



## Curriculum Links

### Atlantic Provinces Education Foundation Protocol (Newfoundland/Labrador, New Brunswick, Nova Scotia, Prince Edward Island)

#### ► Social Studies Curriculum

##### ***Essential Graduation Learnings/Citizenship***

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

##### ***They will be expected to:***

- demonstrate understanding of Canada's political, social and economic systems in a global context
- demonstrate understanding of the social, political, and economic forces that have shaped the past and present and apply those understandings in planning for the future
- examine human rights issues and recognize forms of discrimination
- determine the principles and actions of just, pluralistic, and democratic societies
- demonstrate understanding of their own and others' cultural heritage and cultural identity and the contribution of diverse cultures to society

##### ***General Curriculum Outcome: Citizenship, Power and Governance:***

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

#### ► Key-Stage Curriculum Outcomes

##### ***By the end of Grade 6, students will be expected to:***

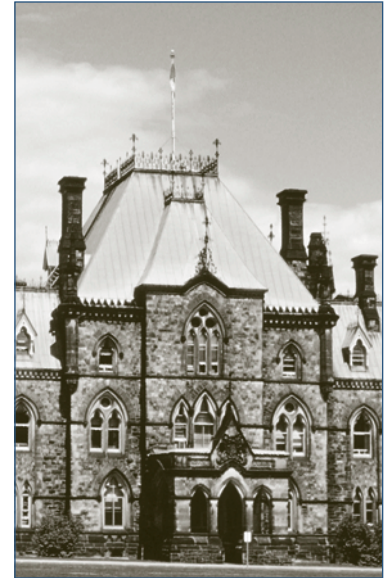
- identify and explain the rights and responsibilities of individual citizens in a local, national and global context
- give examples of the influence of freedom, equality, human dignity, justice, and civil rights and responsibilities in Canadian society
- identify the distribution of power and privilege in Canadian society and the sources of authority in the lives of citizens
- describe the purposes, function, powers and decision-making processes of Canadian governments



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- recognize the purpose of laws within the Canadian context
  - explain ways that individuals and groups can influence public policy in Canada
  - recognize how and why individuals and groups have different perspectives on public issues
  - describe the main features of the Canadian constitution
  - take age-appropriate actions to demonstrate their responsibilities as citizens

***By the end of Grade 9, students will be expected to:***

- identify and explain persistent issues involving the rights, responsibilities, roles and status of individual citizens and groups in a local, national and global context
- explain the origins and continuing influence of the main principles of Canadian democracy
- analyze the distribution of power and privilege in society and the sources of authority in the lives of citizens
- explain the origins, purpose, function, and decision-making processes of Canadian governments and how their powers are acquired, used and justified
- explain how the Canadian political and legal system establishes order and manages conflict while meeting the needs and desires of citizens
- explain, analyze, and compare the effectiveness of various methods of influencing public policy
- analyze and explain various perspectives on selected public issues
- explain the origins and main features of the Canadian constitutional system
- take age-appropriate actions to demonstrate their responsibilities as citizens



***By the end of Grade 12, students will be expected to:***

- analyze major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national and global context
- analyze the origins, development, and current condition of the main principles of democracy
- compare and evaluate the distribution of power in societies and the sources of authority in the lives of citizens
- analyze the origins, purpose, function, and decision-making processes of Canadian governments and how their powers are acquired, used, and justified
- analyze and evaluate how Canadian, and other political and legal systems, establish order and security while meeting the needs and desires of citizens
- identify and evaluate various strategies for influencing public policy
- evaluate public issues, taking into account multiple perspectives
- analyze different political systems and compare them with Canada's
- take age-appropriate actions to demonstrate their responsibilities as citizens



## Ontario

### ► Social Studies

#### Grade 8—Canada:

- A Changing Country

#### Grade 9

- Canadians and World Studies

### ► History

#### Grade 10 Strands

- Citizenship and Heritage
- Communities, Local, National and Global
- Change and Continuity
- Methods of Historical Inquiry
- Social, Economic and Political Structures

#### Grade 11

- Canadian Politics and Citizenship
- Canadian World Politics

### ► Civics

#### Grade 10 Strands

- Informed Citizenship
- Purposeful Citizenship
- Active Citizenship

## Manitoba

### ► Social Studies

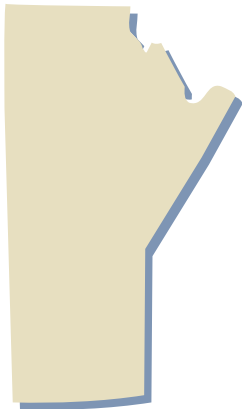
#### *Citizenship as a Core Concept in Social Studies*

#### **Role of Citizenship**

Citizenship is the core concept that provides the learning focus for social studies at all grades. In order to identify the skills, knowledge, and values students will need as active democratic citizens, social studies must take into account the society in which students live and the challenges they will face in the future. As students engage in this dialogue, they will develop a better understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities, locally, nationally and globally.

#### **Rationale for Citizenship Education**

Citizenship takes on meaning in specific contexts and is subject to time and place. For much of its history, citizenship has been exclusionary, class-based, racist, and sexist. The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to learn how diverse notions of citizenship have been used in the past and are being used in the present, both for good and ill.



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## Active Democratic Citizenship in Canada

Since citizenship issues are rooted in history, it follows that Canadian history must occupy an important place in the social studies curriculum. Canada is a regionally diverse, geographically huge, federally organized parliamentary democracy with a mixed, though largely capitalist, economy. It is a bilingual, multicultural country committed to pluralism, human rights, and democracy. Canada is one of the world's most successful, peaceful, and democratic countries, though it still has its share of economic and social injustices and inequities. In short, Canada is a complex country that requires special qualities in its citizens. These qualities include:

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs
- respect for human rights and democratic ideals and principles
- commitment to freedom, equality and social justice
- the ability to work through the conflicts and contradictions that can arise among citizens
- willingness to live with ambiguity and uncertainty
- civility and tolerance for dissension and disagreement
- willingness to temper the pursuit of private interests with concern for the public good
- the ability to balance claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with a realization that Canadian identity is multi-faceted, open to debate, and not exclusive of other identities.



## Canadian Citizenship for the Future

***Canadians are likely to wrestle with a number of issues:***

- balancing the jurisdictional claims of the provinces and the federal government
- redressing past and present injustices inflicted on Aboriginal Canadians
- coming to terms with the complexities of Quebec's place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities of race, gender, class and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy



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## Citizenship in the Global Context

Canada does not exist in isolation; it is part of a global community. Whatever else the 21st century might bring, it is clear that the world is becoming increasingly interconnected and interdependent. Many of the most serious problems facing the world must be dealt with on a global basis. The nation-state is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy. The world of the 21st century is also characterized by severe disparities between rich and poor countries, which, besides giving rise to dangerous tensions and rivalries, violate basic principles of social justice and human dignity. War and violence continue to be a common means of settling, or attempting to settle, internal and international disputes, and, because of developments in weapons technology, war becomes ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

## Environmental Citizenship

Underlying both national and global realities, and the responsibilities they impose on citizens, is the increasing fragility of the natural environment. In the final analysis, quality of life depends upon the ability of the environment to sustain it. This places a particular responsibility on citizens who, in the 21st century, must decide how to balance the demands of growth and high living standards against respect for the environment and the needs of future generations.

## ► Social Studies

**Grade 5**—Life in Canada Today

**Senior 1**—Canada Today—Canadian Studies

**Senior 3**—Canada—A Social and Political History

**Senior 4**—World Geography—A Human Perspective

**Senior 4**—World Issues

## Saskatchewan

### Grade 7 Social Studies

■ Unit 3—Power

### Grade 8 Social Studies—The Individual in Society:

■ Unit One/Culture,

■ Unit Two/Citizenship,

■ Unit Three/Identity,

■ Unit Four/Interdependence

### Grade 10 Social Studies 10:

■ Social Organizations—Unit 5/International/Political Organizations

### Social Studies 11:

■ Social Issues I

■ Social Issues II

■ Cultural Issues

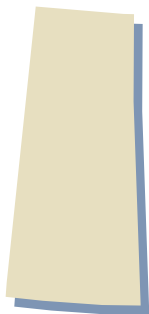
■ Political Issues I

■ Political Issues II

■ Legal Issues

■ Economic Issues

■ Environmental Issues



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## Grade 11 Social Studies 20: World Issues

- Global Issues
- Environment
- Population
- Wealth and Poverty
- Human Rights
- World Government

## Grade 12 Canadian Studies 39 ■ Unit 5—Social Studies

### Alberta/Northwest Territories

#### Grade 7—People and their Culture

- Topic A: Culture
- Topic C: Canada: A Bilingual and Multicultural Country

#### Grade 9—Economic Growth: Differing Perspectives

- Topic C: Canada: Responding to Change

#### Grade 10

- Social Studies 10—Topic A: Challenges for Canada, Topic B: Citizenship in Canada
- Social Studies 20—Topic A: Development and Interaction of Nations, Topic B: Interdependence in the Global Environment
- Social Studies 30—Topic A: Political and Economic Systems, Topic B: Global Interactions

#### Senior High

- Social Studies 13—Topic A: Challenges for Canada, Topic B: Citizenship in Canada
- Social Studies 33—Topic A: Political and Economic Systems, Topic B: Global Interactions
- IOP Social Studies 16—Topic A: Being a Citizen, Topic B: You and the Law
- IOP Social Studies 26—Topic A: You and the Canadian Identity, Topic B: Canada and You in the world

### British Columbia/Yukon

#### Grade 6 Social Studies—It is expected that students will:

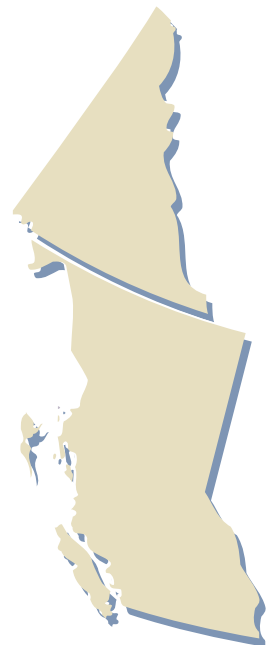
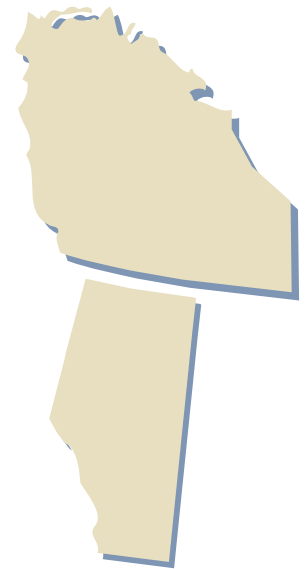
- demonstrate understanding of global citizenship
- demonstrate awareness of United Nations' human rights initiatives

#### Grade 7 Social Studies—It is expected that students will:

- identify and clarify a problem, issue, or inquiry
- defend a position on a global issue by considering competing reasons from various perspectives
- design, implement, and assess detailed courses of action to address global problems or issues

#### Grade 11 Social Studies

- Political Issues II—It is expected that students will describe and assess Canada's participation in world affairs





## ACHIEVEMENT CHART

	Level 1	Level 2	Level 3	Level 4
<b>► Discussion</b>	Did not participate or contribute to the teacher-directed discussions	Participated somewhat in the teacher-directed discussions	Active participation in the teacher-directed discussions	Made a significant contribution to the teacher-directed discussions
<b>► Content</b>	Demonstrated limited understanding of concepts, facts and terms	Demonstrated some understanding of concepts, facts and terms	Demonstrated considerable understanding of concepts, facts and terms	Demonstrated thorough understanding of concepts, facts and terms
<b>► Written Work</b>	Written report had many grammatical errors, is poorly structured and confusing	Written report was generally clear but has numerous grammatical errors	Written report was well-structured and clear but has a few significant errors	Written report was very clear, well-organized with few errors
<b>► Oral Presentation</b>	Oral report was confusing, lacked emphasis and energy with no discussion resulting	Oral report was clear but lacked energy and emphasis with little discussion resulting	Oral report was clear and vibrantly presented but lacked some emphasis and energy with a good discussion resulting	Oral report was clear and enthusiastically presented with energetic discussion resulting
<b>► Team Work</b>	1 or 2 members dominated the team, very little cooperation	Majority of the group made a contribution with some recognition of individual strengths but cooperation was superficial	Most members made a significant contribution with a good level of cooperation	All members made a significant contribution, individual strengths were recognized and used effectively, excellent cooperation among group members