Yearly Course Outline 2018-19

TEACHER: Mr. Bruno Oliveira

SUBJECT: Social Studies  Grade: 11  IRP Date: 2005
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.
<table>
<thead>
<tr>
<th>Content Curriculum Organizers (include timeline)</th>
<th>Prescribed Learning Outcomes It is expected that students will: (please refer to appendices)</th>
<th>Planning for Assessment (teaching strategies/learning activities)</th>
<th>Achievement Indicators with Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I: Canada in Transition: A Nation Emerges</td>
<td>It is expected that students will:</td>
<td>1. Introduction to the 20th 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.</td>
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<td>approx. 4 hours class time</td>
<td></td>
<td>2. Teacher created lessons, text-based lessons, lecturing, and note-taking.</td>
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<tr>
<td>CounterPoints Text</td>
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<td>3. Use of maps, literature, video clips, articles, and situations of the time period.</td>
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<tr>
<td>Chapter 1: A Different Canada</td>
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<td>4. Examination of issues of the time period.</td>
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<td>5. Active review for unit test (technology).</td>
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<td></td>
<td>A. Skills and Processes of Social Studies</td>
<td>6. Unit test.</td>
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<tr>
<td></td>
<td>Ai, ii, iii, iv</td>
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<td></td>
<td>B. Politics and Government</td>
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<td></td>
<td>Bii, iii</td>
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<td>C. Autonomy and International Involvement</td>
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<td></td>
<td>Ci,</td>
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<td></td>
<td>E. Society and Identity</td>
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<td>Ei, iii, v, vi (refer to appendices).</td>
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<td>☐ 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)</td>
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interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs) - that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)

- explain the importance of accessing and considering a range of information sources
- assess the accuracy, reliability, and relevance of collected information by
  - determining examples of bias and points of view in information
  - identifying the data collection methods (e.g., poll, census, interview, survey)
  - determining currency of information
  - determining consistency with information obtained from other sources on the same topic (corroboration)

- design and conduct surveys and interviews; extract data from web sites and archives
- interpret and construct maps synthesize and evaluate collected data
- organize information effectively (e.g.,
- outlines, summaries, notes, timelines, visual organizers
- present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose
- clearly formulate and support a thesis
- communicate ideas, opinions, and arguments effectively:
  - orally
  - written
  - graphically
- compare policies facing an immigrant to Canada in the early 20th century with those in place at the end of the 20th century (e.g., head tax and origin of immigrants versus point system)
- formulate answers to questions such as the following:
  - What are the challenges and benefits for Aboriginal people living on and off reserves?
  - Why are Aboriginal people concerned about cultural appropriation?
- describe the impact of the Indian Act on Aboriginal people (e.g., marginalization and dependency)
- describe the impact of residential schools on Aboriginal people (e.g., destruction of lives and communities)
Chapter 2: Canada and the First World War
approx. 10 hours class time

CounterPoints Text

It is expected that students will:

A. Skills and Processes of Social Studies
Ai, ii, iii, iv
B. Politics and Government
Bii, iii
C. Autonomy and International Involvement
Ci, ii, iv
E. Society and Identity
Ei, iii, iv, v, vi (refer to appendices).

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.
2. Teacher created lessons, text-based lessons, lecturing, and note-taking.
3. Use of graphs, maps, literature, video clips, articles, and situations of the time period.
4. Examination of issues of the time period.
5. Active review for unit test (technology).
6. Unit test.

By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:

- 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)
- recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)
- develop pertinent questions to define a topic, issue, or situation
- compare a range of points of view on an issue
- draw conclusions about an issue, situation, or topic
- defend a position on an issue, situation, or topic
- access a range of information sources on selected topics, including sources
  - from a range of media types (e.g., print news, broadcast news, online)
  - representing a range of perspectives
  - that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports,
- summaries, historical monographs
- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)
- explain the importance of accessing and considering a range of information sources
- assess the accuracy, reliability, and relevance of collected information by
  - determining examples of bias and points of view in information
  - identifying the data collection methods (e.g., poll, census, interview, survey)
  - determining currency of information
  - determining consistency with information obtained from other sources on the same topic (corroboration)
- design and conduct surveys and interviews; extract data from web sites and archives
- interpret and construct maps synthesize and evaluate collected data
- organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)
present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose
- clearly formulate and support a thesis
- communicate ideas, opinions, and arguments effectively:
  - orally
  - written
  - graphically
- identify ways in which women have influenced Canadian society, including
  - suffrage
  - prohibition
  - politics
  - pay and employment equity
- identify and describe the significance of events contributing to national autonomy, such as
  - creation of the Canadian Corps in WWI
  - Paris Peace Conference/League of Nations
- describe Canada’s military participation in WWI (e.g., Somme, Passchendaele, Vimy Ridge, Ypres, 100 Day Campaign)
- relate Canada’s war losses to the nature of warfare (e.g., attrition, trench warfare, submarines)
- explain the war’s impact on the home front (e.g., "enemy aliens," conscription,
### Chapter 3: Canada in the 1920s

approx. 3 hours class time

**CounterPoints Text**

**It is expected that students will:**

- **A. Skills and Processes of Social Studies**
  - Ai, ii, iii, iv
  
- **B. Politics and Government**
  - Bii, iii

- **C. Autonomy and International Involvement**
  - Ci, ii, iv

- **E. Society and Identity**
  - Ei, iii, iv, v, vi (refer to appendices)

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.
2. Teacher created lessons, text-based lessons, lecturing, and note-taking.
3. Use of graphs, maps, literature, video clips, articles, and situations of the time period.
4. Examination of issues of the time period.
5. Active review for unit test (technology).
6. Unit test.

- Halifax explosion, *Victory War Measures Act*

  - 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)

*By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:*

- 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)
- Recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)
- Develop pertinent questions to define a topic, issue, or situation
- Compare a range of points of view on an issue
- Draw conclusions about an issue, situation, or topic
- Defend a position on an issue, situation, or topic
- Access a range of information sources on selected topics, including sources
- from a range of media types (e.g., print news, broadcast news, online)
- representing a range of perspectives
- that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs)
- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)

- explain the importance of accessing and considering a range of information sources
- assess the accuracy, reliability, and relevance of collected information by
  - determining examples of bias and points of view in information
  - identifying the data collection methods (e.g., poll, census, interview, survey)
  - determining currency of information
  - determining consistency with information obtained from other sources on the same topic (corroboration)
- design and conduct surveys and interviews; extract data from web
- interpret and construct maps synthesize and evaluate collected data
- organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)
- present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose
- clearly formulate and support a thesis
- communicate ideas, opinions, and arguments effectively:
  - orally
  - written
  - graphically
- relate the terms recession, depression, recovery, prosperity, deficit, inflation, and supply and demand to economic cycles
- relate economic cycles to the development of the labour movement (e.g., One Big Union, Winnipeg General Strike, Onto-Ottawa Trek, Regina Manifesto)
- identify ways in which women have influenced Canadian society, including
  - suffrage
  - prohibition
  - politics
  - pay and employment equity
# Chapter 4: The 1930s: A Decade of Despair

*approx. 3 hours class time*

*CounterPoints Text*

It is expected that students will:

**A. Skills and Processes of Social Studies**  
Ai, ii, iii, iv

**B. Politics and Government**  
Bi, ii, iii

**C. Autonomy and International Involvement**  
Ci, ii, iv

**E. Society and Identity**  
Ei, ii, iii, iv, v, vi ([refer to appendices](#)).

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.
2. Teacher created lessons, text-based lessons, lecturing, and note-taking.
3. Use of graphs, maps, literature, video clips, articles, and situations of the time period.
4. Examination of issues of the time period.
5. Active review for unit test (technology).
6. Unit test.

By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:

- 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)
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- defend a position on an issue, situation, or topic
- access a range of information sources on selected topics, including sources
  - from a range of media types (e.g., print news, broadcast news, online)
  - representing a range of perspectives
  - that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary
- 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)
  explain the importance of accessing
  and considering a range of information
  sources
  assess the accuracy, reliability, and
  relevance of collected information by
  - determining examples of bias and
    points of view in information
  - identifying the data collection
    methods (e.g., poll, census, interview,
    survey)
  - determining currency of information
  - determining consistency with
    information obtained from other
    sources on the same topic
    (corroboration)
  design and conduct surveys and
  interviews; extract data from web
  sites and archives)
  interpret and construct maps synthesize
  and evaluate collected data
  organize information effectively (e.g.,
  outlines, summaries, notes, timelines, visual
  organizers)
- present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose
- clearly formulate and support a thesis
- communicate ideas, opinions, and arguments effectively:
  - orally
  - written
  - graphically
- identify ways in which women have influenced Canadian society, including
  - suffrage
  - prohibition
  - politics
  - pay and employment equity
- define totalitarianism, democracy, liberalism, conservatism, socialism, fascism, and communism
- distinguish among Canada’s and BC’s major political parties in terms of policies, philosophies, and priorities
- identify and describe the significance of events contributing to national autonomy, such as
  - Halibut Treaty
  - King/Byng Crisis
  - Statute of Westminster
- 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,
Chapter 5: Canada and the Second World War

approx. 10 hours class time

*CounterPoints Text*

<table>
<thead>
<tr>
<th>It is expected that students will:</th>
<th>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.</th>
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<tbody>
<tr>
<td><strong>A. Skills and Processes of Social Studies</strong>&lt;br&gt;Ai, ii, iii, iv</td>
<td>2. Teacher created lessons, text-based lessons, lecturing, and note-taking.</td>
</tr>
<tr>
<td><strong>B. Politics and Government</strong>&lt;br&gt;Bii</td>
<td>3. Use of graphs, maps, statistics, literature, video clips, articles, and situations of the time period.</td>
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<td><strong>C. Autonomy and International Involvement</strong>&lt;br&gt;Ci, iii, iv</td>
<td>4. Examination of issues of the time period.</td>
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<td><strong>E. Society and Identity</strong>&lt;br&gt;Ei, iii, iv, v, vi (refer to appendices)</td>
<td>5. Active review for unit test (technology).</td>
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By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:

- 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)
- recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)
6. Unit test.

- develop pertinent questions to define a topic, issue, or situation
- compare a range of points of view on an issue
- draw conclusions about an issue, situation, or topic
- defend a position on an issue, situation, or topic
- access a range of information sources on selected topics, including sources
  - from a range of media types (e.g., print news, broadcast news, online)
  - representing a range of perspectives
  - that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs)
  - that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)
- explain the importance of accessing and considering a range of information sources
- assess the accuracy, reliability, and relevance of collected information by
  - determining examples of bias and points of view in information
- identifying the data collection methods (e.g., poll, census, interview, survey)
- determining currency of information
- determining consistency with information obtained from other sources on the same topic (corroboration)

- design and conduct surveys and interviews; extract data from websites and archives
- interpret and construct maps synthesize and evaluate collected data
- organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)
- present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose
- clearly formulate and support a thesis
- communicate ideas, opinions, and arguments effectively:
  - orally
  - written
  - graphically
- 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)
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<tr>
<th>Unit 2: Refining and Identity: Canada in the Post-War Years</th>
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<tbody>
<tr>
<td>Chapter 6: Canada in the Post-War World</td>
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<td>approx. 6 hours class time</td>
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<td>CounterPoints Text</td>
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</tbody>
</table>

**It is expected that students will:**

**A. Skills and Processes of Social Studies**
Ai, ii, iii, iv

**B. Politics and Government**
Bii, iii

**C. Autonomy and International Involvement**
Ci, iii, v

**E. Society and Identity**
Ei, iv, v, vi *(refer to appendices).*

1. Introduction to Canada during the Cold War: includes role in the Cold War, issue of globalization of economy by end of 20th 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.
2. Teacher created lessons, text-based lessons, lecturing, and note-taking.
3. Use of maps, statistics, literature, video clips, articles, and situations of the time period.
4. Examination of issues of the time period.
5. Active review for unit test (technology).
6. Unit test.

- represent the opposing views of two or more people (actual or hypothetical) who lived through the WWI or WWII conscription crisis

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- 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)

- explain the importance of accessing and considering a range of information sources
- assess the accuracy, reliability, and relevance of collected information by
  - determining examples of bias and points of view in information
  - identifying the data collection methods (e.g., poll, census, interview, survey)
  - determining currency of information
  - determining consistency with information obtained from other sources on the same topic (corroboration)
- design and conduct surveys and interviews; extract data from web
interpret and construct maps synthesize and evaluate collected data
organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)
present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose
clearly formulate and support a thesis
communicate ideas, opinions, and arguments effectively:
- orally
- written
- graphically
evaluate Canada's contributions to the UN (e.g., peacekeeping, role on the Security Council, participation in the UN agencies)
describe Canada's involvement in the Cold War (e.g., Avro Arrow, NATO, NORAD, Dew Line, Bomarc missiles)
evaluate Canada's response to modern conflicts (e.g., Korean War, Suez Crisis, Bosnia, 1991 Gulf War)
## Chapter 7: Times of Turmoil: Canada on the 1960s and 1970s

approx. 4 hours class time

**CounterPoints Text**

It is expected that students will:

A. **Skills and Processes of Social Studies**  
Ai, ii, iii, iv  
B. **Politics and Government**  
Bii, iii, iv  
C. **Autonomy and International Involvement**  
Ci, iii, iv  
E. **Society and Identity**  
Ei, iii, iv, v, vi (refer to appendices).

1. Introduction to Canada during the latter part of the 20th 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.

2. Teacher created lessons, text-based lessons, lecturing, and note-taking.

3. Use of graphs, statistics, literature, video clips, articles, and situations of the time period.

4. Examination of issues of the time period.

5. Active review for unit test (technology).

6. Unit test.

**By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:**

- 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)

- recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)

- develop pertinent questions to define a topic, issue, or situation

- compare a range of points of view on an issue

- draw conclusions about an issue, situation, or topic

- defend a position on an issue, situation, or topic

- access a range of information sources on selected topics, including sources
  - from a range of media types (e.g., print news, broadcast news, online)
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  - identifying the data collection methods (e.g., poll, census, interview, survey)
  - determining currency of information
  - determining consistency with information obtained from other sources on the same topic (corroboration)
- design and conduct surveys and interviews; extract data from web sites and archives)
- interpret and construct maps
- synthesize and evaluate collected data
- organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)
- present and interpret data in a variety of forms appropriate for the purpose (e.g.,
Chapter 8: Canada Shifts Focus: 1980 and Beyond

approx. 4 hours class time

CounterPoints Text

It is expected that students will:

A. Skills and Processes of Social Studies
   Ai, ii, iii, iv

B. Politics and Government
   Bii, iii, iv

C. Autonomy and International Involvement
   Ci, iii, iv

E. Society and Identity
   Ei, iii, iv, v, vi (refer to appendices).

1. Introduction to Canada's Identity in the second half of the 20th 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.

2. Teacher created lessons, text-based lessons, lecturing, and note-taking.

3. Use of graphs, statistics, literature, video clips, articles, and situations of the time period.

4. Examination of issues of the time period.

5. Active review for unit test (technology).

6. Unit test.

By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:

- 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)
- recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)
- develop pertinent questions to define a topic, issue, or situation
- compare a range of points of view on an issue
- draw conclusions about an issue.
situation, or topic

- defend a position on an issue, situation, or topic
- access a range of information sources on selected topics, including sources
  - from a range of media types (e.g., print news, broadcast news, online)
  - representing a range of perspectives
  - that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs)
  - that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)
- explain the importance of accessing and considering a range of information sources
- assess the accuracy, reliability, and relevance of collected information by
  - determining examples of bias and points of view in information
  - identifying the data collection methods (e.g., poll, census, interview, survey)
  - determining currency of information
  - determining consistency with
information obtained from other sources on the same topic (corroboration)

- design and conduct surveys and interviews; extract data from websites and archives
- interpret and construct maps, synthesize and evaluate collected data
- organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)
- present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose
- clearly formulate and support a thesis
- communicate ideas, opinions, and arguments effectively:
  - orally
  - written
  - graphically
- identify and describe the significance of events contributing to national autonomy, such as
  - Canadian flag
  - patriation of the Constitution
- give examples of Canada’s treatment of minorities (e.g., introduction of the Multiculturalism Act)
- analyse the impact of expressions of Quebec nationalism (e.g., Union Nationale,
### Unit 3: Canadians and Their Government

approx. 5 hours class time

### CounterPoints Text

**Chapter 9: Citizens Effecting Change**

<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Skills and Processes of Social Studies</td>
<td>It is expected that students will:</td>
</tr>
<tr>
<td>Ai, ii, iii, iv</td>
<td>A. Skills and Processes of Social Studies</td>
</tr>
<tr>
<td>Bi, ii, iii, iv</td>
<td>B. Politics and Government</td>
</tr>
<tr>
<td>Ci, iii, iv</td>
<td>C. Autonomy and International Involvement</td>
</tr>
<tr>
<td>Ei, iii, iv, v, vi (refer to appendices)</td>
<td>E. Society and Identity</td>
</tr>
</tbody>
</table>

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.

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

By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:

- 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)
- recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)
- develop pertinent questions to define a

the Quiet Revolution, October Crisis, sovereignty referenda, PQ, and BQ) on Canadian unity

- describe the significance of the Official Languages Act (e.g., bilingual labelling, civil service hiring)
- define regionalism and relate it to alienation (e.g., National Energy Policy, collapse of the cod fishery)
- identify various Aboriginal responses to challenges (e.g., negotiations, protests, and court cases with respect to land and resource issues; demand for self-government)
role of Senate, how bills are passed, role of municipal governments, and differences between Aboriginal self-government and municipal self-government.

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.

4. Teacher created lessons, text-based lessons, lecturing, and note-taking.

5. Use of charts, statistics, literature, video, articles, and situations of the time period.

6. Examination of issues of the time period.

7. Active review for unit test (technology).

8. Unit test.

- compare a range of points of view on an issue
- draw conclusions about an issue, situation, or topic
- defend a position on an issue, situation, or topic
- access a range of information sources on selected topics, including sources
  - from a range of media types (e.g., print news, broadcast news, online)
  - representing a range of perspectives
  - that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs)
  - that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)
  - explain the importance of accessing and considering a range of information sources
  - assess the accuracy, reliability, and relevance of collected information by
    - determining examples of bias and points of view in information
    - identifying the data collection
Methods (e.g., poll, census, interview, survey)
- determining currency of information
- determining consistency with information obtained from other sources on the same topic (corroboration)
- design and conduct surveys and interviews; extract data from websites and archives
- interpret and construct maps synthesize and evaluate collected data
- organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)
- present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose
- clearly formulate and support a thesis
- communicate ideas, opinions, and arguments effectively:
  - orally
  - written
  - graphically
- identify attributes associated with active citizenship, including
  - ethical behaviour (e.g., honesty, fairness, reliability)
  - open-mindedness
  - respect for diversity
- empathy
- questioning and promoting discussion
- tolerance for ambiguity
- individual and collective responsibility
- remaining informed over time
- advocating responsibly for own and others' rights
- ongoing examination and reassessment of own beliefs
- willingness to participate
- explain the value of attributes associated with active citizenship
- assess the influence of mass media on public opinion
- demonstrate skills of collaboration and co-operation, including the ability to
  - collaborate and consult with others
  - respect and promote respect for the contributions of other team members
- describe the significance of the following in the workings of government:
  - passage of legislation (including First, Second, and Third Reading; Royal Assent; private members bills)
  - party discipline versus free votes
  - cabinet
  - patronage
  - Order-in-Council
Chapter 10:

By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:

- 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)
- recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)
- develop pertinent questions to define a topic, issue, or situation
- compare a range of points of view on an issue
- draw conclusions about an issue, situation, or topic
- defend a position on an issue, situation, or topic
- access a range of information sources on selected topics, including sources
  - from a range of media types (e.g., print news, broadcast news, online)
  - representing a range of perspectives
  - that qualify as primary (e.g., original documents, political cartoons,
interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs) that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)

- explain the importance of accessing and considering a range of information sources
- assess the accuracy, reliability, and relevance of collected information by
  - determining examples of bias and points of view in information
  - identifying the data collection methods (e.g., poll, census, interview, survey)
  - determining currency of information
  - determining consistency with information obtained from other sources on the same topic (corroboration)

- design and conduct surveys and interviews; extract data from web sites and archives
- interpret and construct maps
- synthesize and evaluate collected data
- organize information effectively (e.g., outlines, summaries, notes, timelines, visual
- present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose
- clearly formulate and support a thesis
- communicate ideas, opinions, and arguments effectively:
  - orally
  - written
  - graphically
- interpret population pyramids and the demographic transition model
- collect and analyse population data related to
  - distribution
  - density
  - dependency ratio
- relate changes in Canada’s population to changes in world population
It is expected that students will:

A. Skills and Processes of Social Studies
   Ai, ii, iii, iv
B. Politics and Government
   Bi, ii, iii, iv
C. Autonomy and International Involvement
   Ci, iii, iv
E. Society and Identity
   Ei, iii, iv, v, vi (refer to appendices).

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.
2. Teacher created lessons, text-based lessons, lecturing, and note-taking.
3. Use of graphs, maps, charts, statistics, literature, video clips, articles, and situations of the time period.
4. Examination of issues of the time period.
5. Active review for unit test (technology).
6. Unit test.

By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:

- 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)
- recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)
- develop pertinent questions to define a topic, issue, or situation
- compare a range of points of view on an issue
- draw conclusions about an issue, situation, or topic
- defend a position on an issue, situation, or topic
- access a range of information sources on selected topics, including sources
  - from a range of media types (e.g., print news, broadcast news, online)
  - representing a range of perspectives
  - that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs)
that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)

- explain the importance of accessing and considering a range of information sources
- assess the accuracy, reliability, and relevance of collected information by
  - determining examples of bias and points of view in information
  - identifying the data collection methods (e.g., poll, census, interview, survey)
  - determining currency of information
  - determining consistency with information obtained from other sources on the same topic (corroboration)
- design and conduct surveys and interviews; extract data from web sites and archives
- interpret and construct maps
- synthesize and evaluate collected data
- organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)
- present and interpret data in a variety of forms appropriate for the purpose (e.g.,
Unit 4: Human Geography: The Future in Balance
approx. 5 hours class time

CounterPoints Text
Chapter 11: Population Trends and Issues

It is expected that students will:

A. Skills and Processes of Social Studies
   Ai, ii, iii, iv
B. Politics and Government
   Bii
D. Human Geography
   Di, ii, iii
E. Society and Identity
   Ei, vi (refer to appendices).

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.
2. Teacher created lessons, text-based lessons, lecturing, and note-taking.
3. Use of graphs, maps, charts, statistics, literature, video clips, articles, and situations of the time period.
4. Examination of issues of the time period.
5. Active review for unit test (technology).
6. Unit test.

By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:

- 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)
- recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)
- develop pertinent questions to define a topic, issue, or situation
- compare a range of points of view on an issue
- draw conclusions about an issue, situation, or topic
- defend a position on an issue, situation, or topic

written, oral, graphic) appropriate for the communication purpose
- clearly formulate and support a thesis
- communicate ideas, opinions, and arguments effectively:
  - orally
  - written
  - graphically
access a range of information sources on selected topics, including sources
- from a range of media types (e.g., print news, broadcast news, online)
- representing a range of perspectives
- that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs)
- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)

explain the importance of accessing and considering a range of information sources

assess the accuracy, reliability, and relevance of collected information by
- determining examples of bias and points of view in information
- identifying the data collection methods (e.g., poll, census, interview, survey)
- determining currency of information
- determining consistency with information obtained from other sources on the same topic (corroboration)
- design and conduct surveys and interviews; extract data from websites and archives
- interpret and construct maps
- synthesize and evaluate collected data
- organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)
- present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose
- clearly formulate and support a thesis
- communicate ideas, opinions, and arguments effectively:
  - orally
  - written
  - graphically
- interpret population pyramids and the demographic transition model
- collect and analyse population data related to:
  - distribution
  - density
  - dependency ratio
- relate changes in Canada’s population to changes in world population
Chapter 12: Living Standards in a Changing World

approx. 5 hours class time

CounterPoints Text

It is expected that students will:

A. Skills and Processes of Social Studies
   Ai, ii, iii, iv
B. Politics and Government
   Bii
D. Human Geography
   Di, ii, iii
E. Society and Identity
   Ei, vi (refer to appendices).

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.
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.
3. Teacher created lessons, text-based lessons, lecturing, and note-taking.
4. Use of graphs, maps, charts, statistics, literature, video clips, articles, and situations of the time period.
5. Examination of issues of the time period.
6. Active review for unit test (technology).
7. Unit test.

By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:

- 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)
- recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)
- develop pertinent questions to define a topic, issue, or situation
- compare a range of points of view on an issue
- draw conclusions about an issue, situation, or topic
- defend a position on an issue, situation, or topic
- access a range of information sources on selected topics, including sources
  - from a range of media types (e.g., print news, broadcast news, online)
  - representing a range of perspectives
  - that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports,
- summaries, historical monographs
- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)
- explain the importance of accessing and considering a range of information sources
- assess the accuracy, reliability, and relevance of collected information by
  - determining examples of bias and points of view in information
  - identifying the data collection methods (e.g., poll, census, interview, survey)
  - determining currency of information
  - determining consistency with information obtained from other sources on the same topic (corroboration)
- design and conduct surveys and interviews; extract data from web sites and archives
- interpret and construct maps
- synthesize and evaluate collected data
- organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)
- present and interpret data in a variety of
forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose
- clearly formulate and support a thesis
- communicate ideas, opinions, and arguments effectively:
  - orally
  - written
  - graphically
- describe possible responses to population growth, such as
  - improving literacy rates
  - economic development opportunities for women
  - family planning (e.g., one-child policy)
- explain the significance of the UN Human Development Index
- research key indicators of human development for Canada and developing countries, including
  - life expectancy rates
  - literacy rates
  - infant mortality rates
  - disease (e.g., HIV/AIDS)
  - fertility
  - GDP
- describe causes of poverty (e.g., armed conflict, natural disasters, lack of education and employment)
- describe possible responses to
Chapter 13: The Environment: Our Challenges and Responsibilities

approx. 6 hours class time

CounterPoints Text

It is expected that students will:

A. Skills and Processes of Social Studies
   Ai, ii, iii, iv
B. Politics and Government
   Bii
D. Human Geography
   Di, ii, iii
E. Society and Identity
   Ei, vi (refer to appendices).

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.
2. Teacher created lessons, text-based lessons, lecturing, and note-taking.
3. Use of graphs, charts, statistics, literature, video, articles, and situations of the time period.
4. Examination of issues of the time period.
5. Active review for unit test (technology).
6. Unit test.

By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:

- 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)
- recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)
- develop pertinent questions to define a topic, issue, or situation
- compare a range of points of view on an issue
- draw conclusions about an issue, situation, or topic
- defend a position on an issue, situation, or topic
- access a range of information sources on selected topics, including sources
  - from a range of media types (e.g., print news, broadcast news, online)
  - international aid (e.g., CIDA, NGOs, UNICEF, WHO)
  - debt reduction
- representing a range of perspectives
- that qualify as primary (e.g., original documents, political cartoons, interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries, historical monographs)
- that deal specifically with Canadian social, cultural, political, legal, economic, and environmental issues (e.g., web sites for governments, NGOs, and interest groups; archives; libraries)

- explain the importance of accessing and considering a range of information sources
- assess the accuracy, reliability, and relevance of collected information by
  - determining examples of bias and points of view in information
  - identifying the data collection methods (e.g., poll, census, interview, survey)
  - determining currency of information
  - determining consistency with information obtained from other sources on the same topic (corroboration)

- design and conduct surveys and interviews; extract data from web sites and archives
- interpret and construct maps synthesize
and evaluate collected data

- organize information effectively (e.g., outlines, summaries, notes, timelines, visual organizers)
- present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic) appropriate for the communication purpose
- clearly formulate and support a thesis
- communicate ideas, opinions, and arguments effectively:
  - orally
  - written
  - graphically
- explain how industrial and technological development can affect the environment (e.g., global warming and ozone layer depletion)
- evaluate possible responses to global warming and ozone depletion (e.g., Kyoto protocol)
- identify threats to water quality and supply in Canada (e.g., contamination, misuse) and suggest possible solutions (e.g., treatment technologies, conservation)
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: ________________________________

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