

Course Plan:
by Katie Jardine

UNIT OBJECTIVES

UNIT DESCRIPTIONS: <i>(Overall Course Theme: Canada- a nation build from individual and collective narratives)</i>	<i>Content Knowledge</i>	<i>Critical and Creative Thinking</i>	<i>Managing Information</i>	<i>Communication</i>	<i>Citizenship (Active Democratic and Core)</i>
<p>Unit/ Cluster 1: Diversity and Pluralism in Canada</p> <p>Pedagogical Emphasis (Mini Theme): What is my story? I am Canadian, but where does my individual narrative fit within Canada?</p> <p>Synopsis: Students will be divided into table groups to collect and examine current and past events that effect themselves as Canadian. The events explored will relate to government, policies, media, citizenship, human rights and cultural diversity to begin to expand students view on the impact events can have on individual and collective narratives. By the end of the unit, students will be able to understand and express how historical events, current events and personal experiences impact the development of their own personal narrative, identity and views on citizenship. At the end of the unit, students will complete an individual project show casing who they are in the context of contemporary Canada. Students are expected to draw on events and topics discussed in class, their own independent</p>	<ul style="list-style-type: none"> - overview of human and physical of geography of Canada in order to understand and pinpoint historic and current events -knowledge of different social media domains that influence Canadians - knowledge of key events and persons that contributed to the building a diverse and pluralistic Canada - knowledge of the impacts social media and people may have on the development of an identity 	<ul style="list-style-type: none"> -analyze the context of events, accounts, ideas and interpretations (in relation to identity and citizenship) - analyze materials and visual evidence during research -reconsider personal assumptions based on new information and ideas -Evaluate information from a variety of sources to determine reliability, validity, 	<ul style="list-style-type: none"> -construct maps using a variety of information sources and technologies - select, use and interpret various types of maps -select and use appropriate tools and technologies to accomplish a task -select information from a variety of oral, visual, material, print or electronic sources, including 	<ul style="list-style-type: none"> - express informed and reasons opinions (402) - listen to others to understand their perspectives (400) -use language that is respectful of human diversity (401) - present information and ideas in a variety of formats appropriate for audience and purpose (403) <p>POs: Overview- S 403, S 402, S</p>	<p><i>Core Citizenship:</i></p> <ul style="list-style-type: none"> -be willing to engage in discussion and debate about citizenship - appreciate democratic ideals in Canadian society - identify contemporary political leaders in Canada. -value their democratic responsibilities and rights <p><i>Active Citizenship:</i></p> <ul style="list-style-type: none"> -make decisions that reflect fairness and equality in their interactions with others -Promote actions that reflect the principles of sustainable development. -Recognize and take a stand against discriminatory practices and behaviours

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<p>research, and their experience bank to express their personal narrative and opinions.</p> <p>Main Goals:</p> <p>1. Develop an understanding of who they are individually as a citizen of Canada and be able to articulate it clearly through different domains.</p> <p>2. Learn how political, social media, and cultural makeup play a role in the quality of life of Canadians and our views on citizenship.</p> <p>3. Learn the importance of being engaged in the world through independent studies or group collaboration in order to develop personal perspectives on identity and citizenship</p>		<p>authenticity and perspective <i>Include: student-gathered data</i></p> <p>POs: Overview- S 303, S 304, S 305, S 308 (pp.66)</p>	<p>primary and secondary</p> <p>POs: Overview- S 200, S 202, S 203, S 204 (pp.65)</p>	<p>400, S 401 (pp.67)</p>	<p>-Make decisions that reflect social responsibility</p> <p>POs: Overview- VC 003, VC 001, VC 002, KC 009, S 107, S 105, S 103, S 102 (pp. 64 & 68)</p>
<p>Unit/ Cluster 2: Democracy and Governance in Canada</p> <p>Pedagogical Emphasis (Mini Theme): What is their story? We are all Canadians but what are their narratives and how do they fit within Canada? Who are they?</p> <p>Synopsis: Students will work in table groups to explore connections among people,</p>	<p>- knowledge on the democratic system and electoral process within the Canadian judicial system</p> <p>- knowledge of the Canadian Charter of Rights and Freedoms and its implications on Canadian citizens</p>	<p>-analyze the context of events, accounts, ideas and interpretations.</p> <p>-Plan topics, goals and methods for inquiry and research.</p>	<p>-select information from a variety of oral, visual, material, print or electronic sources, including primary and secondary.</p>	<p>-debate differing points of view regarding an issue (406)</p> <p>- use language that is respectful of human diversity. (401)</p> <p>- elicit, clarify, and respond to</p>	<p>Core Citizenship:</p> <p>- Give examples of the effects of the Canadian Charter of Rights and Freedoms on individuals and groups</p> <p>-describe the effects of Article 23 of the Canadian Charter of Rights and</p>

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<p>government and law through examining the justice system. Emphasis will be placed on looking into specific policies and the implications of Canadas leaders in the development of human rights and citizenship. At the end of this unit, students will complete a project (in pairs) exploring another Canadians narrative (either a specific historical figure or a people group) and present how this person or people group has been effected by the Canadian justice system. Students are expected to conduct their own research and incorporate how this person or people group may view citizenship differently than their own views.</p> <p>Main Goals:</p> <ol style="list-style-type: none"> 1. For students to learn their legal and social rights as Canadian citizens 2. Learn to conduct individual and collective research 3. Understand how policy, human rights issues, citizenships and societal constructs can effect different groups of Canadians uniquely 	<p>from a legal and social stand point</p> <ul style="list-style-type: none"> - background knowledge on the historical events that caused tensions to develop amongst people groups in Canada (Aborigines and Europeans specifically) - understanding of democratic ideals that influence the evolution of Contemporary Canada - understanding of the roles citizens voices can play within Canada 	<ul style="list-style-type: none"> - Draw conclusions and make decisions based on research and various types of evidence. -compare diverse perspectives and interpretations in media and other information sources -plan topics, goals and methods for inquiry and research <p>POs: Overview- S 303, S 304, S 305, S 308 (pp.66)</p>	<ul style="list-style-type: none"> -organize and record information in a variety of formats and reference sources appropriately - select and use appropriate tools and technologies to accomplish tasks <p>POs: Overview- S 200, S 201, S 202 (pp.65)</p>	<p>questions, ideas and diverse points of view in discussions. (404)</p> <ul style="list-style-type: none"> - present information and ideas in a variety of formats appropriate for audience and purpose (403) - listen to others to understand their perspectives (400) <p>POs: Overview- S 400, S 401, S 403, S 404, S 406 (pp.67)</p>	<p>Freedoms on linguistic minorities</p> <ul style="list-style-type: none"> -describe Canadian parliamentary democracy -describe the electoral processes and roles of political parties - describe responsibilities and processes of the justice system in Manitoba - Describe Aboriginal perspectives on justice and law <p>Active Citizenship:</p> <ul style="list-style-type: none"> -make decisions that reflect fairness and equality in their interactions with others -recognize and take a stand against discriminatory practices and behaviours -propose options that are inclusive of diverse perspectives - use a variety of strategies in conflict resolutions
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					POs: Overview- S 101, S 106, S 105, S 102, KC 010, KC 010A, KC 008, KC 006, KC 002, KC 002F (pp. 64 & 68)
<p>Unit/ Cluster 3: Canada in the Global Context</p> <p>Pedagogical Emphasis (Mini Theme): What is our story? We are all Canadians but what are our narratives as a nation and where do we fit in the world? Who are we and where do our narratives intersect?</p> <p>Synopsis: Students will work in table groups to explore the relationships that exist between having a national identity and being a global citizen. Students will explore the social stereotypes expressed by people within and outside Canada to begin to further develop their views on citizenship. By the end of the unit students will have a better understanding of the various perspectives relating to Canadians national and global identity. By the end of the unit students will complete a project in groups of 3 to 5 exploring what it means to be a Canadian. Students will be expected to consider how their individual views play into their group view of Canadian identity and Canadian citizenship.</p>	<ul style="list-style-type: none"> - knowledge of the different Canadian stereotypes and their origins - Canadas role in the world relating to human rights and peace keeping - knowledge on the history of Canadian media and the influence national and global media can have on the development of a national and/or individual identity and/or understanding of citizenship - knowledge regarding the impact world events can have on Canada and our daily lives as 	<ul style="list-style-type: none"> -analyze prejudice, racism, stereotyping and other forms of bias in the media and in other information sources - Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspectives. - reconsider personal assumptions based on new information - Analyze material and 	<ul style="list-style-type: none"> -select information from a variety of oral, visual, material, print or electronic sources, including primary and secondary. -organize and record information in a variety of formats and reference sources appropriately - select and use appropriate tools and technologies to accomplish tasks (S 202) 	<ul style="list-style-type: none"> - listen to others to understand their perspectives (400) -express informed and reasoned opinions (402) - debate differing points of view regarding an issue (406) -use language that is respectful of human diversity (401) - express informed and reasoned opinions (402) - articulate their 	<p>Core Citizenship:</p> <ul style="list-style-type: none"> -give examples of human rights as defined in the United Nations Universal Declaration of Human Rights - describe contributions of Canadians whose social and political actions have promoted human rights - describe their responsibilities and rights as citizens of Canada and the world -be willing to engage in discussion and debate about citizenship - appreciate democratic ideals in Canadian society <p>Active Citizenship:</p> <ul style="list-style-type: none"> - collaborate with others to achieve group goals and responsibilities

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<p>Main Goals:</p> <ol style="list-style-type: none"> 1. Develop an understanding of Canadian stereotypes that exist on a national and global scale. 2. Understand the impacts and influence media have on the development of a nation from a social and legal standpoint. 3. Learn the relationships that exist between Canadians as individuals and collectively. 4. Understand Canada's role in global peace keeping efforts. 	<p>Canadians (understanding cause and effect relationships on a global scale)</p>	<p>visual evidence during research.</p> <p>POs: Overview- S 303, S 304, S 306 S 308 (pp.66)</p>	<p>POs: Overview- S 200, S 201, S 202 (pp.65)</p>	<p>perspective on issues (405)</p> <p>- present information and ideas in a variety of formats appropriate for audience and purpose (403)</p> <p>POs: Overview- S 400, S 401, S 403, S 405, S 406 (pp.67)</p>	<p>-use a variety of strategies in conflict resolution</p> <p>-make decisions that reflect fairness and equality in their interactions with others</p> <p>- Seek consensus in collaborative problem solving</p> <p>POs: Overview- S 104, S 101, S 100, VC 001, VC c003, KC 013, KC 004, KC 001 (pp. 64 & 68)</p>
<p>Unit/ Cluster 4: Canada: Opportunities and Challenges</p> <p>Pedagogical Emphasis (Mini Theme): What could our story or stories be? How do the intersection points of individual and collective narratives effect the development of Canada through creating challenges (social and/or political)? *putting it all together</p> <p>Synopsis: Students will work in table groups to explore the demographics factors that have influenced Canada's culture diversity and the evolution of citizenship. Students will examine current events to focus on</p>	<p>- knowledge on current social injustice issues</p> <p>- knowledge on demographic factors that have shaped Canadas cultural diversity and the implication they have on the development and meaning of citizenship</p> <p>- knowledge on emerging</p>	<p>-propose and defend innovative options of solutions to address issues and problems (307)</p> <p>- draw conclusions and make decisions based on research and various types of evidence (302)</p>	<p>-select information from a variety of oral, visual, material, print or electronic sources, including primary and secondary.</p> <p>-organize and record information in a variety of formats and reference</p>	<p>-debate differing points of view regarding an issue (406)</p> <p>-Listen to others to understand their perspectives. (400)</p> <p>- use language that is respectful of human diversity (401)</p> <p>- express</p>	<p>Core Citizenship:</p> <p>- give examples of ways in which government affects their daily lives</p> <p>-assess the advantages and disadvantages of democratic processes in Canada</p> <p>- value their democratic responsibilities and rights</p> <p>-describe current issues related to citizenship in Canada</p>

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<p>emerging relationships among people. Students will focus on the various challenges that can occur when individual and collective narratives intersect. By the end of the unit, students will be able to work collectively to reimage what Canada could be through exploring solutions to current social and political challenges. Students will be expected to take on a challenge (or challenges) found in contemporary Canada and explore various solutions based on their own research, and current knowledge and understanding of Canada and the world. Students will have the option to work individually or in groups to ultimately explore the question “What could be the story of future Canada? How would this new story affect me and us?” Students will be encouraged to explore their own creativity when expressing their answer. (role play, videos, creating a book etc.)</p> <p>Main Goals:</p> <ol style="list-style-type: none"> 1. Students explore the demographic factors that Canada’s cultural diversity and evolution of citizenship. 2. Use their imagination to explore potential solutions regarding national and global issues. 	<p>relationships between people and the various challenges and benefits surrounding specific issues/groups</p>	<ul style="list-style-type: none"> - reconsider personal assumptions based on new information and ideas (303) -analyze the context of events, accounts, ideas and interpretations. (301) - plan topics, goals and methods for inquiry and research (300) <p>POs: Overview- S 300, S 301, S 302, S 303, , S 307 (pp.66)</p>	<p>sources appropriately</p> <ul style="list-style-type: none"> - select and use appropriate tools and technologies to accomplish tasks <p>POs: Overview- S 200, S 201, S 202 (pp.65)</p>	<p>informed and reasoned opinions (402)</p> <ul style="list-style-type: none"> -elicit, clarify, and respond to questions, ideas, and diverse points of view in discussion. (404) <p>POs: Overview- S 400, S 401, S 403, S 404, S 406 (pp.67)</p>	<ul style="list-style-type: none"> - give examples of evolving challenges and opportunities in Canadian society as a result of the Charter of Rights and Freedoms. -be willing to engage in discussion and debate about citizenship <p>Active Democracy:</p> <ul style="list-style-type: none"> - promote actions that reflect sustainable development -make decisions that reflect fairness and equality in their interactions with others - propose options that are inclusive of diverse perspectives - make decisions that reflect social responsibility <p>POs: Overview- S 107, S 106, S 102, S 103, VC 003, KC015, KC 014, VC 002, KC 012, KC 005 (pp. 64 & 68)</p>
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<p>3. Explore the many of Canadas contributions to the world from political, social and humanistic domains.</p> <p>4. Conceptualize what Canada could be in the future while considering citizens legal, social and environmental responsibilities.</p>					
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