



SOCIAL STUDIES 11

Integrated Resource Package 2015

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This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement Social Studies 11. This document supersedes the *Social Studies 11 Integrated Resource Package 1997*.

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

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

INTRODUCTION

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

Included in this section are

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

PRESCRIBED LEARNING OUTCOMES

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

STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific achievement indicators for each prescribed learning outcome. Achievement indicators are statements that describe what students should be able to do in order to demonstrate that they fully

meet the curriculum expectations for the subject and grade level. Achievement indicators are not mandatory; they are provided to assist teachers in assessing how well their students achieve the prescribed learning outcomes.

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

CLASSROOM ASSESSMENT MODEL

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

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

LEARNING RESOURCES

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

GLOSSARY

The glossary defines terms used in this Integrated Resource Package.



INTRODUCTION

Social Studies 11

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

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

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

CURRICULUM OVERVIEW

Rationale

The aim 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 11 curriculum provides students with opportunities to reflect critically 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 Canada and the world
- develop an appreciation of democracy and what it means to be Canadian
- demonstrate respect for human equality and cultural diversity
- think critically, evaluate information, and practise effective communication.

Social Studies 11 contributes to the important goal of preparing students for their lives as Canadian citizens and members of the international community.

Requirements and Graduation Credits

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

The course code for Social Studies 11 is SS 11. This course is also available in French (Sciences humaines 11; course code SCH 11).

Graduation Program Examination

Social Studies 11 has a set Graduation Program examination, worth 20% of the final course mark. All students taking Social Studies 11 are required to write the exam in order to receive credit for this course.

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

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

Goals for Social Studies 11

The following goals reflect and are represented in the prescribed learning outcomes for Social Studies 11 in each curriculum organizer:

- Students will become familiar with the rights, responsibilities, and practices of active Canadian citizenship.
- Students will explore Canada's role in the conflicts of the 20th century and its contribution to global stability.
- Students will develop understanding of key environmental issues and challenges of global development.
- Students will explore important issues related to Canada's evolving identity.

Curriculum Organizers

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

- Skills and Processes
- Politics and Government
- Autonomy and International Involvement
- Human Geography
- Society and Identity

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

Skills and Processes

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

The prescribed learning outcomes in this organizer include

- critical thinking skills
- research skills
- communication skills
- skills and attitudes of active citizenship.

Politics and Government

The study of politics and government builds on students' prior understanding of government structures, preparing them with the skills, knowledge, and sense of efficacy to become informed and active citizens of Canada. This study will allow students to gain understanding of their Charter rights, political philosophies and parties, elections, and how to influence public policy.

Autonomy and International Involvement

Canada has been shaped by significant historical events, both within the country and at a global level. By exploring Canada's role in world events and examining Canada's development as an autonomous nation, students come to understand Canada's position and responsibilities in the international community.

Human Geography

Students develop understanding of the global issues that arise from the disparity in standards of living, how they affect our environment, and our response to the issues.

Society and Identity

The 20th century has seen profound change in the social fabric of Canada that has made the search for a Canadian identity a vital issue for Canadians. In examining societal issues, students gain understanding of the dynamic regional, cultural, and ethnic diversity of Canadian society. By exploring these issues, students gain understanding of the forces that both shape and reflect the Canadian identity.

Suggested Timeframe

Social Studies 11 is a four-credit course, and as such should be equivalent to approximately 120 hours of class time.

CONSIDERATIONS FOR PROGRAM DELIVERY

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

- addressing local needs
- involving parents and guardians
- establishing a positive classroom climate
- confidentiality
- inclusion, equity, and accessibility
- working with the school and community

- working with the Aboriginal community
- information and communications technology
- copyright and responsibility.

Addressing Local Needs

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

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

Involving Parents and Guardians

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

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

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

Establishing a Positive Classroom Climate

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

- Allow class members sufficient time and opportunities to become comfortable with each other before engaging in group discussion. It is important that the classroom climate encourage students to relate to one another in positive, respectful, and supportive ways. Be prepared to facilitate any potentially controversial discussions.
- Establish clear ground rules for class discussions that demonstrate respect for privacy, for diversity, and for the expression of differing viewpoints.
- Activities and discussion related to some of the topics in Social Studies 11 may evoke an emotional response from individual students. Inform an administrator or counsellor when any concern arises, and ensure students know where to go for help and support.
- Ensure that any external groups or organizations making a presentation to students have met the district's guidelines for presenting. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials they may use, especially handouts, for appropriateness.
- Become familiar with
 - relevant legislation (e.g., Human Rights Code; Child, Family and Community Services Act)
 - relevant initiatives (e.g., *Safe, Caring and Orderly Schools: A Guide* and *Diversity in BC Schools: A Framework*)
 - provincial and district policies and protocols concerning topics such as disclosure related to child abuse and protection of privacy.

Further information about these policies and initiatives is available online:

BC Handbook for Action on Child Abuse and Neglect

http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf

Safe, Caring and Orderly Schools

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

Diversity in BC Schools: A Framework

http://www.bced.gov.bc.ca/diversity/diversity_framework.pdf

Human Rights Code

http://www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm

Child, Family and Community Services Act

http://www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm

- Inform students why they are being asked to provide any personal information in the context of the Social Studies 11 curriculum.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.
- Inform students they can request that the school correct or annotate any of their personal information kept in records at the school.
- Be aware that parents' rights to have access to their children's personal information are limited to that which pertains to their child's progress. Ensure students are aware that their parents may have access to the work they create as part of the course.

For more information about confidentiality, refer to

http://www.msers.gov.bc.ca/FOI_POP/index.htm

Confidentiality

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

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all courses, including Social Studies 11.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records.
- Do not use students' Personal Education Numbers (PEN) on any assignments that students wish to keep confidential.
- Minimize the type and amount of personal information collected and ensure that it is used only for relevant purposes.
- Inform students that they will be the only ones recording personal information about themselves unless they have consented to teachers collecting that information from other people, including parents.

Inclusion, Equity, and Accessibility for All Learners

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

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

prescribed learning outcomes for students with Individual Education Plans.

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

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

Working with the School and Community

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

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

Working with the Aboriginal Community

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. As Aboriginal communities are diverse in terms of language, culture, and available resources, each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers,

support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as Elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the “Planning Your Program” section of the resource, *Shared Learnings* (1998). This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: <http://www.bced.gov.bc.ca/abed/welcome.htm>

Information and Communications Technology

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. Social Studies 11

provides opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

Copyright and Responsibility

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

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

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part—in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements—see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show videos at schools that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied.

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

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

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



PRESCRIBED LEARNING OUTCOMES

Social Studies 11

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

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

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

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

Wording of Prescribed Learning Outcomes

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

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

Domains of Learning

Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive,

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

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

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

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

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

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

SOCIAL STUDIES 11: PRESCRIBED LEARNING OUTCOMES

SKILLS AND PROCESSES OF SOCIAL STUDIES

It is expected that students will:

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

POLITICS AND GOVERNMENT

It is expected that students will:

- demonstrate understanding of the political spectrum
- explain how Canadians can effect change at the federal and provincial levels
- explain how federal and provincial governments are formed in Canada
- describe major provisions of the Canadian constitution, including the *Canadian Charter of Rights and Freedoms*, and assess its impact on Canadian society

AUTONOMY AND INTERNATIONAL INVOLVEMENT

It is expected that students will:

- describe Canada's evolution as a politically autonomous nation
- assess Canada's role in World War I and the war's impact on Canada
- assess Canada's role in World War II and the war's impact on Canada
- assess Canada's participation in world affairs with reference to
 - human rights
 - United Nations
 - Cold War
 - modern conflicts

HUMAN GEOGRAPHY

It is expected that students will:

- explain the significance of changes in world population with reference to
 - population pyramids
 - distribution
 - density
 - demographic transition models
- compare Canada's standard of living with those of developing countries, with reference to poverty and key indicators of human development
- assess environmental challenges facing Canadians, including
 - global warming
 - ozone layer depletion
 - fresh water quality and supply

SOCIETY AND IDENTITY

It is expected that students will:

- assess the development and impact of both government policies and programs and social movements and advocacy organizations on changes to immigration, the welfare state, and minority rights in Canada in the 20th century.
- explain economic cycles with reference to the Great Depression and the labour movement in Canada
- describe the role of women in terms of social, political, and economic change in Canada
- assess the impact of the conscription crises, Quebec nationalism, bilingualism, and regionalism on Canadian unity
- demonstrate knowledge of the challenges faced by Aboriginal people in Canada during the 20th century and their responses, with reference to
 - residential schools
 - reserves
 - self-government
 - treaty negotiations
- represent what it means to be Canadian with reference to
 - distinctive Canadian programs and policies
 - important Canadian cultural and scientific achievements



STUDENT ACHIEVEMENT

Social Studies 11

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

CLASSROOM ASSESSMENT AND EVALUATION

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

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

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

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

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

Assessment for Learning

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

This type of assessment serves to answer the following questions:

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

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

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

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

Assessment as Learning

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

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

Assessment of Learning

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

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

| Assessment for Learning | Assessment as Learning | Assessment of Learning |
|--|--|--|
| <i>Formative assessment ongoing in the classroom</i> | <i>Formative assessment ongoing in the classroom</i> | <i>Summative assessment occurs at end of year or at key stages</i> |

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

Criterion-Referenced Assessment and Evaluation

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

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

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

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

Criterion-referenced assessment and evaluation may involve these steps:

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

KEY ELEMENTS

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

ACHIEVEMENT INDICATORS

To support teachers in assessing provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome.

Achievement indicators define the specific level of attitudes demonstrated, skills applied, or knowledge acquired by the student in relation to a corresponding prescribed learning outcome. They describe what evidence a teacher might look for to determine whether or not the student has fully met the intent of the learning outcome. In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the learning

outcome (e.g., a constructed response such as a list, comparison, analysis, or chart; a product created and presented such as a report, debate, poster, letter, or speech; a particular skill demonstrated such as critical thinking or map interpretation).

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

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

KEY ELEMENTS

| SKILLS AND PROCESSES OF SOCIAL STUDIES | |
|--|--|
| <ul style="list-style-type: none"> • critical thinking skills • research skills • communication and presentation skills (written, oral, graphic) • skills and attitudes of active citizenship | |
| <p style="text-align: center;">GOVERNMENT AND POLITICS</p> <ul style="list-style-type: none"> • understanding the political spectrum • how Canadians effect political change • formation of governments in Canada • the Canadian constitution | <p style="text-align: center;">AUTONOMY AND INTERNATIONAL INVOLVEMENT</p> <ul style="list-style-type: none"> • Canada's development as an autonomous nation • impact of WWI and Canada's role • impact of WWII and Canada's role • Canada's participation in world affairs |
| <p style="text-align: center;">HUMAN GEOGRAPHY</p> <ul style="list-style-type: none"> • significance of changes in world population • comparing Canada's standard of living with those of developing nations • assessing environmental changes affecting Canadians | <p style="text-align: center;">SOCIETY AND IDENTITY</p> <ul style="list-style-type: none"> • development and impact of Canadian social policies and programs • economic cycles and the Great Depression • role of women in Canada • impact of the conscription crises, Quebec nationalism, bilingualism, and regionalism on Canadian unity • challenges faced by Aboriginal people in Canada • what it means to be Canadian |

SKILLS AND PROCESSES

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
|--|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p> |
| <ul style="list-style-type: none"> • apply critical thinking—including questioning, comparing, summarizing, drawing conclusions, and defending a position—to make reasoned judgments about a range of issues, situations, and topics | <ul style="list-style-type: none"> <input type="checkbox"/> give examples of critical-thinking processes (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position) <input type="checkbox"/> recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts) <input type="checkbox"/> develop pertinent questions to define a topic, issue, or situation <input type="checkbox"/> compare a range of points of view on an issue <input type="checkbox"/> draw conclusions about an issue, situation, or topic <input type="checkbox"/> defend a position on an issue, situation, or topic |
| <ul style="list-style-type: none"> • demonstrate effective research skills, including <ul style="list-style-type: none"> – accessing information – assessing information – collecting data – evaluating data – organizing information – presenting information – citing sources | <ul style="list-style-type: none"> <input type="checkbox"/> access a range of information sources on selected topics, including sources <ul style="list-style-type: none"> – from a range of media types (e.g., print news, broadcast news, online) – representing a range of perspectives – that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs) – that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries) <input type="checkbox"/> explain the importance of accessing and considering a range of information sources <input type="checkbox"/> assess the accuracy, reliability, and relevance of collected information by <ul style="list-style-type: none"> – determining examples of bias and points of view in information – identifying the data collection methods (e.g., poll, census, interview, survey) – determining currency of information – determining consistency with information obtained from other sources on the same topic (corroboration) |

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
|--|---|
| | <ul style="list-style-type: none"> <input type="checkbox"/> collect and organize primary data (e.g., design and conduct surveys and interviews; extract data from web sites and archives) <input type="checkbox"/> interpret and construct maps <input type="checkbox"/> synthesize and evaluate collected data <input type="checkbox"/> organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers) <input type="checkbox"/> present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) <input type="checkbox"/> cite sources consistently and appropriately |
| <ul style="list-style-type: none"> • demonstrate effective written, oral, and graphic communication skills | <ul style="list-style-type: none"> <input type="checkbox"/> select a presentation form (e.g., written, oral, graphic) appropriate for the communication purpose <input type="checkbox"/> clearly formulate and support a thesis <input type="checkbox"/> communicate ideas, opinions, and arguments effectively: <ul style="list-style-type: none"> – orally – written – graphically |
| <ul style="list-style-type: none"> • demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, respect for diversity, and collaboration | <ul style="list-style-type: none"> <input type="checkbox"/> identify attributes associated with active citizenship, including <ul style="list-style-type: none"> – ethical behaviour (e.g., honesty, fairness, reliability) – open-mindedness – respect for diversity – empathy – questioning and promoting discussion – tolerance for ambiguity – individual and collective responsibility – remaining informed over time – advocating responsibly for own and others' rights – ongoing examination and reassessment of own beliefs – willingness to participate <input type="checkbox"/> explain the value of attributes associated with active citizenship <input type="checkbox"/> assess the influence of mass media on public opinion <input type="checkbox"/> demonstrate skills of collaboration and co-operation, including the ability to <ul style="list-style-type: none"> – collaborate and consult with others – respect and promote respect for the contributions of other team members |

POLITICS AND GOVERNMENT

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
|---|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p> |
| <ul style="list-style-type: none"> demonstrate understanding of the political spectrum | <ul style="list-style-type: none"> <input type="checkbox"/> define <i>totalitarianism, democracy, liberalism, conservatism, socialism, fascism, and communism</i> <input type="checkbox"/> distinguish among Canada's and BC's major political parties in terms of <u>policies, philosophies, and priorities</u> |
| <ul style="list-style-type: none"> explain how Canadians can effect change at the federal and provincial levels | <ul style="list-style-type: none"> <input type="checkbox"/> describe the significance of the following in the workings of government: <ul style="list-style-type: none"> – passage of legislation (including First, Second, and Third Reading; Royal Assent; private members bills) – party discipline versus free votes – cabinet – patronage – Order-in-Council <input type="checkbox"/> compare mechanisms whereby public policy can be changed (e.g., elections, petitions and protests, lobbyists, special interest groups, court actions, media campaigns) |
| <ul style="list-style-type: none"> explain how federal and provincial governments are formed in Canada | <ul style="list-style-type: none"> <input type="checkbox"/> describe the elements of the electoral system (e.g., candidates, parties, constituencies, voting, election campaigns) <input type="checkbox"/> distinguish between majority and minority government in terms of benefits and challenges |
| <ul style="list-style-type: none"> describe major provisions of the Canadian constitution, including the <i>Canadian Charter of Rights and Freedoms</i>, and assess its impact on Canadian society | <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate awareness of precursors to the Canadian constitution (e.g., <i>British North America Act, Bill of Rights</i>) <input type="checkbox"/> explain the significance of the “notwithstanding clause” and amending formula <input type="checkbox"/> identify Charter rights and fundamental freedoms (e.g., equality, mobility, legal rights, language rights, education) and potential limitations on those rights <input type="checkbox"/> give examples of the impact of the Charter on Canadian society |

AUTONOMY AND INTERNATIONAL INVOLVEMENT

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
|--|---|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p> |
| <ul style="list-style-type: none"> • describe Canada's evolution as a politically autonomous nation | <ul style="list-style-type: none"> <input type="checkbox"/> identify and describe the significance of events contributing to national autonomy, such as <ul style="list-style-type: none"> – creation of the Canadian Corps in WWI – Paris Peace Conference/League of Nations – Halibut Treaty – King/Byng Crisis – Statute of Westminster – parliamentary vote to join WWII – Canadian flag – patriation of the Constitution |
| <ul style="list-style-type: none"> • assess Canada's role in World War I and the war's impact on Canada | <ul style="list-style-type: none"> <input type="checkbox"/> describe Canada's military participation in WWI (e.g., Somme, Passchendaele, Vimy Ridge, Ypres, 100 Day Campaign) <input type="checkbox"/> relate Canada's war losses to the nature of warfare (e.g., attrition, trench warfare, submarines) <input type="checkbox"/> explain the war's impact on the home front (e.g., "enemy aliens," conscription, Halifax explosion, Victory Bonds, rationing, <i>War Measures Act</i>) |
| <ul style="list-style-type: none"> • assess Canada's role in World War II and the war's impact on Canada | <ul style="list-style-type: none"> <input type="checkbox"/> describe Canada's military participation in the allied war effort (e.g., Dieppe, Italian Campaign, D-Day, Battle of the Atlantic, Hong Kong, liberation of the Netherlands, bomber command) <input type="checkbox"/> explain the war's impact on the home front (e.g., arsenal of democracy, air training, total war, conscription, propaganda, "enemy aliens") <input type="checkbox"/> Describe the contribution of Canadian soldiers from ethnic minorities (eg, Japanese, Chinese, and Aboriginal Canadians) and assess the impact of their military service on post-war social changes. |
| <ul style="list-style-type: none"> • assess Canada's participation in world affairs with reference to <ul style="list-style-type: none"> – human rights – United Nations – Cold War – modern conflicts | <ul style="list-style-type: none"> <input type="checkbox"/> recognize the importance of both individual and collective action in addressing human rights issues (e.g., response to the Holocaust, refugee policy, land mines treaty, Rwandan genocide) <input type="checkbox"/> evaluate Canada's contributions to the UN (e.g., peacekeeping, role on the Security Council, participation in the UN agencies) <input type="checkbox"/> describe Canada's involvement in the Cold War (e.g., Avro Arrow, NATO, NORAD, Dew Line, Bomarc missiles) <input type="checkbox"/> evaluate Canada's response to modern conflicts (e.g., Korean War, Suez Crisis, Bosnia, 1991 Gulf War) |

HUMAN GEOGRAPHY

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
|--|---|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p> |
| <ul style="list-style-type: none"> • explain the significance of changes in world population with reference to <ul style="list-style-type: none"> – population pyramids – distribution – density – demographic transition models | <ul style="list-style-type: none"> <input type="checkbox"/> interpret population pyramids and the demographic transition model <input type="checkbox"/> collect and analyse population data related to <ul style="list-style-type: none"> – distribution – density – dependency ratio <input type="checkbox"/> relate changes in Canada's population to changes in world population <input type="checkbox"/> describe possible responses to population growth, such as <ul style="list-style-type: none"> – improving literacy rates – economic development opportunities for women – family planning (e.g., one-child policy) |
| <ul style="list-style-type: none"> • compare Canada's standard of living with those of developing countries, with reference to poverty and key indicators of human development | <ul style="list-style-type: none"> <input type="checkbox"/> explain the significance of the UN Human Development Index <input type="checkbox"/> research key indicators of human development for Canada and developing countries, including <ul style="list-style-type: none"> – life expectancy rates – literacy rates – infant mortality rates – disease (e.g., HIV/AIDS) – fertility – GDP <input type="checkbox"/> describe causes of poverty (e.g., armed conflict, natural disasters, lack of education and employment) <input type="checkbox"/> describe possible responses to development issues, such as <ul style="list-style-type: none"> – international aid (e.g., CIDA, NGOs, UNICEF, WHO) – debt reduction |
| <ul style="list-style-type: none"> • assess environmental challenges facing Canadians, including <ul style="list-style-type: none"> – global warming – ozone layer depletion – fresh water quality and supply | <ul style="list-style-type: none"> <input type="checkbox"/> explain how industrial and technological development can affect the environment (e.g., global warming and ozone layer depletion) <input type="checkbox"/> evaluate possible responses to global warming and ozone depletion (e.g., Kyoto protocol) <input type="checkbox"/> identify threats to water quality and supply in Canada (e.g., contamination, misuse) and suggest possible solutions (e.g., treatment technologies, conservation) |

SOCIETY AND IDENTITY

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
|--|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p> |
| <ul style="list-style-type: none"> • assess the development and impact of both government policies and programs and social movements and advocacy organizations on changes to immigration, the welfare state, and minority rights in Canada in the 20th century. | <ul style="list-style-type: none"> <input type="checkbox"/> compare policies facing an immigrant to Canada in the early 20th century with those in place at the end of the 20th century (e.g., head tax and origin of immigrants versus point system) <input type="checkbox"/> compare the experiences of Aboriginal Canadians and non-European immigrants to Canada in the early 20th century with those at the end of the 20th century (eg, levels of overt racism, multiculturalism vs. assimilation) <input type="checkbox"/> identify key milestones in the development of the welfare state (e.g., medicare, old age pension, employment insurance, workers' compensation) and explain their significance <input type="checkbox"/> give examples of Canada's treatment of minorities (e.g., internment of Japanese-Canadians, restrictions on voting, protection of minority rights in the <i>Charter of Rights and Freedoms</i>, and introduction of the <i>Multiculturalism Act</i>) |
| <ul style="list-style-type: none"> • explain economic cycles with reference to the Great Depression and the labour movement in Canada | <ul style="list-style-type: none"> <input type="checkbox"/> relate the terms <i>recession, depression, recovery, prosperity, deficit, inflation, and supply and demand</i> to economic cycles <input type="checkbox"/> describe the effects of and various responses to the Great Depression (e.g., unemployment, government intervention, protest parties, soup kitchens) <input type="checkbox"/> relate economic cycles to the development of the labour movement (e.g., One Big Union, Winnipeg General Strike, On-to-Ottawa Trek, Regina Manifesto) |
| <ul style="list-style-type: none"> • describe the role of women in terms of social, political, and economic change in Canada | <ul style="list-style-type: none"> <input type="checkbox"/> identify the contributions of women during the wars and to post-war Canada (e.g., increased industrial capacity, economic growth and employment, changing social attitudes) <input type="checkbox"/> identify ways in which women have influenced Canadian society, including <ul style="list-style-type: none"> – suffrage – prohibition – politics – pay and employment equity |

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
|---|--|
| <ul style="list-style-type: none"> • assess the impact of the conscription crises, Quebec nationalism, bilingualism, and regionalism on Canadian unity | <ul style="list-style-type: none"> <input type="checkbox"/> represent the opposing views of two or more people (actual or hypothetical) who lived through the WWI or WWII conscription crisis <input type="checkbox"/> analyse the impact of expressions of Quebec nationalism (e.g., Union Nationale, the Quiet Revolution, October Crisis, sovereignty referenda, PQ, and BQ) on Canadian unity <input type="checkbox"/> describe the significance of the <i>Official Languages Act</i> (e.g., bilingual labelling, civil service hiring) <input type="checkbox"/> define <i>regionalism</i> and relate it to alienation (e.g., National Energy Policy, collapse of the cod fishery) |
| <ul style="list-style-type: none"> • demonstrate knowledge of the challenges faced by Aboriginal people in Canada during the 20th century and their responses, with reference to <ul style="list-style-type: none"> – residential schools – reserves – self-government – treaty negotiations | <ul style="list-style-type: none"> <input type="checkbox"/> describe the impact of the <i>Indian Act</i> on Aboriginal people (e.g., marginalization and dependency) <input type="checkbox"/> describe the impact of residential schools on Aboriginal people (e.g., destruction of lives and communities) <input type="checkbox"/> identify various Aboriginal responses to challenges (e.g., negotiations, protests, and court cases with respect to land and resource issues; demand for self-government) <input type="checkbox"/> formulate answers to questions such as the following: <ul style="list-style-type: none"> – What are the challenges and benefits for Aboriginal people living on and off reserves? – Why are Aboriginal people concerned about cultural appropriation? |
| <ul style="list-style-type: none"> • represent what it means to be Canadian with reference to <ul style="list-style-type: none"> – distinctive Canadian programs and policies – important Canadian cultural and scientific achievements | <ul style="list-style-type: none"> <input type="checkbox"/> give examples of ways in which Canada is different from and similar to the United States (e.g., death penalty, gun control, health care, military, popular entertainment, civil rights) <input type="checkbox"/> identify measures Canada has taken to promote a distinct Canadian identity (e.g., CRTC, CBC, NFB, Canada Council) <input type="checkbox"/> defend a personal definition of what it means to be Canadian |



CLASSROOM ASSESSMENT MODEL

Social Studies 11

The Classroom Assessment Model outlines four instructional and assessment units for Social Studies 11.

These units have been structured to correspond with the four content organizers. Learning outcomes from the skills and processes organizer are integrated with each of the units. The units collectively address all of the prescribed learning outcomes for Social Studies 11. This organization is not intended to prescribe a linear means of course delivery. Teachers are encouraged to reorder the learning outcomes and to adapt, combine, and expand on the units to meet the needs of their students and to respond to local requirements.

CONSIDERATIONS FOR INSTRUCTION AND ASSESSMENT IN SOCIAL STUDIES 11

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

- Involve students in establishing guidelines for group discussion and presentations (e.g., active listening, paraphrasing others, respecting opposing views, fairness, honesty, tolerance for tentative views).
- Provide a context and a framework for constructive discourse to take place.
- Model critical thinking, open-mindedness, and appropriate responses.
- Avoid dealing with controversial issues until class members have had enough time together to become comfortable with each other and to have learned an appropriate process for addressing those issues.
- Help students understand that debate and controversy are part of the processes of civic discourse in a democratic society.

- Be sensitive to current events that may be affecting students and their families (e.g., environmental or natural resource use issues). Be aware that such issues may involve highly emotional debates.

Classroom Assessment and Evaluation

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

- teacher assessment tools such as observation checklists, rating scales, and rubrics
- self-assessment tools such as checklists, rating scales, and rubrics
- peer assessment tools such as checklists, rating scales, and rubrics
- journals or learning logs
- video (to record and critique student demonstration or performance of a task)
- written or oral tests (true/false, multiple choice, short answer)
- worksheets
- portfolios
- student-teacher conferences.

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

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

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

Case Studies

Case studies are excellent strategies for learning in Social Studies 11. Several activities throughout the

Classroom Assessment Model suggest the use of case study scenarios. These scenarios may be print or video based, and can be developed by teachers, created by students, derived from recommended learning resources, collected from news media, or found online.

Debate

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

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

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

Guest Speakers

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

Speakers relevant for Social Studies 11 could include community leaders, social activists,

politicians, historians, veterans, and first-hand witnesses to historical events.

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

- Determine the nature of the presentation (e.g., lecture, question-and-answer, debate, response to students' presentations, facilitating a simulation or case study). Ensure that the guest speakers are clear about their purpose, the structure, and the time allotted. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials they may use, especially any handouts, for appropriateness.
- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the speaker(s) beforehand and making any logistical arrangements.
- Provide time for students to prepare for the guest speaker or panel by formulating focus questions.
- Begin the guest speaker presentation with an introduction to the topic and end with a debrief.

Media Analysis

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

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

- *Purpose:* People make media messages to inform, entertain, and/or persuade for political, commercial, educational, artistic, moral, and/or other purposes.

- *Values*: Media messages communicate explicit and implicit values.
- *Representation*: Media messages are constructed; they are only representations of real or imaginary worlds.
- *Codes, Conventions, and Characteristics*: Each medium has its own set of codes, conventions, and characteristics that affect the way messages are transmitted and understood.
- *Production*: People who understand the media are better able to make purposeful media messages.
- *Interpretation*: Audience members bring their knowledge, experience, and values to their interpretation of and emotional response to media messages.
- *Influence of Media on Audience*: Media messages can influence people's attitudes, behaviours, and values.
- *Influence of Audience on Media*: People can influence media institutions and the messages they produce and transmit.
- *Control*: People who control a society's dominant institutions have disproportionate influence on the construction and distribution of media messages and the values they contain.
- *Scope*: Media technologies influence and are influenced by the political, economic, social, and intellectual dimensions of societies.

CONTENTS OF THE MODEL

Assessment Overview Table

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

Suggested Timeframe

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

Prescribed Learning Outcomes

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

Suggested Assessment Activities

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

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

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

Selected Web Sites

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

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

Assessment Instruments

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



ASSESSMENT UNITS

Social Studies 11

SOCIAL STUDIES 11: ASSESSMENT OVERVIEW TABLE

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

| Curriculum Organizers | Suggested Assessment Activities | Suggested Weight for Grading | Number of Outcomes | Number of Outcomes by Domain* | | | | |
|--|--|---|--------------------|-------------------------------|----------|----------|----------|---|
| | | | | Cognitive Domain | | | | |
| | | | | K | U&A | HMP | AFF | |
| SKILLS AND PROCESSES | integrated throughout | 30% | 4 | 0 | 1 | 2 | 1 | |
| POLITICS AND GOVERNMENT | <ul style="list-style-type: none"> • written summaries • tests/quizzes • essays • portfolios | <ul style="list-style-type: none"> • models • journals • model parliaments • worksheets | 17% | 4 | 1 | 3 | 0 | 0 |
| AUTONOMY AND INTERNATIONAL INVOLVEMENT | <ul style="list-style-type: none"> • stations • research • tests/quizzes | <ul style="list-style-type: none"> • timelines • case studies • debates | 17% | 4 | 1 | 0 | 3 | 0 |
| HUMAN GEOGRAPHY | <ul style="list-style-type: none"> • tests/quizzes • population pyramid • charts and graphs | <ul style="list-style-type: none"> • mind maps • posters • journals • stations | 17% | 3 | 0 | 2 | 1 | 0 |
| SOCIETY AND IDENTITY | <ul style="list-style-type: none"> • charts • timelines • debates • speeches • interviews | <ul style="list-style-type: none"> • journals • tests/quizzes • panel discussions • presentations | 19% | 6 | 2 | 2 | 2 | 1 |
| TOTAL: | | 100% | 21 | 4 | 8 | 8 | 2 | |

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

K = Knowledge

U&A = Understanding and Application

HMP = Higher Mental Processes

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

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

UNIT 1: POLITICS AND GOVERNMENT

Suggested Timeframe

20 hours

PRESCRIBED LEARNING OUTCOMES

Unit 1: Politics and Government addresses the following prescribed learning outcomes.

It is expected that students will:

Skills and Processes of Social Studies

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

Politics and Government

- demonstrate understanding of the political spectrum
- explain how Canadians can effect change at the federal and provincial levels
- explain how federal and provincial governments are formed in Canada
- describe major provisions of the Canadian constitution, including the *Canadian Charter of Rights and Freedoms*, and assess its impact on Canadian society

SUGGESTED ASSESSMENT ACTIVITIES

Political and Civic Processes

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
|--|---|
| <p>The Political Spectrum</p> <ul style="list-style-type: none"> • Provide students with a brief historical overview of the evolution of key political philosophies (liberalism, socialism, conservatism, communism, fascism) and forms of government (democracy, totalitarianism). Discuss the modern difference between fiscal and social conservatism and liberalism. <p>Provide students with a list of ten issue statements, such as “It’s time to introduce free post-secondary tuition so that every Canadian student has equal access to an education.” Challenge students to identify the philosophy that inspires the opinion in each statement. Discuss as a class.</p> <ul style="list-style-type: none"> • Introduce a linear model of the political spectrum. Aspects of the model discussed should include: left (change/progress) vs. right (tradition); the movement from moderate views and types of action (i.e., reform) in the centre to more extreme views and action further from centre (radical, revolutionary, reactionary). As an extension activity, introduce a three-dimensional spectrum as an alternative model to the traditional linear spectrum. <p>Have students plot the “-isms” on a spectrum, as well as forms of government (democracy, totalitarianism) and types of action. Debrief by discussing the limitations of this political spectrum model, and the similarities between philosophies that occupy the extremes on the spectrum.</p> | <ul style="list-style-type: none"> • Have students write responses that a critic would make to the ten statements, identifying the philosophical approach of the critic. Assess each response, considering the extent to which students <ul style="list-style-type: none"> – demonstrate understanding of the central issue in the original statement – reflect a contrasting philosophical viewpoint – correctly identify the ideological basis for the response. • Have students write a test demonstrating their abilities to <ul style="list-style-type: none"> – define key philosophies and systems of government – identify the philosophical origin of a statement – plot the philosophies and systems of government on a spectrum. |

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
|--|--|
| <p>Effecting Change at the Federal or Provincial Level</p> <ul style="list-style-type: none"> Initiate a class discussion on a public policy issue of interest to students. Have them work in groups to brainstorm different strategies that they or other members of the community may employ to try to effect the change they want. <p>Case Study of a Public Policy Campaign</p> <ul style="list-style-type: none"> Trace the progress of a current or historical public policy campaign over time, examining how politicians, special interest groups, and/or individuals have made use of the parliamentary process, media campaigns, lobbying, and other strategies to influence government policy. Historical examples could include: <ul style="list-style-type: none"> women's suffrage gun control redress for internment of Japanese-Canadians Aboriginal land claims/self-government Charter challenges. | <ul style="list-style-type: none"> After they have compiled a list, have groups answer the following questions: <ul style="list-style-type: none"> Should any of the strategies be abandoned? If so, why? What resources (money, people, time, publicity) would each require? Which strategies would be most effective and why? Have students write an in-class essay evaluating the reasons for the relative success or failure of the campaign. Look for evidence that students' essays <ul style="list-style-type: none"> clearly state a relevant position/thesis include an analysis of methods of effecting change used in the specific campaign demonstrate recall of factual content are organized in a purposeful and effective manner include clear and fluent expression with few flaws in communication support their position with details draw insightful conclusions. |

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
|--|---|
| <p>Workings of Government</p> <ul style="list-style-type: none"> Briefly review the basic structure of the Canadian government (e.g., Governor General, Senate, House of Commons, Member of Parliament, branches of government). Use a video, parliamentary sources, or flowchart to demonstrate the passage of legislation through Parliament. Explain to students that the passage of legislation through the BC legislature differs in that there is no Senate and the Lieutenant Governor gives Royal Assent. <p>Divide students into small groups to discuss a series of scenarios related to party discipline, patronage, and cabinet formation. Each group should record group responses to the scenarios and report out to the class. Here is a sample scenario:</p> <p><i>A bill is to be presented in the House, which an MP opposes as not in the interests of her constituents. Her party supports the bill. How should she vote? How should her party respond if she breaks rank? What if the issue was one of “conscience” rather than constituent interest?</i></p> <p>Research</p> <ul style="list-style-type: none"> Have students research the current makeup of the federal cabinet, noting information about the gender, region, ethnicity, and length of parliamentary experience of each cabinet minister. Students should make journal entries indicating the extent to which the current cabinet reflects Canada and describe other factors that would influence cabinet makeup (e.g., education and professional experience of the MP, her or his political and personal skills and qualities, and political considerations such as patronage). | <ul style="list-style-type: none"> Assess students’ participation in discussions using criteria such as those outlined in the sample assessment instrument provided at the end of this unit (Participation in Class Discussions, Debates, and Simulations). Assess students’ journal entries using criteria such as those outlined in the Response Journal sample assessment tool provided at the end of this unit. |

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
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| <p>Model Parliament (extension activity)</p> <ul style="list-style-type: none"> • Simulate the legislative process by organizing a model parliament. Assign the role of the caucus of each of political parties that you will be including in your simulation. Students may use the political parties currently elected to the House of Commons or BC Legislature, or they may assume more generic parties. Determination of which party will form government can either be based on reality or on the results of a separate model election. (A model parliament unit has been published by the Library of Parliament and is available online.) • Assign student groups to research and present overviews of each of the major federal and BC provincial political parties. The overview should include <ul style="list-style-type: none"> – party history – philosophical origins/basis of party – major policy positions – criticisms made of the party – current leader and opinion poll and electoral status. | <ul style="list-style-type: none"> • Assess student performance based on their participation in the model parliament simulation, using the sample assessment tool provided at the end of this unit (Participation in Class Discussions, Debates, and Simulations). As well, assess the bill student produce in terms of the extent to which it <ul style="list-style-type: none"> – demonstrates understanding of the issue and fit with general party platform – is presented using an appropriate format and clear language. • Assess students' presentations using criteria such as those outlined in the sample assessment instrument provided at the end of this unit (Political Party Presentation). <p>Have students write a response journal entry discussing their impressions of the presentation. Assess students' work using the Response Journal sample assessment instrument provided at the end of this unit.</p> |

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
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| <p>How Federal and Provincial Governments are Formed</p> <ul style="list-style-type: none"> • Create a worksheet of terminology, rules, and procedures associated with the electoral process (e.g., voter and candidate eligibility, independent and official party candidates, voting process, means of tabulation, seat distribution, and current party standings). Ask students to complete the worksheet using Elections Canada or Elections BC web sites. Provide direct instruction on circumstances that precipitate an election call (e.g., roles of Prime Minister and Governor General, vote of non-confidence, fixed election dates). <p>Introduce the issue of candidate nomination through a case study of a recent competitive party nomination battle or by creating a classroom simulation of the process. Case studies or simulations should address questions such as the following:</p> <ul style="list-style-type: none"> – Who can vote? Is this the same for all provincial and federal parties? – How does the balloting process work? (e.g., majority system, preferential ballot, multiple ballots) – Should a party leader be able to circumvent the nomination process by appointing or refusing candidates? – What restrictions should exist on the signing up of party members prior to the vote? <p>Provide direct instruction on majority and minority governments, using specific examples. Create a chart for students to complete regarding the benefits and drawbacks of each.</p> | <ul style="list-style-type: none"> • Assess students' work by checking worksheets and charts for completion and accuracy. Conduct a written or oral quiz on terms and concepts. <p>Have students write a letter to the editor or to their MP or MLA expressing an opinion on any of the issues raised. Assess students' letters, considering</p> <ul style="list-style-type: none"> – demonstration of understanding of the issue – choice of details and evidence – clearly and effectively communicated position. |

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
|---|--|
| <p>Election Campaign</p> <ul style="list-style-type: none"> • During an actual provincial or federal election, use any or all of the following activities: <ul style="list-style-type: none"> – Review the relevant political parties and their platforms. Have students create a brochure to outline a selected party's platform. – Have students create a profile of local candidates, using information from their web sites and advertising, all-candidates meetings, and media coverage. – Guide students through an analysis of party and special interest group TV and print ads (e.g., target audience, message, methods of influence, negative vs. positive ads). – Track polling numbers using polling firm and media web sites over the course of the election. Discuss as a class. – Screen segments of the leaders' debate, and have students write a response journal on their reaction to the debate content and style. – Register your school for a voting simulation such as Student Vote. – Have students make predictions of the election outcome and discuss reliability and potential impact of polling. In assessing reliability, students should consider issues such as sample size and composition, question, etc. | <ul style="list-style-type: none"> • Assess students' work by asking them to write response journal entries and through assessment of class discussions. Criteria such as those outlined in the sample assessment instruments provided at the end of this unit (Participation in Class Discussions, Debates, and Simulations and Response Journal) can be used as the basis for assessment. |

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
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| <p>Election Project</p> <ul style="list-style-type: none"> • Ask students to choose a topic for an elections project, such as one of the following: <ul style="list-style-type: none"> – Media analysis: Students assess media coverage from several sources over two days of the campaign. Students should compare coverage of events over those two days in terms of the following: size and placement of the story, story angle or spin, visual portrayal of individuals and events, tone of analysis. Students should discuss the potential impact of media coverage on an election campaign. – Issue analysis: Students choose two issues of interest (e.g., the environment and national defence) and examine how these issues fit into the campaign. Students should examine party campaign materials, ads, and media coverage to determine how important the issues seemed in the campaign compared to other issues, and how party positions developed over the campaign on these issues. – Leadership analysis: Students collect advertisements and media clippings of the major party leaders. (This can be limited to one leader or a comparison of two or more leaders.) Ask students to write an accompanying paper, discussing how each party sought to portray its leader, how parties characterized other leaders, and how they work characterized in the media. The paper could also address concepts such as what makes a good leader, and how she or he is portrayed by the media. – Local campaign analysis: Students volunteer a minimum of ten hours for a local campaign for a political party of choice. An accompanying paper should discuss the work done, how this work fits into the running of a local campaign, and the student's personal reflections on the experience. | <ul style="list-style-type: none"> • Assess students' projects, considering <ul style="list-style-type: none"> – thoroughness of research – quality and degree of analysis – quality of presentation – degree of understanding of local campaigns – quality of writing. |

Selected Web Sites:

- Elections Canada
<http://www.elections.ca/home.asp?textonly=false>
- The Parliament of Canada
<http://www.parl.gc.ca>
- Model Parliament Unit—Library of Parliament
<http://www.parl.gc.ca/information/about/education/empu/index.htm>
- Student Vote
<http://www.studentvote.ca>

The Constitution and the Charter

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
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| <p>Introduction to the Constitution</p> <ul style="list-style-type: none"> • Ensure that students understand the evolution of Canada’s political autonomy up to the point of the patriation of the Constitution in 1982. Have students do a think-pair-share on the following questions: <ul style="list-style-type: none"> – What rights and freedoms do Canadian citizens have? – Are there any limits on our rights and freedoms? – Are there responsibilities associated with our citizenship? If so, what are they? – Do Canadians have more rights and freedoms now than Canadians did earlier in the twentieth century? Than citizens in other places in the world? If so, why might that be the case? <p>Provide students with information on the major components of the <i>Constitution Act, 1982</i>. Give each student a copy of the <i>Charter of Rights and Freedoms</i>. As a class, identify the major categories of rights and freedoms. Provide instruction on the possible limitations on rights (e.g., Section One and Notwithstanding clause).</p> | <ul style="list-style-type: none"> • Provide groups of students with scenarios and questions in order to help them understand the types of rights and freedoms in the charter. Possible scenarios include: <ul style="list-style-type: none"> – Your family moves to Trois Rivières, Quebec. Do you have the right to attend an English language school? – What are mobility rights? – What is the maximum amount of time permitted between federal elections? – If you are acquitted of an offence (found not guilty) and new evidence is found to implicate you, can you be charged again for the same offence? – Can a Canadian be barred from voting based on a mental disability? <p>Assess student participation in discussions using the sample assessment instrument provided at the end of this unit (Participation in Class Discussions, Debates, and Simulations).</p> |

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
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| <p>Case study presentations</p> <ul style="list-style-type: none"> • Have students form small groups to research and present one key decision in the Charter's history. Suggested cases include <ul style="list-style-type: none"> – R vs. Big M Drug Mart (1985) on Sunday shopping – Singh (1985) on the extension of Charter rights to non-citizen refugee claimants – R vs. Morgentaler, Scott and Smoling (1989) on abortion – R vs. Stinchcombe (1990) on the provision of evidence to an accused before trial – R vs. Keegstra (1996) on freedom of speech vs. promotion of hatred – Vriend vs. Alberta (1998) on whether homosexual rights could be “read into” the Alberta Human Rights code – R vs. Burns and Rafay (2001) on the extradition of Canadians facing possible execution in other countries. | <ul style="list-style-type: none"> • Assess students' presentations based on the following criteria: <ul style="list-style-type: none"> – overview of the facts of the case – quality of research and accuracy of information about the case – degree of understanding of the Charter and the case – reference to specific aspects of the Charter that support the arguments in the case – explanation of the outcome of the case and the reasons given for the judgment – ability to lead a class discussion and choose appropriate questions to guide that discussion – organization of presentation. |
| <p>Selected Web Sites:</p> <ul style="list-style-type: none"> • Consolidated Statutes and Regulations of Canada http://laws.justice.gc.ca/en/index.html • Department of Justice Canada (<i>Canadian Charter of Rights and Freedoms</i>) http://www.laws.justice.gc.ca/en/charter/ | |

*Assessment Instrument***POLITICAL PARTY PRESENTATION**

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|---|---|
| <p style="text-align: center;">4 Exceeds Expectation</p> | <ul style="list-style-type: none"> • Demonstrates an excellent understanding of this party’s history, ideological basis and aspects of the party policies that distinguish it from other political parties. • Research is comprehensive—including party web site, polling firms, other parties, media archives, and other sources. An appropriate reference list is submitted. • Presentation demonstrates excellent group collaboration in its organization. Excellent use is made of visual support, and oral presentation skills are strong. The audience is highly engaged. • Group members are able to answer any reasonable question posed by the audience. |
| <p style="text-align: center;">3 Fully Meets Expectations</p> | <ul style="list-style-type: none"> • Demonstrates a good understanding of key milestones in party history, basic tenets of the party ideology, and major policies. • Research makes use of the party’s web site and other key sources. • Presentation is well organized and uses each group member. Audience interest is maintained through effective delivery, use of visuals, and choice of engaging details. • Group members are able to answer general audience questions. |
| <p style="text-align: center;">2 Minimally Meets Expectations</p> | <ul style="list-style-type: none"> • Demonstrates a basic general understanding of party history, ideology, and major policy positions. • Research is based on party web site and one or two other sources. A basic list of sources is included. • Presentation involves the whole group and has some organization and visual support, but presenter may rely too much on reading and audience interest may lapse. • Group members may have inconsistent or limited ability to answer extension questions from the audience. |
| <p style="text-align: center;">1 Not Yet Meeting Expectations</p> | <ul style="list-style-type: none"> • Does not demonstrate adequate understanding of party history, ideology, or platform. • Research relies only on the party’s web site. • Presentation does not promote learning. Difficulties include organization, clarity or volume of presentation, and/or lack of visual support. • Group members may be unable to adequately answer class questions. |

Assessment Instrument
RESPONSE JOURNAL

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| <p>5 <i>Exceeds Expectations</i></p> | <ul style="list-style-type: none"> • information from the presentation is accurate and referred to often • key aspects of the topic show thoughtful, personal responses, views, or opinions • thoughts, views, and opinions are each supported by information and/or examples from the presentation indicating thorough understanding • thoughtful use of several prompts is evident • makes thoughtful, logical connections • no errors in spelling, grammar, or paragraphing |
| <p>4 <i>Fully Meets Expectations</i></p> | <ul style="list-style-type: none"> • information from the presentation is accurately referred to • thoughtful personal response, views, or opinion is evident • support to thoughts, views, or opinions is evident and indicates understanding • some connections made to major issues or points • appropriate prompts are evident • occasional errors in grammar, spelling, and paragraphing |
| <p>3 <i>Adequately Meets Expectations</i></p> | <ul style="list-style-type: none"> • information from the presentation is referred to • thoughts, views, or opinions are expressed • some support by explanation or example indicating understanding • some use of prompts is evident • errors in grammar, spelling, and paragraphing |
| <p>2 <i>Minimally Meets Expectations</i></p> | <ul style="list-style-type: none"> • information from the presentation is not evident • thought or opinion are not supported • several inaccuracies indicate lack of understanding • no real attempt to incorporate prompts • numerous errors in grammar, spelling, and paragraphing |
| <p>1 <i>Not Yet Within Expectations</i></p> | <ul style="list-style-type: none"> • no real attempt to incorporate information from the presentation • no understanding of the topic is evident • opinion is not supported • no real attempt to incorporate criteria |

Assessment Instrument

PARTICIPATION IN DISCUSSIONS, DEBATES, AND SIMULATIONS

| 1. Not Yet Within Expectations | 2. Minimally Meets Expectations | 3. Fully meets expectations | 4. Exceeds expectations |
|--|---|--|---|
| <i>Degree of engagement and contribution to the discussion</i> | | | |
| Student does not contribute to discussion in most cases. Demonstrates “off task” behaviour. | Occasional contribution made to discussion. | Student is consistently engaged and regularly contributes to discussion. | Student demonstrates enthusiastic engagement. |
| <i>Active listening and handling of dissenting opinions</i> | | | |
| Student is sometimes disrespectful of views of other students or is off task. | Student listens respectfully to other speakers and is generally respectful. | Student can paraphrase arguments from other perspectives and responds respectfully. | Student can directly build off or respond to other arguments and encourages other students to express their opinions. |
| <i>Quality of analysis and supporting evidence</i> | | | |
| Points made are generally common knowledge and do not support the curriculum. | Information and analysis are generally correct with some errors or omissions. | Comprehensive understanding of key issues with well chosen evidence. | Sophisticated analysis based on extensive preparation. |
| <i>Adapting to a role play or simulation situation</i> | | | |
| Student does not demonstrate understanding of the particular perspective of their character. Student does not demonstrate understanding of | Student demonstrates a basic understanding of her or his role in the simulation but may say things that are out of character or make mistakes | A good attempt is made to stay in character and to follow appropriate rules and procedures. Good understanding demonstrated of the | Student is fully in character in position taken, manner of speaking, and adherence to rules and procedures. Student’s performance adds to |

| | | | |
|--|----------------------------------|---|--|
| <i>rules or procedures of the simulation or role play.</i> | <i>with rules or procedures.</i> | <i>nature of the role play or simulation.</i> | <i>the collective enjoyment of the activity.</i> |
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UNIT 2: AUTONOMY AND INTERNATIONAL INVOLVEMENT

Suggested Timeframe

20 hours

PRESCRIBED LEARNING OUTCOMES

Unit 2: *Autonomy and International Involvement* addresses the following prescribed learning outcomes.

It is expected that students will:

Skills and Processes of Social Studies

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

Autonomy and International Involvement

- describe Canada's evolution as a politically autonomous nation
- assess Canada's role in World War I and the war's impact on Canada
- assess Canada's role in World War II and the war's impact on Canada
- assess Canada's participation in world affairs with reference to
 - human rights
 - United Nations
 - Cold War
 - modern conflicts

SUGGESTED ASSESSMENT ACTIVITIES

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
|--|---|
| <p>World War I Learning Stations</p> <ul style="list-style-type: none"> • Have students work in groups to create learning stations that illustrate Canada’s participation in the following aspects of World War I: Somme, Passchendaele, Vimy Ridge, Ypres, 100 Days Campaign, War Losses, treatment of enemy aliens, <i>War Measures Act</i> and conscription, Halifax Explosion, war on the home front (including Victory Bonds and rationing), and women’s role in the war at home and overseas. Stations should incorporate a variety of primary sources, including print, images, poetry, songs, and/or multimedia, including video clips and web sites. Each station should have an accompanying handout with focus questions for other students to answer, focussing on Canada’s role in WWI. Possible questions include the following: <ul style="list-style-type: none"> – How important was Canada’s role in Vimy Ridge? – How did the conscription issue divide Canadians? – What role did women play on the home front? What role did women play overseas? How important was the role of women in the war effort? – Explain the changing nature of warfare (e.g., trench warfare, submarine warfare, battles of attrition). – What were the conditions for soldiers in the trenches? – What were Canada’s war losses? – What were Canada’s role in specific military events including Somme, Passchendaele, Vimy Ridge, Ypres, and the 100 Days campaign? <p>Have students move from station to station in small groups examining materials and responding to focus questions.</p> | <ul style="list-style-type: none"> • After viewing all the stations, have student groups create a presentation demonstrating their learning from at least three of the stations they viewed. Presentations should focus on explaining and assessing Canada’s role in the various aspects of the war described in the stations using specific evidence from the stations. Presentations can be assessed using criteria such as those outlined in the sample assessment instrument provided at the end of this unit (World War I Presentation). |

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
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| <p>World War II Learning Stations</p> <ul style="list-style-type: none"> Have students work in groups to design stations to demonstrate understanding of topics such as the following in relation to Canada's role in World War II: Dieppe, Ortona, D-Day, Battle of the Atlantic, Hong Kong, liberation of the Netherlands, bomber command, conditions on the home front, and women's role in the war. Students' stations should demonstrate understanding of Canada's role in these events, as well as explain and evaluate Canada's role in the military event using specific evidence (e.g., photographs, personal accounts, primary source materials, secondary source evidence). Stations should include a description and explanation that draws on specific evidence including relevant images and source materials, and a brief quiz for students who visit the station. <p>Once students have completed and set up their stations, groups should move through the stations, taking notes if necessary and answering the quizzes.</p> <p>Canada and the Holocaust</p> <ul style="list-style-type: none"> Use a variety of resources and approaches to teach students about the Holocaust and Canada's role in it. Where possible, invite a Holocaust survivor to speak to the class, or have a more recent refugee to Canada share their story with the class. <p>Provide students with information about Canada's current refugee policy. Discuss as a class: How has Canada's refugee policy changed? What might be the reasons for the change?</p> | <ul style="list-style-type: none"> Presentations can be assessed using criteria such as those outlined in the sample assessment instrument provided at the end of this unit (World War II Stations). <p>Conduct a written or oral test to assess students' knowledge of Canada's role in WWI and WWII. Incorporate questions from students' station quizzes and handouts as appropriate.</p> <ul style="list-style-type: none"> Ask students to write a critical reflection essay on a selected topic related to the Holocaust and Canada's refugee policies. Use criteria such as those in the assessment instrument provided at the end of this unit (Canada's Role in the Holocaust) to assess students' responses. |

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
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| <p>Canada and Human Rights Issues</p> <ul style="list-style-type: none"> Given the background knowledge of Canada's role in the Holocaust, ask students to consider the following question: Should Canada play a role in ensuring or preserving the human rights of people globally? Ask students to spend a few minutes quickwriting their response to the question. <p>Draw an imaginary line through the classroom and have students physically stand in a place on that line with one end representing the view that Canada should not get involved, and the other end being Canada should always get involved. Ask students to pair up with someone near them on the line and to create a one-minute defence of their position. Select a variety of students from different positions on the line to give and defend their position. At the end of sharing, give students the opportunity to discuss and ask questions of others with different perspectives.</p> <p>Provide students with reading materials on the Rwandan genocide and the land mines treaty. Discuss Canada's roles in these two very different human rights situations. Again ask students to stand on the imaginary line, representing their view on the scale of Canada getting involved in preserving human rights of other peoples.</p> | <ul style="list-style-type: none"> Have students debate the issue of whether or not Canada should play a role in preserving or ensuring the human rights of people and/or nations in the world. Students may draw examples from Canadian experiences such as: the Holocaust, internment of Japanese-Canadians, peacekeeping, Rwanda, Aboriginal issues, land mines treaty, etc. This debate may be assessed using the sample assessment instrument provided at the end of this unit (Debate). |

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
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| <p>Canada and after World War II</p> <ul style="list-style-type: none"> • Provide students with information about the history and structure of the UN and Canada's contribution to the UN (e.g., peacekeeping, role on the Security Council, participation in the General Assembly). Alternatively, have students complete a web quest to answer questions about the UN and Canada's contributions to it. Provide student reading materials on Canada's role in the following Cold War developments: Avro Arrow, NATO, NORAD, Dew Line, Bomarc missiles. Have students research Canada's role in modern conflicts such as: the Korean War, Suez Crisis, Bosnia, and the 1991 Gulf War. <p>Divide the class into groups have each group examine a different post-WWII event. Groups should prepare to present a seminar on their assigned topic, complete with reference materials to distribute to other students. Students should present the background of their issue to the class and then lead a class discussion assessing Canada's role in the international involvement they have outlined.</p> <p>Timeline</p> <ul style="list-style-type: none"> • Have students create an annotated timeline describing important events in Canada's evolution as an autonomous nation, including the following events: <ul style="list-style-type: none"> – creation of the Canadian Corps in WWI – women's suffrage – Paris Peace Conference/League of Nations – Halibut Treaty – King/Byng – <i>Statute of Westminster</i> – parliamentary vote to join WWII – first Canadian-born Governor General – Canadian flag – patriation of the Constitution. | <ul style="list-style-type: none"> • Conduct a quiz on Canada's participation in Cold War developments and post-WWII conflicts. Test questions should be aimed at demonstrating student understanding of Canada's role in the UN, the Avro Arrow, NATO, NORAD, the Korean War, the Suez Crisis, Bosnia, and the 1991 Gulf War. <p>Have students write a response essay assessing Canada's role in one or more of the post-World War II conflicts discussed. Assess students' response essays using criteria such as those outlined in the assessment instrument provided at the end of this unit (Canada's Role in Post-WWII Conflicts).</p> <ul style="list-style-type: none"> • Assess students' timelines using criteria such as those outlined in the sample assessment tool provided at the end of this unit (Timeline of Canadian Autonomy). |

Selected Web Sites:

- CBC Archives (Conflict and War)
http://archives.cbc.ca/IDT-1-71/conflict_war/
- Veteran's Affairs
<http://www.vac-acc.gc.ca/general/>
- The Memory Project
<http://www.thememoryproject.com>
- United Nations
<http://www.un.org>
- Virtual Museum of Canada
http://www.virtualmuseum.ca/English/index_flash.html

Assessment Instrument
WORLD WAR I PRESENTATION

| | Self-Assessment | Teacher Assessment |
|---|-----------------|--------------------|
| <p><i>Presentation describes and explain Canada's role in a minimum of three aspects of World War I, such as</i></p> <ul style="list-style-type: none"> • <i>Somme</i> • <i>Passchendaele</i> • <i>Vimy Ridge</i> • <i>Ypres</i> • <i>100 Days Campaign</i> • <i>War Losses</i> • <i>treatment of enemy aliens</i> • <i>War Measures Act and conscription</i> • <i>Halifax Explosion</i> • <i>war on the home front (e.g., Victory Bonds, rationing)</i> • <i>women's roles in the war at home and overseas.</i> | | |
| <p><i>Information is drawn from a variety of sources.</i></p> | | |
| <p><i>Presentation incorporates specific examples used and details that are accurate, focussed, and relevant to the topics being presented.</i></p> | | |
| <p><i>Ideas are communicated in a way that demonstrates a clear, accurate understanding of the topics chosen.</i></p> | | |

4 = Fully Meets Expectations

3 = Adequately Meets Expectations

2 = Minimally Meets Expectations

1 = Not Yet Within Expectations

Assessment Instrument
WORLD WAR II STATIONS

| | Self-Assessment | Teacher Assessment |
|---|------------------------|---------------------------|
| <p>Students' stations explain Canada's contributions to a minimum of three specific events or issues during World War II, such as</p> <ul style="list-style-type: none"> • Dieppe • Ortona • D-Day • Battle of the Atlantic • Hong Kong • Liberation of the Netherlands • bomber command • conditions on the home front • women's roles. | | |
| <p>Students are able to evaluate Canada's role in the event shown in their station, using specific historical examples.</p> | | |
| <p>Information is drawn from a variety of sources.</p> | | |
| <p>Examples, reasons, and details are accurate, focussed, and relevant to the issue.</p> | | |
| <p>Students organize stations in a way that demonstrates a clear, accurate understanding of the topic chosen</p> | | |
| <p>Quiz reflects specific information from the station presented.</p> | | |

4 = Fully Meets Expectations
 3 = Adequately Meets Expectations

2 = Minimally Meets Expectations

1 = Not Yet Within Expectations

*Assessment Instrument***CANADA'S ROLE IN THE HOLOCAUST—ESSAY**

| | |
|--|---|
| <p>5. Outstanding</p> | <ul style="list-style-type: none"> • demonstrates a clear, accurate understanding of the topic chosen • information is drawn from a variety of sources • examples, reasons, and details are accurate, focussed, and relevant to the issue • an engaging thesis and conclusion are present and are based on a thorough examination of the issues • writing is coherent and organized, with no noticeable errors |
| <p>4. Very Good</p> | <ul style="list-style-type: none"> • shows a clear understanding of the topic chosen • examples, reasons, and details are accurate, focussed, and relevant to the issue • information is drawn from a variety of sources • a thesis and conclusion are present and are based on a thorough examination of the issues • writing is coherent and organized, with no major errors |
| <p>3. Good</p> | <ul style="list-style-type: none"> • shows a general understanding of the topic chosen • some examples, reasons, and details are included and are accurate • information is drawn from several sources • a thesis and conclusion are present and based on an examination of the issues • writing is coherent and organized, with no more than one major and a few minor errors |
| <p>2. Satisfactory</p> | <ul style="list-style-type: none"> • shows a general understanding of the topic chosen • writing focuses on a single source from class content • a position is developed mainly through examination of the facts; however, opinions are given where factual information would be more relevant • a thesis is present and a conclusion is stated, but after only limited examination of the information • writing is generally organized, but it has some errors significant enough to distract the reader's attention from the content |
| <p>1. Minimally Acceptable</p> | <ul style="list-style-type: none"> • shows a limited understanding of the topic chosen • related issues are not clearly identified • little information from class is present |

- | | |
|--|---|
| | <ul style="list-style-type: none">• <i>facts and opinions have been mixed together to produce an unfocussed argument</i>• <i>writing has several major and minor errors that distract the reader's attention</i> |
|--|---|

*Assessment Instrument***DEBATE**

| | |
|---------------------|---|
| <i>Outstanding</i> | <ul style="list-style-type: none"> • raises several relevant, focussed arguments to support the position • supports arguments using a variety of appropriate statistics, facts, and examples, and the opinions of experts • anticipates and prepares rebuttal to opposing arguments • arguments show evidence of extensive research • each argument builds to the most persuasive argument • concludes with a highly effective summary statement • each member of the team is prepared, understands the debating process, and participates significantly |
| <i>Very Good</i> | <ul style="list-style-type: none"> • raises several relevant arguments to support the position • supports arguments using some appropriate statistics, facts, examples, or expert opinions • anticipates and prepares rebuttals to most of the opposing arguments • arguments show evidence of research • the most persuasive argument is held until last • concludes with an effective summary statement • each member of the team is prepared, understands the debating process, and participates significantly |
| <i>Good</i> | <ul style="list-style-type: none"> • raises several arguments to support the position, but omits an important consideration • supports arguments using some statistics, facts, examples, or expert opinions • provides rebuttal to some but not all of the opposing arguments • some research is evident, but a few important facts are missing • presents a summary statement • each member of the team is prepared and participates significantly |
| <i>Satisfactory</i> | <ul style="list-style-type: none"> • raises three or more arguments to support the position, but misses some relevant points • support for the arguments is limited • provides some rebuttal, but fails to anticipate some important arguments from the opposing team • evidence of research is limited • presents a summary statement |

| | |
|------------------------------------|---|
| | <ul style="list-style-type: none"> • team members are somewhat prepared, and each member participates; however, assistance is needed to follow the correct debating procedures |
| <p><i>Minimally Acceptable</i></p> | <ul style="list-style-type: none"> • raises two or more arguments to support the position, but does not raise several important arguments • presents little factual evidence to support arguments • unable to provide effective rebuttals • little evidence of research • team members are unprepared and need assistance to complete the debate |

*Assessment Instrument***CANADA'S ROLE IN POST-WWII CONFLICTS—WRITTEN
RESPONSE**

| | |
|----------|---|
| 6 | <ul style="list-style-type: none"> • a relevant position/thesis is clearly stated • outstanding recall of factual content • organized in a purposeful and effective manner • position is supported with thoroughly developed details and insightful conclusions are drawn • expression is clear and fluent with few flaws in communication |
| 5 | <ul style="list-style-type: none"> • a relevant position/thesis is clearly stated • proficient recall of factual content; organized in a purposeful and effective manner • position is supported with well developed details and effective conclusions are drawn • expression is generally fluent with few flaws in communication |
| 4 | <ul style="list-style-type: none"> • a relevant position/thesis is evident • competent recall of factual content; generally organized in a purposeful and effective manner • position is supported with sufficient details and adequate conclusions are drawn • expression is sufficiently fluent; errors do not impede meaning |
| 3 | <ul style="list-style-type: none"> • a relevant position/thesis is attempted • minimal recall of factual content; organization is attempted • position is supported with some detail and conclusions are weak • expression is limited; errors may distract and impede meaning |
| 2 | <ul style="list-style-type: none"> • position/thesis is inadequate • insufficient recall of factual content; lacks organization • absence of supporting details, little or no relevant conclusion • expression is awkward; errors interfere with meaning |
| 1 | <ul style="list-style-type: none"> • a position/thesis is not evident • deficient recall of factual content; lacks organization • absence of supporting detail • expression contains multiple errors making understanding |

| | |
|--|------------------|
| | <i>difficult</i> |
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Assessment Instrument

TIMELINE OF CANADIAN AUTONOMY

| | Self-Assessment | Teacher Assessment |
|---|-----------------|--------------------|
| Timeline describes steps to national autonomy, including | | |
| • creation of the Canadian Corps in WWI | | |
| • Paris Peace Conferences | | |
| • King/Byng Crisis | | |
| • Halibut Treaty | | |
| • Statute of Westminster | | |
| • parliamentary vote to join WWII | | |
| • first Canadian born Governor General | | |
| • Canadian flag | | |
| • patriation of the Constitution | | |
| Timeline events are listed chronologically, and descriptions accurately explain the link between the event and national autonomy. | | |
| Timeline is organized in a way that demonstrates a clear, accurate understanding of the events listed. | | |

4 = Fully Meets Expectations

3 = Adequately Meets Expectations

2 = Minimally Meets Expectations

1 = Not Yet Within Expectations

UNIT 3: HUMAN GEOGRAPHY

Suggested Timeframe

20 hours

PRESCRIBED LEARNING OUTCOMES

Unit 3: Human Geography addresses the following prescribed learning outcomes.

It is expected that students will:

Skills and Processes of Social Studies

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

Human Geography

- explain the significance of changes in world population with reference to
 - population pyramids
 - distribution
 - density
 - demographic transition models
- compare Canada's standard of living with those of developing countries, with reference to poverty and key indicators of human development
- assess environmental challenges facing Canadians, including
 - global warming
 - ozone layer depletion
 - fresh water quality and supply

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
|---|--|
| <ul style="list-style-type: none"> • Show the class four population pyramids that reflect rapid growth, slow growth, zero growth, and negative growth. Provide details and interpretations for each pyramid, and give an example of a nation today that would fit each pyramid. <p>Distribute information about age-sex cohorts for ten representative countries around the world. Randomly assign one representative nation to each student. Have students construct a population pyramid from their assigned data, and on their graph identify at what stage of growth their nation is (and how they know this).</p> <ul style="list-style-type: none"> • Provide students with a datasheet that shows population densities for nations around the world (including Canada). Go over formulae with students for calculating population density. Have students use atlases to find a thematic map on world population densities. From this map, and from their datasheet, students should construct a chart that identifies ten nations under each category of “high,” “moderate,” sparse,” and “isolated” population densities. <p>As a class, discuss some of the weaknesses of using population densities data (e.g., population densities show averages, rather than information about the distribution of population within a specific area).</p> | <ul style="list-style-type: none"> • Assess students’ graphs according to the following criteria: <ul style="list-style-type: none"> – formatting (including legend and appropriate title, headings, and sub-headings) – appropriate scale and units used – accurate and complete plotting of data – identification of stages of growth – reasons for stages of growth. • Assess students’ charts on the basis of <ul style="list-style-type: none"> – formatting (including scale and appropriate title, headings, and sub-headings) – accuracy of selection of data – relationships among data – visual appeal of presentation. |

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
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| <ul style="list-style-type: none"> • Have students work in groups to create mind map of factors that determine the density of population. Lead a class discussion of what these factors (both physical and human) may be. On poster paper, have each group draw and annotate their mind map, identifying the factors (and the relative importance of the factors) that help us understand the variance in population density worldwide. • Provide students with data on population for the time frame 1750 to 2050 (projected). Include information for more developed nations and less developed nations. Have students construct a multiple line graph, with one line for birth rate and the other for death rate. The space between the two lines should be labelled “natural increase.” Inform students that what they have graphed is the “demographic transition model,” which shows the change (over time) from high birth/death rates to low birth/death rates in the more developed nations, and how it may eventually occur in all nations. | <ul style="list-style-type: none"> • Assess students’ mind maps on the basis of <ul style="list-style-type: none"> – formatting (including scale and appropriate title, headings, and sub-headings) – accuracy of selection of data – relationships among data – visual appeal of presentation – inclusion of physical factors affecting population (e.g., climate, water supply) – inclusion of human factors affecting population (e.g., conflict and war, industrialization, immigration and emigration practices, family planning policies). • Have students use their journals or construct a brief written response to answer the following questions: <ul style="list-style-type: none"> – What relationship do you see between the birth and death rates? – What would explain the “mortality revolution” that began in the more developed nations around 1750? – Why have birth rates remained higher in the less developed nations? – Why have death rates fallen less rapidly in less developed nations than in more developed nations? – Why did population accelerate after World War II in the less developed nations? – What worldwide occurrences might produce a temporary increase in death rates? |

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
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| <ul style="list-style-type: none"> • Provide students with data that shows total fertility rate and level of education from selected developing countries. Compare these statistics with those for Canada. Have students construct multiple bar graphs to show this data. <p>Follow up with a class discussion of what their graphs reveal, asking questions such as:</p> <ul style="list-style-type: none"> – How can the level of education affect the number of children a woman has? – What might be some of the barriers that prevent women from achieving higher levels of education? – What are some countries doing to respond to population growth (e.g., family planning programs)? Are these programs successful? Why or why not? <ul style="list-style-type: none"> • Provide students with a list of nations that represent a range of GDP standings (e.g., very high to very low). Ask each student to select one nation and research data, using the United Nations Human Development Index criteria, on <ul style="list-style-type: none"> – GDP – life expectancy at birth – adult literacy. <p>Using collected data, have students create two scattergrams for their selected nation, one to compare GDP to life expectancy at birth and one to compare GDP to literacy rates.</p> | <ul style="list-style-type: none"> • Assess students' graphs on the basis of <ul style="list-style-type: none"> – formatting (including scale and appropriate title, headings, and sub-headings) – accuracy of plotting of data – relationships among data – visual appeal of presentation. <p>As an extension, have students conduct a debate on an issue related to government policies designed to respond to population growth (e.g., family planning policies).</p> <ul style="list-style-type: none"> • Ask students to present their scattergrams, assessing their presentations through interpretive questions such as <ul style="list-style-type: none"> – Can you describe the pattern shown on your graphs? – What relationship between life expectancy at birth (and adult literacy) and GDP do your graphs show? – Can you hypothesize any other pairs of factors that would show a similar trend with GDP? An opposite trend with GDP? |

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
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| <ul style="list-style-type: none"> • Have students create a chart that compares development indices in Canada with those of a nation that has a lower Human Development Index. Information should be listed under headings such as <ul style="list-style-type: none"> – Land (percentage of arable land, amount of irrigated land, climate extremes, natural hazards) – People (population, age structure, natural increase, doubling time, languages, literacy, religions, disease rates) – Government (type, executive branch, legislative branch, judicial branch) – Economy (GDP, per capita by sector, poverty line, inflation, labour force, employment, national budget, imports vs. exports) – Personal items (number of telephones, radios, and TVs per capita; Internet access) – Infrastructure (railways, roads, airports, canals, sewer services, clean water, military expenditures) – International connections (border disputes, alliances). • Invite a guest speaker from an international relief organization (e.g., the Red Cross, Oxfam, Save the Children) to discuss the idea of the “poverty cycle” as it applies to developing nations or as it applies to “pockets” of poverty within a developed nation like Canada. Have students apply the poverty cycle concept to a developing nation or smaller unit (e.g., region) of their choice. | <ul style="list-style-type: none"> • Have students write a position paper from the point of view of a development worker in their assigned country, examining two basic issues: <ul style="list-style-type: none"> – What is the key development issue facing this chosen nation? – What specific role(s) could Canada play in addressing these development issues? <p>Have students present their charts and papers for teacher and peer assessment. Assess students’ papers based on the extent to which they</p> <ul style="list-style-type: none"> – include an introduction with a thesis – define the indices of development – incorporate all the relevant information in their chart – identify the key development issue and a course of action to be undertaken by Canada to address this key development issue – include a conclusion with a summary and thesis restatement. • Have students conduct additional research to develop an annotated model that identifies specific factors that make up the cycle. Students should also be able to identify points on the model where breakthroughs could occur, and discuss by what strategies those breakthroughs could lead to an escape from the cycle. Assess students’ research for <ul style="list-style-type: none"> – organization and presentation style – content and ideas – identification and support of thesis – bibliography. |

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
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| <ul style="list-style-type: none"> • Have students work in groups to develop annotated maps on HIV/AIDS and its impact in sub-Saharan Africa. Assign each group to research specific aspects of the HIV/AIDS (e.g., rate of spread and mortality, impact on local economies, access to medical care, cultural attitudes, orphans, treatments) in a selected sub-Saharan nation. You may want to show an example of such a map—thematic maps can be found on the National Geographic web site. • Divide the class into three groups. Assign each group one international financial organization (the International Monetary Fund, the World Bank, and the World Trade Organization), and have them research the role that their assigned organization plays in international development. Once they have completed their research, divide each group in half, and have each smaller group take a for or against position for a point-counterpoint debate on the role and effectiveness of the three organizations in developing countries. • Have students participate in a model United Nations forum on population growth in the developing world. The goal of the forum is to raise awareness of the impact of human population growth, to propose specific actions or policies that could be undertaken to deal with the concerns raised, and to identify what resources the United Nations and its member states could employ in making the actions or policies successful. <p>Divide the class into groups, and assign each group a developing nation. Each group should research and prepare to present to the UN forum</p> <ul style="list-style-type: none"> – specific population problems it is facing – specific strategies and programs that it has (or will have) initiated to deal with the problems – how it can benefit by further aid or assistance from a world body such as the UN. | <ul style="list-style-type: none"> • Assess students' maps to determine that they <ul style="list-style-type: none"> – have a title – include scales (working from a bar scale to develop both a statement scale and a Representative Fraction scale) – include a legend box (e.g., appropriate use of shadings, colours, symbols) – show location (latitude and longitude of each nation chosen; compass rose). • Have students assess their own debate contributions and those of their peers, using criteria such as: <ul style="list-style-type: none"> – quality and currency of point being raised – level of support provided to raised point – ability to rebut points through counter arguments (quality; currency; level of support) – ability to be persuasive. • When assessing students' preparation for and participation in the forum, consider the extent to which they <ul style="list-style-type: none"> – depicted accurate information about their assigned country's population and development issues – adequately represented their country during interaction with other delegates – were familiar with current statistical data on their topics and country – understood and followed the rules and procedures for the forum. |

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
|---|---|
| <ul style="list-style-type: none"> • Divide the class into eight groups and ask each group to research one specific goal of the United Nations Millennium Project. The eight goals are: <ul style="list-style-type: none"> – eradicate extreme poverty and hunger – achieve universal primary education – promote gender equality and empower women – reduce child mortality – improve maternal health – combat HIV/AIDS, malaria, and other diseases – ensure environmental sustainability – develop a global partnership for development. • Set up stations to illustrate the impact, current and potential, of global warming on the various regions of Canada. <p>Divide the class into groups, and assign each of six groups a recent international conference that deals with an issue related to global development (e.g., Law of the Sea, UN Decade for Women, Montreal Protocol, Kyoto Summit, Rio Earth Summit, Cairo Population Forum, World Summit on Sustainable Development). Have each group research its designated conference and present to the class an annotated poster that deals with four issues:</p> <ul style="list-style-type: none"> – What was the overall purpose of the conference? – To what extent was Canada involved? – What were the recommendations? – What progress has been made (or not made) on the recommendations? | <ul style="list-style-type: none"> • Have students present their research findings (e.g., as a slide show, video, oral report). When assessing group presentations, look for evidence that they were able to explain <ul style="list-style-type: none"> – the general intent of the UN Millennium Project – the ways in which the goal could be achieved – why the goals matter. • Have students develop a response journal entry for the information they gleaned from the posters. Students should reflect on the following questions: <ul style="list-style-type: none"> – Was the conference successful or unsuccessful? Why? – Are all nations in agreement about what to do to address development issues? What are some possible reasons for disagreement? – What leadership role do you think Canada should play in these types of conferences? – What role do you think individuals such as yourself can play in dealing with these problems? |

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
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| <ul style="list-style-type: none"> • Invite a guest speaker from relevant government departments or NGO to talk about the importance of wetlands for maintaining Canada's fresh water quality and supply. Working in groups, have students research topics such as <ul style="list-style-type: none"> – What are wetlands, and where are they located in Canada? – Why are wetlands important? (i.e., energy flow, flood control, ground water supply and purification, nutrient retention) – What are some of the threats to wetlands, both human and natural? <p>Each group should present a poster with both written and visual information on it related to their particular topic.</p> | <ul style="list-style-type: none"> • As a class, determine the criteria for assessing students' posters, such as <ul style="list-style-type: none"> – inclusion of relevant title and headings – accuracy of selection of data – relationships among data – visual appeal. |
| <p>Selected Web Sites</p> <ul style="list-style-type: none"> • Atlas of Canada http://www.atlas.gc.ca • Civics and Society: Emerging Issues (Statistics Canada) http://www.statcan.ca/english/kits/issues/issue.htm • International Monetary Fund http://www.imf.org/ • Population Reference Bureau http://www.prb.org/ • United Nations Millennium Project http://www.unmillenniumproject.org/ • Natural Resources Canada (environment posters) http://adaptation.nrcan.gc.ca/posters/ | |

UNIT 4: SOCIETY AND IDENTITY

Suggested Timeframe

50 hours

PRESCRIBED LEARNING OUTCOMES

Unit 4: Society and Identity addresses the following learning outcomes. Note that the summative activity provided at the end of this unit may be used to assess additional learning outcomes from other curriculum organizers, depending on the nature of the project students choose to undertake.

It is expected that students will:

Skills and Processes of Social Studies

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

Society and Identity

- assess the development and impact of Canadian social policies and programs related to immigration, the welfare state, and minority rights
- assess the impact of the conscription crises, Quebec nationalism, bilingualism, and regionalism on Canadian unity
- demonstrate knowledge of the challenges faced by Aboriginal people in Canada during the 20th century and their responses, with reference to
 - residential schools
 - reserves
 - self-government
 - treaty negotiations
- explain economic cycles with reference to the Great Depression and the labour movement in Canada
- describe the role of women in terms of social, political, and economic change in Canada
- represent what it means to be Canadian with reference to
 - distinctive Canadian programs and policies
 - important Canadian cultural and scientific achievements

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
|--|---|
| <p>Panel discussion</p> <ul style="list-style-type: none"> • Provide students with information on minority groups in Canada from World War I to a pre-determined time period, as well as background information such as <i>Charter of Rights and Freedoms</i>. Divide the class into groups, and select incidents concerning the treatment of minority groups (e.g., Komagata Maru, <i>Immigration Act of 1919</i>, <i>Chinese Exclusion Act of 1923</i>, internment of Japanese-Canadians, <i>War Measures Act</i>) that exemplify the actions of xenophobia or racism. Have students work in their groups to prepare arguments for a panel discussion on the selected issue. Groups could be organized as follows: <ul style="list-style-type: none"> – Group 1: justify the government's actions taken at the time, identifying specific government policy and actions taken – Group 2: represent the interests of the various minority groups – Group 3: act as the deciding body to assess whether the government was justified in its actions at the time. | <ul style="list-style-type: none"> • Assess student work using the sample assessment instrument provided at the end of this unit (Inquiry Panel). |
| <p>Selected Web Sites:</p> <ul style="list-style-type: none"> • Citizenship and Immigration Canada http://www.cic.gc.ca/english/department/legacy/ • Civics and Society: Emerging Issues (Statistics Canada) http://www.statcan.ca/english/kits/issues/issue.htm • Department of Justice Canada (<i>Canadian Charter of Rights and Freedoms</i>) http://www.laws.justice.gc.ca/en/charter/ | |

English-French Relations

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
|---|--|
| <p>Timeline</p> <ul style="list-style-type: none"> • Have students work in groups to construct a timeline marking ten major issues/events that reflect the tension between English and French Canadians from World War I to the present (e.g., differing views on international conflict, culture, sovereignty). Students' timelines should include <ul style="list-style-type: none"> – year(s) of event – title of event/issue (e.g., conscription; Bill 101) – main players in event (e.g., government party and leaders) – goal of parties involved (e.g., separatism) – action taken (e.g., protests, court challenges, legislation) – impact on society. <p>Debate</p> <ul style="list-style-type: none"> • Divide the class into two groups to debate a resolution such as the following: <i>The conscription crises, Quebec nationalism, bilingualism, and regionalism have caused the demand for Quebec separation.</i> In preparing for the debate, students should research the impact of each of these factors, and prepare to present evidence to support their position for or against the resolution. | <ul style="list-style-type: none"> • Have students explain their timelines in an oral presentation. Assess students' timelines using criteria such as those outlines in the sample assessment instrument provided at the end of this unit (Timeline and Research Presentation). • Assess students' debate performances using criteria such as those outlines in the sample assessment instrument provided at the end of this unit (Quebec Debate). |
| <p>Selected Web Sites:</p> <ul style="list-style-type: none"> • Department of Justice Canada (<i>Charter of Rights and Freedoms</i>) http://www.laws.justice.gc.ca/en/charter/ | |

Aboriginal Peoples in Canada

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
|---|---|
| <p>Timeline and Presentation</p> <ul style="list-style-type: none"> Review terms such as <i>status</i> and <i>non-status</i>, residential schools, reserves, self-government, and the <i>Indian Act</i> of 1876. <p>Divide the class into groups to research topics that exemplify the mistreatment of Aboriginal peoples (e.g., residential schools, right to vote 1960, White Paper 1969, Meech Lake Accord, Assembly of First Nations, Oka 1990). Have groups create a timeline to present their findings.</p> <p>Guest Speaker</p> <ul style="list-style-type: none"> Invite an Aboriginal Elder to class to discuss topics and issues that affect Aboriginal people on the community, provincial, and federal levels (e.g., self-government, treaty negotiations, types of activities promoting cultural identity). Ask students to generate questions to be asked of the speaker. Questions could include: <ul style="list-style-type: none"> Are you involved in any treaty negotiations or land claims? If so, what success have you had? Why are negotiations for land claims and self-government so difficult? How is Aboriginal reserve land different from other forms of land ownership in our community? How were you or any people you know affected by residential school experiences? | <ul style="list-style-type: none"> Have students explain their timelines in an oral presentation. Assess students' timelines for inclusion of <ul style="list-style-type: none"> year of event name of event description/intent of event main players involved outcome of event. Assess student participation by noting the extent to which they <ul style="list-style-type: none"> ask relevant questions during speaker's presentation in a respectful manner listen respectfully and carefully record notes on speaker's answers in their journal apply information from the guest speaker and additional resources to reflect on the challenges faced by Aboriginal people in Canada during the 20th century. |
| <p>Selected Web Sites:</p> <ul style="list-style-type: none"> Assembly of First Nations http://www.afn.ca/ Department of Justice Canada (<i>Charter of Rights and Freedoms</i>) http://www.laws.justice.gc.ca/en/charter/ | |

Canadian Identity—Economy, Social Programs, and the Role of Women

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
|--|---|
| <p>Research, presentation, quiz, and reflection</p> <ul style="list-style-type: none"> • Divide the class into four groups, and assign each group one of the following topics: <ul style="list-style-type: none"> – Canadian social programs – economic cycles and society – women in Canadian society – contributions to Canadian identity. <p>Have students work in their groups to research and prepare presentations about their topic, using the guiding questions and representation suggestions provided in the assessment instrument provided at the end of this unit (Canadian Identity—Guiding Questions and Representations). Advise students that they may choose to complete any or all of the representations listed for their topic, as long as all the guiding questions are addressed.</p> <p>Groups will then present their topic to the class, incorporating their individual representations to assist them in explaining their topic. Have the remaining members of the class make notes from each presentation and complete an individual response journal for each topic that incorporates their thoughts and opinions, supported by information gathered from the presentation.</p> <p>Follow up by having each group create a short quiz on their topic. Students could incorporate any of the following formats in their quiz questions:</p> <ul style="list-style-type: none"> – What are the important features/qualities/characteristics of ...? – In order of importance, list and explain ... – Explain why/how/the meaning of ... – Summarize the main points of ... – Compare ... to ... – Explain and support what you see as a solution to ... – Decide and justify which choice you would make if ... | <ul style="list-style-type: none"> • Each component of students' work can be assessed as follows: <ul style="list-style-type: none"> – Presentation: Discuss with the students the criteria that will be used to assess their presentation. Criteria such as those outlined in the sample assessment tool provided at the end of this unit (Group Presentation) can be used as the basis for teacher and self-assessment. In addition, students' representations should conform to standard format criteria for each type of representation (e.g., chart, concept web, newspaper editorial, speech). – Quiz: Have students conduct a peer assessment of each other's quizzes, using criteria such as those outlined in the sample assessment tool provided at the end of this unit (Peer Quiz). – Response Journals: Have students create a response journal for each presentation they observe. Students should provide an explanations, justifications, or examples from the information obtained from each presentation in their journal responses. Criteria such as those outlined in the sample assessment instrument provided at the end of this unit (Response Journal) can be used as the basis for this assessment. – Process: Students should retain, organize, and hand all of their notes and paperwork at the end of the unit, along with a bibliography. Assess for thoroughness of notes, adherence to bibliography conventions, and the use of a variety of resources. – Group Participation: Have students assess how group members performed their duties and contributed to the quality of the assignment and presentation. Criteria such as those outlined in the sample assessment tool provided at the end of this unit (Group Participation) can be used as the basis for this peer and self-assessment. |

Summative Activity

| PLANNING FOR ASSESSMENT | ASSESSMENT STRATEGIES |
|---|--|
| <p>Summative Project</p> <ul style="list-style-type: none"> An activity that requires students to reflect on a range of course topics can be used as either a final project for the course or as a review for the provincial examination. Challenge students to work individually or in groups to create a representation that depicts an expression of what they have personally taken from the course, focussing on a definition of the various components that influence their understanding of what it means to be a Canadian. For example, students could choose to create a mandala, a poster, a chart with summary, an annotated timeline, an annotated portfolio of relevant news items, a written or oral interview, or a slide show. <p>(Note: you may wish to introduce the summative project at the beginning of the course, allowing students to plan and conduct research in conjunction with other learning activities.)</p> | <ul style="list-style-type: none"> Discuss as a class the criteria for assessing their summative projects. Criteria will vary according to the presentation format chosen, but could include the extent to which they <ul style="list-style-type: none"> select and annotate representative information incorporate information representing the topics of politics and government, autonomy and international involvement, human geography, and society and identify show interrelationships among the topics and selections justify their choices in terms of their relationship to the theme of Canadian identity depict the appropriate style and format for the presentation chosen. |

Assessment Instrument

IMMIGRATION IN THE 20TH CENTURY

| | |
|-----------------|--|
| <p>3</p> | <ul style="list-style-type: none"> • Multiple reasons for immigration were provided • Good details of immigration process are included • Included most immigrant groups for the time period • Most research supported with thorough explanations • Two or more sources were used • Chart is neat, well-organized, and legible, with appropriate titles and labels • Presentation of information is clear, understandable, with minimal use of cue cards and good connection with audience |
| <p>2</p> | <ul style="list-style-type: none"> • Some reasons for immigration were provided • Reasonable amount of detailing of the immigration process • Included a few immigrant groups for the time period • Research supported with partial explanations • Only one source used • Chart is neat and legible but somewhat disorganized with some missing titles and labels • Presentation of information is somewhat adequate, but may rely on frequent reference to cue cards |
| <p>1</p> | <ul style="list-style-type: none"> • Few reasons for immigration were provided • Minimal details of immigration process • Included only one or two immigrant groups for the time period • Little research done with minimal explanations • No sources included • Chart is disorganized and illegible, with few titles and no legend • Presentation of information was confusing and not to the point |

Assessment Instrument
INQUIRY PANEL

| <i>Criteria</i> | <i>Supporting Evidence</i> | <i>Rating</i> |
|---|----------------------------|---------------|
| <ul style="list-style-type: none"> used effective research skills in preparation of the inquiry | | |
| <ul style="list-style-type: none"> gave effective presentation of arguments and counter-arguments | | |
| <ul style="list-style-type: none"> provided supporting evidence such as examples (e.g., personal accounts) | | |
| <ul style="list-style-type: none"> cited appropriate supporting documents | | |
| <ul style="list-style-type: none"> abided by the guidelines of conduct for a public inquiry | | |

- 4 = Fully Meets Expectations
- 3 = Adequately Meets Expectations
- 2 = Minimally Meets Expectations
- 1 = Not Yet Within Expectations

*Assessment Instrument***TIMELINE AND RESEARCH PRESENTATION**

| 3. Fully Meets Expectations | 2. Meets Expectations | 1. Does Not Meet Expectations |
|--|---|--|
| <ul style="list-style-type: none"> Timeline is neat, well organized, and legible with appropriate labels and title | <ul style="list-style-type: none"> Timeline evident; most events labelled and a title present | <ul style="list-style-type: none"> Timeline disorganized; lacking appropriate labels and title |
| <ul style="list-style-type: none"> All three topic areas clearly addressed | <ul style="list-style-type: none"> All three topics attempted | <ul style="list-style-type: none"> Topic area vaguely addressed; support evidence was very faulty or inconclusive |
| <ul style="list-style-type: none"> Events selected were significant; excellent support made as to their importance | <ul style="list-style-type: none"> Most events were relevant and had some supporting evidence | <ul style="list-style-type: none"> Events selected were not relevant or key events were missed |
| <ul style="list-style-type: none"> Speakers were clear, easily understood; made very little or no reference to cue cards; excellent eye contact with audience | <ul style="list-style-type: none"> Speakers made reference to cue cards; limited eye contact with audience | <ul style="list-style-type: none"> Speakers were disorganized, unclear, and relied entirely on cue cards |
| <ul style="list-style-type: none"> Level of research on impacts of events was extensive | <ul style="list-style-type: none"> Limited research performed; few resources mentioned | <ul style="list-style-type: none"> Little or no research evident; source of meaningful research lacking |

Assessment Instrument
QUEBEC DEBATE

| Criteria | Ranking | Supporting Evidence |
|---|----------------|----------------------------|
| To what extent did the group | 0 - 3 | |
| <ul style="list-style-type: none"> • research and address the issues of <ul style="list-style-type: none"> – conscription – Quebec nationalism – bilingualism – regionalism | | |
| <ul style="list-style-type: none"> • give opening statement to establish the group's position in a clear manner | | |
| <ul style="list-style-type: none"> • provide appropriate and relevant documentation as examples to support arguments | | |
| <ul style="list-style-type: none"> • provide counter arguments with supporting examples | | |
| <ul style="list-style-type: none"> • adhere to guidelines of proper and responsible debate | | |
| <ul style="list-style-type: none"> • provide a clear and convincing summation of their position | | |

Winning group:

Reasons why this group won the debate:

Additional Comments:

*Assessment Instrument***CANADIAN IDENTITY—GUIDING QUESTIONS AND REPRESENTATIONS****Canadian Social Programs****Guiding Questions:**

- Describe why the following social programs were created:
 - medicare
 - Employment Insurance
 - Welfare
 - Canada Pension Plan
 - Workers' Compensation
 What was the purpose of each?
- How are each of these programs funded (i.e., who pays, how, how much, when, which level of government deals with each program)?
- What problems exist for these programs?
- What is the impact of these programs on Canadians?
- Can these programs be sustained? At what cost?

Suggested Representations:

- Create a chart that describes each social program, using the guiding questions as categories for the chart.
- Create a timeline that indicates when each social program was created, who created the program, why it was created, and any major changes that have been made since.
- Create graphs depicting recent government spending on these social programs in relation to overall government expenditures.
- Create an opinion statement (argumentative essay) that justifies the amount (percentage of the budget) you would allocate for these programs if you had this power. Be sure to take into consideration future problems.
- Create a speech in support of, or against, either of the following:
 - privatization of Canada's health care system
 - changes to the Canada Pension Plan to ensure viability.

Economic Cycles and Society

Guiding Questions:

- What are the effects of a successful economy on a society?
- What are the reactions of society to downturns in the economy?
- When have there been periods of prosperity and decline in our economy?
- How are the people and the workforce affected by the economic cycle?
- What are the stages of the economic cycle?
- What reactions have there been to previous periods of decline such as the Great Depression of the 1930s?
- What was done to reduce the effects of this decline?
- What organizations developed out of the depression?
- Are periods of prosperity and decline necessary? Why or why not?
- How can severe declines be prevented?
- How have these periods of prosperity and decline affected society?

Suggested Representations:

- Create a graphic depicting the stages in the economic cycle as they apply to periods of our history, from WWI through to the end of the 20th century. Include explanations of the following terms in your graphic: *recession, depression, recovery, prosperity, decline, and inflation*. Also, explain how deficit financing and supply and demand affect this cycle.
- Create a newspaper article with headlines that describe the causes of, immediate consequences of, and initial government reaction to the Great Depression of the 1930s. Include information concerning the effect of overproduction, stock market speculation, buying on credit, and western crop failures on the depression.
- Create a series of “on location” news reports depicting the reactions of labour to economic conditions in the years immediately following WWI and in the midst of the depression of the 1930s. Include a description and explanation for such events as the: formation of One Big Union, Winnipeg General Strike, On-to-Ottawa Trek, and the creation of the Regina Manifesto.
- Create diary entries for the following people living during the Great Depression: a farmer on the prairies, a banker in the city, an industrial worker in the city, a doctor or lawyer, and a mother with small children. Diary entries should relate how each of these people was affected differently, what they observed happening, their feelings about the situation, and their thoughts for the future.
- Create a series of posters or editorial cartoons that depict government reactions to the Depression and proposals or attempts made to correct the situation.

Women in Canadian Society

Guiding Questions:

- In which ways have women made specific contributions to the social fabric of Canada?
- How has their role changed during the last century? What events influenced these changes?
- Where have Canadian women made advancements in their economic and legal status?
- Which forces have led Canadian women to become involved in organizations to promote their rights and status?
- Have all the changes been of benefit to women and to society as a whole?
- What challenges do women currently face compared to the past?

Suggested Representations:

- Create a timeline or a concept web that identifies significant contributions and achievements of Canadian women in shaping our social attitude toward gender equality and their role in the economic and industrial growth that has occurred in Canada throughout the last century. Include the suffrage movement, women's participation in world wars at home and overseas, prohibition, involvement in politics, participation in the workforce, the feminist movement, affirmative action initiatives, and significant achievements in the arts, sciences, and athletics.
- Create a speech you would make as a speaker in the 1960s appearing before the Royal Commission on the Status of Women, outlining challenges for a woman to reach her potential. Indicate what you feel women and government need to do to correct this situation.
- Interview several women in various occupations within the community. Interview questions should seek to identify challenges that exist specifically for women (e.g., opportunities for promotion, job expectations, salary, and interactions with co-workers and subordinates). Also ask questions to determine the challenges women experience balancing career, home, and child rearing.
- Using information obtained from the interview and research on the role of women in our society, create an opinion statement (argumentative essay), a drama presentation, or a debate that addresses the resolution that: "Gender equality for women has not been attained."

Contributions to Canadian Identity

Guiding Questions:

- In which ways is Canadian society similar to and different from that of the United States?
- What are the greatest US influences on our culture?
- How do our economic ties with the US (e.g., foreign investment and trade agreements) influence our national identity?
- What makes us distinctly Canadian?
- What notable contributions have Canadians made to the areas such as athletics, the arts, literature, politics, science and invention, human rights, and health?
- How have these achievements contributed to our national identity?
- How has the ethnic composition of our society contributed to our national identity?
- What efforts has our government made to promote a distinctive Canadian culture (e.g., the CRTC, the CBC, the NFB, multiculturalism programs and events)? Are these methods effective?
- Can we define what it means to be a Canadian? Why or why not?

Suggested Representations:

- As a group, complete research and then present a panel discussion where the difference between US and Canadian policies and issues is discussed. In preparation, research information and statistics on areas of interest such as crime rates, death penalty, gun control, health care, education, foreign policy, military spending and involvement, entertainment, environmental concerns, and civil and human rights.
- Create a visual representation depicting how several former Canadian prime ministers and US presidents have disagreed on specific issues or policies. Include Mackenzie King, St. Laurent, Diefenbaker, Pearson, Trudeau, Mulroney, and Chrétien as your Canadian prime ministers. Consider such areas as military involvement, trade, and civil and human rights.
- Create a concept web that identifies measures the Canadian government has taken to promote a distinct Canadian identity in the broadcasting, visual, and performing arts. Include organizations such as: CRTC, CBC, NFB, and the Canada Council. Measure their success by referring to specific examples.
- Identify several 20th century Canadian personalities from each of the areas of athletics, the arts, politics, science and invention, entertainment, human rights, and health and create a concept web that clearly identifies the significant achievement each has made that has contributed to our Canadian identity.
- Incorporating information from research, create an original "I am Canadian" rant, song, or poem depicting feelings of what it means to be a Canadian.

Assessment Instrument
GROUP PRESENTATION

| <p>Topic:</p> <p>Presenters:</p> | | |
|--|---------------------------|-------------------------|
| <i>Presentation Criteria</i> | <i>Teacher Assessment</i> | <i>Teacher Comments</i> |
| <p>Organization Presented on time and the process and sequence of the presentation was clear.</p> | | |
| <p>Knowledge Understood the topic. Insightful connections made. High quality, relevant information included.</p> | | |
| <p>Delivery Speed of delivery and repetition of key points allowed for understanding and included pauses for clarification and audience note-taking.</p> | | |
| <p>Overview Content and background of topic, outline of the presentation, and important people, terms, events introduced.</p> | | |
| <p>Visuals Appropriate visuals were used to introduce new names, terms, and events to the audience.</p> | | |

| | | |
|--|--|--|
| <p>Summary Major points were reviewed at the end of the presentation or at appropriate breaks in the topic.</p> | | |
| <p>Quiz Questions Questions were appropriate to the topic, and could be answered based on the information provided in the presentation.</p> | | |

- 5 = Exceeds Expectations
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- 1 = Not Yet Within Expectations

*Assessment Instrument***PEER QUIZ**

Mark the quiz out of 4, according to the following scale:

| | |
|----------|--|
| 4 | <ul style="list-style-type: none"> • Demonstrates excellent understanding and insight of the issue, topic, or question. • Uses extremely well-reasoned approach. • Includes all important facts or information from the presentation. • Provides extensive details. |
| 3 | <ul style="list-style-type: none"> • Demonstrates good understanding of the issue, topic, or question. • Uses an approach that is well thought out. • Includes most facts or information from the presentation. • Provides good details. |
| 2 | <ul style="list-style-type: none"> • Demonstrates general understanding of the issue, topic, or question. • Uses an approach that is somewhat confused. • Omits some facts or information from the presentation, or asks some questions about information not included in the presentation. • Provides some details. |
| 1 | <ul style="list-style-type: none"> • Demonstrates little understanding of the issue, topic, or question. • Uses an approach that is not well thought out. • Omits most important facts or information from the presentation, or uses information that bears no connection to the presentation. • No support for opinion or information provided. |

Assessment Instrument
RESPONSE JOURNAL

| | |
|---|--|
| <p>5 Exceeds Expectations</p> | <ul style="list-style-type: none"> • information from the presentation is accurate and referred to often • key aspects of the topic show thoughtful, personal responses, views, or opinions • thoughts, views, and opinions are each supported by information and/or examples from the presentation indicating thorough understanding • thoughtful use of several prompts is evident • makes thoughtful, logical connections • no errors in spelling, grammar, or paragraphing |
| <p>4 Fully Meets Expectations</p> | <ul style="list-style-type: none"> • information from the presentation is accurately referred to • thoughtful personal response, views, or opinion is evident • support to thoughts, views, or opinions is evident and indicates understanding • some connections made to major issues or points • appropriate prompts are evident • occasional errors in grammar, spelling, and paragraphing |
| <p>3 Adequately Meets Expectations</p> | <ul style="list-style-type: none"> • information from the presentation is referred to • thoughts, views, or opinions are expressed • some support by explanation or example indicating understanding • some use of prompts is evident • errors in grammar, spelling, and paragraphing |
| <p>2 Minimally Meets Expectations</p> | <ul style="list-style-type: none"> • information from the presentation is not evident • thoughts and opinions are not supported • several inaccuracies indicate lack of understanding • no real attempt to incorporate prompts • numerous errors in grammar, spelling, and paragraphing |
| <p>1 Not Yet Within</p> | <ul style="list-style-type: none"> • no real attempt to incorporate information from the presentation • no understanding of the topic is evident |

| | |
|---------------------|--|
| <i>Expectations</i> | <ul style="list-style-type: none">• <i>opinion is not supported</i>• <i>no real attempt to incorporate criteria</i> |
|---------------------|--|

Assessment Instrument
GROUP PARTICIPATION

(Each group member should complete this assessment individually)

Your Name:

Group Members:

Duties I specifically performed during the course of the assignment:

My own personal contribution amounted to ___% of the total group preparation.

Strengths/difficulties my group experienced:

Things my group could have done better:

| Category | Criteria | Group Member Names (include your own) | | | | | |
|--------------|--------------------------|--|--|--|--|--|--|
| | | | | | | | |
| Co-operation | Willing to work | | | | | | |
| | Listened to group views | | | | | | |
| | Followed instructions | | | | | | |
| | Asked for help if needed | | | | | | |
| | Included all members | | | | | | |
| Contribution | Dependable | | | | | | |
| | Contributed good ideas | | | | | | |

| | | | | | | | |
|--|--------------------------------------|--|--|--|--|--|--|
| | <i>Attended meetings and classes</i> | | | | | | |
| | <i>Prepared her/his share</i> | | | | | | |
| | <i>Finished work on time</i> | | | | | | |
| | <i>Stayed on task</i> | | | | | | |

- 5 = Exceeds Expectations*
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- 1 = Not Yet Within Expectations*



LEARNING RESOURCES

Social Studies 11

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

What Are Recommended Learning Resources?

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

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

What Kinds of Resources Are Found in a Grade Collection?

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

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

http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm

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

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

Teachers must use either:

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

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

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

http://www.bced.gov.bc.ca/irp_resources/lr/resource/res_main.htm

What Are the Criteria Used to Evaluate Learning Resources?

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

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

What Funding is Available for Purchasing Learning Resources?

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

GRADE COLLECTION

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









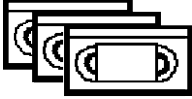







ordering information. Most suppliers maintain web sites that are easy to access.

Selected Web Sites

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

MEDIA ICONS KEY

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

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

SELECTED WEB SITES

Although the following web sites do not have Recommended status, they have been provided as support for teachers in instruction and assessment of Social Studies 11. As with all supplementary resources, local approval is required before use. Teachers should preview the sites in order to select those that are appropriate for use by their students, and must also ensure that students are aware of school district policies on Internet and computer use.

The selected web sites are not intended to represent an exhaustive list; rather, these sites, current as of March 2005, represent a “starter set” of potentially useful sites relevant for the Social Studies 11 curriculum. Many of the sites also link to additional resources for teachers and students. To further assist teachers, many of the sites, or more specific pages within the site, are also listed individually in the relevant sections of the Classroom Assessment Model.

In the following annotations, quotation marks indicate site-provided descriptions.

Assembly of First Nations

<http://www.afn.ca/>

“The Assembly of First Nations (AFN) is the national representative organization of the First Nations in Canada. There are over 630 First Nation’s communities in Canada. The AFN Secretariat is designed to present the views of the various First Nations through their leaders in areas such as Aboriginal and Treaty Rights, Economic Development, Education, Languages and Literacy, Health, Housing, Social Development, Justice, Taxation, Land Claims, and Environment.”

Atlas of Canada (Natural Resources Canada)

<http://atlas.gc.ca/site/english/index.html>

“The Atlas of Canada provides authoritative, current, and accessible geographic information products at a national level. Working with partners, the Atlas facilitates the integration and analysis of diverse data in order to increase overall knowledge about Canada.” Includes a range of thematic maps (e.g., language, age, family, land use).

Canada and the World (Government of Canada)

http://canadainternational.gc.ca/caw/Canada_and_the_world-en.aspx

“Welcome to Canada and the World—your best source for up-to-date information about Canada’s international relations and global activities. Join us in exploring Canada’s contributions to global peace, security, development, and environmental health, our foreign policy and our technological and educational cooperation initiatives. Join us in exploring Canada’s place in the world.”

Canadian Heritage (Government of Canada)

http://www.pch.gc.ca/index_e.cfm

“Canadian Heritage is responsible for national policies and programs that promote Canadian content, foster cultural participation and active citizenship and participation in Canada’s civic life, and strengthen connections among Canadians.”

Canadian International Development Agency—CIDA (Government of Canada)

<http://www.acdi-cida.gc.ca/index-e.htm>

“CIDA supports sustainable development in developing countries in order to reduce poverty and to contribute to a more secure, equitable, and prosperous world.”

Canadian Museum of Civilization Corporation (Government of Canada)

<http://www.civilization.ca>

“Canada’s largest and most popular cultural institution, the Corporation manages the Canadian Museum of Civilization and the Canadian War Museum.”

Canadian Olympic Values Education Program (Canadian Olympic Committee)

http://www.olympic.ca/EN/education/values_education.shtml

“The Canadian Olympic Values Education Program is based on the seven Canadian Olympic values (excellence, fun, fairness, respect, human development, leadership, and peace). The program presents the values in a concrete, engaging way and links them to the students’ daily experiences.”

CBC Archives

<http://archives.cbc.ca/index.asp?IDLan=1>

Contains archival television footage and other information related to a wide range of issues relevant to Social Studies 11 (e.g., creation of Nunavut, Meech Lake Accord, death penalty debates, the October Crisis, medicare, conflict and war). Topics are searchable by category and by timeline. Site includes a “For Teachers” section, with educational materials created to complement many of the topics.

Citizenship (Citizenship and Immigration Canada)

<http://www.cic.gc.ca/english/citizen/index.html>

“Learn more about Canadian citizenship or how to become a citizen.”

Consolidated Statutes and Regulations of Canada

<http://laws.justice.gc.ca/en/index.html>

Links to all current federal legislation.

Department of Justice Canada

<http://canada.justice.gc.ca/en/index.html>

“The Department of Justice strives for excellence in the practice of law. It is a leader in Canada and internationally and at the forefront of legal issues that are relevant to the daily lives of Canadians—issues such as human rights, public security, electronic government, and bio-technology.”

Elections Canada

<http://www.elections.ca/home.asp?textonly=false>

“Elections Canada is the non-partisan agency responsible for the conduct of federal elections and referendums. In accordance with our mandate from Parliament, we devote a good deal of effort to making information about the federal electoral system widely available to all Canadians. This web site is part of that effort and we intend to make it a valuable and accessible resource for everyone interested in elections.”

EnviroZine (Environment Canada)

http://www.ec.gc.ca/envirozine/english/home_e.cfm

Environment Canada's online magazine.

Global Warning (Knowledge Network)

<http://www.knowledgenetwork.ca/globalwarning/splash.html>

"Fossil fuel emissions are causing some dramatic changes to our planet. In this multimedia site, learn about why climate change is happening, how it effects us, and why it has scientists so concerned."

G8 Canada (Government of Canada)

<http://www.g8.gc.ca/menu-en.asp>

Includes background information, news releases, and documents from various G8 summits.

Government House (BC)

<http://www.ltgov.bc.ca/default.htm>

Information about Government House and the duties of the Lieutenant Governor of BC. Includes a "Youth Zone" and an archive of past speeches.

Human Security Program (Department of Foreign Affairs and International Trade)

<http://www.humansecurity.gc.ca/psh-en.asp>

"Our objective is to build a world where universal humanitarian standards and the rule of law protect all people; where those who violate these standards are held accountable; and where our international institutions are equipped to defend and enforce those standards. In short, a world where people can live in freedom from fear."

Interchange on Canadian Studies

<http://www.ics.ca/default.html>

"The Interchange on Canadian Studies is an annual, bilingual conference open to Grade 11 students from across the country and is an opportunity for young Canadians to meet, listen to prominent speakers, and share ideas and experiences significant to Canada."

Languages in Canada (Centre for Research and Information on Canada—CRIC)

http://www.cric.ca/en_html/guide/language/language.html

Demographic information about languages spoken in Canada.

Media Awareness Network

<http://www.media-awareness.ca/>

"Provides reference materials for use by adults and youth alike in examining media issues from a variety of perspectives." Includes a section for parents, as well as a section for teachers with resources on a range of topics such as tobacco advertising, crime, land mines, racial stereotyping, gender portrayal, and privacy.

The Memory Project

<http://www.thememoryproject.com>

“The Memory Project is an initiative of the Dominion Institute. The Dominion Institute has focussed its efforts on conducting original research into Canadians’ knowledge of the country’s past and building innovative programs that broaden appreciation of the richness and complexity of the Canadian story. The site includes a Digital Archive, which includes hundreds of first-hand accounts and original artefacts shared by veterans from across Canada.”

MLA Finder (BC)

<http://www.legis.gov.bc.ca/mla/3-1-1.htm>

Directory of Members of the Legislative Assembly—searchable by name, constituency, or postal code.

North American Aerospace Defense Command—NORAD

<http://www.norad.mil/>

“Deter, Detect, Defend. That is the motto of the men and women who serve in the North American Aerospace Defense Command. Since 1958, Canadians and Americans have been partners in protecting the airspace of Alaska, Canada, and the contiguous 48 United States.”

North Atlantic Treaty Organization—NATO

<http://www.nato.int>

“NATO’s essential purpose is to safeguard the freedom and security of all its members by political and military means in accordance with the North Atlantic Treaty and the principles of the United Nations Charter. ”

PBS Programs A-Z

http://www.pbs.org/search/search_programsaz.html

Includes links to companion sites for a range of specific PBS documentary programs with civics-relevant content (e.g., immigration, gun control, environmental issues, war and conflict). Most sites include case studies, background information, lessons, and other resources.

Population Reference Bureau

<http://www.prb.org/>

“For 75 years, the Population Reference Bureau has been informing people about the population dimensions of important social, economic, and political issues.”

Revised Statutes and Consolidated Regulations of British Columbia

<http://www.qp.gov.bc.ca/statreg/>

Links to all current provincial legislation.

Statistics Canada

<http://www.statcan.ca/english/edu/index.htm>

Data related to the people, land, and economy of Canada that can be used in students' research. Also includes the most recent census data. Of particular relevance for this course is the section on statistics related to Civics and Society: Emerging Issues (<http://www.statcan.ca/english/kits/issues/issue.htm>).

Student Vote

<http://www.studentvote.ca/>

"Student Vote aims to provide Canadian students with an opportunity to participate actively in a non-partisan parallel election experience during an official election period. Our mission is to provide enriching experiences that will promote citizenship and participation among young Canadians."

Taking Action on Climate Change (Government of Canada)

<http://climatechange.gc.ca/english/>

"Learn about the science, impacts, and adaptation to climate change and how individuals, governments, businesses, industry, and communities take action by reducing greenhouse gas emissions. Visit the One-Tonne Challenge web pages to find out what you can do to reduce your GHG emissions and learn how to use less energy, save money, improve air quality, and protect our environment."

United Nations—UN

<http://www.un.org/english/>

The United Nations is central to global efforts. The UN and its family of organizations work to solve problems that challenge humanity—to promote respect for human rights, protect the environment, fight disease, foster development, and reduce poverty. The site contains links to organizations within the UN, including the United Nation's Children's Fund (UNICEF), United Nations Conference on Trade and Development (UNCTAD), United Nations Development Programme (UNDP), United Nations Environment Programme (UNEP), United Nations High Commissioner for Refugees (UNHCR), World Food Programme (WFP), and the World Health Organization (WHO).

UN Millennium Project

<http://www.unmillenniumproject.org/>

"The UN Millennium Project is an independent advisory body commissioned by the UN Secretary-General to advise the UN on strategies for achieving the Millennium Development Goals, the set of internationally agreed upon targets for reducing poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women by 2015."

Virtual Museum of Canada

http://www.virtualmuseum.ca/English/index_flash.html

A portal to a number of "Virtual Exhibitions" created by museums across Canada and related to a wide range of Social Studies 11 topics (e.g., refugees, the Holocaust, internment of Japanese-Canadians, residential schools).

LEARNING RESOURCES

Welcome to Canada's Parliament (Government of Canada)

<http://www.parl.gc.ca/common/index.asp?Language=E>

“The Parliamentary Internet web site, created and maintained jointly by the Senate, House of Commons, and the Library of Parliament, offers information on the Canadian Parliament.” In addition to current information about Canada’s federal parliament, the site includes an Education section with a variety of resources, including a model parliament unit.

Young Voters (Elections Canada)

http://www.elections.ca/content_youth.asp?section=yth&document=index&lang=e&textonly=false

“Casting your ballot lets you speak your mind. It lets you be heard. This site shows you how. It’s loaded with information for anyone who wants to know how elections work. You can look up the answers to election basics or go deeper to find information on Canada’s electoral system.”

YouthLinks

<http://www.youthlinks.org/index.do>

“Web-based learning about history and social issues for high school students in Canada and around the world.” Includes resources for teachers and for students, organized thematically.



GLOSSARY

Social Studies 11

This glossary includes selected terms used in this Integrated Resource Package, defined specifically in relation to how they pertain to Social Studies 11. It is provided for clarity only, and is not intended to be an exhaustive list of terminology related to Social Studies 11 topics.

B

bias

In relation to information and resources, refers to a point of view or preference for one side of an issue or argument that may affect the ability of the reader to consider the situation objectively. Bias should not necessarily be thought of as “bad” or “unfair,” but should be recognized and taken into account when considering the relevance or application of the information.

C

CIDA

Canadian International Development Agency

civic

Having to do with the rights and responsibilities of citizens.

civil disobedience

The refusal to obey selected laws as a strategy for persuading a government to change its position.

conscription

also known as “the draft,” refers to the compulsory enlistment of people into the armed forces.

CRTC

Canadian Radio-Television and Telecommunications Commission

D

democracy

A form of government in which laws are made by the citizens, either by plebiscite (direct democracy) or by representatives elected to act on the citizens’ behalf (indirect democracy).

demographic transition model

A tool for describing population change over time. It is based on an interpretation of the observed changes in birth and death rates in industrialized societies over approximately the past two centuries, and focusses on stages of development, including pre-modern, urbanizing/industrializing, mature industrial, and post-industrial.

E

ethics

The thinking by which human conduct is guided and can be appraised.

N

NATO

North Atlantic Treaty Organization

GLOSSARY

NFB

National Film Board

NGO

Non-Governmental Organization. Examples of NGOs include the Red Cross, Oxfam, Habitat for Humanity, Médecins Sans Frontières, etc.

NORAD

North American Aerospace Defense Command

P

primary source

An original document or firsthand or eyewitness account pertaining to an event or subject of inquiry. (See also *secondary source*.)

S

secondary source

An account of a subject of inquiry that was created after the event, often involving some interpretation or synthesis of more than one original source. (See also *primary source*.)

U

UN

United Nations

UNICEF

United Nations Children's Fund

W

WHO

World Health Organization

