



Immaculata Regional High School

# **Yearly Course Outline 2018-19**

TEACHER: Mr. Bruno Oliveira

SUBJECT: Social Studies

Grade: 11

IRP Date: 2005

GRADE LEVEL: 11

## Grade 11 Social Studies

### **OVERVIEW:**

The aim of social studies is to develop thoughtful, responsible, active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments. The Social Studies 11 curriculum provides students with opportunities to reflect critically upon events and issues in order to examine the present, make connections with the past, and consider the future. Social Studies 11 contributes to the important goal of preparing students for their lives as Canadian citizens and members of the international community.

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

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

### **GOALS:**

It is expected students will:

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

## **COURSE MATERIALS/RESOURCES:**

Counterpoints textbook

Computers

Phones

Tablets

Smartboard

Keynote & PowerPoint presentation

Animated Maps

Atlases

Pre-selected articles

Film: Canada Peoples History Series

Weebly: website development

## **ASSESSMENT AND EVALUATION TOOLS:**

*Orally:* Participation in discussions, presentations, quizzes, and tests

*Written:* Textbook assignments, creative writing, formal essay writing, charts, webs, map work, quizzes, and tests.

*Pictorially:* Charts, webs, maps, and diagrams

*Tools:* Assignment completion records, teacher observations, student self-assessments, checklists, rubrics, projects, presentations, quizzes, tests, samples of student work, and individual performance reviews.

Content Curriculum Organizers (include timeline)	Prescribed Learning Outcomes It is expected that students will: <i>(please refer to appendices).</i>	Planning for Assessment (teaching strategies/learning activities)	Achievement Indicators with Assessment Strategies
<p><b>Unit I: Canada in Transition: A Nation Emerges</b></p> <p>approx. 4 hours class time</p> <p><u>CounterPoints Text</u></p> <p><b>Chapter 1: A Different Canada</b></p>	<p><i>It is expected that students will:</i></p> <p><b>A. Skills and Processes of Social Studies</b> Ai, ii, iii, iv</p> <p><b>B. Politics and Government</b> Bii, iii</p> <p><b>C. Autonomy and International Involvement</b> Ci,</p> <p><b>E. Society and Identity</b> Ei, iii, v, vi <u>(refer to appendices).</u></p>	<ol style="list-style-type: none"> <li>1. Introduction to the 20<sup>th</sup> century: includes issues and attitudes about social behavior, cultural pastimes before WWI, relationship with Britain, technological developments and benefits on the economy during this time period.</li> <li>2. Teacher created lessons, text-based lessons, lecturing, and note-taking.</li> <li>3. Use of maps, literature, video clips, articles, and situations of the time period.</li> <li>4. Examination of issues of the time period.</li> <li>5. Active review for unit test (technology).</li> <li>6. Unit test.</li> </ol>	<p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of critical-thinking processes (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position)</li> <li><input type="checkbox"/> recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)</li> <li><input type="checkbox"/> develop pertinent questions to define a topic, issue, or situation</li> <li><input type="checkbox"/> compare a range of points of view on an issue</li> <li><input type="checkbox"/> draw conclusions about an issue, situation, or topic</li> <li><input type="checkbox"/> defend a position on an issue, situation, or topic</li> <li><input type="checkbox"/> access a range of information sources on selected topics, including sources <ul style="list-style-type: none"> <li>- from a range of media types (e.g., print news, broadcast news, online)</li> <li>- representing a range of perspectives</li> <li>- that qualify as primary (e.g., original documents, political cartoons,</li> </ul> </li> </ul>

			<p>interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs)</p> <ul style="list-style-type: none"> <li>- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain the importance of accessing and considering a range of information sources</li> <li><input type="checkbox"/> assess the accuracy, reliability, and relevance of collected information by <ul style="list-style-type: none"> <li>- determining examples of bias and points of view in information</li> <li>- identifying the data collection methods (e.g., poll, census, interview, survey)</li> <li>- determining currency of information</li> <li>- determining consistency with information obtained from other sources on the same topic (corroboration)</li> </ul> </li> <li><input type="checkbox"/> design and conduct surveys and interviews; extract data from web sites and archives)</li> <li><input type="checkbox"/> interpret and construct maps synthesize and evaluate collected data</li> <li><input type="checkbox"/> organize information effectively (e.g.,</li> </ul>
--	--	--	---

			<p>outlines, summaries, notes, timelines, visual organizers)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose</li> <li><input type="checkbox"/> clearly formulate and support a thesis</li> <li><input type="checkbox"/> communicate ideas, opinions, and arguments effectively: <ul style="list-style-type: none"> <li>- orally</li> <li>- written</li> <li>- graphically</li> </ul> </li> <li><input type="checkbox"/> compare policies facing an immigrant to Canada in the early 20<sup>th</sup> century with those in place at the end of the 20<sup>th</sup> century (e.g., head tax and origin of immigrants versus point system)</li> <li><input type="checkbox"/> formulate answers to questions such as the following: <ul style="list-style-type: none"> <li>- What are the challenges and benefits for Aboriginal people living on and off reserves?</li> <li>- Why are Aboriginal people concerned about cultural appropriation?</li> </ul> </li> <li><input type="checkbox"/> describe the impact of the <i>Indian Act</i> on Aboriginal people (e.g., marginalization and dependency)</li> <li><input type="checkbox"/> describe the impact of residential schools on Aboriginal people (e.g., destruction of lives and communities)</li> </ul>
--	--	--	---

<p><b>Chapter 2: Canada and the First World War</b></p> <p>approx. 10 hours class time</p> <p><u>CounterPoints Text</u></p>	<p><i>It is expected that students will:</i></p> <p><b>A. Skills and Processes of Social Studies</b> Ai, ii, iii, iv</p> <p><b>B. Politics and Government</b> Bii, iii</p> <p><b>C. Autonomy and International Involvement</b> Ci, ii, iv</p> <p><b>E. Society and Identity</b> Ei, iii, iv, v, vi (<u>refer to appendices</u>).</p>	<ol style="list-style-type: none"> <li>1. Introduction to Canada in World War I: includes causes of involvement, technological innovations and change in how war was fought, effects of war on status of women, effect of War Measures Act on legal rights of Canadians, and the issue of conscription on all including Quebec.</li> <li>2. Teacher created lessons, text-based lessons, lecturing, and note-taking.</li> <li>3. Use of graphs, maps, literature, video clips, articles, and situations of the time period.</li> <li>4. Examination of issues of the time period.</li> <li>5. Active review for unit test (technology).</li> <li>6. Unit test.</li> </ol>	<p><b>B</b></p> <p><i>y the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of critical-thinking processes (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position)</li> <li><input type="checkbox"/> recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)</li> <li><input type="checkbox"/> develop pertinent questions to define a topic, issue, or situation</li> <li><input type="checkbox"/> compare a range of points of view on an issue</li> <li><input type="checkbox"/> draw conclusions about an issue, situation, or topic</li> <li><input type="checkbox"/> defend a position on an issue, situation, or topic</li> <li><input type="checkbox"/> access a range of information sources on selected topics, including sources <ul style="list-style-type: none"> <li>- from a range of media types (e.g., print news, broadcast news, online)</li> <li>- representing a range of perspectives</li> <li>- that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports,</li> </ul> </li> </ul>
---	--	---	---

			<p>summaries, historical monographs)</p> <ul style="list-style-type: none"> <li>- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)</li> </ul> <p><input type="checkbox"/> explain the importance of accessing and considering a range of information sources</p> <p><input type="checkbox"/> assess the accuracy, reliability, and relevance of collected information by</p> <ul style="list-style-type: none"> <li>- determining examples of bias and points of view in information</li> <li>- identifying the data collection methods (e.g., poll, census, interview, survey)</li> <li>- determining currency of information</li> <li>- determining consistency with information obtained from other sources on the same topic (corroboration)</li> </ul> <p><input type="checkbox"/> design and conduct surveys and interviews; extract data from web sites and archives)</p> <p><input type="checkbox"/> interpret and construct maps synthesize and evaluate collected data</p> <p><input type="checkbox"/> organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)</p>
--	--	--	---



		<ul style="list-style-type: none"> <li><input type="checkbox"/> present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose</li> <li><input type="checkbox"/> clearly formulate and support a thesis</li> <li><input type="checkbox"/> communicate ideas, opinions, and arguments effectively: <ul style="list-style-type: none"> <li>- orally</li> <li>- written</li> <li>- graphically</li> </ul> </li> <li><input type="checkbox"/> identify ways in which women have influenced Canadian society, including <ul style="list-style-type: none"> <li>- suffrage</li> <li>- prohibition</li> <li>- politics</li> <li>- pay and employment equity</li> </ul> </li> <li><input type="checkbox"/> identify and describe the significance of events contributing to national autonomy, such as <ul style="list-style-type: none"> <li>- creation of the Canadian Corps in WWI</li> <li>- Paris Peace Conference/League of Nations</li> </ul> </li> <li><input type="checkbox"/> describe Canada's military participation in WWI (e.g., Somme, Passchendaele, Vimy Ridge, Ypres, 100 Day Campaign)</li> <li><input type="checkbox"/> relate Canada's war losses to the nature of warfare (e.g., attrition, trench warfare, submarines)</li> <li><input type="checkbox"/> explain the war's impact on the home front (e.g., "enemy aliens," conscription,</li> </ul>
--	--	---

<p><b>Chapter 3: Canada in the 1920s</b></p> <p>approx. 3 hours class time</p> <p><u>CounterPoints Text</u></p>	<p><i>It is expected that students will:</i></p> <p><b>A. Skills and Processes of Social Studies</b> Ai, ii, iii, iv</p> <p><b>B. Politics and Government</b> Bii, iii</p> <p><b>C. Autonomy and International Involvement</b> Ci, ii, iv</p> <p><b>E. Society and Identity</b> Ei, iii, iv, v, vi (<u>refer to appendices</u>).</p>	<ol style="list-style-type: none"> <li>1. Introduction to Canada in the 1920s: includes labor unrest after WWI, improvements in working conditions, regionalism, Canada becomes independent from Britain, impact of U.S. investment on economy, and how technology influences lifestyles in the 1920s.</li> <li>2. Teacher created lessons, text-based lessons, lecturing, and note-taking.</li> <li>3. Use of graphs, maps, literature, video clips, articles, and situations of the time period.</li> <li>4. Examination of issues of the time period.</li> <li>5. Active review for unit test (technology).</li> <li>6. Unit test.</li> </ol>	<p>Halifax explosion, Victory War Measures Act)</p> <p><input type="checkbox"/> identify the contributions of women during the wars and to post-war Canada (e.g., increased industrial capacity, economic growth and employment, changing social attitudes)</p> <p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <p><input type="checkbox"/> give examples of critical-thinking processes (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position)</p> <p><input type="checkbox"/> recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)</p> <p><input type="checkbox"/> develop pertinent questions to define a topic, issue, or situation</p> <p><input type="checkbox"/> compare a range of points of view on an issue</p> <p><input type="checkbox"/> draw conclusions about an issue, situation, or topic</p> <p><input type="checkbox"/> defend a position on an issue, situation, or topic</p> <p><input type="checkbox"/> access a range of information sources on selected topics, including sources</p>
---	--	--	---

			<ul style="list-style-type: none"> <li>- from a range of media types (e.g., print news, broadcast news, online)</li> <li>- representing a range of perspectives</li> <li>- that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs)</li> <li>- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)</li> </ul> <p><input type="checkbox"/> explain the importance of accessing and considering a range of information sources</p> <p><input type="checkbox"/> assess the accuracy, reliability, and relevance of collected information by</p> <ul style="list-style-type: none"> <li>- determining examples of bias and points of view in information</li> <li>- identifying the data collection methods (e.g., poll, census, interview, survey)</li> <li>- determining currency of information</li> <li>- determining consistency with information obtained from other sources on the same topic (corroboration)</li> </ul> <p><input type="checkbox"/> design and conduct surveys and interviews; extract data from web</p>
--	--	--	--

			<p>sites and archives)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> interpret and construct maps synthesize and evaluate collected data</li> <li><input type="checkbox"/> organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)</li> <li><input type="checkbox"/> present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose</li> <li><input type="checkbox"/> clearly formulate and support a thesis</li> <li><input type="checkbox"/> communicate ideas, opinions, and arguments effectively: <ul style="list-style-type: none"> <li>- orally</li> <li>- written</li> <li>- graphically</li> </ul> </li> <li><input type="checkbox"/> relate the terms <i>recession, depression, recovery, prosperity, deficit, inflation, and supply and demand</i> to economic cycles</li> <li><input type="checkbox"/> relate economic cycles to the development of the labour movement (e.g., One Big Union, Winnipeg General Strike, On-to-Ottawa Trek, Regina Manifesto)</li> <li><input type="checkbox"/> identify ways in which women have influenced Canadian society, including <ul style="list-style-type: none"> <li>- suffrage</li> <li>- prohibition</li> <li>- politics</li> <li>- pay and employment equity</li> </ul> </li> </ul>
--	--	--	--

<p><b>Chapter 4: The 1930s: A Decade of Despair</b></p> <p>approx. 3 hours class time</p> <p><u>CounterPoints Text</u></p>	<p><i>It is expected that students will:</i></p> <p><b>A. Skills and Processes of Social Studies</b> Ai, ii, iii, iv</p> <p><b>B. Politics and Government</b> Bi, ii, iii</p> <p><b>C. Autonomy and International Involvement</b> Ci, ii, iv</p> <p><b>E. Society and Identity</b> Ei, ii, iii, iv, v, vi (<u>refer to appendices</u>).</p>	<ol style="list-style-type: none"> <li>1. Introduction to Canada in the 1930s: includes government response to economic crisis, regions suffering from depression, programs and new political parties that arose in response to the depression, steps taken by government to protect Canadian Culture, and events leading to World War II.</li> <li>2. Teacher created lessons, text-based lessons, lecturing, and note-taking.</li> <li>3. Use of graphs, maps, literature, video clips, articles, and situations of the time period.</li> <li>4. Examination of issues of the time period.</li> <li>5. Active review for unit test (technology).</li> <li>6. Unit test.</li> </ol>	<p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of critical-thinking processes (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position)</li> <li><input type="checkbox"/> recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)</li> <li><input type="checkbox"/> develop pertinent questions to define a topic, issue, or situation</li> <li><input type="checkbox"/> compare a range of points of view on an issue</li> <li><input type="checkbox"/> draw conclusions about an issue, situation, or topic</li> <li><input type="checkbox"/> defend a position on an issue, situation, or topic</li> <li><input type="checkbox"/> access a range of information sources on selected topics, including sources <ul style="list-style-type: none"> <li>- from a range of media types (e.g., print news, broadcast news, online)</li> <li>- representing a range of perspectives</li> <li>- that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary</li> </ul> </li> </ul>
--	---	--	---

			<p>(e.g., textbooks, articles, reports, summaries, historical monographs)</p> <ul style="list-style-type: none"> <li>- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain the importance of accessing and considering a range of information sources</li> <li><input type="checkbox"/> assess the accuracy, reliability, and relevance of collected information by           <ul style="list-style-type: none"> <li>- determining examples of bias and points of view in information</li> <li>- identifying the data collection methods (e.g., poll, census, interview, survey)</li> <li>- determining currency of information</li> <li>- determining consistency with information obtained from other sources on the same topic (corroboration)</li> </ul> </li> <li><input type="checkbox"/> design and conduct surveys and interviews; extract data from web sites and archives)</li> <li><input type="checkbox"/> interpret and construct maps synthesize and evaluate collected data</li> <li><input type="checkbox"/> organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)</li> </ul>
--	--	--	--

		<ul style="list-style-type: none"> <li><input type="checkbox"/> present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose</li> <li><input type="checkbox"/> clearly formulate and support a thesis</li> <li><input type="checkbox"/> communicate ideas, opinions, and arguments effectively: <ul style="list-style-type: none"> <li>- orally</li> <li>- written</li> <li>- graphically</li> </ul> </li> <li><input type="checkbox"/> identify ways in which women have influenced Canadian society, including <ul style="list-style-type: none"> <li>- suffrage</li> <li>- prohibition</li> <li>- politics</li> <li>- pay and employment equity</li> </ul> </li> <li><input type="checkbox"/> define <i>totalitarianism, democracy, liberalism, conservatism, socialism, fascism, and communism</i></li> <li><input type="checkbox"/> distinguish among Canada's and BC's major political parties in terms of policies, philosophies, and priorities</li> <li><input type="checkbox"/> identify and describe the significance of events contributing to national autonomy, such as <ul style="list-style-type: none"> <li>- Halibut Treaty</li> <li>- King/Byng Crisis</li> <li>- Statute of Westminster</li> </ul> </li> <li><input type="checkbox"/> describe Canada's military participation in the allied war effort (e.g., Dieppe, Italian Campaign, D-Day, Battle of the Atlantic, Hong Kong, liberation of the Netherlands,</li> </ul>
--	--	---

<p><b>Chapter 5: Canada and the Second World War</b></p> <p>approx. 10 hours class time</p> <p><u>CounterPoints Text</u></p>	<p><i>It is expected that students will:</i></p> <p><b>A. Skills and Processes of Social Studies</b> Ai, ii, iii, iv</p> <p><b>B. Politics and Government</b> Bii</p> <p><b>C. Autonomy and International Involvement</b> Ci, iii, iv</p> <p><b>E. Society and Identity</b> Ei, iii, iv, v, vi (<u>refer to appendices</u>).</p>	<ol style="list-style-type: none"> <li>1. Introduction to Canada's in World War II: includes call to battle, involvement, effects of war on economy, location of main campaigns, role of Canadian armed forces, and how the war changed Canadians' perception of themselves.</li> <li>2. Teacher created lessons, text-based lessons, lecturing, and note-taking.</li> <li>3. Use of graphs, maps, statistics, literature, video clips, articles, and situations of the time period.</li> <li>4. Examination of issues of the time period.</li> <li>5. Active review for unit test (technology).</li> </ol>	<p>bomber command)</p> <ul style="list-style-type: none"> <li>❑ explain the war's impact on the home front (e.g., arsenal of democracy, air training, total war, conscription, propaganda, "enemy lines")</li> <li>❑ recognize the importance of both individual and collective action in addressing human rights issues (e.g., response to the Holocaust, and refugee policy)</li> <li>❑ give examples of Canada's treatment of minorities (e.g., internment of Japanese-Canadians, restrictions on voting)</li> <li>❑ describe the effects of and various responses to the Great Depression (e.g., unemployment, government intervention, protest parties, soup kitchens)</li> </ul> <p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> <li>❑ give examples of critical-thinking processes (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position)</li> <li>❑ recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)</li> </ul>
--	--	---	--



		<p>6. Unit test.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop pertinent questions to define a topic, issue, or situation</li> <li><input type="checkbox"/> compare a range of points of view on an issue</li> <li><input type="checkbox"/> draw conclusions about an issue, situation, or topic</li> <li><input type="checkbox"/> defend a position on an issue, situation, or topic</li> <li><input type="checkbox"/> access a range of information sources on selected topics, including sources <ul style="list-style-type: none"> <li>- from a range of media types (e.g., print news, broadcast news, online)</li> <li>- representing a range of perspectives</li> <li>- that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs)</li> <li>- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)</li> </ul> </li> <li><input type="checkbox"/> explain the importance of accessing and considering a range of information sources</li> <li><input type="checkbox"/> assess the accuracy, reliability, and relevance of collected information by <ul style="list-style-type: none"> <li>- determining examples of bias and points of view in information</li> </ul> </li> </ul>
--	--	----------------------	---

			<ul style="list-style-type: none"> <li>- identifying the data collection methods (e.g., poll, census, interview, survey)</li> <li>- determining currency of information</li> <li>- determining consistency with information obtained from other sources on the same topic (corroboration)</li> <li><input type="checkbox"/> design and conduct surveys and interviews; extract data from web sites and archives)</li> <li><input type="checkbox"/> interpret and construct maps synthesize and evaluate collected data</li> <li><input type="checkbox"/> organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)</li> <li><input type="checkbox"/> present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose</li> <li><input type="checkbox"/> clearly formulate and support a thesis</li> <li><input type="checkbox"/> communicate ideas, opinions, and arguments effectively: <ul style="list-style-type: none"> <li>- orally</li> <li>- written</li> <li>- graphically</li> </ul> </li> <li><input type="checkbox"/> identify the contributions of women during the wars and to post-war Canada (e.g., increased industrial capacity, economic growth and employment, changing social attitudes)</li> </ul>
--	--	--	--

<p><b>Unit 2: Refining and Identity: Canada in the Post-War Years</b></p> <p><b>Chapter 6: Canada in the Post- War World</b></p> <p>approx. 6 hours class time</p> <p><u>CounterPoints Text</u></p>	<p><i>It is expected that students will:</i></p> <p><i>A. Skills and Processes of Social Studies</i> Ai, ii, iii, iv</p> <p><i>B. Politics and Government</i> Bii, iii</p> <p><i>C. Autonomy and International Involvement</i> Ci, iiiii, v</p> <p><i>E. Society and Identity</i> Ei, iv, v, vi <u>(refer to appendices)</u>.</p>	<ol style="list-style-type: none"> <li>1. Introduction to Canada during the Cold War: includes role in the Cold War, issue of globalization of economy by end of 20<sup>th</sup> Century, relations with the U.S., and how did Canada's involvement in U.N., NORAD, and NATO affect how Canadians saw themselves as a nation.</li> <li>2. Teacher created lessons, text-based lessons, lecturing, and note-taking.</li> <li>3. Use of maps, statistics, literature, video clips, articles, and situations of the time period.</li> <li>4. Examination of issues of the time period.</li> <li>5. Active review for unit test (technology).</li> <li>6. Unit test.</li> </ol>	<p><input type="checkbox"/> represent the opposing views of two or more people (actual or hypothetical) who lived through the WWI or WWII conscription crisis</p> <p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <p><input type="checkbox"/> give examples of critical-thinking processes (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position)</p> <p><input type="checkbox"/> recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)</p> <p><input type="checkbox"/> develop pertinent questions to define a topic, issue, or situation</p> <p><input type="checkbox"/> compare a range of points of view on an issue</p> <p><input type="checkbox"/> draw conclusions about an issue, situation, or topic</p> <p><input type="checkbox"/> defend a position on an issue, situation, or topic</p> <p><input type="checkbox"/> access a range of information sources on selected topics, including sources</p>
---	---	---	---

			<ul style="list-style-type: none"> <li>- from a range of media types (e.g., print news, broadcast news, online)</li> <li>- representing a range of perspectives</li> <li>- that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs)</li> <li>- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)</li> </ul> <p><input type="checkbox"/> explain the importance of accessing and considering a range of information sources</p> <p><input type="checkbox"/> assess the accuracy, reliability, and relevance of collected information by</p> <ul style="list-style-type: none"> <li>- determining examples of bias and points of view in information</li> <li>- identifying the data collection methods (e.g., poll, census, interview, survey)</li> <li>- determining currency of information</li> <li>- determining consistency with information obtained from other sources on the same topic (corroboration)</li> </ul> <p><input type="checkbox"/> design and conduct surveys and interviews; extract data from web</p>
--	--	--	--

			<p>sites and archives)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> interpret and construct maps synthesize and evaluate collected data</li> <li><input type="checkbox"/> organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)</li> <li><input type="checkbox"/> present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose</li> <li><input type="checkbox"/> clearly formulate and support a thesis</li> <li><input type="checkbox"/> communicate ideas, opinions, and arguments effectively: <ul style="list-style-type: none"> <li>- orally</li> <li>- written</li> <li>- graphically</li> </ul> </li> <li><input type="checkbox"/> evaluate Canada's contributions to the UN (e.g., peacekeeping, role on the Security Council, participation in the UN agencies)</li> <li><input type="checkbox"/> describe Canada's involvement in the Cold War (e.g., Avro Arrow, NATO, NORAD, Dew Line, Bomarc missiles)</li> <li><input type="checkbox"/> evaluate Canada's response to modern conflicts (e.g., Korean War, Suez Crisis, Bosnia, 1991 Gulf War)</li> </ul>
--	--	--	--

<p><b>Chapter 7: Times of Turmoil: Canada on the 1960s and 1970s</b></p> <p>approx. 4 hours class time</p> <p><u>CounterPoints Text</u></p>	<p><i>It is expected that students will:</i></p> <p><b>A. Skills and Processes of Social Studies</b> Ai, ii, iii, iv</p> <p><b>B. Politics and Government</b> Bii, iii, iv</p> <p><b>C. Autonomy and International Involvement</b> Ci, iii, iv</p> <p><b>E. Society and Identity</b> Ei, iii, iv, v, vi (<u>refer to appendices</u>).</p>	<ol style="list-style-type: none"> <li>1. Introduction to Canada during the latter part of the 20<sup>th</sup> century: includes social issues associated with population increase and technological change after World War II, cultural developments accompanying the emergence of teenagers, new social services introduced by government, characteristics and economic challenges faced by Canadians, and economic relationship between Can. and US.</li> <li>2. Teacher created lessons, text-based lessons, lecturing, and note-taking.</li> <li>3. Use of graphs, statistics, literature, video clips, articles, and situations of the time period.</li> <li>4. Examination of issues of the time period.</li> <li>5. Active review for unit test (technology).</li> <li>6. Unit test.</li> </ol>	<p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of critical-thinking processes (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position)</li> <li><input type="checkbox"/> recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)</li> <li><input type="checkbox"/> develop pertinent questions to define a topic, issue, or situation</li> <li><input type="checkbox"/> compare a range of points of view on an issue</li> <li><input type="checkbox"/> draw conclusions about an issue, situation, or topic</li> <li><input type="checkbox"/> defend a position on an issue, situation, or topic</li> <li><input type="checkbox"/> access a range of information sources on selected topics, including sources <ul style="list-style-type: none"> <li>- from a range of media types (e.g., print news, broadcast news, online)</li> <li>- representing a range of perspectives</li> <li>- that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs)</li> </ul> </li> </ul>
---	---	---	--

			<ul style="list-style-type: none"> <li>- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)</li> <li>❑ explain the importance of accessing and considering a range of information sources</li> <li>❑ assess the accuracy, reliability, and relevance of collected information by <ul style="list-style-type: none"> <li>- determining examples of bias and points of view in information</li> <li>- identifying the data collection methods (e.g., poll, census, interview, survey)</li> <li>- determining currency of information</li> <li>- determining consistency with information obtained from other sources on the same topic (corroboration)</li> </ul> </li> <li>❑ design and conduct surveys and interviews; extract data from web sites and archives)</li> <li>❑ interpret and construct maps synthesize and evaluate collected data</li> <li>❑ organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)</li> <li>❑ present and interpret data in a variety of forms appropriate for the purpose (e.g.,</li> </ul>
--	--	--	---

<p><b>Chapter 8: Canada Shifts Focus: 1980 and Beyond</b></p> <p>approx. 4 hours class time</p> <p><u>CounterPoints Text</u></p>	<p><i>It is expected that students will:</i></p> <p><b>A. Skills and Processes of Social Studies</b> Ai, ii, iii, iv</p> <p><b>B. Politics and Government</b> Bii, iii, iv</p> <p><b>C. Autonomy and International Involvement</b> Ci, iii, iv</p> <p><b>E. Society and Identity</b> Ei, iii, iv, v, vi (<u>refer to appendices</u>).</p>	<ol style="list-style-type: none"> <li>1. Introduction to Canada's Identity in the second half of the 20<sup>th</sup> century: includes French-English relations shaping Canadian identity, how immigration shaped identity since WWII, constitutional changes between 1980s and 1990s, and Aboriginal contributions to Canadian culture.</li> <li>2. Teacher created lessons, text-based lessons, lecturing, and note-taking.</li> <li>3. Use of graphs, statistics, literature, video clips, articles, and situations of the time period.</li> <li>4. Examination of issues of the time period.</li> <li>5. Active review for unit test (technology).</li> <li>6. Unit test.</li> </ol>	<p>written, oral, graphic) appropriate for the communication purpose</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> clearly formulate and support a thesis</li> <li><input type="checkbox"/> communicate ideas, opinions, and arguments effectively: <ul style="list-style-type: none"> <li>- orally</li> <li>- written</li> <li>- graphically</li> </ul> </li> <li><input type="checkbox"/> defend a personal definition of what it means to be Canadian</li> </ul> <p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of critical-thinking processes (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position)</li> <li><input type="checkbox"/> recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)</li> <li><input type="checkbox"/> develop pertinent questions to define a topic, issue, or situation</li> <li><input type="checkbox"/> compare a range of points of view on an issue</li> <li><input type="checkbox"/> draw conclusions about an issue,</li> </ul>
--	---	---	---



			<p>situation, or topic</p> <p><input type="checkbox"/> defend a position on an issue, situation, or topic</p> <p><input type="checkbox"/> access a range of information sources on selected topics, including sources</p> <ul style="list-style-type: none"> <li>- from a range of media types (e.g., print news, broadcast news, online)</li> <li>- representing a range of perspectives</li> <li>- that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs)</li> <li>- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)</li> </ul> <p><input type="checkbox"/> explain the importance of accessing and considering a range of information sources</p> <p><input type="checkbox"/> assess the accuracy, reliability, and relevance of collected information by</p> <ul style="list-style-type: none"> <li>- determining examples of bias and points of view in information</li> <li>- identifying the data collection methods (e.g., poll, census, interview, survey)</li> <li>- determining currency of information</li> <li>- determining consistency with</li> </ul>
--	--	--	---

			<p>information obtained from other sources on the same topic (corroboration)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> design and conduct surveys and interviews; extract data from web sites and archives)</li> <li><input type="checkbox"/> interpret and construct maps synthesize and evaluate collected data</li> <li><input type="checkbox"/> organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)</li> <li><input type="checkbox"/> present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose</li> <li><input type="checkbox"/> clearly formulate and support a thesis</li> <li><input type="checkbox"/> communicate ideas, opinions, and arguments effectively: <ul style="list-style-type: none"> <li>- orally</li> <li>- written</li> <li>- graphically</li> </ul> </li> <li><input type="checkbox"/> identify and describe the significance of events contributing to national autonomy, such as <ul style="list-style-type: none"> <li>- Canadian flag</li> <li>- patriation of the Constitution</li> </ul> </li> <li><input type="checkbox"/> give examples of Canada's treatment of minorities (e.g., introduction of the <i>Multiculturalism Act</i>)</li> <li><input type="checkbox"/> analyse the impact of expressions of Quebec nationalism (e.g., Union Nationale,</li> </ul>
--	--	--	--

<p><b>Unit 3: Canadians and Their Government</b></p> <p>approx. 5 hours class time</p> <p><u>CounterPoints Text</u></p> <p><b>Chapter 9: Citizens Effecting Change</b></p>	<p><i>It is expected that students will:</i></p> <p><b>A. Skills and Processes of Social Studies</b> Ai, ii, iii, iv</p> <p><b>B. Politics and Government</b> Bi, ii, iii, iv</p> <p><b>C. Autonomy and International Involvement</b> Ci, iii, iv</p> <p><b>E. Society and Identity</b> Ei, iii, iv, v, vi (<u>refer to appendices</u>).</p>	<p>1. Introduction into the operation of the Canadian justice system structure: includes examination into the principal of the rule of law, difference between civil and criminal law, origins of Canadian law, analysis of legal rights under Charter of Rights and Freedoms, structure and function of legal system, purpose of the penal system, major provisions of legislation regarding youth crime, and closer look at critical legal issues facing Canadians today.</p> <p>2. Introduction to Canada's government structure: includes organization of a representative democracy, examination of powers of central and provincial governments, the workings of the parliamentary system, questioning of the</p>	<p>the Quiet Revolution, October Crisis, sovereignty referenda, PQ, and BQ) on Canadian unity</p> <ul style="list-style-type: none"> <li>❑ describe the significance of the <i>Official Languages Act</i> (e.g., bilingual labelling, civil service hiring)</li> <li>❑ define <i>regionalism</i> and relate it to alienation (e.g., National Energy Policy, collapse of the cod fishery)</li> <li>❑ identify various Aboriginal responses to challenges (e.g., negotiations, protests, and court cases with respect to land and resource issues; demand for self-government)</li> </ul> <p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> <li>❑ give examples of critical-thinking processes (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position)</li> <li>❑ recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)</li> <li>❑ develop pertinent questions to define a</li> </ul>
--	--	---	--

		<p>role of Senate, how bills are passed, role of municipal governments, and differences between Aboriginal self-government and municipal self-government.</p> <p>3. Introduction to how citizens influence government decisions: what roles do political parties play in Canadian politics and in the decision making process, examination of the electoral system, influence of lobby and pressure groups on government decisions, and the role that media plays in influencing policy decisions.</p> <p>4. Teacher created lessons, text-based lessons, lecturing, and note-taking.</p> <p>5. Use of charts, statistics, literature, video, articles, and situations of the time period.</p> <p>6. Examination of issues of the time period.</p> <p>7. Active review for unit test (technology).</p> <p>8. Unit test.</p>	<p>topic, issue, or situation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> compare a range of points of view on an issue</li> <li><input type="checkbox"/> draw conclusions about an issue, situation, or topic</li> <li><input type="checkbox"/> defend a position on an issue, situation, or topic</li> <li><input type="checkbox"/> access a range of information sources on selected topics, including sources <ul style="list-style-type: none"> <li>- from a range of media types (e.g., print news, broadcast news, online)</li> <li>- representing a range of perspectives</li> <li>- that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs)</li> <li>- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)</li> </ul> </li> <li><input type="checkbox"/> explain the importance of accessing and considering a range of information sources</li> <li><input type="checkbox"/> assess the accuracy, reliability, and relevance of collected information by <ul style="list-style-type: none"> <li>- determining examples of bias and points of view in information</li> <li>- identifying the data collection</li> </ul> </li> </ul>
--	--	---	---

			<p>methods (e.g., poll, census, interview, survey)</p> <ul style="list-style-type: none"> <li>- determining currency of information</li> <li>- determining consistency with information obtained from other sources on the same topic (corroboration)</li> </ul> <p><input type="checkbox"/> design and conduct surveys and interviews; extract data from web sites and archives)</p> <p><input type="checkbox"/> interpret and construct maps synthesize and evaluate collected data</p> <p><input type="checkbox"/> organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)</p> <p><input type="checkbox"/> present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose</p> <p><input type="checkbox"/> clearly formulate and support a thesis</p> <p><input type="checkbox"/> communicate ideas, opinions, and arguments effectively:</p> <ul style="list-style-type: none"> <li>- orally</li> <li>- written</li> <li>- graphically</li> </ul> <p><input type="checkbox"/> identify attributes associated with active citizenship, including</p> <ul style="list-style-type: none"> <li>- ethical behaviour (e.g., honesty, fairness, reliability)</li> <li>- open-mindedness</li> <li>- respect for diversity</li> </ul>
--	--	--	--

			<ul style="list-style-type: none"> <li>- empathy</li> <li>- questioning and promoting discussion</li> <li>- tolerance for ambiguity</li> <li>- individual and collective responsibility</li> <li>- remaining informed over time</li> <li>- advocating responsibly for own and others' rights</li> <li>- ongoing examination and reassessment of own beliefs</li> <li>- willingness to participate</li> </ul> <p><input type="checkbox"/> explain the value of attributes associated with active citizenship</p> <p><input type="checkbox"/> assess the influence of mass media on public opinion</p> <p><input type="checkbox"/> demonstrate skills of collaboration and co-operation, including the ability to</p> <ul style="list-style-type: none"> <li>- collaborate and consult with others</li> <li>- respect and promote respect for the contributions of other team members</li> </ul> <p><input type="checkbox"/> describe the significance of the following in the workings of government:</p> <ul style="list-style-type: none"> <li>- passage of legislation (including First, Second, and Third Reading; Royal Assent; private members bills)</li> <li>- party discipline versus free votes</li> <li>- cabinet</li> <li>- patronage</li> <li>- Order-in-Council</li> </ul>
--	--	--	---

			<p><i>Chapter 10:</i></p> <p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of critical-thinking processes (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position)</li> <li><input type="checkbox"/> recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)</li> <li><input type="checkbox"/> develop pertinent questions to define a topic, issue, or situation</li> <li><input type="checkbox"/> compare a range of points of view on an issue</li> <li><input type="checkbox"/> draw conclusions about an issue, situation, or topic</li> <li><input type="checkbox"/> defend a position on an issue, situation, or topic</li> <li><input type="checkbox"/> access a range of information sources on selected topics, including sources <ul style="list-style-type: none"> <li>- from a range of media types (e.g., print news, broadcast news, online)</li> <li>- representing a range of perspectives</li> <li>- that qualify as primary (e.g., original documents, political cartoons,</li> </ul> </li> </ul>
--	--	--	--

			<p>interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs)</p> <ul style="list-style-type: none"> <li>- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain the importance of accessing and considering a range of information sources</li> <li><input type="checkbox"/> assess the accuracy, reliability, and relevance of collected information by <ul style="list-style-type: none"> <li>- determining examples of bias and points of view in information</li> <li>- identifying the data collection methods (e.g., poll, census, interview, survey)</li> <li>- determining currency of information</li> <li>- determining consistency with information obtained from other sources on the same topic (corroboration)</li> </ul> </li> <li><input type="checkbox"/> design and conduct surveys and interviews; extract data from web sites and archives)</li> <li><input type="checkbox"/> interpret and construct maps synthesize and evaluate collected data</li> <li><input type="checkbox"/> organize information effectively (e.g., outlines, summaries, notes, timelines, visual</li> </ul>
--	--	--	---



			<p>organizers)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose</li> <li><input type="checkbox"/> clearly formulate and support a thesis</li> <li><input type="checkbox"/> communicate ideas, opinions, and arguments effectively: <ul style="list-style-type: none"> <li>- orally</li> <li>- written</li> <li>- graphically</li> </ul> </li> <li><input type="checkbox"/> interpret population pyramids and the demographic transition model</li> <li><input type="checkbox"/> collect and analyse population data related to <ul style="list-style-type: none"> <li>- distribution</li> <li>- density</li> <li>- dependency ratio</li> </ul> </li> <li><input type="checkbox"/> relate changes in Canada's population to changes in world population</li> </ul>
--	--	--	--

<p><b>Chapter 10: Protecting Human Rights</b></p> <p>approx. 5 hours class time</p> <p><u>CounterPoints Text</u></p>	<p><i>It is expected that students will:</i></p> <p><b>A. Skills and Processes of Social Studies</b> Ai, ii, iii, iv</p> <p><b>B. Politics and Government</b> Bi, ii, iii, iv</p> <p><b>C. Autonomy and International Involvement</b> Ci, iii, iv</p> <p><b>E. Society and Identity</b> Ei, iii, iv, v, vi (<u>refer to appendices</u>).</p>	<ol style="list-style-type: none"> <li>1. Introduction into the change of the justice system since the Charter of Rights and Freedoms was passed: includes defining of human rights, role of UN in promoting human rights, protection of human rights in British Columbia and Canada, issues arising from affirmative action programs, and an examination of what human rights apply specifically to children.</li> <li>2. Teacher created lessons, text-based lessons, lecturing, and note-taking.</li> <li>3. Use of graphs, maps, charts, statistics, literature, video clips, articles, and situations of the time period.</li> <li>4. Examination of issues of the time period.</li> <li>5. Active review for unit test (technology).</li> <li>6. Unit test.</li> </ol>	<p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of critical-thinking processes (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position)</li> <li><input type="checkbox"/> recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)</li> <li><input type="checkbox"/> develop pertinent questions to define a topic, issue, or situation</li> <li><input type="checkbox"/> compare a range of points of view on an issue</li> <li><input type="checkbox"/> draw conclusions about an issue, situation, or topic</li> <li><input type="checkbox"/> defend a position on an issue, situation, or topic</li> <li><input type="checkbox"/> access a range of information sources on selected topics, including sources <ul style="list-style-type: none"> <li>- from a range of media types (e.g., print news, broadcast news, online)</li> <li>- representing a range of perspectives</li> <li>- that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs)</li> </ul> </li> </ul>
--	--	--	--

			<ul style="list-style-type: none"> <li>- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)</li> <li>❑ explain the importance of accessing and considering a range of information sources</li> <li>❑ assess the accuracy, reliability, and relevance of collected information by <ul style="list-style-type: none"> <li>- determining examples of bias and points of view in information</li> <li>- identifying the data collection methods (e.g., poll, census, interview, survey)</li> <li>- determining currency of information</li> <li>- determining consistency with information obtained from other sources on the same topic (corroboration)</li> </ul> </li> <li>❑ design and conduct surveys and interviews; extract data from web sites and archives)</li> <li>❑ interpret and construct maps synthesize and evaluate collected data</li> <li>❑ organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)</li> <li>❑ present and interpret data in a variety of forms appropriate for the purpose (e.g.,</li> </ul>
--	--	--	---

<p><b>Unit 4: Human Geography: The Future in Balance</b> approx. 5 hours class time</p> <p><u>CounterPoints Text</u></p> <p><b>Chapter 11: Population Trends and Issues</b></p>	<p><i>It is expected that students will:</i></p> <p><b>A. Skills and Processes of Social Studies</b> Ai, ii, iii, iv</p> <p><b>B. Politics and Government</b> Bii</p> <p><b>D. Human Geography</b> Di, ii, iii</p> <p><b>E. Society and Identity</b> Ei, vi (<u>refer to appendices</u>).</p>	<ol style="list-style-type: none"> <li>1. Introduction into the reasons behind huge growth in world population and what it means for the future: includes defining demographics and population density, examination of the components and nature of population change, issues surrounding fertility, mortality, and migration, what role do population structures and characteristics play in population change, and problems associated with population growth.</li> <li>2. Teacher created lessons, text-based lessons, lecturing, and note-taking.</li> <li>3. Use of graphs, maps, charts, statistics, literature, video clips, articles, and situations of the time period.</li> <li>4. Examination of issues of the time period.</li> <li>5. Active review for unit test (technology).</li> <li>6. Unit test.</li> </ol>	<p>written, oral, graphic) appropriate for the communication purpose</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> clearly formulate and support a thesis</li> <li><input type="checkbox"/> communicate ideas, opinions, and arguments effectively: <ul style="list-style-type: none"> <li>- orally</li> <li>- written</li> <li>- graphically</li> </ul> </li> </ul> <p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of critical-thinking processes (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position)</li> <li><input type="checkbox"/> recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)</li> <li><input type="checkbox"/> develop pertinent questions to define a topic, issue, or situation</li> <li><input type="checkbox"/> compare a range of points of view on an issue</li> <li><input type="checkbox"/> draw conclusions about an issue, situation, or topic</li> <li><input type="checkbox"/> defend a position on an issue, situation, or topic</li> </ul>
---	---	--	---

			<ul style="list-style-type: none"> <li>❑ access a range of information sources on selected topics, including sources <ul style="list-style-type: none"> <li>- from a range of media types (e.g., print news, broadcast news, online)</li> <li>- representing a range of perspectives</li> <li>- that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs)</li> <li>- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)</li> </ul> </li> <li>❑ explain the importance of accessing and considering a range of information sources</li> <li>❑ assess the accuracy, reliability, and relevance of collected information by <ul style="list-style-type: none"> <li>- determining examples of bias and points of view in information</li> <li>- identifying the data collection methods (e.g., poll, census, interview, survey)</li> <li>- determining currency of information</li> <li>- determining consistency with information obtained from other sources on the same topic (corroboration)</li> </ul> </li> </ul>
--	--	--	---

			<ul style="list-style-type: none"> <li><input type="checkbox"/> design and conduct surveys and interviews; extract data from web sites and archives)</li> <li><input type="checkbox"/> interpret and construct maps synthesize and evaluate collected data</li> <li><input type="checkbox"/> organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)</li> <li><input type="checkbox"/> present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose</li> <li><input type="checkbox"/> clearly formulate and support a thesis</li> <li><input type="checkbox"/> communicate ideas, opinions, and arguments effectively: <ul style="list-style-type: none"> <li>- orally</li> <li>- written</li> <li>- graphically</li> </ul> </li> <li><input type="checkbox"/> interpret population pyramids and the demographic transition model</li> <li><input type="checkbox"/> collect and analyse population data related to <ul style="list-style-type: none"> <li>- distribution</li> <li>- density</li> <li>- dependency ratio</li> </ul> </li> <li><input type="checkbox"/> relate changes in Canada's population to changes in world population</li> </ul>
--	--	--	--

<p><b>Chapter 12: Living Standards in a Changing World</b></p> <p>approx. 5 hours class time</p> <p><u>CounterPoints Text</u></p>	<p><i>It is expected that students will:</i></p> <p><b>A. Skills and Processes of Social Studies</b> Ai, ii, iii, iv</p> <p><b>B. Politics and Government</b> Bii</p> <p><b>D. Human Geography</b> Di, ii, iii</p> <p><b>E. Society and Identity</b> Ei, vi (<u>refer to appendices</u>).</p>	<ol style="list-style-type: none"> <li>1. Introduction into the geographic and economic factors that lead to growth and prosperity: includes stages of economic activity, patterns of change in economies from traditional to developed, environmental consequences of our current level of development, and an examination how the Canadian government aids economically disadvantaged regions.</li> <li>2. Introduction to the widening gap between the rich and poor in the world: includes different ways of measuring a country's development , effects on economic development by improving status of women, implications of mortality rates, relationship between levels of health of populations and economic development, impact of population growth on a country's standard of living, role of Canada in aiding developing countries, problems created by the indebtedness of developing countries, and an analysis into the success of aid programs in assisting developing countries.</li> <li>3. Teacher created lessons, text-based lessons, lecturing, and note-taking.</li> <li>4. Use of graphs, maps, charts, statistics, literature, video clips, articles, and situations of the time period.</li> <li>5. Examination of issues of the time period.</li> <li>6. Active review for unit test (technology).</li> <li>7. Unit test.</li> </ol>	<p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of critical-thinking processes (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position)</li> <li><input type="checkbox"/> recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)</li> <li><input type="checkbox"/> develop pertinent questions to define a topic, issue, or situation</li> <li><input type="checkbox"/> compare a range of points of view on an issue</li> <li><input type="checkbox"/> draw conclusions about an issue, situation, or topic</li> <li><input type="checkbox"/> defend a position on an issue, situation, or topic</li> <li><input type="checkbox"/> access a range of information sources on selected topics, including sources <ul style="list-style-type: none"> <li>- from a range of media types (e.g., print news, broadcast news, online)</li> <li>- representing a range of perspectives</li> <li>- that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports,</li> </ul> </li> </ul>
---	---	--	--

			<p>summaries, historical monographs)</p> <ul style="list-style-type: none"> <li>- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)</li> <li>❑ explain the importance of accessing and considering a range of information sources</li> <li>❑ assess the accuracy, reliability, and relevance of collected information by <ul style="list-style-type: none"> <li>- determining examples of bias and points of view in information</li> <li>- identifying the data collection methods (e.g., poll, census, interview, survey)</li> <li>- determining currency of information</li> <li>- determining consistency with information obtained from other sources on the same topic (corroboration)</li> </ul> </li> <li>❑ design and conduct surveys and interviews; extract data from web sites and archives)</li> <li>❑ interpret and construct maps synthesize and evaluate collected data</li> <li>❑ organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)</li> <li>❑ present and interpret data in a variety of</li> </ul>
--	--	--	---



		<p>forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> clearly formulate and support a thesis</li> <li><input type="checkbox"/> communicate ideas, opinions, and arguments effectively: <ul style="list-style-type: none"> <li>- orally</li> <li>- written</li> <li>- graphically</li> </ul> </li> <li><input type="checkbox"/> describe possible responses to population growth, such as <ul style="list-style-type: none"> <li>- improving literacy rates</li> <li>- economic development opportunities for women</li> <li>- family planning (e.g., one-child policy)</li> </ul> </li> <li><input type="checkbox"/> explain the significance of the UN Human Development Index</li> <li><input type="checkbox"/> research key indicators of human development for Canada and developing countries, including <ul style="list-style-type: none"> <li>- life expectancy rates</li> <li>- literacy rates</li> <li>- infant mortality rates</li> <li>- disease (e.g., HIV/AIDS)</li> <li>- fertility</li> <li>- GDP</li> </ul> </li> <li><input type="checkbox"/> describe causes of poverty (e.g., armed conflict, natural disasters, lack of education and employment)</li> <li><input type="checkbox"/> describe possible responses to</li> </ul>
--	--	---

<p><b>Chapter 13: The Environment: Our Challenges and Responsibilities</b></p> <p>approx. 6 hours class time</p> <p><u>CounterPoints Text</u></p>	<p><i>It is expected that students will:</i></p> <p><b>A. Skills and Processes of Social Studies</b> Ai, ii, iii, iv</p> <p><b>B. Politics and Government</b> Bii</p> <p><b>D. Human Geography</b> Di, ii, iii</p> <p><b>E. Society and Identity</b> Ei, vi (<u>refer to appendices</u>).</p>	<ol style="list-style-type: none"> <li>1. Introduction into the impact on the environment of all issues and identifies the most pressing threats to the planet's ecosystems: includes principal international agreements concerning the environment , concept of sustainability, examination of the interconnection of resources, environment, and human populations, environmental threats to water, soil, air, and forests in Canada and the world, and the impact that media can have to offset environmental threats.</li> <li>2. Teacher created lessons, text-based lessons, lecturing, and note-taking.</li> <li>3. Use of graphs, charts, statistics, literature, video, articles, and situations of the time period.</li> <li>4. Examination of issues of the time period.</li> <li>5. Active review for unit test (technology).</li> <li>6. Unit test.</li> </ol>	<p>development issues, such as</p> <ul style="list-style-type: none"> <li>- international aid (e.g., CIDA, NGOs, UNICEF, WHO)</li> <li>- debt reduction</li> </ul> <p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of critical-thinking processes (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position)</li> <li><input type="checkbox"/> recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)</li> <li><input type="checkbox"/> develop pertinent questions to define a topic, issue, or situation</li> <li><input type="checkbox"/> compare a range of points of view on an issue</li> <li><input type="checkbox"/> draw conclusions about an issue, situation, or topic</li> <li><input type="checkbox"/> defend a position on an issue, situation, or topic</li> <li><input type="checkbox"/> access a range of information sources on selected topics, including sources <ul style="list-style-type: none"> <li>- from a range of media types (e.g., print news, broadcast news, online)</li> </ul> </li> </ul>
---	---	---	---

			<ul style="list-style-type: none"> <li>- representing a range of perspectives</li> <li>- that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs)</li> <li>- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)</li> <li><input type="checkbox"/> explain the importance of accessing and considering a range of information sources</li> <li><input type="checkbox"/> assess the accuracy, reliability, and relevance of collected information by <ul style="list-style-type: none"> <li>- determining examples of bias and points of view in information</li> <li>- identifying the data collection methods (e.g., poll, census, interview, survey)</li> <li>- determining currency of information</li> <li>- determining consistency with information obtained from other sources on the same topic (corroboration)</li> </ul> </li> <li><input type="checkbox"/> design and conduct surveys and interviews; extract data from web sites and archives)</li> <li><input type="checkbox"/> interpret and construct maps synthesize</li> </ul>
--	--	--	---

			<p>and evaluate collected data</p> <ul style="list-style-type: none"><li>❑ organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)</li><li>❑ present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose</li><li>❑ clearly formulate and support a thesis</li><li>❑ communicate ideas, opinions, and arguments effectively:<ul style="list-style-type: none"><li>- orally</li><li>- written</li><li>- graphically</li></ul></li><li>❑ explain how industrial and technological development can affect the environment (e.g., global warming and ozone layer depletion)</li><li>❑ evaluate possible responses to global warming and ozone depletion (e.g., Kyoto protocol)</li><li>❑ identify threats to water quality and supply in Canada (e.g., contamination, misuse) and suggest possible solutions (e.g., treatment technologies, conservation)</li></ul>
--	--	--	--

I have seen and read the course outline above and the assessment and evaluation, course summary, and explanation of work ethic indicators.

Parent/Guardian Name: \_\_\_\_\_

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

---

### **Assessment and Evaluation**

Assignments	20%
Presentations/Research Project(s)	20%
Unit Tests	25%
Midterm Exam	15%
Final Exam	20%

#### **You will need:**

##### **Your Text Book- Pathways**

3 ring binder and loose leaf paper

pens - blue or black only

pencil, eraser, ruler, pencil crayons, scissors, and glue  
your agenda

#### **Course Summary**

Social Studies 11 focuses on the study of Canada in the 20<sup>th</sup> century. General themes in the course include the evolution of Canadian identity and responsible citizenship rooted in an understanding of the historical, physical, political, legal, economic, and cultural factors that have affected Canada and the world. Furthermore, the examination into the impact of humans on the environment on various scales, while analyzing current events as they relate to the roles, rights, and responsibilities of Canadian citizens.

#### **Classroom Expectations**

There is no reason why every student should not meet the expectations as written in the “G” section of the “Work Ethic Indicators” found on this page.

**\*\* Note:** Teacher reserves right to make alterations to outline as he sees fit.

---

### **Explanation of Work Ethic Indicators**

#### **G**

You arrive to class on time, prepared with all your supplies, notebooks, texts and other related materials. All your work (home and in class) is completed to the best of your ability. You are making every effort to meet deadlines and due dates and are doing your best to keep your notebooks up-to-date and in good order. During class you are attentive and focused on the various tasks, assignments and projects. You work well in individual and group situations and you appear to be doing your best. You willingly participate and share ideas. You treat yourself, your peers and adults with the respect inherent in the Gospel values. You display good work habits and effort in all that you do.

#### **S**

Most of the time you arrive to class on time and are prepared with all your supplies, notebooks, texts and other related materials. Most of your work (home and in class) is completed to the best of your ability. Although you occasionally miss handing in an assignment, you are making an honest effort to meet deadlines and due dates. You usually do your best to keep your notebooks up-to-date and in good order. During class you are attentive and focused on the various tasks, assignments and projects with only occasional lapses. You work fairly well in individual and group situations and, on most occasions, appear to be doing your best. You are willing to participate and share ideas. You treat yourself, your peers and adults with the respect inherent in the Gospel values. You display satisfactory work habits and effort most of the time.

#### **N**

You frequently arrive unprepared for class. You are sometimes missing supplies, notebooks, texts and other related materials. On occasion, you are reluctant to put forth the effort to keep your materials and assignments organized. Homework and assignments are often incomplete or poorly done. During class, you are sometimes unfocused and easily distracted. You participate infrequently in class discussions. You sometimes treat yourself, peers and adults with a lack of the respect inherent in the Gospel values. Your work habits need to improve.

---

# **Appendices:**

## **Social Studies 11 Prescribed Learning Outcomes** ***Exploring Canadian Issues***

### **A. Skills and Processes of Social Studies**

*It is expected that students will:*

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

## **B. Government and Politics**

*It is expected that students will:*

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

## **C. Autonomy and International Involvement**

*It is expected that students will:*

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

## **D. Human Geography**

*It is expected that students will:*

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

## **E. Society and Identity**

*It is expected that students will:*

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