Prince Edward Island
CANADA

Department of Education
English Programs

Social Studies Curriculum

CURRICULUM

Canadian Studies

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Canadian Studies 401A

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Introduction

Background

The undertaking of renewal in curriculum documents is a process that typically involves many people, much deliberation, discussion, research, and time. The renewal of Canadian Studies 401A was based upon the need for an updated approach to the study of historical, geographical, and contemporary factors that form and continue to influence Canada's identity. This curriculum document is based on the premises and principles that are set out in the Foundation for the Atlantic Canada Social Studies Curriculum (1999).

Rationale

Prince Edward Island is a place where learning is highly valued. All individuals have the opportunity to develop their full social, intellectual, economic, cultural and physical potential. The Department of Education is the leader in ensuring equitable opportunities for life long learning. This social studies curriculum will enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada in an increasingly interdependent world. The social studies curriculum provides the multidisciplinary lens through which students examine issues affecting their lives from personal, academic, pluralistic, and global perspectives.

Purpose of Curriculum Guide

The overall purpose of this curriculum guide is to advance social studies education and social studies teaching and learning, and at the same time, recognize and validate effective practices that already exist in many classrooms.

More specifically, this curriculum guide

- provides detailed curriculum outcomes to which educators and others can refer when making decisions about learning experiences, instructional techniques, and assessment strategies in the CAS 401A social studies program
- informs both educators and members of the general public about the philosophy and scope of social studies education for the senior level in the Atlantic provinces
- promotes effective social studies learning and teaching for students in the CAS 401A classrooms

Guiding Principles

All kindergarten to senior high curriculum and resources should reflect the principles, rationale, philosophy, and content of the *Foundation for the Atlantic Canada Social Studies Curriculum* (1999) by

- being meaningful, significant, challenging, active, integrative, and issues-based
- being consistent with current research on how children learn
- incorporating multiple perspectives
- promoting the achievement of essential graduation learnings (EGLs), general curriculum outcomes (GCOs), and key-stage curriculum outcomes (KSCOs)
- reflecting a balance of local, national, and global content
- promoting achievement of the processes of communication, inquiry, and participation
- promoting literacy through the social studies
- developing knowledge, skills, and attitudes for lifelong learning
- promoting the development of informed and active citizens
- contributing to the achievement of equity and support of diversity
- supporting the realization of an effective learning environment
- promoting opportunities for cross-curricular connections
- promoting resource-based learning
- promoting the integration of technology in learning and teaching social studies
- promoting the use of diverse teaching, learning, and assessment strategies

Program Design and Components

Overview

This social studies curriculum is based on *The Foundation for the Atlantic Canada Social Studies Curriculum* (1999). The social studies curriculum integrates concepts, processes, and ways of thinking drawn from the diverse disciplines of the humanities, social sciences, and pure sciences.

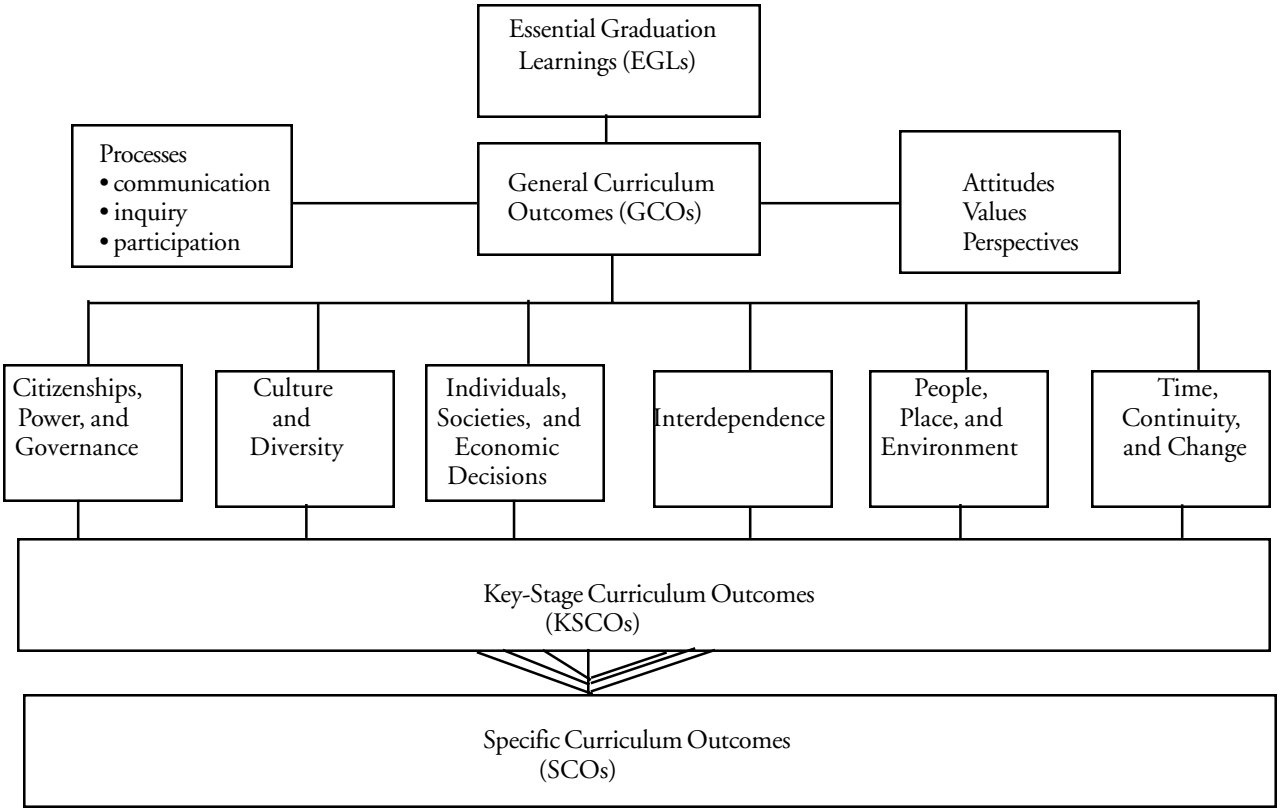
Curriculum Outcomes

Curriculum outcomes are statements articulating what students are expected to know and be able to do in particular subject areas. These outcome statements also describe the knowledge and skills students are expected to demonstrate at the end of certain key stages in their education. These are based upon their cumulative learning experiences at each grade level in the entry-graduation continuum.

General Curriculum Outcomes are statements that identify what students are expected to know and be able to do upon completion of study in a curriculum area.

Key-Stage Curriculum Outcomes are statements that identify what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12, as a result of their cumulative learning experience in a curriculum area.

Specific Curriculum Outcomes are statements identifying what students are expected to know and be able to do in a particular course. The specific curriculum outcomes serve as a framework for students to achieve key stage and general curriculum outcomes.



Essential Graduation Learnings

Essential Graduation Learnings are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the Essential Graduation Learnings will prepare students to continue to learn throughout their lives. These learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work, and study today and in the future. Essential Graduation Learnings are cross-curricular, and curriculum in all subject areas is focused to enable students to achieve these learnings.

Following are examples of KSCOs that help students attain EGLs:

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

By the end of grade 12, students will be expected to

- evaluate patterns for preserving, modifying, and transmitting culture while adapting to environmental or social change

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

By the end of grade 12, students will be expected to

- analyse different political systems and compare them with Canada's

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

By the end of grade 12, students will be expected to

- apply concepts associated with time, continuity, and change

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

By the end of grade 12, students will be expected to

- evaluate factors that influence the distribution of wealth locally, nationally, and internationally

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

By the end of grade 12, students will be expected to

- analyse the causes and consequences of human modification of the environment on systems within the environment

Technological Competencies

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

By the end of grade 12, students will be expected to

- evaluate current technological developments and their potential impact on society and the environment

General Curriculum Outcomes (Conceptual Strands)

The general curriculum outcomes (GCOs) for the social studies curriculum are based on six conceptual strands that identify what students are expected to know and be able to do after completing study in social studies. Each strand includes specific social studies concepts. For each general curriculum outcome, examples are given below of key-stage curriculum outcomes (KSCOs) to be attained by the end of grade 12.

Citizenship, Power, and Governance

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

By the end of grade 12, students will be expected to

- analyse the origins, purpose, function, and decision-making processes of Canadian government and how their powers are acquired, used, and justified
- take age-appropriate actions to demonstrate their responsibilties as citizens

Cultural Diversity

Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

By the end of grade 12, students will be expected to

- analyse the factors that contribute to the perception of self and the development of a world view
- evaluate the policy of multiculturalism and its implication for Canada

Individuals, Societies, and Economic Decisions

Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

By the end of grade 12, students will be expected to

- assess the role played by economic institutions and examine their impact on individuals and on private and public organizations
- analyse the dynamics of the market in the local, national, and global economy

Interdependence

Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

By the end of grade 12, students will be expected to

- analyse and evaluate the opportunities and challenges of an increasingly interdependent world
- plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world

People, Place, and Environment

Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

By the end of grade 12, students will be expected to

- evaluate how movement patterns create and affect interdependence
- analyse the interactions within and between regions

Time, Continuity, and Change

Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

By the end of grade 12, students will be expected to

- analyse and compare events of the past to the present in order to make informed, creative decisions about issues
- propose and evaluate strategies that will promote a preferred future

Processes

The social studies curriculum consists of three major processes: communication, inquiry, and participation. (See Appendix A for a Process-Skills Matrix.) The processes are reflected in the "Suggestion for Learning and Teaching", and the "Suggestions for Assessment" found in social studies curriculum guides. These processes constitute many skills; some are responsibilities shared across curriculum areas, whereas others are specific to social studies.

Communication

Communication requires that students listen, read, interpret, translate, and express ideas and information.

Inquiry

Inquiry requires that students formulate and clarify questions, investigate problems, analyse relevant information, and develop rational conclusions supported by evidence.

Participation

Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

Attitudes, Values, and Perspectives

Listed below are major attitudes, values and perspectives it is hoped students will develop in social studies, organized according to the six conceptual strands and the three processes. Some attitudes, values, and perspectives are embedded in more than one strand or process. This is consistent with the integrative nature of social studies.

By Conceptual Strand

Citizenship, Power, and Governance
- appreciate the varying perspectives on the effects of power, privilege, and authority on Canadian citizens
- develop attitudes that balance rights with responsibilities
- value decision-making that results in positive change

Culture and Diversity
- recognize and respond in appropriate ways to stereotyping and discrimination
- appreciate that there are different world views
- appreciate the different approaches of cultures to meeting needs and wants

Individuals, Societies, and Economic Decisions
- appreciate the wide range of economic decisions that they make and their effects
- recognize the varying impact of economic decisions on individuals and groups
- recognize the role that economics plays in empowerment and disempowerment

Interdependence
- appreciate and value the struggle to attain universal human rights
- recognize the varying perspectives on the interdependence among society, the economy, and the environment
- appreciate the impact of technological change on individuals and society

People, Place, and the Environment
- appreciate the varying perspectives of regions
- value maps, globes, and other geographic representations as valuable sources of information and learning
- appreciate the relationship between attributes of place and cultural values

Time, Continuity, and Change
- value their society's heritage
- appreciate that there are varying perspectives on a historical issue
- recognize the contribution of the past to present-day society

By Process

Communication
- read critically
- respect other points of view
- use various forms of group and interpersonal communication

Inquiry
- recognize that there are various perspectives in the area of inquiry
- recognize bias in others and in themselves
- appreciate the value of critical and creative thinking

Participation
- take responsibility for individual and group work
- respond to class, school, community, or national public issues
- value the importance of taking action to support responsible citizenship

Contexts for Learning and Teaching

Meeting the Needs of All Students

This curriculum is designed to meet the needs and interests of all students. The curriculum should provide for including the interests, values, experiences, and languages of each student and of the many groups within our local, regional, national, and global communities.

In recognizing and valuing the diversity of students, teachers must consider ways to:

- provide a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community;
- redress educational disadvantage - for example, as it relates to students living in poverty;
- model the use of inclusive language, attitudes, and actions supportive of all learners.
- adapt classroom organization, teaching strategies, assessment strategies, time, and learning resources to address learners' needs and build on their strengths by:
  - providing opportunities for learners to work in a variety of learning contexts, including mixed-ability groupings;
  - identifying and responding appropriately to diversity in students' learning styles;
  - building upon students' individual levels of knowledge, skills, and attitudes;
  - designing learning and assessment tasks that correspond to diverse learning styles;
  - using students' strengths and abilities to motivate and support learning
  - offering multiple and varied avenues to learning.
- celebrate the accomplishments of learning tasks by students.

Gender-Inclusive Curriculum

In a supportive learning environment, male and female students receive equitable access to teachers' assistance, resources, technology, and a range of roles in group activities. It is important that the curriculum reflect the experiences and values of both male and female students and that texts and other learning resources include and reflect the interests, achievements, and perspectives of males and females.

Teachers promote gender equity in their classrooms when they:

- articulate equally high expectations for male and female students;
- provide equal opportunity for input and response from male and female students;
- model gender-fair language and respectful listening in all their interactions with students;
- promote critical thinking and challenge discrimination.

Valuing Social and Cultural Diversity

In order to engage in and maximize learning, all students need to see their social and cultural identities reflected and affirmed in curriculum and classroom practices. It is important to recognize that students in Prince Edward Island come from an increasingly wider range of diverse ethnic, racial, cultural, and social backgrounds. In addition, they communicate with the wider multicultural world through technology, media, travel, and family and business connections in order to understand their own and others' customs, histories, traditions, values, beliefs, and ways of seeing and making sense of the world. Through experiential learning or through reading, viewing, and discussing authentic texts that reflect diverse social and cultural voices, students from different social and cultural backgrounds can come to understand each other's perspectives, to realize that their own ways of seeing and knowing are not the only ones possible, and to probe the complexities of the ideas and issues they are examining. Social studies curriculum promotes a commitment to equity by valuing, appreciating, and accepting the diverse and multicultural nature of our society and by fostering awareness and critical analysis of individual and systemic discrimination.

Curriculum, classroom practices, and learning resources should reflect the diverse and multicultural nature of our society, examine issues of power and privilege, and challenge stereotypes and discrimination.

Engaging All Students

One of the greatest challenges for teachers is engaging students who feel alienated from learning - students who lack confidence in themselves as learners who have a potential that has not yet been realized. Among them are students who seem unable to concentrate, who lack everyday motivation for academic tasks, who rarely do homework, who fail to pass in assignments, who choose to remain on the periphery of small-group work, who cover up their writing attempts fearing the judgements of peers, who are mortified of being asked to read aloud, and who keep their opinions to themselves. These students are significantly delayed when it comes to learning. Some, though not all, exhibit behaviors in classrooms that further distance them from learning. Others are frequently absent from classes. These are characteristics of disengaged students.

These students need essentially the same opportunities as their peers:

- engagement in authentic and worthwhile communication situations;
- time to construct meaning, connect, collaborate, and communicate with each other;
- opportunity to form essential links between the world of text and their own world;
- develop a sense of ownership of learning and assessment tasks.

They need additional experiences as well - experiences designed to engage them personally and meaningfully, to make their learning pursuits relevant. They need substantial support in reading and writing. They need positive and motivational feedback. They need all of these experiences within purposeful and interactive learning contexts.

Ultimately, the curriculum for students should prepare them for life after high school. Preparing students means engaging them with resources and with people from whom they can learn more about themselves and their world. Some students feel insecure about their own general knowledge and are reluctant to take part in class discussions, deferring to their peers who seem more competent.

Through the curriculum, the students must find their own voices. The learning environment must be structured in such a way that all students, alongside their peers, develop confidence and gain access to information and to community.

The greatest challenge in engaging learners is finding an appropriate balance between supporting their needs by structuring opportunities for them to experience learning success and challenging them to grow as learners. Teachers need to have high expectations for all students and to clearly articulate these expectations.

Links to Community

A complete curriculum allows for the flexibility of inclusion of the community through various means. Activities such as guest speakers, field trips, and presentations allow the students to become more aware of the influence of the community on their lives. Students gain insight into the current workings of their local society, as well as observe role models and establish contacts with the community.

Homework

Homework is an essential component of a program as it extends the opportunity to think and reflect on ideas investigated during class time. Meaningful homework experiences can allow the students to learn self-discipline and team responsibility while acquiring a sense of self-worth.

Teachers use their professional judgement to assign homework as a means of reinforcement, assessment, and/or further investigation.

Homework is another channel for parents and guardians to be involved. It is a tool for parents and guardians to understand the focus of their child's education in a specific subject area. In some cases, it opens the opportunity for parents and guardians to become actively involved in the homework process.

The Senior High Learning Environment

An effective learning environment for grades 10-12 is:

- participatory, interactive, and collaborative
- inclusive
- caring, safe, challenging
- inquiry-based, issues-oriented
- a place where resource-based learning includes and encourages the multiple uses of technology, the media, and other visual texts as pathways to learning and as avenues for representing knowledge.

The teacher structures the learning situation and organizes necessary resources. In assessing the nature of the task, the teacher may find that the situation calls for teacher-directed activities with the whole class, small groups of students, or individual students. Such activities include direct instruction in concepts and strategies and brief mini-lessons to create and maintain a focus.

As students develop a focus for their learning, the teacher moves to the perimeter to monitor learning experiences and to encourage flexibility and risk taking in the ways students approach learning tasks. The teacher intervenes, when appropriate, to provide support. In such environments, students will feel central in the learning process.

As the students accept more and more responsibility for learning, the teacher's role changes. The teacher notes what the students are learning and what they need to learn, and helps them to accomplish their tasks. The teacher can be a coach, a facilitator, an editor, a resource person, and a fellow learner. The teacher is a model whom students can emulate, a guide who assists, encourages, and instructs the student as needed during the learning process. Through the whole process, the teacher is also an evaluator, assessing students' growth while helping them to recognize their achievements and their future needs.

Learning environments are places where teachers:

- integrate new ways of teaching and learning with established effective practices
- have an extensive repertoire of strategies from which to select the one most appropriate for the specific learning task
- value the place of dialogue in the learning process
- recognize students as being intelligent in a number of different ways and encourage them to explore other ways of knowing by examining their strengths and working on their weaknesses
- value the inclusive classroom and engage all learners in meaningful activities
- acknowledge the ways in which gender, race, ethnicity, and culture shape particular ways of viewing and knowing the world
- structure repeated opportunities for reflection so that reflection becomes an integral part of the learning process

The physical learning environment should not be restricted to one classroom. There should be ample physical space for students to use cooperative learning techniques as well as other learning styles. There should be access to other learning centres in the school building such as labs and gymnasiums. Learning should be extended to community facilities, allowing field trips and guest speakers to expand the learning environment, while appreciating the focus of the community in their education.

A Safe Learning Environment

Students and teachers need to feel safe, both physically and emotionally, in the school setting. In a learning environment where cooperative, active and collaborative teaching strategies are utilized, students must become knowledgeable of their role in enabling a safe environment to exist.

Empowering students to take ownership for their own safety and those of their peers is an essential component of the classroom learning. Teachers can provide students with the knowledge necessary to prevent unnecessary risks in their learning environment. By educating students about the risk factors involved in the classroom setting, they can become active participants in the ownership of their own safety. In all learning situations, the teacher needs to encourage a positive, responsible student attitude toward safety.

Risk is involved in everything a person does. To minimize the chance of harm, the student must become a conscious participant in ensuring a healthy, safe learning environment. Complacent attitudes regarding safety reflect a behavior which invites a less protected setting.

While physical safety is of utmost importance in the classroom setting, emotional safety is equally important. Students need to know the accepted behavior and the consequences that ensue. Students should be encouraged to be active learners without being intimidated by others. In every learning environment, teachers foster cooperative, respectful verbal dialogue and physical presence. Student consequences to the contrary are essential components to the learning process.

Principles Underlying the Social Studies Curriculum

Empowering and effective social studies *is meaningful, significant, challenging, active, integrative, and issues-based.*

- *Meaningful* social studies encourages students to learn through purposeful experiences designed around stimulating ideas, social issues and themes, and discourages the memorization of disconnected pieces of information.
- *Significant* social studies is student-centred and age-appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.

- *Challenging* social studies occurs when teachers model high expectations for their students and themselves, promote a thoughtful approach to inquiry, and demand well-reasoned arguments.
- *Active* social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.
- *Integrative* social studies crosses disciplinary borders to explore issues and events while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate, meaningful, and evident connections to the human disciplines and to the concepts of time, space, continuity, and change.
- *Issues-based* social studies considers the ethical dimensions of issues and addresses controversial topics. It encourages consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

Motivation

Motivation plays a very important role in student understanding and successful completion of curriculum. Motivation for the student is heightened when the emphasis within the classroom is placed on the "whole person". This environment provides a focus to recognize achievements accomplished and initiates the growth of a safe place to belong.

Many factors are cited as instruments that foster student motivation. Clear expectations and flexibility of structure enhance the desire to learn. When students have a structure which enables them to accomplish goals, the motivation increases.

Student support must include career awareness. Promoting student goal-setting strategies enables her/him to develop higher self-esteem which is a natural motivator to success.

Varied instructional strategies within the class time also excites motivation. Students need variety, choices, and opportunities to take ownership of their learning.

There should be a limited amount of "traditional homework", and the home assignments given should relate to the students interests in real life.

The Social Studies Learning Environment

The Effective Social Studies Classroom

With the accelerating pace and scope of change, today's students cannot prepare for life by merely learning isolated facts. Problem-solving, critical and creative thinking, and informed decision making are essential for success in the future. The social studies learning environment can contribute significantly to the development of these essential attributes.

An effective instructional environment incorporates principles and strategies that recognize and accommodate varied learning styles, multiple intelligences, and diverse abilities that students bring to the classroom. Teaching approaches and strategies foster a wide variety of experiences to actively engage all students in the learning process. The nature and scope of social studies provide unique opportunities to do this.

To meet these challenges, the social studies program reflects a wide range of characteristics:

Respectful of diversity

Students come to the classroom from backgrounds that represent Canada's diversity in terms of social identity, economic context, race, ethnicity, and gender. The social studies learning environment attempts to affirm the positive aspects of this diversity and foster an understanding and appreciation of the multiple perspectives that this diversity can lend to the classroom. Regardless of their backgrounds, students should be given equal access to educational opportunities of which they can be successful.

Inclusive and inviting

The social studies classroom should be a psychologically safe place in which to learn. It should be free from bias and unfair practices that may arise from perceptions related to ability, race, ethnicity, culture, gender, or socio-economic status. Students do come with different attitudes, levels of knowledge, and points of view, but to rise above stereotypes and to develop positive self-images. Students should be provided collaborative learning contexts in which they can become aware of and transcend their own stereotypical attitudes and behaviours.

rather than be obstacles, these differences should be opportunities

Engaging and interactive

If classrooms are to be places where there is respect for diversity and where learning is engaging and interactive, then students will be expected to participate in inquiry and problem-solving situations. Students will be provided with direct and vicarious experiences in which they can apply social studies skills, strategies, and processes purposefully. Rather than assuming passive roles, students bring their critical faculties to information and knowledge to shape it into meaningful patterns.

Relevant and significant

Since the adolescent learner may challenge what the adult world represents, it is necessary for the social studies curriculum to be convincing and relevant. Consequently, it must provide learning situations that incorporate student interest but also encourage students to question what they know, their assumptions, and attitudes. In so doing, they will come to more deeply understand and appreciate their own heritage and culture. History, geography, and contemporary studies provide the building blocks of social studies, but the students' rational and critical involvement in learning about them plays an integral part in their development as persons and citizens.

Resource-Based Learning

Effective social studies teaching and learning actively involves students, teachers, and library staff effectively using a wide range of print, non-print, and human resources. Resource-based learning fosters individual students' development by accommodating their diverse backgrounds, learning styles, needs, and abilities.

Resource-based learning supports students as they develop information literacy: more specifically, accessing, interpreting, evaluating, organizing, selecting, producing, and communicating information in and through a variety of media, technologies, and contexts. When students engage in their own research with appropriate guidance, they are more likely to take responsibility for their learning and to retain information.

In a resource-based learning environment, students and teachers make decisions about appropriate sources of information and tools for learning and how to access them. A resource-based approach raises the issues of selecting and evaluating information sources. Developing the critical skills needed for these tasks is essential to social studies.

The range of possible resources include

- print—books, magazines, newspapers, documents, and publications
- visuals—maps, illustrations, photographs, pictures, and study prints
- artifacts—concrete objects and games
- individual and community—interviews, museums, field trips
- multimedia—audio and video tapes, DVDs, television, and radio
- information technology—computer software, databases, CD-ROMs, DVDs
- communication technology—Internet connections, bulletin boards, e-mail

Literacy through Social Studies

Literacy has always been an important component of social studies education. In recent years, however, through the promotion of research in critical theory, the meaning of literacy has broadened to encompass all media and forms of communication. In today's social studies classrooms, learners are encouraged to examine, compose, and decode spoken, written, and visual texts to aid in their understanding of content and concepts, and to better prepare them for full and effective participation in their community. Additionally, the goals of literacy include not only language development, but also critical engagement with text, visuals, and auditory information. These goals have implications for the role of the social studies teacher.

The ability to read is critical for success in school. Therefore, it is vital that social studies teachers develop and use strategies that specifically promote students' abilities to read, comprehend, and compose text, no matter what form that text might take. Similarly, writing as a process should be stressed as a means that allows students to communicate effectively what they have learned and what further questions they need to ask.

Critical literacy in social studies curriculum addresses several goals. Through the implementation of various strategies, teachers will develop students' awareness of stereotyping, cultural bias, author's intent, hidden agendas, silent voices, and omissions. Students are encouraged to be aware that authors construct texts with specific purposes in mind. Further, critical literacy helps students comprehend texts at a deeper level by encouraging them to view content and ideas from a variety of perspectives and to interpret the various levels of meaning in a given text, both explicit and implicit.

In this regard the level and focus of questioning becomes very important. The depth of student response will often be determined by the depth of questioning and inquiry. Teachers need to pose high-level, open-ended questions that allow students to use their prior knowledge and experiences, providing opportunity for a sustained engagement before, during, and after reading or viewing text.

Strategies that promote literacy through social studies include helping students comprehend the meaning of words, symbols, pictures, diagrams, and maps in a variety of ways. It means engaging students in many learning opportunities which are designed to challenge and enhance their communication in a variety of modes such as writing, debating, persuading, and explaining, and in a variety of mediums, such as the artistic and technological. In the social studies classroom, all literacy strands are significant: reading, writing, speaking, listening, viewing and representing.

In the context of social studies, literacy also addresses the promotion of citizenship. Literacy for active citizenship involves understanding different perspectives on key democratic struggles, learning how to investigate current issues, and participating creatively and critically in community problem-solving and decision-making. Exercising civic rights and responsibilities is a practical expression of important social values and requires specific personal, interpersonal, and advocacy skills. Through this important focus, the social studies program will help students become more culturally sensitive and effective cross-cultural communicators in a world of increasing cultural and linguistic diversity.

Integration of Technology in Social Studies

Technology, including Communication and Information Technology (CIT), plays a major role in social studies learning and teaching. Computers and related technologies are valuable classroom tools for acquiring, analysing, and presenting information. These technologies provide further opportunity for communication and collaboration and allow students to become more active participants in research and learning.

CIT and related technology (digital video and digital cameras, scanners, CD-ROMs, word-processing software, graphics software, video-editing software, HTML editors, and the internet, including the world wide web, databases, electronic discussions, e-mail, and audio- and video-conferencing) afford numerous possibilities for enhancing learning. Computers and other technologies are intended to enhance social studies learning. In that context, technological resources can provide a variety of opportunities.

- The internet and CD-ROMs increase access to information. This gives teachers and students quicker and easier access to extensive and current information. Research skills are key to efficient use of these resources. Questions of validity, accuracy, bias, and interpretation must still be applied to information available on the internet and CD-ROMs.

- Interactions and conversations via e-mail, video and audio conferencing, student-created websites, and online discussion groups provide connections between students and people from cultures around the world. This exposure to first-hand information will enable students to directly employ inquiry skills.
- Students present what they have learned in a wide variety of forms (e.g., graphs, maps, text, graphic organizers, web sites, multimedia presentations) that fit their learning styles. These presentations can be shared with others, both in their classroom and beyond.
- Students are actively involved in their learning through controlling information gathering, processing, and presentation. For example, Geographic Information Systems (GIS) software enables students to collect data on a community, plot the data using Global Positioning Systems (GPS), and analyze and present their findings by creating maps that demonstrate their learning.

Instructional Approaches and Strategies

The CAS 401A social studies curriculum builds an active learning approach for students, supporting lifelong learning skills such as problem-solving, critical thinking, creative thinking, information analysis, and informed decision-making. This curriculum introduces methods and skills of social studies research and provides a context in which students can analyse and evaluate historical evidence and make their own interpretations.

It is recognized that the most effective instructional approach is an eclectic one. The classroom teacher employs the instructional strategies most appropriate to the needs of the learner, the learning outcomes, and the resources available. One cannot be prescriptive in favour of any single teaching method in CAS 401A since (1) students differ in interest, ability, and learning styles, and (2) components of the course differ in terms of intent, conceptual difficulty, and relative emphases on knowledge, skills, and values. The discerning teacher will use a variety of methods in response to a variety of instructional situations.

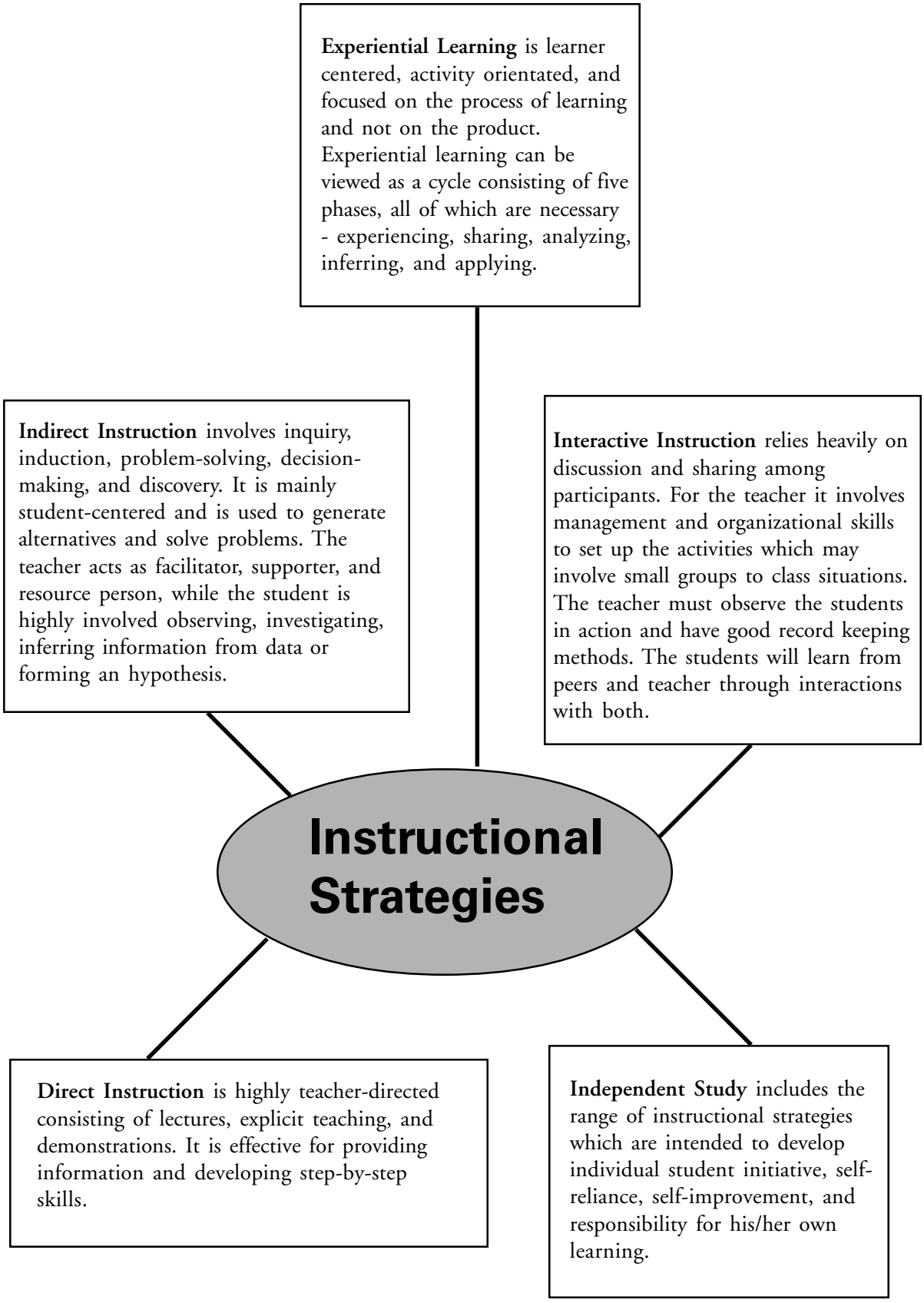
Particularly in teaching concepts related to history and geography, social studies teaching has long emphasized strong transmission. Content was heavily factual and descriptive, and instruction relied upon (1) direct instructional methods such as lecture, didactic questions, and drill, and (2) independent study methods such as homework and recall-level questions. Curriculum developers see the need for transactional and transformational orientations in instruction. These approaches deliberately engage the learner through (1) experiential methods such as historical drama, role-play, and visits to historical sites, museums, and archives; (2) indirect instructional strategies such as problem-solving, document analysis, and concept formation; and (3) interactive strategies such as debates, brainstorms, discussion, and interviews.

The rationale for a balance of transmissional, transactional, and transformational approaches rests on the following assumptions:

- Knowledge deemed to be of most worth rests more on the process of knowing than on memorizing facts.
- The process of knowing relies largely on accessing and organizing information, detecting patterns in it, and arriving at generalizations suggested by the patterns.
- Transformational and transactional approaches bring high motivational value to the classroom, since they give students a high degree of ownership of the learning process.
- Transformational and transactional approaches allow for students' active participation as they evaluate the relevance of what they are learning, bring their perspectives and prior knowledge to the process, and are involved in decisions about what they are learning.

In spite of the merits of transactional and transformational orientations, transmission still has a place in CAS 401A. Direct instruction to introduce a topic, break down a complex concept into simpler constructs, review a topic, or prepare for a comprehensive assessment are all valid uses of a transmissional approach. A number of strategies can be used to support program goals and active learning approaches. Fundamentally, CAS 401A supports a resource-based approach. The authorized text and resources for teachers and students are intended as sources of information and organizational tools to guide study, activities, and exploration of topics. Teachers and students can integrate information drawn from local and regional sources; print, visual and audio texts; and information technology and the internet.

Effective social studies teaching creates an environment that supports students as active, engaged learners. Discussion, collaboration, debate, reflection, analysis, and application should be integrated into activities when appropriate. Teaching strategies can be employed in numerous ways and combinations. It is the role of the skillful teacher to reflect on the curriculum outcomes, topics, resources, and nature of the class and individual students to select approaches best suited to the circumstance.


Experiential Learning is learner centered, activity orientated, and focused on the process of learning and not on the product. Experiential learning can be viewed as a cycle consisting of five phases, all of which are necessary - experiencing, sharing, analyzing, inferring, and applying.
Indirect Instruction involves inquiry, induction, problem-solving, decision-making, and discovery. It is mainly student-centered and is used to generate alternatives and solve problems. The teacher acts as facilitator, supporter, and resource person, while the student is highly involved observing, investigating, inferring information from data or forming an hypothesis.
Interactive Instruction relies heavily on discussion and sharing among participants. For the teacher it involves management and organizational skills to set up the activities which may involve small groups to class situations. The teacher must observe the students in action and have good record keeping methods. The students will learn from peers and teacher through interactions with both.
Instructional Strategies
Direct Instruction is highly teacher-directed consisting of lectures, explicit teaching, and demonstrations. It is effective for providing information and developing step-by-step skills.
Independent Study includes the range of instructional strategies which are intended to develop individual student initiative, self-reliance, self-improvement, and responsibility for his/her own learning.

Assessing and Evaluating Student Learning

Introduction

The terms "assessment" and "evaluation" are often used interchangeably. However, they are not exactly the same. "Assessment" refers to the process of collecting and gathering information about student performance as it relates to the achievement of curriculum outcomes. "Evaluation" refers to the systematic process of analyzing and interpreting information gathered through the process of assessment. Its purpose is to make judgements and decisions about student learning. Assessment provides the data. Evaluation brings meaning to the data. Assessment must reflect the intended outcomes, be ongoing, and take place in authentic contexts.

Meaningful learning involves reflection, construction, and self-regulation. Students are seen as creators of their own unique knowledge structures, not as mere recorders of factual information. Knowing is not just receiving information but interpreting and relating the information to previously acquired knowledge. In addition, students need to recognize the importance of knowing not just how to perform but when to perform and how to adapt that performance to new situations. Thus, the presence or absence of discrete bits of information - which has been the traditional focus of testing - is no longer the focus of assessment of meaningful learning. Rather, what is important is how and whether students organize, structure, and use that information in context to solve problems.

Evaluation may take different forms depending on its purpose. *Diagnostic* evaluation will identify individual problems and suggest appropriate corrective action. Evaluation may be *formative* in that it is used during the instructional process to monitor progress and to make necessary adjustments in instructional strategies. *Summative* evaluation is intended to report the degree to which the intended curriculum outcomes have been achieved. It is completed at the end of a particular instructional unit.

Since the specific curriculum expectations indicate behaviors involving knowledge, skills, and attitudes, assessment must reflect student performance in each of these areas. The learning outcomes specific to the cognitive domain emphasize the acquisition of cognitive skills at all of the taxonomic levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. This will help to ensure that the focus on instruction goes beyond the lower levels of learning - recalling facts, memorizing, definitions, and so on. Likewise, the focus of evaluation should also go beyond testing at the knowledge level.

Assessment/Evaluation Techniques

Teachers must realize they are preparing students for a world where knowledge is expanding at a rate we can no longer track. This requires that we shift emphasis from content knowledge to information processing skills. Our students need to be able to select, process, and evaluate knowledge.

This knowledge does not always need to be tested directly on evaluations that rely strictly on the recall of facts during tests; rather, it can be encompassed in higher level objectives such as comprehension, synthesis, or application. These could be better measured through a problem-solving approach.

It is therefore important to emphasize a variety of strategies in evaluation plans. These must reflect the teaching strategies employed in the delivery of the specific topic.

The evaluation plan should include a wide variety of assessment methods. Any single item of information about a student's learning is only a minuscule sample of that individual's accomplishments. All types of learning outcomes cannot adequately be evaluated with a single type of instrument. Notions about students having different learning styles also apply to their performance on items designed for purposes of evaluation.

Evaluation strategies must closely resemble the nature of the instructional program, curriculum, and modern learning theory. There is significant movement toward authentic assessment or performance assessments. These could include such strategies as open-ended questions, exhibits, demonstrations, projects, computer simulations, writing, and portfolios of students' work over time.

A multifaceted plan is needed to respond to the differences in the intended learning outcomes, the learning styles of students, and to reflect the Essential Graduation Learning.

Individual learning outcomes, the criteria for success, and the form that assessment and evaluation will take, should be clearly understood by teachers, students, and parents. This involves clearly describing unit and lesson objectives and how the achievement of these objectives will be assessed. If students are to see themselves as responsible for their own learning, the requirements for attaining success in a unit of work must be clearly understood. The assessment and evaluation of the unit should contain no surprises. Following are examples of assessment techniques:

Observation
This technique provides a way of gathering information fairly quickly while a lesson is in progress. When used formally, the student(s) would be made aware of the observation and the criteria being assessed. Informally, it could be a frequent, but brief, check on a given criterion. Observation may offer information about the participation level of a student for a given task or application of a given process. The results may be recorded in the form of checklists, rating scales or brief written notes. It is important to plan in order that specific criteria are identified, suitable recording forms are ready, and that all students are observed in a reasonable period time.

Performance
This curriculum encourages learning through active participation. There is a balance between processes and content. It is important that assessment provide feedback on the various skill development throughout the course. Many activities referenced in this guide provide opportunities for students to reflect on their skill development, and for teachers to assess student skill development throughout the course.

Journal
Although not assessed in a formal manner, journals provide opportunities for students to express thoughts and ideas, and to reflect on their transferrable skills. By recording feelings, perceptions of success, and responses to new concepts, a student may be helped to identify his or her most effective learning style and skills. Knowing how to learn in an effective way is powerful information. Journal entries also give indicators of developing attitudes to concepts, processes, and skills, and how these may be applied in the contexts of society. Self-assessment, through a journal, permits a student to consider strengths and weaknesses, attitudes, interests, and transferrable skills.

Interview
This curriculum promotes understanding and applying concepts. Interviewing a student allows the teacher to confirm that learning has taken place beyond simply factual recall. Discussion allows a student to display an ability to use information and clarify understanding. Interviews may be brief discussions between teacher and student or they may be more extensive and include student, parent and teacher. Such conferences allow a student to be pro-active in displaying understanding. It is helpful for students to know which criteria will be used to assess formal interviews. The assessment technique provides an opportunity to students whose verbal presentation skills are stronger than their written.

Paper and Pencil

These techniques can be formative or summative. Several curriculum outcomes call for displaying ideas, plans, conclusions, and the results of research, and can be in written form for display or for direct teacher assessment. Whether as part of learning, or a final statement, students should know the expectations for the exercise and the rubric by which it will be assessed. Written assignments can be used to assess knowledge, understanding, and application of concepts. They are less successful for assessing skills, processes, and attitudes. The purpose of the assessment should determine what form of pencil and paper exercise is used.

Presentation

The curriculum includes outcomes that require students to analyse and interpret information, to identify relationships, to be able to work in teams, to critically reflect, and to communicate information. Many of these activities are best displayed and assessed through presentations, which can be given orally, in written/pictorial form, by project summary, or by using electronic systems such as video or computer software. Whatever the level of complexity or format used, it is important to consider the curriculum outcomes as a guide to assessing the presentation. The outcomes indicate the process, concepts, and context for which and about which a presentation is made.

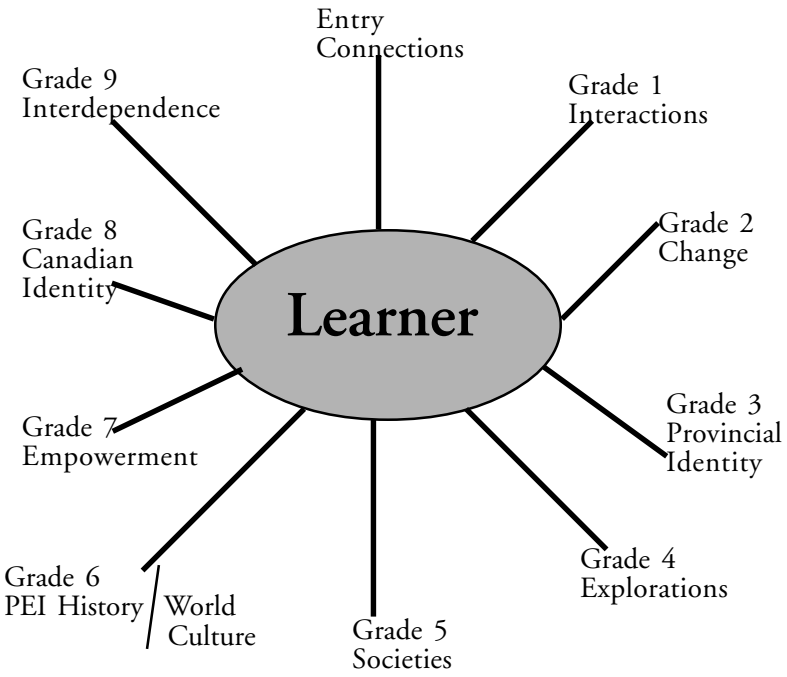
Portfolio

Portfolios offer another option for assessing student progress in meeting curriculum outcomes over a more extended period of time. This form of assessment allows the student to be central in the process. There are decisions about the portfolio and its contents which can be made by the student. What is placed in the portfolio, the criteria for selection, how the portfolio is used, how and where it is stored, and how it is evaluated are some of the questions to consider when planning to collect and display student work in this way. The portfolio should provide a long-term record of growth in learning and skills. This record of growth is important for individual reflection and self-assessment, but it is also important to share with others. For many students it is exciting to review a portfolio and see the record of development over time.

Curriculum Overview

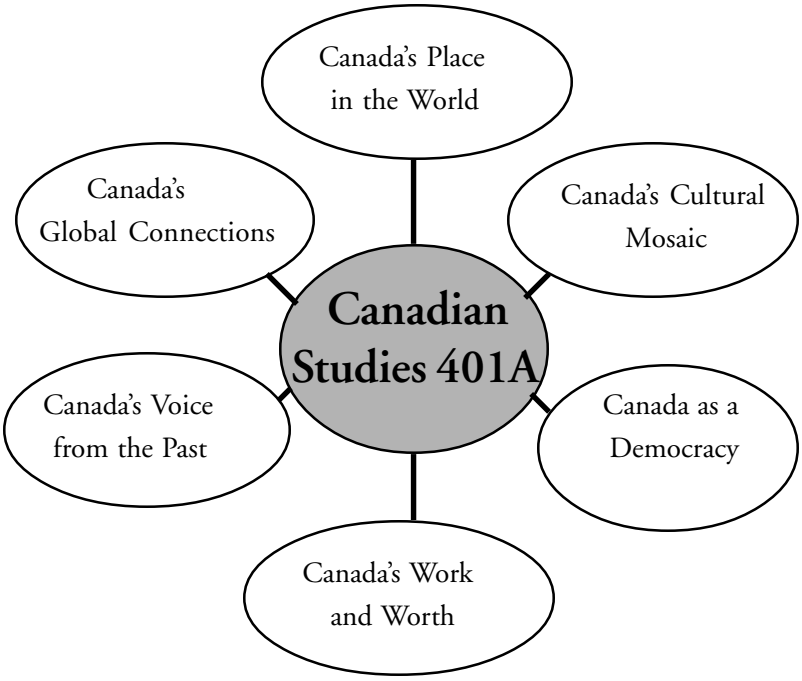
The social studies program for entry to grade 9 is designed around ten conceptual organizers as identified below.

Prior Learning



Canadian Studies 401A

Canadian Studies is organized around the following units:



Canadian Studies 401A

Year Overview

Canadian Studies 401A is designed to meet the needs of students with a range of abilities and interests at the high school level. As an open level course, CAS 401A will appeal to a broad range of learners, and teachers will need to assess the abilities and interests of students early on in the semester in order to be able to plan effectively. The course is intended to engage students in a broad overview of historical, geographical, and contemporary factors that form and continue to influence our identity as a country - Canada.

The nature of the course is an ever-evolving one in that current Canadian topics, which may integrate with areas of study, will change or evolve regularly. Newsworthy topics can be a strong link to higher learning and critical thinking for students at this level. The course has been developed around the six conceptual strands for social studies, although there is no set sequence to follow. Geography is one area that will overlap with all other areas of study as it is an integral part of connecting "what" is happening with "where" in terms of location. For all learners (and especially visual learners) maps are an essential part of making meaning out of information, as well as providing essential data in a format other than text. Teachers are encouraged to make daily use of a variety of maps to help visualize data and to provide ongoing visual stimulation.

This course embodies many of the components of education for sustainable development. These components include economic vitality, justice, social cohesion, environmental protection, and the sustainable management of nautural resources. Areas of study in the CAS 401A course vary from geography to history, to economics, to culture and citizenship. Interdependence is a consistent theme in our global world and therefore, will be an extension of the grade 9 program "Atlantic Canada in a Global Community" where students would have explored many of the aspects of interdependence within an Atlantic context. CAS 401 will extend this exploration to a broader Canadian context and provide opportunities to investigate issues of Canadian significance.

SPECIFIC CURRICULUM OUTCOMES by UNIT

Unit 1 - Canada's Place in the World
Unit 2 - Canada's Voices from the Past
Unit 3 - Canada as a Democracy
Unit 4 - Canada's Work and Worth
Unit 5 - Canada's Global Connections
Unit 6 - Canada's Cultural Mosaic

Unit 1

Canada's Place in the World (People, Place, and Environment)

This unit will review or introduce concepts of a geographical and topographical nature that are essential to understanding the physical and human make-up of Canada. Although most students would have been exposed to most of these concepts in earlier years, it will provide another opportunity to confirm what they already know, or to fill in any gaps that they may have in their learning. The unit will also provide a means for the teacher to determine the various levels of knowledge within the class and how best to approach the rest of the units. Consistent references to maps throughout the unit and the rest of the course will enrich much of the students' understanding of the concepts and issues presented in CAS 401A course.

Students will be expected to:

10-1-1 identify the components of an ecozone
10-1-2 locate major bodies of water (including rivers), landform regions, and the provinces and territories of Canada and their capital cities
10-1-3 apply concepts and skills related to time zones in problem situations
10-1-4 analyze Aboriginal settlement patterns, past and present, across Canada using physicial and climatic factors
10-1-5 explain historical factors influencing settlement across Canada
10-1-6 identify changes in transportation over time
10-1-7 describe the changes in modes of communication over time

Unit 2

Canada's Voices from the Past (Time, Continuity, and Change)

A study of Canada is impossible without exploring the historical factors that have influenced actions and decisions along the way within our country. Although it is not necessary, nor recommended, to examine too deeply these historical influences, it is essential that students have a grasp of how Canada came to be where it is today due to past actions and events. This unit is intended to aid students in forming their own ideas about Canada's growing pains and accomplishments throughout its development as a world nation. It is important that students realize that events or people in their own locale can often reflect or influence that which is happening on a national or international level; hence, the local history study.

Students will be expected to:

10-2-1 explain why some of the colonies of British North America merged to become the Dominion of Canada
10-2-2 explain the role of Prince Edward Island in the process of confederation
10-2-3 describe several personalities (past and present) who have contributed to the growth and development of Canada

10-2-4 plan and carry out historical research of a local nature (events, people, places, landmarks, etc.)
10-2-5 illustrate, on a timeline, major historical world conflicts in which Canadians have played a role
10-2-6 assess Canada's involvement in current world conflicts

Unit 3

Canada as a Democracy (Citizenship, Power, and Governance)

Any study of citizenship provides countless opportunities for students to explore their own definitions of "citizenship" and their own meanings of "citizenship". Within a Canadian context, the study becomes more meaningful given the multicultural nature of our country. Students are encouraged to explore more closely how they demonstrate citizenship within their own environment (the classroom, community) as well as how they might demonstrate citizenship in a broader way within the global community. The intent of this unit is to bring students to a better understanding of the rights and responsibilities that are inherent in their status as Canadian citizens within their own country as well as the broader world.

Students will be expected to:
10-3-1 explain why Canada is considered to be a democratic society
10-3-2 demonstrate an age-appropriate understanding of the rights and responsibilities of being a Canadian citizen
10-3-3 explain push and pull factors behind immigration to Canada
10-3-4 describe the three main categories of immigrants to Canada
10-3-5 explain significant factors and possible outcomes surrounding a current issue in Aboriginal societies
10-3-6 demonstrate an understanding of Aboriginal people's unique status

Unit 4

Canada's Work and Worth (Individuals, Societies, and Economic Decisions)

This unit is intended to broaden students' understanding of the factors that contribute to a country or region's identity and the challenges or opportunities that emerge due to these factors. Students would have been exposed to the concept of "economics" over several years of schooling; however, this unit will provide an opportunity to view economics in a broader sense. Students will investigate many issues related to economics. They will likely be aware of economic issues that affect them personally such as family members moving to another region in order to seek employment. Atlantic Canadian students, in particular, are well aware of the seasonal nature of work in their world and the stresses that accompany this. The economics unit encourages students to form a broader understanding of the role that economies play in every day life within their own country and the rest of the world.

10-4-1 explain primary, secondary, tertiary, and quaternary industries using examples
10-4-2 compare the ways that Canadians made a living in the past to how they make a living now
10-4-4 explain the reasons for seasonal economies and their impact on people who work in seasonal economies
10-4-5 describe the contribution of the service sector within our economy
10-4-3 describe changes over time which have influenced the Canadian economy including technological advancement and shifts in societal attitudes
10-4-6 assess some of the pros and cons of minimum wage
10-4-7 predict growth and impact of emerging economies
10-4-8 evaluate some of the benefits and costs of social programs in Canada

Unit 5

Canada's Global Connections (Interdependence)

Students today are familiar with many terms related to interdependence such as global community, global communications, and global issues. Interdependence is an everyday fact of life for citizens of Prince Edward Island and Canada. With the advent of the world wide web and the potential of the internet as a communication tool, students are immersed in a world that affords endless opportunities for engagement and learning. Many of them will leave school to enter careers that will see them in touch with global customers and colleagues on a daily basis. Therefore, it is critical that students gain an understanding of both the opportunities and the challenges that are presented through our global connections. This unit will broaden ideas that were previously explored in the grade 9 program *Atlantic Canada in the Global Community*-where "interdependence" is the overarching theme.

Considering Prince Edward Island's historical insular nature tempered with necessary dependence on outside sources, this could be a particularly interesting area of study. As our needs have evolved and our horizons broadened, so has the threat of global forces on a unique environment such as ours. This unit will provide the opportunity to debate some of the pros and cons of going "global" from an Island perspective and how that situates us in the broader Canadian context.

Students will be expected to:
10-5-1 give examples of the origins of some common food products
10-5-2 give examples of our increasing dependency on other countries for goods and services
10-5-3 analyse the impact of resource depletion on a region or nation
10-5-4 articulate the importance of sustainability of natural resources from a local, regional, national, and global perspective

10-5-5 describe how Canadians can make their communities sustainable
10-5-6 describe how Canada can work globally to create a sustainable world community
10-5-7 assess the significance of geography and history in determining the type(s) of work accessible to people of a particular region
10-5-8 evaluate the role of technology in contributing to interdependence among nations
10-5-9 predict possible future sustainability issues and their probable impact(s) within Canada

Unit 6

Canada's Cultural Mosaic (Culture and Diversity)

This unit will engage students in the many "human" aspects of a country's image and being. Culture is a high-interest area to most students and its study can be relevant and exciting at any age. Adolescents will be interested in the various elements of culture that include music, dress, material goods, and food; however, it is also important that students understand that other elements such as language, religion, beliefs, norms and customs also form an integral part of our culture. Being Canadian means that there is an panoply of cultural influences within our society. This unit connects strongly with the other units such as citizenship and history.

Students will be expected to:

10-6-1 describe the four elements of culture
10-6-2 analyze the various subcultures that exist within a school
10-6-3 analyse ways that popular culture contributes to Canadian culture
10-6-4 assess the impact of popular culture on traditional cultures
10-6-5 explain how Canada is evolving into an increasingly multicultural nation
10-6-6 explain why Canadian culture continues to become more diverse
10-6-7 describe ways in which various cultures strive to maintain their heritage
10-6-8 give examples of how Canadian culture is influenced by global forces
10-6-9 analyze various aspects of popular culture in a global context

Curriculum Guide Organization

Overview

Specific curriculum outcomes are organized in units. Suggestions for learning, teaching, assessment, and resources are provided to support student achievement of the outcomes.

The Four-Column Spread

All units have a two-page layout of four columns as illustrated below.

Page One		Page Two	
Unit Overview		Unit Overview	
Title of Unit		Title of Unit	
Outcomes	Elaborations-Strategies for Learning and Teaching	Tasks for Instruction and/or Assessment	Resources/Notes
• specific curriculum outcome(s) • describe what students are expected to know, be able to do, and value	• elaborations of outcomes, including teacher background information • specific strategies for learning and teaching; these are found as indentations with bullets • can be used in various combinations to help students achieve an outcome or outcomes • not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning experience	• description of each suggested student activity or assessment task, organized into the following categories: Performance, Pencil and Paper, Presentation, Interview, Portfolio, and Journal	• reference to additional resources, including specific links to the provincial resources, cross-curricular links, supplementary resources, and web links • teachers may wish to record their own notes in this space

Sensitive Topics

The heart symbol ♥ is used to identify learning experiences that should be approached with sensitivity.

Unit 1

Canada's Place in the World

People, Place, and Environment

Introduction

Background

Students have substantial prior knowledge of signs, symbols, directions, and scale used to represent landmarks and locations in legends, and on maps and globes. They are also able to describe the major physical features, climates, and vegetation of their province and region, and have compared these to other regions of the world. Students have demonstrated an understanding of the basic features of Canada's landscape and climate, and have analyzed the effects of selected geographic factors on Canadian identity. By the end of Grade 9, students have been expected to ask complex geographic questions, acquire, organize, and analyse geographic information and answer geographic questions. They have used geographic tools, technologies, and representations to interpret, pose, and answer questions about natural and human systems, and they have used location, distance, scale, direction, density, shape, and size to describe and explain the location and distribution patterns of physical and human phenomena.

Teachers may refer to Appendix I for an overview of student mapping skills and Appendix J for a discussion of landforms and regions. Teachers may allow students to re-explore the various features of maps, the various types of maps, the variety of information contained in each, and why and how this information is of value. Teachers may encourage students to develop their own inquires around certain types of information they may wish to pursue, for example; population of Nunavut, products exported by a region, or transportation routes that exist between Canada and Asia.

Climate graphs are used to show the temperature and precipitation of a specific place. Precipitation is plotted as a series of bars, while temperature is plotted as a curve. A climate graph gives a long-term picture of the atmospheric conditions that can be expected each year for a particular city. A climate map summarizes this information on a map.

Physical maps show identifiable landmarks such as mountains, rivers, lakes, oceans and other permanent geographic features.

Topographic maps give a close-up view of a specific part of the world. All topographic maps have three things in common:

- A grid system, which allows the reader to pinpoint a specific location on the map
- Symbols, which are common worldwide
- Elevation, which shows the height above sea level by using brown contour lines

Political maps show cultural features, like the political boundaries of countries, states, provinces and cities.

Choropleth maps show how much, or the density, of a particular thing there is in an area. Population density is often shown using a choropleth map. Shading is used to show changes in value from region to region.

GCO: *Students will be expected to demonstate an understanding of the interactions among people, places, and the environment.*

Outcomes	Elaborations - Strategies for Learning and Teaching
Students will be expected to:	*Challenge students to:*
10-1-1 identify the components of an ecozone	• participate in a free-write exercise (see Glossary in Appendices) regarding Canada's people, places, and environment. The activity can be repeated upon completion of this unit as a reflective exercise. A region is an area that shares similar characteristics such as climate, culture, or economic activities that sets it apart from other areas. An ecozone is a large region that is defined by the following components: drainage, natural vegetation, human activities, wildlife, soil, and landforms. The study of ecozones looks at how human activities interact with the natural environment within a particualar region. Canada has 15 land ecozones and 5 water ecozones. (Refer to Appendix J) *Invite student to:* • identify the characteristics of the components of the ecozone in which they live. • use physical and climate maps of Canada to investigate the ecozones, landform regions, and climate zones of the country. With a blank outline map, students can label or illustrate with color these zones and regions. Ensure that students include a legend and title on their maps. • engage in a class discussion on how drainage, natural vegetation, wildlife, soil, and landforms influence human activity. (This activity may address additional unit outcomes.)

GCO: *Students will be expected to demonstate an understanding of the interactions among people, places, and the environment.*

Tasks for Instruction and/or Assessment

Students may, for example:

Performance

- create a model representation showing the landform regions of Canada or an ecozone within Canada. Groups could be responsible for different regions and an oral explanation upon completion. Media may include modeling clay, papier maché, or cardboard. (10-1-1)
- conduct an email correspondence with a student in another region of the country to compare physical, climatic, natural resources and human activity information. (10-1-1 to 10-1-6)

Pencil and paper

- select a Canadian ecozone. Write a letter to a friend describing your observations during a visit to the ecozone regarding climate, landforms, ways in which humans interact with the environment in the ecozone, natural vegetation and animals, and renewable and non-renewable resources. (10-1-1)

Journal

- write a journal entry expressing what you have learned about your own ecozone and other ecozones of Canada (see Student Response Journals, Appendix E) (10-1-1)

Teachers may consider using rubrics to assess collaboration skills, task completion, and personal achievements (see Rubrics in Assessment, Appendix G and Rubrics, Appendix H)

Resources/Notes

Gateway to Canada (Oxford)

Atlas of Canada website:
http://atlas.nrcan.gc.ca/site/english/index.html

Canadian Geographic
http://www.canadiangeographic.com/mapping/mapmaker/default.asp

Natural Resources Canada
Search: Subject Listing website:
http://www.nrcan-rncan.gc.ca/inter/index_e.html

Canadian Geography - A Sense of Place (McGraw-Hill Ryerson)
p. 6-70
p. 118-130

Cross-Curricular Reading Tools

Canadian Council on Ecological Areas website:
www.ccea.org

GCO: *Students will be expected to demonstate an understanding of the interactions among people, places, and the environment.*

Outcomes	Elaborations - Strategies for Learning and Teaching
Students will be expected to:	Students should be able to locate six major bodies of water in Canada. *Have students:* • explore the uses and properties of political maps by creating their own map of Canada and labeling provinces, territories, and capitals. • locate a major body of water when given latitude and longitude coordinates. • identify which provinces dominate a particular landform region.
10-1-2 locate major bodies of water, (including rivers), landform regions, and the provinces and territories of Canada and their capital cities	
10-1-3 apply concepts and skills related to time zones in problem situations	Students have applied concepts and skills related to time in grade 6 and 7 math, using the 12h and 24h clock, converting from hours to minutes, and vice versa. They may have planned worldwide trips using travel schedules, taking into account worldwide time zones. Canada uses six primary time zones: Newfoundland Time Zone, Atlantic Time Zone, Eastern Time Zone, Central Time Zone, Mountain Time Zone and Pacific Time Zone. For every time zone west of another zone, the time is one hour earlier. For every time zone east of another zone, the time is one hour later. There is one exception - Newfoundland is in a time zone that is half an hour different between it and the time zones beside it. • Challenge students to determine which time zones are found in each of the Canadian territories. In 2007, Daylight Saving Time began on the second Sunday in March and ended on the first Sunday in November. During Daylight Saving Time in Canada, residents move their clocks ahead one hour. • Have students locate and mark time zones on a map of Canada. Students may create a set of time zone "clocks" for the classroom or create a travel scenario to practice applying the concept of time zones and how differences are calculated. Teachers may lead discussions regarding technologies that aid travelers in calculating time zones quickly and accurately and may discuss implications of time zones for travel, communications, and trade.

GCO: *Students will be expected to demonstate an understanding of the interactions among people, places, and the environment.*

Tasks for Instruction and/or Assessment

Students may, for example:

Performance

- create a class atlas by compiling separate regional or provincial/ territorial maps. (10-1-2)
- create a time zone game for younger children to explain the concept. (10-1-3)
- create a digital slide show or other visual to depict Canadian landform regions, political boundaries, and settlement patterns. (10-1-1, 10-1-2, 10-1-4)

Pencil and paper

- create a chart depicting time zones in Canada. (10-1-3)
- solve the time zone problems in Appendix L. (10-1-3)
- create a time zone problem. (10-1-3)
- create mental maps - use blank outline maps of Canada to fill in approximate boundaries and locations for political features, symbols and colouring for landforms, demographic maps, etc. (10-1-2)

Portfolio

- compile portfolios of completed maps individually, or as a class. (10-1-2) (see Portfolio Assessment in Appendix F)

Journal

- write a journal entry describing the concept of time zones and why the zones are significant in everyday life. (10-1-3)

Resources/Notes

Canadian Geography - A Sense of Place (McGraw-Hill Ryerson) p. 292-295

Gateway to Canada (Oxford)

Atlas of Canada website: http://atlas.nrcan.gc.ca/site/english/index.html

Canadian Geographic http://www.canadiangeographic.com/mapping/mapmaker/default.asp

Natural Resources Canada Search: Subject Listing website: http://www.nrcan-rncan.gc.ca/inter/index_e.html

GCO: *Students will be expected to demonstate an understanding of the interactions among people, places, and the environment.*

Outcomes	Elaborations - Strategies for Learning and Teaching
Students will be expected to:	*Invite students to:*
10-1-4 analyse Aboriginal settlement patterns, past and present, across Canada using physical and climate factors	• identify Aboriginal settlement patterns across Canada, past to present. • generate ideas to explain the shift in Aboriginal settlement patterns. ♥ This is an opportunity to draw out ideas regarding why European colonists settled in Canada. Be sensitive to the impact of early Europeans settlement patterns on Aboriginal groups across Canada. *Challenge students to:* • research traditional lands and government decisions to move ♥ First Nations onto reserves. • access an online mapping site to track the settlement patterns across Canada. Students may compare settlement patterns with physical and climate zone maps to deduce factors such as transportation, defence, and access to resources that influenced settlement in a particular area or region.
10-1-5 explain historical factors influencing settlement across Canada	*Invite students to:* • determine why capital cities are located next to bodies of water. • identify the locations of provincial and territorial capitals of Canada. • identify some of the major rivers and bodies of water in Canada. • investigate site factors, which are features of the physical landscape (fertile soil, abundant trees, plentiful fish, presence of minerals) that attract people to a particular area. • investigate situation factors, which involve a site's relationship to other places (economic, related to trade, markets, transportation, or political) that attract people to a particular area. • identify issues of sustainability within a region, the lasting availability of a principle resource, and the impact of changes in the availability of the resource.
10-1-6 identify changes in transportation over time 10-1-7 describe the changes in modes of communication over time	*Invite students to:* • explore traditional and contemporary First Nations travel. • work with partners and a teacher-librarian to create a class booklet, poster, multimedia presentation (slide-show) or some other method of presentation on "Changes in Transportation" or "Changes in Communication" over time. Brainstorm, as a class, to create a list of sub-topics or a mind/word map. Students can decide on an effective method for organizing data collected. Students may develop a rubric (guided by teacher) which will guide the research process and clearly state expectations of the finished product. • view or read historical fiction and/or documentary stories based on the change in transportation or communication that took place over the years, particularly in northern regions of Canada. • discuss the influences and effects of climate and weather on industries, transportation, and communication.

GCO: *Students will be expected to demonstate an understanding of the interactions among people, places, and the environment.*

Tasks for Instruction and/or Assessment

Students may, for example:

Performance

- develop and play a Canadian Facts trivia game related to sustainable environments and changes in transportation over time. (10-1-1, 10-1-6)

Pencil and paper

- explain, in writing, four historical factors that influenced settlement across Canada. (10-1-5)
- create a visual timeline to illustrate the changes in transportation and communication that have taken place over time. (10-1-6, 10-1-7)
- compare and contrast Maritime First Nations and northern First Nations traditional and contemporary travel. (10-1-6, 10-1-7)

Presentation

- present orally and visually your findings on changes in transportation and communication over time by explaining the booklet or other presentation created. (10-1-6, 10-1-7)
- create a mini-documentary or mini-drama in pairs or groups to depict significant moments in transportation and communication history. (10-1-6, 10-1-7)

Portfolio

- compile maps indicating First Nations in Canada before contact with Europeans and the current Aboriginal population of Canada. (10-1-4)

Journal

- summarize significant changes and their impacts on transportation and communication through the writing of a poem, story, or journal entry. (see Student Response Journals, Appendix E) (10-1-6, 10-1-7)

Teachers may consider using rubrics to assess collaboration skills, task completion, and personal achievements (see Rubrics in Assessment, Appendix G and Rubrics, Appendix H).

Resources/Notes

Gateway to Canada (Oxford)

Atlas of Canada website:
http://atlas.nrcan.gc.ca/site/english/index.html

Canadian Geographic
http://www.canadiangeographic.com/mapping/mapmaker/default.asp

Natural Resources Canada
Search: Subject Listing
http://www.nrcan-rncan.gc.ca/inter/index_e.html

Canadian Geography - A Sense of Place (McGraw-Hill Ryerson)
p. 6 - 70, p. 92-93, p. 118 - 130

Historically accurate maps of First Nations land entitlements can be found on the Natural Resources Canada website:
http://atlas.nrcan.gc.ca/english/maps/historical/indiantreaties/historicaltreaties

GCO: *Students will be expected to demonstate an understanding of the interactions among people, places, and the environment.*

Teacher Notes

Unit 2

Canada's Voices from the Past

Time, Continuity, and Change

Introduction

Background

Students will have been exposed to a great deal of "Canadian History" by this time. This unit is not intended to be collection of dates and events but rather a "big picture" view of what it takes to create a country like Canada. Obviously, events and dates are important in that these set a context; however, just as significant are the voices and personalities that have traditionally been omitted from text books. Many of these personalities include contemporary figures who have contributed a great deal to the development of Canada whether it be through literature, music, sport, humanitarian efforts, or other means. The main aim of this unit is to open the realm of "who is important" in this context so that students' thinking extends beyond the traditional political examples in history.

Canadians are well-known for their historical and modern-day roles in world conflicts. This unit provides the opportunity to discuss and evaluate those roles from both an historical perspective and a contemporary perspective. Students will examine Canadian military presence in historical conflicts including the African-Boer War, the Great War, the Second World War, and the Korean War. Since that time, Canadians have experienced a shift from a military stance to a humanitarian position (i.e., peacekeeping) and back to military involvement depending on the world situation and decision-making. Students can debate the roles that they would prefer for Canada on a world stage. It is the aim of this unit to promote critical thinking around the issues at hand today, and to promote an understanding of how historical events and views contribute to contemporary issues and views.

Factors that led to the merging of British North American colonies are listed in Appendix P, along with a list of the wars, uprisings, and conflicts in which Canadians participated.

GCO: *Students will be expected to demonstate an understanding of the past and how it contributes to the present and the future.*

Outcomes	Elaborations - Strategies for Learning and Teaching
Students will be expected to:	*Invite students to:*
10-2-1 explain why some of the colonies of British North America merged to become the Dominion of Canada	• develop a time line depicting the origin and development of the Dominion of Canada and the contributing people and nationalities. • examine historical maps to gain an understanding of the sequence and time line involved in Canada's development. Students can compile data and create their own political maps of Canada indicating boundaries and dates of entry into the Dominion and Confederation. Include historically accurate maps of Aboriginal land titles. • invite local historians to speak to the class about why some of the colonies of British North America merged to become the Dominion of Canada. Students should prepare questions prior to the visit. After the visit, students can write their impressions in the form of a journal entry or as a brief newspaper article. • read or view historical accounts of Canada's origin and discuss. Students can develop one critical inquiry question to accompany their reading/viewing and pose it to a partner/group.
10-2-2 explain the role of Prince Edward Island in the process of Confederation	In 1864 when Maritime colonies considered uniting, Prince Edward Island was opposed. To entice PEI to consider uniting, political leaders of Canada West and Canada East, Nova Scotia, and New Brunswick came to meet in Charlottetown, the capital of PEI, to discuss a union of all the British North American colonies. This initial meeting was the springboard of Confederation, the beginning of the creation of the masterplan of Canada. As a result, Charlottetown is known as the "Birthplace of Confederation." (refer to Appendix P) *Have students:* • collaborate in organizing field trips to Province House, Founders' Hall, Eptek Center, or other places of local significance. • research reasons why PEI was reluctant to join confederation • create a class display of "Who's Who: Fathers of Confederation". • brainstorm a list of "great personalities" from a variety of backgrounds, genders, and cultures in Canadian history and modern society. Students can select one personality and research further information to create a class coffee-table book of "Greats". An extension of this activity would see students electing their favourite as the "Greatest Canadian Idol". • create and participate in a trivia game of "Who's Who" in Canada - students can add in their own selections of people that they feel should be on the list.
10-2-3 describe several personalities (past and present) who have contributed to the growth and development of Canada	*Challenge students to:* • interview a senior citizen or war veteran in the community. Prepare interview questions and follow proper etiquette in conducting the interview (see Studying Local History, Appendix B). • work in pairs or triads to create a mini-documentary of a local personality who has contributed to the growth and development of Canada within their communities. Students may choose to use digital technology to produce their work or print/visual illustration.

GCO: *Students will be expected to demonstate an understanding of the past and how it contributes to the present and the future.*

Tasks for Instruction and/or Assessment

Students may, for example:

Pencil and paper

- submit a Dominion of Canada timeline. Collaborate with the teacher to develop a rubric by which the timeline will be assessed. (10-2-1)
- submit political maps illustrating the colonies that merged to become the Dominican of Canada up to 1973. Collaborate with the teacher to develop a rubric by which the map will be assessed. (10-2-1, 10-2-2)
- develop criteria for a rubric to assess individual contributions to the "coffee-table" book. (10-2-3)

Interview

- conduct a mock interview with a "great Canadian" personality. (10-2-3)

Presentation

- present your choice for "The Greatest Canadian"; have your classmates do the same, and conduct a class vote to determine the class choice. (10-2-3)

Portfolio

- keep learning logs during the field trips and submit or add to your portfolios. (10-2-1 to 10-2-3)
- create a newspaper of the 1860s within groups, with individuals contributing articles based upon Prince Edward Island's involvement around the time of Confederation. Add illustrations and/or downloaded archival photos citing any sources which are not original. (10-2-2)

Resources/Notes

Gateway to Canada (Oxford)

Aboriginal Peoples: Building for the Future (Oxford)

World Affairs: Defining Canada's Role (Oxford)

Too Young to Fight, by Priscilla Gallaway

Veterans Affairs Canada website
Search:
- Youth and Educators
- Canada Remembers

www.vac-acc.gc.ca/youth/

CBC The Greatest Canadian website:
www.cbc.ca/greatest

Cross-Curricular Reading Tools

GCO: *Students will be expected to demonstate an understanding of the past and how it contributes to the present and the future.*

Outcomes	Elaborations - Strategies for Learning and Teaching
Students will be expected to:	
10-2-4 plan and carry out historical research of a local nature (eg. events, people, places, landmarks)	The outcome 10-2-4 provides an opportunity for students to learn and practice library/literacy/learning skills such as those listed in Appendix Q. *Invite students to:* • analyse artifacts, photos, and other primary sources (see Using Primary Sources in the Classroom, Appendix C). • research the origins of place names in or around their local communities.
10-2-5 illustrate, on a timeline, major historical world conflicts in which Canadians have played a role	♥ Teacher Note: Those First Nations members who joined the Canadian Armed Forces were strongly encouraged to "enfranchise" themselves in order to: • be able to fraternize with fellow soldiers in the mess both during wartime and as veterans (the sale of alcohol to First Nations members was prohibited). • be able to take advantage of soldier loans after the war (First Nations on reserves were prohibited from owning property and getting degrees); and be able to vote in elections (First Nations in Canada were prohibited from voting in elections until 1960). *Invite students to:* • identify the major historical world conflicts in which Canadians have played a role, and display on a timeline (see Appendix P). • investigate continents in which the conflicts occurred, and add to the timeline. • research the role and contribution made by Lester B. Pearson in Canada's peacekeeping history. (refer to Veterans Affairs Canada website)
10-2-6 assess Canada's involvement in current world conflicts	• discuss and distinguish between the terms: Peacekeeper and Peacemaker. (refer to Veterans Affairs Canada website and Appendix P) Assess Canada's current involvement in a world conflict. • follow current events to track Canada's role in world conflicts at this time. Develop a system for tracking involvement centered around a map and/or create a graphic organizer to keep data (refer to Veterans Affairs Canada website). Assess Canada's involvement in several of the conflicts. • invite a Canadian peacekeeper to class to discuss post-WWII military conflicts and the roles that Canadian military members played. Afterwards assess Canada's involvement based on the new information from the presentation.

GCO: *Students will be expected to demonstate an understanding of the past and how it contributes to the present and the future.*

Tasks for Instruction and/or Assessment

Students may, for example:

Performance

- analyse an unfamiliar artifact, photo, painting, or other primary source using the suggested template (see Using Primary Sources in the Classroom, Appendix C. (10-2-4)
- create and present a world map plotting various regions where Canadians have been involved in conflicts, including the dates/ years involved. (10-2-5, 10-2-6)

Pencil and paper

- compile a booklet of interesting place names. (community, province, region, or country) (10-2-4)
- explain in writing or orally, the difference between "Peace keeping" and "Peacemaking" for Canadian soldiers. (10-2-5, 10-2-6)
- list the reasons why Canadian peacekeepers are involved with current world conflicts and make an assessment regarding Canada's involvement. (10-2-6)

Presentation

- present your interviews or mini-documentaries to the class. (10-2-3 to 10-2-5)
- organize and present data gathered during jigsaw activity to represent Canada's contribution during world conflicts. (10-2-5)
- ♥ write or present a summary statement reflecting either your personal views of Canadian involvement in world conflicts or a statement reflecting how the rest of the world may view Canada in light of its involvement in world conflicts. (10-2-5, 10-2-6)

Journal

- respond to readings or viewings in journal form or essay form. (10-2-4)

Resources/Notes

Veterans Affairs Canada website contains excellent resources and lesson plans for teachers and resources for students
Search:
- Youth and Educators
- Canada Remembers

http://www.vac-acc.gc.ca/general/

Peacekeepers and Peacemakers: Canada's Diplomatic Contribution

The CBC Digital Archives website, for conflict and war, Canadian Broadcasting Corporation:

http://archives.cbc.ca/IDT-1-71/conflict_war/

Cross-Curricular Reading Tools

current issue of MacLean's Magazine

GCO: *Students will be expected to demonstate an understanding of the past and how it contributes to the present and the future.*

Teacher Notes

Unit 3

Canada as a Democracy

Citizenship, Power, and Governance

Introduction

Background

♥ Students will have been exposed to concepts of citizenship and the rights and responsibilities that are inherent in being a citizen. However, they may not have had the ability or opportunity to articulate in their own way their understanding of these concepts. It is important to communicate the message that there are many citizens of varied backgrounds within Canada, and that all must be respected regardless of background. This unit provides an excellent opportunity to review concepts of "bias" and "perspective" and to encourage students to "step outside" of their own world in order to better the broader world around them.

Please refer to Appendix M for information regarding citizenship, immigration, British Home Children and examples of current issues in Aboriginal societies.

GCO: *Students will be expected to demonstate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.*

Outcomes	Elaborations - Strategies for Learning and Teaching
Students will be expected to:	
10-3-1 explain why Canada is considered to be a democratic society	A democratic society, such as Canada, is characterized by the following components: - open and accountable government - civil and political rights - free and fair elections A democratic civil society is based on the belief that democracy extends to everyone in society, and that all individuals, groups, communities, or organizations have a duty to uphold democratic principles. Therefore, all citizens must act not only to ensure their own rights are maintained, but also to protect the rights of all citizens.
10-3-2 demonstrate an age-appropriate understanding of the rights and responsibili ties of being a Canadian citizen.	*Invite students to:* • brainstorm a list of the rights that Canadian citizens enjoy. Students may then brainstorm a list of the responsibilities as Canadian (and global) citizens and use a T-chart or other means to display the lists visually. • examine the Charter of Rights and Freedoms (1982) to compare their brainstorm lists against the official document. Groups of students may take separate sections to analyse and then report back to the whole class. Students may choose to make a class version of the Charter, or to reword the Charter in everyday terms understandable to a younger audience. • write their own brief definition of responsible Canadian citizenship either as a journal entry or as a separate assignment.
10-3-3 explain the push and pull factors behind immigration to Canada	• compare the terms “immigration” or “pull factors” and “emigration” or “push factors” as well as the reasons for both, and the implications for both movements. • research immigration statistics to create a table or chart illustrating the origins and destinations (if possible) of refugees to Canada since World War II. Discuss the “push/pull” factors that played a role in their movement, and the implications of immigration. • ♥ investigate enfranchisement, and how it relates to Aboriginal participation as full Canadian citizens.
10-3-4 describe the three main categories of immigrants to Canada	• ♥ research personal stories of immigrants to Canada to compare various experiences. Include stories of the Home Children and other displaced immigrants and refugees. • identify and describe the three main categories of immigrants to Canada, using Appendix M.

GCO: *Students will be expected to demonstate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.*

Tasks for Instruction and/or Assessment

Students may, for example:

Performance
- create a visual display illustrating the rights and responsibilities of Canadian citizens. (10-3-2)
- create and present a roleplay/mini-drama in a group to illustrate one of the rights contained within the Charter. (10-3-2)
- create a digital slide show illustrating the rights and responsibilities of Canadian citizens. Include music and visuals to enhance the presentation. (10-3-2)
- illustrate your understanding of "push/pull" factors through visual, drama, or written formats. Students may create fictional stories to portray their understanding of the reasons that people immigrate/emigrate. (10-3-3)
- given various scenarios centered on immigration applications, use your knowledge of Canada's immigration policy to determine the likelihood of the applicant being granted entry to Canada. (10-3-4)
- create a roleplay to illustrate the following two scenarios: (10-3-4)
  a) an immigrant who has just been accepted into Canada; and
  b) an immigrant who has been denied entry into Canada.

Pencil and Paper
- give examples of Canadian rights and responsibilities. (10-3-2)

Rights	Responsibilities

- create and display your own version of the Charter of Rights and Freedoms. (10-3-2)
- create a class charter of rights and responsibilities. (10-3-2)

Presentation
- create a collage illustrating why Canada is considered to be a democratic society. (10-3-2)
- display your definition of Canadian citizenship (which includes rights and responsibilities) on special paper or decorate as a mini-poster for display. (10-3-2)

Journal
- write a journal entry from two perspectives: a) an immigrant who just been accepted into Canada; and b) an immigrant who has been denied entry into Canada (see Student Response Journals, Appendix E). (10-3-4)

Resources/Notes

Gateway to Canada (Oxford)

Your Guide to the Canadian Charter of Rights and Freedoms

www.electionscanada.ca

www.studentvote.ca

www.parl.gc.ca

Canadians and Their Government - A Resource Guide

www.canadianheritage.gc.ca

GCO: *Students will be expected to demonstate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.*

Outcomes	Elaborations - Strategies for Learning and Teaching
Students will be expected to:	*Have students:*
10-3-5 explain significant factors and possible outcomes surrounding a current issue in Aboriginal societies	•♥ invite a Chief or Elder of an Aboriginal community or organization to class to talk about Aboriginal rights, issues, treaty rights, and historical factors that affect current views. •♥ research online resources or periodicals to create a summary of current Aboriginal issues in the news. Students can create a graphic organizer to keep track of information and to organize data.

Issue	Quick Facts

•♥ (as a jigsaw activity,) research an Aboriginal community which is experiencing difficulties such as clean water shortages or supply, adequate housing, schools, education, or medical and addiction problems, to form a basis from which to discuss current issues and their possible solutions. Students should be encouraged to look at issues through the eyes of those experiencing them to gain a better appreciation of the situation. •♥ create a fictional place and people and re-enact similar events in Canada's history to present an analogy of the current situation surrounding Aboriginal issues and history. See graphic organizer below.	

Event	Result

10-3-6 demonstrate an understanding of Aboriginal peoples' unique status	♥ Teacher Note: The "unique status" of Aboriginals in Canada is fully recognized by Canadian Law and is entrenched in the 1982 Constitution of Canada. • research the different reasons why Aboriginals in Canada have unique status. •♥ take the perspective of an Aboriginal politician to prepare an argument outlining why Aboriginal Canadians have unique status.

GCO: *Students will be expected to demonstate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.*

Tasks for Instruction and/or Assessment

Students may, for example:

Pencil and paper

- prepare a brief summary of a guest speaker's main points. (10-3-5, 10-3-6)
- ♥ create a "voice" for Aboriginal issues by communicating a particular issue and the historical or societal factors influencing it. Include a statement explaining why the issue is important to Canadians as a whole. (10-3-5)
- complete the following sentences. (10-3-1 to 10-3-6)

> One thing that I did not know before this studying this unit was.....
>
> The most interesting thing I learned in this unit is that .....

Interview

- submit prepared interview questions related to current issues in Aboriginal socities and Aboriginal peoples' unique status for a guest speaker. (10-3-5, 10-3-6)

Journal

- write a journal entry reflecting on the visit of a guest speaker and explaining what new ideas were learned or views understood because of the visit (see Student Response Journals, Appendix E). (10-3-5, 10-3-6)
- ♥ write a journal entry speculating as to what might happen with certain current issues under study. Include a "best-case" scenario and/or a "probable outcome" response (see Student Response Journals, Appendix E). (10-3-5)

Resources/Notes

Gateway to Canada (Oxford)

Aboriginal Peoples: Building for the Future (Oxford)

GCO: *Students will be expected to demonstate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.*

Teachers Notes

Unit 4

Canada's Work and Worth

Individuals, Societies, and Economic Decisions

Introduction

Background

Students will likely have some experience at this point with the world of work and the economies of the region. This unit presents many opportunities for discussion surrounding economic issues at both a regional and national level. Discussions will likely involve issues of unemployment due to seasonal factors and other reasons as well as current trends in employment such as out-migrations of Atlantic Canadians in search of employment.

Background information on the following topics can be found in Appendix O: Canadian industries, minimum wage, emerging economics and social programs.

GCO: *Students will be expected to demonstate the ability to make responsible economic decisions as individuals and as members of society.*

Outcomes	Elaborations - Strategies for Learning and Teaching
Students will be expected to:	*Invite students to:*
10-4-1 explain primary, secondary, tertiary, and quaternary industries using examples	• complete an Anticipation Guide prior to and after reading "Industrial Strength Canada". • complete a KWL chart to assess what they already know about various sectors of industry and what they would like to know. • sort a list of various industries by sector to gain a better understanding of the four principle areas, noticing that there may be some overlap.
10-4-2 compare the ways that Canadians made a living in the past to how they make a living now	• research print or online resources to gather data and to create a chart (or other visual organizer) outlining the contributions of each sector to the Canadian economy. Compare these figures with another time period e.g. 1980 or post World War II. • either individually or in pairs, choose one industry. Collaborate with the teacher-librarian to research the selected industry. Brainstorm a list of common headings including: history of the industry, changes over the years, economic value, training of employees, seasonal work, etc. • compare and discuss how making a living has changed over the years. Students can create a comparison chart to illustrate their discussions. • investigate regional employment trends across Canada today, and compare to those fifty years ago.
10-4-3 describe changes over time which have influenced the Canadian economy including technological advancements and shifts in societal attitudes	• create a time line depicting changes in technology and societal views which have influenced the development of Canadian economy and society. • research Canadian innovations and innovators and describe changes that have influenced the Canadian economy.
10-4-4 explain the reasons for seasonal economies and the impact on people who work in seasonal economies	• develop a list of seasonal economies in Atlantic Canada. Students can research factors contributing to the success of the industry, problems associated with the industry such as sustainabilty, chances for student employment, and amount of training required. • ♥ research disparity by regions and cultures. • ♥ investigate historical and current seasonal employment statistics for Canadian youth, females, and Aboriginal people.

Industry	Present	1980

Past	Present

GCO: *Students will be expected to demonstate the ability to make responsible economic decisions as individuals and as members of society.*

Tasks for Instruction and/or Assessment

Students may, for example:

Pencil and paper

- sort a list of given industries by category: primary, secondary, tertiary, and quaternary. (10-4-1)
- write a tag-line description of each industry sector that could be used as a caption on a public-information poster. (10-4-1)
- make a list of seasonal economies in Atlantic Canada, and explain the impact on people who work in seasonal economies. (10-4-4)

Interview

- interview a person of another generation to create a description of work at that time period. Share with other students and write a summary statement to express thoughts on information learned. (10-4-2)

Presentation

- present a mini-research product on one industry including the sector to which it belongs, the products or services it produces, issues and future predictions for its success. (10-4-1)

Journal

- write a journal entry comparing some jobs of the past with those of the present and include a future personal prediction of how you may make a living. (10-4-2, 10-4-4)

- write a reflective journal entry from the point of view of someone who has just finished up his or her seasonal employment period and a) does not want to give up work; and b) is happy to be finished for the season. (10-4-2, 10-4-4)

- reflect in a journal entry which invention you consider to be the greatest that our country has ever produced. Defend your choice. (10-4-3)

Resources/Notes

Canada Prospects - Career Planning Publication found at the following website:
http://www.careerccc.org/products/cp_nav/home.cfm

Gateway to Canada (Oxford)

Canadian Geography: A Sense of Place (McGraw-Hill Ryerson) p. 136-211

The Greatest Canadian Invention DVD

Cross-Curricular Reading Tools

GCO: *Students will be expected to demonstate the ability to make responsible economic decisions as individuals and as members of society.*

Outcomes	Elaborations - Strategies for Learning and Teaching
Students will be expected to:	*Invite students to:*
10-4-5 describe the contribution of the service sector within our economy	• discuss the various branches of Canada's service sector and create a mind map or concept map to relate the importance of this sector to society and its members. (see Glossary in Appendix) • write a "what if..." journal entry or paragraph related to the removal of the service sector and the consequences of this. • create a brainstorming web of tourist attractions in their community.
10-4-6 assess some of the pros and cons of minimum wage	The entire concept of minimum wage is very much debatable. (see Appendix O) Invite students to: • brainstorm a list of some of the pros and cons of minimum wage, and assess several pros and cons. • create a graphic organizer to display a list of pros and cons of minimum wage in the country. Students may research viewpoints from both the government and private industry to compare perspectives. •♥ develop a flow chart organizer or other visual to illustrate the economic cycle often imposed on minimum wage earners. Students should include discussion on ways to break the cycle and the impact of education on wage earners. •♥ given a family profile, prepare a cost of living budget based upon earning minimum wage.
10-4-7 predict growth and impact of emerging economies	• research emerging economies using business magazines, government news sites, or those of other organizations to develop an understanding of potential growth within certain sectors. Students can begin by examining primary industries to identify new resources that are under development e.g. wind energy, modified varieties of produce, revitalized fish stocks, etc. • discuss the potential positive and negative impacts of emerging economies on people and the environment.
10-4-8 evaluate some of the benefits and costs of social programs in Canada	•♥ research the eligibility requirements for Employment Insurance and apply this knowledge to fictional scenarios that represent "real people" situations. •♥ discuss and evaluate the pros and cons of Employment Insurance in seasonal economies. •♥ in a jigsaw activity, discuss and compare benefits and costs of Canadian social programs including Medicare, Employment Insurance, and Income Support. Students will return to their home groups to compile their findings and to compose a summary statement. An extension of this would see students creating a "position" statement as group and defending it to their classmates. As an extension, some students may be interested in investigating the social programs available in other countries.

GCO: *Students will be expected to demonstate the ability to make responsible economic decisions as individuals and as members of society.*

Tasks for Instruction and/or Assessment

Students may, for example:

Performance

- ♥ debate the role of minimum wage in terms of perpetuating economic cycles. (10-4-6)
- ♥ teach a lesson on the poverty cycle to peers or a teacher. (10-4-6)

Pencil and paper

- write a news editorial stating how the service sector is a vital component of the Canadian economy. (10-4-5)
- create a mind or concept map illustrating the importance and the spin-offs directly related to the service sector. (10-4-5)
- chart the pros and cons of minimum wage as if preparing a presentation explaining the concept to a group of peers or a newscast. (10-4-6)
- write a position paper stating views on either a) why minimum wage is a positive for earners, or b) why minimum wage works against people. (10-4-6)
- select one emerging resource/economy and create a mind-map to depict how it might develop and the impact of its development on the land, people and economy of the region/country. Conclude with a summary statement. (10-4-7)
- ♥ write a comparison paper, or participate in an oral debate which highlights both the costs and the benefits of Canada's social programs. (10-4-8)
- ♥ select one social program such as Medicare and prepare an argument or position paper either a) in favour of continuing the program, or b) in favour of revising or abolishing the program. Students must be able to defend their positions with a rationale. (10-4-8)
- ♥ develop a rubric by which to evaluate a social program in Canada including its value, its cost, and its impact. (10-4-8)

Presentation

- take a perspective, either from a worker point-of-view or from a small-business owner point-of-view and present arguments for or against minimum wage. (10-4-6)
- ♥ prepare and present a digital presentation illustrating an historic background of a particular social program, revisions made to it during its lifetime, international comparisons (if any), and a statement to the effect of its impact on Canadians. (10-4-8)

Resources/Notes

Choices software (www.bridges.com)

Cross-Curricular Reading Tools

GCO: *Students will be expected to demonstate the ability to make responsible economic decisions as individuals and as members of society.*

Teacher Notes

Unit 5

Canada's Global Connections

Interdependence

Introduction

Background

Students today are familiar with many terms related to interdependence such as global community, global communications, and global issues. Interdependence is an everyday fact of life for Islanders and Canadians alike. With the advent of the world wide web and the potential of the internet as a communication tool, students are immersed in a world that affords endless opportunities for engagement and learning. Many of them will leave school to enter careers that will see them in touch with global customers and colleagues on a daily basis. Therefore, it is critical that students gain an understanding of both the opportunities and the challenges that are presented through our global connections. This unit will broaden ideas that were previously explored in the grade 9 program *Atlantic Canada in the Global Community* where "interdependence" is the overarching theme.

Considering Prince Edward Island's historical insular nature tempered with necessary dependence on outside sources, this could be a particularly interesting area of study. As our needs have evolved and our horizons broadened, so has the threat of global forces on our unique environment. This unit will provide the opportunity to debate some of the pros and cons of going "global" from an Island perspective and how that situates us in the broader Canadian context.

Further information regarding sustainability can be found in Appendix R.

GCO: *Students will be expected to demonstate an understanding of the interdependent relationship among individuals, societies, and the environment - locally, nationally, and globally and the implications for a sustainable future.*

Outcomes	Elaborations - Strategies for Learning and Teaching
Students will be expected to:	In any of the research students complete to address unit outcomes, students could be encouraged to create a "webliography" of internet sites related to research in the area of resources and interdependence. Individual or pairs could be assigned to specific areas of study then collected sites could be compiled to form a class webliography.
10-5-1 give examples of the origins of some common food products	The intent of outcome 10-5-1 is to have students be able to identify and give several examples of common food products. Students could be challenged to investigate the cost benefits of some of these foods. *Invite students to:* • collect food labels (or bring in food items which can be part of a food drive) to gather data on the origins of our food. Students can prepare a class collage made of pictures from magazines, articles from newspapers, and materials from brochures which will depict our dependence on other people and other countries for our very existence. • collect the data from the above suggestion and map the origins on a world map. Students could also show data through a variety of charts. • interview a senior citizen about the changes in the availability, selection, and origin of common food products. •♥ investigate First Nations traditional views on care of resources, and the impact of modern society on First Nations practices concerning care of resources and consumption.
10-5-2 give examples of our increasing dependency on other countries for goods and services	• investigate specific examples of how Canadians rely on other countries to provide us with goods and services. • discuss how the existence of a global marketplace affects Canadians in both positive and negative ways, goods available, cost to jobs and industry, and opportunities. Conclude with a summary statement, or paragraph that encompasses the ideas discussed.
10-5-3 analyse the impact of resource depletion on a region or a nation	•♥ research the depletion of the cod industry in Newfoundland and Labrador, the factors leading to depletion, the views of traditional fishers versus the larger corporate fishers and trawlers, the results of unchecked fishing, and the impact on the people who were dependent upon the industry. •♥ research other areas of resource depletion or potential depletion - forest, lobster, mineral, oil, water, etc. and draw conclusions regarding the impact on people.

GCO: *Students will be expected to demonstate an understanding of the interdependent relationship among individuals, societies, and the environment - locally, nationally, and globally and the implications for a sustainable future.*

Tasks for Instruction and/or Assessment

Students may, for example:

Performance

- form a mock task force group to brainstorm solutions to a resource depletion problem within Canada and present ideas to the rest of the class. (10-5-3, 10-5-5)
- participate in a class "Resource Fair" aimed at providing a public message regarding Canadian resources and future challenges and/or opportunities. (10-5-3, 10-5-6)

Pencil and paper

- create a concept web to explain the interdependence factors between locations of origin and destination markets in Canada. (10-5-1, 10-5-2)
- write a letter to the editor commenting on interdependence and how it affects Canadians, taking a position on whether it is a positive or negative for Canadians. (10-5-2)
- ♥ design a poster which depicts a valuable resource before and after its destruction or partial destruction by humans or by forces of nature. Research ways in which depletion could have been avoided or measures taken to prevent some of the damage. Attempt to estimate the loss in dollars to our economy. (10-5-3, 10-5-6)

Presentation

- present the collage of food origins to others in the class explaining the origins, production and transportation factors, distribution and cost factors to local markets. (10-5-1, 10-5-2)
- ♥ present research about a depleted resource (or, an at-risk resource) in Canada including its impact on jobs and its relation to interdependence with other parts of the country and world. (10-5-3)

Resources/Notes

Gateway to Canada (Oxford)

Canadian Geography: A Sense of Place (McGraw-Hill Ryerson) p. 214-217; p. 118-135

Unit 3 Challenge on p. 134-135 in Canadian Geography: A Sense of Place (McGraw-Hill Ryerson)

Unit 4 Challenge on p. 214-215 in Canadian Geography: A Sense of Place (McGraw-Hill Ryerson)

GCO: *Students will be expected to demonstate an understanding of the interdependent relationship among individuals, societies, and the environment - locally, nationally, and globally and the implications for a sustainable future.*

Outcomes	Elaborations - Strategies for Learning and Teaching
Students will be expected to:	*Challenge students to:*
10-5-4 articulate the importance of sustainability of natural resources from a local, regional, national, and global perspective	• list natural resources of PEI in one color, and resources of Canada in another color. Articulate ways that each natural resource is being sustained. Students may use examples of locations on PEI (e.g. clean water for fish in PEI rivers). In another column list major barriers to the sustainability of the resource. • examine issues such as biodiversity in ecosystems, reducing and managing the waste we produce, methods of extracting natural resources, supply and demand of clean water, alternatives to fossil fuels, climate change and the greenhouse effect, and species at risk.
10-5-5 describe how Canadians can make their communities sustainable	• invite a staff person from Island Nature Trust or Bedeque Bay Environmental Management Association to talk about ways that organization is contributing to the sustainability of natural resources.
10-5-6 describe how Canada can work globally to create a sustainable world community	• create an action plan identifying their global connections and the resulting impact on the world community. • create a Canadian action plan to support the Kyoto Protocol.
10-5-7 assess the significance of geography and history in determining the type(s) of work accessible to people of a particular region	• brainstorm geographical and historical factors which influence the type of work/industry in a particular area. Show on a map, which is divided into climatic regions, the industries and types of work which are possible in each area.
10-5-8 evaluate the role of technology in contributing to interdependence among nations	• research and critique the varied ways in which technology plays a role in global interdependence in areas such as transportation, communication, development, or industry.
10-5-9 predict possible future sustainability issues and their probable impact(s) within Canada	A prediction is a statement or claim that a particular event will occur in the future. For a prediction to be valid and useful, the prediction must be knowledgeable and employ sound reasoning. Students should be challenged to: ♥ select an issue and explore it through discussion and research, in order to make a sound prediction regarding a future sustainability issue and the impact within Canada. Some possible topics include food sources, modified foods, fossil fuels and alternative sources of energy, land use, forests, water, clean air, global warming, waste management, technology, communications, depletion of fish stocks, homeless people, job placement, and Aboriginal rights. Students could represent their vision of the realities and the solutions through writing, oral presentations, art, collage, illustrations, video, audio or digital representations.

GCO: *Students will be expected to demonstate an understanding of the interdependent relationship among individuals, societies, and the environment - locally, nationally, and globally and the implications for a sustainable future.*

Tasks for Instruction and/or Assessment

Students may, for example:

Performance

- prepare a cartoon series that might be used as a public information tool regarding resource depletion and sustainability. (10-5-3, 10-5-4, 10-5-6, 10-5-9)
- ♥ create a drama or mini-documentary based upon a message around resource depletion and conservation. (10-5-3 to 10-5-6 10-5-9)

Pencil and paper

- create action plans to reduce the amount of water you use in your daily life. (10-5-6)
- list three specific things you could do to help reduce global warming. (10-5-6)
- ♥ select one resource that has been discussed in class and develop a "best case/worst case" future line that illustrates the potential of the resource under differing circumstances. Students may also predict the most "probable" future of the resource and explain their reasons for their prediction. (10-5-9)

Interview

- ♥ interview a person who is connected to a major resource asking critical questions regarding its sustainability and its future challenges. (10-5-4, 10-5-5)

Presentation

- prepare a presentation on conservation and sustainabilty issues aimed at a younger audience (eg. elementary or intermediate students). (10-5-3 to 10-5-7, 10-5-9)
- present your research as a class presentation. Work together with the teacher to develop a rubric containing criteria for the project as a beginning step. Be clear about expectations of the research and work toward the criteria of the rubric. (10-5-7)
- prepare and present a digital presentation illustrating one way in which technology plays a role in the global interdependence among nations, and a concluding statement regarding the impact on Canada and the world. (10-5-8)

Resources/Notes

Canadian Geography: A Sense of Place (McGraw-Hill Ryerson) p. 132 - 225

Video: An Inconvenient Truth

Unit 4 Challenge on p. 214-215 in Canadian Geography: A Sense of Place (McGraw-Hill Ryerson)

GCO: *Students will be expected to demonstate an understanding of the past and how it contributes to the present and the future.*

Teacher Notes

Unit 6

Canada's Cultural Mosaic

Culture and Diversity

Introduction

Background

♥Culture can be a fascinating area of study for any age group. It is important to remind students, however, that there also issues within the realm of culture that can create tensions or sensitivities, and that it is critical that respect is demonstrated throughout any discussion surrounding culture.

Culture describes the way of life for an entire society. It includes manners, dress, language, religion, rituals, norms of behaviour such as law and morality, and belief systems.

Background information regarding the following topics can be found in Appendix K: youth subcultures, popular culture, multiculturalism, gender, globalization, and Aboriginal Peoples.

GCO: *Students will be expected to demonstate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.*

Outcomes	Elaborations - Strategies for Learning and Teaching
Students will be expected to:	
10-6-1 describe the four elements of culture	Culture is passed on from generation to generation through four elements: - values, or ideas about priorities in life (acquired through family and friends); - norms, or expectations about how people will behave in various situations, and rules and laws; - institutions, or the structures of a society within which values and norms are transmitted (school, church, government); and - artifacts, or things or materials (art, media, clothing, food, theatre). • Challenge students to complete an anticipation guide relating to how culture connects Canadians, before and after reading Unit 4 Theme 4 in Canadian Geography - A Sense of Place. *Have students:* • participate in a Think-Pair-Share strategy to brainstorm their own ideas of "culture" and the elements of culture. Students can write the ideas on a flipchart or board for later discussion. • participate in a Placemat activity to brainstorm and build upon others' ideas of the elements of culture. Students can visit other groups to share and compare ideas, then return to negotiate best ideas and place in centre of placemat. • research definitions of culture in dictionaries, encyclopedias, online resources, texts, and other resources to compile a class collection. • write a personal definition of culture after conferring with resources and partners to discuss.
10-6-2 analyze the various subcultures that exist within a school	The intent of this outcome is to cause students to examine their own beliefs and opinions, and to reflect on their own biases or prejudices of which they may not be aware. As they analyze the subcultures within their school, it is the goal of this outcome to lead students to a greater appreciation of and respect for different groups within their school, which may result in attitudinal shifts and enlightenment. •♥ have students sensitively examine examples of youth subcultures which include: body modification/tattoo, band geeks, cybers, freak scene, gangstas, gamers, goths, graffiti artists, grungers, hackers, jocks, metalheads, nerds, preps, rednecks, skaters, stoners, vegans, emos, skinheads, and many more. •♥ encourage students to apply their own definition of culture to their own school (or other schools) to discuss how subcultures exist within broader confines or contexts.

GCO: *Students will be expected to demonstate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.*

Tasks for Instruction and/or Assessment

Students may, for example:

Pencil and Paper

•♥ compare and contrast historical school subcultures with current school subcultures. (10-6-2)

Presentation

•♥ create a video or mini-documentary explaining the concept of culture and describing the various cultures within your school, community, province, or region. (10-6-1, 10-6-2)

Journal

- create your own definitions of culture in your journals. (10-6-1)
- keep a learning log throughout the class time that culture is being discussed. Share orally or privately your insights into the class topic of culture. (10-6-1)

Resources/Notes

Gateway to Canada, (Oxford)

Popular Culture, Issues Series (McGraw Hill)

Cross-Curricular Reading Tools

Canadian Geography - A Sense of Place (McGraw-Hill Ryerson)
p. 82 - 91
p. 94
p. 242 - 243
p. 246 - 257

GCO: *Students will be expected to demonstate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.*

Outcomes	Elaborations - Strategies for Learning and Teaching
10-6-3 analyse ways that popular culture contributes to Canadian culture	• encourage students to create a group or class concept web to illustrate how popular culture is reflected in Canadian culture. • encourage students to participate in a class debate centred on "Popular culture is eroding Canadian heritage." Students should ensure that they include references to the various elements of culture, e.g. food, dress, language, music.
10-6-4 assess the impact of popular culture on traditional cultures	•♥facilitate a discussion regarding the importance of language in culture. Students can examine the ways the languages of the Mi'kmaq and Acadian cultures have suffered assimilation. Consider steps that are being taken to preserve these languages. Help students appreciate the loss to the ethnic group when language is assimilated. • have students compare and contrast Canadian culture today with that of a grandparent's or great-grandparent's time. Look for newspaper/magazine articles which reflect these changes.
10-6-5 explain how Canada is evolving into an increasingly multicultural nation	Canadians are not of any one cultural background, race, or heritage. Canadians today reflect a vast diversity of cultural heritages and racial groups as a result of centuries of immigrants.
10-6-6 explain why Canadian culture continues to become more diverse	•♥have students read, listen to, or view stories of immigration and settlement. Students can discuss the challenges and opportunities encountered and the impact of settlement on existing Aboriginal communities. •♥invite students to discuss the difference between "assimilation" of culture and "transmission" of culture. Include references to languages such as Dutch, Lebanese, Mi'kmaq and Gaelic and the impact of assimilation on various cultures, as well as the impact of transmission of culture(s) on today's society. Note that the Acadian dialect "Chiac", is a variant of Acadian French mixed with English, and is spoken as the dominant language in the Acadian community in southeast New Brunswick. It has evolved and was formed by exposure to dominant English language media and increased urbanization to Moncton, and through contact with the dominant Anglophone community in the area, especially since the 1960s. Chiac has been embraced in recent years by some Acadian groups as a living and evolving langauage, and as part of their collective culture. • challenge students to research, compare, and contrast the American "Melting Pot" with the Canadian "Mosaic".

GCO: *Students will be expected to demonstate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.*

Tasks for Instruction and/or Assessment

Students may, for example:

Performance

- ♥ complete learning stations focusing on various ethnic groups and various aspects of their culture as well as some of their contributions to Canada or Canadian culture. Collaborate with your classmates to create a rubric suited to the process and product. (10-6-4 to 10-6-7)

- present a debate within class, or for a broader audience, focusing on some aspect of traditional culture vs popular culture. Creating the wording of the resolution or question should be part of the process. (10-6-3, 10-6-4)

- create a list of web sites that exist to help newcomers to Canada. Include a brief description of the purpose of each site. (10-6-5, 10-6-6)

Pencil and paper

- ♥ create a mind map or a timeline to explain Canada's diverse makeup and the immigration stories of specific groups. (10-6-5)
- ♥ describe the impacts of popular culture on First Nations culture. (10-6-4)

Presentation

- ♥ contribute to a collage reflecting the diversity within Canada. Oral presentation could include why a visual was selected or drawn, and the meaning of the visual. (10-6-5, 10-6-7)

- ♥ research and present results of current immigration statistics in comparison to various time periods throughout Canada's history. Conclude with a statement/explanation of the impact of immigration today in Canada (i.e. services needed, education, job issues, social programs, etc.). (10-6-5, 10-6-6)

Resources/Notes

Canadian Geography - A Sense of Place (McGraw-Hill Ryerson)
p. 82 - 91
p. 94
p. 242 - 243

www.cbc.ca

Cross-Curricular Reading Tools

GCO: *Students will be expected to demonstate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.*

Outcomes	Elaborations - Strategies for Learning and Teaching
Students will be expected to:	
10-6-7 describe ways in which various cultures strive to maintain their heritage	• encourage students to consider ways in which culture is maintained. Make lists or charts (or other visuals) of national sports, foods, festivals, holidays, and music that continue to be observed in our society today. • challenge students to research various "heritage" celebrations throughout Canada (via online or other source) and plot these on a map of Canada. Write conclusion statements relating the celebration to location (settlement patterns). • have students examine expressions of culture within Canada by examining various works of literature, art, music, foods, sports, and festivals. • invite students to express their understanding of cultural diversity and influences on culture in a personal journal or in another literary format (e.g. poem, song, story).
10-6-8 give examples of how Canadian culture is influenced by global forces	• challenge students to find examples in text resources and non-print resources to illustrate how popular culture has been transmitted around the world. Students can explain orally, or in writing, the impact of such transmissions on various communities (i.e urban, rural, isolated areas, or economically depressed regions). • invite students to share personal stories or invite newcomers to class to share stories of their experiences as immigrants and as new Canadians. • challenge students to identify different styles of Canadian music that has been influenced by popular culture in other countries.
10-6-9 analyze various aspects of popular culture in a global context	• challenge students to find examples of ways in which popular culture has influenced the notion of beauty. (e.g. cosmetic surgical procedure, blepharoplasty, which adds an upper eyelid crease to Asian eyes)

GCO: *Students will be expected to demonstate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.*

Tasks for Instruction and/or Assessment

Students may, for example:

Performance

•♥ plan school wide activities to recognize and celebrate events of signifance such as Peace Tree Day, Black History Month, National Aboriginal Day, and other ethnic, cultural, and social festivals or events observed in Canada. (10-6-7)

Interview

- interview members of the community or classmates who are recent immigrants to write a newspaper "feature" or profile. Incorporate a narrative into your work and avoid simple lists of dates and facts. (10-6-7, 10-6-8)

- participate in a key-pal exchange with a student in another region, country of the world to discuss popular culture, similarities and differences (10-6-9)

Presentation

- orally, in writing, or through visual, music, or drama, tell the story of —
  - one family's experience with immigration to Canada
  - the impact of contact on Aboriginal culture
  - several waves of immigration
  - Pier 21, or other ports of entry (10-6-5 to 10-6-7)

- demonstrate a contribution to Canadian culture by showcasing, for example, one item or artifact, recipe, song from another culture that is now a part of the Canadian mosaic. (10-6-7, 10-6-8)

Journal

- write a journal entry, or a fictionalized story illustraing the impact of globalization on culture, either locally, nationally, or internationally (10-6-8)

Resources/Notes

Canadian Geography - A Sense of Place (McGraw-Hill Ryerson) p.96, p. 242, p. 253, p. 256 - 257

Gateway to Canada (Oxford)

Aboriginal Peoples: Building for the Future (Oxford)

Popular Culture, Issues Series (McGraw Hill)

Culture Canada website: http://culturecanada.gc.ca/

http://canadaimmigrants.com/statistics.asp

Citizenship and Immigration Canada website: http://www.cic.gc.ca/english/index.asp

There are 3 main immigration categories:
- Economic Immigrants - skilled workers; contribute to economy
- Family class - lower labour force participation rate than economic immigrants
- Refugees - high unemployment record; extended financial dependence on government assistance

Rates of employment: (as of 2001)
- Economic immigrant = 97% Economic immigrant spouse = 63%
- Family class = 59%
- Refugees = 44%

Canada's Immigration Museum Pier 21
www.pier21.ca

Canadian Centre for Diversity
www.centrefordiversity.ca

GCO: *Students will be expected to demonstate an understanding of the interactions among people, places, and the environment.*

Teacher Notes

Appendices

Appendix A: Process-Skills Matrix

The social studies curriculum consists of three major process areas: communication, inquiry, and participation. Communication requires that students listen to, read, interpret, translate, and express ideas and information. Inquiry requires that students formulate and clarify questions, investigate problems, analyse relevant information, and develop rational conclusions supported by evidence. Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

These processes are reflected in the sample suggestions for learning and teaching and in strategies for assessment that are elaborated in the curriculum guide. These processes constitute a number of skills, some of which are responsibilities shared across curriculum areas and some of which are critical to social studies.

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Read Critically	• detect bias in historical accounts • distinguish fact from fiction • detect cause-and-effect relationships • detect bias in visual material	• use picture clues and picture captions to aid comprehension • differentiate main and subordinate ideas • use literature to enrich meaning
Communicate ideas and information to a specific audience	• argue a case clearly, logically, and convincingly	• write reports and research papers
Employ active listening techniques	(see shared responsibilities)	• listen critically to others' ideas or opinions and points of view • participate in conversation, small groups, and whole group discussion
Develop map skills	• use a variety of maps for a variety of purposes • use cardinal and intermediate directions to locate and describe places on maps and globes • construct and interpret maps that include a title, a legend, a compass rose, and scale • express relative and absolute location • use a variety of information sources and technologies in preparing maps • express orientation by observing landscape, by using traditional knowledge, or by using a compass or other technology	

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Express and support a point of view	• form opinions based on critical examination of relevant material • restate major ideas of a complex topic in a concise form	• differentiate main and subordinate ideas • respond critically to texts
Select media and styles appropriate to a purpose	(see shared responsibilities)	• demonstrate an awareness of purpose and audience
Use a range of media and styles to present information, arguments, and conclusions	• use maps, globes, and geo-technologies • produce and display models, murals, collages, dioramas, artwork, cartoons, and multi-media to present • interpret and use graphs and other visuals	• present information and ideas using visual, material, print or electronic media
Present a summary report or argument	• use appropriate maps, globes, and graphics	• create outline of topic • prepare summaries • take notes • prepare a bibliography
Use various forms of group and interpersonal communications such as debating, negotiating, establishing a consensus, classifying, and mediating conflict	• participate in persuading, compromising, debating, and negotiating to resolve conflicts and differences	• participate in delegating duties, organizing, planning, making decisions, and taking action in group settings • contribute to developing a supportive climate in groups

Process Inquiry

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Frame questions or hypotheses that give clear focus to an inquiry	• identify relevant primary and secondary sources • identify relationships between items of historical, geographic, and economic information • combine critical social studies concepts into statements of conclusion based on information	• identify relevant factual material • identify relationship between items of factual information • group data in categories according to appropriate criteria • combine critical concepts into statement of conclusions based on information • restate major ideas in concise form • form opinion based on critical examination of relevant information • state hypothesis for further study
Solve problems creatively and critically	(see shared responsibilities)	• identify a situation in which a decision is required • secure factual information needed to make the decision • recognize the values implicit in the situation and the issues that flow from them • identify alternative courses of action and predict likely consequences of each • make decision based on data obtained • select an appropriate strategy to solve a problem • self-monitor decision-making process
Apply a variety of thinking skills and strategies	• determine the accuracy and reliability of primary and secondary sources of geographic data • make inferences from primary and secondary materials • arrange related events and ideas in chronological order	• determine the accuracy and reliability of data • make inferences from factual material • recognize inconsistencies in a line of argument • determine whether or not the information is pertinent to the subject

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Recognize significant issues and perspectives in an area of inquiry	• research to determine the multiple perspectives on an issue	• review an interpretation from various perspectives • examine critically relationships among elements of an issue/topic • examine and assess a variety of viewpoints on issues before forming an opinion
Identify sources of information relevant to the inquiry	• identify an inclusive range of sources	• identify and evaluate sources of print • use card catalogue to locate sources • use search engine to locate sources on World Wide Web • use periodical index
Gather, record, evaluate, and synthesize information	• interpret history through artifacts • use sources of information in the community • access oral history including interviews • use map and globe reading skills • interpret pictures, charts, graphs, photographs, tables, and other visuals • organize and record information using time-lines • distinguish between primary and secondary sources • identify the limitations of primary and secondary sources • detect bias in primary and secondary sources	• use a variety of information sources • conduct interviews of individuals • analyse evidence by selecting, comparing, and categorizing information
Interpret meaning and the significance of information and arguments	• interpret the socio-economic and political messages of cartoon and other visuals • interpret the socio-economic and political messages of artistic expressions (e.g., poetry, literature, folk songs, plays)	• identify ambiguities and inconsistencies in an argument • identify stated and unstated assumptions
Analyse and evaluate information for logic and bias	• distinguish amongst hypotheses, evidence, and generalizations • distinguish between fact and fiction, and fact and opinion	• estimate the adequacy of the information • distinguish between relevant and irrelevant information

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Test data, interpretations, conclusions, and arguments for accuracy and validity	• compare and contrast credibility of differing accounts of same event • recognize the value and significance of interpreting factual material • recognize changing societal values' effects on the interpretation of historical events	• test the validity of information using such criteria as source, objectivity, technical correctness, currency • apply appropriate models such as diagrams, webs, concept maps, and flow charts to analyse data • state relationships between categories of information
Draw conclusions that are supported by the evidence	(see shared responsibilities)	• recognize the tentative nature of conclusions • recognize values may influence conclusion or interpretations
Make effective decisions as consumers, producers, savers, investors, and citizens	• access, gather, synthesize, and provide relevant information and ideas about economic issues • generate new ideas, approaches, and possibilities in making economic decisions • identify what they gain and what they give up when they make economic choices • use economic data to make predictions about the future	

Process: Participation

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Engage in a variety of learning experiences that include both independent study and collaboration	(see shared responsibility)	• express personal convictions • communicate own beliefs, feelings, and convictions • adjust own behaviour to fit the dynamics of various groups and situations • recognize human beings' mutual relationship in satisfying one another's needs • reflect upon, assess, and enrich their learning process

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Function in a variety of groupings, using collaborative and cooperative skills and strategies	(see shared responsibilities)	• contribute to development of a supportive climate in groups • serve as a leader or follower • assist in setting goals for the group • participate in making rules and guidelines for group life • participate in delegating duties, organizing, planning, making decisions, and taking actions in group settings • participate in persuading, compromising, debating and, negotiating to resolve conflicts and differences • use appropriate conflict-resolution and mediation skills • relate to others in peaceful, respectful, and non-discriminating ways
Respond to class, school, community, or national public issues	• keep informed on issues that affect society • identify situations in which social action is required • work individually or with others to decide on an appropriate course of action • accept and fulfill responsibilities associated with citizenship • articulate personal beliefs, values, and world views with respect to given issues • debate differing points of view regarding an issue • clarify preferred futures as a guide to present actions	
Relate to the environment in sustainable ways and promote sustainable practices on a local, regional, national, and global level	• recognize the economic factors associated with sustainability (see shared responsibilities) • identify ways in which governments can affect sustainability practices	• develop the personal commitment necessary for responsible community involvement • employ decision-making skills • contribute to community service or environmental projects in schools and communities or both • promote sustainable practice in families, schools, and communities • self-monitor contributions

Appendix B: Studying Local History

The study of local history provides a real opportunity for students to apply concepts and skills they acquire during their study of social studies. Local history is a legitimate avenue of research as students develop concepts and skills in a limited but familiar context that can be interconnected to those found in an expanded but more unfamiliar context. One of the challenges for the social studies teacher is to make social studies meaningful, significant, challenging, and active. Studying an aspect of local history provides an opportunity to add these qualities to teaching and learning, and at the same time, incorporate resource-based learning in its fullest sense into the classroom.

The following is a planning guide for preparing for a study of local history. References to specific curriculum outcomes and delineations are made only as examples of processes and procedures.

1. Preparation for conducting a study of local history

1.1 Choose your area of study

There are many avenues for studying local history. It may be examined at a broad level, or in a more specific and manageable way. Rather than take on a study of the local community, for example, it may be more manageable to take selected elements of it.

Research themes for a study of local history

- the school
- a place of worship
- the courthouse
- the hospital
- a local business
- family names
- traditional food ways
- folk medicine
- social movements

It is also possible to combine individual themes into a more comprehensive piece to make up a large theme in community history and, hence, give the students' work more significance.

1.2 Identify your focus

Tie the area of research or theme to the historical mode of inquiry and select the outcome and delineations that legitimize and give direction to the area of study that the student selects.

Historical Inquiry

Outcomes with their emphasis on the causes and impact of migration, provide an opportunity to incorporate local history. Basically, the following steps may be used to conduct historical inquiry around such a theme:

- identify an initial source(s) of information
- formulate a key question
- identify other sources to ensure reliability of information
- gather information
- find patterns on information gathered
- draw generalizations from the patterns in the information

1.3 Become familiar with the sources of information.
It is important to help the student prepare for the study by becoming familiar with the historical source(s) before the research actually begins.

Familiarization with the sources of information

- Visit the site (in case a history of a structure is being studied)
- Visit the archive, museum, or library (in case relevant primary sources are found there)
- Visit a local person (to familiarize him or her with what is being studied and to assess his or her comfort with the process)
- Examine photos
- Examine sound/video clips
- Develop a list of materials and equipment needed
- Develop a questionnaire (where applicable) and identify other questions or responses.

2. Introduce the study of local history

2.1 Fully brief students on the purpose of a study of local history.

> **Purpose** (example)
>
> To find out how the fish plant got started and became important in our community
> or
> To examine the impact of fast food restaurants on traditional food ways

2.2 Assign tasks to the student.
It is advisable for more than one student to engage in the study of the same theme, but each student does not necessarily have to be engaged in the same processes. For example, different steps in the local study (see Section 1.3) may be assigned to different students according to their interests and abilities.

2.3 Assign out-of-class activities to the student.
Ensure that students know what they have to do and that they are prepared in advance.

3. Out-of-Class Tasks

3.1 Engage students in the assigned tasks.

> **Field tasks**
>
> - Note taking
> - Field sketching
> - Taking photos
> - Interviewing
> - Researching text materials
> - Recording in appropriate A/V formats
> - Photo copying, or scanning text information

It is important to assign a task that is compatible with a skill a student may have. For example, some students may be more skilled at interviewing than note taking, or at taking photos than sketching.

3.2 Monitor student activities.
As students engage in their field activities, ensure that they exercise good time on task, that clarification of ideas and tasks are given them, and that tasks are even modelled for them, if necessary.

4. In-class Synthesis

4.1 Students prepare and present field data

Back in the classroom, students will analyze their data according to the model for historical inquiry, outlined in Section 1.2. The format of the final presentation of their findings may vary.

Presentation formats

- Written report (or essay)
- Photo-essay
- Oral presentation
- A/V Presentation
- Posture board display
- Published article (e.g., on the school website, in a school or community newspaper)

4.2 Students/Teachers

Use methodologies most suited to the task:

- Independent work as students organize the information and/or materials collected during the fieldresearch.
- Teacher questioning to (1) help students review what happened during the research phase, and (2) guide them through the process of historical inquiry in item 1.2.
- Cooperative learning as students in a group compare their findings and prepare reports, displays, or articles.

4.3 Students/Teachers

Attribute significance to the project.

It is important to give an opportunity for the different pieces of work to be assembled collectively into a more comprehensive school-based project. For example, a school web-site could be an avenue to "publish" a narrative around a school project and, in it, to display examples from individual projects. Parents could be invited to view a school display in the gymnasium. As well, individual projects may be submitted to a provincial heritage fair.

Appendix C: Using Primary Sources in the Classroom

Suggested Uses

Primary sources provide students with opportunities to have more direct encounters with past events and people. Students can link to the human emotions, aspirations, and values that prevailed in another time. Key to these learning opportunities is the use of primary sources as written documents, press releases, newspaper articles, journals, diaries, letters, songs, poetry, video and sound recordings, photos, drawings, posters, cartoons, advertisements, tables of statistics, charts, and maps. The following chart illustrates instructional approaches that primary source documents can support.

Suggested Uses of Primary Sources in the Classroom	
Instructional Approach	**Commentary**
Visualization	Create a visually rich classroom by setting up a mini-museum of local history to include not only artifacts, but photos, posters, letters, and other original documents. These documents may be changed as units change.
Focusing	At the beginning of each unit or each outcome within a unit, refer to a document as a "window" into the theme.
Reading and Viewing	Provide students with a graphic organizer to help them understand the content of an orginal document.
Listening	Provide students with an audio or video recording to give them a sense of being "present" at the event.
Writing	Use a document to prompt a writing activity; provide students with a self-checklist.
Finding Connections	Give students an opportunity to analyse two or more documents to (1) see relationships and/or differences between what they are saying, and (2) draw conclusions from this analysis.
Reflection	Encourage students to make journal entries, at appropriate times, as they reflect upon the feelings and values evoked by certain documents. (See Student Response Journals, Appendix E.)
Assessment	Use documents in constructed-response questions in an assignment or an examination to enhance the quality of the assessment. Students can use the documents not only to recall previously learned knowledge, but to apply and integrate that knowledge.

Analysing Primary Sources

As stated previously, primary resources include resources that may not come in the form of written documents. The following suggests graphic organizers that the student may use to analyse such resources as a family heirloom, a tool or implement, a historical document, a photo, a poster, a sound recording, and a cartoon. Although the questions and exercises may differ slightly from one graphic to another, the underlying approach is the same: namely, to identify facts relating to a specific situation, issue, or problem; to find relationships among the facts and the patterns in these relationships; and to give an interpretation and draw a conclusion.

Analysing a Family Heirloom

Analysis Sheet: Family Heirloom	
Question	**Observations**
1. How may the object be described?	
2. For what purpose was it created?	
3. What does the object tell us about the past?	
4. Is there a particular point of view portrayed by the object?	
5. How would you find out if it is a reliable source?	

Analysing a Tool or Implement

Analysis Sheet: Tool/Implement	
Question	**Information**
1. How is the object constructed?	
2. Who constructed it?	
3. Where was it kept on the owner's property?	
4. How and when was it used?	
5. Who mainly used it and why?	
6. What do the object and its use say about living conditions and lifestyle?	

Analysing a Photo

Analysis Sheet: Photo	
Photo	**What I see...**
(Identify the photo)	Describe the setting and time. Identify the people and objects. How are they arranged? What's happening in the photo? Was there a purpose in taking the picture? Explain. What would be a good caption for the photo?
From this photo, I have learned that...	

Analysing a Propaganda Poster

Analysis Sheet: Propaganda Poster	
Task	**Notes**
1. Study the poster and note all the images, colours, dates and characters, references to places, and so on.	
2. Describe the idea that the information seems to point to; compare your idea to ideas others may have.	
3. Write a sentence to give the central purpose of the poster.	
4. Do you think the poster would have been effective? Explain.	

Analysing a Sound Recording

Analysing a Sound Recording*	
Question	**Notes**
1. Listen to the sound recording and tell who the audience is.	
2. Why was the broadcast made? How do you know?	
3. Summarize what it tells you about (insert the topic).	
4. Is there something the broadcaster left unanswered in this sound recording?	
5. What information do you get from the recording that you would not get from a written transcript?	

* Adapted from the U.S. National Archives and Records Administration, Washington, DC 20408

Analysing a Cartoon

Analysis Sheet: Analysing a Cartoon	
Question	**Response**
1. What symbols are used in this cartoon?	
2. What does each symbol represent?	
3. What do the words (if any) mean?	
4. What is the main message of the cartoon?	
5. Why is the cartoonist trying to get this message across?	

Appendix D: Examining Issues in History

In social studies, examining issues forms a critical part of learning. This is particularly true in the history classroom. For a current issue, the goal is to help the student to reach a point at which he or she can look at an issue from multiple viewpoints, take a position, and provide a supporting rationale. In a history course, the issue to be analysed is likely one that has happened in the past, and the outcome is part of the historical record. Nonetheless, some of the critical-thinking steps that are used in any issues-based curriculum still pertain.

The following framework provides a template for examining issues in social studies. Like analysing a document, examining an issue may also require students to use primary and secondary sources.

Examining Issues in History
1. What is the main issue?
2. What positions did key players take at the time?
3. What arguments did one side use to support their position?
4. What arguments did the opposing side use to support their position?
5. What beliefs or values are at odds in this issue?
6. Looking back now, do you think the outcome was a good one? Explain

Appendix E: Student Response Journals

A personal response journal requires students to record their feelings, responses, and reactions as they read text, encounter new concepts, and learn. This device encourages students to analyse and reflect upon what they are learning and how they are learning it. A journal is evidence of "real-life" application as they form opinions, make judgements and personal observations, pose questions and speculations, and provide evidence of self-awareness. Accordingly, entries in a response journal are primarily at the "application" and "integration" thinking levels; moreover, they provide the teacher with a window into student attitudes, values, and perspectives. Students should be reminded that a response journal is not a catalogue of events.

It is useful for the teacher to give students cues (e.g., lead-ins) when a text, discussion item, learning activity, or project provides an opportunity for a journal entry. If necessary, students may be taught key words to start their entries. The following chart illustrates that the cue, or lead-in, will depend upon the kind of entry that the learning context suggests. Column one cites examples of types of entries. The following chart provides samples of lead-ins, but the list should be expanded as you work with students.

Student Response Journal		
Possible Type of Entry	**Cuing Question for the Journal Response**	**Sample Key Lead-Ins**
Speculative: *Examples: Suggestions for Learning and teaching*	What might happen because of this?	I predict that.... It is likely that... As a result...
Dialectical *Example:* *Suggestions for assessment*	Why is this quotation (event, action) important or interesting? What is significant about what happened here?	This is similar to ... This event is important because it... Without this individual, the ... This was a turning point because it... When I read this (*heard this*), I was reminded of when... This helps me to understand why...
Metacognitive *Example:* *Suggestions for learning and teaching*	How did you learn this? What did you experience as you were learning this?	I was surprised... I don't understand... I wonder why... I found it funny that... I think I got a handle on this because...
Reflective *Examples:* *Suggestions for learning and teaching,* *Suggestions for Assessment*	What do you think of this? What were your feelings when you read (heard, experienced) that...?	This helps me to understand why... I find that... I think that... I like (don't like)... The most confusing part is when... My favourite part is when... I would change... I agree that ....because...

The following chart illustrates the format for a journal page that the student can set up electronically or in a separate notebook identified with the student's name.

Canadian Studies 401: Entry Date	
Learning Event	My response...

Appendix F: Portfolio Assessment

Portfolio assessment is based on a collection of student work across a range of outcomes that gives evidence or tells a story of his or her growth in knowledge, skills, and attitudes throughout the school year. It is more than a folder stuffed with pieces of student work. It is intentional and organized. As a student assembles a portfolio, the teacher should help to:

- establish criteria to guide what will be selected, when, and by whom;
- show evidence of progress in the achievement of course outcomes and delineations;
- reference the pieces of work to these outcomes and delineations;
- keep in mind other audiences (e.g., teachers, administrators, and parents); and
- understand the standards on which the portfolio will be assessed.

A portfolio may have *product-oriented* and *process-oriented* dimensions. The purpose of a product-oriented focus is to document the student's achievement of outcomes; the "artifacts" tend to relate to the concepts and skills of the course. The purpose of a process-orientation focus is to forefront the "journey" of acquiring the concepts and skills; the artifacts include students' reflections on what they are learning, problems they encountered, and how they found solutions to them. For this orientation, journal entries form an important part of the portfolio.

A portfolio should contain a wide range of learning artifacts, including, but not restricted to:

written tests	sketches
essays	artwork
work samples	checklists
research papers	rating scales
surveys	peer reviews
reflections	class notes
photos	graphic organizers

The following is a suggested approach for assembling a portfolio in Canadian Studies 401A. It is not intended to be prescriptive, but to present suggestions for teacher and student use. The chart provides a set of guidelines that represent the kind of information that students need to know as they assemble their portfolios. The second column contains a rationale for the guidelines.

Guidelines for the Student	**Commentary for the Teachers**
Task One purpose of social studies is to help you to understand who we are as Canadians, how this identity has evolved from the past, and how it may still change. You are required to retain samples of your work that relate to a theme you have chosen and arrange them into a portfolio to show your progress toward the goals set.	Explain to the student that the portfolio can have a range of artifacts in it and that they have to be carefully selected according to the set purpose. Help each student to select a particular theme that may extend across more than one unit to include a cluster of outcomes (e.g., Canadian Identity). - How Canadian Identity is Expressed
Learning Goals After you have selected a theme for your portfolio, we will meet to write down the goals that are worth achieving. For example: what knowledge about your theme should you learn? What skills will you need to use along the way? What will be your reflections on what you are learning and how you are learning?	In your conference with the student, you should try to balance student interest with what you deem to be essential outcomes in the course. To help the student focus on the knowledge to be learned, write the outcomes in student language. Identify the skills that you consider essential to acquiring the knowledge. For example, if "Assess the accuracy of regional stereotypes" is part of the expression of Canadian theme, then discussion, collaborative group participation, and reflective journaling will be useful skills. Tell the student that he or she will be required to write about the process of learning– reflections about what is learned and how it is learned. Develop a checklist of the knowledge, skills, and attitudinal related outcomes as a student guide.

Guidelines for the Student	Commentary for the Teachers
Contents Cover page (with your name and note to the viewer) Table of contents An explanation of why you chose this theme A completed checklist you used to guide your work Work products Graphics with audio (can be in DVD format) A reflections journal A self-assessment of your work An assessment by a peer A rubric used in the assessment	Explain that the portfolio is not a place to hold all of his or her work. In consultation with you, he or she will select the kinds of work to be included-work samples and other artifacts that reflect his or her best efforts and are tied to the course outcomes.
Conferences You and I will meet at least twice each semester to review your progress and to solve problems you may have. If you should face an unexpected problem that is blocking your work, you will be responsible for bringing it to my attention so that we can find a solution that will get you going again.	Provide the student with a conferencing schedule.
Evaluation At the end of the semester, you are required to hand in your portfolio for final evaluation.	It will be useful to give the student the weighting or share of the percentage assigned to the unit(s) of which the portfolio is a part. Provide the criteria for how the portfolio will be assessed. If a rubric is going to be used, it should also be provided for the student to use in his or her self-assessment.
Communication Who will be your audience and how will they get to know about your portfolio? In our first conference we will have an opportunity to discuss this question.	The skills list for Canadian 401A studies includes expressing and supporting a point of view; selecting media and styles appropriate to a purpose; using a range of media and styles to present information, arguments, and conclusions; and present a summary report or argument. To make these outcomes more specific, conference with the student about how he or she would like to "publicize" the portfolio. Some students can make the portfolio completely an electronic one. In such an instance, the portfolio can be posted on the school web site.

Appendix G: Rubrics in Assessment

One of the more common approaches to alternate assessment is the use of an assessment rubric, often called the scoring rubric. A rubric is a matrix that has a number of traits that indicates student achievement. Each trait is defined and, in some instances, accompanied by student work samples (e.g., exemplars) to illustrate the achievement level. Finally, levels with numerical values or descriptive labels are assigned to each trait to indicate levels of achievement.

To build a rubric, a structure or framework is needed to relate levels of achievement to criteria for achievement for the traits the teacher deems important. Levels of achievement may be graduated at four or five levels; the criteria for achievement may be expressed in terms of quality, quantity, or frequency. The following chart illustrates the relationship between criteria (i.e., quantity, quality, and frequency) and levels of achievement. It should be noted that for a given trait, the same criteria should be used across the levels of achievement; it is unacceptable to switch from quality to quantity for the same trait. As well, parallel structures should be used across the levels for a given trait so that the gradation in the level of achievement is easily discernible.

Criteria	Levels of Achievement				
	1	2	3	4	5
Quality	very limited/ very poor/ very weak	limited/poor/ weak	adequate/ average	strong	outstanding/ excellent/rich
Quantity	a few	some	most	almost all	all
Frequency	rarely	sometimes	usually	often	always

The five-trait rubric on the following page is provided to illustrate the structure described above. In this example, five levels are used, with quality as the criteria. The rubric, as written, is an instrument the teacher may use to assess a student's participation in a cooperative learning group, but it may be rewritten in student language for use as a self-assessment tool. Where appropriate, selected "Suggestions for Learning and Teaching" and "Suggestions for Assessment" indicate that the following rubric for assessing participation in collaborative groups may be used. (see page 96 for the example)

Assessing Collaborative Group Participation	
Proficiency Level	**Traits**
5 **Outstanding**	• outstanding ability to contribute to achievement of the group task. • outstanding appreciation for the feelings and learning needs of group members • very eager to carry out his or her assigned task(s) in the group • brings outstanding knowledge and skills about (*identify the topic*) • very eager to encourage others to contribute to the group task
4 **Strong**	• strong ability to contribute to achievement of the goup task • strong appreciation for the feelings and learning needs of group members • eager to carry out his or her assigned task(s) in the group • brings strong knowledge and skills about (*identify the topic*) • eager to encourage others to contribute to the group task
3 **Adequate**	• adequate ability to contribute to achievement of the goup task • adequate appreciation for the feelings and learning needs of group members • inclined to carry out his or her assigned task(s) in the group • brings adequate knowledge and skills about (*identify the topic*) • inclined to encourage others to contribute to the group task
2 **Limited**	• limited ability to contribute to achievement of the goup task • limited appreciation for the feelings and learning needs of group members • inclined, when prompted, to carry out his or her assigned task(s) in the group • brings limited knowledge and skills about (*identify the topic*) • inclined, when prompted, to encourage others to contribute to the group task
1 **Very Limited**	• very limited ability to contribute to achievement of the goup task • very limited appreciation for the feelings and learning needs of group members • reluctant to carry out his or her assigned task(s) in the group • brings very limited knowledge and skills about (*identify the topic*) • reluctant to encourage others to contribute to the group task

Appendix H: Rubrics

Some Atlantic provinces have developed a set of holistic scoring rubrics to assess student achievement in writing, reading/viewing, listening, and speaking. These instruments are critical to assessing these competencies in the content areas such as social studies.

1. Holistic Writing Rubric	
Proficiency Level	**Traits**
5 **Outstanding**	• outstanding content that is clear and strongly focused • compelling and seamless organization • easy flow and rhythm with complex and varied sentence construction • expressive, sincere, engaging voice that always brings the subject to life • consistent use of words and expressions that are powerful, vivid, and precise • outstanding grasp of standard writing conventions
4 **Strong**	• strong content that is clear and focused • purposeful and coherent organization • consistent flow and rhythm with complex and varied sentence construction • expressive, sincere, engaging voice that often brings the subject to life • frequent use of words and expressions that are often vivid, and precise • strong grasp of standard writing conventions
3 **Adequate**	• adequate content that is generally clear and focused • predictable organization that is generally coherent and purposeful • some flow, rhythm, and variation in sentence construction but that tends to be mechanical • a sincere voice that occasionally brings the subject to life • predominant use of words and expressions that are general and functional • good grasp of standard writing conventions with so few errors that they do not affect readability
2 **Limited**	• limited content that is somewhat unclear but does have a discernable focus • weak and inconsistent organization • little flow, rhythm, and variation in sentence construction • voice lacks expression and rarely brings the subject to life • rare use of words that are clear and precise • poor grasp of standard writing conventions with frequent errors that are beginning to affect readability
1 **Very Limited**	• very limited content that lacks clarity and focus • awkward and disjointed organization • lack of flow and rhythm with awkward, incomplete sentences that make the writing difficult to follow • voice so lacking in expression that it does not bring the subject to life • use of words and expressions that lack clarity and are ineffective • very poor grasp of standard writing conventions with frequent errors that seriously affect readability

2. Holistic Reading/Viewing Rubric

Proficiency Level	Traits
5 Outstanding	• outstanding ability to understand text critically; comments insightful and always supported from the text • outstanding ability to analyse and evaluate text • outstanding ability to connect personally with and among texts, with responses that expand on text • outstanding ability to detect purpose and point of view (e.g. bias, stereotyping, prejudice, propaganda) • outstanding ability to interpret figurative language (e.g. similes, metaphors, personification) • outstanding ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literacy genres) • outstanding ability to read orally (e.g. with phrasing, fluency, and expression)
4 Strong	• strong ability to understand text critically; comments often insightful and usually supported from the text • strong ability to analyse and evaluate text • strong ability to connect personally with and among texts, with responses that expand on text • strong ability to detect purpose and point of view (e.g. bias, stereotyping, prejudice, propaganda) • strong ability to interpret figurative language (e.g. similes, metaphors, personification) • strong ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literacy genres) • strong ability to read orally (e.g. with phrasing, fluency, and expression). Miscues do not affect meaning.
3 Good	• good ability to understand text critically; comments predictable and sometimes supported from the text • good ability to analyse and evaluate text • adequate ability to connect personally with and among texts, with responses that expand on text • fair ability to detect purpose and point of view (e.g. bias, stereotyping, prejudice, propaganda) • adequate ability to interpret figurative language (e.g. similes, metaphors, personification) • good ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literacy genres) • good ability to read orally (e.g. with phrasing, fluency, and expression). Miscues occasionally affect meaning.
2 Limited	• insufficient ability to understand text critically; comments rarely supported from the text • limited ability to analyse and evaluate text • insufficient ability to connect personally with and among texts, with responses that expand on text • limited ability to detect purpose and point of view (e.g. bias, stereotyping, prejudice, propaganda) • limited ability to interpret figurative language (e.g. similes, metaphors, personification) • limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literacy genres) • limited ability to read orally (e.g. with phrasing, fluency, and expression). Miscues frequently affect meaning.
1 Very Limited	• no demonstrated ability to understand text critically; comments are not supported from the text • very limited ability to analyse and evaluate text • no demonstrated ability to connect personally with and among texts, with responses that do not expand on text • very limited ability to detect purpose and point of view (e.g. bias, stereotyping, prejudice, propaganda) • very limited ability to interpret figurative language (e.g. similes, metaphors, personification) • very limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literacy genres) • very limited ability to read orally (e.g. with phrasing, fluency, and expression). Miscues significantly affect meaning.

3. Holistic Listening Rubric	
Proficiency Level	**Traits**
5 **Outstanding**	• complex understanding of orally presented text; comments and other representations are insightful and always supported from the text • outstanding ability to connect personally with and expand on orally presented text, with responses that consistently extend beyond the literal • outstanding ability to detect point of view (e.g., bias, stereotyping, prejudice, propaganda) • outstanding ability to listen attentively and courteously
4 **Strong**	• stong understanding of orally presented text; comments and other representations often insightful and usually supported from the text • strong ability to connect personally with and expand on orally presented text, with responses that often extend beyond the literal • strong ability to detect point of view (e.g., bias, stereotyping, prejudice, propaganda) • strong ability to listen attentively and courteously
3 **Adequate**	• good understanding of orally presented text; comments and other representations predictable and sometimes supported from the text • adequate ability to connect personally with and expand on orally presented text, with responses that sometimes extend beyond the literal • fair ability to detect point of view (e.g., bias, stereotyping, prejudice, propaganda) • fair ability to listen attentively and courteously
2 **Limited**	• insufficient understanding of orally presented text; comments and other representations rarely supported from the text • insufficient ability to connect personally with and expand on orally presented text, with responses that are always literal • limited ability to detect point of view (e.g., bias, stereotyping, prejudice, propaganda) • limited ability to listen attentively and courteously
1 **Very Limited**	• no demonstrated understanding of orally presented text; comments and other representations not supported from the text • no demonstrated ability to connect personally with and expand on orally presented text, with responses that are disjointed or irrelevant • very limited ability to detect point of view (e.g., bias, stereotyping, prejudice, propaganda) • very limited ability to listen attentively and courteously

4. Holistic Speaking Rubric	
Proficiency Level	**Traits**
5 **Outstanding**	• outstanding ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information) • outstanding ability to connect ideas (e.g., with clarity and supporting details) • consistent use of language appropriate to the task (e.g., word choice) • consistent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
4 **Strong**	• strong ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information) • strong ability to connect ideas (e.g., with clarity and supporting details) • usual use of language appropriate to the task (e.g., word choice) • usual use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
3 **Adequate**	• sufficient ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information) • sufficient ability to connect ideas (e.g., with clarity and supporting details) • frequent use of language appropriate to the task (e.g., word choice) • frequent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
2 **Limited**	• insufficient ability to listen, reflect, and respond to clarify information and explore solutions (e.g., communicating information) • limited ability to connect ideas (e.g., with clarity and supporting details) • limited use of language appropriate to the task (e.g., word choice) • limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
1 **Very Limited**	• no demonstrated ability to listen, reflect, and respond to clarify information and explore solutions (e.g., communicating information) • very limited ability to connect ideas (e.g., with clarity and supporting details) • language not appropriate to the task (e.g., word choice) • very limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)

Appendix I: Mapping Skills

Maps help students to understand the world around them, and are an integral component of geographical studies. *Canadian Geography: A Sense of Place* provides teachers and students with many opportunities to develop skills associated with reading and making maps, while considering current local and global issues.

Following is a summary of the scope of relevant geographic skills students have developed and demonstrated during their late elementary and intermediate school years:

Representations of Place

- locate continents and oceans by name
- locate Canada, physical regions, provinces, territories, and capitals
- locate First Nations societies on a North American map
- locate French and British colonial settlements on world and North American maps

Different Types of Maps for Various Purposes

- select different types of maps to access different types of information
- compare different types of maps
- use various maps to access different types of information (examples include population, natural resources, relief and vegetation, and more)

Mapping Conventions (including title, scale, legend and labels, arrow/compass rose, and borders)

- decoding and encoding consistently

Symbols/Signs (including area, point, and line symbols)

- locate major physical features, vegetation zones, landforms, and water forms of Canada
- use contour colour to identify height and depth
- identify topographic symbols
- locate and describe settlement patterns
- use population distribution density to determine population
- describe transportation routes
- use contour lines to determine elevation

Position/Direction

- use cardinal points to describe relative direction and position of Canadian provinces and territories
- use simple grid systems to locate positions
- use longitude and latitude to locate positions

Scale

- estimate, calculate, and compare distances on maps of Canada using scale

Perspective

- read high oblique (45 degrees) to aerial maps

Scope/Sequence Related to Mapmaking

- community and surrounding areas to scale
- region and nation to scale

Map/Model

- models of large regions such as Canada, including relief and political boundaries, or models depicting specific information
- mapping drawn from models
- interpretation and construction of a variety of maps

Appendix J: Canada's People, Place and Environment

Geographic Regions
Canada can be divided into five geographic regions based upon political boundaries: The North, The Pacific Region, Praire Provinces, Central Canada, and Atlantic Canada.

Major Bodies of Water
Major bodies of water include: Bay of Fundy, Gulf of St. Lawrence, James Bay, Hudson Bay, Baffin Bay, Great Slave Lake, Great Bear Lake, Lake Athabasca, Lake Winnipeg, Lake Ontario, Lake Erie, Lake Huron, Lake Michigan and Lake Superior.

Significant Canadian Rivers
Significant Canadian rivers include: Mackenzie, Fraser, Yukon, St. Lawrence, Nelson, Saskatchewan, Great Whale, and Saint John.

Landform Regions
A region is an area that shares similar characteristics. A region might be determined by the nationality of the majority of the people, the type of land, climate, vegetation, or natual resources. Following are Canada's six major landform regions:

1. **Canadian Shield** - northerly largest region, covering over half of Canada; land is made of very old rock and little soil; numerous lakes and forests; very cold climate with little precipitation; low population due to harsh climate and poor agricultural potential; main industries are forestry and mining.

2. **Appalachians Region** - eastern part of Canada including Newfoundland, Prince Edward Island, Nova Scotia, and New Brunswick; continental shelf hosts the Grand Banks, which boasts perfect conditions for attracting many species of fish; land is hilly and rugged with valleys due to the old worn-down appalachian mountains; mild climate; lots of precipitation, including rain and snow; fishing was main industry in the past, but large numbers of fish have disappeared due to overfishing; agriculture, manufacturing and mining are important to region.

3. **Western Cordillera** - mountainous region of western Canada; includes most of British Columbia, Yukon, and southwest Alberta; Rocky Mountains and Coastal Mountains; interior of BC is between the mountain ranges and is suitable for ranching and agriculture; large forests used for making paper and lumber; climate is mild and wet; west coast gets a lot of rain, while interior is cooler, dryer, and receives more snow; trees are plentiful and grow very large.

4. **Great Lakes/St Lawrence Lowland** - southern parts of Quebec and Ontario around the St. Lawrence River and the Great Lakes; some of the best agricultural soil in the world; more people live in this region than the rest of Canada; hottest climate in Canada; longest growing season; mild winters but temperatures can drop to -30 ^{0}C; lots of snow in winter; contains Canada's two largest cities, Toronto and Montreal, and is most populated of all regions; known mainly for manufacturing and industry.

5. **Interior Plains** - parts of Manitoba, Saskatchewan, and Alberta; flat land with rich soil for growing crops; hot summers with short growing season; early frosts and cold winters; dry climate; First Nations people were earliest inhabitants in this region, as well as all regions of Canada, and were skilled buffalo hunters; Metis nation formed through First Nations marriage with European settlers; today one third of the population lives in rural areas on farms and in small towns; the remaining population lives in larger cities; farming, cattle ranching, oil and gas fields are main industries.

6. **Innuitian Region** - Canada's far north; no trees due to frozen ground, difficult cold and dry climate, with temperatures as low as - 60^{0} C; in summer, sun never goes down and in winter, sun never rises; small population, mainly Aboriginal languages, English, French and Inuktitut are official languages; most people are Inuit, skilled hunters and fishers; oil and gas are natural resources, but difficult to acquire due to cold climate.

Ecozones

An ecozone is a large region that is defined by the following components: drainage, natural vegetation, human activities, wildlife, soil, and landforms. Following are the terrestrail ecozones in Canada: Arctic Cordillera, Northern Arctic, Southern Arctic, Taiga Cordillera, Taiga Plains, Taiga Shield, Hudson Plain, Boreal Cordillera, Pacific Maritime, Montane Cordillera, Boreal Plain, Boreal Shield, Prairies, Mixed Wood Plain, and Atlantic Maritime. Marine ecozones include: Pacific, Arctic Archipelago, Northwest Atlantic, Atlantic, and Arctic Basin.

Appendix K: Culture and Diversity

Youth Subcultures

Youth subcultures are cultures based upon distinct styles, behaviours, and interests. Members of a subculture often signal their membership by making distinctive and symbolic tangible choices, for example, in clothing styles and hairstyles, and by intangible elements such as common interests, dialects, music, and gathering places. Youth subcultures offer participants an identity outside that of traditional institutions. Social class, gender, ethnicity, and lifestyles can be important to youth subcultures. Most youth subcultures can be associated with a specific music genre, which is sometimes the defining characteristic of the group, such as goths, ravers, metalheads, etc. High school subcultures are sometimes called cliques, and group members share a distinct set of behaviours and beliefs which differentiate themselves from the dominant culture; they frequently identify with a larger subculture in the out-of-school world. High school subcultures which show a systematic opposition to the dominant culture are often seen as countercultures in their schools.

Popular Culture

Popular culture consists of widespread cultural elements in any society, that are perpetuated through that society's vernacular language. It is made up of the daily interactions, needs, and cultural moments that make up the everyday lives of the mainstream. Popular culture can include many practices, such as cooking, clothing, consumption, mass media, entertainment, sports, and literature. Pop culture is expressed in the mass circulation of items from areas such as fashion, music, sport, and film.

Popular culture changes constantly, occurs uniquely in place and time, and has multiple origins. Some people argue that profit-making companies that produce and sell pop culture items maximize their profits by emphasizing broadly appealing items and manipulating the masses into passivity. There is an argument that since World War II, pop culture has shifted from "production of culture" to "consumption of culture", and that those in power exploit consumers to guide themselves towards what those in power consider important. Industries involving film, television, radio, video games, book publishing, internet, and comics profit by inventing and promoting cultural material.

Another source of pop culture is folklore, which has been strengthened through cyberspace.

A further source of pop culture is the set of professional communities including news media, scientific and scholarly communities, that provide the public with facts about the world, along with interpretation of those facts.

Multiculturalism

Approximately 500 years ago, Europeans joined First Nations People in what is now Canada: French colonists along the St. Lawrence River, followed by settlers from France and England to the Maritime provinces, followed by settlers from Scotland and Ireland. Some immigrants came to pursue new opportunities, while others fled starvation from crop failures or land evictions. Americans also immigranted, along with immigrants from continental Europe who were drawn by economic promise, or as an escape from religious or political threats. Slaves escaped from the United States to Canada and were soon joined by Irish and Chinese labourers who worked to build the Canadian Pacific Railway. In the early 1900s, many American farmers moved north in search of farm land in the prairies, while central and eastern Europeans were recruited to farm in western Canada. Other newcomers followed, contributing to our multicultural nation.

The end of the 20th and beginning of the 21st century has been called "The Age of Migration", as our cities, towns, and neighborhoods are being transformed by the social, cultural, and economic diversity of newcomers. Our diverse population is now one of our distinctive features. Since the early 1970s, the majority of immigrants have been "people of colour", coming to Canada through "non-traditional" sources of

immigrantion - the developing world or other areas of non-European population. It is important to note that immigrants and their children are from diverse backgrounds regarding income, neighborhood, education and profession.

Cultural assimilation occurs when immigrants are "absorbed" into an established, generally larger community, resulting in a loss of many characteristics which make the newcomers unique. A society where assimilation is occuring is referred to as a "melting pot". In contrast, cultural transmission is the process of passing on culturally relevant knowledge, skills attitudes and values from person to person or culture to culture.

Multiculturalism is officially endorsed in Section 27 of the Canadian Charter of Rights and Freedoms, and has a large influence on Canadian culture, which is post-ethnic and trans-national in character.

There are a multitude of languages spoken in Canada, but only French, English, and certain aboriginal languages (i.e. Inuktitut) have official status.

After years of assimilation, the first major step towards official recognition of languages other than English took place in 1969. Since then, many more languages are being revived and considered for official status.

Describing Aboriginal Peoples

Aboriginal Peoples
The Constitution Act, 1982, recognized the First Nations, Inuit, and Métis as Canada's Aboriginal peoples. Use the term "Aboriginal" or "Indigenous Peoples" only in reference to all three groups.

Inuit
The word "Inuit" means "the people" in Inuktitut, the Inuit language. Inuit are the Aboriginal people of Arctic Canada.

Métis
Métis are people of First Nations and European ancestry, or of Inuit and European ancestry, who identify themselves as Métis.

First Nations
Wherever possible, use the specific name the people use to describe themselves, such as "Innu", "Mi'Kmaq", or "Wolastoquyik". Use "First Nations" to refer to more than one Nation.

The term "Indian" may have come from Christopher Columbus's mistaken belief that he had reached India on his way to China. It has been used in a derogatory way at times. The only time that "Indian" should be used is when quoting directly from a source that uses the word or when referring to government documents or legislation such as the Indian Act.

Gender
The student resource, Women Changing Canada, focuses on the history of Canadian women since 1900. The accomplishments of Aboriginal women, women of colour, and women from the poorer classes of society are highlighted in this resource.

Globalization

Globalization is having a significant impact on local cultures, and is threatening the viability of locally made products and the people who produce them. The expansion of trade in cultural products and services, such as movies, music, and publications, is increasing the exposure of all societies to foreign cultures, and frequently brings change to local cultures, values, and traditions. Many people believe a people's exposure to foreign culture can undermine their own cultural identity.

Critics of globalization state that the phenomenon, especially through pop culture, is perpetraing a kind of cultural genocide on the world, where the largest, most dominant cultures are becoming larger and more dominant at the expense of others....Americanization?

Others argue that globalization offers the potential to enrich the world culturally, and can help to promote tolerance and diversity.

Appendix L: Time Zones

Time Zone in Canada	Examples of places in Canada using this Time Zone	Examples	Examples
Newfoundland (NST)	Newfoundland	7:30 pm	7:00 am
Atlantic (AST)	New Brunswick, Nova Scotia, Prince Edward Island, part of Quebec near the eastern shore (Areas of Quebec east of 63 degrees west longitude do not observe daylight saving time)	7:00 pm	6:30 am
Eastern (EST)	Most of Nunavut, most of Ontario, most of Quebec	6:00 pm	5:30 am
Central (CST)	The areas of Ontario west of 90 degrees west longitude, Manitoba, Saskatchewan, except for Lloydminster. The portion of Saskatchewan in the Central Time Zone does not observe Daylight Saving Time	5:00 pm	4:30 am
Mountain (MST)	Alberta, part of British Columbia, Northwest Territories, Lloydminster in Saskatchewan	4:00 pm	3:30 am
Pacific (PST)	British Columbia, Yukon	3:00 pm	2:30 am

Use the chart to solve the following problems:

1. It is 11:54 am on February 12, 2008 in Tignish, PEI. Determine the time in each of the following locations:

a) Banff, Alberta (8:54 am MST)
b) Regina, Saskatchewan (9:54 am CST)
c) Halifax, Nova Scotia (11:54 am AST)
d) Arctic Bay, Nunavut (10:54 am EST)
e) Toronto, Ontario (10:54 am EST)
f) St. John's, Newfoundland (12:24 am NST)
g) Vancouver, British Columbia (7:54 am PST)

2. It is 2:42 am in Toronto, Ontario on July 1, 2007. Determine the time in each of the following locations:

a) Summerside, Prince Edward Island (3:42 am ADT)
b) Port Alberni, British Columbia (11:42 pm June 30, 2007 PDT)
c) Moncton, New Brunswick (3:42 am ADT)
d) Fort McMurray, Alberta (12:42 am MDT)
e) Rimouski, Quebec (2:42 am EDT)
f) Gander, Newfoundland (4:12 am NDT)
g) Winnipeg, Manitoba (1:42 am CDT)

3. It is 5:20 pm in Ottawa, Ontario on January 10, 2008. Determine the time in each of the following locations:

a) Souris, PEI 6:20 pm AST
b) Iqaluit, Nunavut 5:20 pm EST
c) Fredericton, NB 6:20 pm AST
d) Port aux Basques, NF 6:50 pm NST
e) Whitehorse, Yukon 2:20 pm PST
f) Saskatoon, Sask. 4:20 pm CST
g) Yellowknife, NWT 3:20 pm MST

4.

a) Game Seven of the Stanley Cup Final begins at 7:00 pm in Calgary, Alberta. You live in Souris, PEI. What time will you watch the opening face-off on television? (10:00 pm)

b) You live in St. John's, Newfoundland, and your best friend lives in Vancouver, British Columbia. She finishes her part time job at 9:00 pm on Saturday night, and immediately calls you on the telephone. What time does your phone ring in Newfoundland? (1:30 am on Sunday)

Appendix M: Citizenship, Power and Governance

Canadian Charter of Rights and Freedoms
The Canadian Charter of Rights and Freedoms is one part of the Canadian Constitution, which is a set of laws containing basic rules about how Canada operates. The Charter outlines those rights and freedoms Canadians believe are necessary in a free and democratic society. The Charter came into effect on April 17, 1982. In addition to the Charter, there are many other laws that create rights. Section 1 of the Charter says that the governments may limit Charter rights so long as those limits are ones that a free and democratic society would accept as reasonable. Section 33 of the Charter enables Parliament or a legislature to make a particular law exempt from certain sections of the Charter.

Citizenship
Citizenship refers to membership in a political community, and carries with it the right to political participation. It also implies working toward the betterment of one's community through participation, volunteer work, and efforts to improve life for all citizens.

The duties of responsible Canadian citizens include: voting in elections; helping others in the community; caring for and protecting our heritage and environment; obeying Canada's laws; expressing opinions freely while respecting the rights and freedoms of others; and eliminating discrimination and injustice (Citizenship and Immigration Canada www.cic.gc.ca).

Immigration
Immigration "push factors" refer to the motive of immigrants to leave their country of origin, or emigrate. Examples of "push factors" include escape from poverty, natural disasters, persecution, abuse, bullying, oppression, ethnic cleansing, genocide, risks from war, escape from dictatorship, and evasion of criminal justice.

Immigration "pull factors" refer to the motive of immigrants to come to Canada, or immigrate. Examples include improved wage rates, availability of jobs, educational opportunities, retirement, and personal relationships with family or loved ones.

Canadian immigration is the set of rules, regulations, directives, policies and the Act of Parliament that regulates the entry of each person into Canada. The Canadian immigration department has criteria to recruit economic class immigrants, which includes skilled worker and business class immigrants. The economic category also includes special groups such as live-in caregivers and provincial and territorial nominees. Immigrants who are in the family class category must be sponsored by close family members who are Canadian citizens or permanent residents. Canada provides protection to refugees or other persons in need of protection who do not have another resettlement option within a reasonable time, and those who seek asylum after arrival in Canada due to well-founded fear of returning to their home country.

Immigrants must meet the requirements of the class under which they apply and must meet admissibility requirements: being in good health as verified by a medical examination, not having a criminal record and not posing a risk to public security.

British Home Children
One hundred thousand British Home Children were sent to Canada to work as indentured farm labourers and domestic servants as part of the British Child Emigration Scheme to Canada (1870-1957). Their family ties were broken, and many children spent their lives trying to find their parents and siblings. Many of their descendants have inherited their ancetor's lifelong search for their identities. There are an estimated five million British Home Children descendants in Canada today.

Examples of current issues in Aboriginal societies

Urbanization - Over the past thirty years aboriginal people have been pushed from their home communities by poor economic conditions, substandard housing, limited educational opportunities, and social problems, and pulled to urban centers by the potential to improve these conditions. In urban centers, aboriginal people struggle to maintain their aboriginal identity, and face restrictions on their federal rights and entitlements after leaving their reserves.

Feminism - Many aboriginal women find it difficult to separate their experience as women from their experience as aboriginal, as the woman's role in aboriginal culture was more then equal. Men and women were considered equals, with very different elements and responsibilities. European interactions had a broad effect on aboriginal women and their role in the communities, and the after-effects of gender discrimination still plague their communities, as many aboriginal men have adopted European attitudes toward women. As a result, the cultural and social degradation of aboriginal women has been devestating, with high rates of family violence and low rates of female employment.

Images in the Media - The Hollywood movie industry helped to create and perpetuate the "Indian" stereotypes that reflected societal attitudes that were historically inaccurate. The stereotyping of aboriginal people in movies continue today and newspaper and television journalists often reduce the complexity of aboriginal histories into "problems".

Images in Literature - Although the legends and songs of the aboriginal people were the first literature in Canada, their voices occupy little space in mainstream Canadian literature and English curricula today. The images of aboriginal people in Canadian literature have been until recently, shaped by non-aboriginal writers, thus adopting the European perspective and actively denying aboriginal people respect for their own history.

Residential Schools - Before Europeans came to North America, aboriginal people had a highly developed sytem of education. When Europeans missionaries began to live among the aboriginal people, they separated children from their parents, in the belief that aboriginal culture was not worth perserving. Students learned that aboriginal traditional values were wrong and primitive, and that white Canadians came from a more "advanced" form of social organization. Today, many First Nations are taking over the running of their own schools from the government, in an attempt to reclaim the education of their children.

Health Issues - Prior to European contact, aboriginal people had well-developed concepts of health and medicine. The human costs of European - introduced epidemics upon aboriginal communities is unimaginable, with entire communities and lineages wiped out. Aboriginal people today believe that their right to health care is based on an inherent legal responsibility of the government to provide health services in lieu of land and resources surrendered throughout the country. Nevertheless, the health of aboriginal people on reserves and in inner cities continue to be well below national standards, with suicide, violent deaths, infant mortality, substance abuse, and AIDS rates above national rates.

Self-Government - Before the arrival of Europeans, aboriginal people were independent self-governing nations. Aboriginal self-government means aboriginal people designing and controlling their own justice systems, schools, health clinics, employment services, and businesses, and taking responsibility for their survival as healthy, vibrant people. It must be understood, valued, and recognized by other Canadians.

Administration of Justice - For many years aboriginal people have complained that the Canadian justice system treats them unfairly. Several judicial inquires agreed that the justice system has failed them on a massive scale. Despite being only a small minority of the Canadian population, Aboriginal people are over represented in the inmate population of Canada's provincial and federal prisons. Only when aboriginal people have greater self-determination in their own justice system will they be able to assume responsibility for healing the injustices of the past.

Indian Reserves - Only status Indians can reside permanently on reserves in Canada, with certain exceptions. The early notion of reserves as racial ghettos still persists today. Reserves were initially created to concentrate Indian population into fixed, stable locations, but many Canadians now view reserves as economically backward and racially marginalizing. Economic and social conditions in a majority of reserves are poor, with low education completion rates and chronic, high unemployment rates.

Land Claims - The most fundamental of rights for aboriginal people is the right to their identity as aboriginal people. Since that identity was derived largely from the land they used and occupied before the arrival of Europeans, they believe they had-and still have - certain rights in regard to the land, including hunting, fishing, trapping, gathering food and medicines, or any other traditional activity. Today, aboriginal people believe their treaty rights are a series of broken promises, as Canada still refuses to fully implement the terms of existing treaties. Also, many aboriginal groups in Canada did not sign treaties.

Appendix N: Sample Anticipation Guide (Unit 5)

Anticipation guides are a series of statements to which students respond prior to reading. These statements focus on the major concepts contained within the reading, activate/assess students' prior knowledge, and give purpose to reading. This results in active reading and critical thinking.

Respond to each statement twice - once before reading and again after reading. Each time, write A if you agree with the statement and D if you disagree with the statement.

Canadian Studies 401A
Sample Anticipation Guide
Outcomes 10-5-5 and 10-5-6

Respond to each statement twice, once before reading the text and again after reading it. To respond write "Agree" or "Disagree" in the space provided.		
Response Before Reading		**Response After Reading**
	Canada is a world leader in conserving energy and reducing waster.	
	Based on the average Canadian's lifestyle and consumption levels, we will need two planet Earths to sustain human life.	

Note:

- A strong anticipation guide statement is one with which some students agree and some disagree.
- Use 2 - 4 statements. Using more than 4 statements creates the risk of losing your audience.
- An anticipation guide helps struggling readers by establishing a purpose for reading, so they have something specific to look for while they read. Giving weak readers the questions only after the text has been read is too late, as they are unlikely to re-read to search for answers.

Appendix O: Individuals, Societies and Economic Decisions

Canadian Industries
Industries can be divided into four sectors:

Primary - depend on extracting or harvesting and using resources. Examples include mining, forestry, farming, oil and gas production, and fisheries.

Secondary - use resources to manufacture goods and finished products. Examples include steel, furniture, ketchup, cars, packaging, bread and clothing.

Tertiary (service) - provide people with services. Examples include restaurants, hotels, banks, travel agencies and spas.

Quaternary - involves research and development, especially information technology, scientific research and education.

Due to increased technology, fewer Canadians work in primary industries today than in the past. Agriculture and the harvesting of primary resources has become so efficient that what used to take many people an entire season is now done by a few people in a fraction of the time. As a result, productivity increases and traditional primary industries no longer support high levels of employment. As time goes on, more workers (70%) are entering service industries.

Canada's forestry industry has been and continues to be our largest primary industry, but to make our forests last, we must find ways to conserve and preserve them. The industry began when Europeans came to Canada and used the forests to make lumber, which they used for building everything and making furniture.

Agriculture mainly occurred in southeast Canada until the late 1800s, when the railway reached across Canada. Agriculture expanded west soon after. Today, despite the short growing season, we are net exporters of food. Our farms have to keep producing more as the population grows, but we must also protect our soil and water from the effects of some types of farming. Since the 1970s, farmers' incomes have fallen and large agribusiness operations where crops are grown on a huge scale, processed for consumers, and put onto the market, have grown.

Fishing has been a way of life for years for many Canadians. In Atlantic Canada, the fishing industry has been the largest employer for decades. However, the world's fisheries today face challenges due to overfishing and pollution, and even the rich Grand Banks fishery is now in trouble. In the 1980s, limits on fishing were put into effect and Canada's cod industry has been closed since 2003. The decline of the fisheries has significantly affected Atlantic Canadians, especially Newfoundland coastal villages.

Canada has enormous mineral resources and developing these was key to Canada's settlement and growth. Today, geologists use Geographic Information Systems (GIS) to find new sources of minerals. Unlike forestry, farming, and fishing, mining resources are not renewable, so when the minerals are gone, the mine is shut down and people must find new ways of making a living.

One of the most significant secondary industries in Canada is the transportation manufacturing sector. A sustainable future depends on producing modes of transportation that are efficient, fast, safe, and environmentally friendly.

Tourism is a rapidly growing tertiary industry in Canada. Today, many regions and communities depend on tourist dollars for their well-being year round or during particular seasons. Nearly one in fifteen working Canadians today is in the tourism industry. Ecotourism and adventure travel are growing in Canada today.

Sports and entertainment is another expanding tertiary industry in Canada. All of the areas in this service sector depend on a growing economy with people who have disposable income and time to spend.

Canada's research and development (R&D) in the quaternary sector has seen great growth recently, as the researchers and technicians in R & D have almost doubled since 1990. Information and communication technology (ICT) and biotechnology are two rapidly growing sectors, which show no signs of slowing down.

The worldwide demand for oil and gas continues to rise. Most of the fossil fuels Canadians use come from conventional oil wells in Alberta, but there has been recent interest in the northern Alberta tar sands, which are estimated to hold over 100 billion barrels of oil. We depend heavily on non-renewable energy sources, however, there will come a time when they are gone. There is an urgent need to develop alternate ways to produce and deliver energy; wind power has enormous potential in Canada. Additional energy sources are solar, geothermal, biomass, tidal, wave and hydrogen.

Seasonality is a major factor in many of Canada's key industries, and seasonal industries are an important part of the Canadian economy. While it exists across Canada, it mostly affects eastern and peripheral, resource-based regions.

While primary, resource-based industries such as fishing and farming have always been seasonal, technology has exaggerated the seasonality. As the new economy and knowledge society become more prominent, initiatives are being researched that examine how communities that are traditionally reliant on seasonal work can harness the opportunities in a global economy.

Minimum Wage

*S*tudents may be interested to know there are cities such as Calgary, Alberta, where, due to overpricing of housing, those who work in the service sector cannot afford to live anywhere near these cities. This has led to great difficulty in providing tertiary services to their residents. City planners and councillors are attempting to come up with solutions such as offering housing subsidies to attract even the most necessary of services such as doctors.

The minimum wage is a basic labour standard that sets the lowest wage rate an employer can pay to employees who are covered by the legislation. Today, one of its main purposes is to protect non-unionized workers in unskilled jobs, although it can influence the level of compensation of other employees. Supporters of minimum wage laws believe that minimum wage helps to reduce exploitation and does not adversely impact employment.

Detractors believe that minimum wage increases unemployment among low - wage workers, slows economic growth, and does not allow freedom of contract.

Cons of Minimum Wage Law:

- creates a "buyers market" where employers enjoy an unequal bargaining advantage over unskilled workers; because workers are prohibited from competing with each other on the basis of wage rates, other factors must determine which worker will be hired and if equally unskilled, bias may factor in the decision.
- lowers employment opportunities for workers; may disadvantage vulnerable workers
- may contribute to inflation as employers raise prices of goods and services
- disadvantages small businesses and charities
- harms poor communities, as businesses will choose to open elsewhere

Pros of Minimum Wage Law:

- skilled workers are not affected
- can be efficient and effective tool in reducing genderpay inequality, provided the wage is set at sufficiently high level to improve pay received by women and other disadvantaged groups

Emerging Economies

An emerging or developing market economy is an economy with low-to-middle per capita income. Countries with emerging economies are diverse and are usually considered emerging because of their developments and reforms, and because they have begun to open up their markets and "emerge" onto the global scene, which contributes to that economy growing at a rapid rate.

Emerging economies are benefiting from competing at a global level, and are impacting the way the world operates in terms of not only environmental issues, but also through integration of products and services into the global market, energy security, and the rebalancing of the global labour force.

Social Programs

Canada's universal public health insurance system is unofficially called medicare, and entitles residents of Canada to receive free medical care for almost all procedures.

Canadian Employment Insurance Benefits are available to Canadians who have paid Canadian Employment Insurance (EI) premiums and have lost their jobs for various reasons. Regular EI benefits are available for those who lose a job through no fault of their own, and who are available and able to work. Maternity, parental and sickness benefits are available for those who are pregnant, caring for a newborn or adopted child or sick. Compassionate care benefits are available for those who must miss work to care for a dying relative. Fishing benefits are available for those who are self-employed in fishing.

The Canadian Social Assistance Program is available to all Canadians in need, regardless of ancestry. The First Nations Social Assistance Program, funded by Indian and Northern Affairs Canada, helps First Nations individuals and families living on reserves meet their basic needs for food, clothing and shelter. It also funds special needs allowances for goods and services that are important to healthy living, such as basic furniture or food that forms part of a physician - recommended diet.

Canada also provides benefits to parents, students, seniors, people with disabilities, veterans, newcomers to Canada, aboriginal people, and people in need of social assistance who meet specific criteria.

Taxes are the price citizens pay for the goods and services they collectively provide for themselves and for each other, including the social programs previously described.

Appendix P: Time, Continuity, and Change

Factors that led to merging of British North American colonies:

- American Revolution and the Declaration of Independence (1775), followed by War of Independence (1775-1783)
- North migration of Loyalists who fought on British side. They pushed for elected assemblies, and obtained representative government modelled on the voting practices in Britain.
- Constitutional Act of 1791 divided the colony of Quebec into Upper and Lower Canada (enabled colonial administration to retain real power, even though they were out of touch with the colonists' needs)
- colonies became economically independent and outspoken in their demands for political reform
- rebellions occurred in Lower Canada (led by Louis-Joseph Papineau) and Upper Canada (led by William Lyon Mackenzie)
- Britain sent political reformer Lord Durham to be Governor General of North American colonies, who conducted an investigation into the causes of the uprisings
- 1839 Report of Affairs of British North America recommended the colonies be accorded the same democratic rights as citizens of Britain, and that Upper and Lower Canada be united under one government
- Britain rejected recommendations
- 1841 Act of Union united Upper and Lower Canada
- The Great Coalition was formed in 1864 when English and French worked toward creating a federal union of all British North American colonies
- The Maritime colonies also considered uniting in 1864. New Brunswick and Nova Scotia premiers were advocates; however, the Prince Edward Island premier was opposed. To encourage his support it was suggested that the conference occur in Prince Edward Island.
- leaders of the Great Coalition heard about the Maritime Union and proposed a union of all British North America
- The Charlottetown Conference of 1864 first initiated the idea of confederation
- seventy-two resolutions were presented in Quebec by John A. Macdonald, which outlined plan for union
- July 1, 1867: Ontario, Quebec, New Brunswick, and Nova Scotia joined together to form the Dominion of Canada
- Canada grew quickly; following the original provinces into Confederation were Northwest Territories (1869), Manitoba (1870), British Columbia (1871), Prince Edward Island (1873), Alberta and Saskatchewan (1905), Newfoundland and Labrador (1949), and Nunavut (1999)
- As a nation, Canada was a significant contributor to both major world conflicts of the 20th century (World War I from 1914 to 1918, and World War II from 1939 to 1945)

Overview of Canadian military history, including the wars, uprisings, and conflicts in which Canadians participated:

- French and Indian War (1754 - 1763)
- American Revolution (1775 - 1783)
- War of 1812 (1812 - 1814)
- Rebellion of 1837 (1837 - 1838)
- Fenian Raids (1866 and 1870)
- Red River Rebellion (1869 - 1870)
- Nile Expedition (1884)
- North West Rebellion (1885)
- South African War or Boer War (1899 - 1902)
- World War I (1914 - 1919)
- Siberian Expeditionary Force (1819 - 1919)

- Spanish Civil War (1936 - 1939)
- World War II (1939 - 1945)
- Korean War (1950 - 1953)
- Vietnam War (1959 - 1975)
- Gulf War (1990 - 1991)
- War in Afghanistan (2001 - present)

Peacekeeping versus Peacemaking

Peacekeeping, as defined by the United Nations, is "a way to help countries torn by conflict create conditions for sustainable peace." Peacekeepers monitor and observe peace processes in post-conflict areas and assist ex-combatants in implementing the peace agreements they may have signed.

Peacemaking is a form of conflict resolution; according to the United Nations, it is, "action to bring hostile parties to agreement". Peacemaking is the diplomatic effort intended to move a violent conflict into nonviolent dialogue, where differences are settled through representative political institutions. The objective of peacemaking is to end violence between contending parties.

Appendix Q: Library/Literacy/Learning Skills

School Library/Resource Centre Orientation

Grade 10 students have opportunities to:
- handle and check out resources properly
- identify kinds of media
- identify location of resources and equipment
- locate various media resources
- locate resources correctly using the automated School Library Database
- locate and find specific resources by using the Dewey Decimal (call number) organization system
- access and navigate online periodical database
- locate and utilize traditional and digital reference resources, eg. encyclopedias, atlases, almanacs, indexes

Selection of Resources

Grade 10 students should have opportunities to:
- choose appropriate resources for a specific topic
- recognize the existence and purpose of specialized reference materials
- recognize the difference between primary and secondary sources of information
- distinguish between current and outdated sources
- identify proper sources of information on specified subjects
- choose readings that are authoritative, current, and useful
- choose readings that present alternate points of view
- choose appropriate biographical sources of contemporary or historical persons

Utilization of Resources

Grade 10 students should have opportunities to:
- use the school library database to identify appropriate resources
- use call numbers to locate resources
- use cross references and links, in print and digital resources, to locate information
- generate, with assistance, a variety of search terms to locate information on a specific topic
- identify and use appendixes and bibliographies as sources of information
- use student selected sources available to collect information for a specified subject
- find and use resources from outside the school library, eg. public and academic libraries, community personnel, online database

Comprehension, Study, and Literacy Skills

Grade 10 students should have opportunities to:
- complile a bibliography following a specified style
- paraphrase, summarize, or precis information
- record information by taking notes or creating graphic organizers
- create an outline
- make inferences from text
- evaluate resources for credibility
- evaluate information for validity, accuracy, point of view, and bias

- compare maps, graphs, and statistical tables to make generalizations
- use specialized reference materials to develop and support research and select data bearing on a specific problem
- use preface, chapter headings, indexes, and cross references in materials as research aids
- skim to select relevant information for a given purpose from within content of material
- prepare and understand the construction of in-text citations
- identify unsubstantiated statements

Production and Presentation

Grade 10 students should have opportunities to:

- write a content related report which reflects a specific point of view
- make a multi-media presentation defending a specific point of view
- prepare an oral and/or written review
- participate in a group activity, eg. debate, panel discussion, display
- prepare an information essay
- participate in the writing and production of a dramatic presentation
- prepare and deliver a short speech
- prepare an evaluation based on predetermined criteria

Appendix R: Interdependence

The United Nations Economic and Social Council characterizes sustainable development as, "economic vitality, justice, social cohesion, environmental protection and the sustainable management of natural resources, so as to meet the needs of the present generation without compromising the ability of future generations to meet their needs". Because we consume natural resources in order to live, depletion is intensified by the increase in human population. Sustainable development requires that we be aware of the environmental effects of our activities and take action to reduce those effects.

The ecological footprint is an environmental measuring tool that measures the load that a population - an individual, a community, a nation, or all of humanity - places on the environment, expressed in hectares. The average Canadian's ecological footprint is 8.6 hectares per person, which is the third highest in the world. Because the planet has only 1.9 hectares of productive land available to meet the needs of each person, Canadians are consuming natural resources at a rate that is globally unsustainable.

Canadian can reduce our ecological footprints by balancing our comsumption with nature's productivity in the following areas:

Food:
- buy more locally grown and organic food
- buy more unpackaged and unprocessed foods
- eat vegetarian meals more frequently
- grow some of our own food, if possible
- compost organic waste

Mobility
- live as close as possible to where we work
- drive the car less often and carpool whenever possible
- choose a hybrid model of automobile, or one that is less polluting and more fuel efficient
- use public transit, bicyle, or walk whenever possible

Housing
- hang clothes to dry; limit dryer use
- reduce number of days the air conditioner is used
- practise water and energy conservation
- install water-saving devices such as low-flow showerheads and toilet dams
- practise the four Rs: reduce, reuse, recycle and refuse

Canada can work with other nations to reduce humanity's ecological footprint in the following areas:

Protecting and Increasing Biocapacity
- biocapacity is the planet's available supply of natural resources
- create and maintain protected areas such as national parks and biosphere reserves involving all types of land, fresh water, and marine ecosystems

Reducing Global Population
- reduce human demand on Earth's systems
- better education, economic opportunities, and health care are proven to reduce population growth

Reducing Consumption of Resources

Enhancing International Cooperation
- governments consider the environment when making policy decisions
- in global economy, governments collaborate on internationalissues (i.e. Kyoto Protocol)

Energy Efficiency
- most cost-effective way to reduce fuel consumption
- move toward renewable energy sources
- reduce wasteful consumption
- use energy more efficiently
- governments can create incentives by changing building codes, issuing renewable energy bonds, or introducing other ecological tax incentives

Teachers should ensure the following primary industries are considered during the brainstorming sessions described in outcome 10-5-7: forestry, agriculture, fishing, and mining. The sustainability of each industry should be discussed as it relates to other outcomes in this unit. Other industries involving transportation, water quality, tourism, sports and entertainment, research and development, communications, biotechnology, fossil fuels and alternative forms of energy should also be included in the discussion.

Trades is the transfer of goods and services, and must be considered not only in economic value, but also in social and environmental value.

Outsourcing occurs when large companies search the world to obtain the best economic price for both raw materials and labour to manufacture goods. This practice results in lower prices of the product or service. Outsourcing, international companies, and foreign ownership have led to the globalization of trade. It is predicted that the emerging economies of China and India will soon be world trade leaders, due to cheap labour and increasing technical skills.

The World Trade Organization (WTO) was created in 1995 to help to establish trade agreements between different countries and oversee situations in which countries cannot agree. The North American Free Trade Agreement (NAFTA) is a special trade agreement that Canada has made with its closest neighbors, the United States and Mexico, which prevents the three countries from adding extra fees or taxes to the price of goods made in any other member country.

The fair trade logo means that the goods are produced in a fair and humane way, no child labour has been used, and that the people who did the work receive the money from sales of the product, and a quality product is environmentally sustainable and ethically produced.

Communication means exchanging ideas, information, and feelings, and connects us at home, in our communities, across Canada, and around the world. Technology gives us tools to communicate over greater distances to people and machines around the world at any time of the day or night.

Appendix S: Glossary of Teaching Strategies

Anticipation Guides - series of statements to which students respond (usually with agree/disagree) prior to reading

Brainstorming - free flow of ideas to generate a list, web, or free-write related to the topic of the reading

Identifying Main Ideas and Supporting Details - facts or concepts communicated about the main idea that add clarification and enhance what is communicated

Identifying a Purpose for Reading - knowing the goal set by the student or teacher or the text for the reading experience

Jigsaw - co-operative learning strategy where a home group of four to six students is given specific information on a topic, and after reading the information, students meet in expert groups to discuss and learn specific information; the experts then return to their home groups to inform them about the specific information they learned in their expert groups

KWL (Know * Want * Learned) - instructional tool used most often with informational text and involving three steps - KWL - what I know, what I want to know, and what I have learned; used before, during, and after reading

Paired Reading - pairs of students alternate with roles as reader and coach; the reader reads the first paragraph or section aloud, and the coach summarizes the main idea and supporting details, asking the reader to help clarify where needed

Predicting - making educated, informed, and reasonable guesses based on evidence in the text and the reader's understanding of the text and/or the topic about "What happens next?" or about "What information will be presented next?"

Reciprocal Teaching - instructional strategy in the form of an interactive dialogue regarding segments of text, involving four strategies: predicting, questioning, clarifying, and summarizing

Skimming - reading technique of quickly moving the eyes over the text to find the main idea

SQ3R - (Survey/Question/Read/Recite/Review) - reading strategy whereby students are able to learn from text by understanding it and developing a mental framework into which facts can then be fitted

Summarizing - condensing the main idea(s) in a text, perhaps a paragraph to a single sentence, using one's own words

Think -Aloud - instructional approach in which readers verbalize their thoughts aloud as they read either fiction or non-fiction text

Think - Pair - Share - collaborative method where a teacher or student poses a thought - provoking question related to reading/learning, time is given to consider individual responses, then each student works with one other student to reach a response; pairs share responses with the class

Visualizing - seeing a text come to life in the mind of the reader, which allows the reader an imaginative opportunity to interact with a text

Vocabulary Study - instructional process to examine new and often "specialized" words within a reading selection

Word Study - examining the structure of an unfamiliar word to enable the reader to read (decode) it