props, dialogue, and actions

Individual Report

To what extent does the report:

- offer detailed, accurate, and relevant information about the assigned topic
- reference a variety of sources such as: books, videos, CD-ROMs, the Internet, pictures
- follow a clear and logical organization
- identify a number of points of comparison when comparing role in medieval reenactment to contemporary role
- show student's awareness and ability to assess own contributions to a co-operative project

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher prepared rating scales based on criteria discussed with students. Students used the criteria while working on the assignments to check that they were meeting expectations and requirements.

After each reenactment, each group assigned ratings to the performing group. These were compiled on a rating sheet, along with the group's self-assessment. The teacher considered self- and peer ratings when assigning a final score.

Group Project

Criteria	Self-Rating	Peer Ratings					Overall Rating
		Group 1	Group 2	Group 3	Group 4	Group 5	
Content:							
• chosen feature							
• costume							
• architecture							
• gender roles							
• family relationships							
• other features (e.g., food, work)							

Key for content: 4—Outstanding. Accurate, detailed information. Logical portrayal shows insight based on careful research into historical evidence. May include some unexpected material or an innovative (but logical) interpretation.
3—Good. Accurate, detailed information. Logical portrayal. Shows careful research.
2—Basic. Generally accurate, with some detail. Evidence of basic research; may include some inaccuracies or irrelevant material.
1—Partial. Includes some accurate information based on research.
0—No accurate information is presented.

Criteria	Self-Rating	Peer Ratings					Overall Rating
Formats:							
• map							
• costumes and props							
• visual presentation (backdrop)							
• speech and actions							

Key for formats: 4—Outstanding. Clear, well-organized. Exceeds expectations. Interesting, attractive presentation.
3—Good. Clear, complete, easy to understand. Effective presentation.
2—Basic. Clear, generally easy to follow. Understandable.
1—Partial. Some features are effective; others may be difficult to follow.
0—No evidence of presentation skills.

Individual Report

Criteria	Self-Rating	Teacher Rating	Comments
Research notes: • provides accurate, detailed, relevant information on assigned topic 1			
• provides accurate, detailed, relevant information on assigned topic 2			
• cites a variety of appropriate sources			
• clear and logically organized			
Comparison of role in reenactment with comparable contemporary role: • number of relevant categories or points of comparison with appropriate data			
• logical decision about whether data in matched categories are similar or different			
• logical, relevant conclusions based on the data provided			
Self-assessment: • offers relevant evidence to support assessment			

Key: **4**—Outstanding. Exceeds expectations.
3—Good. Fully meets requirements.
2—Basic. Meets basic requirements.
1—Partial. Some relevant information.
0—Not demonstrated.

▼ SAMPLE 2: GRADE 9

Topic: *Revolution and Conflict*

Prescribed Learning Outcomes:

Applications of Social Studies

It is expected that students will:

- identify and clarify a problem, an issue, or an inquiry
- select and summarize information from primary and secondary print and non-print sources, including electronic sources
- plan, revise, and deliver formal oral and written presentations

Politics and Law

It is expected that students will:

- analyse factors that contribute to revolution and conflict
- analyse the contributions of the English, French, and American revolutions in the development of democratic concepts

OVERVIEW

The teacher developed a unit in which students looked at the factors related to historical and modern conflicts. The unit began with a series of lessons related to the French Revolution. Students then applied their understanding to current national or international conflicts. Evaluation was based on:

- a written test on the French Revolution (not included in this sample)
- notebooks or journals containing a series of assignments
- newscasts analysing current national or international conflicts

PLANNING FOR ASSESSMENT AND EVALUATION

- Through a series of assigned readings and small-group discussions, students examined issues related to the French Revolution. Questions such as the following were used to guide discussion and students' independent note taking:
  - What was life like in late 18th-century France?
  - Who held power? Who supported the status quo?
  - Who wanted change? Why?
  - What social, economic, and political factors contributed to the conflict?
  - Who suffered as a consequence of this revolution? How?
  - How did ideas and events of this revolution affect other countries and other times?

- Students worked in groups, each conducting research on one particular societal group (e.g., peasants, nobility, soldiers) during this historical time period. They examined the roles that the particular groups had to play in the French Revolution. Each student in the group then chose one aspect of the research to present as an illustration or other visual representation (e.g., map, chart, cartoon, concept map) in a Gallery Walk. During the Gallery Walk, students were asked to take notes and discuss:
  - interesting or surprising features
  - common themes or ideas
  - key players in revolutionary and counter-revolutionary forces
  - perspectives of different groups

- As a class, students wrote a test on their knowledge and understanding of the French Revolution.

- The teacher asked the class to brainstorm a list of current and recent revolutions or

armed conflicts throughout the world, and explained that they would be developing comparisons between these current conflicts and the French Revolution.

- Each student chose a revolution or conflict to research using library, popular media (newspaper and magazine articles; television or radio news programs), and other sources. They recorded information using the same outline they had used to guide discussion about the French Revolution. (e.g., What was life like in _____ ? Who holds power? Who supports the status quo?)

- Students then developed comparison charts, comparing the French Revolution and the conflicts they had chosen. The teacher led a class discussion about what they had discovered, and prompted students to make some generalizations about the factors that lead to conflict and revolution.

- For their final project, students were asked to present, in the form of newscasts, information about the conflicts they had chosen. Each chose a specific date (e.g., the outbreak of the conflict, an important battle, the breakdown of peace talks) and prepared a simulated newscast that included three items:
  - a "hard news" report on the events of the day
  - a short "backgrounder" on key factors, previous events, and individuals
  - an editorial, offering an argument about how the conflict could have been avoided or minimized

Some students chose to work with partners. Some students elected to present their newscasts "live" in the classroom; others chose to prepare audiotapes or videotapes.

- As students prepared their newscasts, the teacher reviewed criteria for effective oral presentations and provided opportunities to practise and receive feedback.

DEFINING THE CRITERIA

Notebook or Journal

Students were asked to submit the following set of journal or notebook assignments:

- notes on the French Revolution
- illustrations or other visual representations related to particular roles or viewpoints
- comparison charts (recent conflict and the French Revolution)

Assignments were assessed for:

- accuracy and detail
- logical interpretation or analysis
- clarity and completeness
- use of appropriate sources

Newscast

The class agreed on the following criteria for content and presentation of the newscasts.

Content

To what extent does the newscast provide:

- clear, concise, and accurate information about the event (who, what, where, when, how?)
- accurate identification of key groups involved in the conflict and their different points of view
- logical analysis of the economic, social, and political issues
- a reasoned argument about which factors led to the revolution
- accurate and relevant evidence to support the argument

Presentation

- Is the information organized and logically sequenced?
- Did I use visuals to help the audience understand the information?
- Did I speak clearly and expressively? Did I change my rate of speaking to keep the pace interesting and emphasize the main points?

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher developed rating scales based on the criteria identified by the class. The rating scales were used for both self- and teacher evaluation.

Notebook or Journal

Rating	Criteria
5	Outstanding. Exceeds requirements to provide additional information, insights, or interpretations. Clear, accurate, detailed; uses sources and evidence effectively. Thoughtful analyses.
4	Good. Fully meets requirements. Information is clear, detailed, and accurate; interpretations are logical and show some insight.
3	Satisfactory. Provides basic information, including some analysis or interpretation of ideas, causes, motives, and implications. Clear and easy to follow.
2	Marginal. Includes most basic information but there are some key omissions or inaccuracies. Tends to focus on people, events, and places (omitting ideas, causes, implications).
1	Incomplete. May contain inaccurate or irrelevant information, or unsupported assertions.

Newscast

Criteria	Rating				
Content	**1**	**2**	**3**	**4**	**5**
Did I provide clear, concise, and accurate information about the event? (Who, what, where, when, how?) **Score:** _____	• report is not clear and complete • key information is missing or inaccurate		• report is clear and includes basic information	• report is clear, concise, complete, and accurate • includes accurate detail that adds verisimilitude to the account • shows thorough knowledge and insight	
Did I identify key groups involved in the conflict and their different points of view? **Score:** _____	• key people involved are not identified • different points of view not fully explained		• most key people identified • basic information about points of view is presented (may be somewhat simplified)	• key people involved are identified • different points of view clearly and thoroughly explained	
Did I analyse the economic issues fully and logically? **Score:** _____	• economic issues not analysed		• economic issues analysed to some extent	• economic issues clearly, logically, and fully analysed	
Did I analyse the social issues? **Score:** _____	• social issues not analysed		• social issues analysed to some extent	• social issues clearly, logically, and fully analysed	
Did I analyse the political issues? **Score:** _____	• political issues not analysed		• political issues analysed to some extent	• political issues clearly, logically, and fully analysed	
Did I offer and support a reasoned argument with compelling evidence about the causes of the conflict? **Score:** _____	• position is vague or illogical • support is missing, inaccurate, illogical, or irrelevant		• position is clear • supported by some evidence, examples, reasons	• reasoned argument shows some insight • compelling evidence, examples, reasons	
Overall Content **Score:** _____	**Comments:**				

Newscast *Continued*

Criteria	Rating				
Presentation	**1**	**2**	**3**	**4**	**5**
Is the information organized and logically sequenced? **Score:** _____	• not very organized • sequencing needs improvement		• organized; sequencing makes sense		• highly organized and logically sequenced
Did I use visuals to help the audience understand the information? **Score:** _____	• few or no visuals • visuals do not help audience understand		• visuals included • visuals clarify the oral information		• highly sophisticated visuals used • visuals clarify oral information to a great extent
Did I speak clearly and expressively? Did I change my rate of speaking to keep the pace interesting and emphasize the main points? **Score:** _____	• some words unclear • needs more expression • rate needs to be varied		• most words clearly spoken • some expression added • rate somewhat varied		• all words clearly spoken • highly expressive • rate varied to add interest and emphasize main points
Overall Presentation **Score:** _____	**Comments:**				

▼ SAMPLE 3: GRADE 10

Topic: *Resource Sustainability in British Columbia*

Prescribed Learning Outcomes:

Applications of Social Studies

It is expected that students will:

- identify and clarify a problem, an issue, or an inquiry
- plan and conduct library and community research using primary and secondary print and non-print sources, including electronic sources
- assess and defend a variety of positions on controversial issues
- plan, revise, and deliver formal presentations that integrate a variety of media
- demonstrate leadership by planning, implementing, and assessing a variety of strategies to address the problem, issue, or inquiry

Economy and Technology

It is expected that students will:

- identify factors that contribute to the economy of British Columbia

Environment

It is expected that students will:

- construct, interpret, and use graphs, tables, grids, scales, legends, contours, and various types of maps
- identify key local and provincial resource-development issues from 1815 to the present, considering the concepts of stewardship and sustainability

OVERVIEW

This unit focussed on stewardship of natural resources in British Columbia. Students examined the problem of resource sustainability from various points of view and proposed solutions. Evaluation was based on:

- individual summaries of written notes
- group presentations

PLANNING FOR ASSESSMENT AND EVALUATION

- After brainstorming a list of environmental issues related to resource sustainability, students selected industries or resources for study. In planning the unit, the teacher arranged for people with different points of view to make presentations to the class.

- The class brainstormed a list of natural resources in British Columbia and then confirmed the list by consulting a resource map. Students reviewed what they had learned about sustainability and what they already knew about the current status of each resource. Using a variety of print and electronic resources, they worked in groups to identify current and potential problems associated with the depletion of each resource. The class then assembled a list of current resource-depletion problems.

- The teacher asked students to work in small groups to choose problems related to resource sustainability in British Columbia that they could research and analyse. The teacher emphasized that they would be expected to:
  - identify and clarify the sustainability issues they proposed to study
  - develop relevant and probing questions
  - gather and evaluate relevant information from a variety of sources
  - consider different points of view
  - assess potential strategies
  - propose solutions or courses of action

As a class, students reviewed what they knew about studying problems or issues and discussed previous problem-solving activities they had undertaken for other topics.

- The teacher encouraged students to focus their problems on specific resources and areas and to provide examples (e.g., one group elected to study the depletion of salmon off the west coast of British Columbia; another considered the sustainability of forests on Vancouver Island). The groups then identified and clarified their issues and developed lists of:
  - research questions
  - potential sources
  - viewpoints of groups affected by depletion of the resources

- The groups then conducted independent research, using a variety of primary and secondary sources, to obtain information about their selected declining resource issues. Each student within the group was assigned a particular interest group's viewpoint or position from which to research the problem (e.g., environmental activists, Aboriginal people, the forest industry, the Fisheries Association, local communities). In addition to library research, students contacted a number of individuals, groups, and organizations by telephone, by letter, in person, or through the Internet. Students kept individual research notes to record relevant information.

- As part of the research activity, the teacher arranged to have guests (e.g., biologist, forester, agriculturist) come to the class to describe current activities and issues related to resource sustainability. Students prepared interview questions before the visit and took notes during the presentation and discussion.

- After completing the research, each student reviewed her or his research notes and prepared a written summary from the point of view of the interest group, with sources appropriately documented. Students and teacher discussed and agreed upon the required information.

- Students worked with their groups to collate and compare the information gathered about different points of view, assess a variety of strategies to address the problems, and recommend courses of action. Each group made an oral presentation, offering a summary of the information gathered, the various points of view to be considered, and plans for addressing the problem. The presentations included maps, photographs, charts, graphs, and other visual media. The class worked together to develop criteria for the presentations, and the teacher used these criteria to create a holistic rating scale.

DEFINING THE CRITERIA

Individual Summaries

To what extent does the student provide clear, accurate, relevant, and detailed information about:

- the interest group's view of the problem (including definition of terms, as used by the group)
- the interest group's purpose or motives
- the historical background and context
- relevant statistical and other data (e.g., current resource inventory and allowable yields; standards used for resource renewal and extraction; current legislation; degree of integrated management among environment, recreation, and other resource development; projections of future yields)

- potential strategies, solutions, or actions proposed by the group
- the political, economic, and social implications of these strategies or actions

Summaries were also assessed for:

- the use of appropriate and sufficient primary and secondary sources
- accurate and appropriate documentation (citations) for the information included

Group Presentation

The teacher gathered evidence to determine the extent to which each group:

Content

- clearly and logically identified and clarified the problem, and included a definition of terms
- accurately described the historical background and context of the problem
- identified various interest groups and points of view
- provided accurate, detailed information about the problem, including economic, political, and social implications

- assessed potential strategies advocated by various groups
- proposed and defended a clearly defined, logical course of action, supported by statistical evidence and reasoned argument

Presentation

- offered a clear and well-organized presentation
- enhanced the information by effective use of visual materials (e.g., news clips, pictures, illustrations, models, maps, overheads, slides, posters, pamphlets, graphs, charts)

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher and students used rating and performance scales to assess the individual notes and summaries as well as the presentations. Students had a copy of the rating scale as they prepared their research.

Individual Summaries

Criteria	Self-Rating	Teacher Rating
Information Provides clear, accurate, relevant, and detailed information about:		
• the interest group's view of the problem (including a definition of terms, as used by the group)		
• the interest group's purpose or motives		
• the historical background and context		
• relevant statistical and other data		
• potential strategies, solutions, or actions proposed by the group		
• the political, economic, and social implications of these strategies or actions		
Sources		
• appropriate and sufficient primary and secondary sources		
• accurate and appropriate documentation (citations) for the information included		
Comments:		

Key: 5—Outstanding
 4—Good
 3—Satisfactory
 2—Partial
 1—Omitted

Group Presentation

Rating	Criteria
5 **Outstanding**	• The group clearly defines the problem and provides relevant historical, geographical, and social context. Shows insight into the background of and reasons for various viewpoints. Information about resource sustainability is current, accurate, and detailed; includes visuals (e.g., photographs, maps) and effectively displayed statistical data where appropriate. Describes economic, political, and social implications with some insight. • Proposes a clearly defined, logical plan of action, with supporting statistical evidence and reasoned argument. Describes credible opposing arguments to show understanding of different viewpoints, but refutes these with compelling counter-arguments. • Presentation is clear, well organized, and enhanced by visual materials (e.g., relevant news clips, pictures, illustrations, models, maps, overheads, slides, posters, pamphlets, graphs, charts).
4 **Good**	• The group clearly defines the problem and describes the historical, geographical, and social context. Includes various viewpoints. Information about resource sustainability is current, accurate, and detailed, and includes visuals (e.g., photographs, maps) and effectively displayed statistical data where appropriate. Describes economic, political, and social implications. • Proposes a clearly defined, logical plan of action, with support of reasoned argument. Describes and refutes at least one opposing argument. • Presentation is clear, well organized, and enhanced through the use of visual materials (e.g., relevant news clips, pictures, illustrations, models, maps, overheads, slides, posters, pamphlets, graphs, charts).
3 **Satisfactory**	• The group clearly defines the problem and provides some relevant context, including at least two viewpoints. Most information is current and accurate and includes some relevant detail. Some key information may be vague, omitted, out of date, or inaccurate. Some relevant statistical data is presented. Describes economic, political, and social implications. • Proposes a clearly defined plan of action, with some supporting reasons and examples. Recognizes and addresses at least one opposing argument. • Presentation is generally clear and includes some use of visual materials (e.g., relevant news clips, pictures, illustrations, models, maps, overheads, slides, posters, pamphlets, graphs, charts).
2 **Weak**	• The group defines the problem and provides some context. Includes some accurate and relevant information but typically omits one or more key aspects of the assignment (e.g., implications of the problem). Some important information is vague, omitted, out of date, or inaccurate. • Proposes a plan of action, with some support, but its potential effectiveness may be questionable. Attempts to address at least one opposing viewpoint. • Presentation may be difficult to follow in places. Uses visuals or other media but may fail to integrate these effectively into the presentation.
1 **Not Completed**	• Incomplete, unsatisfactory, or inappropriate. Little or no evidence of the requirements or criteria. Requires major revision.

▼ SAMPLE 4: GRADE 10

Topic: *The Impact of the* Indian Act *on the Rights of Aboriginal People*

Prescribed Learning Outcomes:

Applications of Social Studies

It is expected that students will:

- identify and clarify a problem, an issue, or an inquiry
- generate and critique different interpretations of primary and secondary sources
- demonstrate leadership by planning, implementing, and assessing a variety of strategies to address the problem, issue, or inquiry

Society and Culture

It is expected that students will:

- assess the interaction between Aboriginal people and Europeans

Politics and Law: Canada from 1815 to 1914 (II)

It is expected that students will:

- evaluate the impact of western expansion and federal policies on Aboriginal people

OVERVIEW

This unit was designed to take four class periods as well as some time outside class. Students engaged in four activities which allowed for ongoing assessment:

- short individual compositions to demonstrate understanding of the role of Aboriginal people in the fur trade and the impact of western expansion on Aboriginal people

- posters to demonstrate understanding of the concept and nature of human rights
- analyses, using co-operative learning processes, of the *Indian Act*
- critical analyses of the treaty (land claims) process

PLANNING FOR ASSESSMENT AND EVALUATION

Prior to this unit, students had learned about the reasons for and effects of European exploration and settlement of the Canadian West. They had learned about these issues through study of the fur trade and the construction of the CPR.

- The teacher reviewed and discussed the nature of cause and effect in history. Each student was then asked to research and write a short composition that answered the question: "What were the effects of European exploration and settlement of the West on Aboriginal people?" The teacher explained that each composition should include an explanation and examples of how the culture, traditions, and everyday lives of native people were affected by European activity (specifically the fur trade and the construction of the CPR). The compositions were handed in for marking.

- Working in groups of two or three, students analysed the *United Nations Declaration of Human Rights.* Each group then selected five or six clauses or elements of the UN declaration that they found most interesting or important and presented these in the form of a poster titled *Know Your Human Rights.* The poster was marked by peers and the teacher.

- In the same groups, students were given *Notes on the Indian Act* or excerpts from the *Indian Act.* The teacher instructed each group to identify and note five features of the act that were most significant or interesting. They then applied their

analyses of the *Indian Act* to the UN declaration and worked co-operatively to develop and hand in written responses to the following questions:

- What was the *Indian Act?*
- What do you think were the reasons for the *Indian Act?*
- Do you think that the *Indian Act* violates the *United Nations Declaration of Human Rights?* Justify your conclusion.
- The UN declaration was written in 1948; the *Indian Act* was revised in 1952. What inferences can you draw from the discrepancies between the *Indian Act* and the UN declaration (which Canada signed in 1948)? What do the differences between the UN declaration and the *Indian Act* tell you about attitudes toward native people at the time?

- To extend their understanding of the impact of European contact on Aboriginal people, students watched the video *Time Immemorial,* from the National Film Board series *First Nations: The Circle Unbroken.* (While the video was not specifically about a treaty, it offered an important illustration of the nature of the relationship between the Canadian government and Aboriginal people.) Based on the information in the video, students were asked to develop written responses to the following prompts:
  - Summarize, in three or four distinct points, the impressions you have of the relationship between Aboriginal and European people. In your opinion, and based on your knowledge of Aboriginal-European relations, does this video present an accurate picture? Use examples.
  - Describe the Nisga'a perspective on the land claims issue and explain why it is such an important issue to the Nisga'a.

- What is the significance of land claims from a European perspective?
- Describe the important differences between European and Aboriginal perspectives on the issue.
- Describe the similarities and differences between the experience of the Nisga'a and that of other Aboriginal people in Canada in relation to land claims and treaties.
- Identify three human rights issues involved in the Nisga'a land claim.

Students worked in groups of two or three, but each student handed in written work developed from the group work.

DEFINING THE CRITERIA

Composition

To what extent does the composition:

- clearly identify the important effects of the fur trade and European settlement on Aboriginal people
- show an understanding of cause and effect relationships in history

Poster

To what extent does the poster:

- identify key issues
- present comprehensive, detailed, and accurate information
- communicate information clearly and effectively

Analysis of the Indian Act *and the* United Nations Declaration of Human Rights

To what extent does the group:

- identify the important elements of the *Indian Act*
- show an understanding of the concept of human rights

- apply the concept of human rights to an historical event (the writing of the *Indian Act*) and make logical judgments
- make logical inferences from comparison of the *Indian Act* and the *United Nations Declaration of Human Rights*

Analysis of a Land Claim

To what extent does the student:

- demonstrate an understanding of perspective or point of view and the cultural and historical context
- connect relevant historical events and make a critical judgment
- apply knowledge to develop an analysis
- show an awareness of the main issues regarding land claims

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher and students used rating scales to evaluate activities in this unit. During the composition and land claims analysis assignments, students were given copies of the respective rating scales. The posters were marked by other groups of students in the classroom and by the teacher using a chart. For this assignment, the teacher met with groups of students to resolve any major discrepancies between peer and teacher assessments.

Composition

Rating	Criteria
4 **Excellent**	Identifies all major effects of the fur trade and construction of the CPR on Aboriginal people, and provides examples of each. Identifies several important cause-and-effect relationships. Demonstrates good organization of ideas.
3 **Proficient**	Identifies some effects of the fur trade and construction of the CPR on Aboriginal people, and provides examples for some or all of them. Identifies a few cause-and-effect relationships. Demonstrates good organization of ideas.
2 **Basic**	Identifies a few effects of the fur trade and construction of the CPR on Aboriginal people, but may not provide concrete examples. Identifies at least one cause-and-effect relationship. Demonstrates adequate organization of ideas.
1 **Unsatisfactory**	May identify major events in the fur trade and construction of the CPR, but does not identify any effects on Aboriginal people. Does not demonstrate any understanding of cause and effect. Ideas are not clearly organized.

Poster

Criteria	Peer Assessment		Teacher Assessment	
To what extent did the group:	Rating	Comments	Rating	Comments
• identify key issues				
• present comprehensive, detailed, and accurate information				
• communicate the information clearly and effectively				
Overall Rating				

Key: 4—Excellent
    3—Proficient
    2—Basic
    1—Unsatisfactory

Analysis of the *Indian Act* and the *United Nations Declaration of Human Rights*

Rating	Criteria
4 **Excellent**	Shows a good understanding of the content of the *Indian Act.* Provides at least three reasons why the Canadian government enacted it. Identifies at least three important human rights issues in the act. Draws coherently expressed and logical inferences from comparison of the *Indian Act* and the *United Nations Declaration of Human Rights.* Explanation shows insight and extends understanding.
3 **Proficient**	Shows understanding of the content of the *Indian Act.* Gives at least two reasons why the Canadian government enacted it. Identifies at least two important human rights issues in the act. Makes a logical and coherent inference from comparison of the *Indian Act* and the UN declaration.
2 **Basic**	Shows understanding of the content of the *Indian Act.* Gives at least one reason why the Canadian government enacted it. Identifies at least one important human rights issue, but does not make an inference from comparison of the *Indian Act* and the UN declaration.
1 **Unsatisfactory**	Shows little or no understanding of the *Indian Act.* Does not identify any human rights issues. Does not make an inference from comparison of the *Indian Act* and the UN declaration.

Analysis of a Land Claim

Rating	Criteria
5 **Excellent**	Shows insight as well as comprehensive understanding of human rights and Aboriginal land claims. Shows an excellent ability to define points of view and perspectives on issues and to apply knowledge of history to make a critical judgment on an issue. Well presented and makes excellent use of examples and previously learned information.
4 **Proficient**	Shows a clear and accurate understanding of Aboriginal land claims and human rights, presented in a way that shows appreciation of points of view and perspectives. Shows an understanding of how to apply a knowledge of history to analyse issues. Clearly presented and makes frequent use of examples and previously learned information.
3 **Basic**	Demonstrates a basic understanding of human rights and Aboriginal land claims, but shows limited appreciation of points of view and perspectives. Indicates difficulty in applying knowledge of history to analyse issues, and is often unclear or not well organized.
2 **Marginal**	Shows only a limited understanding of Aboriginal land claims and human rights, and only marginal appreciation of points of view and perspectives. Does not apply historical knowledge to analyse issues. Disorganized or only marginal in organization.
1 **Unsatisfactory**	Shows little or no understanding of Aboriginal land claims and human rights, and little or no appreciation of perspectives or points of view. Shows no ability to apply historical knowledge to issues. Poorly written and disorganized in presentation.

Appendix E

Acknowledgments

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